TEACHING HANDBOOK FOR NEW FACULTY

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

Revised 8/11/15
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 Center for Teaching Initiatives exists specifically to help faculty members become excellent teachers. Dr. Qi Dunsworth, director of the center, is prepared to help members of the faculty. Feel free to visit Qi on the second floor of the Glenhill Farmhouse, 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. You can find a version of this document at www.behrend.psu.edu/facultyhandbook. Two other documents, the University Faculty Handbook (psu.edu/provost/FacultyHandbook/) and the University Faculty Senate Policies for Students (www.psu.edu/ufs/policies/index.html) 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
898-6160

An Equal Opportunity University
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I. Penn State University

A. 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.”

B. History of Penn State Behrend

Penn State University consists of seventeen colleges, eleven of which are located in University Park and six of which, including Penn State Behrend, are spread throughout the state.

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 4,500 students, 50 buildings, and 25,000 alumni.

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, and in recent years has added a number of impressive facilities, including a $10.2 million athletics and recreation center, chapel and carillon, observatory, three residence halls, Knowledge Park, and a baseball and softball complex. The $30 million Jack Burke Research and Economic Development Center, which houses the Black School of Business and the School of Engineering, opened in 2006. The college is now led by Dr. Ralph Ford, interim chancellor, named to the position in 2015.
C. 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).

D. Penn State Behrend Academic Organization

The college is headed by Interim Chancellor Ralph Ford. Reporting directly to him are Senior Associate Dean for Research and Outreach and Chief Operating Officer Bob Light and Interim Associate Dean for Academic Affairs Dawn Blasko.

Bob is in charge of college research activities and the industrial and education outreach centers run by the college, and serves as the college’s COO. Dawn oversees academic affairs at Penn State Behrend, including the undergraduate and graduate 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** – Balaji Rajagopalan
- **School of Engineering** – Russell Warley (interim)
- **School of Humanities and Social Sciences** – Eric Corty (interim)
- **School of Science** – 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 Blasko.

To view an organizational chart of the college, see [psbehrend.psu.edu/about-the-college/collegeleadership-1](http://psbehrend.psu.edu/about-the-college/collegeleadership-1).

II. 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. Blasko.
A. Course Syllabus

A written (paper or electronic form) syllabus must be distributed to students on or before the first class meeting. In addition to course content and expectations, the syllabus must include contact information for all course instructors, the course examination policy, grade breakdown by assessment type and percentage, required course materials, the academic integrity policy for the course, and information on procedures related to academic adjustments identified by the Office for Disability Services. 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 a sample syllabus. 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 student-learning goals and 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.

3. Grading
   You must include a detailed explanation of your grading practices, especially how the final grade will be determined. 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.

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. Statement of Academic Integrity
   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. 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 equity.psu.edu/ods/faculty-handbook/syllabus-statement

Model language for the statement appears in Appendix 7.

B. 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 directly through “Faculty EnLight,” which can be accessed on the faculty tab of the Penn State Behrend bookstore at bit.ly/BehrendBookstore.

You will receive an email from the bookstore manager when it is time to order books for the upcoming semester.

C. 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.

D. Class Lists

Up-to-date class lists are available electronically via eLion in the eLion Faculty Services Class List. These can be delivered to your Penn State e-mail address and can be easily imported into a spreadsheet, database, or e-mail distribution application. Additional information regarding the class list file layouts and general instructions can be found by clicking the “Class Lists” left hand tab within eLion https://elion.psu.edu. If you are unable to obtain class lists from eLion, please ask the staff assistant in your school for assistance.

E. Grading

1. 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:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade-Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

2. Practices

It is important that you gain a sense of the appropriate standards of student performance at Penn State. This is best achieved by talking with 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.

3. Reporting Grades

Instructors submit course grades or early progress reports (first-year and provisional students only) by using the eLion grade entry application.

4. 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). A deferred grade that is not changed to a quality grade by the instructor before the end of this period automatically becomes an F. See Senate Policy 48-40 for details.

5. Corrected Grades

Grade changes are appropriate if a final grade has been assigned, but a miscalculation on the part of the instructor has occurred. Use the grade change authorization form from the Registrar’s Office to report the new grade. This form must be signed by the instructor. Corrected grades must be changed within one year of the end of the semester in question. See Senate Policy 48-30 for details.
6. Disputed Grades
Students who wish to contest a grade (assignment or semester) have the right to request mediation. AAPM G-10 Grade Mediation and Adjudication establishes an informal phase of the mediation, in which the student meets first with the instructor, then with the program chair, and then with the school director. 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 formal petition 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.

F. 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. 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.

G. Online Student Progress Report
Shortly after the start of the third week of classes, you will receive an e-mail prompting you to log onto eLion to evaluate the performance of first-year and provisional students. You will have the opportunity to identify specific concerns with their academic performance. Students and their advisers are notified if their performance is unsatisfactory. See Senate Policy 47-70 for details.

