

# Guidebook for Adjunct Faculty



School of  
Continuing Studies

# Guidebook for Adjunct Faculty

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## Introduction

**Office Hours:** Monday – Thursday 8:30 a.m. to 6:30 p.m.  
Friday – 8:30 a.m. to 4:30 p.m.  
Saturday – By appointment only.

**Campus Location:** Gabriel House

**Phone:** (484) 664-3300 Fax: (484) 664-3532

**Staff:** Samantha Anglestein – Enrollment Outreach Manager  
Shane Baglini – Senior Director of Marketing & Public Relations  
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Linda Grube – Student Accounts Administrator  
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Lisa Lewis – Director of Advising and Academic Success  
Michael Miller – Dean, School of Continuing Studies  
Kim Myerson – Financial Aid Administrator  
Kimberly Rohrbach – Director of Teacher Certification  
Shari Salkin – Evening Receptionist  
Gregg Scully – Associate Dean  
John Weiss - Digital Marketing Specialist

## Adjunct Faculty Peer Mentors

The adjunct faculty peer mentors are available to assist new adjunct faculty members with questions about conducting classes with adult students or learning the ins and outs of being an adjunct faculty member at Muhlenberg College. Please feel free to contact them.

Chuck French, Major Advisor, English  
Home: 610-882-2416  
E-mail: [cfrench@muhlenberg.edu](mailto:cfrench@muhlenberg.edu)

Roger Slane, Major Advisor, Finance, Economics & Business  
E-Mail: [rogerslane@muhlenberg.edu](mailto:rogerslane@muhlenberg.edu)

## The School of Continuing Studies Mission Statement

For over 150 years, Muhlenberg College has been educating students in the liberal arts tradition. Seeing a need for adult education in our community, the College began offering adult courses in 1910. Over a century later, the tradition of quality continues.

Through positive, inclusive, and innovative approaches to learning, the mission of the School of Continuing Studies is to transform people's lives, build community and enhance society.

The School of Continuing Studies strives to provide lifelong learners the opportunity to continue and enhance their education, and to do so in ways that recognize their experience, maturity, motivation, life circumstances and capacity for independent scholarship.

## Description

The School of Continuing Studies is the embodiment of Muhlenberg's commitment to lifelong learning. Students of all backgrounds may come to the School of Continuing Studies to pursue a degree or certificate, for personal enrichment, or to enhance their professional mobility. A schedule of evening and weekend classes, offered at significantly reduced tuition, makes access to Muhlenberg's School of Continuing Studies possible for adults who must balance time and financial commitments among work, family, and education.

Our goal is to provide students an excellent undergraduate preparation for socially useful and self-fulfilling careers. The College serves traditional students through its regular day programs and non-traditional students through the School of Continuing Studies.

In the daily educational enterprise, the College cherishes and strives to maintain an academic environment in which the potential of all its students may be realized, within an informal campus environment. The Muhlenberg experience is characterized by limited enrollment, small classes, close student-faculty relationships, and a high degree of student responsibility in academic and social affairs. In all areas, the College attempts to sustain an environment in which students can pursue their educational, vocational, social, and spiritual goals in the context of the Judeo-Christian moral and intellectual tradition.

To allow access to undergraduate classes and, at the same time, uphold Muhlenberg's high academic standards, the School of Continuing Studies makes a distinction between enrollment in courses and matriculation into an undergraduate degree or certificate program. Students who have taken four Muhlenberg College courses and demonstrated the ability to succeed in an academically rigorous environment, or students who are transferring to Muhlenberg with a grade point average of 3.00 or above, are invited to matriculate and to work towards a Muhlenberg College bachelor's degree or certificate.

## Section I

### Contracts

Class contracts are emailed to instructors one month prior to the beginning of the semester. Each contract must be signed and returned to the School of Continuing Studies office by the date indicated. New instructors must complete a Human Resource packet, which includes an I-9 form (requires presentation of either a passport or social security card and driver's license) and a W-4 form. New instructors also need to have their photo identification card picture taken at Campus Safety or Seegers Union.

## Syllabus

Since there are a few new items to include on all course syllabi, this is a good opportunity to review all the information you should incorporate. Please submit a syllabus for every course module you teach. Syllabi are used when prospective students are interested in seeing what a particular course covers and the workload required. Current students also use the folders for reference if there is ever a question about an assignment. Your syllabus should be carefully prepared, as it serves as a written roadmap for your students. A syllabus communicates your intentions and expectations. A syllabus outlines student responsibilities. If there are ever questions from a student at the end of the course regarding your procedures, your syllabus is your best defense. So that you are further protected against student complaints, you might add a disclaimer at the end of the syllabus reminding students that “This syllabus is subject to change. The instructor will communicate all changes to the students. Additional assignments and or projects may be assigned as needed.”

- Name of the course (found on course outline, please copy and paste)
- Course title and section number
- Classroom and meeting time
- Instructor’s name and contact information including phone number and/or email address where the students can reach instructor outside of class hours
- Titles of required and/or recommended texts for the course
- Course descriptions, outcomes, and program learning outcomes. (found on course outline, please copy and paste)
- Statement on Course Unit Instructions – if any other instructional activities are requirements for your course module, include them in this section. Some examples of additional instructional activities are: required participation in electronic discussion boards, chat rooms, blogs.

Suggested statement: "This class is scheduled to meet for four hours per week of classroom instruction. You are also required to meet face-to-face with your team weekly. Team meetings are mandatory in the Accelerated Program and provide an additional 20 hours of instruction."

- Attendance policy
- Expectations for the classroom environment/professionalism (including expectations for fifth week presentations)
- Instructor’s method of evaluation and grading - if you use rubrics for evaluation and grading, you should include them in the syllabus (ALL syllabus should include the GCE Writing rubric)
- Guidelines for due dates and course requirements
- Format for assignments – please note that all written work in the Accelerated Program is expected to be prepared using APA style and will be graded on the writing as well as content
- Statement on Students with Disabilities

Suggested statement: *"Students with disabilities requesting classroom or course accommodations must complete a multi-faceted application/approval process through the Office of Disability Services prior to the development and implementation of an Accommodation Plan. Each Plan is individually and collaboratively developed with the directors or other staff of the following Departments, as appropriate: Academic Resource Center, Counseling Services, Student Health Services, and the Office of Disability Services. If you have not already done so, please contact the appropriate Department to begin a dialogue regarding your academic needs and recommended accommodations, auxiliary aids, and services."*

- Statement regarding the Academic Integrity Code, including the requirement that students affirm compliance with the AIC on all work submitted for a grade by writing and signing the following: "I pledge that I have complied with the Academic Integrity Code in this work." An instructor may accept: "I pledge the AIC." If you believe a violation has occurred, you must discuss the violation with the student, then determine the penalty. The penalties most often imposed include: resubmission of the assignment, failure on the assignment, reduction of the course grade, failure in the course. If the sanction is more severe than resubmission of the assignment, you must inform the Dean of Continuing Studies, who will formally notify the student.

Suggested statement (adapted from the full Academic Integrity Code, available at <https://www.muhs.edu/media/contentassets/pdf/about/deanst/studentguide/Academic%20Integrity%20Code.pdf>) *As an academic community devoted to the discovery and dissemination of truth, Muhlenberg College insists that its students will conduct themselves honestly in all academic activities. On all forms of work submitted for a grade (e.g. paper, oral, digital, and electronic), students shall write and sign the following pledge: "I pledge that I have complied with the Academic Integrity Code in this work" or simply "I pledge the A.I.C."*

- Some instructors include brief biographical information. Students appreciate the professional backgrounds our instructors bring to the classroom

## Syllabus template

A syllabus template is shown below for your use. You may modify the template, but be sure to keep the required components. You are not required to use the template and can develop your own syllabus including the required components.

Replace with name of course

Replace with classroom and meeting time

Instructor:

Email:

Replace with course & section number

Replace with semester

Phone:

Textbook:

### STATEMENT ON COURSE UNIT INSTRUCTION:

This class is scheduled to meet for four hours per week of classroom instruction. You are also required to meet face-to-face with your team weekly. Team meetings are mandatory in the Accelerated Program and provide an additional 20 hours of instruction.

