

The background of the cover is a vibrant, textured mural. It shows a group of approximately 15 people, including men, women, and children, dressed in traditional, possibly historical or cultural, clothing. They are gathered on a wide set of stone steps that lead up to a large, multi-story stone building. The building has several windows with dark frames. The overall style is reminiscent of a folk-art or mural painting, with bold colors and visible brushstrokes. The scene is set outdoors, with some foliage visible at the bottom of the steps.

# Faculty Handbook

2024-2025

Kutztown University



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# About Kutztown University

Kutztown University of Pennsylvania, a member of Pennsylvania's State System of Higher Education, was founded in 1866 as Keystone Normal School and became Kutztown State Teachers College in 1928, Kutztown State College in 1960, and Kutztown University in 1983. The University is located between Reading and Allentown on 289 acres in southeastern Pennsylvania.

## **Kutztown University Core Values**

We believe that...

1. The students and their development must be the primary focus of our work.
2. We must maintain a sense of community.
3. We must influence the quality of our community.
4. We must have the opportunity to strive for excellence.

## **Kutztown University Mission**

The mission of Kutztown University — revised and reaffirmed May 2023 — is to provide affordable high-quality undergraduate, graduate, and lifelong learning opportunities that empower students of all ages for their intellectual, social, civic, and career endeavors.

## **Kutztown University Purpose**

Grounded in regional history and focused on innovative futures through the colleges of Business, Education, Liberal Arts and Sciences, and Visual and Performing Arts, Kutztown University:

- offers a contemporary liberal arts education as the foundation for inspiring and challenging students to grow intellectually, professionally, ethically, civically, and socially;
- provides support for students to reach their unique potential;
- commits to access and diversity, drawing upon international, national, regional, and community partnerships to prepare new generations of global citizens;

- values the life experiences of students, faculty, and staff to create a caring community on a beautiful campus;
- cultivates opportunities for students to engage the world and pursue meaningful lives and careers through collaboration, mentorship, and intentional working relationships.

### **Kutztown University Vision**

Kutztown University aspires to be a regional center of excellence providing opportunities for advanced academic, cultural, and public service experiences, within a caring community, designed to promote success in a global society.

### **Kutztown University Strategic Plan**

The University Strategic Plan — a living document — can be viewed by visiting [the Strategic Plan page](#) of the university website.

***N.B. All policies referenced in the following section can be accessed by visiting the [Kutztown University Policy Register](#).***





# A Golden Bear Education

## **Institutional Learning Outcomes**

All Kutztown University students, both undergraduate and graduate, will achieve the following objectives through general education, the curriculum, and/or the co-curriculum:

- Communicate effectively – demonstrate the ability to communicate clearly and effectively.
- Think critically and creatively – demonstrate the ability to effectively access, evaluate, and interpret information, adapt to changing situations, and use creative and novel ideas and solutions to better solve problems and make complex decisions.
- Value diversity – demonstrate an understanding and ability to live and work within diverse communities.
- Acquire knowledge – demonstrate a depth and breadth of knowledge.
- Practice social and professional integrity – demonstrate the ability to act ethically and with empathy, honesty, and responsibility.

## **General Education at Kutztown University General Education Assessment Committee**

The General Education Assessment Committee (GEAC) oversees the assessment of general education courses and meets throughout the academic year.

## **General Education Committee**

The General Education Committee (GEC) oversees the entirety of the General Education program for all of Kutztown University.

## **First Year Seminar**

First Year Seminar is a required course for first year Kutztown University students that introduces them to the college experience, familiarizes students with the campus and various student support offices, and builds skills to enable their success throughout their college career.

# Our Commitment to Continuous Improvement: Accreditation and Assessment

Kutztown University's commitment to student success and institutional effectiveness involves data-informed decision making rooted in sound assessment practices. In addition to annual assessments, all academic programs and administrative units conduct comprehensive program reviews every five years.

The University is accredited by the Middle States Commission on Higher Education (MSCHE). Kutztown University has been a member of the Middle States Commission on Higher Education since 1944.

Several programs have been recognized by specialized accreditors. A full list is available on the [Office of Assessment website](#).





# Shared Governance

The university has a shared governance system with responsibilities and powers shared among Administrative Council, the University Senate, and the faculty union (Association of Pennsylvania State College and University Faculty [APSCUF]).

- Administrative Council considers policies and procedures that affect all campus constituents.
- The University Senate functions as a representative body of the faculty and professional staff to the end of initiating and/or reviewing all academic policies and procedures and any other matters which impact the University.
- APSCUF represents faculty and coaches at KU and across the entire State System. APSCUF implements the Collective Bargaining Contracts between the Commonwealth of Pennsylvania and APSCUF. As part of that responsibility, the Bylaws of the so-called contract committees are approved by APSCUF. Among those contract committees are the University Promotion Committee (UPC), the University Tenure Committee (UTC), the University Sabbatical Committee (USC), and the University Curriculum Committee (UCC). APSCUF is active on campus, and the [bargaining agreement contract is available online](#).