H. Final 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 examination periods are 110 minutes long. At Penn State Behrend, a student may access his/her personalized final exam schedule on eLion beginning the first day of the final exam conflict filing period (approximately the fifth week of the semester). A personal message on eLion notifies the student that his/her final exam schedule is available.
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.

I. 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 from a previous class without instructor approval
- altering assignments after they have been submitted or graded

Faculty members may assign appropriate academic sanctions to students guilty of academic dishonesty. For additional information on the academic integrity policy, see psbehrend.psu.edu/sites/default/files/intranet/faculty-resources/academic-integrity/files/integrity-guidelines.pdf. If you have any questions about this policy or about a specific academic integrity incident, contact Dr. Sarah Whitney, Assistant Director of Academic Administration, at sew17@psu.edu.

J. 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.”

K. Classroom Absences

1. Student Absences
   Senate Policy 42-27 states that students are expected to attend every class meeting and are responsible for all assignments in the course. Instructors are required to provide students opportunities to make up work they miss because of “regularly scheduled, University-approved curricular and extracurricular activities,” as well as “other legitimate, but unavoidable reasons.” Students should contact the instructor prior to the missed class or, if a prior notification is not possible, as soon as possible.

   The Faculty Senate has taken the position that students are not required to provide documentation to validate their absence. If it is later discovered that a student made a false claim to justify missing class, s/he will go through the Academic Integrity process.

2. 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 chalkboard prior to each class meeting 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.

L. Confidentiality

1. 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. These materials are located in ANGEL. To find the material, go to “My Groups” and click on “Find a group.” In the Keyword Search box, enter “ferpa” and click on the Search Button. Click on the “FERPA – Family Educational Rights and Privacy Act” link (instructor is Ross Brode). Subsequently, click on each module, read the material, and when finished, take the quiz.

Your access to the applications in eLion (including class lists, posting of grades, and advising tools) may be limited until you have taken and passed the FERPA quiz.

A link to these instructions is available on the PSU Registrar’s site at: http://www.registrar.psu.edu/staff/ferpa_tutorial/ferpa_tutorial.cfm

2. 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 may not simply cut off or delete the first five digits of the PSU ID numbers as they appear on your grade roster. Instead, assign each student a random, private code. If you post
grades, be certain that you do not post the private codes according to the alphabetical arrangement of student names.

3. 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. If you have any questions about what student information you may provide to others, contact the Registrar’s Office at 898-6104.

M. 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 srte.psu.edu for details.

III. Teaching Resources
A. John M. Lilley Library (libraries.psu.edu/psul/erie.html?)
The John M. Lilley Library collection contains more than 130,000 volumes and more than 300 periodical subscriptions. In addition, access is provided 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: Lisa Moyer, lam13@psu.edu, 898-6313.
• Library instruction sessions: Jane Ingold jli4@psu.edu, 898-7278.
• Interlibrary loan: Patti Mrozowski, pjm6@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.

B. Copy and Multimedia Center (psbehrend.psu.edu/intranet-copy-multimedia-center)
The mission of the CMC is two-fold: to provide faculty, staff, and students with a wide range of copy services, and to provide audiovisual support for technology classrooms, events, and symposia as well as audio-visual, printing, copying, photographic, video-conferencing, and graphic design services. Professional, high-quality services and equipment are available primarily for the classroom but also for out-of-class programs.
Specific CMC contacts:

- General Information: 898-6121
- Audio-Visual Equipment Request: 898-6286
- Instructional Services Specialist: 898-6116

C. Center for Teaching Initiatives ([http://behrend-elearn.psu.edu/ctei/about](http://behrend-elearn.psu.edu/ctei/about))

The Center for Teaching Initiatives (CTI) helps faculty members enhance their teaching using classroom-tested and research-based pedagogy. The director of CTI, Dr. Qi Dunsworth, can work with you to develop teaching strategies that make courses more engaging. In addition, Qi can discuss with you the proper use of educational technologies and recommend strategies that facilitate student learning. Some of the teaching support services her office provides include:

- Observing a class (by invitation only) and making recommendations.
- Revising a syllabus.
- Assisting the design and analysis of mid-semester evaluation.
- 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 project and grant application.
- Supporting the effective use of educational technologies. For a list of supported technologies, please visit: [http://sites.psu.edu/behrendedtechsupport/](http://sites.psu.edu/behrendedtechsupport/)

For more information on the services available or to schedule an appointment, please contact Dr. Dunsworth, at quz2@psu.edu or 898-6537.

D. Center for eLearning Initiatives (CEI)

The Center for eLearning Initiatives (CEI) supports faculty in the design and development of online, hybrid, and web-enhanced courses. The CEI consults and recommends pedagogical strategies for online teaching and learning, and provides course-related instructional design and multimedia support.

