

FACULTY SENATE MINUTES #5

November 4, 2014

The fifth meeting of the Faculty Senate 2013-2014 was called to order by Chair Kathy Lawrence on Tuesday, November 4, 2014 at 1:15 PM in in Brockway Hall, Jacobus Lounge.

SENATORS AND MEMBERS PRESENT: K. Lawrence, R. Grantham, C. Schubert, J. Hartsock, D. Miller, R. Spitzer, D. West, E. Lind, B. Wodi, K. Polasek, S. Shi, J. Rayle, R. Borden, A. Dearie, T. Hanford, H. Lindh, K. Pristash, R. Powell, Z. Newsanger, N. C. Paley, A. Fitz-Gibbon, K. Pritash, S. Wood, K. Lowenhar, E. Bitterbaum, M. Prus, J. McNamara

SENATORS AND MEMBERS ABSENT: M. McGuire, O. White, M. Seyfried, N. Kane, R. Nauseef, G. Douglas, M. Connell, M. Doris, G. Sharer, S. Anderson

GUESTS PRESENT: G. Peterson, C. Vanderkarr, R. Storch, D. Smuckler

I. APPROVAL OF THE MINUTES: The minutes from October 14, 2014 were approved.

II. SENATE ACTIONS:

The nominations from the Committee on Committees were approved (**Approved**) {*SEE Secretary's Report; SEE Committee on Committees Report; Appendix 1.*}

There was a motion to postpone the Online Finals Policy discussion and vote until the next Faculty Senate meeting on November 18, 2014. {*SEE Appendix 4.*} (**Approved**)

III. CHAIR'S REPORT –

The chair opened the meeting commenting on the existing vacancy of Vice Chair. She encouraged anyone interested in that position to join the Senate immediately. There are still vacancies on the Senate and committees.

She mentioned the members from the GE Committee who were in attendance for the GE Committee proposal revision, and reminded everyone that questions could be entertained at the present meeting, and at the following meeting on November 18 in two weeks, discussion and voting will take place.

She reported on the EPC items on the agenda, with the Online Finals Policy being under Old Business to be discussed and voted on, and Transfer Credit for Cambridge International A Level and AS Exams under New Business, which will be discussed and voted on in two weeks.

The Steering Committee talked about Cortaca, and a lot of groups on campus that are making concerted efforts to plan, including clean up and prizes, with gloves, masks and garbage bags being provided. President Bitterbaum will be on the WSUC radio show Friday starting at 3:00 regarding Cortaca.

IV. VICE CHAIR'S REPORT - No Vice Chair.

V. TREASURER'S REPORT – C. Schubert – No report.

VI. SECRETARY'S REPORT – R. Grantham – No report. She gave the report for the Committee on Committee and the nominations were approved. The Secretary mentioned the vacancies that have been filled and encouraged others to sign up. Chair Lawrence reported on the vacancies on the Faculty Representatives for Student Government and mentioned that it is a good committee to serve on. {*SEE Senate Actions; SEE Appendix 1*}

VII. PRESIDENT'S REPORT:

- Ebola
- Job evaluations of professional staff
- Online education
- NCAA – athletes with disabilities
- Cortaca

K. Pristash gave a report as co-chair of the Cortaca Steering Committee regarding issues and plans regarding the upcoming Cortaca Jug game the following weekend. {*SEE Appendix 2;2A*}

VIII. STANDING COMMITTEE REPORTS:

Student Affairs Committee – E. Lind – No report.

Academic Faculty Affairs Committee – A. Fitz-Gibbon – The committee is reviewing the department policy proposal from the Physics Department.

Long-Range Planning Committee – G. Douglas – No report (absent).

Educational Policy Committee – K. Polasek – {*SEE New and Old Business; Senate Actions; Appendix 4,5*}

Professional Affairs Committee – K. Pristash – K. Pristash reported that the committee will be meeting on November 20 regarding professional staff matters.

IX. OTHER COMMITTEE REPORTS:

Committee on Teaching Effectiveness – J. Walkuski – No report (absent)

College Research Committee – B. Hodges – No report (absent)

General Education Committee – J. McNamara – The General Education Proposal Revision was introduced and there was a question and answer period. It will be an agenda item under Old Business at the next Faculty Senate meeting on November 18, 2014.

Graduate Faculty Executive Committee No Chair elected yet.

Review of Governance Committee – J. Walkuski – K. Lawrence reported that J. Walkuski will have a report at the next Faculty Senate meeting on November 18, 2014.

X. AREA SENATOR: R. Spitzer encouraged everyone to get out and vote and reported that there were two proposals on the ballot.

XI. SUNY SENATOR: N. C. Paley – The SUNY Senator gave a brief report. The report will be included in the November 18 Minutes.

