

FACULTY SENATE EXECUTIVE COMMITTEE

Resolutions on Undergraduate Admissions, Degree Requirements and the Undergraduate College

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A. Mid-Semester Progress Reports for Freshmen And First-Semester Transfer Students

WHEREAS an essential ingredient in the learning process is the monitoring of the student's progress toward the meeting of learning objectives; and

WHEREAS the monitoring of a student's progress is a responsibility that is shared by the instructor and the student; and

WHEREAS students who are new to a learning environment (e.g., freshmen and beginning transfer students) are often unaware of the academic norms of their new environment and their standing with respect to those norms; and

WHEREAS studies have shown that early intervention by advisors in cases where a student is performing poorly can reduce the rate of failure and improve the rate of student retention; and

WHEREAS current university policy provides for instructors to report at mid-semester on the academic progress of the student athletes in their courses;

BE IT THEREFORE RESOLVED that the University at Buffalo adopt the following policy on Mid-Semester Progress Reports for Freshmen and First-Semester Transfer Students:

1. The purpose of mid-semester progress reports is to identify to advisors in the Advising Services and in departments those students who are at risk of failing,

so that the advisors can intervene to make sure that the students are aware of their situation and can take appropriate action.

2. A mid-semester progress report is a statement from the instructor indicating whether, on the basis of attendance and work completed, submitted, and evaluated to date, the student is making "satisfactory progress" or "unsatisfactory progress" in the course.
3. A mid-semester progress report should NOT be considered to be a finalized grade for any particular fraction of the graded work of the course. In particular, it should NOT be interpreted as the grade for the first half of the course, which would be weighted at 50% in the calculation of the final course grade.
4. The Advising Services will prepare for each instructor a list of the names of the students in the instructor's courses who are Freshmen (e.g., who have completed fewer than 30 credits) and those students who are in their first semester at UB. The Vice Provost for Undergraduate Education (VPAA) or his designee may add to this list the names of any other students for whom it would be appropriate to request a mid-semester progress report (e.g., students who are not in academic good standing or who are not making satisfactory and timely progress, student athletes, student government officers, and others). Each instructor is expected to submit a mid-semester progress report for each student on the list by a date to be established by the VPAA.
5. Instructors have the option of providing mid-semester progress reports (a) only for those students on the list described above or (b) for all students in their courses. The Office of the VPAA will take steps to facilitate the electronic submission of mid-semester progress reports.
6. All instructors are encouraged to give all their students performance feedback on a regular basis, and early enough in the semester so that students who are not performing well have time to take remedial action. In particular, some report

of students' progress should be given before the normal deadline for students to resign from courses. [passed by the Faculty Senate on 5/13/98]

B. Undergraduate Admissions

1. Freshman Admissions

1. The standard admissions procedure for freshmen shall be based on three variables:
2. Percentile rank in high school
3. Grade Point Average (GPA)
4. Standardized test scores

Each of the three variables indicated will be weighted equally. For the standardized test scores, only the Scholastic Aptitude Test (SAT) or the American College Test (ACT) will be accepted. The Office of Admissions shall develop appropriate measures for implementing this procedure, including allowances in cases where schools do not rank students.

[passed by the Faculty Senate on 11/12/85 by a vote of 40/20/4]

2. Early Decision The Office of Admissions, in consultation with the Faculty Senate Committee on Admissions and Retention, will establish an "EARLY DECISION" option for use prior to the imposition of the standardized procedure during each admissions cycle. Only applicants who could have been accepted in the previous admissions cycle may be offered admission under this option.

[passed by the Faculty Senate on 11/12/85 by a unanimous vote]

3. Annual Report on Freshman Admissions The Office of the Vice President for University Services shall provide the Faculty Senate Committee on Admissions and Retention with an annual report by the beginning of the Fall semester, to

include:

- a description of the distribution of applicants, accepted applicants and enrolling freshmen on each of the three variables, and
- an analysis of the impact of modifications, if any, of the previous admissions practices.

Be it further resolved that the Senate expressed its dismay at the lack of response to previous Senate resolutions regarding data pertinent to admissions and requests an explanation from a responsible administrative officer at its next meeting.

[passed by the Faculty Senate on 11/12/85 by a unanimous vote]

4. Individualized Admissions

- That the Faculty Senate Committee on Admissions and Retention (FSCAR) study all aspects of the admissions process (including, but not limited to, 'Special Talent' admissions) during the remainder of this calendar year 1988, and report to the FSEC in December 1988 or January 1989; that pending such study the policy of admitting students through the 'Special Talent' admission program be continued, procedurally as at present; that upon completion of the study continuation of the 'Special Talent' be reconsidered in light of the FSCAR findings and recommendations.
- That the Director of Admissions and the Director of Institutional Studies be permanent, but non-voting, members of the FSCAR.
- That, even pending further study, the name of Special Talent admissions be changed to Individualized Admissions, and the Special Talent Admissions Committee (STAC) to the Individualized Admissions Committee (IAC).
- That the (newly named) IAC report to the FSCAR on a regular and timely basis (and the FSCAR to the FSEC).

[passed by the Faculty Senate on 5/17/88 by voice vote]

5. Faculty Role in Student Recruitment

WHEREAS the faculty have traditionally played an advisory role in student recruitment, particularly undergraduate recruitment, and

WHEREAS the success of UB's recruitment effort, particularly among first-rate students from across the nation, may necessitate greater faculty involvement,

THE FACULTY SENATE THEREFORE RECOMMENDS

- that faculty members travelling to conferences or doing research or teaching at other institutions consider meeting with potential UB applicants in the cities they visit and, with the guidance of the undergraduate or graduate admissions staff, encouraging these students to apply to UB, and
- that, to the extent possible, deans and chairs consider offering additional travel funds to encourage faculty members to engage in recruitment while on official trips, and
- that alumni organizations in these cities be asked to facilitate contact between travelling faculty members and talented local high school students or potential graduate applicants.

[passed by the Faculty Senate on 11/14/95 unanimously]

C. **General Education Requirements**

[Note: The requirements specified in the resolution appearing below were voted by the Faculty Senate spring 1991. Implementation of certain parts was deferred by various Senate resolutions (see 1995-96 edition of this compendium for text). The requirements were modified slightly, following a mail ballot within the three affected Faculties, in April 1995. This latter action came about as a result of Resolution II, G, above, on the Organization of the University. Nonetheless, the historic evolution of the debate over general education in the Faculties of Arts and Letters, Natural Science and Mathematics, and Social Sciences provides extensive insight into the Senate's role in general education matters.]

0. Overall Requirements [see [Attachment A](#) for details]

Whereas the Faculty Senate, on behalf of the Voting Faculty of the University at Buffalo, and within the framework of SUNY policy, has the responsibility to initiate or approve general undergraduate degree requirements, including general education.