### STUDENT LEARNING OUTCOMES:

After completing this course, students will be able to:

Copy and paste student learning outcomes from the outline you were sent.

### COURSE DESCRIPTION:

Copy and paste student learning outcomes from the outline you were sent.

### ATTENDANCE POLICY:

Please develop your attendance policy for your course and place it here.

### CONDUCT IN THE CLASS **You can add/delete to below expectations or develop your own expectations**

To make our time together as valuable as possible, we both have to work hard at it. The following basic principles may give us some guidelines:

**Every student has the *right* to learn as well as the *responsibility* not to deprive others of their right to learn. Every student is accountable for his or her actions.**

In order for you to get the most out of this class, please consider the following:

- Attend all scheduled classes and arrive on time.
  - Late arrivals and early departures are very disruptive.
- Please do not schedule other engagements during this class time.
  - You probably wouldn't appreciate it if I did! I will try to make class as interesting and informative as possible, but I can't learn the material for you.
- If you have trouble hearing the lecture or media presentation because of distractions around you, quietly ask those responsible for the distraction to stop.
- Please let me know immediately if you have any problem which is preventing you from performing satisfactorily in this class.

### METHOD OF EVALUATION:

If you use rubrics for evaluation and grading, you should include them in the syllabus. The GCE Writing Rubric should be included in your syllabus.

### GRADE DETERMINATION:

Individual assignments      Should be between 60-70% of the students' grade

Team assignments              Should be between 30-40% of the students' grade



Please note, class participation and attendance should not be a part of the students' grade. Grades will be earned with a percentage breakdown as follows: Feel free to adjust grading scale as you prefer

97 - 100 = A+	77 - 79.9 = C+
93 - 96.9 = A	73 - 76.9 = C
90 - 92.9 = A	70 - 72.9 = C
87 - 89.9 = B+	60 - 69.9 = D
83 - 86.9 = B	0 - 59.9 = F
80 - 82.9 = B	

### **DUE DATES & COURSE REQUIREMENTS:**

Please add assignment due dates and any course requirements. Please also add to your last class an "assignment" of students completing the IDEA form for your class.

### **ASSIGNMENTS:**

Please list additional information about how you will accept assignments, policy on accepting late assignments.

Library resources are available for your use. Please check with the library for a list of databases and search tools the college subscribes to for your use. Additional assignments may be given out in addition to those listed herein. All written work in the Accelerated Program is expected to be prepared using APA style and will be graded on the writing as well as content.

### **AMERICANS WITH DISABILITIES ACT:**

Students with disabilities requesting classroom or course accommodations must complete a multi-faceted application/approval process through the Office of Disability Services prior to the development and implementation of an Accommodation Plan. Each Plan is individually and collaboratively developed with the directors or other staff of the following Departments, as appropriate: Academic Resource Center, Counseling Services, Student Health Services, and the Office of Disability Services. If you have not already done so, please contact the appropriate Department to begin a dialogue regarding your academic needs and recommended accommodations, auxiliary aids, and services.

### **ACADEMIC HONESTY:**

As an academic community devoted to the discovery and dissemination of truth, Muhlenberg College insists that its students will conduct themselves honestly in all academic activities. On all forms of work submitted for a grade (e.g. paper, oral, digital, and electronic), students shall write and sign the following pledge: "I pledge that I have complied with the Academic Integrity Code in this work" or simply "I pledge the A.I.C."

### **SCHEDULE OF ACTIVITIES**

#### **Day/Date**

#### **Course Assignments**

#### **Exercises/Cases**

Please list all assignments, due dates, readings, etc. here.

**This syllabus is subject to change. The instructor will communicate all changes to the students. Additional assignments and or projects may be assigned as needed.**

## Student Attendance

The College recognizes the value of extracurricular experience, but academic programs have priority at Muhlenberg. Moreover, scheduled classes have priority over all other activities. In cases of unavoidable conflict, students have the responsibility of informing their instructors as soon as possible and reaching an acceptable resolution. Absence from a class will not be accepted as an excuse for not mastering class material. The student is responsible for all information presented, the discussion, and the conceptual analysis that takes place during classes.

Instructors should inform students in the first week of class about their policy regarding the relationship between attendance, interaction in the classroom, and evaluation. It is the instructor's responsibility to establish attendance requirements. In general, more than two absences from a weekend, eight-week or six-week class puts the student at a serious disadvantage. If you have any concerns about developing a reasonable attendance policy, please contact the School of Continuing Studies.

A student who does not attend the first meeting of a course may be dropped from the course in order to make room for students waiting to enroll. Students should not assume, however, that missing the first course meeting ensures that they will be dropped from a course. Non-attendance drops will be processed only at the instructor's request. Again, all students are responsible for their own enrollment. Failure to properly add, drop, or withdraw from a course may result in the awarding of no course units and/or a failing grade.

If a student misses the first day of class without the instructor's awareness of an acceptable excuse, the instructor may wish to request an administrative drop by contacting a member of the School of Continuing Studies to investigate and process the action.

If a student has missed several classes, and the instructor is not sure if the student has dropped the course, the instructor should contact the School of Continuing Studies. Staff will contact the student and then notify the instructor of the student's intentions.

## Class Enrollment Lists

A list of currently registered students may be obtained in Workday. Instructions on how to find the class lists in Workday are located by [clicking on this link](#).

Instructors teaching classes that include full-time day students may receive midterm grade reports from the Registrar's Office. Mid-term reports must be completed and submitted via Workday by the due date. Instructions on how to submit midterm grades in Workday are located by [clicking on this link](#).

Final grading documents for each course must be submitted via Workday by the end of the semester due date. Instructions on how to submit final grades in Workday are located by [clicking on this link](#).

## First Night of Class

The first night of class sets the tone for the course. Engage students in discussion during the first night. Avoid the temptation to give a brilliant lecture and dazzle them with your knowledge. Instead, get a lively discussion going on some issue related to the course in an area where students are likely to have prior knowledge or opinions. Make the first class as interactive and personal as possible.

The first night of class can be confusing and hectic for students. They may be distracted when they enter a classroom. Plan on being interrupted by late arrivals and last minute registrants. Briefly introduce yourself and write your name on the board. Be ready to repeat important information. Have the students introduce themselves orally or on a 3 x 5 card that you can review later. Introduce your syllabus and review it with them. At some point talk about your expectations and the skills and knowledge they will need to perform well in the course. Is there a prerequisite? Mention that immediately and offer to talk after class with students who wish to remain in the class but do not have the prerequisite.

Although many evening students have attended some college prior to enrolling here at Muhlenberg, you will frequently find students who are taking their first college class. If you find a student who is unable to perform at the college level, please inform a School of Continuing Studies advisor right away. Instructors need to discuss the prerequisites for their class and ascertain that students have the appropriate background or prerequisites. Most adult students are highly motivated, highly anxious, deeply committed to achieving a college degree, and eager to learn what instructors have to teach. The extra effort made by that first instructor makes the difference between success and failure for a new student.

## Students with Disabilities and Special Needs

Muhlenberg College values diversity and seeks to promote meaningful access to educational opportunity for all of its students. Muhlenberg College is fully committed to complying with all requirements of the Americans with Disabilities Act (ADA) of 1990 (as amended 2008), Section 504 of the Rehabilitation Act of 1973, and to a policy of ensuring that all qualified students with disabilities have full access to programs, activities, and services and are provided opportunities and reasonable accommodations, auxiliary aids, and services to ensure this access. The Office of Disability Services facilitates access to programs and activities, coordinates auxiliary aids and services, provides access to assistive technology, and when necessary, advocates on behalf of students with members of the campus community.

Students with disabilities requesting accommodations, auxiliary aids, and services at Muhlenberg College must complete a multifaceted process and be approved prior to the development of an Accommodation Plan. Students with conditions that may rise to the level of a disability must provide appropriate, comprehensive, and current documentation that outlines the need for the specific college-level accommodations. Documentation must identify the diagnosed condition, present evidence of the condition's impact on a major life activity, and provide a history of previously used accommodations and services.