K. Lawrence mentioned the Cortland Gospel Choir who were guests at the SUNY Diversity Conference.

XII. STUDENT SENATORS' REPORT – S. Wood - S. Wood reported that the student government has been working very hard to plan the event for Saturday evening of Cortaca. A concert will be held in Moffett gym, with doors opening at 6pm, the show starting at 7pm. There will be an opening act, with the main performer, White Panda, to follow. In addition, they will be giving out over 150 prizes, ranging from gift cards to MacBook Pros and much more and have been hanging flyers up all over campus, and hope to make this event a huge success.

XIII. Committee on Committees – J. Barry, Chair – R. Grantham read the report for the Committee on Committees and the nominees were approved. (*SEE Senate Actions; Appendix I*).

XIV. OLD BUSINESS: - There Old Business item from EPC regarding the Online Finals Policy was discussed. R. Borden proposed an amendment. R. Spitzer recommended the need for it in writing. There was a motion to postpone further discussion and vote until the next Faculty Senate meeting on November 18, 2014.

XV. NEW BUSINESS: . The New Business item of Transfer Credit for Cambridge International A Level and AS Exams was introduced and will be discussed and voted on as an Agenda item under Old Business at the next Faculty Senate meeting on November 18.

XVI. ANNOUNCEMENTS: There were no announcements.

Respectfully Submitted,

Barbara Kissel
Recording Secretary

The following reports are appended to the minutes in the order that they are distributed:

- (1) Committee on Committees Report, submitted by J. Barry, Chair
- (2) Report regarding Cortaca official events; 2A. Tavern Owner's Agreement, submitted by K. Pritash, co-chair, Cortaca Committee
- (3) SUNY University Faculty Senate Resolutions, N. C. Paley, SUNY Senator
- (4) Online Finals Policy, submitted by K. Polasek, Chair, EPC Committee
- (5) Transfer Credit for Cambridge International A Level and AS Exams, submitted by K. Polasek, Chair, EPC Committee

- (6) General Education Program Revision, submitted by
J. McNamara, Chair, GE Committee

APPENDIX 1
Committee on Committees Report
submitted by J. Barry, Chair

Committee on Committees – Report to the Faculty Senate
November 4, 2014

Item #1

The Committee on Committees recommends the following appointments. These require confirmation by the Faculty Senate:

General Education Committee:

Professional Studies (2013-15) – **Andy Young**

Long Range Planning Committee:

Social/Behavioral Sciences (2014-17) – **Raymond Collings**

Professional Affairs Committee:

Academic Affairs (2013-16) – **Lori Schlicht**

Academic Affairs (2014-17) – **Thom Hanford**

Item #2

The following vacancies remain:

At Large:

Faculty Senate Vice Chair

Faculty Representatives to the Student Senate

School Arts & Sciences:

College Curriculum Review Committee (Math/Science)

Committee on Teaching Awards (Arts & Sciences)

Student Affairs Committee:

(Fine Arts/Humanities)

(Math/Science)

Senator (Math/Science)

School of Professional Studies:

Long Range Planning Committee

Senator

Professional Staff:

Professional Affairs Committee (Information Resources)

Respectfully submitted,

Joanne Barry, Chair

APPENDIX 2
Report regarding Cortaca
submitted by K. Pristash, co-chair, Cortaca Steering Committee

CORTACA JUG 2014 OFFICIAL EVENTS

Tuesday, Nov. 11:

CORTACA JUG Open Mic featuring UPD Lt. Chauncey “Tink” Bennett III sponsored by SAB and Health Promotions

7pm, Corey Union Function Room

Free refreshments

Wednesday, Nov. 12:

Wellness Wednesday “Like a Tattoo: Digital Dirt, Social Media and Your Brand” sponsored by Health Promotions

7pm, Corey Union Exhibition Lounge

Human iPod Concert (<http://johnrush.com/playlist/>) sponsored by SAB

8 pm, Corey Union Function Room

Thursday, Nov. 13:

Thursday Night Football Game on the Big Screen - Bills v Dolphins

8:25 pm, Corey Union Function Room

Free refreshments: pizza, wings, subs, beverages

Friday, Nov. 14:

American Heart Association HeartChase Kick Off

4pm, Corey Union Steps

FRIDAY NIGHT LIGHTS: RALLY FOR THE JUG

Featuring performances beginning at 6pm by Danceworks, Kickline and Cortland Cheerleaders

Followed by Psychic Readers, Laser Tag and Football Obstacle Course from 6:30 to 9:30pm

Moffett Gymnasium

CORTACA Mug sponsored by Cortland Nites, The Interfaith Center and the Cortland County Council of Churches