For more information about the services available through the CEI or to schedule an appointment, please contact Jessica Resig, director of the center, at jjr27@psu.edu or 898-6947.

E. Learning Resource Center ([psbehrend.psu.edu/Academics/academic-services/lrc](psbehrend.psu.edu/Academics/academic-services/lrc))

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.
F. Computer Resources

1. Computer Center (psbehrend.psu.edu/intranet/computer-center)
   The General Electric Foundation Computer Center is located in the Hammermill Building. The center consists of classroom-sized computer labs located across the campus. Labs are equipped with personal computers that are connected to the Computer Center’s local area network. These networked computers have access to the internet and a wide variety of application and instructional software packages.

2. Technology Classrooms
   All classrooms are networked technology classrooms with access to the internet and various networked software programs. Each room has video projection capability and includes a podium designed for instructional use. Each classroom has a Windows-based multimedia system with a wireless mouse. Most of these PCs also have DVD CD-ROM drives (those without DVD drives have a regular CD-ROM drive). Most technology classrooms also have mobile ports.

   If you experience any problem with a technology classroom or a roll cart unit, please report the problem to CMC (898-6121).

IV. Additional Academic Resources

A. Academic and Career Planning Center (psbehrend.psu.edu/Academics/academic-services-1/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

B. Students with Disabilities (psbehrend.psu.edu/student-life/educational-equity-and-diversity/student-resources/)
   Penn State Behrend provides services for students with physical disabilities, hearing impairments, visual impairments, attention deficit disorder, and learning disabilities. Penn State Behrend’s disability services coordinator is Stacey Walbridge. She can be contacted at slw44@psu.edu.

C. Health and Wellness Center (psbehrend.psu.edu/student-life/student-services/health)
   Services 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). Located in the Carriage House, the center has office hours Monday through Thursday from
8:00 a.m. to 5:00 p.m., and Friday, from 9:00 a.m. to 5:00 p.m. For more information, contact the center at 898-6217.

D. Student Activities (psbehrend.psu.edu/student-life/student-activities-1)
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.

E. Personal Counseling Services (psbehrend.psu.edu/student-life/student-services/personal-counseling)
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 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

V. 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); HR-61 (Faculty Contracts); HR-21 (Definition of Academic Ranks); HR-40 (Evaluation of Faculty Performance); and HR-23 (Promotion and Tenure Procedures and Regulations). All of these policies can be found on the Web at guru.psu.edu/policies.

All faculty members should also be aware of policies AD-47 (General Standards of Professional Ethics); HR-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, located at psu.edu/ufs/policies. The University Faculty Handbook is located at psu.edu/dept/vprov/pdfs/pt_faculty_handbook.pdf.

Finally, the University Policy Manual (guru.psu.edu/policies) contains a list of Penn State policies, procedures, and guidelines. These include information on a variety of topics, including human resource issues.
Appendix 1: Definition of Diversity and Diversity Mission Statement

**Penn State Behrend Definition of Diversity**
The college is committed to the principle of equitable treatment of all individuals. At Penn State 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.

**Vision**
Penn State Behrend will have a student, faculty, and staff community that reflects contemporary society. The college will provide programs and services in and outside the classroom that examine and promote an appreciation and celebration for differences of race, ethnicity, global perspective, gender, age, physical ability, and sexual orientation, among others. The college environment will be free of discriminatory barriers, both physical and attitudinal.

**Mission**
With significant input from the Educational Equity and Campus Environment Committee (EECEC), the Diversity and Educational Equity Committee (DEEC), and the Women’s Liaison Committee, the college will develop, implement, and evaluate strategies for recruiting and retaining a more diverse college population, for assessing the campus climate and promoting an appreciation and celebration of differences, and for ensuring equal access to programs and services by all members of the college community.
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

A. Example of a Lower Division Course Syllabus

HIST 011, Section 1
World History II
Spring 2012
042 Irvin Kochel Center
MWF 12:20-1:10

Class website via ANGEL: cms.psu.edu/default.asp

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 1:30-2:30 and by appointment

Course Description: This course will provide an introduction to modern world history from approximately 1500 to the present. It will focus on the historical processes that have led to the development of the contemporary world. Among the significant themes that will be analyzed throughout the semester are exploration, migration, science and technology, revolution, industrialization, and imperialism.

Course Objectives:
1. Students will learn about historical events and people that have impacted the modern 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 world history.

Texts: Jerry H. Bentley and Herbert F. Ziegler, Traditions and Encounters, volume 2, 5th edition
Other readings as assigned in the Course Outline

Attendance and Participation: Attending and participating in class are essential elements of the learning experience. Students are encouraged to participate in every class through taking notes, asking questions, and engaging in discussions.

