TABLE OF CONTENTS

HOW TO USE THIS HANDBOOK **4**

ABOUT KUTZTOWN UNIVERSITY **4**

Kutztown University Mission 4
Kutztown University Purpose 5
Kutztown University Vision 5
Kutztown University Strategic Plan 5

A GOLDEN BEAR EDUCATION **6**

Institutional Learning Outcomes 6
Compass Program at Kutztown University 6
The General Education Program and Assessment Committee (GEPAC) oversees the entirety of the Compass program for all of Kutztown University. In addition to First-Year Seminar, students take courses to develop knowledge and skills in Communicating with and about the World, Understanding Self and Others, Understanding Science and Technology, and Understanding and Creating Ideas. *6*
First-Year Seminar *6*
Our Commitment to Continuous Improvement: Accreditation and Assessment 7

SHARED GOVERNANCE **8**

CENTER FOR ENGAGED LEARNING **9**

Mission 9
Teaching and Learning Support 9
Faculty Mentoring Program 9
Incoming Faculty Orientation 9
Teaching and Learning Events 10
Innovative Pedagogy Book Club 10
Inclusive Teaching Institute: UDL Course Redevelopment 10
Schellenberg Award 10

CLASS-RELATED POLICIES AND PROCEDURES **11**

Class Modalities 11
Class Times, and Locations - Policy ACA-002 14
Consultation Hours 14
Course Guides (First-Day Handouts) - Policy ACA-036 15

VERIFICATION OF ATTENDANCE - POLICY ACA-090 – AND STUDENT PROGRESS SURVEYS 16
INCLEMENT WEATHER AND CLASS CANCELLATIONS - POLICIES GEN-003; ACA-006 17
COURSE GRADING - POLICY ACA-048 19
TIMING OF STUDENT EVALUATION 19
FINAL ASSESSMENT POLICY - POLICY ACA-025 19
FIELD TRIPS - POLICY ACA-005 20
INTERNSHIPS 20
Process at a glance *21*
CLASS COVERAGE - POLICY ACA-001 22
A NOTE ABOUT GENERATIVE ARTIFICIAL INTELLIGENCE (AI) AND LANGUAGE LEARNING MODELS 23
KU STANDARD ACADEMIC TECHNOLOGY PLATFORMS STATEMENT 24
Banner Student Information System *25*
Desire to Learn (D2L) student Learning Management System *26*
Starfish – Student Success Platform *27*
OneDrive, Sharepoint, Teams, and Mediasite *27*
Accommodate *28*
Requesting "Add-Ons," Integrations to a Platform, or Specialized Platforms Not Previously Approved *28*

STUDENT RIGHTS AND PROTECTIONS 31

SERVICES FOR STUDENTS WITH DISABILITIES - POLICY DIV-004 31
STUDENT RECORD CONFIDENTIALITY AND FERPA 31
TITLE IX 32
SEXUAL MISCONDUCT POLICY - POLICY EC-007 32

STUDENT CONDUCT AND ACADEMIC PROGRESS 33

ACADEMIC HONESTY: UNDERGRADUATE STUDENTS - POLICY ACA-027 33
ACADEMIC HONESTY: GRADUATE STUDENTS - POLICY ACA-087 33
ACADEMIC WARNING/PROBATION & DISMISSAL: UNDERGRADUATE STUDENTS - POLICY ACA-042 34
ACADEMIC WARNING/PROBATION, AND DISMISSAL: GRADUATE STUDENTS - POLICY ACA-085 34

HUMAN RESOURCES AND SOCIAL EQUITY INFORMATION AND POLICIES 35

BENEFITS PROGRAM 35
HOLIDAYS 36

CRIMINAL BACKGROUND INVESTIGATIONS - POLICY A&F-025 36
CRIMINAL RECORD CHECK (STUDENTS) - POLICY ACA-045 37
ANTI-DISCRIMINATION - POLICY EC-008 37
ANTI-HARASSMENT - POLICY EC-009 37
ALCOHOL AND OTHER DRUGS - POLICY STU-001 37
SMOKING - POLICY GEN-001 37
SEXUAL HARASSMENT - POLICY EC-007 37