And whereas the Faculty Senate approved in 1988 the bylaws of the Undergraduate College, including the provision that the College "develop policy for and participate in a comprehensive academic program for undergraduate students, which shall include general education..."

The Faculty Senate adopts the following resolutions:

1. The Faculty Senate approves the general education requirements listed on [Attachment A](#) for freshmen intending to enter BA and BS programs offered in the Faculties of Arts and Letters, Natural Sciences and Mathematics, and Social Sciences, and for freshmen intending to apply for special majors offered through the Division of Undergraduate Education. The State University of New York at Buffalo will implement the program, as approved, subject to further revision during the coming year in the fall of 1992. However, freshmen entering Fall 1991 in the programs listed above must both meet all general education requirements stated in the 1989-91 Undergraduate Education Bulletin and successfully complete two semesters of World Civilization or an approved cognate course.

2. Resources necessary for this program shall be allocated by the Provost through the Deans of the participating Faculties and Schools and through the Vice Provost for Academic Affairs.
3. Requirements within academic majors shall remain unchanged unless and until modified by the faculty within these majors, following the steps appropriate to each degree program within overall University policy.
4. The Undergraduate College, the Faculty Senate, and appropriate administrative officers shall assess the new general education requirements annually for the first five years following their adoption, and at least every five years thereafter.

The following groups of undergraduate students are exempted from the requirements listed below, although they must satisfy the general education requirements in force at the time of their enrollment.

5. Students who complete undergraduate degrees in professional degree programs (e.g., Architecture, Engineering, Health-Related Professions, Management, Nursing, Pharmacy), and students who complete Bachelor of Music or Bachelor of Fine Arts programs;
6. students who enter UB as transfer students; and
7. students whose initial date of registration preceded fall 1991. Students who enter the University at Buffalo uncertain of their intended major are advised to take courses included in the requirements listed on [Attachment A](#).
8. Undergraduate students may propose student-initiated general education programs in lieu of the otherwise applicable requirements; such proposals must include a distribution of courses and faculty support, as specified in Attachment B, in order to receive approval.

[Note: This attachment appears in the 1995-96 compendium, not in this edition]

Approval of courses fulfilling specific requirements of the general education curriculum (including cognate courses) and of student-initiated general education programs shall be the responsibility of the Undergraduate College Curriculum Committee. In the event that a proposed course is not approved by that body, appeals may be made to the curriculum committee of the Division of Undergraduate Academic Services.

[adopted by the Faculty Senate April-May 1991; each operative paragraph was voted on separately]

1. S/U Grading in General Education Courses

RESOLVED that no course taken under the S/U grading option may be used to fulfill the UGC undergraduate General Education Requirements by any student entering UB in the fall of 1993 or thereafter.

[passed by the Faculty Senate on 11/17/92 by a vote of 44/12/3]

2. Procedures for Approving Prescribed Liberal Arts Components

Preface: [Preface omitted for considerations of space in current version, but maintained here for the reader's convenience.]

In the past fifteen years, the University at Buffalo has twice revised its General Education program extensively. On both occasions, the University's professional community sought to meet a widely perceived responsibility to provide all of its undergraduates with a coherent, diverse education in their first two years as students. Acting on behalf of faculty from all of the University's divisions, the Faculty Senate played a central role in the history of these efforts. The Senate debated educational principles and curricular details exhaustively and made critical amendments in design during the approval process.

When these programs were to be put into operation, however, two difficulties became apparent. First, the University did not have enough personnel or funds to implement them fully and in both cases there was insufficient coordination between planning and resource management. The scale of each enterprise made it more difficult to calculate its actual costs, even though planner tried to keep these concerns in mind. As a result, both programs had to be curtailed substantially. Secondly, from their very inception, concerns had been voiced that students in certain programs or schools would find it excessively difficult to fulfill both University-wide General Education requirements and those of their major departments. Curricular and resource considerations arising from this problem have brought it about that nearly half of UB's students, those in the "Arts and Sciences" Faculties, meet General Education requirements that differ materially from those of all other undergraduates.

Based on past experience and present reality, it is time to attempt a new approach to designing and delivering educational services at the lower-division level. The Procedures proposed in our resolution locate responsibility for planning curriculum for a School or Faculty within that decanal unit, as close as possible to the authority that is to provide operating resources for the program. Though mediated and more generalized, the Faculty Senate's function in setting standards for such curricula remains vital. Even more importantly, the role that faculty and students of each decanal unit must play in decisions on its lower-division program is significantly enhanced. The present proposal does not presume to define for decanal units the appropriate consultative mechanisms in this crucial area. We do believe, however, that faculty members must actively seek to establish with their unit's administration a close collegial relation based on candor, respect, and shared responsibility for the welfare of the students and the high quality of their

education. The resolution we offer arises from those concerns:

BE IT RESOLVED THAT the Faculty Senate approves implementation, effective immediately, of the policies and procedures that follow, as drafted by the Vice Provost for Academic Affairs in consultation with the Senate's Committee on Educational Programs and Policies and other administrative and governance bodies:

PROCEDURES FOR APPROVING PRESCRIBED LIBERAL ARTS COMPONENTS

0. Several considerations of University Policy guide these procedures:

- i. Both SED and SUNY regulations require that undergraduate degree programs have a significant Liberal Arts component, "not...directed toward specialized study or specific occupational or professional objectives." In the present context, a "Liberal Arts Component" shall be understood to include, as appropriate, courses in the subject areas of the Humanities and the Social and Natural Sciences.
- ii. The Faculty Senate exercises overall academic leadership, but is not normally involved in the details of the curriculum of particular units. It should make recommendations to the Provost on general academic standards related to the Prescribed Liberal Arts components. For example, the Senate might consider the number of credits required for graduation, undergraduate grading standards such as the use of the S/U option, and Skills requirements such as mathematical and writing skills. The Vice Provost for Undergraduate Education should report to the Senate regularly on the state of general education at UB and receive its advice.
- iii. Prescribed Liberal Arts Components should be designed collaboratively by the decanal units whose students will be affected and the units which will provide the instruction. For this purpose, the Faculty of Arts and Letters, Social Sciences, Natural Sciences and Mathematics would function as one decanal unit as long as their deans are coordinating a collaborative Liberal Arts component. A decanal unit's Prescribed Liberal Arts curriculum should offer all students majoring within that unit the opportunity to choose from a common set of courses. Departments or programs may

also require their majors to take certain upper-division courses of a Liberal Arts nature.