All requests for accommodations are individually reviewed using a collaborative approach after the determination process is complete. Once accommodations are approved, an Accommodation Plan is developed which the student presents to the faculty member. Accommodation Plans are developed each semester at the student's request.

For further information, please refer to the "Disability Services web page at <http://www.muhlenberg.edu/main/aboutus/disabilities/>

The College publication entitled *Understanding Disabilities: A Guide for Faculty and Staff*, can be found at <http://www.muhlenberg.edu/main/aboutus/disabilities/disabilityguideforfacultyandstaff/>

**Contact: Pamela Moschini, Director of Disability Services, Lower Level, Seegers Union, ext. 3825**

## Class Cancellation Due to Low Enrollment

If student enrollment is low, instructors will be notified of course cancellation by the School of Continuing Studies, usually one week prior to the beginning of classes.

## Room Scheduling/Changes

Classroom assignments are created before the schedule is released to students. Therefore, if an instructor requires a certain type of room (small lecture, theater room, etc.), he/she should inform the School of Continuing Studies office when committing to teach the course. If the type of room required changes after assignments have been made, the instructor should contact the School of Continuing Studies as soon as possible.

If a classroom needs to be changed during the semester, even if it is only for one day (e.g. movie lab, etc), the instructor of the course should contact the School of Continuing Studies, so the office has the information available to advise students or contact them in case of an emergency.

## Parking Regulations

Muhlenberg College's vehicle policy requires that all automobiles operated on campus be registered with the Department of Campus Safety. New adjuncts complete the Employee Vehicle Registration form at the time of employment. Because the College is now using an online registration system, all employees, including adjuncts, must access the site each academic year to verify or revise the vehicle registration information. This annual re-registration can be completed from any campus networked computer; you may use a computer in the School of Continuing Studies office or a networked computer located in classrooms or labs.

Instructors' parking stickers are provided free of charge, and a new sticker will be issued each academic year. Faculty members who park in any campus lot must display a parking sticker and may be ticketed without the appropriate parking authorization. On-street parking is often available and is regulated by the City of Allentown.

## Auditing Classes

Students in good academic standing may audit one course per semester with the approval of the instructor. Any course enrolled on an audit basis will not contribute towards the Muhlenberg degree and will not be used to compute your GPA. Additionally, an audited course may not be used to fulfill prerequisites or any other academic requirement.

Instructors must explicitly detail their expectations for students auditing their courses at the beginning of the semester, and students must seek the consent of their faculty advisor. Typically, students auditing a course are expected to complete all assignments and participate in class discussions but may not be required to submit written work or take exams.

Students may change a course from audit (no course unit attempted) to a regular course unit basis or vice versa during the add/drop period with the approval of the instructor and the faculty advisor by completing the online Audit Request process or filling out the paper form and submitting it to the Office of the Registrar. The student's transcript will list the audited course with a grade of "AU" if the student has

satisfactorily completed the audit. If the student fails to fulfill the expectations of the audit, no notation will appear on the transcript.

Senior Scholars is an opportunity for local individuals aged 60 and older to audit up to two in-person courses per semester from a select list, with the instructor's consent. Registration takes place through the Registrar's Office in the week before classes begin each semester. A special per-course charge is required. A grade of "Audit" is assigned if completed successfully; no traditional grades are used. The program is on an indefinite pause until it can be reviewed following lifting of pandemic protocols.

## Pass/Fail Grade Option

Full-time, degree-seeking students who have completed at least 16 units with a cumulative GPA of 2.00 or more may elect to enroll for one course unit per semester on a pass/fail basis up to a total limit of three. One of the three pass/fail courses may be taken in the same academic division as the student's major or minor. Courses designated "pass/fail only" are exempt from the pass/fail requirements described here.

No course for which a student elects to enroll on a pass/fail basis may be used to satisfy a general academic requirement or major/minor requirement. In addition, "pass/fail only" courses offered within the student's major or minor do not meet any major or minor requirement.

Final grades submitted to the Registrar for these students must be either "P" or "F." A "P" should be considered the equivalent of a traditional "D" or higher.

Courses enrolled on a pass/fail basis that are awarded a grade of "P" will not be used in computing the GPA but will be counted as course units toward graduation; courses failed will be computed in the GPA. Students may change a course from pass/fail to traditional grading or vice-versa only through the add/drop period of the semester.

## Changing Courses

### First-day Drop Policy

Please note that students not attending the first day of classes will be dropped from the course **only if you indicate to the Registrar that specific students are to be removed from the roster.** After that time, students must go through the regular drop/add procedure.

### Adding Courses

Students may add courses without faculty approval through the first five class days of the traditional semester; courses may continue to be added through the following three class days of the traditional semester with faculty approval; courses may be dropped without approval or academic penalty through the first eight class days of the traditional semester. Enrollment in courses is closed at the conclusion of the add/drop period. The last day to add and drop is identified each semester on the College's academic calendar.

A student may enroll in a course until the deadline specified on the Academic Calendar which is published on the web. Course entry is accomplished by logging in to Workday, adding the course on the registration form, and submitting the form. Students are informed of success or failure to add via notes

written at the top of the screen. All adds must be accomplished before the posted deadline. Failure to add the course by the deadline will result in lack of registration and may result in denial of course credit.

First-semester students interested in registering for Ensembles or Applied Music will do so in the Music Office (CA 155). Starting in their second semester, students will register for Ensembles and Applied Music in Workday. For voice lessons, students will need approval from their desired instructor before registering; new voice students should contact the Music Office to set up an audition and be assigned a voice teacher. Registration for instrumental lessons is unrestricted. Once registered, students will select a lesson time by following the "Applied Lessons" link from the Music Department web page. There is an additional fee for lessons.

**All students are responsible for their own enrollment. Failure to properly add, drop, or withdraw from a course may result in no course units awarded and/or a failing grade.**

### Dropping Courses

A student may drop courses during the add/drop period in any semester, without academic penalty. For courses withdrawn after the add/drop period and before the end of the ninth academic week of the semester a grade of "W" is assigned. Both faculty advisor and course instructor signatures are required to withdraw from a course.

No course may be withdrawn after the 45th day of a semester, except for medical reasons certified by the Executive Director of Health and Counseling Services. If a student stops attending a course and does not process the appropriate form, a grade of "F" will be assigned.

A student who does not attend the first meeting of a course may be dropped from the roster in order to make room for students waiting to register for the course. The professor must provide the Registrar with the names of any student dropped from his or her course as a result of this policy.

Non-attendance on the first day of classes does not mean that a student is automatically dropped from a course. Non-attendance drops will be processed only at the instructor's request. It is the student's responsibility to make sure his or her registration of courses is accurate.

All students are responsible for their own enrollment. Failure to properly add, drop, or withdraw from a course may result in no course units awarded and/or a failing grade.

### Withdrawal from a Course

A student may withdraw from a course after the add/drop period until the end of the 45th class day with the approval of his or her academic advisor. The student must process a withdrawal form, available from and returned to the Office of the Registrar, by the deadline. Both the instructor of the course and the student's advisor must sign the form. A "W" grade will be assigned indicating that the student has withdrawn from the course. The last day to withdraw is identified each semester on the College's academic calendar.

A full-time student seeking to withdraw from a course or courses so that s/he will earn fewer than 3 course units, must consult with his/her academic advisor concerning such a withdrawal. The advisor then consults with the Dean of Academic Life. If the Dean approves the withdrawal, s/he will forward the completed withdrawal form to the Office of the Registrar for processing.

No course may be withdrawn after the 45th class day except for documented medical reasons certified by the Executive Director of Health and Counseling Services.

A student who attends a different section of a course than the section registered must make the correction to his/her schedule by dropping the course online or processing a withdrawal form. Students who fail to correct registration errors or officially drop will receive a failing grade (F).

## Grades

### Grading Guide

Grade	Description	Quality Points
A+	Excellent	96.67 – 100.00
A		93.34 – 96.66
A-		90.00 – 93.33
B+		86.67 – 89.99
B	Good	83.34 – 86.66
B -		80.00 – 83.33
C+		76.67 – 79.99
C	Satisfactory	73.34 – 76.66
C-		70.00 – 73.33
D+		66.67 – 69.99
D	Marginal	63.34 – 66.66
F	Failing	<60.00

#### A+/A/A-

Indicates mastery of the course content accompanied by evidence of exceptional achievement in critical, independent and creative thinking. Oral and written communications competently express this level of achievement.