Exams: There will be three exams throughout the semester:
   • Monday, February 13
   • Monday, March 26
   • TBA by the university
The exam may consist of any combination of multiple choice, matching, fill-in-the-blank, and short answer questions. The final exam will not be cumulative. A study guide detailing the types of questions will be handed out 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 will be two writing assignments. The specific assignments are attached to the syllabus. For each assignment, you must turn in a typed copy of the paper at the beginning of the class period on which it is due. On that same day, you must also submit the same draft of your paper to Turnitin. If you have any questions about either assignment, make sure you see me before the paper 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 points for every class period they are late. 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 prior to submitting your paper.

**Classroom Discussion:** As noted in the course outline under “Classroom Discussion,” on several occasions throughout the semester, the class period will be spent discussing primary 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 the class meeting as during the first five minutes of class, there will be a reading quiz. 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.

**Plagiarism:** 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. Plagiarism consists of presenting someone else’s words or ideas as your own. Any failure to properly cite works from which you have borrowed words or ideas is plagiarism. If you plagiarize an assignment or 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. All acts of academic dishonesty are recorded so that repeat offenders can be sanctioned accordingly. If you do not have a clear understanding of what constitutes plagiarism or what may be a violation of the university academic integrity policy, please review the university policy at [psbehrend.psu.edu/intranet/faculty-resources/academic-integrity/academic-integrity](psbehrend.psu.edu/intranet/faculty-resources/academic-integrity/academic-integrity).

**Assignments and Grading:** This course consists of the following graded elements: three exams, two papers, and seven quizzes. Final grades will be based on a total of 500 possible points, calculated by a simple point totaling system. Grades for each assignment will be posted in the grade book on ANGEL, but they should only be used to approximate your final grade. 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 ANGEL.
Grading (points)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100 points</td>
</tr>
<tr>
<td>Paper #1</td>
<td>30 points</td>
</tr>
<tr>
<td>Paper #2</td>
<td>100 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>70 points</td>
</tr>
<tr>
<td>Total</td>
<td>500 points</td>
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</table>

Grade Scale*

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>470-500</td>
<td>94-100</td>
<td>A</td>
</tr>
<tr>
<td>450-479</td>
<td>90-93</td>
<td>A-</td>
</tr>
<tr>
<td>435-449</td>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>420-434</td>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>400-419</td>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>385-399</td>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>350-384</td>
<td>70-76</td>
<td>C</td>
</tr>
<tr>
<td>300-349</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>299 and below</td>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

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

E-mail and ANGEL 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 ANGEL.

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.
# Course Schedule (subject to change, if necessary):

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Lecture</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td></td>
<td>(pages #s in text)</td>
</tr>
<tr>
<td>M 1/9</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>W 1/11</td>
<td>Early 16th century Europe</td>
<td>492-508</td>
</tr>
<tr>
<td>F 1/13</td>
<td>The Reformation and Counter-Reformation</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2:</strong></td>
<td>No class; Martin Luther King Day</td>
<td></td>
</tr>
<tr>
<td>M 1/16</td>
<td>The Age of Discovery</td>
<td>464-489</td>
</tr>
<tr>
<td>W 1/18</td>
<td>Encountering the New World</td>
<td>522-544</td>
</tr>
<tr>
<td><strong>Week 3:</strong></td>
<td>Exploration in Oceania</td>
<td></td>
</tr>
<tr>
<td>M 1/23</td>
<td>Classroom Discussion</td>
<td>474, 526, 544</td>
</tr>
<tr>
<td>W 1/25</td>
<td>Early African States and Kingdoms</td>
<td>548-568</td>
</tr>
<tr>
<td>F 1/27</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 4:</strong></td>
<td>The Atlantic Slave Trade</td>
<td></td>
</tr>
<tr>
<td>M 1/30</td>
<td>The Empires of East Asia</td>
<td>570-592</td>
</tr>
<tr>
<td>W 2/1</td>
<td>Islamic Empires</td>
<td>594-612</td>
</tr>
<tr>
<td>F 2/3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 5:</strong></td>
<td>Classroom Discussion</td>
<td>581, 591, 599, 602</td>
</tr>
<tr>
<td>M 2/6</td>
<td>The Scientific Revolution</td>
<td>508-519</td>
</tr>
<tr>
<td>W 2/8</td>
<td>The Enlightenment</td>
<td></td>
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<tr>
<td>F 2/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 6:</strong></td>
<td>Test #1</td>
<td></td>
</tr>
<tr>
<td>M 2/13</td>
<td>Colonial Empires and World War</td>
<td></td>
</tr>
<tr>
<td>W 2/15</td>
<td>The American and French Revolutions</td>
<td>620-631</td>
</tr>
<tr>
<td>F 2/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 7:</strong></td>
<td>Latin American Revolutions</td>
<td>631-640</td>
</tr>
<tr>
<td>M 2/20</td>
<td>Classroom Discussion</td>
<td>628, 640</td>
</tr>
<tr>
<td>W 2/22</td>
<td>Also read the Declaration of Independence archives.gov/exhibits/charters/declaration_transcript.html</td>
<td></td>
</tr>
<tr>
<td>F 2/24</td>
<td>North American Statebuilding; paper #1 due</td>
<td>676-700</td>
</tr>
<tr>
<td><strong>Week 8:</strong></td>
<td>Political Experimentation in South America</td>
<td></td>
</tr>
<tr>
<td>M 2/27</td>
<td>The Consolidation of Europe</td>
<td>640-646</td>
</tr>
<tr>
<td>W 2/29</td>
<td>The Industrial Revolution</td>
<td>650-659</td>
</tr>
<tr>
<td>F 3/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 9:</strong></td>
<td>No class; spring break March 5-9</td>
<td></td>
</tr>
</tbody>
</table>
Week 10:
M 3/12  The Second Industrial Revolution  660-673
W 3/14  European Imperialism  704-727
F 3/16  Empires under Siege  730-754