- iv. Membership of the DUAS Curriculum Committee will be reconstituted to represent all the faculty constituencies involved in undergraduate education. It will be proposed by the Vice Provost for Academic Affairs, based on nominations from the Faculty Senate and the Deans. This proposal will be approved by the Faculty Senate Executive Committee, and by the Arts and Letters, Social Sciences, Natural Sciences and Mathematics Deans coordinating the collaborative Liberal Arts Component in their role as primary providers of resources for the liberal arts components. This committee will review the curricula of the units, including their Prescribed Liberal Arts components, to guarantee that applicable rules are followed, to provide coordination among units, and to make sure that offices affected by changes are properly informed.
 - v. It is important that students be able to transfer from one program to another, and from institutions into our various programs, without being disadvantaged by differences among Liberal Arts requirements. Therefore, students who have completed the Liberal Arts courses prescribed by one program should not be obliged to fulfill all of the Liberal Arts requirements of other programs. A program's major adviser may, based on an individual assessment, require additional courses to be taken if differences between a student's preparation in Liberal Arts areas and those expected by the program jeopardize the student's ability to fulfill degree requirements.
1. Prescribed Liberal Arts components for all divisions shall be initiated and approved according to the following procedures:
 - i. A new Liberal Arts curriculum is proposed by the decanal unit whose students will be affected, following consultation with the unit or units that will provide the proposed instruction both on the advisability of the curriculum and on its resource implications. Departments providing such instruction shall inform all parties affected of any changes in their Liberal Arts courses or in their ability to offer them. The executive officer of the unit that plans to amend its Prescribed Liberal Arts component shall consult as broadly as possible that divisions faculty and students regarding those changes, in keeping with the

unit's governance procedures. Once a detailed proposal has been drafted, the appropriate Dean submits it to the Vice Provost for Undergraduate Education.

- ii. The Vice Provost for Academic Affairs will ascertain that a consensus on the design and implementation of the proposed curriculum has been achieved among the affected units. He will then ask the DUAS Curriculum Committee to review and approve the proposal, attending primarily to its conformity with relevant regulations and policies and to its university-wide impact. He will also consult the Educational Programs and Policies Committee of the Faculty Senate on the details of the proposed curriculum and, if the EPPC so advises, the Faculty Senate Executive Committee in order to obtain the advise of representatives of the faculty at large.
- iii. Once general consensus has been reached and the DUAS Curriculum Committee has approved the proposal, the Vice Provost for Academic Affairs certifies that fact and the new curriculum is implemented.
- iv. [passed by the Faculty Senate on 5/2/95 by voice vote]
[Promulgated by William R. Greiner, 8/28/95]

D. Departmental Honors Programs

Resolved that, the University at Buffalo establish a university-wide policy for Departmental Honors Programs and that each undergraduate department be strongly encouraged to offer such an opportunity in its discipline.

Each undergraduate department would structure its own Honors requirements but they would include (1) a minimum grade point average in the major field, (2) a senior ("thesis") project, and perhaps (3) additional departmental requirements.

The role of the Honors Council will be to promote the development and implementation of the Departmental Honors Program and to compile and disseminate pertinent information.

Note: See [Attachment B](#) for details about Departmental Honors Programs

[passed by the Faculty Senate on 1/28/92 with one abstention]

E. Minimum Semester Hour Graduation Requirement

WHEREAS the University at Buffalo currently requires candidates for the B.A., B.S., B.P.S. and B.F.A. to complete a minimum of 128 semester hours of courses to qualify for graduation, and

WHEREAS a reduction to a minimum of 120 semester hours might enable some students to fulfill degree requirements and graduate earlier, improving the access of others to the University, and

WHEREAS the University at Buffalo's degree programs would not be adversely affected if the minimum were reduced from 128 to 120 semester hours, since individual units are free to define undergraduate majors that, together with university-wide requirements, make it necessary for students to take courses in excess of that minimum, departments being obliged to inform their students of such conditions:

THEREFORE BE IT RESOLVED THAT the Faculty Senate recommends that the University reduce the minimum requirement for B.A., B.S., B.P.S. and B.F.A. degrees to 120 semester hours for students graduating after December of 1995.

[passed by Faculty Senate on 3/28/95]

[implemented by Presidential directive 7/7/95]

F. The Use of Undergraduate Teaching Assistants

WHEREAS it is the obligation of this university to provide undergraduate education of the highest quality, and

WHEREAS it is the responsibility of the faculty to provide that education,, with graduate students assisting in traditional roles, and

WHEREAS there can be pedagogical value to a limited involvement of undergraduates in helping to provide that education,

THEREFORE, BE IT RESOLVED THAT the Faculty Senate recommends to the President the following university policy on the use of undergraduate teaching assistants (UTAs):

0. Authorization: Faculty members who wish to have undergraduates assist them (or assist their graduate teaching assistants) in teaching a course currently offered or being proposed must submit detailed plans in writing to their departmental chairs for approval. This is to occur at least one semester before the course is to be scheduled. These plans will then be reviewed by the cognizant divisional dean and the Curriculum Committee of the Division of Undergraduate Academic Services. Upon the advice of the Curriculum Committee, the Vice Provost for Academic Affairs will accept, decline, or return them for revision. Once a UTA plan has been approved, the instructor must submit a new one only if procedures are to be changed or exceptions from these policies sought. The written plan must include:
 0. the instructor's rationale for assigning teaching roles to undergraduates. How do UTAs enhance learning for students enrolled in the course? How does the experience benefit the UTA's education? Is there a unique advantage in the UTA's peer status? Why could the functions not be carried out by graduate TAs?
 1. A statement of the knowledge and skills that the instructor expects of the UTA, how these are to be determined and documented, and the ways in which they will be utilized in the UTA's course activities.

2. A detailed description of the UTA's activities within the context of the course. How is the UTA to be trained for the tasks involved and guided in interacting with the enrolled students? How will the UTA's work be supervised and evaluated?
 3. If the instructor seeks exceptions to these policies, they must be requested and explained in the plan.
1. Implementation: In selecting students for appointment as UTAs, departments should exercise a degree of care comparable to that applied to choosing graduate teaching assistants. They must observe the following guidelines:
 0. Subject to the qualifications in points b and c below, a UTA may assist an instructor in a lab or recitation, in grading, or in the other secondary duties of teaching, as set forth in the approved plan.
 1. All UTAs must have at least junior status, overall QPAs of 3.0 or higher, and they should have received a grade of A- or better in the course in which they are to assist.
 2. UTAs shall not regularly conduct scheduled class meetings, lectures or seminars. If the UTA is expected to make a presentation in a lab or recitation, the material shall be prepared or reviewed by the instructor.
 3. UTAs shall not assign final grades. If the UTA is expected to grade quizzes or exams, an explicit, annotated key shall be provided by the instructor, who will also supervise the UTA's grading. In all other matters where the UTA exercises judgment, that work shall be closely supervised by the instructor on a weekly basis.
 4. Since the work of the UTA is to assist the instructor in customary duties of teaching, and since the work is of an educational character, an appropriate compensation shall be undergraduate credit for the course "Under- graduate Supervised Teaching." Students may earn no more than 6 semester hours by working as UTAs. Programs utilizing UTAs

should add "Undergraduate Supervised Teaching" to their course offerings if necessary.

