

UNIVERSITY SENATE AGENDA
EBERLY AUDITORIUM

April 2, 2019
3:30 – 5:00 p.m.

Approval of Order

- A. Approval of minutes from March 5, 2019 meeting
- B. Approval of current agenda items and order

Reports and Announcements

- A. President Driscoll
- B. Provost Moerland
- C. Chairperson Piper
- D. Vice Chairperson

Appendix

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Standing Committee Reports

Chairperson

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B. Presidential Athletic Advisory Council	Castle
C. Academic Computing Policy Advisory Committee	Chadwick
D. University Budget Advisory Committee	Soni

New Business

Adjournment

**Appendix A
Rules Committee
Chair Korn**

FOR INFORMATION:

Current Reading of the Constitution

CONSTITUTION

(Amended: 4-92/2-93/5-94/4-96/3-01/2-05/2-07)

UNIVERSITY SENATE CONSTITUTION

Revised 2/2007

PURPOSE

The purpose of the University Senate is to provide a formal means through which the student body, faculty¹, staff, and the administration, working as a unified group, shall have a representative share in the governance of the university. In order to further a sense of university community on all issues of governance, the University Senate shall have a consultative role to the president and Council of Trustees that is designed to empower the University Senate with a significant voice in the governance of the university.

The University Senate shall approve all curricular matters before they are implemented. The Association of Pennsylvania State College and University Faculties (APSCUF) has delegated its contractual curricular responsibility to the University-Wide Graduate Committee and the University-Wide Undergraduate Curriculum Committee. At least two-thirds of the membership of each of these committees shall be FACULTY². These committees shall forward curricular proposals to the University Senate for approval. The University Senate shall report simultaneously its proposals to the president of the university and the president of APSCUF. As defined by the Collective Bargaining Agreement, past practice, and meet-and-discuss agreements, APSCUF shall retain its usual prerogatives with respect to curricular matters before they are submitted to the council.

The University Senate can study any issue of university governance and make recommendations to the president and the council. The president and the council, (when possible), shall provide the University Senate with an opportunity to review all policies and make recommendations prior to their implementation.

As a matter of expediency, occasionally it may be necessary for administrative personnel, during the normal exercise of their duties, to initiate or modify policies when there is insufficient time to present such matters to the University Senate for consultation. The initiators of such policies shall immediately give notification of their action to the

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University Senate chair and the chair of the Rules Committee. If it applies, notification shall also be given to the chair of the Senate committee within whose purview subject policy matters ordinarily fall. Such policies will automatically be included as new business on the agenda of the University Senate meeting immediately following such enactment.

Proposed amendments of the constitution shall be referred to the Rules Committee, which shall report the amendment to the University Senate for action no sooner than the regular monthly meeting immediately following the introduction or first reading of the proposed amendment. If the amendment receives a majority vote of those in attendance at this meeting, then the Rules Committee shall refer the proposed amendment in writing, with printed ballots, to the University Senate where a two-thirds affirmative vote of those voting is necessary for passage.

Nothing relating to the organization and administration of the University Senate shall be construed so as to limit the authority of the council or the president of the university with respect to the administration of the university as prescribed by law. Further, nothing in the constitution or the rules and regulations of the University Senate shall be construed so as to limit the authority of the president of the university to appoint such other councils and committees as deemed necessary to facilitate the efficient administration of the university.

COMPOSITION & ELECTIVE PROCEDURES

The University Senate shall consist of a number of faculty double the number of departments of the university, a voting administrative segment one-third the size of the faculty segment, and a student segment one-half the size of the faculty segment.

The Senate shall also include one Alumni Association representative and four representatives from the staff. Faculty, staff, and administrative members shall be employees in good standing at the time of election or appointment and during terms of service. Students must be enrolled and in good standing at the time of election or appointment and during terms of service.

Faculty is herein defined to include not only those members of the university staff whose duties are primarily instructional, but also members of recognized academic departments, the professional library staff, and the professional or managerial staff of the Student Cooperative Association (with the exception of its director, who is classified as an administrator). The faculty of the Northpointe and Punxsutawney campuses also shall be included. FACULTY is herein defined as it is in the Collective Bargaining Agreement between APSCUF, as the bargaining agent for the FACULTY, and the SSHE. FACULTY is defined as all members of the FACULTY bargaining units, union members and non-union members alike.

For the purposes of University Senate representation, the professional library staff, the managerial staff of the Student Cooperative Association, and the faculty of the Northpointe and Punxsutawney campuses shall be considered as constituting departments.

"Student," as herein used, refers to both the undergraduate and graduate student bodies.

The faculty segment of the University Senate shall consist of one member elected by and from each department of the university, two FACULTY members appointed by the president of APSCUF (one to serve as one of the co-chairs of the University-Wide Undergraduate Curriculum Committee and one to serve as one of the co-chairs of the University-Wide Graduate Committee), twenty-four FACULTY members elected at large for seats on the UWUCC and the UWGC by the FACULTY, and the remainder to be elected at large by and from the FACULTY to make the total at-large faculty segment equal to the number of senators elected by the departments.

The administrative segment shall include the university president (*non-voting senator*) and administrators/managers serving on standing committees by virtue of their offices (*ex-officio*). At least half of the remaining number shall be elected by and from the administrators/managers, with the remainder to be appointed by the university president.

The student segment shall consist of undergraduate and graduate students in proportion to their FTE enrollment, but no segment shall be less than 20% of the total student contingent. Each delegation shall be elected by its representative student body. Undergraduate students shall be elected under the auspices of the recognized student association as defined in Pennsylvania State Act 1982-188. In both cases, the officiating body shall call for and accept voluntary nominations for election to the University Senate.

The staff segment shall consist of the local AFSCME president and three representatives from the staff as elected from and by the staff.

The Alumni Association representative shall be appointed by the Alumni Executive Board.

Except where constrained by collective bargaining agreements, the Rules Committee shall exercise general jurisdiction over the manner in which elections to the University Senate are conducted, including such matters as determining the eligibility of university employees and students for University Senate membership, and establishing the rules by which elections are to be conducted. Such rules shall include provisions establishing the means by which voluntary nominations for election to the University Senate may be made to the Rules Committee, or whatever group the Rules Committee or the University Senate establishes to function as a nominating agency. The Rules Committee shall also be responsible for conducting such referendums of the various segments of the university as the University Senate shall deem necessary.

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Reading of the Constitution - New

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Appendix B
University-Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Greenawalt

FOR INFORMATION:

The following courses were approved by the UWUCC to be offered as distance education courses:

- ENGL 415 English Language Studies for Teachers
- ARHI 205 Ancient to Medieval Art
- SOC 345 Sociological Social Psychology

FOR ACTION:

1. Department of Art—New Courses

a. ARED 101 Introduction to Art Education 3c-01-3cr

Prerequisite: Art Education Major or Instructor Permission

Introduces theoretical and contextual foundations that support contemporary art education theory and practice in a variety of settings including schools, museums, and community-based programs. Serves as the first of a sequence of courses in the Art Education major and should be taken the second semester of the first year or of admission to the major. Provides a foundation for the rest of the courses in the major. Conducted in a participatory seminar format that includes selected field experiences with public P-12 schools, museums, and community art programs.

Rationale: ARED 101 Introduction to Art Education will introduce students to the structure of the Art Education program at IUP, and will introduce basic topics such as the history of art education, lesson planning, public speaking, and professionalism. Current students do not typically take Art Education coursework until they are sophomore status. This prevents them from progressing through the program as a cohort, causing confusion with regards to scheduling, particularly with regards to the 3 Step Process outlined by the College of Education and Communications.

b. ARED 324 Special Populations in Art Education 3c-01-3cr

Prerequisite: ARED 315

Focuses on special populations as learners in multiple art education contexts including schools, community-based programs, and museums. Includes but is not limited to learners with special needs, English Language Learners, and learners across the life span. Examines Universal Design in education (UD), therapeutic art education contexts, and curriculum design for multiple learners.

Rationale: We would like to make the current ARED 281 Special Topics course into a permanent Art Education elective. The 281 course has been taught successfully in two concurrent fall semesters.

2. Department of Communication Disorders, Special Education and Disability Services— Course Revision/Dual Level

Current and Proposed Catalog Description:

EDEX 323 Instruction of English Language Learners with Special Needs 3c-0l-3cr

Provides future teachers with the necessary methods to meet the needs of English language learners with special needs in the classroom. Based on knowledge of the behaviors, beliefs, and attitudes of a multicultural approach to learning, instructional methods, appropriate assessment and language acquisition techniques, and use of varied resources are included.

Rationale: The dual listing of this course is proposed in order to allow practicing teachers (graduate students) and teacher candidates (undergraduate students) to work together in order to tackle the complexities of teaching exceptional students who are not fluent in English. Through group work, the graduate students will be able to share their experiences in the classroom with the undergraduates, as they work together to demonstrate effective techniques in sheltering language while meeting special needs.

3. Department of Communications Media—Course Revisions, Catalog Description Changes, and Course Title Changes

a. Current Catalog Description:

COMM 325 Women in Media 3c-0l-3cr

An overview of women in media (including television, film, radio, the Internet, etc.) and the historical development, along with social context that influence women's involvement in the media, both nationally and internationally. Analyzes topics related to media effect theories and portrayal of women in media that influence some of the issues women face in their gender roles. Also identifies key women in media from the past and present and their contributions to the field.

Proposed Catalog Description:

COMM 325 Gender in Media 3c-0l-3cr

Provides an overview and analysis of gender portrayal and representation in media. Analyzes topics related to media effects theories that affect identity perception and relationships with others. Examines the historical development and cultural influence on gendered communication as well as the social contexts that influence gender perception.

Rationale: This class encourages critical thinking about media representations and the impact of those representations to our viewpoints and relationships. Discussion on media representation today cannot be separated from discussion of representation of other

gender roles, such as the LGBTQ community. It is important that this class covers a larger discussion that covers not only women but also men and LGBTQ communities.

b. Current Catalog Description:

COMM 371 Advanced Photography **3c-01-3cr**

Prerequisite: COMM 271, permission

Develops camera and print-making skills to the degree that salon-quality photographic prints can be produced. Students will understand the photographic processes utilized in producing a high-quality negative and print to the extent that they can manipulate those processes to communicate an intended message with their photographs. Emphasizes camera and print control as well as composition and negative and print manipulation.

Proposed Catalog Description:

COMM 371 Advanced Photography **3c-01-3cr**

Prerequisite: COMM 271, permission

Introduces students to advanced photography concepts. Emphasizes proper technical skills, creative application of the photographic medium, as well as the development of an aesthetic and creative vision in photography. Designs and implements lighting techniques, and investigates the many ways in which photography can be utilized. Explores the visual language of photography and how to express ideas in images.

Rationale: This course is being revised to remove outdated language in the current course title and description. The current language refers to processes and technology that are no longer used in the course or photography program. The current description omits some details of the course including how students are engaged in developing a photographic style and creative vision.

c. Current Catalog Description:

COMM 374 Documentary Photography **3c-01-3cr**

Prerequisite: Junior/Senior Standing, COMM 101 or JRNL 105, or instructor permission

Prepares students to photograph documentary content that explores aspects of historical significance, cultural value, social change, and social injustice. Explores the differences and similarities between documentary photography and purely aesthetic photography in order to capture images focused on social and historic value. Calls for students to critically analyze documentary images, projects, photographers, and the societal impact they have made in order to create new and influential images for modern and future utilization. Students are required to have access to a digital camera.

Proposed Catalog Description:

COMM 374 Documentary Photography **3c-01-3cr**

Prerequisite: COMM 271 or permission

Introduces students to documentary photography and prepares them to photograph documentary content that explores aspects of historical significance, cultural value, social change, and social injustice, while also creating documentary images. Explores the differences and similarities between documentary photography and purely aesthetic photography, as well as the ethics of documentary photography. Critically analyzes documentary images, projects, photographers, and the societal impact they have made. Students are required to have access to a DSLR camera.

Rationale: This course is being revised to include a more appropriate course prerequisite and to update the language of the course description and learning objectives, while also updating the required camera needed for the course.

d. Current Catalog Description

COMM 451 Broadcast News Process **3c-01-3cr**

Prerequisite: COMM 251 or permission

Engages in reporting and presenting broadcast news programs. Content and assignments include analysis of news and public affairs broadcasting.

Proposed Catalog Description:

COMM 451 Multimedia News Production **3c-01-3cr**

Prerequisite: COMM 251 or permission

Exposes students to news media theories and legal as well as ethical responsibilities of news reporters and producers. Emphasizes practices to be competent broadcasters. Focuses on camera operation, interviewing, editing and producing individual news packages. Involves collaboration and teamwork to host and produce an on-air 30 minute news show.

Rationale: News institutions today require their employees to have the skills to produce news stories, not only for radio and television, but also for their organizational websites and social media. Reporters are expected to post stories to various social media sites almost simultaneously with on-air content. This course has previously focused on "broadcast" news, a term that is outdated in today's multi-platform media world. The revised course will expose students to and provide them with opportunities to produce their news for on-air as well as adapting the content to different platforms.

4. Department of Finance and Legal Studies —Modification of Prerequisite

Current Title and Prerequisite:

FIN 426 Seminar in Financial Planning **3c-01-3cr**

Prerequisite: FIN 300, 320, 324, 400

Proposed Title and Prerequisite:

FIN 426 Seminar in Financial Planning **3c-01-3cr**

Prerequisite: FIN 300, 324, 400

Rationale: Corporate Finance (FIN 320) deals with the theory and application of corporate financial management and decision-making. Since FIN 426 addresses personal finance rather than corporate finance, FIN 320 should not be a prerequisite for FIN 426.

5. Department of Safety Sciences—Modification of Prerequisite

Current Title and Prerequisite:

SAFE 311 Fire Protection **3c-01-3cr**
Prerequisite: CHEM 101 or instructor permission

Proposed Title and Prerequisite:

SAFE 311 Fire Protection **3c-01-3cr**
Prerequisite: CHEM 101, MATH 105 or instructor permission

Rationale: We would like to add MATH 105 as a pre-requisite for this course, as students need the math component to be successful.

6. Department of Sociology—Catalog Description Change and Course Title Change

Current Catalog Description:

SOC 345 Interpersonal Dynamics **3c-01-3cr**
Prerequisite: SOC 151 or SOC 161

A study of the interaction between and among individuals and groups in various social settings. Emphasizes self-understanding, small groups, socialization, social influence and compliance, person perception, collective behavior, and mass communication.

Proposed Catalog Description:

SOC 345 Sociological Social Psychology **3c-01-3cr**
Prerequisite: SOC 151 or SOC 161

Explores how individuals are shaped through our interpersonal, group, organizational and structural ties to other people as well as how we shape and recreate society through those same ties. Focuses on sociological perspectives, debates, and studies of individuals and social life germane to subject area of sociological social psychology including symbolic interaction, group processes, and social structure and personality perspectives.

Rationale: The proposed changes to Interpersonal Dynamics SOC 345 are intended to revise the course name and catalog description to be more consistent with the content that has been taught in recent history based on developments in the profession of sociology regarding small group and interpersonal interactions. It is also intended to develop an online version for this course offering.

7. Department of Theatre, Dance, and Performance--Department Name Change, Program Description Change

a. Department Name Change:

Current Department Name: Department of Theatre and Dance

Proposed Department Name: Department of Theatre, Dance, and Performance

b. Department Catalog Description Change:

Current Catalog Description:

The Department of Theater and Dance is leading theater, dance and performance innovation to transform local, regional, national and global communities through diverse artistic practices. It is dedicated to both theater and dance as collaborative and highly disciplined fields offering an extended view of the world as a part of a liberal and humanistic education. Successful students develop an artistic sensibility, creative orientation, and a disciplined work ethic, skills necessary in most endeavors. The department is committed to

- providing comprehensive course work from introductory through advanced levels of study in most major areas of theater and dance;
- providing diverse production opportunities at all levels to challenge students as artists by developing proficiency in one or more of the areas of composition (playwriting, choreography, and devising), research, performance, directing, and production (technical and design);
- providing opportunities for stimulating the intellectual and artistic growth of faculty members and students through collaborative research;
- enriching the aesthetic life of the university and surrounding community;
- cultivating each student's ethic of collaboration, personal discipline, respect, creative growth, and artistic sensibility.

The department offers a bachelor of arts degree in Theater with concentrations and tracks, providing for the study of theater within a broad liberal arts education. The department also coordinates the Interdisciplinary Fine Arts degree – Dance Arts Track (see the Major in Interdisciplinary Fine Arts in the College of Fine Arts section of this catalog). The department offers a Dance minor and a Theater minor. The Dance minor and Theater minor each require 18 controlled credits.

Proposed Catalog Description:

The Department of Theatre, Dance, and Performance leads innovation to transform local, regional, national, and global communities through diverse artistic practices. A classic, eclectic, and broad education provides a foundation for innovative, leading-edge courses and career path preparation led by an experienced faculty. It is dedicated to both theatre and dance as collaborative and highly disciplined fields offering an extended view of the world as a part of a liberal and humanistic education. The department takes a broad view of performance in its traditional, applied and experimental forms. Study and practice includes design, technology, management and dramaturgy as requisite knowledge and skills.

As a result successful students develop an artistic sensibility, critical analysis, creative orientation, and a disciplined work ethic, skills necessary in most endeavors. They will be able to:

- Apply an aesthetic sensibility through informed and knowledgeable critiques of live performance.
- Create work of artistic expression or technical craftsmanship in at least one area of production.

- Engage diverse audiences by transforming knowledge into understanding, and understanding into social impact.
- Utilize the skills, knowledge and techniques of theatre, dance and performance to gain and keep employment in the performing arts, or in other fields in which these attributes can be gainfully applied.

The department offers a bachelor of arts degree in Theatre with concentrations and a track in Musical Theatre, providing for the study of theatre within a broad liberal arts education. The department also coordinates the Interdisciplinary Fine Arts degree – Dance Arts Track (see the Major in Interdisciplinary Fine Arts in the College of Fine Arts section of this catalog). The department offers a Dance minor and a Theatre minor. The Dance minor and Theatre minor each require 18 controlled credits.

Rationale: The department is changing the title of the Theater and Dance Department to the Department of Theatre, Dance, and Performance to more accurately describe the scope of skills instruction, historical and critical studies, and performance offered by the department. The title change also places IUP ahead of a current trend in international theatre departments that is starting to make its presence felt in American colleges and universities. Further, the change of spelling from "theater" to "theatre" reflects an international agreement among performance historians, practitioners, artists, and scholars with regard to a standardized spelling.

8. College of Education and Communications—Course Revision/Dual Level

Current and Proposed Catalog Description:

EDUC 342 Pre-Student Teaching Clinical Experience II **var-1cr**

Prerequisites: EDUC 242, admission to junior standing

Continues to develop and refine competencies that relate to individual major fields of teaching through university-based instruction as well as participation and teaching in preK-grade 12 school field experience. Also incorporates strategies and techniques for the delivery of instruction to all students, including those with special and English language learning needs. May be repeated for students seeking dual certification.

Rationale: At present, the course revision will affect only students enrolled in the English 7-12 Certificate Post-Baccalaureate Program, as EDUC 342/020 will be offered to those students beginning fall 2019. It is anticipated, however, that other post-baccalaureate or master's level educator preparation courses will also offer this course at the graduate level in the future as needed.

9. Department of Journalism and Public Relations—Course Revision and Number Change

Current Catalog Description:

JRNL 301 Presentation Making **3c-0l-3cr**

Gives students practice in writing and making oral presentations based on cases and problems. Familiarizes the students with the problem-solving and small-group communication skills necessary for those working in the area of journalism and public affairs.

Proposed Catalog Description:

JRNL 361 Presentation Making

3c-0l-3cr

Emphasizes methods and skills used to make effective oral presentations, including principles of organization and research, creating focused messages, language choices and delivery techniques such as team oral presentations and platform presentations. Addresses supporting materials and the integration of technology with oral communication to deliver presentations appropriate to audiences across various disciplines.

Rationale: It is being included as part of the Liberal Studies Curriculum to enhance the oral communication competencies. The course has also been approved as T course (Team Course).

10. Department of History—New Courses, Course Revisions, Catalog Description Changes, and Course Title Changes

a. New Courses:

i. HIST 218 Right In Your Own Backyard: How To Do Local History **1c-0l-1cr**

Introduces historical methods and best research practices for conducting local history projects.

Rationale: This course will teach students the practical skills needed to conduct local history research. This course will enhance and compliment research and critical thinking skills learned in other history courses.

ii. HIST 219 Historians and the Public: Preserving and Presenting the Past **1c-0l-1cr**

Examines the way historians serve as the intermediary between the public and their understanding of the past in a public setting. Explores how history is preserved and presented by historians, from historic sites and museums to virtual exhibits and documentary film-making.

Rationale: This course will introduce students to the work historians do outside of an academic setting in mediating an understanding of the past in a public setting. Discusses how historians have a complicated relationship with the public in collecting and crafting a collective identity and public memory. This course will also teach students how to critically assess how history is presented in the public sphere and instruct them on how to write a review of popular/public history.

iii. HIST 232 Stalin and Hitler and the Terror State **3c-0l-3cr**

Explores the historical understanding of Joseph Stalin and Adolph Hitler and the totalitarian states that they created. Emphasizes their influence on domestic and international events from the 1920's through the 1950's.