#### B+/B/B-

Indicates a good grasp of the course content accompanied by evidence of a marked achievement in critical, independent and creative thinking. Oral and written communications competently express this level of achievement.

#### C+/C/C-

Indicates an adequate grasp of the course content accompanied by evidence of adequate achievement in critical, independent and creative thinking. Oral and written communications competently express this level of achievement.

### **D+/D/D-**

Indicates a limited grasp of the course content accompanied by evidence of minimal achievement in critical, independent and creative thinking. Oral and written communications competently express this level of achievement.

- AU** Successful completion of an audit. (no course unit awarded, no GPA calculation.)
- I** Incomplete. An incomplete may be assigned when a student presents a compelling reason for the inability to complete course requirements by the end of the term. Incompletes will not be calculated in the GPA until such a time as they are converted into a traditional letter grade. Completion of the work must be arranged with the instructor and completed no later than 35 days after the deadline for submitting final grades for the semester. An incomplete grade not assigned a traditional letter grade in 35 days will be recorded as F.
- IP** In Progress. An IP indicates that the course in which the student is enrolled has not ended by the time final course grades are due for the term. IP grades will not be calculated in the GPA until such time as they are converted to a traditional letter grade.
- NG** No grade issued.
- P** Successful completion of pass/fail course (course unit awarded, no GPA calculation. Pass/fail courses failed will be computed in GPA.)
- S** Successful completion of a zero-unit course (no course unit awarded, no GPA calculation.)
- U** Unsatisfactory performance in a zero-unit course (no course unit awarded, no GPA calculation.)
- VF** Academic Integrity Code Violation (no course unit awarded, treated as failing for GPA calculation.)
- VW** Academic Integrity Code Violation Withdrawal (no course unit awarded, no GPA calculation.)
- W** Student withdrew (no course unit awarded, no GPA calculation.)

An asterisk (\*) indicates that an incomplete was initially recorded for the course, then changed to the letter grade which is currently reflected.

A student's grade point average (GPA) is the sum of quality points divided by the total attempted course units.

***Direct all questions related to grades to the Office of the Registrar at 484-664-3190***

### **Incomplete Grades**

An incomplete grade represents an agreement between a student and a faculty member that a student needs extra time beyond the end of the semester to complete the course work.

The form must be completed and approved by both parties in order for it to take effect. In order to complete the form, students should have already read the College's Incomplete Grades Policy found under "Incomplete Grades" at



<https://www.muhlenberg.edu/offices/registrar/registration/generalinformation/> and have already discussed the work that needs to be done and the timing for submission with your faculty member.

A student has 35 days from the last day of the semester to complete the required work before the grade automatically converts to an F. If you have any questions, please call 484-664-3130 or stop by the Dean of Academic Life Office on the 3rd floor of the Haas College Center.

All requests for an incomplete must be received by the end of the last day of classes. [Please complete this form for all Incomplete grade requests.](#)

## Academic Integrity Code: Cheating, Plagiarism, Collusion, Etc.

The following information was taken directly from Muhlenberg College's web page <https://www.muhlenberg.edu/media/contentassets/pdf/about/deanst/studentguide/Academic%20Integrity%20Code.pdf>

### I. Standards of Academic Conduct

As an academic community devoted to the discovery and dissemination of truth, Muhlenberg College insists that its students will conduct themselves honestly in all academic activities. Students are expected to refuse to engage in any activity unauthorized by College policy and the faculty member(s) which profits themselves of which helps or hinders others in any work which is submitted for a grade or in any work which leads ultimately to a grade including but not limited to exams, quizzes, tests, essays, reports, recitation, laboratory exercises, and any work utilizing library, computer and laboratory facilities.

#### A. Academic Pledge

Muhlenberg College has established these standards of academic conduct because of its belief that academic honesty is a matter of individual and College responsibility and that, when standards of honesty are violated, each member of the community is harmed. At Muhlenberg, therefore, each student, as a prerequisite for matriculation and registration each semester, must pledge to adhere to the provisions of this Academic Integrity Code thereby accepting a share of the responsibility for maintaining the College's standards of academic integrity. Furthermore, on all forms of work submitted for a grade (e.g. paper, oral, digital, and electronic), students shall write and sign the following pledge: "I pledge that I have complied with the Academic Integrity Code in this work." Some professors accept "I pledge the A.I.C."

#### B. Violations of the Academic Integrity Code – Definitions

- 1. CHEATING** (Includes but is not limited to examinations, quizzes, assignments, projects, and labs) - Any attempt to (1) look at another student's work, (2) communicate with another student verbally, by signal, or in any other manner any information concerning the content of the work, (3) use any unauthorized materials, such as notes, books, laptop computers, cellular phones, or other programmable electronic devices or sources, not specifically designated by the professor of the course for student use during the examination period, or (4) engage in any other activity for the purpose of seeking aid not authorized by the faculty member(s).
- 2. PLAGIARISM** – Intentional or unintentional copying from a book, article, notebook, or other paper or electronic source material whether published or unpublished, without giving proper credit through the standard use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, and experiments of

another. Plagiarism shall also include submitting without the consent of the professor an assignment already tendered for academic credit in another course.

3. **COLLUSION** – Working together in preparing separate assignments in ways not authorized by the faculty member(s). Academic work produced through a cooperative effort of two or more students is permissible only upon the explicit consent of the instructor. The collaboration must also be acknowledged in stating the authorship of the report.
4. **FALSE INFORMATION** – Furnishing false or misleading information to the College (including advisors, registrar, faculty or any other College official) (i) for the purpose of obtaining special consideration or privilege, e.g. postponement of an examination or a deadline for written work; (ii) in connection with any actual, alleged or suspected violation of the Academic Integrity Code; and/or (iii) in connection with any hearing before the Academic Judicial Board.
5. **HELPING OR HINDERING OTHERS** – Engaging in any activity not authorized by the faculty member(s) which helps or hinders another in any work being submitted for a grade. In the event that a student is found guilty of helping or hindering others in a course in which the first student is not enrolled, the penalty shall be a notation of the offense placed in the student's Permanent Record File.

## II. Student Responsibilities for the Effective Operation of the Academic Integrity Code

Students are expected to be familiar with and to adhere to the Code and will be held accountable for their adherence by faculty, administration and fellow students.

Students will foster such compliance by urging any student suspected of violating the Code to discuss the matter with the faculty member(s) teaching the course in which the alleged violation occurred. Should the suspected student, so advised, fail to heed this advice, the suspecting student shall direct his or her concerns to the faculty member(s) teaching the course in which the alleged violation occurred.

## III. Faculty Responsibilities for the Effective Operation of the Academic Integrity Code

- A. Faculty members are expected to be familiar with the Academic Integrity Code. At the beginning of each semester, each faculty member shall identify the procedures to be used for classroom exams and other assignments in his/her courses.
- B. Ordinarily class tests and final exams should be proctored. Proctoring is defined as having a faculty member present in the room. Proctoring is the responsibility of the faculty member teaching the course but in special situations that responsibility may be delegated to colleagues.
- C. Faculty Resolution of the Academic Integrity Code Violations.
  1. If the faculty member has sufficient reason to suspect that a violation may have occurred on any work submitted for a grade, he/she must discuss this matter with the student in question. Written communication to the student may initiate the discussion. Faculty members may not raise the issue of an alleged Academic Integrity Code violation after the last day of the semester following the semester during which the alleged violation occurred.
  2. If, after discussing the matter with the student, the faculty member is convinced that a violation did occur, he/she should assess an appropriate penalty. Depending on circumstances as assessed by the faculty member, the penalty imposed could be: re-submission of the assignment; failure on the assignment; reduction of a course grade; failure in the course; or forced withdrawal from the course with no credit received. The specific penalty imposed should be one which the faculty member deems appropriate. Should the penalty be forced

withdrawal, the course would then count at the value of an F grade in the total hours attempted and cumulative average of the student. In that case "VF" shall be recorded on the transcript and a full explanation of the reasons for no credit and the forced withdrawal shall be placed in the student's Permanent Record File. The notation "VF" shall be listed in the College catalog as part of the grading system and shall be explained as meaning "no credit: Academic Integrity Code."