5. The Vice Provost for Academic Affairs shall have the authority to monitor all programs using UTA's for compliance with the above provisions and shall report regularly to the Senate on the efficacy of these policies.

[passed by the Faculty Senate on 2/20/96]

[Implemented by Provost Headrick on 3/1/96, as a revision of a previous resolution; for text of this earlier resolution, see 1995-96 edition of this compendium]

G. Access to Undergraduate Major Programs

WHEREAS in a public university, undergraduate major programs ought in principle to be open to all interested students in good standing who are able to meet the requirements set by the unit offering them, and

WHEREAS students at the University at Buffalo, despite their best efforts, too often cannot enter programs of their choice, owing to circumstances that the following policies seek to improve, and

WHEREAS broadening access to major programs in ways compatible with academic quality permits students and the University to use their time and resources more effectively and encourages students to continue at the University until graduation,

THEREFORE BE IT RESOLVED THAT the Faculty Senate of the University endorses adoption and recommends to the President prompt implementation of this POLICY ON ACCESS TO PROGRAMS:

0. Upon first entering the University, all students shall name the undergraduate major programs that they expect to pursue. Unless it is an "impacted" program, as defined below, faculty members in the units of choice shall augment the DUAS advising staff in guiding the progress of individual students. The Provost shall make available further resources to programs excessively burdened by additional advisement. The classification of "Undecided Major (UNM)" for full-time undergraduate students shall be phased out.
1. "Impacted" undergraduate major programs, those that cannot meet fully student demand for admission, should inform their decanal units and the Vice Provost for Undergraduate Education of the precise extent of their current capacity. On the basis of this documentation, and in consultation with the unit's Dean, the Vice Provost may acknowledge an upper limit on the number of majors that a given program can serve at current levels of funding. Programs should then admit majors up to that limit, according to academic criteria that are accepted within the decanal unit's procedures, by the Dean and by the DUAS Curriculum Committee, and made known to students.
2. All programs may specify course prerequisites to acceptance as a major up to a maximum of 20 credit hours. Non-impacted programs will then admit all students who apply to their major having achieved an average of 2.5 or better in those prerequisite courses, and an overall QPA of at least 2.0. Within the context of this paragraph and the two that follow, programs wishing to require averages between 2.5 and 2.0 in prerequisite courses for admission and retention of majors may do so, provided that they have the authorization of their Deans and the Vice Provost for Undergraduate Education.
3. Any program may dismiss from its major a student who fails to maintain an average of 2.5 or better in the courses required for the major, or who fails to maintain an overall QPA of at least 2.0.

4. Major programs that are not "impacted" shall accept as "provisional" majors applicants who have completed 60 credit hours or more with an overall QPA of 2.0 and have achieved an average of 2.5 in any prerequisites they have taken, including, at the program's discretion, prerequisites to those courses.

"Provisional" majors who have completed no prerequisites are under particular obligation to fulfill such requirements promptly. "Provisional" majors receive full status as majors when they have completed all prerequisites, and they shall not be recommended for graduation as "provisional" majors. In close coordination with the DUAS advisement staff, the program has a special responsibility to monitor the progress of such students, who shall be provided with written statements of the program's requirements and of their obligations to meet them. A program may dismiss "provisional" majors:

5. if they fail to complete prerequisites in a timely fashion, in the Department's judgement;
6. if their average in prerequisite courses falls below 2.5, or;
7. if their QPA earned at the University at Buffalo falls below 2.0.

Students accepted as "provisional" majors shall count as fully accepted majors for purposes of advisement, financial aid, and academic good standing.

[passed by the Faculty Senate on 5/2/95 by voice vote]

[Promulgated by William R. Greiner, 8/28/95]

H. **Submission of Grades**

Whereas, the Bylaws of the Voting Faculty stipulate that the Voting Faculty shall initiate or approve all University policies regarding evaluation of students'

academic work and the conduct and evaluation of teaching; and,

Whereas, the Faculty Senate Executive Committee adopted policies in 1974, prior to the drafting of the Voting Faculty Bylaws, regarding submission of grades; and

Whereas, the Faculty Senate is responsible, according to its Charter, for establishing the system for reporting faculty evaluations of undergraduate students' academic work; and

Whereas, an increasing number of students had been adversely affected by failure to receive grades in a timely basis:

Be it therefore resolved that: The Faculty Senate now establishes the deadline of four working days after the end of the final examination period for the submission of grades in undergraduate courses.

Be it further resolved that: The Faculty Senate strongly urges the Graduate School and professional schools likewise to establish and maintain deadlines for submission of grades.

[passed by the Faculty Senate on 4/21/87 by voice vote]

I. Physical Education Requirement

The Faculty Senate voted to eliminate the 2 hour Physical Education requirement for graduation with a B.S. or B.A. This is to take place immediately with those graduating after January 1991.

[passed by the Faculty Senate on 11/13/90 by voice vote]

J. A "Fresh Start" Policy for Undergraduates at the University at Buffalo

Preface: Significant numbers of undergraduates at the University at Buffalo and in Western New York each year face difficulties in completing their degrees because they received poor grades at one time in their academic careers that obliged them to interrupt their studies. Their unsatisfactory performance was often caused by the students' immaturity or circumstances beyond their control rather than by lack of ability. After having satisfactorily completed some courses elsewhere, some now seek to transfer or be readmitted to the University to complete their graduation requirements. Others have been recently admitted or readmitted to UB and have since completed substantial coursework of above average quality. Even though such students may have fulfilled all other admission or degree requirements, they are hindered by deficiencies in quality points, often quite severe, that result from their earlier poor records. This circumstance has the severest impact on those students who cannot achieve the 2.0 Quality Point Average (QPA) for 120 credit hours of coursework (240 quality points) required to graduate, except at the expense of additional coursework. Their recent good performance cannot compensate for the shortfall in quality points. For the same reason, even before they are to be considered for graduation, such students are deemed ineligible for transfer admission, readmission, or to participate in certain University activities. Effectively, they continue to be penalized even though they have long since rehabilitated their learning careers.

At present, the University at Buffalo, unlike many similar institutions, has no policy that grants relief from this punitive impact. Therefore, a committee representing the Division of Undergraduate Academic Services, Millard Fillmore College, the Educational Opportunity Program, the Department of Athletics, the Office of Admissions, and the Office of Records and Registration has formulated

and now recommends the adoption of the following "forgiveness" or "Fresh Start" policy. Its guidelines relieve deserving students of particularly severe quality point deficiencies accumulated during earlier years. As transcripts are not to be altered, the policy would not entirely clear a student's academic slate of poor grades. Rather, the appropriate offices would authorize excluding a portion of the prior record when determining the student's status in light of graduation requirements, effectively granting only a necessary and precisely measured "forgiveness" for past academic shortcomings after examination and approval according to the procedures stated below.