9pm – 3am, Interfaith Center, corner of Calvert and Prospect

Saturday, Nov. 15

Busses to Shipwreck [Amusement Center](#) for discounted Mini-Golf begins at 7am until [11am](#) departing from Corey Union

Food available for purchase on site

CORTACA JUG Carnival at the GATE, outside the gates of the stadium beginning at 11am:

Green Screen Photos, Oxygen Bar, Temporary Tattoos, Sports and Target Games

First 1000 Cortland Students with ID receive a ASC food voucher for 1 hotdog and 1 beverage

CORTACA JUG Football Game vs. Ithaca College
12 noon, Stadium Complex
Ticket and ID required for admittance

Saturday, Nov. 15
2014 CORTACA CONCERT sponsored by the SGA and starring The White Panda
With special guest 500 Entertainment's own DJ JONA
Doors open at 6pm, show starts at 7pm
Moffett Gymnasium

APPENDIX 2A
Tavern Owner's Agreement
submitted by K. Pristash, co-chair, Cortaca Steering Committee

I the undersigned, representing establishments in the City of Cortland's downtown, understand that as purveyors of alcoholic beverages the establishments have a special responsibility to the City of Cortland. As such, I agree, beginning on the date written below, to review the content of any and all advertising (including print, video and -social media messaging) with the intention to promote: (1) the responsible and lawful consumption of alcoholic beverages and (2) appropriate and civil customer behavior. As the owner or designated representative of the establishment, I understand that I am responsible for the content and distribution of all advertisements concerning my enterprise.

To further promote the responsible and lawful consumption of alcoholic beverages, and appropriate civic customer behavior, I will take the following steps:

1. Emphasize the necessity of being 21 years of age or older to consume alcoholic beverages and to possess a valid form of personal identification to prove such.
2. Avoid advertising and drink specials that promote irresponsible, high-risk drinking of alcoholic beverages.
3. Promote non-alcoholic beverage options and encourage designated drivers or safe travel.
4. Use messages such as drink water, pace your drinks, etc. to promote responsible consumption of alcohol through a variety of strategies that could include signs/posters, social media messages and messages on staff t-shirts.
5. Direct employees to diligently require proof of age before service and to refuse service to any patron who is visibly intoxicated or who is irresponsibly and dangerously consuming alcoholic beverages.
6. Post the "Respectful Community Sign" in a highly visible place to patrons inside or outside your establishment that addresses considerate and appropriate behavior.
7. Establish specific safe management procedures (e.g. responsible beverage server training) designed to address and discourage high-risk drinking and excessive levels of intoxication.
8. Avoid creating and distributing t-shirts that contain profane language or promote dangerous behavior.
9. Allowing alcohol sales no earlier than 9:30 a.m. on the day of the annual SUNY Cortland/Ithaca College football game (Cortaca).

10. Encouraging either the purchase of food, or the establishment will have food available for free for patrons who are purchasing alcoholic beverages before noon on the day of the Cortaca game.

11. Continuing cleanup efforts already done on Main Street.

The above agreement DOES NOT imply that the establishments have not honored these guidelines in the past, but that will continue their existing responsible business practices OR modify them to meet the above agreement.

Signature: _____

Printed Name: _____

Title _____

Address: _____

Date: _____

APPENDIX 3
SUNY University Faculty Senate Resolutions
submitted by N. C. Paley, SUNY Senator

University Faculty Senate
168th Plenary
SUNY Environmental Science and Forestry
October 25, 2014

Resolution on Sexual Assault Prevention

Whereas, sexual assault is a continuing concern for institutions of higher education; and

Whereas New York State and SUNY are committed to taking great care in protecting the safety and well-being of all of its students, employees and personnel and to creating and maintaining a safe educational and learning environment free from all sexually related harms, whether occurring on or off campus; and

Whereas, the problem of sexual assault within college communities has gained increasing national awareness, including at the Federal Congressional level; and

Whereas, this increased awareness has led more colleges and universities to reassess the effectiveness of policies and enforcement regarding all Title IX violations and identify new approaches to prevention; and

Whereas, California enacted SB967 on Student Safety: Sexual Assault, commonly known as the “Yes Means Yes” law, in September 2014; and

Whereas, the State University of New York Board of Trustees passed a resolution, Sexual Assault Response and Prevention, on October 2, 2014, at the urging of Governor Cuomo, that will establish

uniform policies and procedures across all SUNY campuses regarding sexual assault response and training; and

Whereas, the SUNY Board of Trustees, in consultation with Governor Cuomo, appointed Linda Fairstein to serve as a special adviser for the implementation of the sexual assault response and prevention policy; therefore

Be It Resolved that the University Faculty Senate endorses and supports the SUNY initiative on sexual assault response and prevention; and

Be It Further Resolved that the University Faculty Senate recommends to the Chancellor that SUNY System Administration and Special Adviser Linda Fairstein work in collaboration with the University Faculty Senate in the development and implementation of effective and fair policies and procedures to meet the goals of the Board of Trustees resolution.