Rationale: This course will allow students to focus on the concept of modern totalitarianism and how it differs from previous forms of dictatorships. In this context they will analyze the changes of governments and leadership in Germany and Russia after World War I, in the 1930's, and through World War II. This will help students understand the similarities and differences between two cultures facing economic ruin, the breakdown of society, and troubled relationships internationally. As both nations voluntarily adopt totalitarian governments, students will be able to analyze the process they went through from traditional monarchies, to experiments with more self-government and open communication, to the rigidity of German fascism and Russian communism. The students will be able to make connections between totalitarianism and world war.

iv. HIST 499 Topics in Public History

3c-0l-3cr

Prerequisite: HIST 420

Capstone for students in the public history concentration. Draws on program experience to conduct a major public history project, short research paper, and professional portfolio.

Rationale: The creation of HIST 499 is a response to a necessary increase in course offerings that will strengthen the public history concentration and help students draw together their previous coursework and internship experiences and prepare them for the job market.

b. Course Revisions, Some with Catalog Description and Title Changes

i. Current and Proposed Catalog Descriptions:

HIST 313 Europe Since 1945: Division, Revolution, and Unity

3c-0l-3cr

Prerequisites: Sophomore standing, 3cr of college history

Surveys the principal themes in European history since 1945. Topics include postwar reconstruction, the origins of the Cold War in Europe, the long years of economic growth followed by stagnation, decolonization of the British and French empires, the events of 1968 and their consequences, the experience of communism in the East Bloc, the revolutions of 1989, and progress toward European integration.

Rationale: HIST 313 is being revised so that it may count for Liberal Studies Elective credit as a global citizenship course so that students will have more Liberal Studies electives from which to select.

ii. Current Catalog Description:

HIST 322 French Revolution and Napoleon

3c-0l-3cr

Prerequisites: Sophomore standing, 3cr of college history

Brief sketch of Old Regime, concentration on Revolution and Empire, with emphasis on politics, social structure, diplomacy, and economics.

Proposed Catalog Description:

HIST 322 Liberty and Terror: France from the Revolution to Napoleon 3c-0l-3cr

Prerequisites: Sophomore standing, 3cr of college history

Analyzes the period from 1750 to 1815, focusing on the causes and patterns of revolutionary upheaval during the 1790's, the rise to power of Napoleon Bonaparte, the creation of a French empire, and warfare.

Rationale: This course dates from before 1986 and does not have a syllabus of record. It is being revised in order to have approved course objectives and to gain Liberal Studies Elective credit as an Information Literacy course.

iii. Current Catalog Description:

HIST 323 France, 1815 to the Present

3c-0l-3cr

Prerequisites: Sophomore standing, 3cr of college history

A survey of French history from the end of the Napoleonic era to the present. Pays special attention to the revolutionary tradition in politics, changes in the lives of workers and peasants, the French experience in the two world wars, and recent social and political trends.

Proposed Catalog Description:

HIST 323 Modern France: Renewing an Old Country

3c-0l-3cr

Prerequisites: Sophomore standing, 3cr of college history

A survey of French history from the end of the Napoleonic era to the present. Pays special attention to the revolutionary tradition in politics, changes in the lives of workers and peasants, the French experience in the two world wars, and recent social and political trends.

Rationale: The course is being revised in order to bring it intellectually and pedagogically up-to-date and to allow it to count for Liberal Studies Elective credit as an information literacy course.

11. Center for Career and Technical Personnel Preparation—Vocational-Technical Professional Studies—Program Revision

Current Program:

Proposed Program:

Bachelor of Science in Education – Vocational-Technical Education

Bachelor of Science in Education – Vocational-Technical Education

Liberal Studies: As outlined in the Liberal Studies 46-47

Liberal Studies: As outlined in the Liberal Studies 43-44

section with the following specifications:

section with the following specifications:

Mathematics: MATH 151

Mathematics: MATH 151

Social Science: PSYC 101

Liberal Studies Electives: 6cr, ~~MATH 152~~, no courses with VOED prefix

College: 14

Professional Educational Sequence:

ACE 103 Digital Instructional Technology 3cr
EDEX 301 Education of Students with Disabilities
in Inclusive Secondary Settings 2cr
EDEX 323 Instruction of English Language
Learners with Special Needs 2cr
EDEX 458 Transition for Youth with Disabilities 3cr
EDSP 102 Educational Psychology 3cr
EDUC 442 School Law 1cr

Major: 28

Required Courses:

VOED 101 Introduction to Career and Technical
Education 1cr
VOED 102 Instructional Planning in the Career
and Technical Classroom 2cr
VOED 103 Strategies for Teaching Career and
Technical Education 3cr
VOED 201 Making Accommodations for Students
with Special Needs in the Career and
Technical Classroom 3cr
VOED 202 Industry Linkages for Career and
Technical Programs 1cr
VOED 203 Incorporating Reading and
Communications Strategies in the
Career and Technical Classroom 3cr
VOED 301 Integrating Math and Science in
Career and Technical Education 3cr
VOED 302 Career Education in the Career and
Technical Classroom 3cr

~~VOED 403—Assessment and Evaluation in Career~~

Social Science: PSYC 101

Liberal Studies Electives: 3cr, no courses with VOED prefix

College: 17

Professional Educational Sequence:

ACE 103 Digital Instructional Technology 3cr
EDEX 301 Education of Students with Disabilities
in Inclusive Secondary Settings 2cr
EDEX 323 Instruction of English Language
Learners with Special Needs 2cr
EDEX 458 Transition **Assessment and Planning**
for Youth with Disabilities 3cr
EDSP 102 Educational Psychology 3cr
**EDSP 477 Assessment of Student Learning:
Design and Interpretation of
Educational Measures**
EDUC 442 School Law 3cr

Major: 25

Required Courses:

VOED 101 Introduction to Career and Technical
Education 1cr
VOED 102 Instructional Planning in the Career
and Technical **(CTE)** Classroom 2cr
VOED 103 Strategies for Teaching Career and
Technical Education 3cr
VOED 201 Making Accommodations for
Students with Special Needs in the
Career and Technical Classroom 3cr
VOED 202 Industry Linkages for Career and
Technical Programs 1cr
VOED 203 Incorporating Reading and
Communications Strategies in the 3cr

and Technical Education			Career and Technical Classroom	
VOED 404	Research in Career and Technical Education	3cr	VOED 301	Integrating Math and Science in Career and Technical Education 3cr
VOED 405	Professional Seminar in Career and Technical Education	3cr	VOED 302	Career Education in the Career and Technical Classroom 3cr
Controlled Electives: (as advised)		3cr	VOED 404	Research in Career and Technical Education
FCSE 101, MGMT 275, or VOED 402		3cr	VOED 405	Professional Seminar in Career and Technical Education 3cr
				3cr
				3cr
				3cr
Other Requirements:		24	Other Requirements:	24
VOED 450	Technical Preparation of the Vocational Professional	24cr	VOED 450	Technical Preparation of the Vocational Professional 24cr
Free Electives:		4-5	Free Electives:	9-11
Total Degree Requirements:		120	Total Degree Requirements:	120

Rationale: The VOED - BS is being revised to align with the VOED - certification changes, for consistency (elimination of MATH 152 and controlled elective). VOED students begin in a 60 credit certification program. If they wish to continue on for their BS, they take an additional 60 credits. The change from VOED 403 to EDSP 477 was approved prior, but there is a mistake in the catalog.

Governor Wolf signed Act 39 of the School Code into law on June 22, 2018 and the law went into effect on July 1, 2018. The law allows the 18 credits required to obtain a Vocational I Certificate to be counted toward the total credit hours required for a Vocational Instructional II Certificate and reduces the total number of credits required from 78 to 60. At that time, the VOED certification was revised. Now, we are requesting these changes to make the BS congruent with the revised certification program.

12. Department of Anthropology—Modification of Prerequisite

Current Title and Prerequisite:

ANTH 320 Archaeological Field School

3c-0l-3cr

Prerequisite: ANTH 110, 244, or instructor permission

Proposed Title and Prerequisite:

ANTH 320 Archaeological Field School

3c-0l-3cr

Rationale: Removing prerequisites: ANTH 110, 244, or instructor permission. The course has been altered so that no prerequisite is necessary. Because of the change in when students register for summer courses, Anthropology-Archaeology students following the most common course of study have not registered for ANTH 244 before they register for ANTH 320. An increasing percentage of students in the course are from outside of the university taking the class as part of summer session. Removing the prerequisite makes it equally easy for IUP and non-IUP students to enroll in the course.

13. Department of Human Development, Fashion, and Interior Design—Program Catalog Description Change, Credit Hour Change, Program Revision

Current Program:

Proposed Program:

Bachelor of Science in Education – K-12 Family and Consumer Sciences Education (*)

Bachelor of Science in Education – K-12 Family and Consumer Sciences Education (*)

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 47

Liberal Studies: As outlined in the Liberal Studies section with the following specifications: 47

Mathematics: MATH 151

Mathematics: MATH 151

Natural Science: CHEM 101-102

Natural Science: CHEM 101-102

Social Science: PSYC 101, SOC 151 or 161

Social Science: PSYC 101, SOC 151 or 161, ANTH 110
or any global or multicultural social science

Liberal Studies Electives: 6cr, CDFR 218, MATH 152,
no courses with FCSE prefix

Liberal Studies Electives: 6cr, CDFR 218, MATH 152,
no courses with FCSE prefix

College: 34

College: 34

Preprofessional Education Sequence:

Preprofessional Education Sequence:

ACE 103 Digital Instructional Technology 3cr

ACE 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

EDSP 102 Educational Psychology 3cr

Professional Education Sequence: 3cr

Professional Education Sequence:

EDEX 301 Education of Students with Disabilities
in Inclusive Secondary Settings 2cr

EDEX 301 Education of Students with Disabilities
in Inclusive Secondary Settings 2cr

EDEX 323 Instruction of English Language to
Special Needs Learners 2cr

EDEX 323 Instruction of English Language
Learners Special Needs

EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures		EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	2cr
EDUC 242	Pre-student Teaching Clinical Experience I	3cr	EDUC 242	Pre-student Teaching Clinical Experience I	3cr
EDUC 342	Pre-student Teaching Clinical Experience II	1cr	EDUC 342	Pre-student Teaching Clinical Experience II	1cr
EDUC 441	Student Teaching		EDUC 441	Student Teaching	
EDUC 442	School Law	12cr	EDUC 442	School Law	12cr
FCSE 350	Teaching Family Life Education	1cr	FCSE 350	Teaching Family Life Education	1cr
FCSE 450	Teaching Vocational and Family and Consumer Science Education	3cr	FCSE 450	Teaching Vocational and Family and Consumer Science Education	3cr
Major:		3cr			3cr

34

Required Courses:

CDFR 224	Marriage and Family Relations	3cr
CDFR 321	Preschool Education: Play and Developmentally Appropriate Practices	3cr
FCSE 101	Personal and Family Management	3cr
FCSE 312	Housing and Culture	3cr
FCSE 315	Consumer Economics and Family Finance	
FDNT 150	Foods	3cr
FDNT 151	Foods Laboratory	3cr
FDNT 212	Nutrition	1cr
FSMR 112	Fundamentals of Clothing Construction	3cr
FSMR 215	Textiles	3cr
		3cr

Controlled Electives:

~~Two courses from the following: FSMR 180, 252, 434, CDFR 323, 411, 425, 427, 429; FDNT 213, 245; HOSP 130, 413 (1); INDS 105, 205; KHSS 450~~ ~~6cr~~

Major:

28

Required Courses:

CDFR 224	Marriage and Family Relations	3cr
CDFR 321	Preschool Education: Play and Developmentally Appropriate Practices	3cr
CDFR 429	Teaching in Community Settings	3cr
FCSE 315	Consumer Economics and Family Finance	
FDNT 150	Foods	3cr
FDNT 151	Foods Laboratory	3cr
FDNT 212	Nutrition	1cr
FSMR 112	Fundamentals of Clothing Construction	3cr
FSMR 215	Textiles	3cr
INDS 105	Introduction to Interior Design	3cr
		3cr

Free Electives:

11

Total Degree Requirements:

120

Free Electives: 5

Total Degree Requirements: 120

- (*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Communications section of this catalog.
- (*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Communications section of this catalog.
- ~~(1) Must take the prerequisites HOSP 130, 150, and have instructor permission.~~
- (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.
- (#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.

Rationale: The program is small and has partnered with other programs within the department to meet the curriculum needs of students. Some of these changes reflect those partnerships. Additional changes include allowing students greater flexibility in course selection. The major electives are now free elective credit hours.

14. Department of Geography and Regional Planning—Course Revision, Catalog Description Change

Current Catalog Description:

GEOG 230 Cultural Geography

3c-01-3cr

Introduces cultural geography, including folk and popular culture, religion, language, ethnicity and race, population, agriculture, urban and political geography, human relationships with the natural environment, culture regions, cultural diffusion, cultural interaction, globalization, and cultural landscapes.

Proposed Catalog Description:

GEOG 230 Cultural Geography

3c-01-3cr

Introduces cultural geography, including population, ethnicity and race, agriculture, resources, economic organization of space, religion, language, urban, and political geography, human relationships with the natural environment, culture regions, spatial diffusion, globalization, and cultural landscapes.

Rationale: In recent years the Cultural Geography textbooks are shifting to being called Human Geography; human geography is slightly broader than cultural geography and this has resulted in some content shift. This shift also necessitates a revision of the catalog description. Additionally, the course needs to be updated to fit the Liberal Studies outcomes assessment plan.

15. Liberal Studies and UWUCC Approved/Reapproved the following:

- **JRNL 361 Presentation Making as a Liberal Studies Elective (oral communication) course**
- **HIST 232 Stalin and Hitler and the Terror State as a Liberal Studies Elective (information literacy) course**
- **HIST 313 Europe Since 1945: Division, Revolution, and Unity as a Liberal Studies Elective (information literacy) course**
- **HIST 322 Liberty and Terror: France from the Revolution to Napoleon as a Liberal Studies Elective (information literacy) course**
- **HIST 323 Modern France: Renewing an Old Country as a Liberal Studies Elective (information literacy) course**
- **GEOG 230 Cultural Geography as a Liberal Studies Elective (global citizenship) course**

Appendix C
University Wide Graduate Committee
Chairs: Moore and Frenzel

FOR ACTION:

1. DEPARTMENT: ANTHROPOLOGY

COURSE REVISION

Course: ANTH 720: Issues in Historic Preservation

Rationale: Remove prerequisite: ANTH 612 or instructor permission. Sequencing of the MA in Applied Archaeology Program has changed so that ANTH 612 does not precede ANTH 720 for all students. ANTH 720 has been modified so that a prerequisite is no longer necessary. The last several instances of ANTH have drawn students from other departments. These students have not had ANTH 612, but the cross-disciplinary discussions add significant value to the course.

Current Course Prerequisites: ANTH 612 or instructor permission **Proposed Course Prerequisites:** None

2. DEPARTMENT: BUSINESS

VARIABILITY OF DELIVERY

Program: MBA Executive Track Program at Southwestern University of Finance and Economics (SWUFE), Chengdu, China

Rationale: This program will allow IUP to enter a growing market for MBA programs in China and extend the opportunity for professionals in the Western part of China to obtain an AACSB-accredited, world-class MBA degree. In addition, this will significantly enhance the cross-cultural exposure of IUP faculty and provide faculty members with colleagues at SWUFE who have expertise in the economy and management of a region that is of immense scholarly interest among U.S. academics. There is a potential to add 40 to 80 graduate students. Each cohort will have 40 students and we will certainly have one cohort and depending on the traction we get in the promotion, we may have two cohorts. **Info about SWUFE:** <http://e.swufe.edu.cn/>

The MBA Program:

Eberly College of Business and IT proposes to offer the IUP MBA and IUP Executive Track MBA Programs under an inter-institutional agreement with Southwestern University of Finance and Economics (SWUFE) in Chengdu, China. The method of offering these programs will be the same as the current IUP MBA programs at PES campus in Bangalore, India (in its 15th year) and the Arab American University (AAUP) in Ramallah, Palestinian Territory (in its 6th year). The agreement to offer the MBA/EMBA Program in China has been approved by the IUP administration and PASSHE. This “variability of delivery proposal” requests permission to add SWUFE, Chengdu, China as a new off-campus location for the MBA/EMBA program with 12 graduate credits being transferred from SWUFE as has been done from PES and AAUP since 2005 and 2014 respectively. Each of the faculty teaching the transferred courses shall possess credentials similar to the ones expected of IUP faculty. Eberly College’s “Criteria for Judging Faculty as SA/PA/SP/IP based on AACSB 2013 Standards” will be used to approve the faculty proposed by SWUFE. As has been done with PES and

AAUP, the four courses will be picked by mutual consultation between SWUFE and IUP and will be based on the best capabilities of our partner university.

SWUFE is a highly reputed university and is one of the most important national universities of China, administered by the Ministry of Education. It is part of "Project 211" in which China has identified the top 100 universities (among the over 1,500 in the country) to lead the country through the 21st Century. These universities have taken the lead in graduate education and international collaborations. IUP and the Eberly College have collaborated with SWUFE for over three decades. In the last decade, hundreds of SWUFE undergraduate students have studied at IUP and some have gone on to secure their MBA from IUP. SWUFE has numerous doctoral qualified faculty members. The syllabus-of-record for all MBA core courses and foundations courses have been shared with SWUFE faculty and the transferred courses will be based on the syllabus-of-record of IUP courses. The students will be surveyed at the end of each year to determine the difference in academic rigor and quality of the courses taught by IUP and SWUFE faculty. With close monitoring of the program as well as with periodic assessment, we expect to replicate the success we have experienced in our programs with PES and AAUP.

The admission criteria for this program will be the same as what is used for MBA and the Executive MBA Track applicants on campus. The MBA applicants will take the TOEFL and GMAT, as per the requirement at IUP. The students in the Executive MBA Track will not be taking either TOEFL or GMAT. That is the norm in the Executive MBA track at IUP. However, they will go through a thorough interview process to ascertain their language skills. The prospective executives are mostly employees from the numerous multinational corporations operating in Chengdu, the thriving city of nearly 15 million people. Chengdu is the main city in Western China and is the financial and aviation hub in the sprawling Western part of the country. The students who we will be recruiting would be accustomed to working mostly using English language. They are required to write reports in English and communicate with counterparts in English most of the time.

The Graduate Admission staff members routinely use World Education Services (WES) and other services to evaluate transcripts and degrees. There has been a well-established process for this. All applicants will be required to demonstrate that their degree is the equivalent of an undergraduate degree from an accredited university. Among the over 1,250 applicants from PES and AAUP, the Graduate School has rejected no more than a handful of applicants forwarded by our partners in India and Palestine in the last fifteen years. That is mainly because we have fully educated the partners' admission staff about IUP's admission guidelines and criteria. We will do the same with our Chinese counterparts.

The classes will be taught on the modern SWUFE campus and faculty will be housed in Western style accommodation. With our experience in Bangalore and Ramallah, we will have absolutely no issues with Chengdu. Classes will be taught over Friday, Saturday, and Sunday. As needed, faculty will continue interaction with the students using Zoom technology available at both IUP and SWUFE.

To protect IUP faculty interests, the contract with SWUFE clearly states that: "In the event of an actual, imminent or anticipated hostile environment based on natural, industrial, or political causes or military action, IUP will not be required to deliver instruction onsite."

3. DEPARTMENT: COMMUNICATIONS MEDIA

COURSE REVISION

Course: COMM 828: Qualitative Methods in Communication Research

Rationale: This course is being revised to more accurately reflect what graduate-level qualitative courses strive to accomplish.

Current Catalog Description: Students will examine the theoretical basis and history of qualitative methods within the field of communications media and instructional technology. They will become familiar with primary qualitative methods and then apply that knowledge to important studies within the field. They will also design and implement qualitative research strategies in research exercises.

Proposed Catalog Description: Examine the theoretical basis and history of qualitative methods within the field of communications media. Students will design and implement qualitative research strategies. They will also become familiar with common ethical practices in research and prepare documents to submit to the Internal Review Board.

Current Course Prerequisites: COMM 800

Proposed Course Prerequisites: None

**4. DEPARTMENT: EDUCATION OF EXCEPTIONAL PERSONS
NEW COURSE**

Course: EDEX 523: Instruction of English Language Learners with Special Needs

Rationale: This course is proposed to meet the needs of certified K-12 teachers in to be better equipped to work effectively with the increasing populations of Culturally and Linguistically Diverse Exceptional learners (CLDEL) in their classrooms. Exceptional students with limited English proficiency are placed in inclusive settings across all grade levels and content areas, and many educators have had no formal training in meeting the needs of these students. This course is intended to provide the instruction needed to supplement the practicing teachers' skills related to students with limited English proficiency.

Summary:

Course	EDEX 523: Instruction of English Language Learners with Special Needs
Credits	2
Prerequisite	None
Description	Provides certified teachers with the necessary methods to meet the needs of students who are Culturally and Linguistically Diverse and Exceptional (CLDE). Based on a multicultural approach to learning instructional methods, assessment, language acquisition techniques, and the use of multiple resources will be addressed.