BE IT RESOLVED that the Faculty Senate of the University at Buffalo recommends adoption, effective immediately, of a "FRESH START" POLICY FOR UNDERGRADUATES AT THE UNIVERSITY AT BUFFALO

Eligibility:

0. A student may petition to be accommodated under the "Fresh Start" policy as the academic situation warrants: when requesting readmission or transfer admission or at any time before graduation. The poor prior record must have been earned at least five years before a student requests application of the policy, and a break in attendance at UB or another post-secondary institution of at least two years must have occurred prior to admission or readmission.
1. The student must be at least 25 years of age.
2. The deficiency that the student seeks to have excluded from calculation of the QPA required for graduation and any other activities in which QPA is used as an indicator of eligibility must exceed 20 (twenty) quality points and must result directly from poor grades received before attendance at UB was interrupted.
3. Petitions must be accompanied by transcripts showing that the student has earned a QPA of 3.0 or better for the 12 credit hours taken most recently or at

least a 2.5 QPA in the 24 credit hours taken most recently at UB or another accredited institution.

Filing Petitions:

4. To apply for a "fresh start" the student must develop a written petition with the help of an academic advisor or admissions counselor.
5. Petitions may include (but do not require) a discussion of earlier circumstances that contributed to academic failure and of current indicators for a positive outcome.
6. The student may file the petition when readmitted or at any subsequent time.
7. Appeals made at the time of readmission may only be approved conditionally and become effective only when the student has earned a 3.0 QPA or better for the most recent 12 credit hours or at least a 2.5 QPA for the most recent 24 credit hours.
8. The petition must specify those courses in the prior record whose grades are to be excluded when a student's QPA is calculated. Normally, all but 20 quality points of the deficiency will be thus disregarded. The student must have earned the deficient grades at least five years prior to filing the petition.

Petition Review and Outcome:

9. With the concurrence of the Faculty Senate Executive Committee, the Vice Provost for Undergraduate Education shall appoint a committee to review petitions for "Fresh Start." It shall include representatives of relevant University offices and of the faculty and students.
10. The committee will send a written report on the outcome of its deliberations to the student and to those offices which maintain the student's academic record. The statement shall:
 0. where applicable, instruct University degree auditors as to which specific portions of the record are to be disregarded in assessing the student's credentials for graduation, and

1. specify any and all conditions that the student must fulfill before therecommended action can become effective.
11. All grades will remain on the student's transcript as earned and the average reported on the transcript will be designated a "recalculated average."
12. At the close of each academic year, the chair of the review committee shall report on its activities in writing to the Vice Provost for Undergraduate Education and the Chair of the Faculty Senate. The report is to include statistics on petitions received, approved, and rejected, indicating the grounds for decisions that are exceptional. Two years after the inception of the "Fresh Start" Policy and at appropriate intervals thereafter, the Vice Provost shall take steps to evaluate its effectiveness in cooperation with the offices that participate in carrying it out and with the Faculty Senate.

First reading 1/30/96

Second reading 2/20/96

Approved 2/20/96 by a unanimous vote

Implemented 3/1/96

K. Grade Replacement

WHEREAS the current policy of the University at Buffalo provides that undergraduate students may repeat courses in which they have earned grades of D+, D, or F and that in such cases the grade earned the first time and the grade earned the second time are averaged in the computation of the QPA; and

WHEREAS the University at Buffalo has a responsibility to ensure that students' transcripts are complete and accurate records of the students' true academic history, and that their QPAs are calculated in such a way as to be fair summaries of their ultimate performance in the courses that they have attempted; and

WHEREAS the University's current policy of "grade averaging" in cases of course repetition is less advantageous to students than the policy of "grade replacement" adopted by a number of peer institutions; and

WHEREAS students who perform poorly in courses taken during one semester and who perform satisfactorily when they repeat those courses the following semester may nonetheless fall to satisfy the conditions for satisfactory and timely progress because both of their grades in the repeated courses are included in their cumulative QPA;

BE IT THEREFORE RESOLVED THAT the University at Buffalo adopt the following policy with respect to grades, transcripts, and calculation of QPA for undergraduate students who wish to repeat courses which they have not adequately mastered.

0. A student may repeat a given course only once. There is no limit on the number of different courses that a student may repeat.
1. When a course is repeated, the credits earned count only once for purposes of satisfying degree requirements and for purposes of calculating the student's QPA.
2. When a course is repeated, the grade that is counted in calculating the QPA is the grade earned the second time, even if that grade is lower than the grade earned the first time.
3. All courses taken and all grades earned will appear on the student's transcript. When a course has been repeated, the first grade appears on the transcript with a symbol or note indicating it has been replaced by the later grade in the computation of the QPA.
4. This grade replacement policy does not apply, except by appeal, to courses which may have different content from semester to semester (e.g. "special topics courses") and which are designed to be taken more than once for

additional credits each time. A later grade in such a course may replace an earlier grade only if the content of the two courses is essentially the same.

5. Students may repeat at UB courses they have taken elsewhere and may repeat at other institutions courses that they have taken at UB. In such cases, the normal conditions for transfer credit will be applied. When a course first taken at UB is repeated at another institution for transfer credit, the student is still subject to the requirement in the policy on satisfactory and timely progress that their cumulative QPA for courses taken at UB be 2.0 or higher.

[passed by the Faculty Senate on 10/13/98]

L. **Undergraduate Independent Study**

The potential exists for some undergraduate students at the University at Buffalo to abuse opportunities provided for Independent Study by enrolling for an excessive number of credits for which it may be relatively easy to earn grades of A. While it would be desirable to address this problem by monitoring more closely the actual programs of Independent Study and the basis for grading students, procedurally this task would be difficult to carry out each term for hundreds of arrangements between faculty and individual students. Instead, the Educational Programs and Policies Committee is recommending that limits be set on the number of credits of Independent Study and the number of letter-graded credits of Independent Study that may count towards the 120 credits required for graduation.

UB has for many years encouraged undergraduate students to pursue the option of Independent Study, typically through enrollment in a department or faculty course numbered 499. Independent Study may be the focal point in the design of an individual program, or it may add desired breadth and depth to a student's formal degree program. Independent Study typically involves a program of study

and research on a specific topic, designed to fit the interests and learning goals of an individual student, who then completes the program with the close guidance and supervision of a faculty member.