168-01-1

Resolution on Sexual Assault Prevention

Passed without dissent

**University Faculty Senate
168th Plenary
SUNY Environmental Science and Forestry
October 25, 2014**

**Resolution Requesting All State University of New York Campuses Offering Athletics Create Programs
to Support Lesbian, Gay, Bisexual, Transgender Athletes, Coaches, and Staff
and to Prevent Anti-LGBT Bias and Discrimination in Athletics**

Whereas, SUNY is one of the country's largest and most diverse state university systems and understands that diversity is "an integral component of academic excellence"; and

Whereas, 55 of SUNY's campuses have athletics programs which offer over 800 sports teams and participation by approximately 14,000 student athletes; and

Whereas, athletics, intramurals, and club sports play a significant role in the overall education of our students; and

Whereas, athletic programs are used to promote the SUNY system, to recruit students, to retain students, to build campus identity and school spirit, and to grow and solicit alumni and foundation donations; and

Whereas, college athletic programs have historically served as spaces for cultural, ethnic, and racial integration, helped grow more diverse campus communities, and allowed for introduction of valuable cultural competencies; and

Whereas, employers value the transferable skills—communication, leadership, time management, reflection, ability to take criticism, and how to effectively work with others toward a common goal—learned by student-athletes; and

Whereas, team membership connects student-athletes to internship and career opportunities through networks of alumni and former athletes; and

Whereas, SUNY graduates serve as teachers, coaches, and administrators in our public schools and serve as role models for the students they interact with; and

Whereas, there is a history of explicit and implicit bias and intimidation against Lesbian, Gay, Bisexual, Transgender athletes, coaches, and staff; and

Whereas, college athletic programs should be safe spaces for all students who wish to participate, including Out and Gender non-conforming athletes, coaches, and staff; therefore

Be it resolved that the University Faculty Senate requests that SUNY System Administration, through individual campus Presidents and their designees, work with Directors of Athletics and Student Government organizations to develop systematic programs that support LGBT athletes, coaches and staff and prevent any anti-LGBT bias and discrimination in all sports on each of its campuses, and

Be it further resolved this program be instituted by the 2015-2016 school year.

Resources

About the LGBT Sports Coalition

The coalition is an association of organizations and individuals committed to ending anti-LGBT bias in sports by 2016. It was formalized at the LGBT Sports Summit in Portland, Ore., in June 2013. Member organizations include GLAAD, National Center for Lesbian Rights, It Gets Better, National Soccer Coaches Association of America LGBT Committee, Equality Coaching Alliance, You Can Play, GLSEN, Ben Cohen StandUp Foundation, Outsports, GO! Athletes, Women's Sports Foundation, NIRSA Leaders in Collegiate Recreation, SHAPE America, Federation of Gay Games, Campus Pride, Br{ache The Silence, NCAA Office of Inclusion and the International Gay and Lesbian Football Association.

<http://www.ncaa.org/ncaa-organizational-structure/membership-and-student-athlete-affairs/office-inclusion>

<http://www.campuspride.org/>

<http://www.standupfoundation.com/>

<http://www.outsports.com/>

<http://youcanplayproject.org/>

<http://www.athleteally.org/about/>

168-02-1

Resolution Requesting All State University of New York Campuses Offering Athletics Create Programs to Support Lesbian, Gay, Bisexual, Transgender Athletes, Coaches, and Staff and to Prevent Anti-LGBT Bias and Discrimination in Athletics
Passed

University Faculty Senate
168th Plenary
SUNY Environmental Science and Forestry
October 25, 2014

Resolution on SUNY Excels Performance Measurement System

Whereas the State University of New York system recognizes that its strength lies in a “geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions...” and,

Whereas the principle of shared governance has a long-standing role in the development of college and university strategic planning with the 1966 Statement on Government of Colleges and Universities declaring that “The framing and execution of long-range plans... should be a central and continuing concern of the academic community,” involving input from all participants in campus governance; and

Whereas performance measurement systems are designed to measure the results of services or programs and the selection of specific measures often directs organizational activities and resources; and,

Whereas the Middle States Association of Colleges and Schools’ accreditation requires its members to demonstrate institutional effectiveness with outcome measures; and,

Whereas the success of performance measurement systems depends upon the active participation and support of all stakeholder groups responsible for implementing them including faculty; and,

Whereas the State University of New York system has been engaged in the development of SUNY Excel, a performance measurement system for both the system and its campuses since 2013; and,

Whereas the four leadership meetings held across the state of New York in December, 2013 offered limited participation by faculty representatives in attendance; and,