Week 11:
M 3/19  Classroom Discussion
No documents to read – paper #2 rough draft due
W 3/21  New Imperial Powers
F 3/23  Classroom Discussion  719, 735, 744
Also read An ABC for Baby Patriots:
ufdc.ufl.edu/UF00086056/00001/thumbs

Week 12:
M 3/26  Test #2
W 3/28  World War I  762-787
F 3/30  The First World War Continued

Week 13:
M 4/2  Interwar Turmoil  790-810
W 4/4  Classroom Discussion  774, 785, 801, 805
F 4/6  World War II: paper #2 final draft due  834-853

Week 14:
M 4/9  The Second World War Continued
W 4/11  The Cold War  853-861
F 4/13  Decolonization and Post-colonial struggles  812-824, 864-877

Week 15:
M 4/16  Classroom Discussion  869, 877
Also read The Bandung Conference:
fordham.edu/Halsall/mod/1955sukarno-bandong.asp
W 4/18  Communism in Asia  879-882
F 4/20  Turmoil in Latin America  825-831, 882-888

Week 16:
M 4/23  Upheaval in the Middle East
W 4/25  The End of the Cold War  890-922
F 4/27  Modern World History

FINAL EXAM:  Finals are scheduled for the week of April 30-May 4.
The university will provide the exact date and time
around the fifth week of the semester.
HIST 011 Paper #1: History in Everything

During the first seven weeks of the semester, you must attend an academic or cultural event on campus.**
If you are unsure what qualifies as “academic” or “cultural,” please inquire before you attend an event. Also, you cannot count an event that you have organized or in which you are a participant.

After you have attended this event, you must write a 2-3 page paper. At the beginning of the paper, you need to provide a brief summary of the event. For the remainder of the paper, you must write about a topic that is related to your event. To complete the second part of the paper, you will need one outside source. This outside source must either be a book, a chapter in a book, or an article found in JSTOR or ProjectMuse, both of which are scholarly databases accessible on the library website (libraries.psu.edu/psul/databases.html).

Because this paper is describing your personal experience and interests, you may write this paper in the first person. However, the paper must otherwise be double spaced, be set in an appropriate font (Times New Roman 12 or Courier New 10), have 1-inch margins, and be stapled in the upper left corner.

All quoted and paraphrased material from your outside source must be cited: either Chicago style or MLA is acceptable. Quotes from your source should be used sparingly. You must also include a bibliography where you cite your source. It is not necessary to cite the event that you attended; for this assignment, the information that you learned at it can be considered common knowledge. You can find information about proper citation online at via the university library at libraries.psu.edu/psul/researchguides/citationstyles.html. Word does have a reference feature, but it does not always provide the correct citation format.

Your paper will primarily be graded on three criteria: one, the clarity and conciseness of your writing; two, proper use of the source in your paper; and three, the ability to describe your event and related research. A grading rubric will be placed on ANGEL before the paper is due. You must print out a copy of this rubric and attach it to your assignment before you turn it in.

If you have any questions regarding this assignment, feel free to visit me during my office hours or to send me an e-mail. I am happy to review your ideas and drafts during my office hours or by appointment. You are also encouraged to go to the Learning Resource Center (psbehrend.psu.edu/Academics/academic-services/lrc). Through the peer tutoring program, you may be able to find a peer tutor in writing to help you edit your paper.

A paper copy of this assignment is due at the beginning of class on Friday, February 24. You must also submit an electronic copy of your paper to Turnitin by midnight on the day the paper is due. If you have not created a user profile, you can do so at turnitin.com. Once you have created a profile, you will need to register for our class. The class ID is 4671790 and the password is

20
history. If you have any questions about the assignment, the in-class submission, or the online submission, make sure you contact me before the paper is due.