**5. DEPARTMENT: EMPLOYMENT AND LABOR RELATIONS
PROGRAM REVISION**

Program: Master of Arts, Human Resources and Employment Relations

Rationale: As a result of our 5 year review and the Departments desire to be a "certified" degree program the Department is requesting this degree name change. Currently there is no accreditation for programs for Employment Relations. The Society for Human Resource

Management (we have a graduate chapter) now "certifies" program as Human Resource programs. As currently delivered, our degree, while having the courses needed to seek certification with the exception of one course, Organizational Behavior, can't submit for certification because we do not have the words Human Resources in our title. The current name of the program also came up during our recent 5-year review. External reviewer Dr. Paul Clark from Penn State University suggested that the ELR program follow in the footsteps our Peer Institutions, Penn State University, Michigan State University and locally Saint Francis University and change the degree from a dedicated "Employment Relations" program to a program that teaches both Human Resource practitioners as well as practitioners in Employment Relations. To do this, the ELR Department needs to create a course in Organizational Behavior, require ELR 632 Compensation, and remove the requirement of ELR 613 Fundamentals in Labor Relations. By making these changes and using our current courses in the department as "electives", the ELR Department will be able to seek SHRM certification and then provide a Master's degree option for Human Resource Undergraduates (currently 104 at IUP alone) that is discipline specific to both majors. Presently Human Resource students do not have that option. Their current option for graduate school at IUP consists of either a degree in Employment Relations or an MBA degree with a concentration in Human Resource. The ELR Department is the program most able to deliver this degree since our current course options can create this new degree that will be similar to Penn State and Michigan State, by simply adding a course in Organizational Behavior class and a few changes to our current required course sequence from our elective sequence.

We are hoping to begin offering this program in the Summer of 2019, when our new students start the program year.

<p>Current Program Title: Master of Arts, Employment and Labor Relations</p>	<p>Proposed Program Title: Master of Arts, Human Resources and Employment Relations</p>
<p>Current Catalog Description:</p> <p>The Master of Arts in Employment and Labor Relations is a multidisciplinary, graduate-degree program designed to prepare professional practitioners in the field of employment and labor relations in public and private management, unions, government agencies, and neutral and service organizations. The 36-semester-hour program consists of a required core of 21 semester hours and elective course offerings totaling 15 semester hours.</p> <p>In consultation with the advisor, each student will individually build the elective sequence of the program of study by choosing 15 elective semester hours from among employment and labor relations courses and courses approved by the advisor that are offered by other departments.</p>	<p>Proposed Catalog Description:</p> <p>The Master of Arts in Human Resources and Employment Relations is a multidisciplinary, graduate-degree program designed to prepare professional practitioners in the fields of human resource management and employment relations in the public and private sectors and the training of neutrals and those wanting to work for employee service organizations. The 36-semester-hour program consists of a required core of 24-semester-hours and elective course offerings totaling 12-semester-hours.</p> <p>In consultation with the Advisor, each student will individually build the elective sequence of the program of study by choosing 12-elective-semester hours from among human resource and employment relations courses and courses approved by the Advisor that are offered by other departments.</p>

Students are strongly encouraged to elect an internship to integrate theory and practice in the field.		Students are strongly encouraged to elect an internship to integrate theory and practice in the field.	
Current Program Requirements:	Master of Arts in Employment and Labor Relations	Proposed Program Requirements:	Master of Arts in Human Resources and Employment Relations
Major	Employment and Labor Relations	Major	Human Resources and Employment Relations
Required Courses:		Required Courses:	
ELR 610	Employee Rights Under Law 3cr	ELR 610	Employee Rights Under Law 3cr
ELR 613	Fundamentals of the American Labor Movement 3cr	ELR 613	Fundamentals of the American Labor Movement 3cr
ELR 615	Dispute Settlement 3cr	ELR 615	Dispute Settlement 3cr
ELR 619	Advanced Research in Employment Relations and Health Services Administration 3cr	ELR 619	Advanced Research in Employment Relations and Health Services Administration 3cr
ELR 625	Processes of Collective Bargaining 3cr	ELR 625	Processes of Collective Bargaining 3cr
ELR 631	Human Resources Management in the Public Sector 3cr	ELR/MGMT 627	Organizational Behavior 3cr
ELR 641	Contract Administration 3cr	OR MGMT 505	Organizational Staffing 3cr
Free Electives:	15 cr.	ELR 631	Human Resources Management in the Public Sector 3cr
ELR 526	Case Studies in Labor Mgmt 3cr	ELR 632	Compensation Administration 3cr
ELR 580	Intro to Negotiations and Conflict Resolution 3cr	OR MGMT 500	Compensation Management 3cr
ELR 581	Special Topics in ELR 3cr	ELR 641	Contract Administration 3cr
ELR 612	Labor Relations Practice and Administration 3cr	Free Electives:	12cr
		ELR 526	Case Studies in Labor Mgmt 3cr
		ELR 580	Intro to Negotiations

ELR 616	Health Law	3cr		and Conflict	
ELR 618	Seminar: Current Issues in ELR	3cr	ELR 581	Resolution	3cr
ELR 621	ELR in the Public Sector	3cr		Special Topics in ELR	3cr
ELR 622	Discrimination in Employment	3cr	ELR 612	Labor Relations Practice and Administration	3cr
ELR 623	Structure and Government of Unions	3cr	ELR 613	Fundamentals of the American Labor Movement	3cr
ELR 624	Comparative Labor Relations	3cr			
ELR 632	Compensation Administration	3cr	ELR 616	Health Law	3cr
ELR 640	Negotiations	3cr	ELR 618	Seminar: Current Issues in ELR	3cr
ELR 642	Concerted Activity	3cr	ELR 621	ELR in the Public Sector	3cr
ELR 650	Alternative Work Styles	3cr	ELR 622	Discrimination in Employment	3cr
ELR 651	Conflict Resolution	3cr	ELR 623	Structure and Government of Unions	3cr
ELR 681	Special Topics in ELR	3cr	ELR 624	Comparative Labor Relations	3cr
ELR 698	Internship	3-6 cr.	ELR 632	Compensation Administration	3cr
ELR 699	Independent Study	3cr	ELR 640	Negotiations	3cr
ELR 795	Thesis	1-6 cr.	ELR 642	Concerted Activity	3cr
			ELR 650	Alternative Work Styles	3cr
			ELR 651	Conflict Resolution	3cr
			ELR 681	Special Topics in ELR	3cr
			ELR 698	Internship	3-6 cr.
			ELR 699	Independent Study	3cr
			ELR 795	Thesis	1-6 cr.
			ECON 634	Managerial Economics	3cr
			MGMT 501	Management Development and Training	3cr

**6. DEPARTMENT: GEOGRAPHY AND REGIONAL PLANNING
NEW COURSES**

Course: MCPL 504: Transportation Planning

Rationale: The course is being proposed as part of the Masters of Community Planning & Geospatial Techniques program. It is a required course, as transportation planning is a recognized knowledge subarea of the planning profession by the Planning Accreditation Board (PAB), and students in a graduate planning program must have exposure to transportation planning concepts and techniques.

Summary:

Course	MCPL 504: Transportation Planning
Credits	3
Prerequisite	None
Description	Introduces the major themes and methods of transportation planning, particularly in an urban context. It is project oriented and supported by readings from the scholarly literature covering themes such as modes of transit, land use implications, and commercial development. Theoretical concepts are applied to transportation planning problems through network analysis and urban transportation demand modeling laboratories.

Course: MCPL 516: Introduction of Geographic Information Systems

Rationale: The course is being proposed as part of a masters of urban and regional planning program. It will be a required techniques course in the program to provide students basic knowledge and skills regarding geographic information systems and geospatial techniques that will be useful in their careers as planning professionals.

Summary:

Course	MCPL 516: Introduction of Geographic Information Systems
Credits	3
Prerequisite	None
Description	Introduces foundational geographic information systems (GIS) concepts and techniques in the context of tasks and analyses that professional planners undertake. Presents automated methods for creating, maintaining, and analyzing spatial data. Includes (1) specialized GIS hardware and software, (2) vector vs. raster vs. object-oriented spatial data structures, (3) creation and manipulation of geographic data files, (4) database design and management concepts, (5) spatial analysis, and (6) cartographic design.

Course: MCPL 552: Planning Analysis and Methods

Rationale: Planning Analysis and Methods is a required course for the proposed MCPL program. The course content imparts analytical, quantitative, communicative and technical writing skills that planners require in their profession to assess demographic, economic, land use and other physical trends of local communities. The course outcomes also address the Planning Accreditation Board's (PAB) Planning Skills component of the Required Knowledge, Skills and Values of the Profession outlined in "PAB Accreditation Standards and Criteria, Approved March 3, 2017, p. 10."

Summary:

Course	MCPL 552: Planning Analysis and Methods
Credits	3
Prerequisite	None
Description	Focuses on selected analytical methods and plan-making techniques in urban and regional planning. Examines basic elements of strategic and comprehensive planning process, assesses demographic and socio-economic trends in communities, and formulates planning goals and development strategies to prepare comprehensive plans and planning reports at local and regional scales.

Course: MCPL 558: Planning Law

Rationale: The course is being proposed as part of the Masters of Community Planning & Geospatial Techniques program. It will be a required course in the program to provide students basic knowledge and skills regarding planning law in the United States that will be useful in their careers as planning professionals.

Summary:

Course	MCPL 558: Planning Law
Credits	3
Prerequisite	None
Description	Introduces principles of land use law. Focus is on federal constitutional principles and key Supreme Court cases, especially as they relate to actions of local units of government and municipal planning practice. Deals with the present state of land use law and with current trends and issues.

Course: MCPL 570: Housing and Community Development Policy

Rationale: The course is being proposed as part of a new master's program. Planning program. It will be a required course in the program to provide students fundamental knowledge, plan making and implementation, and skills regarding housing policy in the United States as mandated in the Planning Accreditation Board (PAB) Standards.

Summary:

Course	MCPL 570: Housing and Community Development Policy
Credits	3
Prerequisite	None

Description	Examines a range of issues relating to U.S. housing and community development policy issues, including the role housing plays in building and strengthening neighborhoods and communities. Covers the structure of housing and related financial markets as well as the economic and social bases for government to intervene in these markets.
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Course: MCPL 625: Environmental Planning: Values, Ethics, and Assessment

Rationale: Course is required in the proposed Masters in Community Planning and Geospatial Techniques. The above student learning objectives address the Planning Accreditation Board's (PAB) Planning Skills component of the Required Knowledge, Skills and Values of the Profession outlined in 'PAB Accreditation Standards and Criteria, Approved March 3, 2017, p. 10.' The PAB Accreditation Standards and Criteria document has been attached to the Masters of Community Planning & Geospatial Techniques program proposal.

Summary:

Course	MCPL 625: Environmental Planning: Values, Ethics, and Assessment
Credits	3
Prerequisite	None
Description	Understanding of earth's physical processes, land-use decisions, and human perceptions. This course introduces students to environmental values and ethics from cultural and economic perspectives. The environmental policies and the assessment techniques required to evaluate the environmental impact of land development choices are reviewed and applied. (Course may also be offered as GEOG 625; may not be taken for duplicate credit under same title).

Course: MCPL 627: GeoDesign

Rationale: This course is required as a major topic area a newly proposed masters program. GeoDesign is an application-of-skills course within the curriculum. The Planning Accreditation Board's (PAB) Planning Skills component of the Required Knowledge, Skills and Values of the Profession outlined in 'PAB Accreditation Standards and Criteria, Approved March 3, 2017, p. 10.' details required core discipline knowledge.

Summary:

Course	MCPL 627: GeoDesign
Credits	3
Prerequisite	None
Co-requisite	MCPL 624

Description	Provides introduction and application of the theory and techniques of the GeoDesign framework. Involves data-driven decision making for collaborative community development and land-use planning and is an emerging conceptual framework for place-based decisions and designs. Integrates knowledge of community planning, decision making, landscape design, and geospatial techniques to produce a professional quality project.
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Course: MCPL 652: Planning Policy, Implementation and Administration

Rationale: A required core course for the proposed Master of Community Planning that fulfills the following content: (1) fundamental planning knowledge, (2) plan making and implementation, and (3) leadership, administration and management, which is sanctioned by the Planning Accreditation Board (PAB) Standards for required Core Knowledge, Planning Skills, and Values of the Profession.

Summary:

Course	MCPL 652: Planning Policy, Implementation and Administration
Credits	3
Prerequisite	None
Description	Focuses on the planning, implementation and administration of policies to manage the location, timing, type, and intensity of land development. Explores the multi-step process from community plan to project completion. Exposes students to the public involvement in which community plans are developed and implemented.

Course: MCPL 658: Planning Theory and Process

Rationale: A required core course that meets the Planning Accreditation Board's (PAB) Planning Skills component of the Required Knowledge, Skills and Values of the Profession outlined in 'PAB Accreditation Standards and Criteria, Approved March 3, 2017, p. 10.' The PAB Accreditation Standards and Criteria document has been attached to the Masters of Community Planning & Geospatial Techniques program proposal.

Summary:

Course	MCPL 658: Planning Theory and Process
Credits	3
Prerequisite	None
Description	Provides an overview of the development of planning theory as it applies to urban and regional areas. Examines the evolution of planning theory, major contributors who have influenced the field, current normative, conceptual, methodological issues, and the various roles planners play in practice, and the ethical dilemmas they face.

Course: MCPL 796: Capstone Project

Rationale: Capstone project is a required course for the proposed online MCPL program, and the course content imparts research and writing skills that planners require. The course outcomes also address the Planning Accreditation Board's (PAB) required Knowledge, Skills and Values components of the Profession outlined in "PAB Accreditation Standards and Criteria, Approved March 3, 2017, p. 10." The PAB Accreditation Standards and Criteria document has been attached to the Masters of Community Planning & Geospatial Techniques program proposal.

Summary:

Course	MCPL 796: Capstone Project
Credits	3
Prerequisite	MCPL 516; MCPL 552; MCPL 558; MCPL 652
Description	Focuses on recent research in urban and regional planning. Students carry out an applied research project on a topic of local or regional importance.

NEW PROGRAM

Program: Master of Science Community Planning and Geospatial Techniques

Rationale: The program is being proposed to provide working professionals the opportunity to gain the terminal degree for professional planners, while working full time. The Master of Science Community Planning & Geospatial Techniques program is designed (through its online format) for professionals who are already employed as planners, public administrators, or planning consultants. There is no other program in Pennsylvania that is designed to serve this population of non-traditional students. The Masters of Community Planning & Geospatial Techniques program will provide an alternative for students who have wanted to obtain the terminal degree for planners, but who have had no feasible alternative while working.

Summary:

Program	Master of Science Community Planning and Geospatial Techniques
Catalog Description	The Masters of Community Planning & Geospatial Techniques provides students the knowledge and skills to analyze and strategically plan resilient and sustainable communities. The 30-credit program is designed to primarily serve professionals who are already working as planners, public administrators, and consultants via a distance format with the possibility of completion in 18 months. The Masters of Community Planning & Geospatial Techniques curriculum is based on Planning Accreditation Board (PAB) knowledge and techniques requirements and exposes students to professional standards in planning practice and analytical techniques.
Program Requirements	Master of Science – Community Planning and Geospatial Techniques (30 Hours)

	<p>Students could complete in 18 months , if all offered courses were taken over all terms. Knowledge and Technical Competency Core (10 courses = 30 credits)</p> <ul style="list-style-type: none"> • MCPL 504: Transportation Planning • MCPL 516: Introduction of Geographic Information Systems • MCPL 552: Planning Analysis and Methods • MCPL 558: Planning Law • MCPL 570: Housing and Community Development Policy • MCPL 625: Environmental Planning: Values, Ethics and Assessment • MCPL 627: GeoDesign • MCPL 652: Planning Policy, Implementation and Administration • MCPL 658: Planning Theory and Process • MCPL 796: Capstone Project
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VARIABITLY OF DELIVERY

Rationale: Designed mainly to serve working professionals, the proposed IUP Masters of Community Planning and Geospatial Techniques (MCPL) will be offered through a distance format. The program will primarily to serve a pool of Pennsylvania students – working professional planners -- who presently have few options to continue their education and professional development. We have consistently received feedback from planners in Pennsylvania that many of them cannot leave their full-time jobs and are not able to physically travel to the few institutions in the Commonwealth that offer traditional, in-residence planning masters programs. The proposed MCPL program addresses this void by providing an online program from an institution that planners and public administrators in Pennsylvania already know and trust. The Department of Geography & Regional Planning at IUP already offers a Planning Accreditation Board (PAB)-accredited undergraduate Regional Planning degree (one of 16 at the undergraduate level in the United States), and the proposed Masters of Community Planning and Geospatial Techniques program is built upon the excellent reputation and credibility of that program. There is no other *completely online* graduate planning program offered by any other institution of higher education in Pennsylvania.

7. DEPARTMENT: PROFESSIONAL STUDIES IN EDUCATION

CERTIFICATE: Principal Certificate Program

Rationale: The IUP Principal Certification Program is a long-standing, successful program at IUP. This program is governed by the requirements of the PA Department of Education (PDE) requirements and the Educational Leadership Constituent Council (ELCC) and is nationally recognized by the ELCC, so the program objectives and standards have undergone ongoing and recent scrutiny and is in good order to serve our students, who are working to become school principals. This proposal is asking only that the program be able to offer its students a designation on their IUP transcript, by the certificate, that the students have completed the 15-credit program. This is important in this post-master’s program for two reasons:

1. The students already hold a master's degree and this transcript notation will show the students have completed a 15-credit principal program.
2. The students will be able to apply for financial aid, which they cannot now because we are lacking a program designation on the transcript.

The existing Catalog Description and Requirements in the Graduate Catalog are not being changed.

PROGRAM REVISION

Program: M.Ed. in Literacy and/or Reading Specialist Certification

Rationale: Our Specialized Program Association (SPA), the International Literacy Association (ILA) published new standards in May (2018). This has resulted in the need to revise the program objectives. The ILA 2017 Standards no longer require 6 credits of practicum; instead, field experience competencies are required. Since we already require field experiences in several other courses, the current six-credits we require (LTCY 770/771) contain redundancies. In addition, ILA does not require a general research methods course. Since we currently offer a specific course in literacy research (LTCY 698), GSR 615 is not needed in the M.Ed. in Literacy program. Finally, several of the courses listed under the Electives sections of the previous program are no longer offered.

Current Catalog Description: The MEd in Literacy is a graduate program housed in the Department of Professional Studies in Education. This degree is offered to educators certified in teaching who are pursuing graduate studies in reading and literacy theories, research, and instructional practices.

Proposed Catalog Description: The MEd in Literacy is a graduate program housed in the Department of Professional Studies in Education. This degree is offered to educators certified in teaching who are pursuing graduate studies in reading and literacy theories, research, and instructional practices.

The MEd in Literacy requires thirty-six credits. Students may also receive a Reading Specialist Certification by completion of twenty-seven credits within the master’s program **from categories A-C. Students may pursue a thesis option, enrolling for a six-credit thesis, LTCY 795, omitting the requirements from Section D (Research) and an elective from section E.**

The MEd in Literacy requires thirty credits. Students may also receive a Reading Specialist Certification by completion of twenty-seven credits within the master’s program, opting out of the research course, LTCY 698.

Admission Criteria

Applicants to the program must meet the requirements for admission to the School of Graduate Studies and Research and must meet the following criteria:

An applicant must hold a teaching certificate and have a cumulative undergraduate grade

Admission Criteria

Applicants to the program must meet the requirements for admission to the School of Graduate Studies and Research and must meet the following criteria:

point average of 3.0 or one that is commensurate with the requirements of the Pennsylvania Department of Education.

An applicant must hold a teaching certificate and have a cumulative undergraduate grade point average of 3.0 or one that is commensurate with the requirements of the Pennsylvania Department of Education.

Current Program Requirements

Proposed Program Requirements

A. Literacy (21 cr.)

Literacy (27 cr.)

LTCY 600 Foundations of Literacy Instruction 3 cr.

LTCY 600 Foundations of Literacy Instruction 3 cr.

LTCY 644 Issues and Trends in the Language Arts 3 cr.

LTCY 607 Diverse Texts for Literacy Instruction 3 cr.

LTCY 701 Assessment and Acceleration 3 cr.

LTCY 635 Differentiated Literacy Instruction to meet the Needs of All Learners 3cr.

LTCY 702 Reading and Writing in the Content Areas 3 cr.

LTCY 644 Writing Development and Instruction 3 cr.

LTCY 705 Organization and Administration of Reading/Writing Programs 3 cr.

LTCY 701 Assessment and Acceleration 3 cr.

LTCY 770 Practicum and Seminar for Reading Specialists I 3 cr.

LTCY 702 Literacy Instruction Across Disciplines 3 cr.

LTCY 771 Practicum and Seminar for Reading Specialists II 3 cr.

LTCY 705 Literacy Leadership and Collaboration 3 cr.

LTCY 770 Practicum and Seminar for Reading Specialists I 3 cr.

B. Diversity (3 cr.)

LTCY 698 Analysis of Research in Literacy 3 cr.

LTCY 635 Literacy in Inclusive Classrooms 3 cr.

Electives (3 cr.)