It appears that there may be considerable variation across departments in the nature of and expectations for undergraduate Independent Study. In many departments, the 499 course is designated as a tutorial course. For other departments, however, 499 is listed in the Undergraduate Catalog with no designation of course type. In addition, there are various undergraduate courses that appear to be similar to Independent Study or Tutorial courses (e.g., Business Management MGI448, Internship; English 395-396, Writing Workshop; English 497, Writing Internship; learning Center 411, Teaching Writing by Tutoring; Media Studies 490, Media Arts Internship; Social Sciences Interdisciplinary 498, Community Internship). Some of these courses are designated as Tutorial courses, but others have no designation of course type.

As a result, it is difficult for the faculty at UB to know about and to assess the role that opportunities for independent study play within the structure of undergraduate education at UB. Furthermore, in the absence of any oversight of student involvement in Independent Study and Tutorial courses, there is the potential for abuse for this opportunity by some students. A few UB departments have set limits on the number of credits of Independent Study for which students may enroll and/or the number of credits of Independent Study that may be applied towards the major. Yet there is no limit on the number of credits of Independent Study or Tutorial courses that students may apply towards the 120 credits required for the B.A. and B.S. degree (some other colleges and universities do set such limits.)

The members of the EPPC are concerned to learn that some undergraduate students have been awarded degrees from UB with as many as 30 to 50

Independent Study and Tutorial credits. In most of these cases, almost all of these credits of Independent Study and Tutorial enrollment have received grades of A. In some cases, this has enabled students to graduate cum laude although the remainder of their coursework has received grades in the low B and high C range. It does not appear that students who fit this pattern are likely to have been majors in any one department more than another. Often the Independent Study and Tutorial credits are taken in one or several departments other than the department of the student's major.

Furthermore, the EPPC became acquainted with a UB rule (Undergraduate Catalog, page 11) that allows individual faculty to supervise the Independent Study of only three students per semester. It does not appear that compliance with this rule has been monitored; it is not clear how the rule would be enforced; some and perhaps many faculty are currently in violation of the rule, and good rationales can be provided in some and perhaps many disciplines for faculty to supervise more than three students in Independent Study (although in some cases these teaching and learning activities should perhaps be designed as Seminar or Laboratory). Accordingly, the present time appears to be opportune for rescinding this rule.

The Educational programs and Policies Committee recommends adoption by the Faculty Senate of the following resolution: WHEREAS students bring diverse talents and learning styles to UB, and opportunities ought to be provided for students to learn in ways that work best for them; and

WHEREAS a distinctive aspect of undergraduate education at UB is the opportunity for students to work closely and learn together with faculty who are actively engaged in research and scholarship; and

WHEREAS undergraduate students ought to be provided with significant

opportunities for participation in UB's local and regional public service mission through field work, practica, internships, and related learning activities; and

WHEREAS the integrity of the degrees granted by UB requires that a substantial portion of the 120 credits of coursework required for these degrees be completed in Lecture and/or Seminar and/or Laboratory courses for which a course description (including rationale and learning objectives) and required student activities (including the basis for grading) have been reviewed and approved by appropriate faculty committees at departmental and divisional levels;

THEREFORE BE IT RESOLVED:

0. That the Office of the Vice Provost for Undergraduate Education be requested to have all 499 Independent Study courses designated in the Undergraduate Catalog as Tutorial (TUT) courses; and
1. That the Office of the Vice Provost for Undergraduate Education be requested to have other courses that, as is the case for Independent Study, involve individual study and instruction arranged by mutual agreement of instructor and student (including, as appropriate, some or all of the courses currently described as workshop, internship, and practica courses) similarly designated in the Undergraduate Catalog as Tutorial (TUT) courses; and
2. That the current rule that the University allows individual faculty to supervise the independent study of only three students each semester (Undergraduate Catalog, p. 11) be rescinded; and
3. That no more than 18 credits of Tutorial coursework count towards the credits required for graduation with a bachelor's degree, effective for students graduating in May 2001, and later;
4. That students be permitted to petition the Office of the Vice Provost for Academic Affairs for permission to have more than 18 credits required for graduation with a bachelor's degree, such petitions to include a description of the proposed Tutorial coursework (including rationale and learning objectives),

the student activities (including the basis for grading), and the relationship between hours of student academic activity and instruction and hours of credit to be awarded.

[passed by the Faculty Senate on 4/20/99]

M. Obstruction or Disruption in the Classroom - Policies

The University recognizes that faculty members are responsible for effective management of the classroom environment to promote conditions which will enhance student learning. Accordingly, instructors should set reasonable rules for classroom behavior and must articulate these rules, in writing, in materials provided to the students at the start of the semester.

Fortunately, student obstructions or disruptions in UB classrooms are rare and seldom lead to disciplinary actions. The term "classroom disruption" means behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of a class. Examples could include persistently speaking without being recognized, continuing with conversations distracting the class or, in extreme cases, resorting to physical threats or personal insults.

Lawful, civil expression of disagreement with the instructor or other students is not in itself "disruptive behavior" and is not proscribed under these or any other regulations. However, when student conduct interferes with or prevents the conduct of classes or other University functions or when the safety of members of the campus community is endangered by threats of disruption, violence, or violent acts, the administration has approved the following course of actions:

0. If a student is disruptive, he/she should be asked to stop and warned that continuing such disruptive behavior can result in academic or disciplinary action. Many students may be unaware that their behavior is disruptive so

that a private conversation with the student is often effective and preferable as an initial step.

1. Should the disruptive behavior continue, the faculty member is authorized to ask the student to leave the classroom or site.
2. A student may be dismissed from the course for the remainder of the semester, subject to Student Conduct Regulations and due process proceedings, as appropriate.
3. If a student refuses to leave the area after being instructed to do so, the student should be informed this refusal is a separate violation subject to additional penalties.
4. If, in the instructor's best judgment, the behavior creates a safety risk or makes it impossible to continue class or function, the instructor should contact Public Safety to assist in removal of the student and/or may dismiss class for that day.

DISTRACTIONS IN THE CLASSROOM - BEHAVIORAL EXPECTATIONS

To prevent and respond to distracting behavior faculty should clarify standards for the conduct of class, either in the syllabus, or by referencing the expectations cited in the Student Conduct Regulations. Classroom "etiquette" expectations should include:

5. Attending classes and paying attention. Do not ask an instructor in class to go over material you missed by skipping a class or not concentrating.
6. Not coming to class late or leaving early. If you must enter a class late, do so quietly and do not disrupt the class by walking between the class and the instructor. Do not leave class unless it is an absolute necessity.
7. Not talking with other classmates while the instructor or another student is speaking. If you have a question or a comment, please raise your hand, rather than starting a conversation about it with your neighbor.