3. The faculty member must notify the Dean of Academic Life in writing of any penalty more severe than resubmission of the assignment within five days of the imposition of the penalty.
  4. Upon receiving notification of the penalty imposed from the faculty member, the Dean of Academic Life has the responsibility to notify the student by conveying to that individual a written statement setting forth the decision of the faculty member. After the student reviews this notice, s/he should discuss the matter with the Dean of Academic Life and review his/her rights and responsibilities.
  5. If the student does not contest the faculty member's decision within ten days of the date of the Dean's written notification, the penalty shall be officially recorded. No further recourse is available to the student.
- D. Faculty members are expected to carry out their role in the implementation of the Academic Integrity Code. Should they not, the student may direct his/her concern to the appropriate department head. Such concerns may be reflected in the evaluation process. If the department head is the person in question, the student may direct his/her concern to the Dean of Academic Life.

#### IV. Student's Right to Appeal

- A. If the student believes the decision of the faculty member to be unjust, he/she has the right to bring the matter to the Academic Judicial Board (AJB).
- B. In seeking a hearing, the student has the following procedural rights:
  1. The right to a hearing in which the accused may present evidence on his/her own behalf, provide witnesses and bring to the hearing a Judicial Advisor chosen by the Dean from a list of Judicial Advisors in the Office of the Dean of Academic Life.
  2. The right to a hearing within a reasonable amount of time.
  3. The right to question those presenting information against him/her.
- C. The student must notify the Dean of Academic Life in writing of his/her intention to bring the matter to the AJB within ten days of the date of the Dean's written notification to the student.
- D. Failure of Accused to Appear – If a student fails to appear for a scheduled hearing, the Academic Judicial Board will hear the case in absentia and impose additional sanctions if deemed appropriate.
- E. As the case is presented to the AJB, there shall be no presumption of guilt based on the earlier decision of the faculty member.
- F. During the deliberations of the AJB, the student shall continue to attend the course in question and fulfill all normal obligations and responsibilities.
- G. The student's failure to comply with the procedures set forth in Section IV shall result in a forfeiture of appeal rights.

## V. Composition and Function of the Academic Judicial Board

- A. There shall be established an Academic Judicial Board consisting of twelve persons: six faculty members and a pool of students from which six students shall be selected. If additional faculty are needed, they will be chosen from faculty who have previously served on AJB.
- B. The faculty participants shall be selected by the Faculty. Selection of faculty shall be for a three-year term.
- C. Student participants shall be selected by the Dean of Academic Life in consultation with the Student Conduct Officer, Dean of Students Office, and shall serve a one-year term.
- D. The faculty participants of the AJB shall meet early in the fall semester of each academic year and shall select from its members a chairperson for that year.
- E. For any case brought to AJB three student members and three faculty members shall actually participate in the deliberations.
- F. The AJB shall have the right to subpoena any persons or materials which it considers relevant to its deliberations.
- G. A verdict of guilty shall require a simple majority of those hearing the case. All votes will be by secret ballot. If the AJB finds the student guilty, the penalty imposed by the Faculty member will stand or be increased. The AJB will make recommendations about the penalty to the Dean of Academic Life.
- H. If the student is found innocent of the charge, he/she shall maintain his/her full status as a registered member of the course in question without prejudice and no record or other mention of the allegation or the hearing will be kept in his/her Permanent Record File.
- D. The AJB shall notify the Dean of Academic Life of its findings and recommendations in writing within five academic days.
- I. The Dean of Academic Life shall notify the student, faculty member, advisor and the Dean of Students of a decision in writing.
- J. All documents pertaining to a decision made by the AJB are on file with the Dean of Academic Life and are open for the accused student's review.

## VI. Other Participants in the Hearing

- A. Witnesses may be called by the student or faculty member, who must, if requested, present a brief written explanation of the likely content of the witnesses' testimony. Testimony should be germane to the case. Ultimately, the Chair of the Academic Judicial Board shall determine the admissibility of any testimony. Normally, character witnesses will be allowed to present a written document rather than appear in person.
- B. The student will be assigned a Judicial Advisor who can help prepare for, attend, and consult during his/her hearing. During a hearing, the Judicial Advisor does not speak directly to the Board. The Judicial Advisor will be a faculty or staff member selected from a list of trained Judicial Advisors as determined by the Dean of Academic Life.
- C. No attorney as legal counsel shall be present.
- D. No parents shall be present at the hearing.

## VII. Additional Offenses

- A. A case of a second violation of the Academic Integrity Code will mandate a hearing to the Academic Judicial Board. Upon a finding of guilt, the Academic Judicial Board will recommend a penalty, which may be as severe as expulsion, to the Dean of Academic Life who will act upon that recommendation.

- B. An allegation of a third violation will mandate a hearing before a Board of three faculty and three students. A finding of guilt for a third offense mandates a recommendation of the expulsion of the guilty student.

## VIII. Miscellaneous

- A. If a student withdraws from a course after the inception of an Academic Behavior Code violation investigation by the faculty member teaching that class, a VW (Violation Withdrawal) will appear on the transcript for that course.
- B. False Testimony – Any student who lies or gives false testimony during any hearing held pursuant to these Rules and Procedures shall be deemed to have violated the Social Code.
- C. Failure to Cooperate – Any student who refuses to cooperate with these Regulations shall be deemed to have violated the Social Code.
- D. Failure to Fulfill Sanctions – Any student who fails to comply with the parameters of a sanction shall be deemed to have violated the Social Code.
- E. Failure of Accused to Appear – The AJB will hear the case of any accused student who fails to appear for a scheduled hearing in absentia and may impose additional sanctions if deemed appropriate.
- F. Notice – Notices shall be addressed to the student’s post office box or to the student’s home address listed in the official college records if the College is not in session.
- G. Days – A day, as defined in this document, shall refer to academic days, Monday through Friday, when the College is in session. Where matters are unresolved as of the last day of finals, "days" shall mean calendar days immediately following the last day of finals. In some instances, hearings may be postponed over a break until the next semester begins.
- H. Vacation Periods – Any hearing that is based on an allegation of a violation of the Academic Behavior Code occurring or reported after the last day of classes of the fall or spring semester may be deferred until the first month of classes of the following semester.
- I. An outline of the procedures for a hearing are available for review in the Office of the Dean of the College for Academic Life.

**Contact: Dean of Academic Life, College Center, 484-664-3130**

## Statement about Plagiarism

### **Writing Across the Curriculum** **Jill Stephen & David Rosenwasser, Co-Directors**

As in most of the country, there has been a significant rise in the number of plagiarism cases at Muhlenberg. What are we going to do about it? The College is determined not to look the other way, but rather to use this rise as an occasion for rededicating ourselves to the values that support an environment of open and honest communication. This document is part of that conversation.

Many commentators blame the Internet, with its easily accessible, cut-and-pasted information, for increasing the likelihood of plagiarism. Others cite a lack of clarity about what plagiarism is and why it is a serious problem. So let’s start by clarifying.

Most people have some idea of what plagiarism is. You already know that it’s against the rules to buy a paper from an Internet paper mill or to download others’ words verbatim and hand them in as your own thinking. And you probably know that even if you change a few words and rearrange the sentence

structure, you still need to acknowledge the source. The Academic Behavior Code at Muhlenberg defines plagiarism as follows:

Copying from a book, article, notebook, or other source material, whether published or unpublished, without giving proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, and experiments of another (Muhlenberg College Student Handbook, 2001-2002, 45).

In short, plagiarism (as one handbook puts it) gives “the impression that you have written or thought something that you have in fact borrowed from someone else” (Gibaldi 30). It is a form of theft and fraud. Borrowing from someone else, by the way, also includes taking and not acknowledging words and ideas from your friends or your parents. Put another way: any assignment with your name on it signifies that you are the author—that the words and ideas are yours, with any exceptions indicated by source citations, and if you're quoting, quotation marks.