C. Related Area (3 cr.)

LTCY 607 Instruction and Learning with Literature 3 cr.

ENGL 518: Young Adult Literature 3 cr.

D. Research 6 cr. (3 cr. if selecting thesis option)

GSR 615 Elements of Research 3 cr.

LTCY 698 Analysis of Research in Literacy 3 cr.

E. Electives 3 cr. (omit if selecting thesis option)

EDSP 747 Advanced Psychology of Adolescent Education 3 cr.

ENGL 518 Literature for Adolescents 3 cr.

LTCY 648 Creativity and the Elementary School Child 3 cr.

LTCY 697 Seminar in Special Problems in Reading 3 cr.

LTCY 699 Independent Study in Reading Education 3 cr.

ENGL 690 Writing as a Way of Learning* 3 cr.

*With special permission from coordinator

Other current graduate courses that address literacy, learning, or reading/writing could be

applicable as an elective.

EDEX 558 Vocational Preparation and Transition for Youth with Disabilities 3 cr.

EDEX 560 Family Perspective 3 cr.

LTCY 648 Creativity and the Elementary School Child 3 cr.

EDSP 747 Child and Adolescent Development
3 cr.

EDEX 752 Assessment of Persons with Disabilities 3cr.

EDEX 753 Research Seminar in Special Education 3cr.

EDEX 754 Advanced Instruction Design in Special Education 3cr.

EDEX 755 Professional Collaboration and Team Building for Special Educators 3cr.

*Candidates must seek permission from the Literacy program coordinator before taking an elective course. Other current graduate courses that address literacy, learning, or reading/writing could be applicable as an elective. Students who received initial certification after September 2007 and before 2013 must select an EDEX elective.

FOR INFORMATION:

The following courses were approved for distance education:

- COMM 745/845: Health Communication

- COMM 822: Children and Media
- COMM 828: Qualitative Methods in Communication Research
- COMM 881: The Strategic Communicator
- EDEX 523: Instruction of English Language Learners with Special Needs
- MCPL 504: Transportation Planning
- MCPL 516: Introduction of Geographic Information Systems
- MCPL 552: Planning Analysis and Methods
- MCPL 558: Planning Law
- MCPL 570: Housing and Community Development Policy
- MCPL 625: Environmental Planning: Values, Ethics, and Assessment
- MCPL 627: GeoDesign
- MCPL 652: Planning Policy, Implementation and Administration
- MCPL 658: Planning Theory and Process
- MCPL 796: Capstone Project

The following course was approved by the UWGC as a dual list:

- EDEX 323/523: Instruction of English Language Learners with Special Needs

**Appendix D
Student Affairs Committee
Chair Stocker**

FOR ACTION:

1. Code of Student Conduct

Current Policy: Provided as a pdf attachment.

Proposed Policy:

POLICY STATEMENT

Subject: Code of Student Conduct and Procedures

Date Established:
April 17, 2012

Revision Dates:
September 9, 2014
May 1, 2018
XXXXX XX, 2019

Originating Office:
Office of Student Conduct

Distribution Code: A
Presidential Approval:
Michael A. Driscoll, X X, 2019

Office of Student Conduct (OSC)

Phone: 724-357-1264

**Email: Student-Conduct@iup.edu
www.iup.edu/studentconduct**

A. Mission and Philosophy

Indiana University of Pennsylvania is a leading public, doctoral/research University, strongly committed to undergraduate and graduate instruction, scholarship, and public service.

Indiana University of Pennsylvania engages students as learners and leaders in an intellectually challenging, culturally enriched, and contemporarily diverse environment.

Inspired by a dedicated faculty and staff, students become productive national and world citizens who exceed expectations personally and professionally.

The Office of Student Conduct is located within the Division of Student Affairs and supports the Keystones:

- Student Success
- Inclusion and Engagement
- Individual and Community Well-Being
- Accountability and Sustainability

The Division of Student Affairs emphasizes these Values:

- Involvement
- Integrity
- Compassion

The Indiana University of Pennsylvania community is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life, and thoughtful study and discourse. The Division of Student Affairs is charged with administering a student conduct process that is based upon the mission, vision, goals, and values of IUP. The student conduct program within the Office of Student Conduct is committed to an educational and developmental process that balances the interests of individual students with the interests of the Indiana University of Pennsylvania community.

A community exists on shared values and principles. At Indiana University of Pennsylvania, student members of the community are expected to uphold and abide by certain standards of conduct that form the basis of the *Code of Student Conduct*. These standards are embodied within a set of core values that include integrity, justice, respect, community, and responsibility.

Each member of the Indiana University of Pennsylvania community bears responsibility for their conduct and assumes reasonable responsibility for the behavior of others. When members of the community fail to exemplify these five values by engaging in a violation of the rules below, campus conduct proceedings are used to assert and uphold the *Code of Student Conduct*.

The student conduct process at Indiana University of Pennsylvania is not intended to punish students; rather, it exists to protect the interests of the community and to challenge those whose behavior is not in accordance with our policies. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations. When a student is unable or unwilling to conform their behavior to community expectations, the student conduct process may determine that the student should no longer share in the privilege of participating in this community.

All allegations of Sexual Misconduct are adjudicated under the Sexual Misconduct Policy as found in Appendix A of this document. Likewise, other distinct policies that address specific issues are adjudicated according to the policy as it is stated in that policy. All such policies are attached as appendices to this document. Such policies include but are not limited to the Academic Dishonesty and Integrity Policy, Anti-Hazing Policy, Alcohol and Drug Policy, and policies and regulations included in the Undergraduate and Graduate catalogs. Other policies may be adopted by the University or the Board of Governors from time to time and are effective at the time of adoption. Those policies are included herein by reference. Please consult the IUP website at <https://www.iup.edu/studentaffairs/student-policy-index-a-z/> for a full list of applicable policies.

Students should be aware that the student conduct process is different from criminal and civil court proceedings. Procedures and rights in student conduct procedures are conducted with fairness to all but do not include the same protections of due process afforded by the courts. Due process, as defined within these procedures, assures written notice and a hearing before an objective decision-maker. No student will be found in violation of Indiana University of Pennsylvania's Code of Student Conduct without evidence establishing that it is more likely than not that a Code of Student Conduct violation

occurred. Any sanctions will be proportionate to the severity of the violation of the Code of Student Conduct and to the cumulative conduct history of the student.

B. Definitions

1. Accusation – formal allegation of a specific conduct violation.
2. Adjudication – the process by which the University conducts disciplinary meetings, hearings, or other actions, bringing matters to resolution.
3. Appeal – the method by which due process and/or a decision can be challenged. All appeals must be submitted in writing to the Office of Student Conduct and may only be considered if it is in accordance with the code of student conduct and procedures.
4. Appeal Review Officer- designee for the Vice President for Student Affairs to review an appeal.
5. Complaint – written or electronic statement or report provided by any person to the Office of Student Conduct. Not all complaints result in incident reports or adjudication through the student conduct process.
6. Complainant – a person, persons, or student organization who submits a report alleging that a student or student organization violated University rules, regulations, or policies.
7. Code of Student Conduct – the document that contains and explains University rules, regulations, policies, and procedures for addressing student and student organization behavior.
8. Conduct Advisor – any person who advises a student or student organization regarding University policies or procedures. A conduct advisor is not permitted to represent the student at any time. Examples of conduct advisors include but are not limited to judicial advocates, parents, attorneys, etc.
9. Deliberation – private meeting by a student conduct hearing officer or student conduct board and the student conduct convener to render a determination on whether a violation of the Code of Student Conduct occurred and the sanction to issue (if applicable).
10. Disciplinary Probation – sanction specifying a period in which the student is not in good standing with the University, has been assigned certain behavioral requirements, or has had certain privileges restricted. Additionally, during this time if a student or student organization has been found responsible for any other violation of the Code of Student Conduct, the student may be subject to immediate disciplinary suspension and/or dismissal or other sanction as determined by the hearing officer/board.
11. Disciplinary Suspension – sanction of involuntary separation of a student or student organization from the University for a specific period of time (a student is assigned persona non grata status effective for the duration of the suspension).
12. Disciplinary Dismissal – sanction of involuntary separation of a student or loss of University-recognized student organization status from the University indefinitely (a student is assigned persona non grata status effective immediately upon the dismissal).
13. Disciplinary Record – the record of a student conduct process and its findings. All disciplinary records are considered educational records based on the Family Educational Rights and Privacy Act (FERPA).
14. Expunge – elimination of a student disciplinary file or redaction of a person’s name from a disciplinary file.

15. Hearing Officer – any University faculty, staff, or student who has been appointed to a student conduct decision-making role by the Vice President for Student Affairs and has been trained through the Office of Student Conduct.
16. Hearing Board – a panel of individuals made up of students, faculty, and staff empowered to adjudicate any allegation of violation of University policies or the code of student conduct.
17. Incident Report – a complaint that is filed with and reviewed by the Office of Student Conduct and may be adjudicated through the student conduct process.
18. Interim Action – an immediate action determined by the Vice President for Student Affairs (or designee) that may limit a student’s or student organization’s specific privileges, including but not limited to no-contact order(s), restriction from specific facilities or locations, cease and desist mandates, participation in student organization business or activities, suspension of student status, or loss of University-recognized student organization status.
19. Law Enforcement/Investigator – University Police, other law enforcement agency representative, or non-law enforcement investigator (including Compliance Office/Title IX representative) who may provide information resulting from an investigation.
20. No Contact Order – a student or student organization may have no direct or indirect contact with another person, student organization, or student organization member (including by another person on behalf of the person to whom the order was issued). Prohibited contact includes but is not limited to making contact by way of personal (verbal or non-verbal), physical, phone, and/or electronic means including social media.
21. Persona Non Grata – a student, student organization, or visitor whose conduct has been determined to be harmful, disruptive, or detrimental to the University community and thus is not permitted to be present on University property or any or specified University locations.
22. A Preponderance of the Evidence – the standard in determining if a student or student organization is responsible for a violation. The University must show that it is “more likely than not” that the alleged behavior occurred and was in violation of the University Code of Student Conduct, rules, regulations, or policies.
23. Recognized Student Organization – a group of students who go through the formal process of becoming a recognized University organization as specified in the process available at this link <https://www.iup.edu/organizations/about/>.
24. Report of Finding – the written decision that explains the outcome of a student conduct hearing or other action.
25. Respondent – a student or student organization that has been accused, informally or through an incident report, of violating University rules, regulations, or policies.
26. Sanction – requirements set forth upon a finding or individual/organizational acceptance of responsibility for a violation of University rules, regulations, or policies through the student conduct process.
27. Student – any person who has applied to or enrolled at the University in any of its courses, programs, campuses, or offerings, including, but not limited to, cooperative programs or offerings with other institutions for whom a record is made at the University by the registrar or which is submitted to the University for admission or transfer credit, or during periods between semesters when the person is expecting to attend the subsequent regular semester (Fall or Spring).

28. Student Conduct Convener – Director or Associate Director of Student Conduct (or designee) responsible for logistics and procedures associated with the student conduct process; the student conduct convener may simultaneously serve as a hearing officer.
29. Student Conduct Process – inclusive of all processes for students or student organizations from the time an incident report is referred to student conduct for adjudication through the conclusion of the appeal process in accordance with University policy and this code of student conduct.
30. University – Indiana University of Pennsylvania and any of its centers or sites where it operates.
31. University Premises – all buildings or grounds owned, leased, operated, controlled, or supervised by the University or its affiliates, e.g., Student Cooperative Association (“Co-Op”), the Foundation for IUP, or other such organizations with which IUP enters or has entered into an affiliate relationship.
32. Warning – sanction stipulating that inappropriate behavior, if repeated, may lead to a more severe sanction.
33. Witness – any person who has information relevant to an alleged incident.

C. Authority

The Vice President for Student Affairs is vested with the authority over Student Conduct by the President and the Council of Trustees as established by the Board of Governors’ of the Pennsylvania State System of Higher Education. The Vice President for Student Affairs appoints the Director or Associate Director(s) of Student Conduct to oversee and manage the student conduct process. The Vice President for Student Affairs may appoint administrative hearing officers and members of boards as deemed necessary to efficiently and effectively facilitate the student conduct process.

The Director or Associate Directors of Student Conduct (or designee) will assume responsibility for the investigation of an allegation of misconduct to determine if the complaint has merit. This may be delegated or assumed by the University Police for any suspected criminal activity.

Students at the Indiana University of Pennsylvania are annually provided a link to the [Code of Student Conduct](#) on the Indiana University of Pennsylvania website. Hard copies are available upon request from the Office of Student Conduct. Students are responsible for having read and abiding by the provisions of the *Code of Student Conduct*.

D. Jurisdiction

The *Code of Student Conduct* and the student conduct process apply to the conduct of individual students, both undergraduate and graduate, and all University-recognized student organizations.

Indiana University of Pennsylvania retains jurisdiction under the Code of Student Conduct over students who choose to take a leave of absence, withdraw, or have graduated for any misconduct that occurred prior to the leave, withdrawal, or graduation. If sanctioned, a hold may be placed on the student’s ability to re-enroll or to obtain official transcripts and/or graduate. All sanctions must be satisfied prior to re-enrollment eligibility or reinstatement of the degree. In the event of a charge of serious misconduct allegedly committed while still enrolled but reported after the accused student has graduated, Indiana University of Pennsylvania may invoke these procedures, and, should the former student be found responsible, Indiana University of Pennsylvania may revoke that student’s degree and block the release of transcripts as noted in the Academic Policy on the rescinding of degrees.

The *Code of Student Conduct* applies to behaviors that take place on the campus, at University-sponsored events, and may also apply off-campus when the Vice President for Student Affairs or designee determines that the off-campus conduct affects a substantial Indiana University of Pennsylvania interest. A substantial Indiana University of Pennsylvania interest is defined to include:

- Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of the student's self or others or has caused injury or otherwise has interfered with a University operation or business; and/or
- Any situation that significantly impinges upon the rights, property, or education of self or others or significantly breaches the peace and/or causes social disorder; and/or
- Any situation that is detrimental to the educational mission and/or interests of the University.

Students may be adjudicated for engaging in conduct that violates federal, state, or local law whether such conduct takes place on campus or off campus or whether civil or criminal penalties may also be imposed for such conduct. A violation of this policy is not predicated upon a final determination by a court of law. In other words, it is not necessary for a student to have been found to have violated a federal, state, or local law by a court of law to be disciplined under the Code of Student Conduct. It is only necessary that a student is found responsible for conduct violations adjudicated consistent with the process set forth in the Code of Student Conduct.

The University fully recognizes the right of all students to seek knowledge, debate, and freely express their ideas. Discourse and disagreement are fundamental components of any academic endeavor and students will not be subject to disciplinary action for their lawful expression of ideas. A student retains the rights, protection, guarantees, and responsibilities which are held by all citizens. The University conduct system does not eclipse, in intention or application, the constitutional rights and guarantees of students.

The *Code of Student Conduct* may be applied to conduct that occurs online, via email, or any other electronic medium. Students should also be aware that online postings such as blogs, web postings, chats, social networking sites, as well as media yet to be developed, are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. Indiana University of Pennsylvania does not regularly search for this information but may act if and when such information is brought to the attention of Indiana University of Pennsylvania officials.

The *Code of Student Conduct* applies to guests of community members whose hosts may be held accountable for the misconduct of their guests. Visitors to and guests of Indiana University of Pennsylvania may seek resolution of violations of the *Code of Student Conduct* committed against them by student members of the Indiana University of Pennsylvania community.

There is no time limit on reporting violations of the *Code of Student Conduct*; however, the longer someone waits to report an offense, the harder it becomes for Indiana University of Pennsylvania officials to obtain information and witness statements and to make determinations regarding alleged violations.

Indiana University of Pennsylvania email is the University's primary means of communication with students. Students are responsible for all communication delivered to their Indiana University of Pennsylvania email address and to respond as required or requested.

E. Student Accommodations

Any student with a disability involved in the conduct process has the right to request a reasonable accommodation to ensure their full and equal participation. The Office of Student Conduct will coordinate appropriate services through the Department for Disability Access and Advising (D²A²). Accommodations are determined on an individual basis by D²A² staff based upon appropriate documentation and consultation with the student.

F. Conduct Regulations

Indiana University of Pennsylvania considers the conduct described in the following subsections as inappropriate for the IUP community and in opposition to the core values set forth by the University. Indiana University of Pennsylvania encourages community members to report to University officials all incidents that involve the conduct described below.

1. Alcohol

- a. Possession On-Campus** - Possession of alcoholic beverages on university premises or facilities except as provided in the University Alcohol Policy.
- b. Possession Off-Campus** - Illegal possession of alcoholic beverages off campus including, but not limited to, underage possession of alcohol and public possession of an open container.
- c. Consumption On-Campus** - Consumption of alcohol on University premises or facilities except as provided in the University Alcohol Policy.
- d. Consumption Off-Campus** - Consumption of alcohol off campus by individuals under the age of twenty-one.
- e. Driving Under the Influence** - Operating a motor vehicle while unlawfully intoxicated.
- f. Sharing, Furnishing, and/or Distributing Alcohol** - Sharing, furnishing, and/or distributing alcohol by persons of any age to persons under the age of twenty-one, including, but not limited to: charging admission to or using organizational funds for a social event where alcohol is served, hosting or organizing a social gathering where persons under the age of twenty-one consume alcohol, and/or providing alcohol. This would include collecting money from people before, during, or after an event which was used to fund or partially fund an event at which alcohol was served or available.

2. Drugs /Controlled Substances

- a. Paraphernalia** - The possession of any equipment, product, or material of any kind containing evidence of or primarily intended for use with any illegal drug and/or controlled substance.
- b. Illegal Possession/Personal Use of Drugs and/or Controlled Substances** - The possession of any illegal drug and/or controlled substance.
- c. Sharing, Furnishing, and/or Distributing Drugs and/or Controlled Substances** - The action, intent, and/or possession of materials used for sharing, distributing, delivering, manufacturing, and/or selling drugs and/or controlled substances except as expressly permitted by law.

d. Misuse of Medications or Other Substances - Misuse of over the counter medications, prescriptions, and/or other legal materials or substances, creating a potential danger to self or others.

e. Driving Under the Influence - Operating a motor vehicle while under the influence of drugs and/or controlled substances.

3. Harmful Conduct and Harassment

a. Physical Violence - using force with the intent or effect to cause harm. This includes the use of any weapon or other means that might cause bodily harm.

b. Threatening Conduct - Intimidating actions or behavior with the intent or effect to cause alarm or fear of harm to another individual, group, or entity, or to coerce another individual, group, or entity to engage in unwanted behavior.

c. Coercion - Conduct, actions, or implied threats that would compel with unreasonable pressure a reasonable person to engage in an unwanted activity.

d. Harassment - Engaging in conduct that is repeated, severe, or pervasive or which constitutes unlawful discrimination based on another person's race, color, sex, sexual orientation, gender identity, religion, creed, age, national or ethnic origin, citizenship, or veteran status or disability. This includes conduct involving electronic communication.

e. Stalking - A pattern of conduct directed at another person including (but not limited to) following, monitoring, observing, surveilling, threatening, communicating to or about a person, or interfering with a person's property with the intent and/or effect that would cause a reasonable person to be afraid for his or her safety or suffer substantial emotional distress. Stalking may be direct, indirect, or through third parties and may be accomplished by any action, method, device, or means. This includes cyberstalking: a form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact.

f. Retaliation - Actions, threats, or other adverse action taken against any person in response to that person's participation in or involvement with the conduct process.

g. An Intrusion of Privacy - Unreasonably invading the private domain or seclusion of another individual, group, or entity by any means when such individual, group, or entity has a reasonable expectation of privacy.

h. Disorderly Behavior - Conduct which is disorderly, disruptive, or interferes with orderly University operations and/or behavior disruptions which infringe upon other students' rights to the fair use of their contracted housing or other University sanctioned activities or amenities.

i. Dishonesty/Fraud - Dishonest or fraudulent behavior, such as forgery, alteration, or misuse of documents, records, or identification (including but not limited to I-cards, credit cards, debit cards, pin numbers, and/or computer usernames/passwords), or knowingly furnishing false information to University or Co-op officials.

4. Community Safety

a. General Safety - Tampering with safety devices including, but not limited to: alarm systems, fire extinguishers, exit signs, smoke/heat/particle detectors, fire hoses, sprinklers, or fire-fighting equipment. Failure to conform to safety regulations including, but not limited to, falsely reporting an incident, failure to evacuate facilities in a timely manner in emergency situations or in response to alarms, or inappropriate use of the fire alarm or emergency call device or system.

b. Arson - Illegally setting, attempting to set, creating, or causing a fire.

c. Weapons/Explosives - Possession and/or use of any weapon, which is an object used to inflict a wound or cause injury or harm (this could include illicit drugs used with the purpose of harming an individual or a group of individuals). Examples include, but not limited to, possession and/or use of firearms, ammunition, knives, swords, nunchucks, stun guns, BB guns, paintball guns, look-alike weapons, or explosives, such as fireworks, unsecured compressed air cylinders, or dangerous chemicals, except as authorized for use in class, in connection with University-sponsored research, or in another approved activity (provisions may be made to store firearms with the University Police).