8. Showing respect and concern for others by not monopolizing class discussion. Allow others time to give their input and ask questions. Do not stray from the topic of class discussion.
9. Not eating and drinking during class time.
10. Turning off the electronics: cell phones, pagers, and beeper watches.
11. Avoiding audible and visible signs of restlessness. These are both rude and disruptive to the rest of the class.
12. Focusing on class material during class time. Sleeping, talking to others, doing work for another class, reading the newspaper, checking email, and exploring the internet are unacceptable and can be disruptive.
13. Not packing bookbags or packs to leave until the instructor has dismissed class.

DISTRACTIONS IN THE CLASSROOM - STRATEGIES To establish a classroom environment conducive to effective learning and student participation, faculty should

14. Model the conduct expected of students.
15. Consider a general word of caution, rather than warning a particular student (e.g., "we have too many simultaneous conversations at the moment; let's all focus on the same topic") if inappropriate behavior is occurring.
16. Speak with individual students after class. If the behavior is irritating, but not disruptive, most students are unaware of distracting habits or mannerisms, and have no intent to be offensive or disruptive.
17. Speak to a student during class about his or her behavior, in a firm and friendly manner, indicating that further discussion can occur after class. Public arguments and harsh language must be avoided.
18. Direct a student who persists in disrupting a class to leave the classroom for the remainder of the class period.

[passed by the Faculty Senate 5/2/00]

N. Administrative Resignations from Undergraduate Courses

[Regarding the retroactive and administrative awarding of "R" grades and the expunging of certain grades from student's records]

Whereas the University at Buffalo's policy for the awarding of the "R" grades retroactively through administrative appeal is currently unclear, and

Whereas there have recently been numerous cases in which certain academic records have been selectively changed and/or permanently expunged from student's transcripts, and

Whereas the University at Buffalo has a responsibility to ensure that students' transcripts are accurate records of the students' true academic history, and

Whereas the current "R" grade is designed to reflect a student's choice to resign from a course without Q.P.A. penalty up to eight weeks after the beginning of a semester (up to eleven weeks for first time freshman and first time transfer students), and

Whereas the grade of I/default is available to students after the resignation deadline in cases where they are prevented by circumstances beyond their control from completing course requirements, and whereas the grade of "R" was never intended to replace the incomplete,

Be It Therefore Resolved That:

0. The grade of "R" shall be awarded only in cases where the student makes a timely election to resign from one or more courses.
1. All approved retroactive administrative resignations shall be indicated on transcripts by the symbol "W" meaning withdrawal from the university for the semester.
2. For purposes of determining Academic Good Standing, courses with grades of "W" shall count as not having been attempted.
3. The deadline for undergraduate students to submit their petitions for retroactive administrative resignations (withdrawals) to the Vice Provost for Academic Affairs shall be the end of the subsequent academic semester.
4. The Vice Provost for Academic Affairs shall consider and act on all undergraduate students' petitions for withdrawal, and should consult members of the Faculty and others as appropriate. The Vice Provost for Undergraduate Education must report, to the instructor who assigned the grade in the first instance, all changes of grades to "W".
5. In deciding students' petitions for resignation after the deadline for "R" grades the Vice Provost for Academic Affairs shall apply the following principles:
 0. Administrative resignations will be considered only on a complete-semester all-or-none basis (i.e. the student resigns from all courses taken in the semester, even those for which satisfactory grades have been awarded).
 1. Withdrawal petitions will be considered only in extraordinary circumstance; such as lengthy incapacitation, military or employment transfer to another locale, etc.
 2. If requested by the student, a stipulation may be appended to the transcript indicating the reason for withdrawal for that semester (e.g., "withdrawal for health reasons")
6. The Vice Provost for Academic Affairs shall report annually to the Faculty Senate Grading Committee on the nature, number, and disposition of petitions to retroactive resignation, including cases in which exceptions were made to the principles stated above.

[Passed by the Faculty Senate on April 29, 1997]

[Promulgated by President William R. Greiner on July 15, 1997]

O. **Academic Standard Policy**

[Adopted by the University at Buffalo Faculty Senate 4 February 2003]

To maintain academic standards and determine eligibility for continued enrollment, financial aid, and participation in university activities, the University at Buffalo regularly reviews the academic records of all undergraduate students. This review, as defined by the Faculty Senate, addresses the quality of the student's studies measured by the student's course grades.

Academic Good Standing

0. A student is in academic good standing if the student's cumulative UB grade point average [GPA] is 2.0 or greater and the student's semester GPA's for each of the most recent 2 consecutive semesters of study at UB are 2.0 or greater.
1. A student in academic good standing is eligible for all University activities.
2. If a student's cumulative GPA is less than 2.0 after 2 or more semesters of study, or if the student's cumulative GPA is 2.0 or greater but the student's most recent two consecutive semesters GPA's are each below 2.0, the student is on probation and is not in academic good standing. If a student's cumulative GPA is significantly less than 2.0 after 2 or more semesters of study, the student may be dismissed from the University.

Academic Progress

3. It is the University at Buffalo's expectation that a full-time student will complete a minimum of 24 credit hours during a year; this may include summer session study. For a student to graduate in 4 years with 120 credits, a minimum success rate of 30 credit hours per year is necessary. A student not completing at least 24 credit hours within a year will be considered not to be making good academic progress, and will be alerted to the consequences of this problem regardless of the student's cumulative GPA.
4. Any part-time student not completing 50% of the student's attempted credits will be considered not to be making good academic progress, and will be alerted to the consequences of this problem regardless of the student's cumulative GPA.
5. It is also the University at Buffalo's expectation that each student will be in a major program not later than upon completion of 60 credit hours. A student not in a major upon completion of 60 credit hours [including credit hours transferred from other institutions or programs] will be considered not to be making good academic progress and will be alerted to the consequences of this, including the potential loss of New York State TAP awards.

Academic Warning

6. Many students go through an adjustment period when beginning their baccalaureate studies at the University. Therefore, any student - freshman or transfer - whose first semester GPA is less than 2.0 will be on academic warning in the student's second semester of study at the University. Although a student on academic warning will be considered in good standing for purposes of participation in university activities, the student will be subject to an advisement checkstop: a discussion with an academic advisor will be mandatory before the student may complete any further registration activity. This intervention is to help build an effective academic strategy early in the academic career of the student.

Academic Probation

7. A student is on academic probation and not in academic good standing if the student's cumulative UB GPA is less than 2.0 after two or more semesters of study at UB.
8. A student is on academic probation and not in academic good standing if the student's cumulative UB GPA is 2.0 or greater but the student's most recent two consecutive semesters' GPA's are each less than 2.0.
9. A student on probation for the student's third semester of study at UB who has a cumulative GPA less than 2.0 at the completion of that semester of study will continue on academic probation.
10. A student on probation for the student's fourth or later semester of study at UB who has a cumulative GPA less than 2.0 and grade point deficit of 20 points or less at the completion of that semester will continue on academic probation.
11. A student on probation for the student's fourth or later semester of study at UB who has a cumulative GPA less than 2.0 and grade point deficit greater than 20 points at the completion of that semester but whose GPA for that most recent semester is 2.0 or greater will continue on academic probation.
12. Summer session grades may be averaged with immediately previous spring semester grades to improve a student's most recent semester GPA and this measure used in determining a student's probation status. A student may select this at any time prior to the end of the first summer session in which the student is enrolled.