The July 1, 2023-June 30, 2027, APSCUF Collective Bargaining Agreement covers numerous aspects of faculty life, such as academic freedom, consultation hours, tenure, promotion, sabbatical leave, and emeritus/emerita status.

# Center for Engaged Learning

## **Mission**

The Center for Engaged Learning (CEL) champions innovative teaching and learning environments, robust scholarship and creative work, and meaningful service. The CEL strives to support faculty in their professional learning throughout their academic careers, from orientation to career advancement and beyond, with a focus on well-being.

The CEL has instructional support as its focus. For questions and additional information, [please visit the CEL website.](#)

## ***Teaching and Learning Support***

The Center for Engaged Learning (CEL) offers a variety of individual and group services for our faculty including inclusive teaching workshops, organized conversations about current pedagogical topics, Instructional Design and technology consultation, a Peer Mentoring Program, and confidential 1:1 consultation.

## ***Faculty Mentoring Program***

The Faculty Mentoring Program is open to all faculty. Mentee-mentor pairs meet regularly throughout the academic year with support from the CEL. If you would like to request a faculty mentor, or if you would like to become a faculty mentor, please contact CEL @ [cel@kutztown.edu](mailto:cel@kutztown.edu).

## ***Incoming Faculty Orientation***

Prior to the start of each academic year, we welcome incoming faculty to join us for a two-day collaborative and engaging experience to learn more about what it means to be a faculty member at KU.

## ***Teaching and Learning Events***

The CEL offers events on teaching and learning-focused topics in a variety of formats, each session providing the opportunity to share experiences and knowledge with colleagues.

***Innovative Pedagogy Book Club***

The Innovative Pedagogy Book Club meets throughout the academic year and focuses upon an important and timely teaching and learning topic, offering practical examples and applications across multiple disciplines through a discussion group format.

***Schellenberg Award***

The CEL oversees the John P. Schellenberg Award for Excellence in Teaching and Learning. Given annually, this award was established by John P. Schellenberg, Professor Emeritus of Physical Sciences, faculty, alumni, and friends to recognize an early career faculty member who has demonstrated outstanding work within the mission of the Center for the Enhancement of Teaching (now called the CEL). The recipients are chosen based on the following three areas:

1. Pedagogy and Curriculum Innovation
2. Learning Technology Innovation
3. Assessment and/or Research on Learning

***End-of-Year Reflective Retreat***

The Reflective Retreat is an opportunity to connect with your peers and reflect upon the academic year in a relaxed setting using a variety of practices, ranging from personal writing, small group discussions, interactive games, and socializing to support our professional lives. All faculty are invited to attend.





# Class-Related Policies and Procedures

***N.B. All policies referenced in the following section can be accessed by visiting the [Kutztown University Policy Register](#).***

## **Class Modalities**

All classes should be held in the assigned modality. After students have registered for a course, unexpected modality changes may have undue ramifications for them. While a student may request to attend a course session via zoom or other mechanism due to limited-time excused absence, faculty are under no obligation to grant such requests, though they may choose to do so. Student requests for attending course sessions via zoom or other mechanism on a long-term basis should not be granted, as they impact student experience and may have undue ramifications for faculty.

The following are available course modalities in the PASSHE system as of Fall 2024:

- “Face-to-face instruction” is delivery of instruction in real time, with the faculty member and students physically present in the same classroom. Face-to-face instruction is the default mode of instruction. A FACULTY MEMBER may incorporate distance education elements into a face-to-face course, provided that the amount of instructional time conducted via distance education does not exceed twenty-five percent (25%) and is for pedagogical reasons, exams or to accommodate other approved work responsibilities and/or approved leave.\*
- “Synchronous distance education” is the remote delivery of all instruction to individual students who participate simultaneously, in real time.
- “Multi-classroom synchronous” is a course delivered simultaneously to multiple locations to students who are in a classroom(s) on a different campus/other teaching location participating via remote technology (for example, ITV, Zoom+, Teams, WeConnect, etc.), in real

time while the FACULTY MEMBER may be teaching other students present in the same classroom.

- “Asynchronous distance education” is a course delivered remotely in which the FACULTY MEMBER and all students participate entirely remotely, but not simultaneously (for example, recorded lectures, message boards, etc.)
- “Blended/Hybrid” is a course that combines face-to-face instruction with distance education elements, provided that more than thirty percent (30%) of the instructional time is conducted via distance education and is specified in the course syllabus.
- “Simultaneous modalities” is a course that is offered via two (2) or more modalities, and students select the specific modality by which they will attend the entire course by no later than the end of the drop/add period.
- “Hyflex” is a course offered via two or more modalities, and students may choose modalities for each class period. The parties agree that use of Hyflex must be strictly limited to unique circumstances requiring student flexibility, based upon a student population’s requirements and not mere convenience. Such unique circumstances include, for example, courses targeted to students who are working professionals enrolled in graduate programs.
- “Mixed remote” is a course delivered entirely by distance education, using a combination of non-simultaneous, synchronous and asynchronous instruction, as indicated in the course syllabus (for example, a course that meets synchronously for 2/3 of the course with the remaining course time being conducted asynchronously).