5. Property

a. Theft - Theft or other unauthorized possession of University property or the property of any individual, group, or entity.

b. Destruction/Damage - Destruction and/or damage to University property or to the property of any individual, group, or entity.

c. Attempted/Completed Entry - Attempted or completed entry into or use of University or Co-op facilities or property or the property of any individual, group, or entity without authorization.

6. Noncompliance

a. University Official - Failure to comply with a directive from or to meet with an authorized University or Student Cooperative Association official acting in the performance of their duties or with the direction from any person responsible for a facility or registered function including providing identification when requested to do so. The University officials referenced above must identify themselves.

b. Contractual Obligations - Failure to honor all contracts with and debts to the University including terms and conditions of living in University-owned/operated housing and/or to the Student Cooperative Association.

c. Student Conduct Sanction - Failure to fulfill any sanction levied as a result of student conduct or academic integrity proceeding.

d. University Space - Failure to abide by all policies and regulations governing the use of University space or the registration of all University events.

e. Statement of Relationship - Failure to abide by all policies and regulations governing the registration of student organizations.

7. Complicity

Active association with or active encouragement of another person or persons whose conduct is in violation of any of the Code of Student Conduct and Procedures, University policy, or applicable laws.

8. Other

Any alleged violation of federal, state, or local laws, regulations, or ordinances and other University policies and regulations, the University catalog, and other official University publications either printed or published on the University website.

G. Overview of the Conduct Process

This overview gives a general idea of how the IUP conduct proceedings work, but it should be noted that not all situations are of the same severity or complexity. The procedures are flexible and are not the

same in every situation, though consistency in similar situations is a priority. The student disciplinary process and all applicable timelines commence with written notice from the Office of Student Conduct or as appropriate, the Office of Social Equity/Title IX, of a potential violation of Indiana University of Pennsylvania rules and regulations.

Notice: Once an allegation is received from any source, the Office of Student Conduct or the Office of Social Equity/Title IX may proceed with a preliminary investigation and/or may schedule an initial educational meeting/conference with the responding student to explain the conduct process and gather information

Evidence: Different types of information may be presented during an investigation or during a hearing. This information may include direct evidence, which is based on personal observation or experience. Evidence may be circumstantial, which is information that does not include an eyewitness to the actual event but does include enough information to lead a reasonable person to the conclusion that the individual did what he/she is alleged to have done. Evidence may include documents, which includes supportive writings or statements, reports, etc., that support or deny a fact at issue. Evidence may also be secondhand or "hearsay" evidence. While it is acceptable for the adjudicator to consider and hear relevant second-hand information, hearsay evidence may not be the only evidence used to establish responsibility in a case.

The University is not bound by formal rules of evidence; however, evidence shall be inherently reliable. Evidence or information that may not be admissible in a court of law may be admissible in a conduct hearing or as part of an investigation. It is up to the adjudicator to decide what information is admissible as part of a hearing. It is up to the adjudicator to decide the credibility and relevance of information and the weight that they will assign to that information.

A Standard of Proof: The standard of proof describes the level of proof that must be met to find a respondent responsible for a violation. The University uses the preponderance of the evidence (also known as "more likely than not") as a standard for proof of whether a violation occurred. This standard is lower than the standard required in a criminal proceeding. University resolution proceedings are conducted to consider the totality of all evidence available and from all relevant sources. There may be strong, definitive evidence presented to persuade the adjudicator that the respondent did or did not violate a section of this or other University policy. There may also be ambiguities and contradictions which require the adjudicator to decide whom they believe or whom they think is more credible. An individual is not considered to be "responsible" for any allegations until the completion of the process determines that it is more likely than not that the alleged violation of this policy occurred.

A Burden of Proof: The burden of proof refers to who has the responsibility of showing a violation has occurred. It is always the responsibility of the University to satisfy the burden of proof. The respondent does not have the burden to prove that a violation did not occur. A respondent may decide not to share their side of the story or may decide not to participate in the hearing or an investigation. None of these decisions shifts the burden of proof away from the University and does not indicate responsibility nor will it result in increased sanctions if the respondent is found responsible for the accusations.

1. Incident Review Meeting

IUP conducts a preliminary inquiry into the nature of the incident, complaint, or notice, the evidence available, and the parties and witnesses involved. When an Incident Review Meeting is held, the possible outcomes include:

- A decision not to pursue the allegation based on a lack of or insufficient evidence because the behavior alleged even if proven would not violate the Code of Student Conduct. The matter will be closed, and records will so indicate;
- An admission of or an uncontested decision on the allegation;
- A decision to proceed with a formal resolution.

If a decision on the allegation is made and the finding is that the respondent is not responsible for violating the Code, the process will end.

If the finding is that the respondent is in violation, and the respondent accepts this finding the administrator conducting the incident review meeting will then determine the sanction(s) for the misconduct, which the respondent may accept or reject. If accepted, the process ends.

If the respondent accepts the findings but rejects the sanction, the Office of Student Conduct will conduct a sanction-only hearing, conducted by a hearing officer or student conduct board, which determines a sanction. The sanction is then subject to appeal (see *Appeal Review Procedures* on page 19 below). Once the appeal is decided, the process ends.

If the administrator conducting the incident review meeting determines that it is more likely than not that the respondent is in violation, and the respondent student rejects that finding in whole or in part, then it is considered a contested allegation and the process moves to a formal hearing.

2. Formal Hearing

In a contested allegation, a hearing may be held when there is reasonable cause to believe that a University Code of Student Conduct provision has been violated. No complaint will be forwarded for a hearing unless there is reasonable cause to believe a Code of Student Conduct provision may have been violated. Reasonable cause is defined as some credible information to support each element of the offense of the alleged Code of Student Conduct provision, even if that information is merely a credible witness or a complainant's statement. A complaint wholly unsupported by any credible information will not be forwarded for a hearing. A formal notice of the complaint will be issued, and a hearing will be held before a hearing officer or the student conduct board, which is charged with adjudicating the matter. If the finding is that the respondent is not responsible, the process ends. Applicable appeal options are described below.

3. Review and Finalize Sanctions.

If the student is found in violation of the University Code of Student Conduct or applicable laws, sanctions will be determined by the hearing officer or student conduct board. The findings and sanctions will be communicated to the respondent. The respondent may appeal as outlined in the IUP appeal process.

4. Conflict Resolution Options

The Director or Associate Directors of Student Conduct have the discretion to refer a complaint about mediation or other forms of appropriate conflict resolution. All parties must agree to conflict resolution and to be bound by the decision with no review or appeal. Any unsuccessful conflict resolution can be forwarded for formal processing and hearing. The Director or Associate Directors of Student Conduct may also suggest that complaints that do not involve a violation of the *Code of Student Conduct* be referred for mediation or other appropriate conflict resolution.

5. Administrative Hearing Officers

Administrative Hearing Officers are chosen from a pool of annually trained administrators, staff members, and graduate students selected by the Director or Associate Directors of Student Conduct.

6. The Composition of the Student Conduct Board

The Director or an Associate Director of Student Conduct will be responsible for assembling the Student Conduct Board according to the following guidelines:

- A. The membership of the board is selected from a pool of students, faculty, and staff appointed by the Vice President for Student Affairs and trained annually through the Office of Student Conduct.
- B. For each complaint, a board will be chosen from the available pool and is comprised of at least one student, one faculty member, and one staff member or administrator. Either the Director or an Associate Director of Student Conduct will serve as the non-voting facilitator of the Student Conduct Board, who assures that Indiana University of Pennsylvania procedures and due process are followed throughout the hearing.

Appeal Boards are drawn from the board pool with the only requirement being that they did not serve on the Board for the initial hearing. Appeal Review Board members are trained annually through the Office of the Student Conduct. Appeal Boards will review appeal requests assigned by the Vice President for Student Affairs.

To serve in the board pool, students must be in good standing with the University and the Office of Student Conduct. Good standing with the Office of Student Conduct is defined as not currently being on any sanctions with the Office of Student Conduct. A serious history of misconduct will disqualify a student for service.

The Vice President for Student Affairs will confirm and appoint the membership of the Student Conduct Board on behalf of the President of the University.

The non-voting facilitator of the board is normally one of the Associate Directors of Student Conduct (or designee) with responsibility for training the board, gathering and disseminating appropriate case information, and ensuring a fair process for the complainant and respondent.

Decisions and sanctions imposed by the board or hearing officer will be implemented pending the normal appeal process. The full appeal review procedure can be found on page 20 of this policy.

H. Formal Conduct Procedures

The respondent will have the right to choose a formal hearing with an Administrative Hearing Officer or the Student Conduct Board. The procedures for each are outlined herein. Indiana University of Pennsylvania is the convener of every action under this code. Within that action, there are several roles. The respondent is the person who is alleged to have violated the Code. The party bringing the complaint, who may be a student, employee, visitor, or guest, may choose to be present and participate in the process. If there are witnesses who may offer relevant testimony regarding the allegation, they may participate in the hearing process.

1. Amnesty

Individuals reporting violence being done against them, individuals offering assistance, and individuals reporting heinous behavior may be protected by Indiana University of Pennsylvania's Bystander Involvement (Medical Amnesty) Policy.

2. Notice of Alleged Violation

Any member of the Indiana University of Pennsylvania community, visitor, or guest may allege a policy violation by any student for misconduct under this *Code* by submitting a report via e-mail, IUP Web Site, phone, or in person at the contact information below:

Ruddock Hall, Room G-11
1090 Maple Street
Indiana, PA 15705
Phone: 724-357-1264
Student-Conduct@iup.edu

Reports of conduct allegedly in violation of the Code may be received through other additional means as appropriate.

Notice may also be given to any member of the Office of Student Conduct (or designee), University Police, and/or to the Title IX Coordinator, when appropriate. Additionally, administrators may act on notice of a potential violation regardless of whether a formal allegation is made or not. All allegations of misconduct should be submitted as soon as possible after the alleged offending event occurs. Indiana University of Pennsylvania has the right to pursue an allegation or notice of misconduct on its own behalf and to serve as convener of the subsequent campus conduct process.

3. Notice of Hearing

Once a determination is made that reasonable cause exists to refer a complaint for a hearing, a formal notice will be given to the respondent. Notice will be in writing and delivered via the University-issued email address. Other means of delivery may include delivery in person by the staff of the Office of Student Conduct (or designee), delivery by mail to the local or permanent address of the student as indicated in official Indiana University of Pennsylvania records, or delivery by email to a non-University email address confirmed by the student as their personal email account. Once mailed, emailed, and/or received in-person, such notice will be presumptively delivered. The letter of notice will include the alleged violation and notification of where to locate the *Code of Student Conduct* and Indiana University of Pennsylvania procedures for resolution of the complaint and direct the responding student to contact the Office of Student Conduct (or designee) to respond to the complaint. The letter of notice will also

include a short summary of the allegations that support the issuance of charges under the Code of Student Conduct.

A meeting with a staff member of Student Conduct (or designee) may be arranged to explain the nature of the complaint and the conduct process. At this meeting, the respondent may indicate, either verbally or in writing, to the designated staff member of Student Conduct (or designee), whether they admit to or deny the allegations of the complaint.

4. Hearing Procedures

a. Student Conduct Hearing:

A student conduct hearing will be scheduled if the respondent and the Incident Review Meeting adjudicator fail to reach an informal resolution. In the event a student conduct hearing is scheduled, a respondent will be given a minimum of three calendar-days' notice prior to appearing before the assigned adjudicator or Student Conduct Board unless the student waives this notice.

The respondent may waive in writing their right to a Board hearing and accept one or more sanctions as determined by the adjudicator. The sanctions will reflect the severity of the current charges against the student as well as any previous disciplinary record.

b. General Guidelines for Student Conduct Hearings

A student conduct hearing may be an Administrative Hearing or a Student Conduct Board Hearing. The respondent may choose the adjudication process that is to be used. Guidelines used by hearing officers or Student Conduct Boards include:

1. If a student conduct hearing is scheduled, the respondent and complainant shall be provided with specific advance written notice of the alleged violations, the dates, times, and locations of the alleged violations, and a summary of the actions which led to the charges. Notification of charges against the respondent shall also include, but not be limited to, the following information:
 - a. The date, time, and location of the hearing
 - b. Whether the case will be adjudicated by a hearing officer or a Student Conduct Board, as chosen by the respondent
 - c. Information regarding due process rights afforded the respondent prior to and during the hearing.
2. The respondent shall have their case heard by an impartial adjudicator/board. Once an adjudicator has been named, they may not publicly or privately discuss the merits of the complaint with anyone not involved in the proceedings, with the complainant/respondent themselves, or with anyone acting on the behalf of the complainant/respondent.
3. In situations where the original complainant is no longer available or cannot attend the hearing for unavoidable reasons, a proxy may be sent to the hearing by the originating agency to represent the case against the respondent throughout the proceedings. Additionally, the University may step into the place of the complainant.

A finding of responsibility cannot be made based solely upon hearsay evidence.

4. In the event a respondent, complainant, and/or witness is not able to be physically present at the hearing, they may participate via acceptable technological means including, but not limited to, telephone or video call.
5. The complainant will present the charges and relevant information and may ask questions of all hearing participants.
6. The respondent shall have a fair and reasonable opportunity to answer, explain, and defend themselves against charges presented at the hearing, to question the complainant and witnesses against them, to present information related to specific charges, and to call relevant witnesses to appear on their behalf. If the respondent intends to have witnesses present at the hearing, they must notify the Office of Student Conduct at least one business day prior to the hearing.
7. If the respondent chooses not to appear before the assigned adjudicator, their case will be adjudicated in their absence based upon the information related to specific charges presented at the scheduled hearing.
8. Witnesses will be asked to provide relevant information related to specific charges and to respond to questions from the complainant, the respondent, the hearing officer, and Student Conduct Board members. Witnesses are not permitted to ask questions of hearing participants except to clarify a question asked of them.
9. All student conduct hearings are closed except to designated and approved participants.
10. The students and witnesses may select a Conduct advisor to advise them during the Student Conduct proceeding. The Conduct advisor may consult and interact privately with the student or the witness during student conduct proceedings. However, the Conduct advisor is not permitted to have a verbal role in the proceedings.
11. At the hearing, if a respondent chooses not to testify, no inference may be drawn from the failure to testify. A respondent's failure to testify does not waive his/her right to ask questions of witnesses or call witnesses.
12. The respondent may waive in writing the right to a hearing and accept one or more sanctions as determined by the adjudicator. The sanctions will reflect the severity of the current charges against the student as well as any previous student conduct record.
13. A hearing officer or Student Conduct Board Facilitator shall have the authority during Student Conduct proceedings to hold an individual in contempt. Contempt is defined as disorderly or disrespectful conduct by hearing participants and/or the intentional misrepresentation of facts. Individuals found to be in contempt may be removed from the hearing and students may be charged with additional violations

of applicable student conduct policies.

14. The respondent shall receive a written account of the decision of the adjudicator setting forth with reasonable specificity the facts and reasons for the decision within 7 calendar days unless circumstances warrant an extension which must be granted by the Vice President for Student Affairs.

c. Procedures for cases adjudicated by Hearing Officers

1. A respondent may challenge the assignment of a specific hearing officer to their case. This challenge must be presented in writing to the Office of Student Conduct at least one business day prior to the scheduled date and time of the hearing. Upon reviewing the details of the challenge, the Vice President for Student Affairs or designee will either uphold the challenge, appoint an alternate hearing officer, and arrange a new hearing time or deny the challenge.
2. A hearing officer will withdraw from adjudicating any case when they cannot be impartial and reach a fair and objective decision.
3. The hearing officer will review all material, hear all information relevant to specific charges pertinent to the case from the complainant, the respondent, and all witnesses, clarify issues raised and render a decision based on the information presented at the hearing.
4. Following the hearing, the hearing officer will schedule a time to meet with the respondent (if possible) to issue a decision, and, if the student is found to be in violation of any University policy or regulation, issue one or more sanctions. This information is also presented to the student in writing within seven calendar days unless circumstances warrant an extension.
5. If the respondent is found to be in violation of any University policy or regulation, all materials within the student's past and present student conduct file will be used to determine appropriate sanctioning.

d. Procedures for cases adjudicated by the Student Conduct Board

1. If a case is assigned to a Student Conduct Board, the responding student may waive, in writing, his/her right to have their case heard by a board and choose to have their case adjudicated by a hearing officer in an Administrative Hearing as outlined above.
2. Any respondent appearing before a Student Conduct Board may challenge the presence of any member of the board. Upon hearing the details of the challenge, the Student Conduct Board will, by majority vote (challenged member not voting), either uphold or deny the challenge.
3. A Student Conduct Board member will withdraw from participating in any case in which the member is unable to be impartial and reach a fair and objective decision.
4. The Student Conduct Board will review all materials and hear all information relevant

to the specific charges pertinent to the case from the complainant, respondent, and all witnesses. Members of the Student Conduct Board shall be free to ask relevant questions to clarify the information presented.

5. A Student Conduct Board hearing will be digitally recorded by the University and the recording will be retained at the University in accordance with the records and recordkeeping policy. Under no circumstances are other individuals permitted to record student conduct hearings.

6. After hearing all the information relevant to specific charges, the board will privately deliberate and make its decision and, if necessary, determine appropriate sanctions.

7. If the respondent is found to be in violation of University policy or regulation, all materials within the student's past and present student conduct file shall be used to determine appropriate sanctions.

8. Upon the conclusion of the hearing, the Student Conduct Board Facilitator will schedule a time, if possible, to meet with the respondent to communicate the board's decision and, if the student is found to be in violation of University policy or regulation, to communicate the sanctions. This information is also presented to the student in writing within seven calendar days unless circumstances warrant an extension.

In cases where the Student Conduct Board recommends expulsion as the appropriate sanction, the facilitator will recommend the sanction in writing to the Vice President for Student Affairs or their designee within three calendar days. The sanction will be reviewed by the President before being finalized.

I. Interim Action

In a situation where it is determined that a continuation of the present circumstances presents a potential danger to the health, safety or welfare to self, other students, or the University community, the Vice President for Student Affairs or their designee may implement interim suspension. The interim suspension will remain in effect pending final disposition of the case.

After the interim suspension is implemented, the following process will commence:

1. As soon as possible but within 10 working days of issuance of the Interim Suspension, unless circumstances warrant an extension (to be approved by the Vice President for Student Affairs), a Student Conduct Board hearing will be conducted to adjudicate the case.
2. If the interim suspension is not upheld upon the outcome of the hearing, the interim suspension will no longer be in effect. The student will be allowed a reasonable opportunity to make up academic work missed during the time of the interim suspension. It is the responsibility of the respondent to make arrangements with faculty members for

completing missed work.

3. When an interim suspension has been implemented, upheld by a board, and appealed by the student, the interim suspension will remain in effect until an appeal outcome has been reached.

Indiana University of Pennsylvania reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal investigation and/or complaint.

J. Conduct Sanctions

Sanctions are assigned to meet specific learning and developmental outcomes to assist students to understand the impact of their actions and to hold them accountable for their conduct. Sanctions are also assigned with the intent of improving upon a student's success at the University by acquiring new skills and promoting growth in various dimensions of moral and ethical development.

Any assigned sanction may be stayed from implementation for a specified period as determined by the hearing officer or Student Conduct Board. Any subsequent proven violation of University Code, policy, or law may cause the stay to be lifted and the assigned sanction implemented with immediate effect. The sanction will not be lifted until the date indicated by the hearing officer or Student Conduct Board or the date upon which the student successfully completes all assigned sanctions, whichever comes last. A hearing officer or Student Conduct Board may impose one or more sanctions from the sanctions listed below.

1. **Disciplinary Warning:** A written warning may be given to the student indicating they have been found to be in violation of the Code, a University policy, or regulation and that failure to comply with a University Code, policy, or regulation in the future may result in referral to the student conduct system to be handled as a second offense. A warning remains in effect for a specific period.
2. **Disciplinary Probation:** Disciplinary Probation is an indication that a student's status at the University is seriously jeopardized. During the probationary period, if the student is found to be in violation of the Code, University policy, or regulation, a more serious sanction may be levied, including possible suspension or expulsion from the University. Disciplinary Probation is in effect for a specific period.
3. **Extended Disciplinary Probation:** Disciplinary Probation may be extended for a specific period.
4. **Community Reparations:** Community Reparations are tasks which benefit the individual, campus, or community.
5. **Educational Task:** Examples of educational tasks include, but are not limited to, essays, educational workshops provided by the University or outside entities, participating with staff in community development initiatives, apology notes, etc. The student will be required to submit proof of completion of the educational task from a source deemed appropriate by the University.

