PennState Behrend

Faculty Teaching Handbook

This handbook can be found at
behrend.psu.edu/facultyhandbook

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PennState Behrend

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Dear Faculty Member,

On behalf of the faculty and staff of Penn State Behrend, I want to congratulate you on your appointment to the faculty of Penn State University.

We're proud of the reputation we have developed for teaching excellence and we want to provide you with the support necessary to continue in this tradition. This teaching handbook has been designed to assist you in performing your teaching duties and supporting students in their learning. In addition to the information in this book, the school directors, faculty members, and staff members throughout the college are willing to help you or to answer any questions that might arise.

The Centers for Teaching and eLearning Initiatives exists specifically to help faculty members become excellent teachers. Dr. Qi Dunsworth, director of the Center for Teaching, and Dr. Jon Gunnell, director of the Center for eLearning, are prepared to help members of the faculty. Feel free to schedule a time with Qi or Jon if you want to talk about pedagogy, specific classroom teaching techniques, or ways to enhance student learning with technology.

I hope that you find this handbook to be a useful tool in meeting the goals for your classes. Two other documents, the *University Faculty Handbook* and the *University Faculty Senate Policies for Students* are also valuable information resources.

Please feel free to forward any comments or suggestions that you may have. In the meanwhile, I wish you a productive first semester at Penn State Behrend.

Sarah Whitney
Assistant Director for Academic Administration
sew17@psu.edu

An Equal Opportunity University

PENN STATE UNIVERSITY

Mission Statement

"Penn State is a multi-campus public land-grant university that improves the lives of the people of Pennsylvania, the nation, and the world through integrated, high-quality programs in teaching, research, and service. Our instructional mission includes undergraduate, graduate, and continuing and distance education informed by scholarship and research. Our research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its applications in the natural and applied sciences, social sciences, arts, humanities, and the professions. As a land-grant university, we also hold a unique responsibility for outreach and public service to support the citizens of Pennsylvania. We engage in collaborative activities with industrial, educational, and agricultural partners here and abroad to disseminate and apply knowledge."

History of Penn State Behrend

Penn State University has twenty-four locations throughout the state. Penn State Behrend is one of five "campus colleges" at which students can complete their entire degree program outside of University Park.

Since it opened its doors in 1948, Penn State Erie, The Behrend College, has grown from 146 students on a former farm estate into a thriving academic institution with more than 5,050 students.

As of 2022, Behrend offers more than forty degrees at the bachelor's, master's, and associate degree levels as well as a range of minors and certificates.

The Penn State Behrend campus was donated to the University in 1948 by Mary Behrend in memory of her husband, Ernst, co-founder (with his father and brother) of the Hammermill Paper Company, later acquired by International Paper. In donating her family's Glenhill Farm estate to Penn State, Mrs. Behrend was responding to the need, expressed by a committee of prominent Erie residents, for a public, co-educational, non-sectarian university presence in Erie.

The first students to enroll at what was then known as The Behrend Center could complete only their freshman year at the center. When Penn State reorganized in 1959, the Commonwealth campus system was established and The Behrend Center became the Behrend campus of Penn State. Both the enrollments and the physical expanse of the campus grew throughout the 1960s and early 1970s and, by 1971, more than 1,200 students were enrolled.

On January 20, 1973, the Penn State Board of Trustees granted four-year college and graduate status to Penn State Behrend, making it the first Penn State location outside of University Park to achieve such status. Today, the college is a dynamic and growing institution. The college has been led by Dr. Ralph Ford since 2015.

Principles of Penn State Behrend

Mission: "As a four-year and graduate college within a land-grant and research university, Penn State Erie, The Behrend College, provides a high-quality, student-centered teaching and learning environment. The college also provides strong research and outreach programs with a particular focus on serving regional economic, social, and intellectual development."

Vision: "Penn State Erie, The Behrend College, will be recognized regionally as a high-quality, student-centered college embedded in a land-grant university and research university."

Other guiding principles include the college's commitment to diversity (Appendix 1) and the Penn State Principles (Appendix 2).

Here is the *Vision of a Behrend Graduate:*

"Penn State Behrend has a history and future of developing thinkers, creators, and innovators who build opportunities out of challenges, competence out of curiosity, and proficiency out of potential.

We produce graduates who are prepared for success in their professions, passionate about their work, and committed to lifelong learning; who are open to new experiences and diverse perspectives; and who possess interdisciplinary knowledge and a global and ethical outlook—all critical to thriving in an ever-changing world.

We empower our students through highly engaged instruction, research, and out-of-class opportunities, combined with a distinctive Open Laboratory model of learning and discovery that connects students to business, industry, alumni, and community partners—giving them real-world experiences while benefitting these partners.

With purpose, we develop graduates who are widely recognized for the contributions they make to their professions, their communities, and the world around them."

Penn State Behrend Academic Organization

The college is headed by Chancellor Ralph Ford. Reporting directly to him are Interim Associate Dean for Research and Graduate Studies Alicyn Rhoades and Associate Dean for Academic Affairs Pamela Silver.

Dr. Rhoades is in charge of college research and graduate activities. Dr. Silver oversees academic affairs at Penn State Behrend, including the undergraduate programs in the schools, the major academic support offices, and relevant college/university policies. Faculty members are organized into four schools, each headed by a director:

- Black School of Business – Dr. Greg Filbeck
- School of Engineering –Dr. Timothy Kurzweg
- School of Humanities and Social Sciences – Dr. Melanie Hetzel-Riggin
- School of Science – Dr. Marty Kociolek

Faculty members all belong to an academic discipline, which is headed by a program chair. Faculty members who encounter any problems related to classroom instruction should first try to have them resolved by their program chair, then by their school director, and finally by Associate Dean Silver.

INSTRUCTIONAL POLICIES AND PRINCIPLES

Listed below are several of the most important Penn State Behrend policies and practices regulating classroom instruction. Some of these are University policies that apply to all Penn State colleges; others are college policies as determined by the Penn State Behrend faculty and administration. Please review them carefully and refer back to them when necessary. If you have any questions about this material, please contact Dr. Whitney or Dr. Silver.

Course Syllabus

A written (paper or electronic form) syllabus must be distributed to students on or before the first class meeting, and the syllabus **must remain available to students electronically until the end of the semester.**

In addition to course content, expectations, and location of the program, the syllabus must include contact information for all course instructors, the course examination policy, grade breakdown by assessment type and percentage, required course materials, course goals and objectives, and the PSU academic integrity and disability policies,

Changes to the syllabus shall also be given to the student in written (paper or electronic) form. See Senate Policy 43-00, 47-40, 47-60, 48-40, and 49-20 for further details.

During the first class meeting, you should talk with students about your expectations for their academic performance and classroom behavior. Your expectations should be clearly stated in your syllabus. See Appendix 3 for two sample syllabi. Each syllabus needs to contain several elements:

1. **Basic Information**
   Include the class name and number; your complete contact information, including your name, phone number, e-mail address; office hours; required books or other necessary materials; and class cancellation procedures. You should include a calendar with dates of class meetings, as well as the graded assignments due on each date.
2. **Course Expectations**
   Identify the goals and learning objectives that will be used as the basis for course grades. You should also provide a description of major assignments, including information on appropriate content, form, and criteria you will use to evaluate them.
   - Course **Goals** are broad educational benchmarks describing general understanding and knowledge domains in each course.
   - Course **Objective**s are more specific, should map to broader course goals, and represent unique, focused skill sets with learning outcomes that can be assessed.

   Both Goals and Objectives should reflect the most current course description on record. Each Penn State course should offer similar educational and knowledge domain experiences regardless of campus location and adhere to Senate Policy 42-10, referred to as the 80%/20% course content rule.
3. **Grading**
   You must include a written, detailed explanation of your grading practices, especially how the final grade will be determined. The basis of grades must be provided to students on or before the first class meeting. You must include a breakdown of grading by assessment type (quizzes, etc) and

percentages. Changes to the syllabus, if applicable, must be given to the student in written (paper or electronic) form. Once the semester begins, you should not change your grading system or assignments.

Please note this recent update from the Faculty Senate: **"**Instructors also should provide evaluations of student progress *in advance of the late-drop deadline* in order for students to make an informed decision about ways to improve their performance or, as a last option, to late drop the course." The easiest way to do this is to verbally and/or electronically remind students to check their grades on CANVAS before late drop.

4. **Course Policies**
   Include basic course policies you will follow (e.g., attendance, makeup assignments, tardiness, out-of-class preparation, etc.). Penn State treats the missing of class for sanctioned college activities as an excused absence, and faculty must give students an opportunity to make up missed assignments. Students, however, are responsible for making up any missed work. Participants in sanctioned college activities should provide each of their instructors with a schedule of events and departure times early in the semester.

5. **Academic Integrity Statement**
   The University requires all syllabi to include a statement on academic integrity (see Senate Policy 49-20). A sample academic integrity statement appears in Appendix 4.

6. **Statement on Rights and Responsibilities for Students with Disabilities**
   The University requires all syllabi to include a statement informing students with disabilities of their rights and responsibilities. The requirement can be found at Syllabus Statement. Model language for the statement appears in Appendix 7.

7. **Equity Statement (see Appendix 8).**
   You are now required to include a statement on educational equity and resources for reporting bias. See the example in the Appendix.

8. **Counseling Services Availability:**
   You are now required to include a reference to counseling in your syllabus. The sample statement follows: Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

   Counseling and Psychological Services at Behrend: 814-898-6504

   Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
   Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Selection of Books

For some classes, the program offering a course will prescribe books. For other courses, instructors may choose their books. You should consult with your program chair if you are uncertain which books would be appropriate for your class. Faculty should place book orders online via a program called "Adoption and Insights Portal." You will receive an email from the bookstore manager when it is time to order books for the upcoming semester. In the meantime, you can check out this the Adoption and Insights Portal.

Faculty Office Hours

Each faculty member is expected to hold regular office hours each week during the academic year. For full-time faculty members, at least three 50-minute periods per week should be scheduled; a greater number of office hours is preferable. Part-time faculty members should schedule at least one office hour per week per class. Office hours should be posted and included in class syllabi, together with an offer to meet at other mutually convenient times by appointment, if students or advisees are unable to see faculty members during regular office hours.

If for some reason scheduled office hours cannot be held on any given day, it is desirable to email students or to place a note on your door notifying students and advisees that you will not be available.