Notes regarding face-to-face courses and modality:

- Flexible Modality Allowance for Face-to-Face Courses:
  - Faculty are permitted to conduct up to 25% of their instructional time in face-to-face courses through distance education modalities. This flexibility is intended to accommodate exams, attendance at conferences, or alternative instructional activities in service of pedagogical need.
- Advance Notice to Students:
  - Faculty should strive to give as much advance notice to students as possible when changing the modality of a class session. This allows students to plan accordingly, especially if they need to be at a computer instead of in a physical classroom.

- Sick Leave Policies:
  - This provision is not intended as a means for faculty to avoid taking sick days. If a faculty member is ill, they should take the appropriate time to recuperate and not attempt to teach during their illness.
- Physical Location and Alternative Modality Contact Hours:
  - Faculty members utilizing flexible modality time for exams or other appropriate purposes are not expected to report to their office or any classroom during that time.

### **Class Times, and Locations – Policy ACA-002**

Classes are scheduled and assigned to specific classrooms by the academic departments and approved by the appropriate academic dean according to the normal scheduling processes. Room changes can occur up to and including the 1st week of classes; however, faculty members are not to change the location of a class without confirmation from the Registrar's Office and are not to change the date or time a class has been scheduled to meet without the approval of the appropriate academic dean.

### **Consultation Hours**

In Article 23, the current collective bargaining agreement requires full-time teaching faculty to maintain a minimum of five (5) consultation hours per week on no fewer than three (3) different days at such times and locations as will accommodate the needs of the students.

Faculty with part-time teaching schedules or those with AWA duties outside the classroom will have their consultation hours prorated based on their classroom time, as specified in the CBA.

Consultation hours should be held Monday through Friday between 7:00 a.m. and 10:00 p.m. Faculty are encouraged to avoid scheduling their consultation hours between 11:00 a.m. and 12:00 p.m. on Tuesdays and Thursdays, if possible, to allow time for students to participate in other university activities.

Faculty may hold all five consultation hours online, regardless of their teaching modality. However, the consultation hours should be scheduled in ways that best accommodate student needs. We encourage faculty to consider holding two consultation hours on campus to provide options for

in-person consultations to accommodate students that may prefer face-to-face discussions.

Consultation hours should be entered into Starfish, as well as submitted to the chair via the process designated in the department. Syllabi/course guides must also include consultation hours, and they should be available in D2L shells.

### **Course Guides (First-Day Handouts) – Policy ACA-036**

During the first week of classes, faculty members must distribute to their students a written course guide which contains at least the course requirements, attendance policy and the grading procedures, as well as faculty contact information and consultation hours. This information can be distributed separately or as part of such items as course outlines or syllabi and can be provided in print or electronic form. Any subsequent changes to this information must be given to the class in writing.

Regular attendance in class is expected of all students at the University. Individual instructors have authority and responsibility for managing student attendance. Attendance policies should be communicated in writing to students on the first-day handout (course guide). While classes are conducted on the premise that regular attendance is expected, the University recognizes certain activities and events as legitimate reasons for absence from class. These include, but are not limited to, death in the immediate family; documented illnesses, childbirth, and pregnancy; religious observance; academic field trips; participation in an approved performance or athletic event; military duties; direct participation in a university disciplinary hearing; and jury duty. Regardless of the reason for an absence, the student is expected to provide documentation and arrange for completion of missed work.

As always, we know faculty will do their best to assist students who are absent for documented reasons and, while faculty are not required to make a virtual mechanism available for absent students to attend their in-person classes, they can do so should they determine this to be the best pedagogical option.

### **Verification of Attendance – Policy ACA-090**

To comply with reporting requirements from the Federal government and to ensure verification of class attendance or participation in other



academically related activities, the instructor of record in each course must initially verify the course roster for census purposes at the end of the drop/add period.

If a student receives a final grade of an unearned F, the faculty member must provide the last known date of academic participation. An unearned F is a grade awarded to students who failed to participate in course activities throughout the end of the course; it is used when, in the opinion of the instructor, completed assignments/activities were insufficient to make normal evaluation of academic performance possible.

For the Fall semester, we will be using the Starfish platform for both attendance verification and student progress surveys. The initial attendance verification – required federally for awarding of financial aid – will be available from Sept 4 to Sept 11, using the “progress report” function of Starfish. Faculty will be asked to indicate whether students have attended or have never attended by utilizing one of two flags. Please be sure to verify attendance status for every student. If a student has just added a course, and a meeting has not yet occurred since that change, that student should be marked as attending.

During weeks four and five, the early alert progress survey will be open. Faculty will be able to provide three types of kudos (off to a great start, keep up the good work, or fully customized), as well as three types of concerns (attendance issues, missing/late/low- scoring assignments, or fully customized).