INFORMATION TECHNOLOGY RESOURCES 38

IT HELP CENTER 38
CLASSROOM TECHNOLOGY HELP 38
DESIRE2LEARN (D2L) 38
MYKU 38

NAVIGATING OUR BEAUTIFUL CAMPUS SAFELY 39

WEATHER CANCELLATIONS 39
SAFETY AND EMERGENCY INFORMATION OUTLETS 39

STUDENT SERVICES 40

CAREER DEVELOPMENT CENTER 40
NEW STUDENT ORIENTATION 40
FOR THE MISSION, GOALS, AND SCHEDULE OF FRESHMEN AND TRANSFER ORIENTATION SEE THE KUTZTOWN UNIVERSITY NEW STUDENT ORIENTATION PROGRAM WEBSITE 40
COUNSELING SERVICES 40
DEAN OF STUDENTS OFFICE 40
STUDENT CODE OF CONDUCT 41
STUDENT CONSUMER INFORMATION 41
UNIVERSITY COMMUNITY RESPONSE TEAM 41
DISABILITY SERVICES - POLICY DIV-004 41
HEALTH & WELLNESS SERVICES 41
LGBTQ+ RESOURCE CENTER 42
MULTICULTURAL SERVICES AND CENTER 42
STUDENT SUCCESS CENTER 42
TUTORING SERVICES 42
MILITARY & VETERANS SERVICES 42
WOMEN'S CENTER 43
WRITING CENTER 43

GLOSSARY OF KEY TERMS 44

How to Use this Handbook

Welcome to the Kutztown University Faculty Handbook for 2026–2027. This handbook is designed to serve as a comprehensive resource for all faculty members—incoming and continuing—as you navigate your roles within our academic community. It outlines university policies, procedures, and expectations that support excellence in teaching, research, service, and student engagement. Grounded in our core values and aligned with the mission and vision of Kutztown University, this handbook reflects our collective commitment to student success, shared governance, inclusive pedagogy, and continuous improvement. We encourage you to use this handbook as a reference throughout the academic year and to remain engaged with your departments, colleges, and university leadership in fostering a vibrant, supportive, and forward-thinking academic environment.

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 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, Visual and Performing Arts, University College, 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 this document 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.

Compass Program at Kutztown University

The General Education Program and Assessment Committee (GEPAC) oversees the entirety of the Compass program for all of Kutztown University. In addition to First-Year Seminar, students take courses to develop knowledge and skills in Communicating with and about the World, Understanding Self and Others, Understanding Science and Technology, and Understanding and Creating Ideas.

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 university's 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 for the purpose of initiating and/or reviewing all academic policies and procedures and 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). 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 additional information and an up-to-date calendar of events, please visit the CEL website.

Teaching and Learning Support

The 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@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 a variety of events throughout the academic year that provide an opportunity for faculty to share experiences and knowledge.

Innovative Pedagogy Book Club

The Innovative Pedagogy Book Club focuses on an important and timely teaching and learning topic, offering practical examples and applications across multiple disciplines through a discussion group format.

Inclusive Teaching Institute: UDL Course Redevelopment

During the winter break, faculty members can complete an asynchronous online course about the Basics of Universal Design for Learning (UDL). Participants select one course for which they develop, implement, and assess an approach to teaching that incorporates the principles of UDL, with the expected outcome of engaging students through the deliberate design of a learning environment that supports student growth and development of purposeful, motivated learners. Participants take part in two sessions to share works in progress and share their development and revision process via an article for the CEL's online journal, *KUexCEL*.

Schellenberg Award

The CEL oversees the John P. Schellenberg Award for Excellence in Teaching and Learning. This annual award, established by John P. Schellenberg, Professor Emeritus of Physical Sciences, as well as other faculty, alumni, and friends, recognizes 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

Class-Related Policies and Procedures

N.B. All policies referenced in this 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 select their modality of class attendance 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 an alternative for faculty taking sick days. If a faculty member is ill or recovering from medical procedures, they should take the appropriate time to recuperate and not attempt to teach during their illness. In these instances, standard practices for course substitute faculty should be pursued by the department chair.
- 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.