Dismissal

13. A student enrolled at UB for two or more semesters who has a cumulative UB GPA less than 0.5 will be dismissed from the University regardless of the student's most recent semester GPA. A freshman or transfer student will be

granted at least two semesters of study at UB before dismissal on these grounds.

14. A student on probation for the student's fourth or later semester of study at UB who at the completion of that semester has a cumulative UB GPA less than 2.0, a grade point deficit greater than 20 points, and a GPA for that most recent semester less than 2.0 will be dismissed from the University.
15. Students are reviewed for academic dismissal at the end of each academic year, but any student - freshman or transfer - who begins study at UB in the Spring semester may also be reviewed at the end of the following Fall semester.
16. Each dismissed student will receive official notification via certified mail, and all future academic year registration rights will be blocked. The student will not be allowed to reapply to UB and register for a period of at least one year under normal circumstances. A dismissed student may attend UB summer sessions.
17. A dismissed student may appeal the dismissal in writing to the Vice Provost for Academic Affairs during a period of time specified in the dismissal letter.
18. The Vice Provost for Academic Affairs is the arbiter for these regulations.

Definitions

Grade Points: Grade points are the product of the number of credits attempted multiplied by the numerical value of the grade(s) for those credits. Example 1: a 3-credit course with a course grade of C - value of 2 - equals 6 grade points. Example 2: a student who has attempted 120 graded credits with a grade point average of 2.0 has 240 grade points. Grade points are noted on DARS reports and the Student Information System.

Semester Grade Point Average: The average of grades for courses taken during a semester at UB, briefly, semester GPA: total grade points for the semester divided by graded credits for the semester.

Cumulative Grade Point Average: The average of all grades over all semesters of attendance at UB, briefly, cumulative GPA: total grade points for study at UB divided by total graded credits at UB.

Grade Point Deficit: The difference between the grade point total for a 2.0 GPA for the student's total graded credits and the number of grade points the student actually has when the student's cumulative GPA is less than 2.0. A grade point deficit greater than 20 indicates very poor academic performance that will result in academic dismissal if occurring after multiple semesters of study. Grade Point Deficit is a highly reliable indicator of a student's capacity for eventual successful graduation.

Grade Point Deficit Calculation: Grade Point Deficit = (graded attempted credits x 2.0) – (graded attempted credits x cumulative GPA) **Examples:**

Student A - attempted 30 credits with a 1.5 GPA		Student B - attempted 60 credits with a 1.5 GPA	
30 credits x 2.0	= 60	60 x 2.0	= 120
30 credits x 1.5 (GPA)	= 45	60 x 1.5 (GPA)	= 90
Grade Point Deficit	= 60 – 45 = 15	Grade Point Deficit	= 120 – 90 = 30

P. Policy on Distance Education

Preamble

The following provisions are adopted with the goal of encouraging innovation in teaching methods while also ensuring that (a) academic standards are upheld, (b) the various rights of students, staff and faculty all continue to be respected, and (c) both students and instructors have access to whatever support may be necessitated by new teaching methods..

A. Applicability of existing policies

All existing policies governing instruction at UB-including, but not limited to, those pertaining to course approval and review, faculty and staff workload, class size, course evaluation, admissions criteria, and faculty and student responsibilities-apply to all activities bearing UB academic credit, regardless of the medium through which instruction takes place.

In all course catalogs, as well as the designations DIS, LAB, LEe, SEM, and TUT, courses approved for distance education should be marked DE or with some other explicit designation and specifics of their content, credits, etc., should be included. Any extant courses to be offered as DE must be evaluated and approved by the appropriate committee for the academic unit.

B. Faculty-student and student-student interaction

There is solid evidence that the most effective learning takes place through direct personal interaction; therefore, students must have access to adequate, personal and timely interaction with instructors and with other students. The nature of what constitutes "adequate" interaction may vary with the type of coursework, and should be determined by the academic unit.

C. Additional matters pertinent to technologically mediated instruction

1. Intellectual property

1. Ownership of all course-related intellectual property produced by faculty and staff is assigned according to the Policies of the Board of Trustees of the State University of New York (see Article XI, Title J of those Policies and Appendix A-23 of the UUP contract).

2. Clarifications

- i. Except as limited below in paragraphs b. and c., it is understood that course-related intellectual property created by individual faculty and staff members, in any medium, remains the property of the individual creator for so long as the law allows. Thus, permission of that individual is required to reuse, redistribute or revise any course materials. (When two or more individuals collaborate in producing course materials, it is recommended that they assign ownership through contractual agreement.)
- ii. The university is the sole owner of intellectual property when it expressly directs an employee to create a specified work, or the work is created as a specific requirement of employment ("work made for hire").
- iii. The university and the faculty or staff member are joint owners of intellectual property when the university contributes support or facilities specifically to help create the given materials, beyond what is ordinarily provided to support the faculty/staff member's general work. In such cases, arrangements should be clarified through contractual agreement, including issues of ownership or instructor images.

2. Copyright compliance

When course materials are posted online or otherwise broadcast, they potentially become available more widely

than when distributed only in hardcopy. Under such circumstances, it is especially critical to comply with all legal restrictions on the use of copyrighted materials.

3. **Technical support**

All academic units shall ensure that adequate resources exist to support whatever mode of instruction they choose to employ.

Such resources would include access for both instructors and students to the necessary equipment, assistance with learning how to use it and ongoing help with troubleshooting as needed, and access for instructors to instructional design services.

The university will likely assume centralized responsibility for certain widely shared resources; academic units remain responsible for any additional resources that are needed. (Note: several organizations on campus already have extensive experience providing such support, and should be relied upon as appropriate.)

4. **Notice to students of technological requirements**

If a course requires specific equipment or skills, students must have access, in advance of registering for the course, to information about any hardware and software requirements and prerequisite skill level.

5. **Student services**

Off-campus students must have access to services traditionally provided **in**person: libraries, labs, academic advising, career services, financial aid counseling, personal counseling, disability services, and other student services. The precise level of services needed may vary from program to program, and some services may best be provided centrally.

6. **Financial stability**

If a program is advertised as enabling completion from off campus, funding sufficient to sustain the program until admitted students can finish must be assured. The respective financial responsibilities of central administration and individual academic units should be worked out in advance of initiating any such program.

[1st reading on November 6, 2007]

[2nd reading on December 4, 2007]

[Passed unanimously on December 4, 2007]