In weeks nine and ten, the midterm progress survey will be completed. Faculty will be able to provide kudos (keep up the good work/ finish strong or customized) or note concerns (in danger of failing, recommendation to withdraw, or customized). Additionally, faculty can indicate if a student has stopped attending with a last date of academic activity, to allow both for course correction possibilities and as an additional check against last date of attendance requirements for students who receive the unearned F grade.

For second half and late start courses, the attendance verification survey will be open in late October.

## **Inclement Weather and Class Cancellations – Policies GEN-003; ACA-006**

In the event classes are cancelled due to severe inclement weather, appropriate learning opportunities must be implemented to maintain course learning objectives and meet the state mandated credit hours. As per Pennsylvania Code of Higher Education (Title 22, § 31.21), “A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation or the equivalent as determined by the faculty.”

The following schedule addresses making up cancelled day and/or evening classes.

**Day classes:** It is expected that all course material missed due to weather closings will be made-up for day classes.

- Faculty may elect to utilize appropriate online learning practices and/or additional course activities for engaging the material. Synchronous sessions at the time regularly scheduled time should not be utilized, as students may struggle with connectivity or access during weather closings. Any synchronous activity should be scheduled with advance notification for students after the weather emergency has concluded. Asynchronous practices may include recorded lectures, viewing of other online materials, additional readings, group or individual learning activities, etc. or combinations thereof.
- Where online modalities are not appropriate to the material, faculty members should reserve space on a Tuesday or Thursday at 11:00 a.m. or another time, feasible for more than 75% of the class, with an available classroom location. Plans should be made to provide alternatives for students who are unable to attend due to other previously scheduled course obligations (e.g., course trips or events) or other obligations that are not able to be rescheduled.

**Evening classes:** Faculty may elect to utilize appropriate online learning practices and/or additional course activities for engaging the material or may elect to meet in person.

- Synchronous sessions at the time regularly scheduled time should not be utilized, as students may struggle with connectivity or access during weather closings. Any synchronous activity should be scheduled with advance notification for students after the weather emergency has concluded. Asynchronous practices may include recorded lectures, viewing of other online materials, additional readings, group or individual learning activities, etc. or combinations thereof.
- Because evening courses typically represent the only course meeting in a week, thus resulting in more instructional time missed, special attention should be given to ensure that the full amount of learning opportunity is accounted for in the plan. Where online modalities are not appropriate to the material, classes cancelled due to weather conditions should be made-up according to the following schedule:

**Classes Canceled**

Monday evening

Tuesday evening

Wednesday evening

Thursday evening

**Make-up Date**

First Friday of the month

Second Friday of the month

Third Friday of the month

Fourth Friday of the month

- If a faculty member elects to schedule an in-person make-up experience (day or evening), it is the responsibility of the faculty member to inform the department chair, who will submit the date, time, and classroom information to the Registrar's Office to enter the room scheduler. It is the faculty member's responsibility to ensure that all students in the class are informed of make-up date and location.

As always, faculty should communicate to students in writing changes in the course guide/first-day handout, such as a change in course activities; weighting, type, or number of assignments; or other changes, with a copy to their department chair. Any questions regarding specific arrangements should be directed to the Dean.

**Consultation Hours:** Faculty should continue to offer the standard number of consultation hours during weeks with class cancellations, unless the university is fully closed.

- Hours that occur on a day that classes are cancelled can be

rescheduled, or students can be provided with an option to speak with the faculty via other modalities at the standard scheduled time.

- If alternate modalities are used, students should be provided with the option of making additional appointments should the regularly scheduled consultation times be unfeasible due to weather conditions.

### **Course Grading – Policy ACA-048**

A part of the responsibility of the teaching faculty is the careful and thoughtful evaluation of the work of students and the reporting of grades at the end of the semester and progress reports if applicable. Timely grading is important to student academic progress discussion and faculty are asked to complete grade recording by the deadlines established by the Registrar without exception. Beginning Fall 2023, the grading system has been updated to include D+ (1.33).

### **Timing of Student Evaluation**

Our faculty work diligently to evaluate student work in a manner that is appropriate to the level and expectations of the course. Retention of first-year students, in particular, is enhanced by frequent and timely evaluation of student work. Please attempt to have feedback for at least one major grade before the mid-point of the semester so that students can make appropriate decisions.

### **Final Assessment Policy – Policy ACA-025**

1. A final assessment is required in every course.
2. The format of a course's final assessment is to be determined by the faculty member teaching the course, who will choose the most effective method for assessing student growth. Acceptable formats for final assessments include, but are not limited to, comprehensive papers, presentations, performances, portfolios, case studies, projects, and written examinations.
3. Interaction between faculty members and students during the Final Week is required. If the course has an assigned final exam time slot, it must be used either for:
  - a. the final assessment.
  - b. an activity related to the final assessment; or
  - c. an activity in the course's assigned modality.
4. The faculty member's plan for interacting with their students during Final Week, as well as the format of the

final assessment, is to be reported to the appropriate department chair (or their designee) no later than two weeks prior to the first day of Final Week. Course syllabi, course guides, or first day handouts that include this information meet reporting requirements.