Notes regarding online/D2L materials for any course modality:

- The Department of Justice's final rule under Title II of the ADA (28 C.F.R. Part 35 Subpart H) requires public universities to ensure that *all* digital content, including videos, meets WCAG 2.1 Level AA accessibility standards. While the legal expectation does not fully apply until April 2026, we *strongly* encourage faculty to begin transitioning materials as soon as possible for current courses.
- The legal requirement includes all materials posted to D2L in support of courses. Regardless of the modality of the course, if the materials are posted in D2L, this requirement applies. PASSHE is currently in the process of purchasing an add-on that will assist faculty in finding and remediating accessibility issues in D2L material. However, starting by making sure all new materials you post are accessible is a good beginning.
- The Disability Services Office (DSO) and the Digital Accessibility Coordinator in Information Technology (IT) will be offering trainings and consultation regarding the process of making D2L materials WCAG 2.1 accessible.

- While videos utilized in face-to-face class are not required to be captioned under current legislation, best practices suggest that utilizing captioned videos is valuable for many students. We strongly encourage faculty to make every attempt to utilize captioned materials in classes at all times. Appropriate plans related to video and other content *must* be made in cases where a student in the face-to-face class has an approved accommodation related to that content.
- As you work on accessibility remediation of course materials, the following order of priority is most appropriate:
    - Materials for classes in which a student has an accommodation;
    - Any new materials posted in any online location, including D2L;
    - Previously created materials existing in any online location, including D2L; and
    - Materials used only in face-to-face classes and never posted online or in D2L.

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 (see *Starfish – Student Success Platform*, p. 27), 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. Faculty are encouraged to include the guide in the course D2L shell, regardless of whether it is also distributed on paper or via email. 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 – and Student Progress Surveys

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 (“FN” grade), the instructor must provide the last known date of academic participation during final grade submission. An unearned F is assigned to students who failed to participate through the end of the course and whose completed work is insufficient for normal evaluation of academic performance.

At KU, we use 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 2 to Sept 8, 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 ("FN").

For second-half and late-start courses, the attendance verification survey will open in early November.

Specific dates for these processes will be sent by email early in the semester.

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." It is expected that all course material missed due to weather closings will be made up for all classes.

The following schedule addresses making up cancelled day and/or evening classes.
Faculty may elect to utilize appropriate online learning practices and/or

additional course activities for engaging the material, assuming that this can be done within the appropriate modality expectations of Article 41.B.2. of the APSCUF/PASSHE collective bargaining agreement. Synchronous sessions at the regularly scheduled time may be utilized; however, alternative options must be offered to students experiencing connectivity issues or with other weather-related obligations. Any synchronous activity must be scheduled with advance notification for students. Asynchronous practices may include recorded lectures, viewing of other online materials, additional readings, group or individual learning activities, etc. or combinations thereof.

For courses that regularly meet between 8:00 a.m. and 4:30 p.m. - 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 that is feasible for more than 75% of the class, in 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.

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 by reserving an available room for an evening or weekend day that is feasible for more than 75% of the class. Fridays may be the preferable option for many students.

If a faculty member elects to schedule an in-person makeup 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 for entry by the course scheduler (Registrar's Office). It is the faculty member's responsibility to ensure that all students in the class are provided advance notification of make-up date and location.

As always, faculty must communicate to students, in writing, any changes

in the course syllabus (such as a change in course activities, assignments, or schedules) with a copy to their department chair. Any questions regarding specific arrangements should be directed to the Dean.

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.

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 about their course schedule.

Final Assessment Policy - Policy ACA-025

A final assessment is required in every course. 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.

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 the final assessment, an activity related to the final assessment, or an activity in the course's assigned modality.

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.

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 ACA-005

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 exams, general university scheduled activities, etc. All trips must be approved by the department chairperson and a list of participating students filed with the departmental office. Emergency cancellations of field trips due to illness should done in alignment with HR policies for sick leave.