Knowing what plagiarism is, however, doesn't guarantee that you'll know how to avoid it. Is it okay, for example, to cobble together a series of summaries and paraphrases in a paragraph, provided you include the authors in a bibliography at the end of the paper? Or how about if you insert a single footnote at the end of the paragraph? Answer: both are still plagiarism, because your reader can't tell where your thinking starts and others' thinking stops. As a basic rule of thumb, “*Readers must be able to tell as they are reading your paper exactly what information came from which source and that information is your contribution to the paper*” (Hult 203). More on this later.

### **Why Does Plagiarism Matter?**

A recent survey indicated that 53% of Who's Who High Schoolers thought that plagiarism was no big deal (Cole 6). So why should the College care about it? Here are two great reasons:

- It poisons the environment—students who don't cheat get alienated by students who do and get away with it; faculty can become distrustful of students and even disillusioned about teaching when constantly driven to track down students' sources. It's a lot easier, by the way, than most students think for faculty to recognize language and ideas that are not the student's own. And now there are all those search engines provided by firms like [Turnitin.com](http://Turnitin.com) that have been generated in response to the Internet paper mill boom. Who wants another Cold War?
- Plagiarism defeats the purpose of going to college, which is learning how to think. You can't learn to think by just copying others' ideas; you need to learn to trust your own intelligence. Students' panic about deadlines and their misunderstandings about assignments sometimes spur plagiarism. It's a good bet that your professors would much rather take requests for help and extra time on assignments than have to go through the anguish of confronting students about plagiarized work.

So, plagiarism gets in the way of trust, fairness, intellectual development, and ultimately, the attitude toward learning that sets the tone for the college community.

### **Frequently Asked Questions**

The following FAQs are not exhaustive. Consult a writing handbook for more information on such matters as paraphrasing, summarizing, and using various systems of citation. Some professors will hand out sheets with citation guidelines; as always, when in doubt, ask.

**Q: Is it still plagiarism if I didn't intentionally copy someone else's work and present it as my own, that is, if I plagiarized it by accident?**

**A:** Yes, it is still plagiarism. *The College puts the burden of responsibility on students for knowing what plagiarism is, and then making the effort necessary to avoid it.* Leaving out the quotation marks around someone else's words or omitting the attribution after a summary of someone else's theory may be just a mistake—a matter of inadequate documentation—but faculty can only judge what you turn in to them, not what you intended. Any good writing handbook will tell you how to cite sources and how to take notes in ways that guarantee that you will not accidentally plagiarize.

**Q: If I include a list of works consulted at the end of my paper, doesn't that cover it?**

**A:** No. A works cited list (bibliography) tells your readers what you read but leaves them in the dark about how and where this material has been used in your paper. Putting one or more references at the end of a paragraph containing source material is a version of the same problem. The solution is to cite the source at the point that you quote or paraphrase or summarize it. To be even clearer about what comes from where, also use what are called in-text attributions. See the next FAQ on these.

**Q: What is the best way to help my readers distinguish between what my sources are saying and what I'm saying?**

**A:** Be overt. Tell your readers in the text of your paper, not just in citations, when you are drawing on someone else's words, ideas, or information. Do this with phrases like "According to X . . ." or "as noted in X . . ."—so-called in-text attributions.

**Q: Are there some kinds of information that I do not need to document?**

**A:** Yes—common knowledge and facts you can find in almost any encyclopedia or basic reference text generally don't need to be documented (e.g., John F. Kennedy became President of the U.S. in 1960). This distinction can get a little tricky because it isn't always obvious what you discover what others take to be known to all. When in doubt, cite the source.

**Q: If I put the information from my sources into my own words, do I still need to include citations?**

**A:** Yes. Sorry, but rewording someone else's idea doesn't make it your idea. Paraphrasing is a useful activity because it helps you to better understand what you are reading, but paraphrases and summaries have to be documented and carefully distinguished from ideas and information you are representing as your own.

**Q: If I don't actually know anything about the subject, is it okay to hand in a paper that is taken entirely from various sources?**

**A:** It's okay if (1) you document the borrowings, and (2) the assignment called for summary. Properly documented summarizing is better than plagiarizing, but most assignments call for something more. Often comparing and contrasting your sources will begin to give you ideas, so that you can have something to contribute. If you're really stumped, go see the professor. You will also reduce the risk of plagiarism if you consult sources after—not before—you have done some preliminary thinking on the subject. If you have become somewhat invested in your own thoughts on the matter, you will be able to use the sources in a more active way, in effect, making them part of a dialogue (Rosenwasser and Stephen 220-221).

**Q: Is it plagiarism if I include things in my paper that I thought of with another student or a member of my family?**

**A:** The Academic Behavior Code, under the category called "collusion," allows for students' cooperative efforts only with the explicit consent of the instructor. The same general rule goes for plagiarizing

yourself—that is, for submitting the same paper in more than one class. If you have questions about what constitutes collusion in a particular class, be sure to ask your professor.

**Q: What about looking at secondary sources when my professor hasn't asked me to? Is this a form of cheating?**

**A:** It can be a form of cheating if the intent of the assignment was to get you to develop a particular kind of thinking skill. In this case, looking at others' ideas may actually retard your learning process, and leave you feeling that you couldn't possibly learn to arrive at ideas on your own. Professors usually look favorably on students who are willing to take the time to do extra reading on a subject, but it is essential that, even in class discussion, you make it clear that you have consulted outside sources. To conceal that fact is to present others' ideas as your own. Even in class discussion, if you bring up an idea you picked up on the Internet, be sure to say so explicitly.

### Works Cited

Cole, Sally, and Elizabeth Kiss. "What Can We Do About Student Cheating?" *About Campus*. May-June 2000: 5-12.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers, 5th Ed.* New York: MLA, 1999.

Hult, Christine A. *Researching and Writing Across the Curriculum*. Boston: Allyn and Bacon, 1996.

*Muhlenberg College Student Handbook, 2000-2001.*

Rosenwasser, David, and Jill Stephen. *Writing Analytically, 2nd ed.* Ft. Worth: Harcourt, 2000.

## Plagiarism Detection: A Guide for Faculty

It is advisable to contact the Dean of Academic Life (x3130) with questions regarding suspected plagiarism, and to consult the [Academic Integrity Code](#) as outlined in the *Student Handbook* for responsibilities of faculty and students.

### Step #1: Internet Search Engines

The quickest, cheapest, and easiest method to research suspected plagiarism is use of an Internet search engine such as [Google \(http://www.google.com\)](http://www.google.com), one that examines the entire text of web documents. In the Google search box, enter a distinctive sentence from the document in question and enclose in quotation marks.

Example: *"Two types of stable systems can be found in the physical universe: the death state of perfect equilibrium and the infinitely fertile condition of self-organized non-equilibrium"*

Alternatively, enter key phrases from the same sentence: *"Two types of stable systems" and "perfect equilibrium"*

### Step #2: Full-text Library Databases

Not to be overlooked are Trexler Library's full-text databases, <https://trexler.muhlenberg.edu/>



### Step #3: Reference Librarians

For further investigation, contact the Trexler Library Reference Dept. at x3602.

### Class Cancellations – Inclement Weather, Illness, Etc.

As a general policy, the College remains open and fully operational during snow storms and other weather emergencies. Any need for closure of the offices will be determined by the President upon recommendation of the Director of Campus Safety.

In cases of extreme weather, tune in to any of the TV and radio stations listed below to determine if the College is closed. These stations will carry announcements of any delays in openings or closure of the College between 7:00 a.m. and 7:30 a.m.

**WAEB** (104.1 FM, 790 AM)

**WZZO** (95.0 FM)

**WMUH** (91.7 FM)

**WEST** (1400 AM)

**WCTO** (96.1 FM)

**WLEV** (100.7 FM)

And **TV Channels 69** (WFMZ) and **16** (WNEP)

Pre-recorded announcements of any emergency closures of the College will be available on our weather hotline: **484-664-6000**. The hotline is the best way to get the most current information.