5. Course materials provided to students on the first day of class must include the weight of the final assessment in relation to students' overall course grades. Whenever compatible with the course structure, it is recommended that a final assessment not account for more than one-third of a student's overall course grade.

### **Field Trips – Policy ACA005**

Faculty members organizing or sponsoring field trips involving travel off campus are expected to use discretion as to the number of such trips and the time involved, as they may present difficulties related to students' other obligations. Faculty should attempt to eliminate conflicts with examinations, general university scheduled activities, etc. All trips must be approved by the department chairperson and a list of students participating filed with the departmental office.

### **Internships**

Each academic department establishes eligibility requirements for students to participate in internships or field experiences, considering factors such as GPA, completed credits, and declared major. Students are advised to explore internship opportunities early, starting from freshman year, by consulting faculty advisors, academic departments, and the career development center.

To pursue an internship for academic credit, students must complete the Internship/Field Experience Registration Approval Form, which includes contact information, semester details, course information, and necessary approval signatures. The form is reviewed and signed by a faculty advisor and submitted to the department chairperson, Dean of the college, and, for graduate students, the Dean of Graduate Studies. The completed form is then sent to the Registrar's Office, which shares copies with the Vice Provost's Office and Career Development Center for tracking and reporting purposes.

Students also need to submit an Internship/Field Experience Site Approval Form by the fourth week of the term (or second week for

shorter summer sessions). This form requires signatures from the faculty supervisor, department chair, and dean. In the College of Education, the Office of Clinical Education handles site placements. The form is submitted to the Registrar's Office, which verifies that a current internship agreement exists. If no agreement is in place, the department initiates the process through the Vice Provost's office. Upon final verification, approved forms are stored on SharePoint, and students are notified to begin their internships, ensuring all onboarding details are arranged with the employer and academic department.

### ***Process at a glance***

- Academic departments set eligibility requirements for internships/field experiences based on GPA, credits completed, major, etc. Students are encouraged to explore internships/field experiences as early as freshman year.
- Students initiate registration by completing an Internship/Field Experience Registration Approval Form through the Registrar's Office, which captures student details, proposed semester, course info, and approval signatures.
- The registration approval form is reviewed by faculty advisor, department chairperson, dean of college, and dean of graduate studies (for graduate students).
- The completed form is submitted to the Office of the Registrar and the student is registered for the course.
- The Office of the Registrar provides a copy of the completed form to the Vice Provost's Office.
- Student confirms placement location and internship/field experience details required on the form. Note: In College of Education, the Office of Clinical Education determines placement.
- Student then submits Internship/Field Experience Site Approval Form.
- Academic department reviews form and checks if an internship agreement exists with the employer. If not, the department contacts the Vice Provost's office to establish an agreement.
- Once the internship agreement is verified, the form proceeds through the signature process.
- The completed form is submitted to the Office of the Registrar and the student is registered for the course.
- The Office of the Registrar provides a copy of the completed form to the Vice Provost's Office and to the Career Development Center.
- Vice Provost's Office confirms internship agreement exists and initiates agreement if needed before student may begin internship/

field experience.

- The student contacts employer to confirm onboarding details for their internship/field experience. Note, this step does not apply to students in the College of Education.
- Form is stored on SharePoint.
- Vice Provost's Office cross-checks all site approval forms against registrations to ensure completed paperwork. Contacts students/instructors with missing paperwork.
- Students who do not have all appropriate paperwork completed are not permitted to participate in an internship/field experience.

### **Class Coverage – Policy ACA-001**

It has always been university policy at Kutztown to provide for class coverage in the absence of the regularly assigned faculty member. Coverage is to be arranged by the department chairperson, who may cancel classes only when arrangements for short-term substitutes cannot be made because of insufficient notice or other reasons of impracticality. The office of the respective dean shall be informed immediately if a class has been canceled. Individual faculty members do not have the authority to cancel classes. It is requested that when the department chairperson reports the canceling of a class, they also inform the On-Campus Operator at extension 3-4000 so that commuting students can obtain the information.

Teaching faculty members who anticipate an absence for professional reasons should, via college process, request approval from the dean at least two weeks in advance of the anticipated absence. They should notify department chairpersons, make provisions for covering their classes, and indicate those arrangements on the appropriate form.

### **A Note About Generative Artificial Intelligence (AI) and Language Learning Models**

As we are living through the emergence and growth of generative AI, no single policy will cover every educational context or keep pace with change. We can, however, offer some guidance grounded in pedagogical research. The Modern Language Association and the Conference on College Composition and Communication Taskforce on Writing and AI recommend that we work with students to understand the potential benefits and detriments of these technologies, rather than enforcing blanket prohibitions or encouraging uncritical use. We can teach “an ethic of transparency” around the use of AI tools while emphasizing the need for critical writing independent from them.