Class Lists

Up-to-date class lists are available electronically via LionPATH in the LionPATH Faculty Center. You can also locate class lists within your individual courses on CANVAS.

Students should use the wait list system in LionPATH to add themselves to classes. Faculty should not manually enroll/over-enroll students in their courses unless there is a truly compelling reason.

Online Student Progress Report

At key points during the semester, you will receive an e-mail prompting you to log onto Starfish (the academic advising software) to evaluate the academic performance of students. You will have the opportunity to identify specific concerns (excessive absence, work below standard for course etc), and you can also acknowledge strong performance. Students and their advisers are notified if their performance is unsatisfactory. It is highly recommended that you fill out the Starfish report. See Senate Policy 47-70 for details.

Informing Students of Progress

Instructors should keep students informed of their academic progress consistently throughout the semester. Return graded exams and assignments on a timely basis so that students can track their own progress. Prompt feedback helps students to learn from their mistakes so they can improve on future assignments. Most instructors use CANVAS gradebook, so students are able to track their grades online. If you do not, you may wish to pass out up-to-date summaries of the students' grades two or three times during the semester, including a computation of what their final grade would be at that time. This will ensure that there are no "unpleasant surprises" for students at the end of the semester.

Students should receive significant grades or other feedback before the University's "action dates" (e.g., late drop deadline) to help them to evaluate their progress when options are still available. Action dates are published on the Academic Calendar page each semester.

Final Exams and Evening Exams

The final exam must be given during the assigned final exam time. Faculty members may assign take-home examinations or term papers in lieu of a final exam; however, these assignments may not be due any earlier than the first day of the final exam period. No assignments worth more than ten percent of the semester grade may be given during the final week of classes. See Senate Policy 44-10 and 44-20 for details.

Final Exams: These exam periods are 110 minutes long. The registrar's office will inquire if you need to schedule a final exam in the beginning weeks of the semester. The college-wide exam schedule will be published as soon as all exams are scheduled.

Students who have two exams scheduled at the same time must file a request with the Registrar's Office for a new exam time. Students who have three or more exams scheduled within one calendar day or three exams scheduled back-to-back consecutively have the option to file a request with the Registrar's Office for a new exam time. The Registrar's Office will determine which exam will be moved. See Senate Policy 44-25 for details.

Evening Exams: The holding of evening examinations in courses not normally scheduled in the evening is permitted only when all the following conditions are fulfilled:

- Consent of the dean of the college in which the course is taught is obtained.
- Not more than four such examinations are scheduled in any one semester in any course.
- The evening examinations are scheduled in advance with the academic affairs officer and announced to the students during the first week of the semester.

Grading

Official Policy

The University's Senate Policy (47-20) states that "grades shall be assigned to individual students on the basis of the instructor's judgment of the student's scholastic achievement." Policy 47-60 elaborates:

"For undergraduates and graduates the grades of A, A-, B+, B, B-, C+, C, D, and F indicate a gradation in quality from Excellent to Failure and are assigned the following grade-point equivalents:

Grade	Grade-Point Equivalent
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
D	1.00
F	0

Practices

It is important that you gain a sense of the appropriate standards of student performance at Penn State. Talk to your program chair and senior faculty members in your discipline. You may wish to ask experienced colleagues to share their tests, assignments, and grading standards to compare with your own practices so that you have a better sense of what your colleagues are requiring of students in similar courses.

It is permissible to grade an individual assignment or determine a final grade according to standards more lenient than those you have defined in your syllabus, provided that you treat all students in the same manner. However, it is not appropriate to impose a stricter standard than you have defined.

Keep good records of grades, attendance, and other factors used to compute the final grade. Grade books are available from your school staff assistant for this purpose. If you use the online gradebook in the learning management system, the best practice is to save an electronic copy of student grades and keep it up to date.

Reporting Grades

Instructors submit course grades or early progress reports (first-year and provisional students only) by using the LionPATH grade entry application. Final grades may be prepared in CANVAS and imported to LionPATH.

Corrected Grades (Change of Grade)

Grade changes are appropriate if a miscalculation by an instructor has occurred. You can do this yourself on LionPATH. Alternatively, you can utilize a "grade change authorization form" from the Registrar's Office, which must be signed by you. However, in all cases, corrected grades must be changed within one year of the end of the semester in question. See Senate Policy 48-30 for details.

Deferred Grades

Faculty members may choose to submit a "deferred grade" for a student who, because of extraordinary circumstances, was unable to complete all the course requirements.

The period during which a grade may be deferred shall not extend beyond ten weeks following the end date of the course (as it appears in the schedule of courses). After that time, the DF will automatically become an F. See Senate Policy 48-40 for details.

Disputed Grades (Complaints)

Students who wish to contest a grade (either an assignment grade or the overall semester grade) have the right to request mediation. AAPPM G-10 Grade Mediation and Adjudication establishes an informal phase of the mediation. Because this phase is informal, no documentation is required and only the disputed assignment(s) should be reviewed. The program chair will attempt to mediate an agreement between the student and instructor; if s/he concludes that no agreement is possible, the case will be sent to the school director for a second attempt at mediation.

If the school director is also unable to affect a resolution, the process enters a formal stage in which the student files a petition of protest with the Associate Dean, who will review the petition to determine its validity. The Associate Dean has the authority to dismiss the case or attempt additional mediation.

Defining and Maintaining Academic Integrity

The pursuit of scholarly activity in an open, honest, and responsible manner is a guiding principle at Penn State. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts violate the ethical principles of the University community and undermine the efforts of others.

Violations of academic integrity include but are not limited to:

- cheating on a test
- unauthorized possession of exams
- plagiarism
- submitting work by someone else as your own
- submitting work from a previous class without instructor approval
- facilitating the dishonesty of others by giving them your assignment/past work
- collaborating with others against instructor permission
- altering assignments after they have been submitted or graded
- unauthorized uses of technology (having a cell phone out during a test against instructions)

Additional resources are found at the Academic Integrity site.

If you suspect a student of an Academic Integrity (AI) infraction:

1. Set up a meeting with the student **as soon as you can**. In person or Zoom are both fine. It is recommended that you write down a brief narrative of the incident (dates/times/description) for your memory and records.
    - Be clear about what the alleged infraction is and why it is an infraction.
    - Tell the student that they can exercise the right to a hearing if he/she so chooses.
    - Tell the student that they have **FIVE BUSINESS DAYS** to either accept or contest the charge. **After five business days, a non-response becomes a non-contested charge**. It is important for students to hear this from you, because many assume that if they ignore it, it will go away.
2. Log on to the online AI system. Fill out the form. Determine your proposed sanction. Typical sanctions for a first offense include failure of, or reduced credit on, the assignment in question (this is provided for reference only, not as a suggestion).
3. The student will respond in the online system. If they accept the charge, the case will be closed unless there are prior incidents (in which case the packet is sent to a review committee). If they contest, a written review of evidence will be undertaken by the AI committee, and a hearing may result.
4. Student "disappearance"– as per Senate policy, a student who is accused of an A.I. violation **may not** drop the course. If you find that the student has dropped your course, please contact Sarah as soon as you notice it. The registrar's office can return him/her to class.

For further questions, please contact Dr. Sarah Whitney, Assistant Director of Academic Administration, at sew17@psu.edu.

Inappropriate or Disruptive Student Behavior

Penn State Behrend operates on the assumption students will behave in a civil manner in the classroom. Students, however, occasionally act inappropriately and it may be necessary to respond to disruptive behavior. Please review Appendix 5, "Faculty Rights Regarding Classroom Behavior." If you would like to discuss an individual incident, contact Ms. Megan O'Polka, Assistant Director of Student Affairs, at arw5141@psu.edu

Classroom Absences

Student Absences

Senate Policy 42-27 emphasizes the importance of class attendance. Best practices are quoted from the policy below:

I. Instructors should clearly communicate their expectations and policies related to class attendance and evaluation in their syllabus at the beginning of the semester. Class attendance may be required regardless of the format of the class or course. Online course attendance may go beyond course login to include documentable participation in class activities, such as interacting with the instructor, interacting with enrolled students, completing assignments with due dates, and participating in online discussions on a regular basis.

II. Students who know in advance that they will miss a class or evaluative event in accordance with Senate Policy 42-27 and want the opportunity to complete work that impacts their grade must communicate this information to instructors in a timely manner. In situations where making up a missed evaluative event is possible, students may be required by instructors to inform them in advance of the evaluative event using the class absence form or other form of written notification.
    a. In verifying that a student's absence is in accordance with Senate Policy 42-27, instructors should be sensitive to a student's privacy and well-being, especially for legitimate circumstances such as illnesses, accidents, or family emergencies. Instructors may require students to provide documentation with the class absence form or other written notification, except for the following situations:
        i. Students are not required to provide any information that would reveal private health information or to provide a document containing the signature of a clinician.
        ii. University Health Services (UHS) does not provide verification of illness or injuries. Verification will be provided only for serious illnesses for which UHS clinicians provided services, or when UHS has received such documentation from outside providers.
    b. When making up work is possible, the instructor and student should determine how the evaluative event will be completed given the circumstances of the absence. Instructors may require that the event or assessment be completed in advance of the absence.
    c. Absences may ultimately affect student performance in a class. Instructors will determine when irregular attendance or missed evaluative events are negatively affecting a student's grade in the course and will communicate this issue to the student accordingly.
    d. Reweighting the course grade by not including the missed assignment(s) usually is inappropriate. Completion of all assignments ensures the greatest opportunity for students to develop understanding and content mastery and supports the university's desire to enable students to make responsible situational decisions without endangering their academic work.

III. In emergency situations where a student does not have advance knowledge of an absence the student (or a representative if the student is incapacitated) must notify their college or campus contact of the situation in writing and meet to discuss the implications of any absence for making up the evaluative

event as soon as reasonable. Instructors should communicate their expectations for notification and meetings in such situations in their syllabus or in writing in course materials, while recognizing that such emergent situations may require flexibility.

IV. False claims of legitimate or unavoidable absence may be considered academic integrity violations (Senate Policy 49-20, AAPP G-9).

V. Students may appeal an instructor's decision to make up an evaluation or assessment under the Grade Mediation and Adjudication Policy and Procedures (Senate Policy 47-20, AAPP G-10).