Whereas the process for developing campus level outcomes and indicators does not include steps to consult with faculty to discuss the potential impact of indicators on the missions of campuses, programs or departments; and,

Whereas the implementation of performance measurement systems are more successful when they are reviewed and revised as all stakeholders gain knowledge about the processes and their outcomes; now, therefore

Be it resolved that support of the SUNY Excels program by the University Faculty Senate is contingent upon satisfactorily addressing the following:

- Both individual campuses and the SUNY system engage all participants in governance including faculty, staff and students in the development and implementation of campus specific performance measures that are integrally linked to their unique institutional missions;

- Each campus, through the existing shared governance process(es), and SUNY carefully assess the impacts of pursuing conflicting performance measures simultaneously;
- SUNY and its respective campuses, through the existing shared governance process(es), select and use measures which directly support the core academic missions of the institutions;
- SUNY and its institutions, through the existing shared governance process(es), systematically review the validity and reliability of their performance measures on an annual basis; and,
- SUNY adopt procedures for amending performance measures and their systems as part of a process of continuous improvement for the System and its campuses.

168-03-1

Resolution on SUNY Excels Performance Measurement System

Passed

**University Faculty Senate
168th Plenary
SUNY Environmental Science and Forestry
October 25, 2014**

Resolution on Affordability of Textbooks and Other Instructional Materials

Whereas the mission of the State University of New York (SUNY) is to provide the people of New York State with educational services of the highest quality and with the broadest possible access; and

Whereas the cost of higher education borne by students including those attending SUNY has risen in recent years; and

Whereas the cost of education can be prohibitive, affect access and affordability, and contribute to indebtedness for students and their families; and

Whereas the increased cost of textbooks and other instructional materials contributes to the overall increase in the cost of higher education; and

Whereas ensuring that students have access to textbooks and related materials is consistent with SUNY's mission and integral to student success; and

Whereas textbooks are continuously updated and it is not general policy or within the scope of the budgets of libraries to purchase textbooks as part of their academic holdings; and

Whereas faculty instructional copies may not be copyright compliant for use in library reserves; and

Whereas the Chancellor on October 23, 2014, announced the SUNY Affordable Learning Solutions initiative as part of International Open Access Week; and

Whereas on November 9, 2013, the General Assembly of the Student Assembly of the State University of New York passed the Textbook Affordability Solutions Resolution #1314-40; THEREFORE

Be it resolved that the University Faculty Senate (UFS) asks the Chancellor to work with campus Presidents to implement the Student Assembly of the State University of New York's Resolution #1314-40; and

Be it further resolved that the UFS asks the Chief Academic Officer on each campus to work with the Campus Governance Leader to consider faculty to adopt textbooks from all phases of Open SUNY Textbooks and other open textbook sources and be encouraged to author such resources; and

Be it further resolved that the UFS asks the Chief Academic Officer on each campus to work with the Campus Governance Leader to increase faculty knowledge of low or no cost textbook alternatives.

168-04-1

**Resolution on Affordability of Textbooks and Other Instructional Materials
Passed without dissent.**

**University Faculty Senate
168th Plenary
SUNY Environmental Science and Forestry
October 25, 2014**

Resolution on Reduction on the Maximum Working Hours for Student Assistants

Whereas the mission of the State University of New York (SUNY) is to provide the people of New York State with educational services of the highest quality and with the broadest possible access; and

Whereas the cost of higher education borne by students including those attending SUNY has risen in recent years; and

Whereas the cost of education can be prohibitive, affect access and affordability, and contribute to indebtedness for students and their families; and

Whereas a student's inability to earn sufficient wages could result in lack of persistence toward graduation, and/or delayed graduation; and

Whereas previous recommendations from the Provost's Office and the Student Affairs Office state that students who are in good academic standing may be allowed to work more than 20 hours per week and students who are struggling academically should continue to be limited to 20 hours per week when classes are in session; and

Whereas the SUNY Human Resources document 8300 policy of September 1, 2014, has limited student assistant working hours to twenty-nine (29) per week may present a significant financial hardship;

Therefore Be it resolved that the University Faculty Senate requests that SUNY System Administration work with the State of New York to remove the limitation on student assistant working hours; and

Be it further resolved that the University Faculty Senate urges the Chancellor to support any and all other efforts to provide students with insurance options so that student working hours not be limited.