These organizations further urge us to avoid creating a culture of surveillance which may alienate students. Teachers can also develop their pedagogical practices, creating assignments that encourage engagement, valuing learning processes more than perfect products, and inviting the distinct voices and styles of students.

In addition to efforts related to assignments, faculty may wish to clarify their course policies related to AI, understanding that it is extremely difficult to establish that a student has utilized AI, which may impact the ability to apply some policies. Examples include:

“You are welcome/expected to use generative AI tools (e.g. ChatGPT, Dall-e, etc.) in this class as doing so aligns with the course learning goal [insert the course learning goal use of AI aligns with]. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.” ~ Temple University

“You may use ChatGPT and other AI assistants for your work in this class but you must contact me for permission first so we can discuss how you plan to use these tools and how you will indicate their use in your work. If you do not first request permission, using such tools will be considered a violation of [the Code of Academic Integrity]” ~ University of Pennsylvania

“Certain assignments in this course will permit or even encourage the use of generative artificial intelligence (GAI) tools such as ChatGPT. The default is that such use is disallowed unless otherwise stated. Any such use must be appropriately acknowledged and cited. It is each student’s responsibility to assess the validity and applicability of any GAI output that is submitted; you bear the final responsibility. Violations of this policy will be considered academic misconduct.” ~ Harvard



# Student Rights and Protections

***N.B. All policies referenced in the following section can be accessed by visiting the [Kutztown University Policy Register](#).***

## **Services for Students with Disabilities – Policy DIV-004**

The Disability Services Office (DSO) coordinates classroom and/or testing accommodations related to disability. Any student who requires such accommodations should contact the DSO (215 Stratton, via email at [dso@kutztown.edu](mailto:dso@kutztown.edu)) as close as possible to the beginning of the semester. Once accommodations have been determined, the DSO will then provide instructors with accommodation letters at the student's request.

In order to help to meet the needs of students with disabilities, please include an accommodation statement in your course guide, such as, "If you have registered with the Disability Services Office (215 Stratton Administration Building) and are seeking accommodations, please feel free to contact me privately so that I may assist you."

## **Student Record Confidentiality and FERPA**

All Kutztown faculty should be familiar with the basics of FERPA, a 1974 federal law that provides for the confidentiality of student education records. FERPA prohibits discussion of an individual student's work with anyone other than the particular student, except in cases where open discussion of work is part of the established pedagogy, as in art, design, and theatre critiques or peer editing of writing. Student ID numbers or other identifiers should not be used in posting grades or other documents in formats accessible to other students or third parties.

Information must not be shared with anyone on or off campus who does not have a specific, and job-related need for such information. Status as a parent or family member of a student or as a member of the faculty or staff does not alone establish a right to access student information.

Students may grant permission to share their educational records with parents or legal guardians via a signed affidavit. Please check to determine whether this form has been filed before discussing a student's progress with family members.

### **Title IX**

In order to comply with Title IX of the Education Amendments of 1972 and university policy, Kutztown University's faculty and staff must report incidents of sexual violence, sexual harassment, dating violence, domestic violence, and stalking, including relevant details, such as the names of those involved in the incident, to the Department of Public Safety and Police Services and to Jesus Peña, Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when the previously listed offenses are communicated by a student during a classroom discussion, in an assignment for class or as part of a university-approved research project, unless the student is a minor or was a minor when the incident allegedly occurred, in which case, such incidents must still be reported to Public Safety and the Title IX Coordinator, and an external report must be made to ChildLine.

### **Sexual Misconduct Policy — Policy DIV-007**

Please see this policy for information regarding the reporting of sexual misconduct and available resources.



# Student Conduct and Academic Progress

*N.B. All policies referenced in the following section can be accessed by visiting the [Kutztown University Policy Register](#).*

## **Academic Honesty - Undergraduate Students – Policy ACA-027**

If a student is believed to have cheated, plagiarized or committed other acts of academic dishonesty, the faculty member is to complete the [online Academic Dishonesty Form](#).

An informal resolution process is initiated by the faculty member, who may impose sanctions up to and including failure of the course with a grade of “F.” A formal process through the Registrar’s Office exists for any egregious or multiple violations where university suspension or dismissal is a potential outcome. In all cases, faculty members are advised to consult their department chair and dean.

## **Academic Honesty - Graduate Students – Policy ACA-087**

Graduate students are expected to be honest and forthright in their academic endeavors. Any acts of academic dishonesty by students, such as plagiarism on written papers/projects, falsifying the results of research, or cheating on examinations, threaten to undermine the educational and ethical goals of the university for its students. An informal resolution applies to situations when the professor believes that an alleged act of academic dishonesty can be resolved within the course with the imposition of sanctions up to and including failure of the course with a grade of “F.” A formal resolution process may be initiated by administrators, faculty members, accused students, or the dean of Graduate Studies. In all cases, faculty members are urged to confer with the department chair and dean of the college about any charges of academic dishonesty.