VI. Students who provide verified orders requiring a short-term absence for military service and are unable to make arrangements with instructors for making up missed evaluative events are eligible for administrative cancellation of the course(s) and 100% of the tuition for the course(s) will be refunded to the student. These students should notify the Director of Academic Affairs or Associate Dean of their college or campus who will notify the University Registrar's Office. For orders requiring absences lasting longer than two weeks, students may pursue a military withdrawal directly through the University Registrar's Office.

Faculty Absences

Except in unusual circumstances, all classes should meet on the days and at the times assigned. Illness of the instructor is usually the only reason for a last-minute cancellation. Faculty members who know in advance that they cannot meet a class because of University responsibilities should schedule an appropriate alternate classroom activity (e.g., guest lectures, films, or proctored examinations).

Rescheduling a class meeting is difficult and inadvisable. When arranging a make-up class, be sensitive to the work and family responsibilities of your students. Students cannot be required to attend a make-up meeting. It may be prudent to anticipate this problem by scheduling one or two classes in your syllabus as "catch-up days." If you decide to re-schedule a class meeting, be sure to reserve the classroom through the Registrar's Office.

Faculty members are encouraged to attend professional meetings in their areas of expertise, and directors may authorize absences for up to three class meetings per semester for professional purposes. Instructors should seek advance authorization for any absences other than class cancellations necessitated by instructor illness.

Faculty absences from class meetings due to illness are to be reported to the school office prior to the beginning of the class period. Each school office is responsible for informing students that classes are cancelled due to faculty illnesses -- usually by leaving a note on the appropriate classroom door prior to each class meeting, and/or by other announcements such as email. When an instructor cannot meet a class for any reason, students are to be notified either prior to or at the beginning of a scheduled class.

Confidentiality

FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 governs how educational institutions control and safeguard their student education records. All employees of educational institutions who have access to student records must abide by FERPA requirements.

The University has mandated that all faculty members take a FERPA tutorial and quiz. Your access to the applications in LionPATH (including class lists, posting of grades, and advising tools) may be limited until you have taken and passed the FERPA quiz.

Instructions to FERPA tutorial and quiz are currently available on the PSU Registrar's site.

Posting Grades

Student records (grades and attendance) must be kept confidential, according to Federal law. Student grades may not be posted by name or undisguised PSU ID number. You are encouraged to use CANVAS gradebook exclusively.

Parents, Guardians, and Other Instructors

Penn State students are legally considered to be adults. Therefore, parents, guardians, or spouses of students are not entitled to information on student progress without the written consent of the student. Other instructors are not entitled to know how well a student is doing in your course unless an instructor is also the student's adviser or there is a legitimate educational request. If you have any questions about what student information you may provide to others, contact the Registrar's Office at 898-6104.

Evaluation of Teaching

The University requires all faculty members to have students evaluate their teaching. The University form for evaluation is an online instrument called the Student Rating of Teaching Effectiveness (SRTE). The college requires that faculty have all of their classes evaluated. See the SRTE site for details.

TEACHING RESOURCES

John M. Lilley Library

The John M. Lilley Library collection contains more than 130,000 volumes and more than 300 periodical subscriptions. In addition, you have access to more than 500 electronic databases that include more than 45,000 journal subscriptions. Interlibrary loan services provide prompt access to the more than 5 million volumes found in other Penn State libraries. Faculty members and students must register with the library in order to initiate borrowing privileges and to gain access to databases.

The library is typically open from 8:00 a.m. to 12:00 a.m. Monday through Thursday; Friday 8:00 a.m. to 6:00 p.m.; Saturday 12:00 p.m. to 8:00 p.m.; and Sunday 1:00 p.m. to 12:00 a.m. during the regular semester, with extended hours during the last two weeks of the semester. A reference librarian is on duty during most of the week to assist the faculty and students with their research needs. Librarians are available to provide class sessions on how to use library resources.

Specific library contacts:

- Course reserves - print: Lisa Moyer, lam13@psu.edu, 898-6313.
- Course reserves - electronic: Sarah Koczan,sek5413@psu.edu, 898-6259
- Library instruction sessions: Jane Ingold, jli4@psu.edu, 898-7278.
- Interlibrary loan: Sarah Koczan, sek5413@psu.edu, 898-6259.
- Borrowing privileges/Circulation questions: Lisa Moyer, lam13@psu.edu, 898-6313.
- Recommending titles for purchase: Melissa Osborn,mao21@psu.edu, 898-6055.

Copy Center

The Copy Center provides faculty, staff, and students with a wide range of copy services. You can request classroom materials handouts through the Behrend Intranet, located off the Behrend website's main faculty page. To contact the Copy Center by phone, dial 898-6121.

Centers for Teaching and eLearning Initiatives

The Center for Teaching Initiatives and the Center for eLearning Initiatives help faculty members enhance their teaching using classroom-tested and research-based pedagogy in residential, hybrid, and online courses.

Staff members at the two offices can work with you to develop teaching strategies that make courses more engaging. In addition, they can discuss with you the proper use of educational technologies and recommend strategies that facilitate student learning. Some of the teaching support services the center provides include:

- Observing a class and making recommendations. This service is confidential and non-evaluative.
- Designing and developing a quality course for delivery modes including hybrid, web-enhanced, or fully online.
- Offering consultations on pedagogical strategies for residential or online teaching and learning.
- Providing course-related multimedia support.
- Assisting the design and analysis of mid-semester feedback from students.

- Providing opportunities for faculty members to exchange effective teaching strategies. Teaching seminars and conferences will be announced on full-time and part-time faculty listservs. Please make sure you subscribe to these listservs.
- Collaborating on educational research projects and grant applications.
- Supporting effective use of educational technologies.

Learning Resource Center

Penn State Behrend's Learning Resource Center (LRC) is dedicated to continuous improvement in learning and academic achievement. It provides free peer tutoring for writing, math, and many classes. The LRC also provides in-class workshops on study skills, time management, and other topics. For more information on the services available at the LRC or to schedule an appointment, please contact Ruth Pflueger, director of the center, at rcp1@psu.edu or 898-6140.

Information Technology Services

Information Technology Services, (ITS) located in Hammermill, has a mission to:

- Provide knowledgeable and committed staff to service our customers
- Provide training and facilities that serve the needs of faculty, students, and staff
- Provide the latest in computer technology for hardware, software, and campus networking

Faculty should contact ITS for help with setting up accounts or wireless access, software requests, audiovisual services, scheduling a lab for class, troubleshooting classroom tech issues, and more. General inquiries are at 898-6250; the link also contains individual emails and instructions for submitting a help ticket (troubleshooting). Help tickets are generally responded to very quickly.

Technology Classrooms

All classrooms are configured as permanent, networked technology classrooms. In addition, there are several mobile, networked units (i.e. roll carts). All systems have Internet access as well as access to the networked software provided by Information Technology Services and the School of Engineering. In addition, all systems have video projection capability and are located on podiums designed for instructional use.
If you experience a problem with a technology classroom or a roll cart unit, please contact ITS.

Cost of Printing

The Go-Green/Pay-for-Print system began in fall 2017 as an effort to help reduce waste at the college. Students can print up to 250 pages (500 front and back) before being charged 5 cents per page. The print count is re-set on the 1st day of class each semester. Faculty are not (yet) affected by this initiative; however, please be judicious about your printing and choose double-sided whenever possible.

Mobile Printing

It's easy to print from your mobile device at these locations: Burke 175, Burke Cafe, Hammermill 135, Kochel kiosk, Library (main floor), and Reed kiosk. Just follow these mobile print instructions.

ADDITIONAL ACADEMIC RESOURCES

Academic and Career Planning Center

The Academic and Career Planning Center (ACPC) provides academic advising to Division of Undergraduate Studies students and other Penn State Behrend students who request its service. ACPC also offers a variety of career-related services to the full-time students of Penn State Behrend. The following is a list of services available:

- Choosing a Major
- Internship Counseling
- Individual Career Counseling
- Career Resources
- Resume Files
- Job Announcements
- Career and Graduate School Fairs
- Video Interviewing

Students with Disabilities

Penn State Behrend provides services for students with physical disabilities, hearing impairments, visual impairments, attention deficit disorder, and learning disabilities. For more information, visit the Disabilities and Learning Differences site.

Health and Wellness Center

Services at the Health and Wellness Center include a fully credentialed and licensed laboratory, on-site medications as prescribed at the time of the visit, and all required immunizations (except the polio vaccine). Free flu shots are available to faculty and staff (watch for emails about this). Faculty are welcome to use the Health and Wellness Center services.

The college staffs two locations: the Health and Wellness Center, in the Carriage House adjacent to Reed Union Building, and Burke Urgent Care, in Room 110 of Burke Center. The Carriage House location is open from 8:00 a.m. to 5:00 p.m. Monday through Thursday and from 9:00 a.m. to 5:00 p.m. Friday, and Burke Urgent Care is open from 10:00 a.m. to 7:00 p.m. Monday through Thursday and 10 a.m. to 5:00 p.m. Friday. For more information, contact the center at 898-6217.

Student Leadership and Involvement

The Office of Student Activities oversees student activities, cultural affairs programs, student organizations, service and leadership development, intramurals, recreational activities, the Reed Union Building, and many special campus-wide programs. The office also is an excellent resource for publicity materials for events, meeting room reservation information, and organization information.

Personal Counseling Services

While most students cope successfully with the demands of university life, for some the pressures can become overwhelming and unmanageable. Students may feel alone, isolated, helpless, and even hopeless. These feelings can easily disrupt academic performance and may result in harmful behaviors such as substance abuse and attempts at suicide. The Personal Counseling office offers:

- Individual counseling

- Consultation and referral
- Support groups
- Crisis intervention
- Programs on topics of well-being
- Confidential and free services for currently enrolled students

PENN STATE POLICIES ON THE WEB

Faculty members should be familiar with University policies pertinent to the faculty. These include Human Resource policies such as **HR-103** ("Regular" and "Nonregular" University Employees); **AC-61** (Faculty Contracts); **AC-21** (Definition of Academic Ranks); **AC-40** (Evaluation of Faculty Performance); and **AC-23** (Promotion and Tenure Procedures and Regulations). All of these policies can be found on the Web at Penn State Policies.

All faculty members should also be aware of policies **AC-47** (General Standards of Professional Ethics); **AC-76** (Faculty Rights and Responsibilities), which describes the use of an ombudsman for conflict resolution, and **AD-85** on discrimination, harassment, sexual harassment, and related inappropriate conduct, and **AD-29** on intolerance.