Should a delayed opening be announced, class schedules will not be rearranged, but will adhere to regular meeting times. If changing weather conditions during the day require a decision on early closing of the College, **the Dean of Continuing Studies will provide notice regarding the status of evening classes to the listed radio and TV stations, Campus Safety, and Seegers Union as early as possible.**

**If an instructor needs to cancel his/her class due to an emergency, she/he should notify students and the School of Continuing Studies as early as possible.** The School of Continuing Studies staff can also post signs on classroom doors and, if necessary, assist with student notifications.

Instructors are encouraged to collect a list of student phone numbers and/or e-mail addresses to contact students when cancellation of a class is necessary. In addition, instructors should list a phone number and/or e-mail address on the course syllabus in the event that students have questions about upcoming assignments, homework, etc.

### Emergencies/Locked Classrooms

If an emergency situation arises before, after, or during your class time, please call the Campus Police at (484) 664-3110 or if calling from an on campus phone, dial x3110. There are also emergency call boxes located throughout the campus. For non-emergencies call (484) 664-3112 or x3112.

If a classroom door is locked, contact Campus Safety at the phone number above or the School of Continuing Studies at (484) 664-3300 during business hours.

## Instructor Evaluations

Close to the end of the semester, faculty will receive an email from the Provost's Office about setting up the IDEA forms in your Canvas course for students to complete course/faculty evaluations. Students can complete the evaluation online either before your last class or during the last class. Please allow five to ten minutes for the class to complete the evaluation during your last class. Students are sometimes uncomfortable filling out evaluations prior to getting a final grade. Please reassure them that you will not see these evaluations until after your grades are submitted. **Instructors MUST leave the classroom while the students are completing the evaluations.**

When all grades have been submitted, faculty will have access to the completed evaluation forms.

Instructions on how to set-up the course evaluations in your Canvas course can be [found here](#).

## Religious Holidays and Class Attendance

Muhlenberg College recognizes the importance of religious expression in the lives of many of our students. Indeed, the quality and strength of religious life is one of the distinctive characteristics of the College attracting many students to Muhlenberg.

### May a student miss class for a religious holiday?

Muhlenberg College has a long standing policy that students may make arrangements to make up course work missed due to a holiday when their religion prohibits them from work. This policy means that a student will not have the absence counted against the course grade and will be allowed to complete required assignments after returning from the absence. Furthermore, absences for religious holidays with work restrictions will not count toward the total of excused absences allowed in a given class.

Please note that there are many religious observances (for example Ramadan in Islam and Hanukkah in Judaism) that do not require that a student miss class, since work is not prohibited. However, many of these holidays impact a student's life in important ways of which you might simply want to be aware.

### What does this policy require of the professor and the student?

#### Responsibilities of the instructor include:

- Instructors will ensure that work missed for a religious holiday can be made up by the student.
- Instructors will articulate clear guidelines for how a student may make up missed work.
- Instructors will make students aware of the way in which an attendance policy allows for making up work missed for a religious holiday.
- Instructors may give an exam on a religious holiday provided that there is an appropriate way for a student to make up the exam if it is missed due to the observance of a religious holiday.

#### Responsibilities of the student include:

- Students are required to identify to the instructor, **in advance**, that their absence will be for excused religious reasons.
- Students must make these arrangements with their instructors in a timely fashion and in a way that allows for the instructor to plan how missed work will be made up.
- Students are required to make up any work that is missed.
- Students must take responsibility for honestly representing their religious commitments when missing a class.

- Students must be aware of the attendance policies in their courses and should make sure that if a limited number of absences are allowed they do not needlessly use up absences that they may need for religious observances.

### **What should I do if I have questions about missed coursework and religious holidays?**

We have an outstanding chaplaincy staff on campus. They are available at any time to help us understand the role of religious holidays in the lives of our students. Please call the College Chaplain (484-664-3120), the Director of the Leffell Center for Jewish Student Life (484-664-3244), or the Roman Catholic Campus Minister (484-664-3122) with any questions. If they cannot answer your questions, they will be able to refer you to a reliable source of information.

The student handbook notes religious holidays that our students may observe, and the list is updated each Fall. Listed below are religious holidays that some of our community may be observing over the course of the year. Only those marked with an asterisk are days on which work would be prohibited and hence would require that an observant student miss class. Dates for the current year may be found at <http://muhlenberg.edu/main/campuslife/religiouslife/holydays/>.

### **Typical Major Religious Observances**

<b>Baha'i</b>	<b>Typical month of observance</b>
*Birth of the Bab	October
*Birth of Baha'u'llah	November
*Feast of Ridvan	April
<b>Hindu</b>	
Navaratri	October
Dussehra	October
Diwali	November
<b>Islamic</b>	
Ramadan	Begins in October
**Eid-UI-Fitr	November
**Eid-UI-Adha	January

**\*\*Note:** These days are based on a lunar calendar and are subject to the appearance of the moon and announced by the mosque. (The most observant Muslims will observe all days; others may observe the first two of Eid-UI-Fitr and Eid-UI-Adha.)

<b>Christian</b>	
Christmas	December
Ash Wednesday	March
Palm Sunday	April
Good Friday	April
Easter	April
<b>Jewish - All Jewish holidays begin at sundown the day before.</b>	
*Rosh Hashanah	October
*Yom Kippur	October
*Sukkot	October
*SheminiAtzeret Simchat Torah	October
Hanukkah	December - January
Purim	March
*Passover	April

## Section II

### Support Services

#### Academic Calendar

Muhlenberg College's academic calendar is available on the web at <https://www.muhlenberg.edu/newsevents/calendar/>

#### Campus Map

A detailed map of the campus and information on individual building contents is available on Muhlenberg's web site at the following address:

<http://www.muhlenberg.edu/media/contentassets/pdf/about/PrintCampusMap.pdf>

#### Dining Services

Campus Location: Seegers Union  
Phone: (484) 664-3488

**Wood Dining Commons:** Located in Seegers Union, the primary dining center for the campus offers unlimited portions for all items in various stations, including: Chef's Table (local/regional specialities); Croutons Produce (salads); Magellan's (international favorites); Wildfire Grille; Noshery (vegan, organic, and kosher); Mangia Mangia (Italian); Chew St. Deli (sandwiches).

Monday-Thursday	7:00 a.m. - 8:00 p.m.
Friday	7:00 a.m. - 7:00 p.m.
Saturday	10:00 a.m. - 7:00 p.m.
Sunday	7:00 a.m. - 8:00 p.m.

*Note: The Noshery opens at 11am during the week. It closes at 2pm on Friday in observance of the Sabbath. It reopens on Saturday at 11am for Brunch.*

**The General's Quarters:** Located in Seegers Union, the GQ offers a variety of food stations: Cyclone Salads, 'Bergers Grill (grilled breakfast, lunch, and dinner items); Ikagaii (fresh sushi); Simply To Go (sandwiches, salads, sides, and snacks); Subconnection (subs and sandwiches), and Seattle's Best Coffee.

Monday-Thursday	7:00 a.m. - 12:00 a.m.
Friday	7:00 a.m. - 3:00 a.m.
Saturday	9:00 a.m. - 3:00 a.m.
Sunday	9:00 a.m. - 12:00 a.m.

**Java Joe Coffee Kiosk:** Located in the lobby of Seegers Union, Java Joe proudly brews Starbucks Coffee and specialty beverages. In addition to coffee and bottled beverages, the menu includes cold pizza paninis, eclair dogs, cupcakes and assorted bagels.

Monday-Thursday	8:30 a.m. - 8:00 p.m.
Friday	8:30 a.m. - 6:00 p.m.
Saturday – Sunday	Closed

**The Mule Express:** Located in Seegers Union, The Mule Express offers a variety of unique options designed for an “on-the-go” lifestyle. Students can choose from several fresh entrees and sides along with a beverage.

Monday – Thursday	11:00 a.m. - 9:00 p.m.
Friday	11:00 a.m. - 8:00 p.m.
Saturday	6:00 p.m. - 8:00 p.m.
Sunday	6:00 p.m. - 9:00 p.m.

**Life Sports Center Café:** Located in the Life Sports Center, the Café offers Cyclone Salads (made to order salads, choose an option or create your own) and Freshens (delicious fruit smoothies, frozen yogurt, and other sweet treats.)