**Academic Warning/Probation & Dismissal - Undergraduate Students Policy ACA-042**

The current policy requirements for all students relative to Academic Warning/Probation are found on the Kutztown University website and also in the [Kutztown University catalog](#).

**Academic Warning/Probation, and Dismissal - Graduate Students Policy ACA-085**

The policy to define the standards for good academic standing, academic warning, academic probation, and dismissal of graduate students can be found on the Kutztown University website and also in the [Kutztown University graduate catalog](#).



# Human Resources and Social Equity Information and Policies

Kutztown University does not discriminate in employment or educational opportunities on the basis of sex, race, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity, or veteran status. To discuss a complaint of discrimination, please contact the University's Title IX Coordinator located in the Office of Social Equity, Old Main A-Wing, Room 02, by telephone at 610-683-4700 or by e-mail at [pena@kutztown.edu](mailto:pena@kutztown.edu) or the Office for Civil Rights located in the Lyndon Baines Johnson Department of Education Building, 400 Maryland Avenue, SW, Washington, D.C., 20202-1100, by telephone at 800-421-3481 (TDD: 800-877-8339), by fax at 202-453-6012, or by e-mail at [OCR@ed.gov](mailto:OCR@ed.gov).

## **Benefits Program**

For information on administrative offices, benefits, employee relations, payroll, retirement counseling, etc., see the [Kutztown University Office of Human Resources Benefits](#) page.

Various forms of leave are available to faculty in the PASSHE system, including sick leave, personal leave, sick family leave, and bereavement leave. The [PASSHE Leave and Time Off page](#) provides general information about leave available to faculty depending on their specific circumstances.

For short-term leaves, a faculty member should utilize the [Request/Report of Absence Form](#). A [DocuSign version of the form](#) is also available.

To begin a discussion of utilizing leave beyond a short period, a faculty member should utilize the Ask HR site to provide initial information. That will prompt the Office of Human Resources to reach out for a discussion of options. Should the Request/Report of Absence Form indicate a leave beyond three days, HR will also reach out to the faculty member for a discussion of options.

After discussion with HR, some faculty may find that the leave need is aligned with Family and Medical Leave Act of 1993 (FMLA) policy. FMLA requires qualifying employers to provide at least 12 weeks of leave with benefits - within a 12-month period – to employees meeting qualifications for leaves related to illness, parental, and family care absences. Additional weeks of leave with benefits are available for some employees through Military Caregiver or Military Exigency Absence. FMLA, Military Exigency, and Military Caregiver absences may be with or without pay depending upon whether the faculty member has available leave that is taken concurrently with the FMLA period. Some leaves under these policies may be taken on an intermittent basis. More information regarding FMLA can be found at the on the [PASSHE FMLA notice to faculty](#).

Please note: While the notice refers faculty to system level offices for request and discussion, the process will be more expedient if you reach out to KU's Office of Human Resources via the [Ask HR site](#) or by phone at 610-683-1353, or [humanresources@kutztown.edu](mailto:humanresources@kutztown.edu).

***N.B. All policies referenced in the following section can be accessed by visiting the [Kutztown University Policy Register](#).***

### **Holidays**

Current holiday calendars are available on the Benefits webpage, listed on the previous page. Holidays are determined by employment category and bargaining unit.

### **Criminal Background Investigations – Policy A&F 025**

All employment candidates of Kutztown University are required to have completed a criminal background check prior to employment.

### **Criminal Record Check (Students) – Policy ACA-045**

All students enrolled in classroom observations, teaching, and school counseling programs (in-state and out-of-state) must complete and present to their department representatives an Act 34 Criminal Record Check (PA), Act 151 Pennsylvania Child Abuse History Clearance, Act 114 Federal Criminal History Record (FBI Fingerprint Check), and Act 24 Arrest and Conviction Report.

**Anti-Discrimination — Policy DIV-008**

Kutztown University is committed to creating an environment free of unlawful discrimination for all its employees and students. Accordingly, acts of discrimination based on an individual's gender, race, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity, or veteran status is prohibited.

**Anti-Harassment — Policy DIV-009**

Kutztown University is committed to creating an environment free of harassment for all its employees and students. Accordingly, acts of harassment based on an individual's gender, race, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity, or veteran status is prohibited.

**Alcohol and Other Drugs — Policy STU-001**

Please see the Kutztown University Alcohol Policy in the policy register.

**Smoking — Policy GEN-001**

Smoking in academic and administrative buildings is prohibited.

**Sexual Harassment — Policy DIV-007**

Please see the Kutztown University Sexual Harassment Policy in the policy register.



# Information Technology Resources

The Office of Information Technology maintains the technology assets on campus, including telephones, computers, and software. They also staff the IT Help Center.

## **IT Help Center**

The Help Center provides technical support to KU faculty, staff and students for all University issued/owned technology assets. The IT Help Center can be reached via email [helpcenter@kutztown.edu](mailto:helpcenter@kutztown.edu) or by phone 610-683-1511.