The policies mentioned in this handbook concerning students can be found in the University Faculty Senate *Policies for Students*

Finally, it is recommended that you bookmark this site: Office of the Vice President for Faculty Affairs for a helpful list of frequently used sites for faculty.

APPENDIX 1: DEFINITION OF DIVERSITY AND DIVERSITY MISSION STATEMENT

The College is committed to the principle of equitable treatment of all individuals. At Behrend we are dedicated to providing an inclusive campus environment reflective of contemporary society. We acknowledge that while individuals are distinguished by a myriad of factors -- such as ethnic heritage, gender, sexual orientation, age, religious beliefs, ideologies, socio-economic status, life experiences, and physical characteristics and capabilities -- we demand that no one should be defined or narrowly perceived by these terms. Our commitment to diversity insists that individuals should be appreciated through their actions and beliefs, and not by their association with a particular group. Institutions of higher learning should be models of inclusiveness for society.

The College also affirms its belief that diversity has a critical role in a liberal education. A college campus provides a unique intellectual environment for individuals with different experiences, backgrounds, and values to interact with one another. An institution that embraces diversity facilitates discourse by providing all its members opportunities to examine new and unique ideas. Only through the open exchange of different beliefs, experiences, and values can individuals develop the important critical thinking skills that will serve them throughout their life. This type of liberal education allows students and faculty to create and share knowledge in a safe, accepting, and nurturing environment. The breadth of opinions and experiences that the members of our academic community share results in a richer education for all.

APPENDIX 2: PENN STATE PRINCIPLES

The Pennsylvania State University is a community dedicated to personal and academic excellence. The Penn State Principles embody the values that our students, faculty, staff, administration, and alumni possess. It is understood that members of the Penn State community agree to abide by the principles to ensure that Penn State is a thriving environment for living and learning. By endorsing these common principles, members of the community contribute to the traditions and scholarly heritage left by those who preceded them and promise to leave Penn State a better place for those who follow.

I will respect the dignity of all individuals within the Penn State community.

The University is committed to creating and maintaining an educational environment that respects the right of all individuals to participate fully in the community. Actions motivated by hate, prejudice, or intolerance violate this principle. I will not engage in any behaviors that compromise or demean the dignity of individuals or groups, including intimidation, stalking, harassment, discrimination, taunting, ridiculing, insulting, or acts of violence. I will demonstrate respect for others by striving to learn from differences between people, ideas, and opinions and by avoiding behaviors that inhibit the ability of other community members to feel safe or welcome as they pursue their academic goals.

I will practice academic integrity.

Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. In accordance with the University's Code of Conduct, I will practice integrity in regard to all academic assignments. I will not engage in or tolerate acts of falsification, misrepresentation, or deception because such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

I will demonstrate social and personal responsibility.

The University is a community that promotes learning; any behaviors that are inconsistent with that goal are unacceptable. Irresponsible behaviors, including alcohol or drug abuse and the use of violence against people or property, undermine the educational climate by threatening the physical and mental health of members of the community. I will exercise personal responsibility for my actions and I will make sure that my actions do not interfere with the academic and social environment of the University. I will maintain a high standard of behavior by adhering to the Code of Conduct and respecting the rights of others.

I will be responsible for my own academic progress and agree to comply with all University policies.

The University allows students to identify and achieve their academic goals by providing the information needed to plan the chosen program of study and the necessary educational opportunities, but students assume final responsibility for course scheduling, program planning, and the successful completion of graduation requirements. I will be responsible for seeking the academic and career information needed to meet my educational goals by becoming knowledgeable about the relevant policies, procedures, and rules of the University and academic program, by consulting and meeting with my adviser, and by successfully completing all of the requirements for graduation.

APPENDIX 3: SAMPLE SYLLABI

Example of a Lower Division Course Syllabus

HIST 002, Section 1: The Western Heritage II
Spring 2017
041 Kochel Center
MWF 10:10-11:00

Professor: Dr. Amy Carney
E-mail: abc13@psu.edu
Office number: 153 Irvin Kochel Center
Office phone: 898-6304
Office hours: Monday, Wednesday, and Friday 1:00-2:00 and by appointment

Course Description: This course serves as a general introduction to western civilization from approximately 1500 to the present. The events, people, and themes covered in this class will provide a framework through which students can learn about the development of modern western society. While European history will be extensively covered in this class, other relevant geographical regions will be highlighted throughout the semester as well. This class will include explanations of important political, social, cultural, military, and economic trends in modern western civilization; in addition, the themes of exploration, colonialism, revolution, communism, nationalism, and imperialism will be examined.

Course Objectives:

1. Students will learn about historical events and people that have impacted the western world.
2. Students will learn how to read and evaluate primary sources critically.
3. Students will learn how to write effectively about topics relevant to modern western civilization.

Text: All readings for this class are located on CANVAS under the module "Course Documents."

Exams: There will be three exams throughout the semester:

- Wednesday, February 8
- Wednesday, March 22
- TBA by the university

Each exam will consist of multiple choice, matching, and fill-in-the-blank questions. The final exam will not be cumulative. A study guide will be available on Canvas prior to each exam.

Make-up Exams: If you miss an examination during the semester because of a legitimate excuse, you must contact me within one week of the test date in order to arrange a make-up exam. I reserve the right to give a different examination than the one offered in class, and this make-up exam may include essays. If you miss the final exam, you must contact me as soon as possible to schedule a make-up exam, which must be taken before the end of the final exam period for the university. If you need to arrange to take an examination early because of a legitimate excuse, you must contact me one week prior to the test date in order to arrange a time and day to take it. Vacations and travel arrangements to leave the university at the end of the semester do not qualify as legitimate reasons to take an exam early.

Writing Assignments: There is two writing assignments. The specifics for the assignments are attached to the syllabus. For each assignment, you must turn in a typed copy at the beginning of the class period on which it is due. There is also a digital submission for the outline and the paper. Failure to complete an assignment as assigned will result in a failing grade. If you have any questions about either assignment, make sure you see me before it is due.

I will not accept papers slid under my office door or placed in my department mailbox. Late papers will only be accepted in class and will lose 10 points for every class period they are late (1 point for the outline, 2 points for the contemporary events write-up). Late online submissions will also result in a loss of points as will a failure to submit an online draft (respectively, 10 and 15 points for the paper, 1 and 2 points for the outline). If you miss turning in a paper because of a legitimate excuse, you must contact me within one week of the due date. Conversely, if you have a legitimate reason and need to submit your paper in advance of the due date, you must receive permission in writing from me prior to submitting your paper.

Classroom Discussion: As noted in the course outline under "Primary Source Discussion" and "Contemporary Events Discussion," on several occasions throughout the semester, the class period will be spent discussing sources relevant to the material that we are examining in the class. On those days, it is your responsibility to have read the primary sources prior to each class meeting. For the Primary Source discussions, there will most likely be a reading quiz during the first five minutes of class. If you miss a quiz, you must contact me within one week of the discussion day. If you have a legitimate excuse, you will be able to arrange a make-up reading quiz; this quiz may be different from the one offered in class. For the Contemporary Events discussions, you will need to complete a short write-up prior to each class; see page eight for more information.

Academic Integrity: No violation of the Penn State Behrend Academic Integrity Policy or the University Code of Conduct, which includes plagiarism, will be tolerated in this class. If you violate the academic integrity policy in any way, you will receive academic and possibly disciplinary sanctions, including the possible awarding of an XF grade, which is recorded on the transcript and states that failure of the course was due to an act of academic dishonesty. If you do not have a clear understanding of what may be a violation of the policy, please refer to the Academic Integrity website.

Assignments and Grading: This course consists of the following graded elements: three exams, one writing assignment, eleven primary source quizzes / assignments. Final grades will be based on a total of 600 possible points, calculated by a simple point totaling system. Grades for each assignment will be posted in the grade book on Canvas. If you have any questions regarding a specific grade, you must speak with me in person within one week of the grade being posted on Canvas.

Grading (points):

Assignments	Point Value
Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Paper outline	20 points
Paper	150 points
Quizzes	90 points
Write-ups	40 points
Total	600 points

Grade Scale:
Percentages are provided for your convenience as this class (as noted above) is based on a point system.

Total Points	Percentage	Letter Grade
564-600	94-100	A
540-563	90-93	A-
522-539	87-89	B+
504-521	84-86	B
480-503	80-83	B-
462-479	77-79	C+
420-461	70-76	C
360-419	60-69	D
359 and below	59 and below	F

E-mail and Canvas access: I may need to contact the entire class or an individual student via e-mail. The default e-mail address that I have for every student is your PSU account. If you do not use your PSU account, you need to forward the e-mail from this account to an address that you do check on a regular basis. You will also need to use your PSU user name and password to access your e-mail and Canvas.

Students with Disabilities: Students with disabilities covered by the Americans with Disabilities Act should follow these steps:

Provide documentation to the Office of Educational Equity and Diversity Programs
Reed 1, First Floor, Reed Union Building
4701 College Drive
Erie, PA 16563
Phone: 814-898-7101
Fax: 814-898-6823

Bring a statement from the Office of Educational Equity and Diversity Programs to me the first week of class, indicating that you have registered with them. The statement should indicate the special accommodations you require.

Electronic Devices: Out of respect for fellow students, please turn off all electronic devices during class. Laptops are permitted, but they should be used for note taking purposes only.

Financial Aid Satisfactory Academic Progress: Every semester Penn State is required by law to review your academic progress and determine your eligibility for financial aid for the future term. There are three components to making "satisfactory academic progress" for financial aid: degree status, completion rate of attempted credits, and time-to-degree limits. Degree Status: If you are dropped from degree status, which may occur if you do not maintain a "C" average, you are ineligible for state & federal student aid – including loans. Completion rate of attempted credits: You must earn a minimum of 67% of your cumulative attempted credits. Time-to-degree: If you exceed 150 percent of the number of credits required for your degree program, you will have exceeded the time-to-degree limit. If you have questions about how your academic actions can affect your financial aid, contact the Financial Aid Office, located on the 2nd floor of the Metzgar Center, at 898-6162 or behrendfinaid@psu.edu.