**While you are encouraged to take advantage of an opportunity on campus, if there is an event off campus (such as a public lecture at the Jefferson Educational Society or an exhibition at the Erie County Historical Society or the Erie Art Museum), you may request permission in writing to attend that event instead.**
HIST 011 Paper #2: Current Events and History

Find a newspaper or journal article published in 2012 that describes a current event. Using it as the basis of your research, write a paper that answers all of the following questions: What is the current event, as described by the newspaper article? What are three historic events that took place in the modern history (1500-present) that led up to the event described in the newspaper article? Who are two important people who contributed to the current event and why are they significant? (These can be people involved in the newspaper article or people involved in the historic events.) What is the significance of this current event to world history?

This paper must be between 6-8 pages long, answer all of the questions listed above, be written in third person, be double spaced, be set in an appropriate font (Times New Roman 12 or Courier New 10), have 1-inch margins, and be stapled in the upper left corner. When writing your paper, keep in mind that this is a world history class. While the US is certainly a key participant in many global events, your answer should not exclusively focus on the US.

Besides this original news article, you will need to utilize no fewer than four additional sources to substantiate your argument. You may incorporate other news articles in addition to the original source on which your paper is based. If you wish to use material from your textbook, you may do so, but the textbook must be used in addition to the other five sources (the newspaper article and the additional four sources). When selecting supplementary sources, you are encouraged to use the resources available at Lilley Library, including its scholarly databases (libraries.psu.edu/psul/erie.html). When searching for your newspaper or journal article, you may use either the printed version of a periodical or the online edition. Outside of your original article, other internet sources may be used for this assignment only if you receive permission in writing. The only exception is the scholarly databases found on the library website; no permission is needed to use any article found in them.

All quoted and paraphrased material must be cited; either Chicago style or MLA is acceptable. You must also include a bibliography. You can find information about proper citation online at via the university library at libraries.psu.edu/psul/researchguides/citationstyles.html. Word does have a reference feature, but it does not always provide the correct citation format. Unless it is a direct quote, any information taken from class notes or the textbook can be considered common knowledge and does not have to be cited. Quotes from your sources should be used sparingly.

Your paper will primarily be graded on three criteria: one, the clarity and conciseness of your writing; two, 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 ANGEL before the paper is due. You must print out a copy of this rubric and attach it to your assignment before you turn it in.

If you have any questions regarding this assignment, feel free to visit me during my office hours or to send me an e-mail. I am happy to review your ideas and drafts during my office hours or by appointment. You are also encouraged to go to the Learning Resource Center (psbehrend.psu.edu/Academics/academic-services/lrc). Through the peer tutoring program, you may be able to find a peer tutor in writing to help you edit your paper. A complete rough draft is due at the beginning of class on Monday, March 19. The final draft is
due at the beginning of class on **Friday, April 6**. For the **final draft**, you must also submit an electronic copy of your paper to Turnitin by midnight on the day the paper is due. If you have not created a user profile, you can do so at [turnitin.com](http://turnitin.com). Once you have created a profile, you will need to register for our class. The class ID is **4671790** and the password is **history**. If you have any questions about the assignment, the in-class submission, or the online submission, make sure you contact me before the paper is due.
B. Example of an Upper Division Course Syllabus

Penn State Erie, The Behrend College
Course Syllabus

MGMT 471W – Strategic Planning and Business Policy
Fall 2012
Section 001 – MWF 2:30-3:20 p.m., 205 Burke

Instructor: Jim Fairbank, Ph.D., Associate Professor of Management
Office: 225 Burke
Phone: 814-898-6232
E-mail: jff108@psu.edu
Office Hours: M 1:00-2:00 p.m. and 4:00-5:00 p.m.
W 8:00-11:00 a.m., 1:00-2:00 p.m., and 4:00-5:00 p.m.

Required Texts:
(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 hope 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. My hope is 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:

- MGMT 301 (MANGT 300) Basic Management Concepts
- SCM 301 (MANGT 310) Business Logistics Management
- FIN 301 (FNC 300) Corporation Finance
- MKTG 301 (MRKTG 300) Principles of Marketing
- 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 ANGEL (cms.psu.edu) 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
- Attendance: 40 points
- CAPSTONE® exam: 30 points
- CAPSTONE® strategic plan: 50 points
- CAPSTONE® company reports (3 @ 20 points each): 60 points
- CAPSTONE® group performance: 50 points
- CAPSTONE® annual report: 50 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):

450-500: A  400-449: B  350-399: C  300-349: D  299 & below: F

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” and “Additional Guidance for Case Notes and Discussion” at the beginning of the note taking guide. 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 (note: exceptions for submission of late assignments because of illness or other unavoidable events or emergencies will be made on a case-by-case basis). 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. 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. An award of 19-20 points for written case briefs is rare.