6. **Disciplinary Removal from University Owned/Operated Housing:** This condition removes a student from University owned/operated housing facilities on either a temporary or a permanent basis.
7. **Loss of Eligibility for University Owned/Operated Housing:** The student, whether currently living in University owned/operated housing facilities or not, is denied future eligibility for University owned/operated housing on a temporary or permanent basis.
8. **No Visitation in University Owned/Operated Housing/Facilities:** This condition prohibits a student from being present within University owned/operated housing or other designated facilities for any purpose for a specific time period.
9. **Restitution:** A student may be required to pay for damages to property, including but not limited to, personal and University/Co-op property, and/or for personal injury. Payment will be made under guidelines determined by the Office of Student Conduct.
10. **Fine:** A student may be billed an amount of money as determined by the hearing officer or Student Conduct Board.
11. **Other:** Recommendations may also be made for participation in mediated no contact agreements, assignment to a trained mediator, mentoring in lieu of suspension, and other appropriate remedial and educational interactions.
12. **Suspension:** A student may be suspended from the University for a specific period with the approval of the Vice President for Student Affairs. A suspension is a recommendation by the Board or Hearing Officer to the Vice President for Student Affairs (or designee) which if approved, requires that the student remove themselves from the University and any University owned-or operated entities, buildings, or properties. They are not permitted to attend classes, social activities, or to be present on University property during the period of suspension.
13. **Expulsion:** The Student Conduct Board may recommend to the President or designee through the Vice President for Student Affairs that a student is expelled from the institution. Expulsion from the University is permanent dismissal. The President or designee shall endeavor to respond to the respondent in writing regarding the recommendation of expulsion within five calendar days of receiving it.

K. Notification of Outcomes

The outcome of a campus hearing is part of the educational record of the respondent and is protected from release under the Federal Education Rights and Privacy Act (FERPA), except under certain conditions.

Pursuant to the Family Educational Rights and Privacy Act and the Drug Free Schools and Communities Act, the Office of Student Conduct may send written notice to the parents and/or legal guardians of a student under twenty-one years of age who is found to be responsible for violating any state or local

laws pertaining to possession, consumption, or inappropriate sale of any alcoholic beverages or controlled substances.

Parents and/or legal guardians will be notified in cases where Indiana University of Pennsylvania determines through the student conduct process that a student violated a policy that would constitute a “crime of violence” or non-forcible sex offense. FERPA defines “crimes of violence” to include arson, assault offenses (including stalking), burglary, criminal homicide, manslaughter by negligence, murder, non-negligent manslaughter, destruction/damage/vandalism of property, kidnapping/abduction, robbery, forcible sex offenses, and non-forcible sex offenses.

L. Failure to Complete Conduct Sanctions

All students, as members of the Indiana University of Pennsylvania community, are expected to comply with conduct sanctions within the timeframe specified by the Student Conduct Board or Hearing Officer. Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect, or any other reason, may result in additional sanctions.

M. Appeal Review Procedures

1. Grounds for Appeal:

Upon receiving notification of the outcome of a student conduct hearing, a respondent and complainant may appeal in writing for any of the following reasons:

- a. Procedural error that likely impacted the hearing outcome.
- b. Newly discovered information. This applies when there is an acceptable reason to explain why the information could not be presented at the original hearing.
- c. An allegation that the sanctions issued were arbitrary and capricious. The appellant must demonstrate in the appeal that there had been a clear error of judgment. The appellant must show the decision was not based upon consideration of relevant factors, reason, or judgment and was an abuse of discretion or otherwise not in accordance with the Code of Student Conduct.

2. Appeal Procedures:

The individual submitting the appeal must present a written request that specifically articulates one or more reasons for appeal from the grounds listed above to the Office of Student Conduct within five (5) calendar days of notification of the hearing decision. The five (5) day requirement may be waived where extenuating circumstances prevail and only if the grounds for appeal are met. The individual submitting the appeal must include in the written appeal the reason for the appeal and all the supporting facts. Appeals cannot be submitted by a third party on behalf of the respondent or the complainant. The appeal must include the signature of the person submitting the appeal. An appeal is not a rehearing of the matter and will not have merit simply because the person submitting the appeal disagrees with the outcome.

Once the appeal has been received, it will be referred to the Vice President for Student Affairs or designee for review.

In cases that do not involve interim measures, once an appeal is filed all sanctions are placed on hold with the exception of any sanction prohibiting contact with another individual.

The Vice President for Student Affairs or their designee may assign an Appeal Review Board to hear the appeal.

Appeals of expulsion must be submitted to the President or designee through the Vice President for Student Affairs. The President will respond to a respondent in writing regarding the appeal of an expulsion decision.

The Director or Associate Director of Student Conduct will also draft a response memorandum to the appeal request based on the Appeal Review Officer's determination that the request will be granted or denied and why.

The Appeal Review Officer will conduct an initial review to determine if the appeal request meets the limited grounds and is timely.

If the appeal is not timely or substantively eligible, the original finding and sanction will stand and the decision is final.

If the appeal is granted, the Appeal Review Officer determines whether to revise the sanctions or reverse the finding of the Board, refer the appeal to the Appeal Review Board, or to remand it for a new hearing, either to the original decision-maker or a new board. Where the original decision-maker may be unduly biased by a procedural or substantive error, a new board will be constituted to reconsider the matter, which can, in turn, be appealed once. Full re-hearings by the Appeal Review Board are not permitted. The Appeal Review Board must limit its review to the challenges presented.

On reconsideration, the Appeal Review Board, the new board, or original decision-maker may affirm or change the findings and/or sanctions of the original hearing body according to the permissible grounds. Procedural errors should be corrected, new evidence should be considered, and sanctions should be proportionate to the severity of the violation and the student's cumulative conduct record.

All decisions of the Appeal Review Board should be made within ten (10) calendar days of submission to the Board. If this timeline is not obtainable, it may be further delayed with the approval of the Vice President for Student Affairs. Decisions of the Appeal Review Board are final, as are any upheld decisions made by the original hearing body, Associate Directors of Student Conduct, or designee as the result of reconsideration consistent with instructions from the Appeal Review Officer.

All parties will be timely informed of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision. This response usually occurs within 10 calendar days of the appeal being filed.

3. The Appeal Review Board

The Appeal Review Boards are drawn from the hearing board pool with the following requirements to serve:

- a. they did not serve on the Board for the initial hearing,
- b. they were not involved in the investigation in any way,
- c. they have been properly trained in appeal procedures.

The Appeal Review Officer will have final authority to approve all those serving on the board.

The presumptive stance of the University is that all decisions made and sanctions imposed by the original decision-maker are to be stayed during the appellate process except in cases where an interim suspension was implemented.

Appeals are not an opportunity for appeal board members to substitute their judgment for that of the original decision-maker merely because they disagree with the finding and/or sanctions. Appeal decisions are to be deferential to the original decision-maker, making changes to the finding only where there is clear error or new evidence and to the sanction only if there is a compelling justification to do so.

N. Disciplinary Records

The Office of Student Conduct will maintain student conduct files which contain all necessary and appropriate correspondence, the hearing officer and Student Conduct Board decisions, and other documentation pertinent to any student conduct cases involving the respondent. Material deemed unnecessary may be discarded at any time.

Student conduct records will be maintained for at least seven years after the last sanction end date in accordance with the University record policy. Other circumstances outside the conduct process may require retention of the record for a longer period including a directive to retain records issued by University Legal Counsel from the Office of the Chancellor. Cases resulting in expulsion may be retained for a longer period.

The University will not release a student's conduct records without the written consent of the student. The only exceptions to this guideline are those outlined in the Family Educational Rights and Privacy Act of 1974. The Office of Student Conduct cannot guarantee confidentiality but will maintain a student's privacy to the greatest extent possible.

O. Interpretation and Revision

Procedural rules for the administration of hearings will be developed that are consistent with provisions of the *Code of Student Conduct*. A material deviation from these rules will, generally, only be made as necessary and may include reasonable notice to the parties involved either by posting online and/or in the form of written communication. Procedures may vary with notice upon determining that changes to law or regulation require policy or procedural alterations not reflected in this *Code*. Minor modifications to a procedure that do not materially jeopardize the fairness owed to any party may be made at the discretion of the Director or an Associate Director as appropriate. Any question of interpretation of the *Code of Student Conduct* will be referred to the Vice President for Student Affairs, whose interpretation is final.

The Code of Student Conduct and related Policies and Procedures shall be reviewed at least every three years. The Code of Student Conduct and related Policies and Procedures shall be updated as necessary to comply with applicable law, policy, or regulation. The review process shall be coordinated by the Vice President for Student Affairs or designee.

Appendix A: IUP Sexual Misconduct Policy

Appendix B: IUP Anti-Hazing Policy

2. Antihazing Policy

Current Policy: Provided as a pdf attachment.

Proposed Policy:

POLICY STATEMENT

Subject: Antihazing Policy

Date: XXXXXXX, 2019 Distribution Code: Reference Number:

Addition ____	Originating Office:	President’s Approval:
Deletion ____	Center for Multicultural Student Leadership and Engagement	_____
New Item ____		

- I. POLICY

The University prohibits hazing. This policy applies to acts conducted on or off-campus if such acts are deemed to constitute hazing under this Policy or Pennsylvania law. Hazing is dangerous and detrimental to the self-esteem and physical well-being of students who are targeted by the activity. Hazing degrades the values of the involved organization and creates an environment of disrespect that contradicts the University’s commitment to and statement of civility.

It is not a defense to any alleged violation of this policy that the consent of a student to participate in suspected hazing activity was sought or obtained; or that the suspected hazing conduct was sanctioned by the University or an organization.

An activity that violates this policy may still be charged under this policy even if it is sanctioned or approved by the University.
- II. DEFINITIONS
 - A. HAZING – A person or organization intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating an individual into or with an organization, or for the purpose of continuing or enhancing an individual’s membership or status in an organization, causes, coerces or forces an individual to do any of the following:

1. Consume any food, drink, liquid, alcoholic liquid, drug, or other substance which subjects the individual to a risk of emotional or physical harm.
2. Endure brutality of a physical nature, which may include but is not limited to whipping, beating, branding, paddling, kicking, striking, pushing, shoving, tackling, calisthenics, or exposure to the elements.
3. Endure brutality of a mental nature, which may include but is not limited to activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct which could result in extreme embarrassment or degradation.
4. Endure brutality of a sexual nature.
5. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.
6. Violate federal, state, or local law or University policy or rule.

Hazing shall not include reasonable and customary athletic, law enforcement or military training, contests, competitions or events.

- B. ORGANIZATION – “Organization” is defined as organizations that include, but are not limited to, any of the following: a fraternity, sorority, association, corporation, order, society, corps, teams, club or service, social/academic or similar group, whose members are students of the University. University employees or volunteers who act as sponsors, counselors, advocates or advisors of any organization, as defined, are also members.
- C. RECOGNIZED ORGANIZATION - A “recognized organization” is defined as any student organization which has completed the application process for recognition or re-recognition as outlined by the Center for Multicultural Student Leadership and Engagement (MCSLE) and which has been approved for recognition by IUP’s Student Government Association and MCSLE.
- D. SPONSORED ORGANIZATION - A “sponsored organization” is defined as any organization that receives human, financial, and/or material support, guidance, and/or benefit from the University.

III. IMPLEMENTATION

- A. The leader(s), which may be either elected officer(s) or designated leader(s) within a recognized or sponsored organization, is responsible for informing individuals associated with the organization of this policy. This policy should be clearly communicated by the leader(s) to the membership at the first meeting of the organization each semester and to the new members prior to the commencement of the first new member activity and should be posted in a prominent place.
- B. For recognized organizations, the Hazing Compliance Agreement portion of the Organization Recognition Form must be completed and submitted to the Center for Multicultural Student Leadership and Engagement (MCSLE), Elkin Hall, within thirty days of the commencement of fall semester classes or the election of new officers, to certify acknowledgement of all conditions of this policy. Failure to submit the completed form within the deadline will result in interim suspension of recognition until the completed form is received.

- C. All fraternity/sorority new member activities which are non-academic in nature must end by the date published in the Fraternity/Sorority Life Calendar, and any non-academic initiation or affiliation new-member activities must be discontinued seven days prior to the first day of the final examination period each semester and remain discontinued through the end of the final examination period. All non-academic initiation must occur during the fall and spring semesters while classes are in session.

IV. JURISDICTION AND PROCEDURES

Hazing is a crime in the Commonwealth of Pennsylvania. Reported incidents of hazing will be handled as a criminal investigative priority. IUP Police or the law enforcement agency with primary jurisdiction will be provided priority access to crime scenes, victims, witnesses or items of evidence, etc., according to criminal procedure. This does not preclude the University from taking interim action(s) as deemed necessary for the protection of an individual(s), suspension of organizational activities and/or persons associated with an organization, including employees.

All IUP students, employees, advisors, and organizations are responsible for abiding by this policy, both on campus and off campus, including privately-owned facilities and/or property. Organizations are responsible for any activity in violation of this policy by any individual or group associated with the organization unless it is proven that the group or individual activity was independent of and occurred without the knowledge and/or consent of the organization. Such responsibility will apply equally to situations in which one or more individuals associated with the organization knew or should have known of the activity and failed to make every reasonable attempt to prevent or stop it.

Reports of hazing activity or behavior believed to involve hazing, as defined, should be reported to the IUP Police Department or the law enforcement agency where the activity occurred. Persons may also report the activity to the Office of Student Conduct, the Office of Social Equity or an anonymous tip line or online reporting function. Persons wishing to report a suspected violation of this policy may use these (or other) methods of reporting:

<https://www.iup.edu/police/forms/anonymous-reporting-form/>

Persons may also contact their local IUP crisis hotline:

- **IUP at Indiana**
- **IUP Punxsutawney**
- **IUP at Northpointe**
- **IUP Pittsburgh East**

Persons may also call the University Police at 724-357-2141.

Upon notification of an allegation of hazing, the Office of Student Conduct or the Office of Social Equity will immediately notify the IUP Police Department to ensure investigative integrity for any criminal activity is preserved.

Policy Violation Allegations:

- A. Allegations of violations of this policy by an organization should be referred to the Office of Student Conduct.

1. In all cases of alleged violations of this policy, the organization advisor, University department/associate, and/or general headquarters of the organization (when applicable) will be notified.
 2. During the period of formal investigation or adjudication of alleged violations of this policy, all new member-related activities, organization activities, and/or University recognition/sponsorship of the organization may be summarily suspended.
- B. Allegations of violations of this policy by a student within any organization should be referred to the Office of Student Conduct for an administrative hearing conducted in accordance with the Code of Conduct.
- C. Allegations of antihazing policy violation by an employee or volunteer should be referred to the Office of Human Resources for administrative follow-up in accordance with employment law and current collective bargaining agreements.

V. VIOLATIONS AND SANCTIONS:

It is not a defense to any alleged violation of this policy that the consent of a student to participate in suspected hazing activity was sought or obtained; or that the suspected hazing conduct was sanctioned by the University or an organization. The University reserves the right to adjudicate any organization or University-recognized or -sponsored organization or associated individuals therein for any action (or inaction in a situation where the organization has a duty to act – for example, failing to intervene when a policy violation and/or crime is occurring) that an ordinary, reasonable, intelligent individual or group of individuals know or should know might result in corrective or disciplinary action. The filing of charges at IUP against an organization does not preclude the filing of charges at IUP against an individual student or the filing of civil and/or criminal charges against the organization and/or individual under the Pennsylvania Crimes Code.

A. Organizations

1. Organizational Violations

Actions that induce any student or other community members to alter their behavior in any of those activities as enumerated in the definitions of Hazing listed in Section II Definitions, Item A Hazing above in this Antihazing Policy are considered violations of this policy.

2. Sanctions for Organizations:

Possible sanctions for organizations include the following:

- a. **Disciplinary Warning:** A written warning may be given to the organization that indicates that it has been found “in violation” of an IUP regulation and that failure to comply with IUP regulations in the future may result in referral to the Recognized Organization Review Board to be handled as a second offense. A warning remains in effect for a specific period of time, as determined by the Recognized Organization Review Board.
- b. **Disciplinary Probation:** Disciplinary Probation is an indication that an organization’s status at the University is seriously jeopardized. During the probationary period, if the organization is found “in violation” of another policy/regulation, a more serious sanction will be levied, including possible suspension of recognized benefits or withdrawal of University recognition. Disciplinary Probation is in effect for a specific period of time, as determined by the Recognized Organization Review Board.

- c. **Mandatory Activity:** The required participation by the organization in a specified group activity, service projects, educational programs, or other assignments.
- d. **Financial Restitution:** An organization may be required to pay for damages to property, including but not limited to personal and University property and/or for personal injury. Payment will be made under guidelines determined by the Office of Student Conduct.
- e. **Social Limitation or Suspension:** An organization may be denied formal or informal sponsorship of or participation in one or more of the following for a specified period of time: inter- or intra-organizational social activities, formals, all-Greek/organization or all-University events or activities, or any other event of a social nature.
- f. **Intramural Suspension:** A specific length of time in which the organization may not participate in individual or team sports or the intramural league, earn intramural points, or receive any championship titles.
- g. **Suspension of Recognized Benefits:** A specific length of time in which the organization maintains University recognition but is denied one or more benefits of recognition which may include but are not limited to: Student Cooperative Association funding; use of University or Co-op facilities, office space, or property; bulk mailing services; and/or other specified benefits available through recognition.
- h. **Withdrawal of University Recognition:** A specified or indefinite length of time in which University recognition is withdrawn in whole or part or conditionally. The organization and any semblance of its membership cease to function at the University, is denied all benefits of University recognition, and no longer falls under the jurisdiction of the RORB. For the organization or any semblance of its membership to regain University recognition, it may be asked to demonstrate evidence of organizational changes intended to eliminate the potential for repeated violations of this policy.
- i. **Other Sanctions**
Any reasonable sanction(s) may be imposed by the Recognized Organization Review Board. Sanctions not listed previously may be imposed, if reasonable, upon approval by the Vice President for Student Affairs.

B. Students

- 1. **Violations**
Allegations of antihazing policy violation by a student should be referred to the Office of Student Conduct for an administrative hearing conducted in accordance with the Code of Conduct.
- 2. **Sanctions for Students:**
A range of possible sanctions for organizations or students is available for review in the Code of Conduct.

C. Employees

- 1. **Violations**
Allegations of antihazing policy violation by an employee should be referred to the Office of Human Resources for administrative follow-up in accordance with employment law and current collective bargaining agreements.
- 2. **Sanctions**
A range of possible sanctions for employees will depend upon applicable employment law and discipline protocols as defined in collective bargaining agreements. Any

sanction imposed by the University will be in addition to a penalty that may be imposed for violation of the criminal laws of the Commonwealth.

D. Volunteers

1. Violations

Allegations of antihazing policy violation by a volunteer should be referred to the Office of Human Resources for administrative follow-up.

2. Sanctions for Volunteers:

A range of possible sanctions for volunteers, either permanently or for a specified term, may include exclusion from the organization, exclusion from organizational activities and events, exclusion from all university owned or controlled property, exclusion from university activities or events, or no-contact orders.

VI. University Antihazing Program

The University will maintain an Antihazing Program within the Center for Multicultural Student Leadership and Engagement (MCSLE) for the purpose of ensuring the University's rules, penalties, annual reporting, organizational training, antihazing policy dissemination, and posting, as well as the program for enforcement, are maintained according to Commonwealth statutory guidance.

Authority

Title 18 Pa.C.S.A Crimes and Offenses §2801 – 2811

Student Conduct Policies and Procedures

Human Resources Collective Bargaining Agreements and Employment Law

Distribution Code: A

Description: ___ All employees ___ All Students ___ All Volunteers

Originating Office: Center for Multicultural Student Leadership and Engagement (MCSLE)

Revised: XXXXXX, 2019

Appendix E
Academic Affairs Committee
Co-Chairs Dugan and Wachter

FOR ACTION:

1. Academic Integrity Policy

CURRENT POLICY

Academic Integrity Policy

IUP is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that all academic work should be the result of an individual's own effort. Academic assignments help students learn and allow them to exhibit this learning. Grades are an assessment of the extent to which learning has been demonstrated in assignments. Therefore, academic work and grades should be the result of a student's own understanding and effort. All members of the IUP community—including students, faculty, and staff—are responsible for maintaining academic integrity, which includes knowing what IUP's academic integrity policies are and being able to identify academic misconduct. Academic misconduct includes any action which improperly impacts the assessment or representation of a student's academic achievement. Academic misconduct may result in disciplinary action, including expulsion from the University.

Types of Violations

Academic integrity violations can take many forms. Violations of IUP's standards of academic integrity include, *but are not limited to*, the following broadly defined categories:

1. **Plagiarism:** Plagiarism is a type of fraud that involves stealing someone else's work and lying about it. Using someone else's words, ideas, or data as if it were one's own work is plagiarism. Plagiarism applies to any type of source, whether published or unpublished, and to any type of assignment, whether written, verbal, or otherwise. Plagiarism can be avoided simply by acknowledging that certain material is the work of another, and then providing a citation that gives a reader the information necessary to find the source of the work. Any assignment submitted by a student that includes the words, ideas, or data of another must include complete, accurate, and specific references. Any verbatim statements must also include quotation marks. More information about what constitutes plagiarism and how to avoid it can be found online at the Office of the Provost website (www.iup.edu/academicintegrity).
2. **Fabrication:** Fabrication means making something up to deceive or mislead someone. This includes, but is not limited to, the use of fictitious data, research, citations, or any other kind of information. Fabrication also includes making false claims to influence testing or grading, or to gain academic credit. More information about what constitutes fabrication and how to avoid it can be found online at the Office of the Provost website.
3. **Cheating:** Cheating is an attempt to misrepresent one's mastery of information or skills being assessed. Cheating takes many forms; it includes, but is not limited to, using (or attempting to use) unauthorized materials, assistance, information, devices or study aids in any academic exercise. Cheating also includes, among other things, using the same

paper or work more than once without authorization of the faculty member to whom the work is being submitted. More information about what constitutes cheating and how to avoid it can be found online at the Office of the Provost website.