Course Schedule (subject to change, if necessary)

Week 1	**Class Lecture**	**Reading Assignment**
M 1/9	Early 16th Century Monarchies	
W 1/11	The Reformation	
F 1/13	The Counter-Reformation	
Week 2		
M 1/16	No class; Martin Luther King Day	
W 1/18	Primary Source Discussion #1	Religion Documents
F 1/20	The Age of Discovery	
Week 3		
M 1/23	Early Exploration of the Western Hemisphere	
W 1/25	Research and Paper Introduction	
F 1/27	Colonial Empires in the New World	
Week 4		
M 1/30	The Atlantic Slave Trade	
W 2/1	Absolutism versus Constitutionalism	
F 2/3	*Primary Source Discussion #2*	*Absolutism Documents*
Week 5		
M 2/6	Sovereignty in Central and Eastern Europe	
W 2/8	**Test #1**	
F 2/10	The Scientific Revolution	
Week 6		
M 2/13	The Enlightenment	
W 2/15	Enlightened Despotism	
F 2/17	*Primary Source Discussion #3*	*Enlightenment Docs*

Week 7	**Class Lecture**	**Reading Assignment**
M 2/20	Colonial Empires and World War	
W 2/22	Political Independence in the New World; **outline and bibliography due**	
F 2/24	*Primary Source Discussion #4*	*No documents*
Week 8		
M 2/27	The French Revolution	
W 3/1	The Napoleonic Era	
F 3/3	*Primary Source Discussion #5*	*Revolution Documents*
Week 9		
	No classes; Spring Break	
Week 10		
M 3/13	The Follow-Up Revolutions	
W 3/15	The Industrial Revolution	
F 3/17	Nationalism in Europe	
Week 11		
M 3/20	*Primary Source Discussion #6*	*Nationalism Docs*
W 3/22	**Test #2**	
F 3/24	European Imperialism	
Week 12		
M 3/27	*Primary Source Discussion #7*	*Imperialism Docs*
W 3/29	World War I	
F 3/31	*No class; work on paper – final day to review rough draft at the LRC*	
Week 13		
M 4/3	The Russian Revolution; **paper due**	
W 4/5	The Great Depression	
F 4/7	*Contemporary Events Discussion #1*	*See page 8*
Week 14		
M 4/10	Fascism and National Socialism	
W 4/12	World War II	
F 4/14	*Primary Source Discussion #8*	*No documents*
Week 15		
M 4/17	The Cold War	
W 4/19	The Collapse of the Soviet Union	
F 4/21	*Primary Source Discussion #9*	*No documents*

Week 16	Class Lecture	Reading Assignment
M 4/24	Modern Western Civilization	
W 4/26	Floating class day	
F 4/28	*Contemporary Events Discussion #2*	*Documents TBA*

FINAL EXAM: Finals are scheduled for the week of **May 1-5**.
The university will provide the exact date and time.
around the fifth week of the semester.

HIST 002 Paper: Early Modern Western Civilization

Throughout history, there have been many events that have shaped the development early modern western civilization. With this notion as a premise, you are required to write a paper that answers all of the following questions: *What is the defining moment in the history of early modern western civilization? What are at least three events that inspired (and/or resulted from) this defining moment? Who are at least two significant figures that contributed to (and/or benefited from) this moment? What is the overall significance of this defining moment to western civilization?*

When choosing a topic, there are three key points to keep in mind:

1. For the purposes of this paper, early modern western civilization is defined as **1500-1815**. Your defining moment **must** come from in this time frame. However, your supporting events and significant figures may come from before or after this time frame.
2. You must be **specific** when choosing a defining moment; for example, the French Revolution would be too broad to choose as the moment, but the Storming of the Bastille would be an acceptable choice.
3. As this is a western civilization course, the primary focus of your paper must be **a kingdom or country in Europe**. However, when choosing related events and significant figures, you do not have to limit yourself to Europe. If non-European events or people are relevant to supporting your thesis, you may include them in your paper. You also do not have to limit yourself to people, events, and ideas covered in class.

Once you have chosen a topic, there are two components of this assignment to complete.

The first component is **an outline and a bibliography**.

The outline must describe the defining moment in 1-2 sentences as well as list the three events and two people. The bibliography must have at least **five separate sources**. These must be printed sources from the library or academic periodicals found in the library's scholarly databases (http://www.libraries.psu.edu/psul/erie.html). **Online sources are not acceptable for this assignment.** (Journal databases and digital books found on the PSU library website do not count as online sources.) **In addition** to these five sources, you may also use any document assigned in class as a supplemental source. You can find information about citation online from Purdue OWL.

The **outline and bibliography** are due at the beginning of class on **Wednesday, February 22**. You must also submit an electronic copy of your outline and bibliography (as one Word document) to Turnitin by midnight. If you have not created a user profile, you can do so at http://www.turnitin.com/. Once you have created a profile, you will need to register for our class. The class ID is **14289745** and the password is **history**.

The second component is **the paper**.

The paper must be between **6-8 pages long**, answer all of the questions listed above, utilize at least five sources, be written in third person, be double spaced, be set in an appropriate font (Times New Roman 12), and have 1-inch margins.

All **quoted and paraphrased material must be cited**, although quotes from your sources should be used **sparingly**. Any information taken from class notes can be considered common knowledge and

does not need to be cited. Either Chicago style or MLA is acceptable. You must also include a bibliography with the paper.

As part of this assignment, you are **required** to make an appointment with a tutor in the Learning Resource Center to review **a complete rough draft and bibliography**. This appointment must be completed no later than Friday, March 31. On the tutor log that you will fill out during your session, there is an option for you to "send my professor a copy of this form." You must select "yes" as otherwise I will not have a record of your visit with the tutor.

The **final draft** of the **paper** is due at the beginning of class on **Monday, April 3**. You must also submit an electronic copy of your paper to Turnitin by midnight (one Word document with both the paper and bibliography; you do not need to submit the outline again). Your paper will primarily be graded on three criteria: one, the clarity and conciseness of your writing; two, the proper use of the sources in your paper; and three, the ability to answer the questions noted above. A grading rubric will be placed on Canvas before the paper is due. You must print out a copy of it and attach it to your paper before you turn it in.

If you have any questions about the assignment, the visit to the Learning Resource Center, the in-class submissions, or the online submissions, feel free to visit me during my office hours or send me an e-mail before either part of the assignment is due. I am also happy to review your ideas and drafts during my office hours or by appointment.

Contemporary Events Discussions

One of the challenges of contemporary history is that the boundary of the present is constantly moving forward. While the class lectures will end with the collapse of the Soviet Union and the state of Europe after the Cold War, many significant developments have taken place in the past quarter century. Two class periods are going to be dedicated to learning about more recent events in Europe.

The first class is on **Friday, April 7**. In preparation for this class, you will need to do two things. First, you will need to familiarize yourself with current events in Europe by reading articles from European newspapers. Below is a list of suggested sources, although this is by no means a comprehensive list; any European media source in English is acceptable. After you have familiarized yourself with these sources, you will need to choose **two articles from two different sources on two different topics**. Any subject relevant to modern Europe – politics, international relations, domestic affairs, culture, et cetera – is acceptable. Also, if your search leads you to "older" articles, that is fine; any article published since 2000 is acceptable.

Prior to the first class, you will need to complete a **three-four paragraph write-up** (double-spaced, Times New Roman 12 font) that briefly explains the content of each article as well as its significance to contemporary Europe. You may write this explanation in either first or third person. Unlike the research paper, you will only need to submit a hard copy of this assignment; there is no online submission. You will, however, need to provide a complete citation for each article, including its URL.

During the class discussion on April 7, you will be discussing your articles in a small group and be seeking to convince the others in your group of the significance of your articles. After each person in the group has had

the opportunity to make his/her case, then as a group you will choose **three topics** to present to the rest of the class.

Based on the suggestions made by each group, the class will decide the topics for the discussion for the final day of class on **Friday, April 28**. If necessary, I will augment the readings to make sure that everyone has the necessary background to understand the topics for discussion. To prepare for this discussion, you will need **to read all of the assigned articles**, which will be posted to Canvas prior to the class discussion. You will also need to complete another **three-four paragraph write-up** following the same guidelines as the first write-up. You will need to submit a hard copy of this assignment at the beginning of class on April 28.

If you have any questions about the assignment, feel free to visit me during my office hours or send me an e-mail before either part of the assignment is due.

Selected European news sources:

- *BBC News*
- *EurActiv*
- *Euro Topics*
- *EU Business*
- *EU Observer*
- *France 24*
- *The Guardian*
- *The Moscow Times*
- *New Europe*
- *Spiegel*
- *Russian News Agency*
- *The Telegraph*
- *The Times*

Example of an Upper Division Course Syllabus

MGMT 471W – Strategic Planning and Business Policy
Spring 2016
Section 003: TR 9:05 – 10:20 a.m., 206 Burke
Section 004: TR 10:30 – 11:50 a.m., 208 Burke

Instructor: Jim Fairbank, Ph.D., Associate Professor of Management
Office: 294 Burke
Phone: 814-898-6232
E-mail: jff108@psu.edu

Office Hours: T & R 1:00 – 4:00 p.m. and by appointment
Required Texts:

1. Fairbank, James F. *Strategic Planning &Business Policy Spring 2016 – MGMT 471W.* McGraw-Hill Education/Create. 2015. ISBN: 9781308658490.
2. Fairbank, J.F. (Ed.). Note Taking Guide for Strategic Planning and Business Policy (MGMT 471W). Penn State Erie.
3. CAPSTONE® materials (distributed in class and available on line).

Course Description and Objectives. This 3-credit course covers the study of strategic management and business policy formulation and implementation processes. It is designed to integrate all of the major components and key concepts of the undergraduate business administration curriculum. A major objective of this course is to enable students to develop skills to deal with complex situations, identify and evaluate alternative courses of action, and communicate their assessment to others who will likely be critical or have equally persuasive recommendations based on their own analyses. Accordingly, it combines a modified case method format and a comprehensive group business simulation (*CAPSTONE®*) to enable students to examine and critically analyze a wide variety of current business problems and issues, including international, technological, and ethical concerns. The business simulation also gives students a practical, hands-on experience in making and implementing strategy for a large corporation.

Expected Learning Outcomes. The course emphasizes the content of strategic management and focuses on factors that influence the competitive behavior and performance of the firm. Upon successful completion of this course, students will be able to describe, analyze, explain, and apply strategy concepts and techniques to virtually any business organization. More importantly, students will be prepared to think logically and critically about actual strategic situations that confront managers. By the end of this course, students will be able to take a strategic manager's perspective to the resolution of major business problems and issues, with the goal of improving organizational performance.