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
select 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 Management Solutions Inc. (MSI) 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 web site at capsim.com. Further instructions will be given in class as we prepare for and proceed with the simulation. MSI 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 MSI 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 fun. It will also be frustrating at times – welcome to the complex world of business!

I will solicit volunteers to be group CEOs for the simulation. CEOs will choose their groups by means of a draft process the fifth week of the semester. Resumes of all students (**please provide seven hard 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 Friday, September 14, 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:

   - Your company’s performance goals;
   - The generic strategy you will follow;
   - What segments you will focus on, and which one (if any) you plan to exit;
   - How you will achieve and maintain competitive advantage;
   - How you will structure your value chain to support your chosen strategy; and
   - Anything else that is relevant to your competitive goals.

3. **Company performance.** Each CAPSTONE® company will be competitively evaluated on the following four criteria, called “success measures”:

<table>
<thead>
<tr>
<th>Success Measure</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>cumulative profits</td>
<td>25%</td>
</tr>
<tr>
<td>ending market capitalization</td>
<td>25%</td>
</tr>
<tr>
<td>average ROA</td>
<td>25%</td>
</tr>
<tr>
<td>average market share</td>
<td>25%</td>
</tr>
</tbody>
</table>

As you can see, each criterion is weighted equally. The CAPSTONE® scoring algorithm assigns an overall performance score to each group which ranges from a low of one to a high of six. Your company can achieve a maximum of 50 points for your CAPSTONE® performance. Your company’s final CAPSTONE® performance score will be translated into grade points for the course using the following formula:

\[
\text{Score} = 25 + ((\text{your company score} / \text{top company score}) \times 25)
\]
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 10 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 (3-5 pages, maximum) 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, December 19.**

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 at capsim.com. 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 Friday, December 14) 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 deducted 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,**
**September 14, 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: psbehrend.psu.edu/intranet/faculty-resources/academic-integrity/academic-integrity. 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.

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 8/27</td>
<td>Introduction</td>
<td>None</td>
</tr>
<tr>
<td>W 8/29</td>
<td>The Strategy Process</td>
<td>NTG pp. 1-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resumes!</td>
</tr>
<tr>
<td>F 8/31</td>
<td>Crafting Strategy</td>
<td>NTG pp. 11-21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resumes!</td>
</tr>
<tr>
<td>M 9/3</td>
<td>Labor Day Holiday</td>
<td>None: enjoy!</td>
</tr>
<tr>
<td>W 9/5</td>
<td>Perspectives on Strategy</td>
<td>NTG pp. 11-21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resumes!</td>
</tr>
<tr>
<td>F 9/7</td>
<td>Industry and Competitive Analysis</td>
<td>NTG pp. 22-28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resumes!</td>
</tr>
<tr>
<td>M 9/10</td>
<td>Industry and Competitive Analysis (cont’d.); Internal Analysis of the SBU</td>
<td>NTG pp. 22-35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resumes!</td>
</tr>
<tr>
<td>W 9/12</td>
<td>Professional Day</td>
<td>TBA</td>
</tr>
<tr>
<td>F 9/14</td>
<td>Internal Analysis of the SBU(cont’d.)</td>
<td>NTG pp. 29-35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resumes – Last Call!</td>
</tr>
<tr>
<td>F 9/14</td>
<td><strong>ETS Major Field Exam</strong> (<em>in lieu of final exam</em>**)</td>
<td>6:00 – 8:30 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in 180 Burke</td>
</tr>
</tbody>
</table>
M 9/17  Strategy and Competitive Advantage  NTG pp. 36-42
W 9/19  Case Discussion #1  Case TBA
F 9/21  Strategy and Competitive Advantage (cont’d.);
        Strategic Fit
M 9/24  Strategic Fit (cont’d.)  NTG pp. 43-50
W 9/26  Interviews for CAPSTONE® (270 Burke)  - N/A -
F 9/28  Interviews for CAPSTONE® (270 Burke)  - N/A –
M 10/1  Discuss CAPSTONE®  CAPSTONE®
        Student Guide
W 10/3  Case Discussion #2  Case TBA
F 10/5  Group Selection by CEOs (270 Burke)  - N/A -
M 10/8  CAPSTONE® overview  CAPSTONE®
        Student Guide
W 10/10 Exam #1  Study/prepare
F 10/12 Exam #1 Review  - N/A –
M 10/15 International Strategies  NTG pp. 51-56
W 10/17  CAPSTONE® quiz  CAPSTONE®
        Structuring your company  Student Guide
F 10/19  Internet-based Strategies  NTG pp. 51-56
    ** First CAPSTONE® practice decision NLT 11:00 p.m. **
M 10/22 Corporate Strategy – Diversification  NTG pp. 57-63
W 10/24 Discuss first CAPSTONE® practice round  CAPSTONE® Courier
F 10/26 Corporate Strategy – Diversification (cont’d.);
    Corporate Strategy – Portfolio Analysis
    ** Second CAPSTONE® practice decision NLT 11:00 p.m. **
M 10/29  Corporate Strategy – Portfolio Analysis (cont’d.)   NTG pp. 64-71