4. **Technological Misconduct:** Computer dishonesty, as addressed by university computing policies, includes, but is not limited to, using or attempting to use computing accounts or other information for which the student is not authorized; providing false or misleading information to obtain a computing account or access to other information resources; attempting to obtain information resource access codes (usernames, passwords, PINs, etc.) for another user's computing accounts; sharing information resource access codes (usernames, passwords, PINs, etc.) with other individuals; attempting to disguise the identity of a computing account or other information resource; using or attempting to use university network resources to gain or attempt to gain unauthorized access to remote computers including, but not limited to, port scanning; violating the terms of intellectual property rights, in particular software license agreements and copyright laws; using information resources to monitor another user's data communications or to read, copy, change, or delete another user's files or software without permission of the owner; and using or installing or attempting to use or install software not properly licensed. More information about what constitutes technological misconduct and how to avoid it can be found online at the Office of the Provost website.
5. **Academic Dishonesty:** Academic dishonesty consists of any deceitful or unfair conduct relevant to a student's participation in a course or any other academic exercise or function. Academic dishonesty includes, but is not limited to: tampering with grades, any action that unfairly impacts the assessment of one's academic work, disrupting or interfering with the learning environment or academic assignments, intention-ally evading IUP academic policies and procedures, or failure to comply with previously imposed sanctions for academic violations. Academic dishonesty also includes violations of student conduct policies, as related to the academic environment. A comprehensive discussion of IUP's policies and student behavior expectations has been compiled in, "*The Source: A Student Policy Guide.*" Downloadable copies of "*The Source*" are available online at the Office of Student Conduct website (www.iup.edu/studentconduct).
6. **Facilitating Academic Integrity Violations:** Facilitating academic integrity violations includes attempting to help another engage in an academic integrity violation.
7. **Classroom Misconduct:** Conduct that significantly disrupts the learning process or is a threat to others.

The university reserves the right to discipline any student for the above policy violations and any other action that an ordinary, reasonable, college student knows, or should know, might lead to the issuance of discipline. This means the university maintains the right to issue discipline for reasonable cause.

Charges of academic integrity violations may be brought by a faculty member or administrator. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a university official. A faculty member/administrator who believes that a student has violated an academic policy should resolve the matter by Documented Agreement or by Formal Adjudication. *Sanction(s) may not be imposed on a student believed to*

have violated an academic policy without following one of these procedures.

If charges are brought, the accused student shall have a fair and reasonable opportunity to answer, explain, and defend himself or herself against the charges. The university shall have the burden of proof in all cases.

Options for Resolution

Once an academic integrity violation has been established a faculty member or administrator must use one of the following options to resolve the alleged violation.

1. Resolution by Documented Agreement

The faculty member/administrator will schedule a formal conference with the student in an attempt to reach a mutually agreeable resolution. This conference must be scheduled/requested within ten (10) calendar days of the observation or discovery of the alleged violation absent unusual circumstances. If an agreement is reached, the faculty member/administrator must complete a Documented Agreement Referral form outlining the agreement and have it acknowledged by both parties: faculty member/administrator and student. The form is accessible online at MyIUP. If the violation pertains to work such as a thesis or comprehensive examination being judged or that has been judged by a committee, the conference must involve a majority of the committee, and the Documented Agreement Referral form must be agreed to by a majority of the committee and the student. Electronic copies of the form are distributed to the student, the faculty member/administrator filing the agreement, the department chair, the Office of the Provost, and the Office of Student Conduct. The form must be filed within 10 days of the conference.

By signing the Documented Agreement, the student waives any right to appeal the sanctions agreed upon and set forth in the Documented Agreement. If the student fails to fulfill the Documented Agreement, the faculty member/administrator may file an academic integrity referral against the student for noncompliance.

If a documented agreement is not reached, the faculty member/ administrator shall initiate the formal adjudication process by filing an Academic Integrity Referral form with the department chair within 10 calendar days of the conference with the student.

If a previous academic integrity violation for the student is on record, the matter will be referred to an Academic Integrity Board.

2. Resolution by Formal Adjudication

A faculty member/administrator should pursue formal adjudication:

(a) if he/she cannot reach, or chooses not to attempt, a Resolution by Documented Agreement with the student regarding the case or sanctions to be imposed; or (b) if the faculty member/administrator believes that the violation is so severe that it warrants sanctions such as: awarding a failing grade on a project or exam when resubmitting the project or retaking the exam is not possible; involuntary withdrawal from part of IUP's academic or other programs; suspension; expulsion; or rescission of a conferred degree.

The faculty member/administrator should file a Documented Agreement Referral form with the department chair within 10 calendar days of the observation or discovery of the violation or within 10 calendar days of the failure to reach a resolution through Resolution by Documented Agreement. If the violation pertains to work being judged by a committee, the form must be approved by a majority of the committee. The form will contain a description of the alleged violation, including the time, date, and place of occurrence, and the recommended sanction if the student is found to have violated this policy.

Academic Integrity Board (AIB)

The AIB *may be asked* to hear cases filed at the Resolution by Formal Adjudication level. In addition, the AIB will hear all cases in which appeals to the chair's decision are accepted by the provost/designee. The AIB will also review sanctions in cases of multiple violations.

For undergraduate hearings and reviews, the AIB will be made up of four faculty members, one of whom will chair the board, and two (2) undergraduate students. For graduate-level hearings and reviews, the AIB will be made up of four (4) faculty members, one of whom will chair the board, and two (2) graduate students. A quorum requires the presence of four (4) people, at least one of whom must be an undergraduate student (for cases at the undergraduate level) or a graduate student (for cases at the graduate level). All members, including the chair, are voting members.

More information about the procedures for constituting an Academic Integrity Board can be found online at the Office of the Provost website (www.iup.edu/academicintegrity).

Appeals

These appeal procedures apply to cases resolved through formal adjudication. Cases of academic integrity that are resolved through Documented Agreement cannot be appealed.

If, after receiving the department chair's report on the outcome of the hearing, the faculty member/administrator or the student disagrees with the decision, the sanction, or both, he/she may appeal to the provost/designee in writing within ten (10) calendar days of receiving the report, for any of the following reasons, detailing the reason(s):

- a. Denial of a fair and reasonable hearing
- b. New evidence (applies when there is an acceptable reason why the information was not presented at the original hearing)
- c. Excessively harsh sanctions

The provost/designee may deny the appeal or direct the appeal to be heard by an AIB within ten (10) calendar days. All appeals involving sanctions of involuntary withdrawal from part of IUP's academic or other programs, suspension, expulsion, or rescission of a degree will be heard by an AIB.

Unless the recommended sanction is suspension, expulsion, or rescission of a degree, the decision of the AIB is final and will be implemented by the provost/designee. Suspension,

expulsion, or rescission of a degree may be recommended by the AIB but can only be implemented by the president/ designee.

Multiple Violations

Information about prior violations is not relevant to determining whether a student violated the policy in the current case. The AIB may request information on prior viola that a violation has occurred. Information on prior violations may be used in determining the appropriate sanction.

If a student is found in violation of academic integrity two or more times, all materials within the student's past and present academic integrity files shall be used in determining appropriate sanctions. Students with multiple academic integrity violations of record may be subject to additional sanctions, including possible suspension or expulsion from the university.

For cases previously resolved by Documented Agreement or through formal adjudication at the department chair's level, an AIB hearing will be scheduled. This hearing will review all information pertinent to the determination of an appropriate sanction but will not reconsider the issue of whether the policy violation occurred. After considering the severity of the current and prior violations, the AIB may determine whether a more severe sanction is appropriate.

The AIB must submit a written report of the decision within ten (10) calendar days of its decision to the provost/designee, absent unusual circumstances, who will forward the decision to the involved parties.

The student may appeal any new sanction to the provost/designee under the appeal guidelines. The provost/designee may direct the appeal to be heard by a second AIB.

Sanctions

The following sanctions may be agreed upon by the student and faculty member/administrator through Documented Agreement. All grade reductions require the approval of the instructor of record. If the work is graded by a committee, a grade reduction requires the approval of the majority of the committee.

- a. **Single Grade Reduction:** Reduction of grade or failure on project, examination, quiz, or other academic exercise on which the student is alleged to have cheated.
- b. **Course Grade Reduction:** Reduction of course grade or failure in the course. If the violation involves a project spanning multiple courses (such as a dissertation or multiple semester internship), the grade reduction may apply to all courses involved.
- c. **Constructive or Educational Task:** A task that requires the student to examine his/her dishonest behavior and that may benefit the student, campus, or community.
- d. **Other:** Sanctions deemed appropriate and tailored to a specific violation as determined by the faculty member/administrator. Any reasonable sanction or combination of sanctions for a given violation may be agreed upon by the student and faculty member/administrator. In addition to the above, the following sanctions may be imposed through Formal Adjudication and/or AIB.
 - a. **Letter of Warning:** A warning letter may be issued indicating that the student has been found in violation of an academic policy and that failure to comply with

- policies in the future may result in further disciplinary action to be handled as a subsequent offense. The letter of warning will remain in effect for a period of time as specified by the individual or board hearing the case.
- b. **Disciplinary Probation:** Disciplinary probation, which is for a period of time specified by the individual or board hearing the case, is an indication that a student's status at the university is seriously jeopardized. If the student is found in violation of another IUP policy during the probationary period, a more serious sanction will be levied, including possible involuntary withdrawal from part of IUP's academic or other programs, suspension, or expulsion from the university.
 - c. **Involuntary withdrawal from part of IUP's academic or other programs:** A student may be denied the right to participate in some IUP program(s). Such involuntary withdrawal might be imposed on either a temporary or permanent basis.
 - d. **Suspension:** A student may be suspended from the university for a specified period of time, not to be less than the remainder of the current semester. Suspension requires that a student remove him- self/herself from university premises, not attend classes or social activities, and not be present on university or Student Cooperative Association property during the period of suspension.
 - e. **Expulsion:** Expulsion may be considered under any of the following circumstances: when there is a very serious violation of the Academic Integrity Policy, when a student is proven to have violated the Academic Integrity Policy on more than one occasion, or when a student appears before the board after already having been suspended. Expulsion from the institution is permanent. Appeals to the sanction of expulsion must be submitted to the Office of the President. Suspension, expulsion, and rescission of a degree can be recommended by a faculty member/administrator, department chair, and AIB but can be imposed only by the president/designee.
 - f. **Rescission of a degree:** A student may have his/her degree rescinded if found to have plagiarized or not to have conducted his/ her own research on his/her thesis.

Questions concerning the Academic Integrity Policy and Procedures can be directed to the Office of the Provost. More information about Academic Integrity Procedures can be found online at the at the Office of the Provost website (www.iup.edu/academicintegrity).

PROPOSED POLICY

Academic Integrity Policy

IUP is committed to the fundamental values of academic integrity. Academic integrity means honesty and responsibility in scholarly endeavors and behaviors; it means that all academic work should be the result of an individual's own effort. Academic assignments help students learn and allow them to exhibit this learning. Grades are an assessment of the extent to which learning has been demonstrated in assignments. Therefore, academic work and grades should be the result of a student's own understanding and effort. All members of the IUP community—including students, faculty, and staff—are responsible for maintaining academic integrity, which includes knowing what IUP's academic integrity policies are and being able to identify academic misconduct. Academic misconduct includes any action which improperly impacts the assessment or representation of a student's academic achievement. Academic misconduct may result in disciplinary action, including expulsion

from the University.

A. Violations

Academic integrity violations can take many forms. Violations of IUP's standards of academic integrity include, but are not limited to, the following broadly defined categories:

1. **Plagiarism:** Plagiarism is a type of fraud that involves stealing someone else's work and lying about it. Using someone else's words, ideas, or data as if it were one's own work is plagiarism. Plagiarism applies to any type of source, whether published or unpublished, and to any type of assignment, whether written, verbal, or otherwise. Plagiarism can be avoided simply by acknowledging that certain material is the work of another, and then providing a citation that gives a reader the information necessary to find the source of the work. Any assignment submitted by a student that includes the words, ideas, or data of another must include complete, accurate, and specific references. Any verbatim statements must also include quotation marks.
2. **Fabrication:** Fabrication means making something up to deceive or mislead someone. This includes, but is not limited to, the use of fictitious data, research, citations, or any other kind of information. Fabrication also includes making false claims to influence testing or grading, or to gain academic credit.
3. **Cheating:** Cheating is an attempt to misrepresent one's mastery of information or skills being assessed. Cheating takes many forms; it includes, but is not limited to, using (or attempting to use) unauthorized materials, assistance, information, devices or study aids in any academic exercise. Cheating also includes, among other things, using the same paper or work more than once without authorization of the faculty member to whom the work is being submitted.
4. **Technological Misconduct:** Computer dishonesty, as addressed by university computing policies, includes, but is not limited to, using or attempting to use computing accounts or other information for which the student is not authorized; providing false or misleading information to obtain a computing account or access to other information resources; attempting to obtain information resource access codes (usernames, passwords, PINs, etc.) for another user's computing accounts; sharing information resource access codes (usernames, passwords, PINs, etc.) with other individuals; attempting to disguise the identity of a computing account or other information resource; using or attempting to use university network resources to gain or attempt to gain unauthorized access to remote computers including, but not limited to, port scanning; violating the terms of intellectual property rights, in particular software license agreements and copyright laws; using information resources to monitor another user's data communications or to read, copy, change, or delete another user's files or software without permission of the owner; and using or installing or attempting to use or install software not properly licensed.
5. **Academic Dishonesty:** Academic dishonesty consists of any deceitful or unfair conduct relevant to a student's participation in a course or any other academic exercise or function. Academic dishonesty includes, but is not limited to: tampering with grades, any action that unfairly impacts the assessment of one's academic work, disrupting or interfering with the learning environment or the ability of others to complete academic

assignments, intentionally evading IUP academic policies and procedures, or failure to comply with previously imposed sanctions for academic violations. Academic dishonesty also includes violations of student conduct policies, as related to the academic environment. A comprehensive discussion of IUP's policies and student behavior expectations has been compiled in, *"The Source: A Student Policy Guide."* Downloadable copies of *"The Source"* are available online at the Office of Student Conduct website (www.iup.edu/studentconduct).

6. **Facilitating Academic Integrity Violations:** Facilitating academic integrity violations includes attempting to help another engage in an academic integrity violation.
7. **Classroom Misconduct:** Conduct that significantly disrupts the learning process or is a threat to others.
8. **Out-of-Classroom Misconduct:** Behavior that is unethical or hazardous in IUP-sponsored professional experience activities, such as internship, clinical, student training, practicum, and service learning or other out-of-classroom experiences.
9. **Noncompliance:** Noncompliant behavior includes failure to fulfill any sanction levied as a result of an academic integrity proceeding.

B. Referrals for Alleged Violation

Charges of academic integrity violations may be brought by a faculty member or administrator. Students who observe or become aware of a violation of academic integrity by another student are strongly encouraged to report it to a faculty member or administrator.

If, after reviewing the referral, the Office of the Provost determines the alleged behavior needs to be referred to another office, the Office of the Provost will share all pertinent information with the appropriate office.

C. Conduct of Proceedings

1. If charges are brought, an accused student shall have an opportunity to answer, explain, and defend themselves against the charges in accordance with the procedures below.
2. The university shall have the burden of proof of establishing violations based on evidence to make a reasonable person believe a fact sought to be proved is more likely true than not.
3. All formal records pertaining to academic integrity will remain confidential to the greatest extent possible.
4. All references to days in this policy refer to calendar days.
5. Sequential processing of an alleged academic integrity violation through the following resolution processes is not required.

D. Resolution by Documented Agreement with the Faculty Member/Administrator

1. If the faculty member/administrator does not believe that the violation is so severe that it warrants sanctions such as disciplinary probation, involuntary withdrawal from part of IUP's academic or other programs, suspension, expulsion, or rescission of a conferred degree, the faculty member/administrator may seek to resolve the matter by Documented Agreement. (Note: If the faculty member/administrator does believe that

the violation is so severe that it warrants sanctions such as disciplinary probation, involuntary withdrawal from part of IUP's academic or other programs, suspension, expulsion, or rescission of a conferred degree, the faculty member/administrator may seek to resolve the matter directly through formal adjudication, such as Hearing by Department Chair or Hearing by AIB).

The faculty member/administrator will schedule a timely formal conference with the student to reach a mutually agreeable resolution. This conference should be requested within ten (10) days of the observation or discovery of the alleged violation absent unusual circumstances. Absent unusual circumstances, a conference should be held within ten (10) days of request, an agreement should be reached within ten (10) days of conference, and if no agreement is reached within ten (10) days of conference, the alleged violation will be resolved through formal adjudication. If the violation pertains to work being judged or that has been judged by a committee such as a thesis or comprehensive examination, the conference must involve a majority of the committee.

2. If an agreement is reached, a Documented Agreement Referral form available online at MyIUP must be completed and acknowledged in writing by all required parties within ten (10) days of the conference. Electronic copies of the form must be distributed to all signatories to the agreement and Office of the Provost. If the violation pertains to work being judged or that has been judged by a committee such as a thesis or comprehensive examination, the Documented Agreement Referral form must be agreed to by a majority of the committee and the student. In all other cases, the faculty member/administrator and student must acknowledge the agreement.
3. By signing the Documented Agreement, the student waives any right to appeal the sanctions agreed upon and set forth in the Documented Agreement. If the student fails to fulfill the terms of the Documented Agreement, the faculty member/administrator may file an academic integrity referral against the student for noncompliance within ten (10) days of discovery of said failure.
4. If the parties are unsuccessful at reaching a Documented Agreement, the faculty member/administrator/student will pursue formal adjudication. The student will have input as to the path for formal adjudication (i.e., Hearing by Department Chair or Hearing by AIB).

E. Resolution by Formal Adjudication

Formal adjudication will be pursued if:

- The faculty member/administrator and student are unable to reach a Resolution by Documented Agreement;
- The faculty member/administrator believes that the violation is so severe that it warrants a sanction that includes disciplinary probation, involuntary withdrawal from part of IUP's academic or other programs, suspension, expulsion, or rescission of a conferred degree (Note: in this instance, a faculty member/administrator does not have to initiate resolution of the alleged violation first through Documented Agreement); and/or
- A student desires formal adjudication and not a Documented Agreement to resolve the

alleged academic integrity violation.

A formal adjudication is initiated by the faculty member/administrator filing an Academic Integrity Referral form and may take the form of a hearing by the Department Chair and/or a

hearing conducted by an Academic Integrity Board (AIB). If the student desires formal adjudication, the faculty member/administrator will initiate a formal adjudication by filling out

an Academic Integrity Form indicating the student's request and path for adjudication. If there

is no indication of which formal adjudication path has been requested, the Office of the Provost will initiate discussion with the student regarding preferred path.

1. **Hearing by Department Chair**

- a. The faculty member/administrator and the student may agree to have the matter adjudicated by a Hearing by Department Chair. The Academic Integrity Referral form should include a statement the parties agree to have the matter adjudicated by a Hearing by Department Chair and should be filed within ten (10) days of the parties' failure to reach a resolution through Documented Agreement. A copy of the Academic Integrity Referral form will be sent to the referring party and the student.
- b. If the faculty member/administrator had decided to take the matter directly to a Hearing by Department Chair due to the seriousness of the alleged violations without first using the Documented Agreement process, the faculty member/administrator will complete the Academic Integrity Referral form and forward it to the Department Chair. A copy of the Academic Integrity Referral form will be sent to the referring party and the student.
- c. Despite the wishes of the referring party and the student, the matter may be referred directly to an AIB if:
 - i. The Department Chair believes the circumstances and the severity of the alleged would result in a recommended sanction of suspension, expulsion or rescission of degree if true or if the Department Chair otherwise believes the violation warrants Hearing by AIB; or
 - ii. The Department Chair feels he/she is unable to provide an unbiased/impartial opportunity for a hearing.
- d. If the Department Chair elects to send the violation directly to the AIB, the Department Chair should forward the Academic Integrity Referral form to the Office of the Provost within ten (10) days of receiving the form from the faculty member/administrator.
- e. The Department Chair will schedule a hearing within ten (10) days of receipt of the referral absent extenuating circumstances. The student accused must be given at least three (3) days advance written notice of the hearing to allow the student a reasonable time to prepare a defense. The student may waive this notice requirement.
- f. The student and the faculty member/administrator must be given the opportunity to submit and review written, physical, and testimonial evidence and to question

witnesses at the hearing.

- g. The student and faculty member/administrator have the right to bring an advisor to the hearing. Advisors may only consult privately with the faculty member/administrator or student.
- h. Following the hearing, the Department Chair will render a determination based on the information presented at the hearing. Within ten (10) days of the hearing, absent extenuating circumstances, the Department Chair will send a written report of the hearing to the Office of the Provost with copies to the faculty member/administrator and the student summarizing the outcome, the factual basis for the determination reached, and if a violation is found, recommending sanctions to be imposed and appeal procedures.
- i. If the sanctions include suspension, expulsion, or rescission of a degree, the matter will be referred to the Provost/designee for review.
- j. The student has the right to appeal the Department Chair's decision and/or sanctions through the Office of the Provost as outlined in the appeal procedure.