Teaching Philosophy. I am committed to the goal of maximizing each individual student's learning. My assumption is that you are committed to maximizing your own learning as well. If not, I will do my best to help you strengthen that commitment because lifetime learning is essential to success in all facets of your lives. The content of this course is, of course, potentially very valuable to you not only in your early career in business, but also in your future career as you develop professionally and are required to think more conceptually. Many students who have completed this course have spoken with me after their graduation to tell me that their experiences in this course provided critical knowledge and analytical skills that have proven to be invaluable to them in their jobs. I hope that I can help all of you to enhance your future success. To do so, I will play several

different roles that I judge appropriate to the situation, the individual, and the class – teacher, coach, mentor, colleague, disciplinarian, consultant, advisor, and (perhaps) confidante or friend. Please feel free to come to me at any time if I can be of service in any of those roles. *I want you all to succeed – but you must remember that success rarely comes without preparation, dedication, and hard work*.

Course Format. The format of this course has been carefully designed to enhance students' skills in the following areas that have been shown to be directly related to career success:

1. critical thinking and analysis;
2. communicating in writing;
3. communicating orally, and
4. working as an integral member of a group tasked with accomplishing a complex objective.

In consideration of what is expected of college graduates who desire to succeed in the world of business and commerce, students will be expected to demonstrate proficiency in each of those areas in addition to mastery of course content material.

Prerequisites. This course is the capstone course of the undergraduate business administration curriculum. Accordingly, it emphasizes the integration of business disciplines that students have experienced through other classes in the curriculum. If students have not satisfied *all* of the prerequisites, they will be administratively dropped from the class. Prerequisites include:

- FIN 301 (Corporation Finance)
- MGMT 301 (Basic Management Concepts)
- MKTG 301 (Principles of Marketing)
- SCM 301 (Supply Chain Management)
- Seventh-semester standing

Expectations. In consideration of what is expected of college graduates who desire to succeed in the business world, students will be required to demonstrate their proficiency through several types of experiences: case analyses, discussions, written examinations, participation in a group business simulation with multiple required tasks, and oral and written presentation of the simulation outcomes and strategic implications. This course is centered on the analysis of real-world issues, which requires a maximum of student participation. In fact, prospective students are advised that this is a *participation-intensive* course.

Some fields present well-defined problems that have "right" or "wrong" answers or solutions. That is seldom the case in strategic management. Strategic decision makers typically confront complex situations characterized by uncertainty and risk. Problems are frequently not obvious, opportunities are often obscured by day-to-day operations and the fact that one's attention is constantly directed to many areas and situations as they emerge, and alternatives are seldom clear-cut or readily apparent. Therefore, students are expected to be diligent and creative in their analyses.

Course Policies. All opinions and perspectives are valued in this class, and ridicule of another's viewpoint will not be tolerated. However, spirited debate is *strongly* encouraged as a means of pushing one another to make logical and informed conclusions. We can all learn from each other. *Class attendance is essential*. Class participation will constitute a significant component of each student's grade. Absence from class will result in loss of attendance and/or case analysis points, and will be reflected negatively in the final grade. Due to the rapid pace of this course, students are urged to inform the instructor in advance of any anticipated absence so that a mutually agreeable make-up schedule may be devised. It is the responsibility of each student to manage

the instructor's impressions of his or her performance. Accordingly, students are well advised to be present and prepared on a daily basis to contribute to class discussions.

Please be advised that I use CANVAS extensively to post class information, case assignments, bulletins, etc. I would encourage you strongly to check that site regularly to keep current.

Grading. Final grades will be determined on the basis of the following criteria:

Written examination #1:	50 points
Written examination #2:	50 points
Case discussions ("contributions"; 3 @ 20 points max):	60 points
Written case analyses ("case briefs"; 3 @ 20 points max):	60 points
CAPSTONE® exam:	30 points
CAPSTONE® strategic plan:	50 points
CAPSTONE® company reports (3 @ 20 points each):	60 points
CAPSTONE® company performance:	50 points
CAPSTONE® annual report:	50 points
Attendance:	40 points
Total	**500 points**

A more detailed breakdown of these categories follows. No "extra credit" work will be offered, assigned, or accepted in consideration of improving the final grade or as a substitute for any of the above criteria.
Breakdown for final grading (approximate):
A: 450-500
B: 400-449:
C: 350-399:
D: 300-349:
F: 299 & below

Because Penn State's grading system incorporates pluses ("+") and minuses ("-") in grade calculations, scores at the top and bottom of those ranges will be assigned those values. The instructor reserves the right to adjust grades up (i.e., in students' favor), but will never adjust the scale up (i.e., to students' detriment).

Written examinations. Two in-class examinations will be administered in order to assess students' mastery of course material and concepts. Those exams will cover assigned readings, and will focus on material covered in class lectures, discussions, cases, and spontaneous in-class exchanges. The second examination will *not* be comprehensive; that is, it will only cover material presented subsequent to the first examination. Both exams must be taken to satisfy course requirements.

Exams will require students to answer two types of questions: multiple-choice and short-answer essay. Exams typically consist of 20-30 multiple choice questions and four or five short-answer essay questions.

Case discussions. Students will be required to analyze and discuss three assigned cases. In general, it is recommended that students follow the tips in "An Excellent Approach to Case Analysis", "Additional Guidance for Case Notes and Discussion", and "Key Financial and Operating Ratios for Case Analyses" in the Case

Assignments folder in Canvas. Additionally, students will be asked to perform "what-ifs", answer specific questions, provide analysis and prescriptive recommendations, etc. Grades for case discussions will be based on two components: *case briefs* and *case contributions*.

Case briefs: Students will be required to prepare and submit written case briefs. What students gain from doing the case brief assignments (and the grade they receive) will be in direct proportion to the effort they put into the analysis. Doing case briefs has been found to be an excellent way to prepare for the discussion of each case. Students will submit written case briefs for evaluation at the end of each case discussion period. They will be graded and returned the next class session. Case briefs will generally be limited to three to five pages to demonstrate student understanding of course material as it relates to actual business situations. Case briefs will be assigned a grade ranging from 0 to 20 points. If students fail to submit case briefs on time they will receive 0 points. If they perform a basic analysis and answer assigned questions superficially they will receive 10-12 points. If students perform a thorough, detailed analysis that answers the questions in a thoughtful manner, they will receive 15-16 points. If students perform an outstanding, insightful analysis that would be suitable to present to an audience of executives, they will receive 19-20 points. An award of 19-20 points for written case briefs is rare. Please refer to the Grading Rubric for Writing and Critical Thinking in the Case Assignments folder in Canvas for my expectations. I will use that rubric when I evaluate your case briefs.

Students should understand that case briefs are designed to partially fulfill the writing-intensive criteria of this course. Accordingly, in addition to demonstrating to me that a student has a handle on the application of abstract concepts to concrete situations, they must be written meticulously to receive full credit. ***Failure to submit all three written case brief will result in a failing grade for the course.***

Case contributions: The cases students analyze (above) will be discussed in class. To receive maximum credit for participation, students must be *thoroughly* prepared to contribute substantively to the discussion. **Grades in this class may well be made or lost during this activity**. For each case discussion, students will be assigned a grade ranging from 0 to 20 points. Students who are absent from case discussions will receive 0 points; students who are present but elect not to participate will receive 5 points; students who contribute at least one salient point or observation will receive 8-10 points; students who make several insightful contributions will receive 12-15 points; students who make substantial contributions to the discussion will receive 16-18 points; and students who take *de facto* "leadership" of case discussions, demonstrate remarkable insights, and/or establish or re-focus the direction of the discussion in a productive direction will receive 19-20 points. It is uncommon for more than a few students to be awarded 19-20 points for their contributions. Students who earn those scores are typically my "go-to" students who can be counted upon to always be prepared, enthusiastic, and willing to think "beyond the classroom." They also typically demonstrate the ability to articulate their ideas clearly, precisely, and succinctly.

Active participation in case analysis discussions is *essential* for students who desire to excel in this course. While quality will always supersede quantity, it is important that students demonstrate a consistent and earnest attempt at active participation. Well-articulated arguments and logically sound analyses are rewarded far more than off-the-cuff remarks or rambling descriptive summaries. Additionally, participation is a key element in the collective learning of the class; students will, in effect, help one another in the learning process. Incidentally, the small size of the class allows every student the opportunity to earn points. Students who do not earn points do not do so because they lack "air time." Students should feel free to discuss their contribution to class with the instructor at any time. Some suggestions may be offered by the instructor in class, but to receive detailed feedback, a visit during office hours would be more appropriate.

Simulation. Students will form small groups (4-6 students each) early in the semester. Those groups will be assigned to compete against each other in a comprehensive on-line business simulation called *CAPSTONE®*. *CAPSTONE®* has been developed by Capsim and is administered to hundreds of colleges and universities simultaneously during the semester. All information relating to the *CAPSTONE®* simulation can be obtained from the *CAPSTONE® Team Member Guide 2010* and the company's CAPSIM web site. Further instructions will be given in class as we prepare for and proceed with the simulation. Capsim provides **exceptional** technical support (888-472-7554), and I will also be available to meet with your group to answer questions and provide assistance. Please be advised, however, that I am not a technical expert, and I will refer you to Capsim technical support for most questions concerning *CAPSTONE®* processes. You will be competing with four or five other groups comprised only of the other students in your class section. In effect, your section represents an entire industry, and competition will be lively. Win or lose, it will be a great learning experience and probably fun. It will also be frustrating at times – welcome to the complex world of business! **You must register for *CAPSTONE®* as soon as possible.**

I will solicit volunteers to be group CEOs for the simulation. CEOs will choose their groups by means of a selection process early in the semester. Resumes of all students (** ***please provide seven copies ASAP*** **) will be made available to the CEOs. I will provide additional information about that in class. Guidance on how to organize your companies will be discussed in class. ***Resumes from all students are due to me by Tuesday, January 26, without exception.***

The simulation and its accompanying activities account for over 40% of each students' grade, which is appropriate given its complexity, magnitude, and the fact that it will convey how well each student can apply his/her learning and knowledge to a dynamic, real-world competitive situation. Your groups will almost certainly need to coordinate meetings outside of class hours. In my experience, *groups* that become *teams* in the truest sense of the word consistently outperform those that do not, and whether your group becomes a team is largely up to you. There will be several grading elements for the group project. The written elements are designed to partially fulfill the writing-intensive criteria of the course, and I expect them to be flawless in terms of spelling, punctuation, grammar, syntax, and appearance to receive full credit. The grading elements of the group project are:

1. *CAPSTONE® exam*. The exam is worth 30 points. A passing grade is 20 out of 30 possible correct answer scores. Students who pass the *CAPSTONE®* quiz will receive 30 points, while students who fail will receive 0 points.
2. CAPSTONE® strategic plan. Each CAPSTONE® company will submit a plan outlining the strategy they intend to follow (at least initially) in the competitive simulation. That plan should be a maximum of 3 pages in length and should address the elements we will discuss in class, such as:
    a. Your company's performance goals;
    b. The generic strategy you will follow;
    c. What segments you will focus on;
    d. How you will achieve and maintain competitive advantage;
    e. How you will structure your value chain to support your chosen strategy; and
    f. Anything else that is relevant to your competitive goals.
3. Company performance. Each CAPSTONE® company will be evaluated competitively relative to the other companies using the Balanced Scorecard methodology of the CAPSTONE® scoring algorithm.