168-05-1

Resolution on Reduction on the Maximum Working Hours for Student Assistants

Passed

**University Faculty Senate
168th Plenary
SUNY Environmental Science and Forestry
October 25, 2014**

Resolution in support of expanding SUNY undergraduate research and creative endeavors

Whereas undergraduate education, basic research, and applied research are fundamental components of SUNY's mission statement; and

Whereas undergraduate research is understood in the broadest sense to mean hands-on, applied learning and creative endeavor in laboratories, studios, performance venues, and field sites; and

Whereas the Chancellor, in her 2014 State of the University address stated, "Our goal is that every SUNY student has an applied learning experience by graduation;" and

Whereas applied learning experiences such as undergraduate research opportunities increase student persistence toward degree completion, particularly in science, technology, engineering, and mathematics; and

Whereas the Research Foundation for SUNY has dedicated funding for summer undergraduate research opportunities as well as education and outreach funding for the Networks of Excellence; therefore

Be it resolved that the University Faculty Senate supports the goal of expanding research opportunities for undergraduate students; and

Be it resolved that the University Faculty Senate supports our colleagues in their efforts to strengthen curricula that prepare students for undergraduate research; and

Be it resolved that the University Faculty Senate supports our colleagues in their efforts to further develop creative ways to infuse undergraduate research into existing curricula, and where appropriate, to provide extracurricular research opportunities; and

Be it resolved that the University Faculty Senate encourages SUNY and campus administration to provide greater resources (funding, time, space, credit), to our colleagues who regularly inspire, educate, and mentor undergraduate researchers.

168-06-1

**Resolution in support of expanding SUNY undergraduate research and creative endeavors
Passed without dissent.**

Resolution on Naloxone Availability

WHEREAS, a SUNY-Oswego student recently died from an apparent heroin overdose.

WHEREAS, he might have survived if SUNY-Oswego campus police had administered naloxone; and

WHEREAS, two other SUNY-Oswego students with apparent heroin overdoses survived after Oswego city police administered naloxone; and

WHEREAS, heroin is widely available, and heroin overdoses are increasing in frequency,

BE IT THEREFORE RESOLVED that University Faculty Senate requests that SUNY Administration ensure that all SUNY campus police units and campus First Responders have access to and are stocked with naloxone and are trained in its use for emergent administration; and

BE IT THEREFORE FURTHER RESOLVED that campuses work to prevent substance abuse in our campus communities.

Moved by Jay Brenner, seconded by Kelley Donaghy.

168-07-1

**Resolution on Naloxone Availability
Passed without dissent.**

APPENDIX 4

Online Finals Policy, EPC Committee, submitted by K. Polasek, Chair

415.03 EXAMINATION POLICIES

Final examinations are required. An instructor may request exception to this policy from the department chair. The chair may grant such request if: (1) the nature of the course makes such action desirable; or (2) an adequate series of other evaluation procedures is substituted. An instructor may have a policy of exempting students who meet specified criteria from final examinations: the policy and criteria shall be stated and placed on file with the department chair.

Final examinations or last examinations of the course are given during final examination week (except for examinations in quarter courses, which end in the middle of the semester.) No examinations, quizzes, or tests of any type should be given during the last week of classes prior to the published final examination week.

Online and hybrid courses will be assigned a final exam day and time to ensure students have adequate opportunity to take the exam in alignment with the final exam policy. Hybrid courses must use the assigned final exam period which is determined by their in-class meeting day/time. Instructors of fully online courses: 1) must make the exam available during the course's assigned final exam time period;

and 2) may make the exam available before and after the assigned time for any length of time within the final exam standard schedule (i.e., 8 am on the first day of finals to 4 pm on the last day of finals).

Any deviation from this policy must be approved in advance by the appropriate department chair and school dean.

(Approved by the Faculty Senate, Feb. 11, 1977; subsequently approved by Vice President Corey)

A copy of all final examinations shall be kept on file in the department chair's office for a period of three years. After three years the examinations shall be returned to the appropriate staff members.

Each instructor, after receiving approval of his/her examination policy from his/her chair, shall inform each class of the course requirements and grading procedures by the end of the first full week of classes. Persons in the class shall be informed of policies on:

1. examinations and other evaluation procedures
2. exemption from examinations
3. make-up of examinations

All such policies shall reflect current college policy.

A student may request an adjustment in his/her final examination schedule if

- there is a conflict in his/her examination schedule
- the student is scheduled for more than two examinations in any one day
- the student has a verified illness or other emergency.

Requests for adjustment shall follow procedures established and published by the Registrar. No make-ups for final exams shall be given except for students who are officially excused or who have been verifiably excused by a physician.

The student shall have the right to appeal decisions resulting from these policies to the chair of the department, the associate dean of the school or the provost.