2. **Hearing by Academic Integrity Board**

- a. A hearing before the AIB will occur if:
 - i. The faculty member/administrator feels the alleged violation is egregious enough to warrant sanctions including suspension or expulsion.
 - ii. The faculty member/administrator and the student do not agree to have the matter adjudicated by a Hearing by Department Chair;
 - iii. The Department Chair refers the matter to an AIB without conducting a hearing; or
 - iv. The student has previous violations on record. In this case, the AIB will determine if additional sanctioning is warranted due to multiple academic integrity violations.
- b. The AIB will schedule a hearing within ten (10) days of receipt of the referral absent extenuating circumstances to allow the student a reasonable time to prepare a defense. The student accused must be given at least three (3) days advance written notice of the hearing to allow the student a reasonable time to prepare a defense. The student may waive this notice requirement.
- c. The student and the faculty member/administrator must be given the opportunity to submit and review written, physical, and testimonial evidence and to question witnesses at the hearing.
- d. The student and faculty member/administrator have the right to bring an advisor to the hearing or the review. Advisors may only consult privately with the faculty member/administrator or student.
- e. Following a hearing, the AIB will render a determination based on the information presented at the hearing. Within ten (10) days of the hearing, absent extenuating circumstances, the chair will send a written report of the hearing to the Office of the Provost with copies to the faculty member/administrator and the student summarizing

the outcome, the factual basis for the determination reached, and if a violation is found, sanctions to be imposed and appeal procedures.

- f. If the sanctions include suspension, expulsion, or rescission of a degree, the matter will be referred to the Provost/designee for review.
- g. The student has the right to appeal the AIB's decision and/or sanctions.

3. **Composition of an AIB**

- a. For undergraduate hearings and reviews, an AIB will be made up of four (4) faculty members and two (2) undergraduate students. All members, including the chair, are voting members.
- b. For graduate-level hearings and reviews involving undergraduate students taking graduate level courses, please refer to the Graduate School's policy on AIB composition.
- c. For any case heard or reviewed, at least four AIB members must be available, at least one of whom must be a student, preferably an undergraduate student if the accused is an undergraduate student. A faculty member will chair all hearings and reviews.
- d. Selection of members to a specific AIB will avoid conflicts of interest with the student (e.g., AIB members being from the student's department). A board member may recuse themselves or be recused upon the request of the accused student/referring party if there is a perceived conflict of interest.

F. Sanctions

1. **Sanctions Imposed through Documented Agreement**

The following sanctions may be agreed upon by the student and faculty member/administrator through Documented Agreement and can be faculty/administrator imposed. All grade reductions require the approval of the instructor of record. If the work is graded by a committee, a grade reduction requires the approval of the majority of the committee.

- a. **Single Grade Reduction:** Reduction of grade or failure on project, examination, quiz, or other academic exercise on which the student is alleged to have cheated.
- b. **Course Grade Reduction:** Reduction of course grade or failure in the course. If the violation involves a project spanning multiple courses (such as a dissertation or multiple semester internship), the grade reduction may apply to all courses involved.
- c. **Constructive or Educational Task:** A task that requires students to examine their dishonest behavior and that may benefit the student, campus, or community.
- d. **Letter of Reprimand:** A reprimand letter may be issued indicating that the student has been found in violation of an academic policy and that failure to comply with policies in the future may result in further disciplinary action to be handled as a subsequent offense. The letter of reprimand will remain in effect for the period of time specified by the individual or board hearing the case.

- e. **Other:** Sanctions deemed appropriate and tailored to a specific violation as agreed to by the student and faculty member/administrator.

2. **Sanctions Imposed through Formal Adjudication**

In addition to the above, the following sanctions may result from a Hearing by Department Chair and/or AIB.

- a. **Disciplinary Probation:** Disciplinary probation, which is for the period of time specified by the individual or board hearing the case, is an indication that a student's status at the university is seriously jeopardized. If the student is found in violation of another IUP policy during the probationary period, a more serious sanction will be levied, which may include involuntary withdrawal from part of IUP's academic or other programs, suspension, or expulsion from the university.
 - b. **Involuntary Withdrawal from Part of IUP's Academic or Other Programs:** A student may be denied the right to participate in some IUP program(s). Such involuntary withdrawal might be imposed on either a temporary or permanent basis.
 - c. **Suspension:** A student may be suspended from the university for a specified period of time, not to be less than the remainder of the current semester. Suspension requires that students remove themselves from university premises, not attend classes or social activities, and not be present on university property (including residence halls) or Student Cooperative Association property during the period of suspension.
 - d. **Expulsion:** Expulsion may be considered under any of the following circumstances: when there is a very serious violation of the Academic Integrity Policy, when a student is proven to have violated the Academic Integrity Policy on more than one occasion, or when a student appears before the board after already having been suspended. Expulsion from the institution is permanent. Appeals to the sanction of expulsion must be submitted to the Office of the President.
 - e. **Rescission of a Degree:** Students may have their degree rescinded if found to have plagiarized or not to have conducted their research on their thesis.
 - f. Sanctions of expulsion and/or rescission of a degree can be recommended by a Department Chair or AIB but can only be imposed by the President/designee. A sanction of suspension can be imposed by the Provost/designee.
3. **Previous Violations -** Information about prior violations will not be used to determine whether a student violated the policy in the current case. Information on prior violations will only be used in determining the appropriate sanction. Students with multiple academic integrity violations on record may be subject to additional sanctions, including suspension or expulsion from the university. A student who has had previous violations on record will be heard by an AIB to determine if additional sanctioning is warranted.

G. **Appeal Procedures**

- 1. Written appeals of a Department Chair's or AIB's hearing decision or sanction may be filed by a student within ten (10) days of receiving the report and are limited to the following grounds:

- a. Denial of a fair and reasonable hearing (e.g., procedural errors that likely impacted hearing outcome)
 - b. New evidence (applies when there is an acceptable reason why the information was not presented at the original hearing)
 - c. Excessively harsh sanctions.
2. All appeals of expulsion or degree rescission must be submitted to the Office of the President. All other appeals must be submitted to the Office of the Provost.
 3. The ten (10) day requirement may be waived where extenuating circumstances prevail and only if the grounds for appeal are met.
 4. The person submitting the appeal must include in the written appeal the reason(s) for the appeal, the supporting facts, and the requested solution. Appeals will not be accepted by third parties on behalf of the party appealing the decision. The appeal must include the signature of the person submitting the appeal. An appeal is not a rehearing of the matter and will not have merit simply because the person submitting the appeal disagrees with the outcome.
 5. In the case of an appeal of expulsion or degree rescission, the Provost/designee, or the President/designee in the case of an appeal of expulsion or degree rescission, will issue a decision on all appeals from an AIB report or review within ten (10) days absent extenuating circumstances. The appeal may be sustained, denied, sanctions may be modified, or the matter may be referred for a new hearing.

H. Operational Notes

1. In cases where a violation is alleged at, or near, the end of the semester and resolution by Documented Agreement or Formal Adjudication cannot be completed before grades are submitted, the faculty member should submit a grade of “Incomplete” (I) for the student. The faculty member must initiate formal notification of an academic integrity violation to the student. The “I” grade will remain on the student’s record until the case has been resolved. Once the case has been resolved, the “I” grade will be replaced with the appropriate grade.
2. If the violation is alleged during the semester when classes are in session, the accused student should continue attending all classes and continue to complete course requirements while the academic integrity case is pending.
3. Conversion of a Withdrawal: Individual course withdrawals initiated by a student before resolution of an academic integrity case will not remain on the transcript if the student is found to have violated the policy and the resolution of the referral is the assignment of a grade. If the student has withdrawn and has been found to have violated this policy, another grade, including an “F,” may be placed on the transcript. If the student has withdrawn and has not been found to have violated this policy, the “W” will remain on the transcript.

4. The 10-day timeframe within this policy is a period of time violation intended to reasonably ensure a swift response while allowing the student a reasonable opportunity to prepare a response. A faculty member/administrator, student, or Provost/designee may request an extension of time for good cause (e.g., alleged violation occurring at the end of the semester or during summer or winter session/break); this extension may be granted by the Provost/designee.
5. The university may withhold transcripts, grades, and diplomas or take other appropriate actions necessary to preserve its ability to enforce its rules.

Questions concerning the Academic Integrity Policy and Procedures and the availability of forms described in this policy can be directed to the Office of the Provost. A copy of this policy is posted on the Office of the Provost website (www.iup.edu/academicintegrity).

RATIONALE

The committee was responding to a general question concerning policy, consulted with the Associate Provost, and recognized that the 2016 revision had excluded significant process steps as well as due process steps ensuring student and instructor protections. The 2016 revision referred to very specific website information that does not exist or changes.

As such, a thorough re-review was conducted spanning the past year and a half. The culmination of this review is presented today, having been vetted by the Associate Provost tasked with implementing the process, as well as 3 members of University Legal counsel.

2. Classroom Disruption Policy

CURRENT POLICY

Classroom Disruption Policy

Students and faculty alike should strive to create a class environment that reflects mutual respect and the importance of learning. If a student's behavior disrupts that environment, the faculty member has a responsibility to seek resolution of the problem.

A faculty member is empowered to request that a student leave during a particular class period if, in the measured opinion of that faculty member, the student (1) significantly disrupts the learning process or (2) is a threat to others.

If the student refuses to leave or if the faculty member deems it appropriate, law enforcement officers may be called to remove the student. If the behavior is especially egregious or potentially harmful, or if the student refuses to modify the behavior, the faculty member may, with the consent of his/her academic dean and in consultation with the department chairperson, keep the student from returning to class until the case can be adjudicated under the Academic Integrity Policy. When appropriate, criminal charges should also be filed.

If deemed appropriate, the adjudicators may render a decision that removes the offending student from the class or the university. If so, the university will assign, in lieu of a grade, a designation that indicates a withdrawal. If grades are due before a final decision has been reached, the instructor should assign a temporary designation of “I” (Incomplete).

If the student is allowed to return, the student will have the option of reentering another open section of the course if feasible. When appropriate, the student should be allowed a reasonable opportunity to make up any work missed during the forced absence.

If a student’s grade is adversely affected by a capricious forced absence, the student may file a grade appeal.

REVISED POLICY

Classroom Disruption Policy

Indiana University of Pennsylvania respects the rights of instructors to teach and students to learn while supporting the principle of freedom of expression. Maintenance of these rights requires classroom conditions that do not impede the learning process.

Instructors have a right and responsibility to maintain a proper learning environment in the classroom. As integral members of this partnership, students are expected to participate actively in the learning experience and must do so in an appropriate manner.

Disruptive conduct in the classroom that interferes with the instructor's performance of their professional functions or that undermines the integrity of student learning will not be tolerated.

Civil expression and disagreement with the course instructor or other students in the class during times when the instructor permits discussion are not considered disruptive conduct.

The instructor’s syllabus will serve as the primary guideline for defining disruptive conduct in any given course.

In addition to any syllabus specifications, disruptive conduct includes, but is not limited to:

- Students who routinely enter class late or depart early,
- Students who repeatedly talk in class without being called upon;
- Students who continually interrupt lectures;
- Students who refuse to comply with an instructor’s requests to stop disruptive conduct;
- Students whose cell phones repeatedly ring and/or emit an audible sound during class or students who repeatedly text during class;
- Students who harass an instructor/classmate;
- Students who threaten an instructor/classmate, physically or verbally, or display aggressive behavior;
- Students whose disruptive conduct otherwise violates university policies including the Student Conduct Policies and Procedures and/or the Sexual Misconduct Policy.

This disruptive conduct may result in instructor intervention and/or disciplinary action.

The following procedures are designed to ensure the right of due process for both instructor and student, as well as the University's right to impose penalties for infractions:

1. The instructor will apprise the student of the inappropriateness of the disruptive conduct and ask that the disruptive conduct cease.
2. If disruptive conduct persists, the instructor may:
 - a. Refer the student to campus support services; and/or
 - b. Remove the student from class for one class meeting and inform the student to contact the instructor prior to the next scheduled class meeting.
3. If the disruptive conduct persists and negatively impacts the learning of the other students, the instructor may request that the student be removed from class for more than one class period. To do this, the instructor will inform the department chair immediately and submit a signed and dated written statement of the incident to the department chair within two (2) academic calendar days. Within two (2) academic calendar days, the department chair will hold a meeting(s) with the instructor and the student to review the matter. If the student and the instructor cannot reach an agreement, the instructor may refer the student for a violation of the Academic Integrity Policy.

If there is any suggestion of violence, instructors always should err on the side of safety by calling University Police. If the disruptive conduct cannot be mitigated by the above procedure, or if the disruptive conduct continues or magnifies negatively impacting the learning of fellow students, the instructor may, in consultation with the department chair, and with the consent of their academic dean, refer the case to the Office of Student Conduct for adjudication under the Code of Student Conduct and Procedures. The University can impose interim measures, as appropriate, pursuant to the Code of Student Conduct and Procedures.

Note: For this policy, the term "instructor" may include the following individuals: teaching assistants and guest lecturers.

RATIONALE

The committee began review of the current policy and review of other related universities' policies and realized that significant changes were needed. The proposed policy includes a clear expectation that there be a classroom environment conducive to learning; an explanation that syllabi define expected classroom behaviors and include guidelines; an expectation that both instructor and learners be allowed to fulfill their roles; expectation that disruptive speech must be judged by time and place, not only content; better definitions of allowable speech and actions in the classroom; a more clearly delineated path to due process and commensurate timeframe; clear guidelines for resolving conflict in cases where there is conflict; a path that does not draw out a resolution process but that does allow for a form of mediation through involvement of the department chairperson and dean. Similarly, a process that provides a path for the instructor if the disruptive, learning disturbing behavior does continue.

It must be noted that the proposed policy has been vetted by the Associate Provost tasked with handling such situations and university legal counsel.

3. Midterm Grade Policy

CURRENT POLICY

Midterm Grade Report Policy

To help undergraduate students monitor their academic performance, faculty members will provide a warning to students with unsatisfactory performance at midterm. Each semester, the registrar will establish and announce the dates for the window within which midterm grades may be posted by faculty members and read by students and advisors. Faculty members will assign a midterm grade of “D” (danger or potential failure), “F” (failure), or “N” (nonparticipation failure) by using MyIUP (my.iup.edu).

The midterm grade is an advisory grade and is not a permanent part of a student’s academic history. It is not used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.

PROPOSED POLICY

Midterm Grade Report Policy

Students are advised to be in contact with instructors throughout the semester to remain current on their course status and progress. To help students monitor their academic performance, instructors will post midterm grades for all undergraduate students. Each semester, the registrar will establish and announce the dates for instructors to enter midterm grades in MyIUP and for students and advisors to access them.

The midterm grade is an advisory grade and is not a permanent part of a student’s academic history. It is not used to determine enrollment status, dismissal, or eligibility for financial aid, housing, or athletics.

Rationale

After not reviewing the policy earlier this semester, the committee elected to do so upon receiving additional requests for review. Currently, 70% of students in lower division (100 and 200) courses, receive midterm grades, including those faculty who report merely the required grades and a good number who report all. Thus, currently reported mid-term grades run the gamut of from F to A. For those who received midterm grades of D or F, approximately 23% increased their grade by at least a grade by the end of the semester. For those who did not receive any midterm grade, approximately 20% received a D, F, N, or W grade. For those who have a recorded midterm grade of F, such reporting allows for timely course withdrawal.

It is the committee's recommendation that all students receive midterm grades. Doing so supports advising and retention. With midterm grades reported, advisers can view said grades and work with advisees to determine better paths to success. Seeing grades, all grades, allows students to track their progress toward achieving or maintaining scholarships, have conversations with faculty about their progress and needed improvements, etc. Such recording also mitigates against the uneven playing field of multiple learning platforms, extensively different syllabi, varying ongoing reporting of progress within courses.

**Appendix F
Noncredit Committee
Chair O'Neil**

FOR INFORMATION:

**Music Department
Community Outreach Programs
Cavalcade of Choirs
Crimson Hawks Invitational Choral Conference**

Committee member attendees: Tess O'Neil, Chair, Committee members: Mike Husenits, Sudipta Majumdar, Alex Wang, and Marcy Rearick

Excused: Melinda McIsaac

Interviewee: Dr. Ryan Beeken

The Cavalcade of Choirs and the Crimson Hawks Invitational Choral Conference are a part of the Community Outreach Program in the Music Department. They are both non-credit programs, offered to high school choral departments across the state. Both programs were created in 2013 by Dr. Beeken.

Cavalcade of Choirs

This program is offered every spring semester. Hundreds of high school choral teachers from across the state are sent invitations to participate in this day of instruction. For a \$100 fee, each group receives written and recorded feedback, one-on-one clinic, professional recording of the performance and sessions and performance with the IUP Chorale.

Currently Dr. Beeken has hosted 10 to 15 schools in a one-day workshop. The students meet with a guest clinician. This semester's program is scheduled for Tuesday, April 30 and the guest clinician is Frank Watkins, an assistant professor of music and director of Choral Studies at the University of Wisconsin-Eau Claire.

Crimson Hawk Invitational Choral Conference

This is a one-day conference and has students taking part in intensive rehearsal and high-quality performances, as well as meeting fellow musicians from the region. CHICC also presents an opportunity for students to audition for admission to the IUP Music Department and a potential scholarship award. Teachers can earn continuing education units (ACT 48 or graduate credit) by attending the various sessions. There is a \$25 fee per student for the conference.

This conference is held in the fall semester. This past fall it was held on Tuesday, October 9, 2018. There were 375 students in attendance. The clinician, in addition to Dr. Beeken, was Nicole Lamartine, Director of Choral Activities at the University of Wyoming.

IUP students host the event by showing the students from both programs around campus.

Committee Recommendations

We as a committee feel these are both excellent recruiting tools not only for the music department, but for the whole university. This is an opportunity to introduce our campus and our programs to the students. They are already interested in music, but perhaps seeing the campus and having brochures to read will entice them to apply to IUP and major or even minor in music.

As the music department loses money for these programs, we would like to see the Admissions Department become more involved in both programs. Thousands of students are 'on campus'.

Here are ways we feel Admissions Department can assist in both programs:

- Provide meal tickets for the students in the Fall conference.
- Provide Admissions packets for each student in both programs. Each student needs a folder for their music, why not an IUP folder?
- Have someone from Admissions available in Cogswell in case a student has any questions. Set up an Expo-like booth in the hallway during registration.

In this time of low enrollment, these programs could assist in the recruitment of students throughout the university.

**Appendix G
Research Committee
Chair Delbrugge**

FOR INFORMATION:

Minutes for the March 19, 2019 Meeting

Members Present: Hilliary Creely, Laura Delbrugge, Robert Gretta, Lorraine Guth, Luz Marin, Laurie Roehrich, Lisa Sciulli

Dr. Delbrugge convened the meeting at 3:30 pm. The meeting was devoted to reviewing the University Research Committee proposals. There were 13 USRC Small Grant proposals for review and the decision was made to fund 10 proposals totaling \$13,661.

Section One: Research & Scholarship (Categories A-E):

- Robert Moore was awarded \$2,000 for his project “Kourion Urban Space Project: Publication.”
- Teresa Shellenbarger was awarded \$1,990 for her project “Developing an Evidence-Based Nursing Certification Review Book for the Clinical Nurse Educator Examination.”
- Josiah Townsend was awarded \$2,000 for his project “Bringing transparency to Glassfrog taxonomy – delimiting a new species of Hyalinobatrachium from Honduras.”
- Brandon Vick was awarded \$2,000 for his project “Gender Earnings Gap in Appalachia.”

Section Two: Travel to Present Papers/Scholarly Work (Categories A & B):

- Parveen Ali was awarded \$1,000 for international travel to present “Emporium-designed Developmental Math: Is John Better Than Mary in This Class?” at the Canada International Conference on Education to be held June 24-27, 2019 in Toronto, Canada.
- Amanda Poole was awarded \$1,000 for travel to present "When the Humanitarians are Refugees: Eritrean Refugee Volunteers in Ethiopian Camps" at the Society for Applied Anthropology conference to be held March 19-23, 2019 in Portland, OR.
- Marveta Ryan-Sams was awarded \$671 for travel to present “‘Pa’lante:’ Visions of Puerto Rico in Two Post-Hurricane-Maria Music Videos” at the College Language Association annual convention to be held April 11-13, 2019 in Raleigh North Carolina.
- Alexi Thompson was awarded \$1,000 for international travel to present “The Price of Cocaine and the Colombian Peso” at the International Symposium on Economic Theory, Policy, and Applications to be held July 1-4, 2019 in Athens, Greece.
- Soo Lu was awarded \$1,000 for international travel to present “Foreign Experts, Cultural Workers, and Runaways: Hong Kong in the Transnational Cold War” at the “All Roads Lead to Hong Kong: People, City, Empires” conference to be held June 6-7, 2019 in Hong Kong.

- Crystal Machado was awarded \$1,000 for travel to present “Design, Evaluation, and Continuous Improvement of an Online Gifted Endorsement Program in Pennsylvania: Lessons Learned” at the SITE 2019 conference to be held March 18-25, 2019 in Las Vegas, NV.

The meeting was adjourned at 4:45 p.m.