Your company can achieve a maximum of 50 points for your CAPSTONE® performance. I have provided a description of the Balanced Scorecard approach on Canvas, and will cover it as well during class. Your company's final CAPSTONE® performance score will be translated into grade points for the course using the following formula:
Score = 25 + ((your company score / top company score) * 25)

4. CAPSTONE® briefings (company reports). Each company must present an oral and written report to the Chairman of the Board (the instructor) following CAPSTONE® rounds 2, 4, & 6. Those reports will constitute memos from the executive management group (you) and should address company performance the past two years (i.e., CAPSTONE® rounds) and intended strategic actions to be initiated over the next two years. Each company will have 15 minutes of the Chairman's precious time to communicate their company's performance and intended actions to him in person – he is on his way to the airport and will read your written report on his flight. Every group member will be expected to discuss their respective areas of responsibility with the Chairman; the oral report is not intended to be a coffee chat between the Chairman and the CEO. Your written report should be well-crafted in terms of both content and presentation. Each report will be assigned a maximum grade of 20 points allocated equally between the oral and written components. More guidance for those reports will be provided in class. **What the Chairman really wants to know is (1) what did you plan to accomplish (your strategic goals), (2) what happened, (3) why, and (4) what you are going to do about it and how you will do it.**

5. Written annual report. Each CAPSTONE® group will submit an annual report following the final CAPSTONE® round. I will provide some guidance for that report, but as a minimum the written report should contain a letter to the shareholders, company organization, strategic actions during the 6 preceding years, performance highlights, relevant financial statements, and future directions. Once again, I expect it to be written in an expert business style with perfect grammar, punctuation, etc. Advice – go to the library or on-line and read some annual reports to see how they are presented, and devise your own format (or follow one already prepared) to ensure maximum impact, logical flow, and readability. Your company's written annual report will be worth a maximum of 50 points. More advice – if you wait until the end of the simulation to start thinking about and drafting this report, you put yourself in an unenviable situation indeed. Work on assembling the necessary information and crafting elements of the report throughout the simulation, so that during the final week of classes you are putting the pieces together and polishing it up. The written annual report will be due by **5:00 p.m. on Wednesday, May 4**.

6. CAPSTONE® peer evaluation. Each group member will evaluate the performance of other group members on the CAPSTONE® simulation. This will be done through the CAPSTONE® web site. The results of the peer evaluation will be used in calculating each student's final grade (see below). Each student must complete the peer evaluation. Students who do not complete the peer evaluation by the deadline (**5:00 p.m. on Wednesday, May 4**) will be penalized up to 25 points.

Attendance. Attendance will be taken each class session. 40 points will be awarded for perfect attendance and 5 points will be deduced for each absence for whatever reason. University-approved absences should be communicated in advance so that they can be factored into the attendance grade. Students cannot receive less than 0 points for attendance.

ETS Major Field Exam. In lieu of a final exam during finals week, the Black School of Business will administer the ETS Major Field Exam to all students enrolled in MGMT 471W on ***Friday, January 29, from 6:00 –8:30 p.m.,***

in 180 Burke. Your attendance at that test is mandatory. If you do not attend, or if you attend and do not put forth serious effort during the exam as determined by me, you will be penalized by the loss of 25 points at the end of the semester. Because 25 points equals 5% of your total points, that penalty constitutes half of a letter grade. If you score in the 90th percentile of test takers, you will receive special recognition from the Sam and Irene Black School of Business, as well as a bonus of 15 points added to your total score for grading purposes. If you score in the 75th percentile of test takers, you will receive a bonus of 10 points added to your total score for grading purposes.

"Credits and debits". In addition to the 500 points accounted for above, there are other opportunities for students to receive bonuses as well as deductions. Student CEOs will be awarded a bonus of up to 20 points, contingent upon their performance as evaluated by both group members and me. Other group members may receive bonuses of up to 20 points or deductions of up to 50 points (i.e., an entire letter grade), or anything in between, based on their CEO's judgment, results of the on-line anonymous *CAPSTONE®* peer evaluation process that will be administered near the end of the semester, and my own judgments of their knowledge, effort, and involvement in the *CAPSTONE®* experience. Deductions are a separate matter and details will be provided in class. In summary, students have the opportunity to earn extra points for extraordinary performance, or to be penalized for substandard performance or effort during the *CAPSTONE®* simulation.

Academic Integrity. Academic integrity is defined as the pursuit of scholarly activity free from fraud and deception, and is a major educational objective of Penn State Erie. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, misrepresentation, forgery, fabrication of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, reproducing or distributing copies of examinations, submitting the work of others or work accomplished previously without prior permission of the instructor, or tampering with the academic work of others. For example, actions that constitute academic misconduct can include, but are not limited to:

- Unauthorized collaboration on assignments that are defined as individual (e.g., case briefs);
- Plagiarism or the unattributed use of another's work, which includes quoting from online sources, journals, magazines, etc. (always cite your sources, even if paraphrasing or abstracting);
    - Submission of other students' work including older versions of case briefs or papers;
    - Unauthorized possession of exams;
    - Facilitating or aiding any of the above actions.

In this class, analyzing assigned cases is an individual assignment and unauthorized collaboration with classmates or other students is forbidden. Group simulation work is collaborative by definition.

This course will be conducted according to the highest standards of academic integrity. Any violations of the above policy will be considered a serious offense, and appropriate action will be taken. In other words, the instructor will deal with cheating or fraud of any kind as severely as the University allows. For using another's work, the penalty will be automatic failure of the course and the potential penalty of receiving a grade of XF (i.e., failure due to academic dishonesty) which will be documented and recorded on his/her transcript. Students who are unfamiliar with what constitutes cheating or fraud should consult the Academic Integrity website. I take possible violations of academic integrity very seriously and I have initiated the expulsion process on more than one student in the past. Please do not test my tolerance, and remember: ignorance is not a valid excuse.

Course Outline / Schedule / Reading Assignments.

The following schedule is tentative and subject to change in the event of unforeseen circumstances. I will, however, do my best to adhere to this schedule. "NTG" denotes the course note taking guide, and cases are found in the custom textbook.

Date	Topic(s)	Assignment
T 1/12	Introduction	None
R 1/14	The strategy process and crafting strategy	NTG pp. 1-11 **Resumes!**
T 1/19	Perspectives on strategy	NTG pp. 11-15 **Resumes!**
R 1/21	Industry and competitive analysis	NTG pp. 16-22 **Resumes!**
T 1/26	Internal analysis of the SBU	NTG pp. 23-29 **Resumes – Last Call!**
R 1/28	**Case Discussion #1**	***Adolph Coors in the Brewing Industry***
F 1/29	***ETS Major Field Exam*** ***(** in lieu of final exam **)***	***6:00 – 8:30 p.m. in 180 Burke***
T 2/2	Strategy and Competitive Advantage	NTG pp. 30-36
R 2/4	Announce CEOs, distribute resume packets, and discuss *CAPSTONE®*	- N/A -
T 2/9	Interviews for *CAPSTONE®* (270 Burke)	- N/A -
R 2/11	Group Selection by CEOs (270 Burke)	- N/A -
T 2/16	*CAPSTONE®* overview	*CAPSTONE®* Student Guide
R 2/18	***CAPSTONE®* quiz** Structuring your company **** First *CAPSTONE®* practice decision NLT 11:00 p.m. **** T 2/23 Strategic fit	*CAPSTONE®* Student Guide NTG pp. 37-44
R 2/25	Discuss first *CAPSTONE®* practice round **** Second *CAPSTONE®* practice decision NLT 11:00 p.m. ****	*CAPSTONE®* courier
T 3/1	Discuss second *CAPSTONE®* practice round	*CAPSTONE®* courier

Date	Topic(s)	Assignment
R 3/3	**Case Discussion #2**	***Coors* (continued)**
T 3/15	International and Internet-based strategies	NTG pp. 45-50
R 3/17	**Exam #1**	Study/prepare
T 3/22	Exam #1 Review **Submit *CAPSTONE®* Strategic Plan**	***CAPSTONE®*** **Strategic Plan**
R 3/24	Corporate strategy – diversification **** *CAPSTONE®* Round #1 Decisions NLT 11:00 p.m. ****	NTG pp. 51-57
T 3/29	Corporate strategy – portfolio analysis	NTG pp. 58-65
R 3/31	Strategy, Structure, and Control Systems **** *CAPSTONE®* Round #2 Decisions NLT 11:00 p.m. ****	NTG pp. 66-71
T 4/5	**Case Discussion #3**	***The Black & Decker Corp. in 2000***
R 4/7	***CAPSTONE®* company report on rounds 1&2** **** *CAPSTONE®* Round #3 Decisions NLT 11:00 p.m. ****	**Company report**
T 4/12	**Exam #2**	Study/prepare
R 4/14	Exam #2 Review & Work on *CAPSTONE®* **** *CAPSTONE®* Round #4 Decisions NLT 11:00 p.m. ****	- N/A -
T 4/19	No Class -- Work on *CAPSTONE®*	- N/A -
R 4/21	***CAPSTONE®* company report on rounds 3&4** **** *CAPSTONE®* Round #5 Decisions NLT 11:00 p.m. ****	**Company report**
T 4/26	Discuss Annual Report and Peer Evaluations **** *CAPSTONE®* Round #6 Decisions NLT 11:00 p.m. ****	- N/A -
R 4/28	***CAPSTONE®* company report on rounds 5&6**	**Company report**
W 5/4	***CAPSTONE®* Annual Reports Due NLT 5:00 p.m.**	**Annual report**
W 5/4	***CAPSTONE®* Peer Evaluations Due NLT 5:00 p.m.**	**Online evaluation**

University Policy on Nondiscrimination

The University's nondiscrimination policy is aimed at creating an inclusive and supportive campus climate for all faculty, staff, and students regardless of their age, ancestry, color, disability or handicap, national origin, religious creed, sex, sexual orientation, or veteran status. I concur fully with that policy and incorporate it in my classroom and in my relationship with my students. If you believe that a classmate or I have violated that policy, please bring it to my immediate attention.