(Approved by the Executive Council, April 11, 1972)

APPENDIX 5

Transfer Credit for Cambridge International A Level and AS Exams

submitted by K. Polasek, Chair, EPC Committee

MEMORANDUM

TO: Chair, Educational Policy Committee

FROM: Carol Costell Corbin
Assistant Director for Transfer Credit Services, Advisement and Transition
Chair, Transfer Advisory Committee

DATE: October 1, 2014

RE: Transfer Credit for Cambridge International A Level and AS Exams

By request of Admissions, the Transfer Advisory Committee met in the spring 2014 semester to explore the Cambridge International Advanced-Level (A Level) and Advanced Subsidiary (AS) exams as a possible new source of transfer credit for international students. The Transfer Advisory Committee, comprised of the Associate Deans, Associate Provost for Academic Affairs, and representatives from Admissions, the Registrar's Office, Advisement and Transition, and faculty, have endorsed this request and are seeking a policy change to include Cambridge International exams as an official source of acceptable transfer credit.

The exams can be viewed as equivalent to Advanced Placement (AP) exams that U.S. students take as part of a rigorous high school curriculum. Successful completion of the exams earns a student advanced standing at college. Cambridge International Exams are recognized as a source of credit at over 450 U.S. colleges and universities, including Cornell University, New York University, Harvard, and Stanford University. Colleges within the SUNY system who award credit include Binghamton University, SUNY Geneseo, SUNY ESF, and Stony Brook.

The exams are not regularly administered within the U.S.; therefore, this would be a source of credit specifically for international students. There are 55 discipline exams, and they are scored with a grade of A through E without pluses or minuses. The exams would not conform to our typical minimum grade of C- or better for transfer, so we would require students to earn a C or better to receive credit. Since few students will transfer with this source of credit, an online transfer equivalency chart will not be created. Each exam has a corresponding syllabus, and syllabi will be sent to department chairs for review as needed for specific course equivalents.

Advanced Subsidiary (AS) exams typically represent a one-year course and Advanced Levels (A level) typically a two-year course. The committee reviewed the appropriate number of credits to award per exam and supported awarding 3 credit hours for each successfully completed AS level and up to 6 credits for each A level.

More information about the exams can be found at the Cambridge International website:
<http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-A-Levels/recognition/>

Attached please find the proposed College Catalog and Handbook language and areas that would need to be modified. Thank you for your consideration of this proposal. Feel free to contact me for more information or with questions or concerns.

College Catalog

1. Academic Policies > Transfer Credit Evaluation > Sources of Credit

New Text (after American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI))

Cambridge International A Level and AS Exams

Academic credit is granted with satisfactory Advanced (A Level) and Advanced Subsidiary (AS) exam results of C or better. Students can earn 3 credit hours for each AS Level exam and up to 6 credit hours for each A Level exam.

2. Academic Policies > Transfer Credit Evaluation > Transfer Credit Limits and Residency

New text inserted in italics

Under State University of New York policy, credit will be granted for published examinations from the following test series, provided that the specified minimum Cortland performance levels are met and that the examinations are in areas that normally receive transfer credit at Cortland. SUNY Cortland will accept a maximum of 30 credit hours earned through such sources as Advanced Placement, College Level Examination Program, *Cambridge International A and AS level exams*, or College Proficiency and/or the International Baccalaureate. This maximum applies to all of these courses combined, not individually.

Cortland students are not eligible to receive credit by equivalency examinations when they are enrolled in or have completed a higher-level course within the same discipline.

Students may receive up to 64 credit hours of transfer credit from two-year colleges. This maximum credit-hour total includes any 100- or 200-level courses, Advanced Placement, College Level Examination Program, ACTFL Oral Proficiency Interviews, *Cambridge International A and AS level exams*, College Proficiency or International Baccalaureate credits. Transfer students from four-year colleges or universities may receive additional credit hours toward degree requirements at Cortland. The maximum number of credit hours accepted ranges from 75-83, depending on the number required for graduation in the chosen program.

College Handbook

410.04 ADVANCED PLACEMENT AND CREDIT FOR EQUIVALENCY EXAMINATIONS

New Text (after Advanced Placement Program)

Cambridge International A Level and AS Exams

Academic credit is granted with satisfactory Advanced (A Level) and Advanced Subsidiary (AS) exam results of C or better. Students can earn 3 credit hours for each AS Level exam and up to 6 credit hours for each A Level exam.

If an examination will receive a grade of E for that course unless they obtain excuses for their absence from their school deans. It is the student's responsibility to arrange with the instructor for a make-up examination. Such a make-up examination must be taken after the regularly scheduled examination and will be given at the convenience of the instructor.

General Education Program Revision

submitted by J. McNamara, Chair, GE Committee

To: Faculty Senate Steering Committee

From: General Education Committee

Date: October 2014

Re: General Education Program Revision

In the spring of 2014 the Faculty Senate requested that the General Education Committee continue discussions of the General Education Revision proposal and resubmit a proposal in the fall of 2014. This process began in 2012 with the SUNY Board of Trustees Seamless Transfer Requirements (Resolution 2012-089) and the subsequent [Memorandum to Presidents](#) in June of 2013 calling for practices that will increase student mobility and timely degree completion. These helped to launch a campus discussion beginning with the purpose of general education and how our program met that purpose. Based on the resolutions and the initial feedback from campus, the committee then began to explore how the GE program might be revised or reduced to: support transfer mobility; address degree credit hour mandates; and create greater flexibility and choice for students.