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, which is completed by a student, is reviewed and signed by a faculty advisor (and Assistant Dean for College of Education Students) and submitted to the Registrar's Office, which shares copies with the department chairperson, Dean of the college, Vice Provost's Office, and Career Development Center for tracking and

reporting purposes. Students are encouraged to submit the form during the semester prior to the internship/field experience.

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 and Assistant Dean for Clinical Education (COE only).
- 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 department chairperson, Dean of the college, Vice Provost's Office, and Career Development Center.
- 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 and managed by the Vice Provost's Office.
- 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 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. Students report using AI in a variety of ways. 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. *Please note* that currently AI "checkers" are not fully reliable and should be used as a sign that further analysis of the paper is necessary.

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 with which AI aligns]. 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

See also – Policy TEC-003

KU Standard Academic Technology Platforms Statement

In the interest of protecting students' personally identifiable data, our ability to provide technical support for faculty, staff, and students, and the security of our network, it is important that members of our KU community utilize standard platforms for our technology needs in our academic work.

The following list of platforms have been vetted by various campus and system bodies and selected to meet our needs in the pursuit of our mission, as well as providing necessary security. Utilization of common platforms reduces the burden for students to learn multiple platforms, assists with issues created by differential access to

technology and connectivity in students' homes, and protects students' personal information by limiting the platforms that have been reviewed and validated for appropriate security.

This list is not exhaustive, as additional platforms have already been approved for specialized use, including the Blumen platform used for TRIO, the systems used in Rohrbach library, Handshake used by the Career Development Center, etc. This list represents platforms that are connected to the experiences of many/all students across the university and thus used by most/all faculty. Additionally, note that these are technology platforms. Course content, assignments utilized for student evaluations, etc. remain the purview of our faculty as they consider their student learning objectives and best practices in education.

Please Note: Student personally identifiable information (PII) should not be loaded by faculty into *any* non-standard systems. This would include student names, or student IDs along with other information (email, demographics, program) that might be combinable to identify the student. KU data information (including student IDs) should not be loaded into unapproved systems. Extreme care should be taken to protect student academic information (FERPA compliance). Please see policy GEN-010 for more information regarding data security.

Banner Student Information System

Banner is utilized across the PASSHE system for student course record keeping, degree planning, registration, unofficial transcripts, and updated catalog information.

No other technology platform should be used to provide degree planning assistance to students. Utilizing check sheets and planners in paper form or sharing electronically with the student remains appropriate. Material sent by email should contain the minimum amount of personally identifiable information to meet the purpose of the email exchange. As issues are found with Banner accuracy in degree planning, etc., they should be immediately reported for

continuous improvement in the system.

Desire to Learn (D2L) student Learning Management System

D2L is utilized across the PASSHE system as the standard learning management system (LMS) for student course materials (including course schedules and syllabi, assignment grades, course content, etc.).

While faculty members may utilize publisher software platforms to provide information, conduct quizzes, etc., student personally identifiable information (PII) should not be separately loaded into those systems by faculty, beyond what students may provide as part of their sign-up for the system. Faculty should ensure that systems required for use in their courses ask students for the minimum amount of PII necessary for access and record keeping.

Similarly, where a publisher system or other software is used, care should be taken to protect student academic information (FERPA compliance) and avoid loading KU data information to public systems (including student ID). KU student IDs and grades should not be associated on systems that have not been approved for security. Instead, faculty should use other identifiers (separate codes) for students.

Where possible, general course materials (syllabi, schedules, etc.) should also be kept on D2L even if available on a publisher platform. To facilitate student success, grades should be transferred to D2L to increase student ability to easily gain information about all courses in one platform. Some external systems can be integrated to D2L such that the information from the publisher platform feeds directly into the D2L environment, reducing effort for both faculty and students. See below with regards to requesting linkages/add-on to D2L.

External LMS systems, whether purchased or self-built should not be utilized as a substitution for the approved university LMS.

Starfish – Student Success Platform

The Starfish platform provides mechanisms for attendance verification, student success feedback, early warning prompts, advising appointments and notes, etc. All faculty should complete the Starfish Faculty and Staff Resources course in D2L to ensure they can navigate and use the system effectively. Individual training sessions are available by appointment.