W 10/31  Discuss second CAPSTONE® practice round   CAPSTONE® Courier

F 11/2   Strategy, Structure, and Control Systems   NTG pp. 72-77

M 11/5   Strategy, Structure, and Control Systems (cont’d.)   NTG pp. 72-77

W 11/7   Case Discussion #3   Case TBA

F 11/9   Discuss CAPSTONE® Strategic Plan   - N/A -

M 11/12  Submit CAPSTONE® Strategic Plan
** CAPSTONE® Year #1 Decisions NLT 11:00 p.m. **

W 11/14  Exam #2   Study/prepare

F 11/16  Exam #2 Review   - N/A –

M 11/26  No Class – Work on CAPSTONE® company report   - N/A –
** CAPSTONE® Year #2 Decisions NLT 11:00 p.m. **

W 11/28  CAPSTONE® company report on years 1&2   Company report

F 11/30  CAPSTONE® company report on years 1&2   Company report
** CAPSTONE® Year #3 Decisions NLT 11:00 p.m. **

M 12/3   Discuss CAPSTONE® Annual Report and Peer Evaluations
** CAPSTONE® Year #4 Decisions NLT 11:00 p.m. **

W 12/5  CAPSTONE® company report on years 3&4   Company report

F 12/7   CAPSTONE® company report on years 3&4   Company report
** CAPSTONE® Year #5 Decisions NLT 11:00 p.m. **

M 12/10  No Class -- Work on CAPSTONE® Annual Report   - N/A –
** CAPSTONE® Year #6 Decisions NLT 11:00 p.m. **

W 12/12  CAPSTONE® company report on years 5&6   Company report

F 12/14  CAPSTONE® company report on years 5&6   Company report
** CAPSTONE® Online Peer Evaluations Due NLT 5:00 p.m. **
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: Sample Statement on Academic Honesty for Use on 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. This principle states:

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.

More information on academic integrity can be found at:

http://psbehrend.psu.edu/intranet/faculty-resources/academic-integrity/academic-integrity

(Faculty members wanting to use an abbreviated version of the above can simply eliminate the indented paragraph.)
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 Director of Student Affairs. This Office of Student Affairs 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 Affairs for Judicial Affairs 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:

1. Contact the Director of Student Affairs 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 judicial system should be sent as soon as possible after the incident.
2. The Director of Student Affairs, or other Judicial Affairs 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.
3. If the student is found to be in violation of University policy, the appropriate sanction will be identified. Sanctions imposed by the judicial 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 (http://studentaffairs.psu.edu/conduct/docs/PoliciesRules.doc)
- Code of Conduct (studentaffairs.psu.edu (http://studentaffairs.psu.edu/conduct/codeofconduct/)
- Office of Student Conduct Procedures (http://studentaffairs.psu.edu/conduct/Procedures)
Appendix 6: ANGEL: Quick Start Guide for Faculty

Please find the most updated ANGEL handouts online at: sites.psu.edu/behrendedtechsupport/index-3/

In particular,
- Things Faculty Must Know about ANGEL
- Quick Start Guide for Faculty

 Site Index

New to ANGEL

Printing Materials in ANGEL (4/3/2013)
Adding Original Courses to a Merged Course (5/13/2013)
Things Faculty Must Know about ANGEL: Browsers, versions, etc. (7/25/2014)
Quick Start Guide for Faculty (7/25/2014)
Forwarding ANGEL Mail (6/4/2009)
Send Course Mail to Students (12/2/2010)
Make Yourself an Advanced User by Default (Recommended! 8/28/2009)
Edit My Profile Page (8/27/2009)
Where are my ANGEL courses? (8/22/2011)
Renaming an ANGEL Course (2/8/2010)
Add Photo to Personal Information (6/9/2009)
Uploading Files to Lessons Tab (12/2/2010)
Make ANGEL Courses Visible to Students (8/22/2011)
Copy an ANGEL course (1/4/2011)
Reuse a Gradebook
Change Access Dates to Multiple Items at Once (2/5/13)

Discussion Forums

Print Discussion Forum (1/11/2011)
ANGEL Discussion Forum’s Automatic Scoring Rubric (1/29/13)
Rubric for a Discussion Forum (6/28/2013)
Appendix 7: Sample Statement on Disability Rights and Responsibilities

Below is recommended model language, taken from the AccessAbility website at: http://accessibility.psu.edu/syllabus

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/ods/dcl. For further information, please visit the Office for Disability Services Web site: http://equity.psu.edu/ods.

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: http://equity.psu.edu/ods/guidelines. 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.