Academic and Career Planning Center (ACPC)

The ACPC can assist students with the process of career and life planning through a full range of programs and services. You may schedule appointments with the ACPC staff to discuss issues including interests, skills, values, and goal setting, as well as how to find career information, internships, full-time jobs, and graduate schools. You are encouraged to utilize the services of the ACPC every year from your first semester to graduation.

ACPC Location: Second Floor -- Reed
ACPC Phone: 898-6164

APPENDIX 4: ACADEMIC INTEGRITY AND COPYRIGHT STATEMENTS FOR COURSE SYLLABI

Penn State Erie, The Behrend College, places a very high value on academic integrity, and violations are not tolerated. Academic integrity is one of Penn State's four principles to which all students must abide. Two statements below are recommended. The first was more recently developed, and can be customized for your particular discipline.

Academic Integrity: Version A

Unless your instructor tells you otherwise, you must **complete all course work entirely on your own**, and you may not help other students with papers, quizzes, exams, or other assessments. You may not use any online sites, technology tools, or sources that are prohibited by your instructor.

Penn State defines academic integrity as "the pursuit of scholarly activity in an open, honest and responsible manner" (Senate Policy 49-20). Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of quizzes/exams, submitting another person's work as your own, reusing work previously used in a course without permission from the instructor, or tampering with grades or the academic work of other students.

Students facing allegations of academic misconduct may not drop/withdraw from the course unless they are cleared of wrongdoing (see Senate Policy G-9). Attempted drops will be prevented or reversed, and students will be expected to complete course work and meet course deadlines. Students responsible for academic misconduct receive academic sanctions, which can be severe, and put themselves at jeopardy for disciplinary sanctions assigned by the Office of Student Conduct (see Senate Policy G-9). For more information see the Sanctioning Guidelines for Violations of Academic Integrity.

Unless your instructor tells you otherwise, to avoid plagiarism in this course always include an in-text citation that includes the author(s) last name(s) at the end of any sentence or after any image that includes words or ideas you found in a source. Always include quoted text within quotation marks, and always include a reference for any source at the end of your paper. Ask your instructor about reference style as needed.

Sometimes students will seek help from other people or online tutoring, quizzing, studying, social media, or information-sharing sites. Unless your instructor tells you otherwise, you must cite any information you use from these sources to avoid plagiarism, even on exams. Using these sources when they are prohibited may also constitute other academic integrity violations.

Students with questions about academic integrity should ask their instructor **before submitting work** and consult College/Campus academic integrity information found at _____.

Academic Integrity: Version B

I will practice academic integrity. Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. In accordance with the University's Code of Conduct, I will practice integrity in regard to all academic assignments. I will not engage in or tolerate acts of falsification, misrepresentation, or deception because such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Any violation of academic integrity will receive academic and possibly disciplinary sanctions, including the possible awarding of an XF grade which is recorded on the transcript and states that failure of the course was due to an act of academic dishonesty. All acts of academic dishonesty are recorded so repeat offenders can be sanctioned accordingly.

Copyright Statement

All course materials belong to the textbook publishing company, the instructor, and/or the University. You may use course materials for your own work in the course, but unauthorized sharing, distribution and/or uploading of any course materials without the instructor's express permission is strictly prohibited; see Policy AD-40. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the University's Code of Conduct, and/or liable under Federal and State laws.

APPENDIX 5: FACULTY RIGHTS REGARDING CLASSROOM BEHAVIOR

As representatives of the University, faculty members have the right to "set reasonable standards of conduct in order to safeguard the educational process" and to respond appropriately to classroom disruptions. University faculty members have the right to expect students to behave in a civil manner in the classroom. The following information is designed to serve as a guide to faculty for dealing with inappropriate classroom behavior.

The University defines a disruption as "*an action or combination of actions by an individual or a group that unreasonably interferes with, hinders, obstructs, or prevents the regular and essential operation of the University or infringes upon the rights of others to freely participate in its programs and services."*

Below are some examples that, depending on their severity or frequency, may inhibit or interfere with normal classroom operation.

- Cell phone/beeper interruption
- Direct challenges to instructor authority
- Eating/drinking in the classroom
- Arriving late/leaving early
- Vulgar or offensive behavior
- Excessive chattering
- Reading newspaper or other overt inattentiveness
- Talking out of turn and/or dominating discussion

Confronting disruptive behavior

When students act out in the classroom, it is important to confront the behavior as quickly as possible while treating the student with respect. A failure to address disruptive behavior can often lead to its escalation and result in an environment that is not conducive to learning. When confronting behavioral issues:

1. The faculty member should identify the inappropriate behavior, request that it not be repeated, and explain that it is disruptive to the rest of the class.
2. If the disruption continues, faculty members have the authority to request that the student(s) leave the classroom.
3. For grievous disruptions (e.g., fighting, threats of violence), Police Services should be contacted. Officers may be reached at 898-6101 or 898-6231 for immediate dispatch to the class.

Subsequent to removing a student from the classroom, the faculty member is strongly encouraged to immediately notify the Office of Student Conduct; this office has the ability to identify students who show patterns of disruptive behavior in multiple courses. Such patterns of disruptive behavior may be an indication of a student in crisis. This also helps to provide documentation of the incident in the event that the matter escalates. Faculty members are encouraged, as necessary, to consult with their school director and/or program coordinator.

Faculty members do not have the authority to permanently bar a student from their classroom or to expel a student from their course. However, faculty members may refer students guilty of egregiously inappropriate behavior to the Office of Student Conduct for disciplinary proceedings. These students will not be permitted to return to the faculty member's classroom until the formal due process procedures have been completed. To initiate this process:

a. Contact the Office of Student Conduct immediately after the incident. An email detailing the behavior in question, the impact on the classroom environment, and the faculty member's recommendation as to whether the student should be referred to the campus conduct system should be sent as soon as possible after the incident.

b. The Director of Student Affairs, or other Conduct designee, will summon the student to a meeting to discuss the incident. If official disciplinary action is to be taken, the student will be afforded all due process rights specified by the Office of Student Conduct. The faculty member, as well as any other witnesses, may be required to participate in an Administrative Hearing or University Hearing Board. If official disciplinary action is not to be taken, the director or designee will have an educational conference with the student, a record of which will be maintained on file should future behavioral issues arise.

c. If the student is found to be in violation of University policy, the appropriate sanction will be identified. Sanctions imposed by the conduct system may include moving the student to another section of the course or administrative removal from the course resulting in a grade of "F."

Responsibility to Communicate Expectations

As members of the college community, students are generally expected to act appropriately in the classroom. A reinforcement of this message from all faculty members is extremely helpful. In particular, faculty members are strongly encouraged to add a statement to their syllabi regarding their expectations for classroom behavior. If there is an expectation that students are to be on time for class or fully participate in group projects, clearly indicate this on the syllabus, particularly if an academic penalty is to be imposed as a result of being late or not participating. Clear standards of behavior set by faculty at the beginning of a course can be a powerful deterrent to inappropriate behavior. A sample syllabus statement is provided below.

Office & Classroom Etiquette and Classroom Participation

Your interactions with faculty and staff members at the University serve as the training ground for your professional career. Here are some basic rules that you are expected to follow at the University.

- Responsible classroom participation and etiquette are expected:
  - ✓ Turn assignments in on time and in a form on which you are proud to have your name.
  - ✓ Choose non-distracting attire for classroom presentations.
  - ✓ Practice respectful listening.
  - ✓ Use clean, non-vulgar language at all times.
  - ✓ Do not infringe on the privacy of others; e.g., you should not look over someone's shoulders to read what they are typing or writing in class.
  - ✓ Turn off cell phones and other electronic devices during class and lab.
  - ✓ Maintain appropriate personal hygiene.
  - ✓ Do not use tobacco products during class or in the labs.

- Appropriate interactions with faculty and staff members are expected:
  - ✓ Always wait to be invited into an office. If a faculty member's door is open and they are present, you should stop at the door, knock on the door frame, and wait to be invited in.
  - ✓ If an office door is closed then you should knock and wait to be invited in. Never "try" a closed door. If the door is closed, it has been done so for a reason.
  - ✓ Use proper salutations in their proper social context. When you are in the role of a student in a University setting, you should greet your instructors as "Doctor X" when you know that X holds a Ph.D.

When in doubt you can always use "Professor X." Avoid first names or "Mr." and "Mrs." unless asked to do so.

- ✓ You should not start a conversation with "Are you busy?" Everybody on this campus is busy. A better opening is "May I have a minute of your time?" This implies that you recognize that you are asking for a piece of a finite resource.
- ✓ "Please" and "thank you" are appreciated.

❖ Faculty members have the authority to request that a disruptive student leave the classroom.

Campus Resources for Consultation

Should a faculty member wish to discuss a student's behavior in class, he/she is encouraged to contact either the school director or Director of Student Affairs at 898-6111.

Other Resources

- *Student Guide to General University Policies and Rules*
- *Code of Conduct*
- *Office of Student Conduct Procedures*

APPENDIX 6: CANVAS RESOURCES FOR FACULTY

Canvas online training sessions can be found at Information Technology Learning & Development. Both instructor-led training and self-paced resources are available.

If you'd like to attend a live session hosted by Behrend's Center for Teaching Initiatives, please check out the events posted at the center's website.

APPENDIX 7: SYLLABUS STATEMENT (SAMPLE) ON DISABILITY RIGHTS AND RESPONSIBILITIES

Below is recommended model language, taken from the Accessibility website:

> Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Office for Disability Services (ODS) Web site provides contact information for every Penn State campus: http://equity.psu.edu/student-disability-resources/campus-disability-coordinators. For further information, please visit the Office for Disability Services website.
>
> In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the

accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

APPENDIX 8: SYLLABUS STATEMENT ON EQUITY

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, harassment, and/or incivility due to age, ancestry, color, disability, gender, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity at the Report Bias site.