Process

The GE Committee continued the campus dialogue through: two open campus meetings; group meetings with chairs and faculty involved with specific categories related to proposed changes; and solicitation of comments through the GE email. The Committee has worked to respond to SUNY and campus requests to look at ways that the GE program might be reduced and/or made more flexible to allow for programs to meet mandated credit limits and for greater student choice in their liberal studies and exploration of other curricular opportunities (e.g., minors).

Proposed Changes

Based upon those discussions and feedback, the committee is proposing the following changes to the current General Education program:

1. A choice of either GE 4: U.S. State and Society or GE 5: Western Civilization

The committee supports this as a way to ensure that students have exposure to United States and other western perspectives that expand upon their secondary and postsecondary curricula. The proposal retains the GE 3: Social Science requirement and its focus on methodology of social sciences as that is foundational to critical analysis of research and information. GE 6: Contrasting Cultures is retained as a requirement to ensure that students are challenged to learn about non-western perspectives and compare this to their understanding of dominant western perspectives.

2. Require GE 2: Natural Science as a four-credit course including a laboratory and elimination of the second natural science, GE 13.
3. Revision of the goal and learning outcomes of GE 12: Science, Technology, Values, and Society to strengthen the focus on how the understanding of scientific methods as they apply to the analysis of, and judgments about, social issues.

Recommendations 2 and 3 are connected in recognition that the total focus on natural science has been reduced as part of the goal of reduction. The four-credit laboratory course is required to ensure that students have both theoretical and experiential understanding of the scientific method. The changes to

GE 12 are designed to ensure that analysis about the intersection of science/technology and society is tightly coupled with the ability to look critically at the scientific evidence that inform those analyses.

The resulting program is provided as an addendum on page 3 of this memo.

Implementation

If approved, we recommend that the revised program go into effect in the fall of 2015. If approved, the GE committee will review all courses in the affected categories and assist departments if clarification or modification is needed to align with the revised category outcomes.

Throughout this process, we have worked to gain insight and integrate a wide range of perspectives on GE and how we maintain the strength of the program while considering ways it might evolve. For more information on General Education, including background on the process and the spring 2014 proposal, please visit [General Education](http://www.cortland.edu/curriculum) online via www.cortland.edu/curriculum.

The committee would like to recognize everyone who attended meetings and provided feedback. We have been continually impressed with the insight, commitment and passion that faculty and staff have shown for their disciplines and the General Education program overall. While there are divergent views on the best possible program, it is heartening to see that the campus strongly agrees on the importance of general education for all students in all programs at SUNY Cortland.

Thank you.

Proposed Revision of SUNY Cortland General Education Fall 2014

1. Quantitative Skills (3cr)
2. Natural Science (with a 4cr lab)
3. Social Science (3cr)

Students choose one three-credit course in

either GE 4 or GE 5

4. United States History and Society (3cr)
5. Western Civilization (3cr)
6. Contrasting Cultures (3cr)
7. Humanities (3cr)
8. The Arts (3cr)
9. Foreign Language (3cr)
10. Basic Communication (3cr)
11. Prejudice and Discrimination (3cr)
12. Science, Technology, Values and Society (3cr) *see following edits to learning goal and outcomes.*

Students must complete a minimum of 30 credit hours of approved SUNY General Education course work. Courses in GE 11 and 12 only count towards that total if they are cross listed in categories 1-10.

GE 12 Proposed Changes to Learning Goal and Outcomes:

If this proposal is accepted the GE committee will review all courses in the affected categories and assist departments if clarification or modification is needed.

Current Catalog Description for GE 12

Category 12: Science, Technology, Values and Society

The goal of this category is for students to reflect critically on problems that involve ethical or values-based judgments of technical information and/or issues that arise at the interface of science and society.

Learning Outcomes

Students will demonstrate an understanding of

1. the manner in which value judgments are justified and how interpretation of technical information can lead to different conclusions, and/or
2. issues at the interface of science and society that impact the modern world.

Proposed Changes to GE 12

Category 12: Science, Technology, Values and Society

The goal of this category is for students to reflect critically on problems that involve ethical or values-based judgments of technical information and issues that arise at the interface of science and society.

Learning Outcomes

Students will demonstrate an understanding of

1. the manner in which value judgments are justified and how interpretation of technical information can lead to different conclusions
and
2. issues at the interface of science and society and how the methods of science and scientific data are understood in the context of social issues.