## **Classroom Technology Help**

See the [Kutztown University Office of Information Technology website](#) for more information.

## **Desire2Learn (D2L)**

Desire2Learn (D2L) is the online learning system used at Kutztown University, enabling faculty to share documents and discussion posts with students, accept student assignments, and track participation and grading.

## **MyKU**

[MyKU is Kutztown University's Student Information System](#), and can be accessed via web browser or on the MyKU Mobile app.

# Navigating Our Beautiful Campus Safely

Transportation Services, located in 107 Academic Forum, issues the parking passes for the KU community.

Public Safety & Police Services is responsible for ensuring campus safety and providing safety training, crime statistics, and safety tips, etc. to the entire campus community.

## **Weather Cancellations**

Please see the section “Classroom Policies and Procedures,” above

## **Safety and Emergency Information Outlets**

**Campus Hotline 610-683-4649**

**Employee Hotline 610-683-4191**

(Non-instructional employees should always check this line for clarification of other announcements)

**University Police 610-683-4002**



# Student Services

***N.B. All policies referenced in the following section can be accessed by visiting the [Kutztown University Policy Register](#).***

## **Career Development Center**

For information on internships, career fields, externships, etc., see the [Kutztown University Career Development Center](#) website.

## **Connections (Orientation for New Students)**

For the mission, goals, and schedule of freshmen and transfer orientation see the Kutztown University [New Student Orientation Program website](#).

## **Counseling Services**

The Office of Counseling and Psychological Services provides services to full-time undergraduate and graduate students. Because this office serves as a training site for graduate level practicum students, graduate students from the Department of Counseling and Human Services are eligible for crisis intervention and referral only. Referral and crisis intervention services will be offered to part-time students or students who present with needs that exceed the resources of Counseling and Psychological Services or who would best be served by a community provider. For more information, please visit the [Counseling and Psychological Services website](#).

## **Dean of Students Office**

The Office of the Dean of Students provides students, faculty, and staff a range of resources that support student success by promoting the critical importance of civility, self-accountability, responsible decision-making and community building.

## **Student Code of Conduct**

See Kutztown University Student Code of Conduct in the [student handbook, The Key](#).

## **Student Consumer Information**

See Student Consumer Information in the [student handbook, The Key](#). See also information on the [Higher Education Opportunity Act of](#)

[2008](#), which reauthorized the Higher Education Act of 1965, requiring institutions to provide easy access to information for students and families.

### **University Community Response Team**

The University Community Response Team was formed to respond to bias incidents on campus. Their [website provides definitions and educational tools](#).

### **Disability Services – Policy DIV-004**

The [Disability Services Office \(DSO\)](#) assists the university in providing reasonable accommodations for individuals with disabilities who are members of the university community – students and employees – and who utilize the university facilities – guests and visitors.

### **Health & Wellness Services**

The departments within the health and wellness center are committed to offering ambulatory care services to meet the individual needs of our students. Others who present to clinical services for medical evaluation (including faculty, staff, visitors, and pediatric patients) are offered emergency first aid, if necessary, and referred to an appropriate facility for diagnosis and treatment. We provide confidential health and counseling services and referrals to appropriate community resources if needed. For information on scheduling an appointment and a complete listing of services, please visit the [Health & Wellness Services website](#)

### **LGBTQ+ Resource Center**

The [LGBTQ+ Resource Center](#) was established in 2005 and is located in Boxwood House. The Center provides LGBTQ+ resources and support, educational workshops, programs that empower and promote diversity, and a safe space that embraces individuality, authenticity and equality.

### **Multicultural Services and Center**

See the [Multicultural Services and Center website](#) for more information.

### **Student Success Center**

The [Center for Student Success & Academic Excellence](#) works with students to set goals for academic success and acquire the academic skills needed to achieve these goals. The Center provides personalized support to help students develop academic skills common to all learning opportunities.

### **Tutoring Services**

[Tutoring Services at Kutztown University](#) offers a comprehensive program to support students in their academic careers while assisting them in developing the skills to become successful lifelong learners.

### **Military & Veterans Services**

Current and former U.S. military personnel make up a growing number of individuals starting or returning to college. The reality is that veterans, whether currently serving, just back from active duty, discharged, retired, or just starting out in military life, require a unique set of tools to complete their degrees. Visit the [Military & Veterans Services website](#) for more information.

### **Women's Center**

The Women's Center at KU started in 1989, and is located in Boxwood House. See the [Kutztown University Women's Center website](#) for more information.

### **Writing Center**

The Kutztown University Writing Center is dedicated to supporting scholarship, creativity and composition on campus. The KUWC, which has both in-person and online appointments available, is located in the Rohrbach Library. [See the Writing Center website](#) for more information and to schedule appointments.





**Academic Affairs**

309 Stratton Administration Center  
Kutztown, PA 19530

Telephone: 610-683-4212

Email: [provost@kutztown.edu](mailto:provost@kutztown.edu)