Starfish is integrated with Banner creating connections for student success work and allowing for collaboration among members of the student's network. While attendance records can and should be maintained on D2L, in Excel, or in a faculty paper gradebook (given the necessity of last date of attendance for some grades), daily attendance is not required to be kept in Starfish.

Advising notes are not required to be kept in Starfish; however, doing so has advantages for both the student and the faculty advisor, including keeping a history of discussions, allowing collaboration with other individuals supporting the student (for example coaches, navigators, and second major advisors), and providing a backup of material for unexpected advisor transitions.

OneDrive, Sharepoint, Teams, and Mediasite

The OneDrive/Sharepoint (documents, spreadsheets, pdfs, etc.), Teams (chats/video/audio/files), and Mediasite (video/audio) platforms provide mechanisms for sharing of files between faculty/staff members, as well as between faculty and students. For assignments that are not being submitted on paper, via email to an official KU email account, or through D2L, sharing via one of these platforms is the standard mechanism. Use of these systems for assignment submission reduces the possibility of loss of student materials and the subsequent negative impact on students.

Though other platforms (particularly GoogleDocs or Dropbox) are available, and some may be more preferred by students, we are unable to control access or monitor security on these platforms. This leaves students and faculty open to possible data corruption and loss of PII or grade data. Additionally, IT is unable to provide students, staff, and faculty support for use of these outside platforms.

Accommodate

The KU Disability Services Office utilizes an accommodation platform called Accommodate. This platform allows the DSO to track the process of student registration and allows students to distribute necessary information to receive academic, housing, and dining accommodations. All student accommodations for each class that a faculty member teaches arehoused in the same location on the platform. Information regarding student accommodations should not be kept on external platforms.

Requesting "Add-Ons," Integrations to a Platform, or Specialized Platforms Not Previously Approved

Requests to consider adding an integration to an approved academic platform (this is typically for D2L) should be submitted to the Technology Platform Integrations Committee (TPIC) no later than the second week of the semester prior to the hoped-for integration utilizing the Technology Platform Integration Request form. The committee includes faculty membership from the Academic Technology Committee, Academic Assessment Council, as well as DSO representation, and IT staff. Requests will be reviewed by the TPIC for recommendation to the Chief Technology Officer who will confer with the Provost regarding implementation.

Requests to consider adding a new platform (not previously approved) should be submitted by the department chair or unit director to the appropriate dean or division lead for discussion and

determination of the appropriate shared governance path necessary for consideration.

Elements to be considered for new platforms or platform integrations include:

Security

- Is the login to the integration secure?
- Is sensitive data passed over a secure connection?
- Does the program to be integrated have appropriate data backup practices?
- Does the vendor have appropriate security measures in place for any held data?

Privacy

- Does the add-on comply with FERPA and all other PII policies?

Legal Concerns

- Where students create an account and/or download software, does the user agreement shown to the instructor and student meet with applicable laws at the federal or state level?
- Have any agreements been reviewed by PASSHE legal?

Data sharing, Ownership, and Management

- Does the app data sharing, ownership, and management procedures and policies meet PA and PASSHE requirements?
- Do access/retention/deletion and third-party access practices and policies meet PA and PASSHE requirements?

Budget

- What are the one-time and annual licensing fees/costs or other costs associated?
- Who is responsible for these costs (institution, department, instructor, student)? Note that costs to be passed on to students cannot be assessed as direct course fees but may

be part of textbook costs.

Pedagogical Impact

- What evidence is there that supports the value of the tool?
- Is it possible to obtain the desired outcomes with an already existing tool?
- How will this platform be assessed (as required by MSCHE)?

Accessibility

- Describe any anticipated issues with the application meeting current requirements for accessibility?
- In what ways does this product demonstrate best practices for universal design?

Technical Considerations

- Is the add-on compliant with the KU Acceptable Use policy?
- What are the demands for technical staff and resources to support this tool?
- What ongoing development and support is offered by the vendor?
- Is this vendor a D2L (or other approved academic platform) partner?

Student Rights and Protections

N.B. All policies referenced in this 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) 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 Starfish 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 Brad Davis, 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 EC-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 this 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 with 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 Compliance Old Main A-Wing, Room 02, by telephone at 610-683-4700 or by e-mail at compliance@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.

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 by email.

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 above. 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, and periodically thereafter.

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 EC-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 EC-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 EC-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 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

New Student Orientation

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

Counseling Services

The Counseling Center 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 Counselor Education and Student Affairs 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 the Counseling Center or who would best be served by a community provider. For more information, please visit the Counseling Center 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 Key student handbook. 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. A website was developed to provide 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 has been 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. By using Tutoring Services, students develop skills that reinforce learning, support scholarship and increase knowledge of campus resources.

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 web page 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 Rohrbach Library. See the Writing Center website for more information and to schedule appointments.

Glossary of Key Terms

Accommodate
A secure platform used by the Disability Services Office (DSO) to manage student accommodation requests and distribute official letters to faculty regarding accommodations.

APSCUF *(Association of Pennsylvania State College and University Faculties)*
The faculty union representing faculty and coaches across the PASSHE system. APSCUF negotiates collective bargaining agreements and supports various academic committees (e.g., promotion, tenure, sabbatical).

Banner
The official Student Information System used by PASSHE institutions. Banner houses academic records, registration data, advising tools, and degree audits.

CEL *(Center for Engaged Learning)*
A faculty support center at KU focused on teaching, learning, professional development, mentorship, and well-being.

Class Modalities
The instructional delivery formats approved by PASSHE, including face-to-face, hybrid, synchronous/asynchronous distance education, hyflex, and multi-classroom synchronous instruction.

Course Guide (First-Day Handout)
A required document distributed in the first week of classes that outlines course expectations, policies, grading procedures, and instructor contact information.

D2L (Desire2Learn)
The official university Learning Management System (LMS). It supports course materials, grading, discussions forums, and submissions.

Drop/Add Period
The initial period at the beginning of each semester during which students may modify their schedules without academic penalty.

FERPA *(Family Educational Rights and Privacy Act)*
A federal law protecting the privacy of student education records. Faculty must adhere to FERPA by maintaining confidentiality and using official systems when handling student data.

Final Assessment
A culminating assignment or activity required for all courses, used to evaluate student learning. It may include exams, projects, papers, presentations, or portfolios.

FMLA *(Family and Medical Leave Act)*
A federal law entitling eligible employees to unpaid leave for specified family and medical reasons while maintaining job protection and benefits.

Hyflex
A modality where students choose how to attend each class session (in-person or online). Use is limited to special populations, such as working professionals in graduate programs.

Interfolio
KU's platform for submission of tenure and promotion materials.

Internship/Field Experience Forms
Institutional documents required for registering and approving academic internships or field experiences. Includes the Internship/Field Experience Registration Approval Form and the Site Approval Form.

MyKU
A student portal connected to Banner that allows students to view schedules, grades, and register for classes. Faculty use it for course rosters and grading.

Office of the Registrar
The administrative office responsible for student records, course

scheduling, registration, and final grades.

PASSHE *(Pennsylvania State System of Higher Education)*
The governing body for Pennsylvania's 10 state-owned universities.
PII (Personally Identifiable Information)
Information that can identify a student (e.g., name, student ID, email) and must be protected under FERPA and university data security policies.

Starfish
KU's platform for student support and academic early alert systems. Faculty use Starfish for attendance verification, progress surveys, advising appointments, and student communication.

Strategic Plan
The living document that outlines Kutztown University's goals and initiatives aligned with its mission, vision, and core values.

Syllabus
A detailed document (often overlapping with the course guide) that outlines course content, objectives, requirements, assessments, and institutional policies.

Title IX
A federal law prohibiting sex-based discrimination in educational settings. Faculty are mandatory reporters for incidents of sexual misconduct unless exempted by specific circumstances.

UPC, UTC, USC, UCC
Abbreviations for key contract committees supported by APSCUF:

- **UPC** – University Promotion Committee
- **UTC** – University Tenure Committee
- **USC** – University Sabbatical Committee
- **UCC** – University Curriculum Committee

Verification of Attendance
A federally required process for confirming student participation at the beginning of the term. Used for financial aid compliance.