Monday-Friday	8:00 a.m. - 8:00 p.m.
Saturday	1:00 p.m. - 8:00 p.m.
Sunday	Closed

### Duplicating Services

Class-related duplicating can be submitted to the School of Continuing Studies’ administrative assistant. Large duplicating jobs must be submitted at least one week prior to the instructor’s intended use date; small jobs require only a 48-hour notice.

There is a limited supply of colored paper available in green, yellow, pink, blue, beige, purple, gold, and off white. Instructors need to specify any color preferences for duplicating jobs upon submission.

### Bookstore

Campus Location: Seegers Union, Lower Level  
Phone: (484) 664-3492 Fax: (484) 664-3407  
Web Address: [www.bergbookshop.com](http://www.bergbookshop.com)

Textbook Coordinator: Karen Normann  
Direct Line and Voice Mail: 484-664-3496  
Email: [karennormann@muhlenberg.edu](mailto:karennormann@muhlenberg.edu)

Bookstore Office Hours: **Academic Year**  
Monday-Friday: 8:30 a.m. – 4:30 p.m.  
Saturday\*: 11:00 a.m. – 3:00 p.m.  
\*No Saturday hours when college is not in session.  
Sunday: Closed

**Summer Sessions**  
Monday-Friday: 8:30 a.m. – 3:30 p.m.

**Inter-session and Breaks**  
Please call the bookstore.

## Materials Ordering Process

Separate processes are in place for ordering class materials and instructor materials.

1. Class materials are ordered through the 'Berg Bookshop.
2. Instructors order their own materials directly from the publisher.

## Class Materials

Instructors are responsible for ensuring the Bookstore has all the necessary information to order materials for their class. Faculty will receive an email in their Muhlenberg email account asking for all of the details required for the textbook adoption for their course. Faculty should respond to this email to ensure that all of the required course materials for their course are ordered. If instructors have not received an email they should contact the Textbook Coordinator, at 484-664-3496.

Instructors are also strongly encouraged to review the information under "Textbooks 101" located at: <https://bergbookshop.com/SiteText?id=64154>



### F.A.Q.'S ORDERING TEXTBOOKS

**Q: Who do I contact to discuss textbook questions or issues?**

**A:** Brandon Tauber, Textbook Coordinator at x3496 or [brandontauber@muhlenberg.edu](mailto:brandontauber@muhlenberg.edu)

**Q: Why are book adoptions requested so early?**

**A:** Data Entry: Verifying and entering into our textbook management database all the information for all courses takes a lot of time, and this step must be completed before buyback or publisher orders can take place.

- **Research:** Investigating new editions, potential stock problems, etc. takes time. If a book has gone out of print and must be replaced, it may take several weeks for you to find and review desk copies from which to choose your replacement. Custom publications and duplicated works (course packs) take time to arrange and obtain permission.
- **Used Books:** Our best source for used books is students. In order to buy books from them, we need to know which books we'll need. Our next best source is wholesale, used book companies, who operate in a very competitive market; the first stores to begin ordering are more likely to secure the most used books.

For these reasons, we've established the following book order due dates:

**Fall and Summer I & II Semester Books**  
**Spring Semester Books**

**Due by April 30th**  
**Due by November 30th**

Muhlenberg is consistent with other schools as to when adoptions are requested. The earlier we obtain adoptions, the more time we have to acquire the appropriate books and reduce overall book costs to students. To this end, we compete with other campuses for used books, with a variety of wholesale

companies. To be placed accordingly within ship queues, we must consolidate our publisher and wholesale orders, as well as ensure our returns occur with their deadlines. Also, many faculty are not on campus during the summer months, making it more critical to receive adoptions prior to the end of the spring semester.

**Q: Is there flexibility in providing adoptions after the due date?**

**A:** Yes! While we understand some selections may take extra time to research, you should submit orders for the book(s) you know you will definitely use, by the due date; the balance should be submitted at the earliest possible time. Remember to allow at least 6-8 weeks for copyright clearance for course readers, not including printing time.

**Q. Can I provide my book order by phone?**

**A.** For purposes of accuracy, expediency, and reference, we prefer to have a written record of your adoptions.

**Q: What information is the most critical to provide?**

**A:** The course/section you're teaching, book ISBN number, and quantity to be ordered, if known.

**Q: If I don't use a textbook in my class, does the Bookstore need to be advised?**

**A:** Courses not requiring a textbook should be noted as such when responding to the email or communicated to the Textbook Coordinator. We like to have this information as it helps us better answer students' questions. If specific supplies (i.e. art supplies, computer disks, RF answer/response systems, etc.) are required, please list them on the book order form. They'll be ordered and in stock to better serve students' needs.

**Q: How does the Bookstore determine what quantity of books to order?**

**A:** We base order quantities upon the number provided by faculty on the adoption form. If this is not provided, the Workday (Registrar's Office) course enrollment numbers for the prior two (2), same (e.g. fall/fall and spring/spring) semesters are averaged. If you know or suspect a course(s) will/may be over-enrolled or a section added, please inform us at the earliest possible time.

**Q: Aren't more than enough books ordered for my class - why might the Bookstore run out?**

**A:** We have to edit the quantities requested on your order. From the estimated enrollment you provide, we review a number of factors to determine how many books we will probably need to sell, including:

- Past sales history for a given title
- Enrollment history for a particular course and instructor
- Enrollment projections from the college
- Length of time a title has been used on this campus
- Availability of rental and eBook titles

Textbook sales and enrollment are hardly ever a one-to-one correlation, for several reasons:

- Students are very "savvy" shoppers! They wait to see if the book marked "Required" on the shelf tag is really going to be necessary to pass the class. If they don't need it, they won't buy it.
- Many titles are now available to rent or in eBook format.
- Students arrange to purchase and share texts in groups, and then study together.

**Q: How can I check whether the textbooks I requested are correctly ordered?**

**A:** You can access the "Textbooks" link on The Berg Bookshop website and view the books adopted for your course(s). However, it is strongly suggested you stop by the Bookstore roughly two weeks before the first day of class to check the accuracy of the shelf tags.



**Q: Why might not all of my books be here by the first day of class?**

**A:** As we compete with other publishers' customers for acquiring books, they periodically run out of stock. In such cases, we contact the publisher to determine and expedite a ship date. For out-of-print titles, old editions, etc., you'll be made aware of such at the earliest possible time to discuss alternatives. (These reasons reinforce the importance of early book adoptions.) Also, we continue efforts to improve timeliness of communication and continue to focus on keeping faculty informed of any problem issues.

**Q: How will I know if a book is definitely not available?**

**A:** You will be contacted by the Textbook Coordinator at the earliest possible time. While faculty are encouraged to check the [Books In Print](#) web site, this is not always accurate. Due to individual sellers of single titles, ordering lot quantities from Amazon or similar web sites is not possible. Also, books ordered from these sources are non-returnable.

**Q: Does the Bookstore order only from publishers?**

**A:** The Bookstore buys new books from publishers, used and eBooks from wholesale book companies, and acquires rental titles from a book rental partner.

**Q: Why is there an increase in used books offered?**

**A:** A recent survey issued in conjunction with our national Bookstore association revealed concerns by parents and students about high textbook costs, and insisting on more used books offered.

**Q: Why may used books contain so many highlights and markings?**

**A:** Wholesale companies have standards as to the amount of markings that will not only be bought from us, but also provided. Every attempt is made to offer used books with limited markings. Although it is impossible to check every title, we will exchange a title with excessive markings.

**Q: How do I acquire a desk, review, or examination copy?**

**A:** Publishers usually prefer that you contact them directly. You can search for your course materials on [www.facultycenter.net](http://www.facultycenter.net) to find book information and publisher contact information. The desk copies do need to be requested through the publisher though. If need be, we can sell an instructor a book to use until your desk copy arrives from the publisher, at which point, we'll provide a refund by crediting your department account.

**Q: What is the markup on textbooks and where does the profit go?**

**A:** The Bookstore's markup on all textbooks is 26%, significantly lower than standard retail markups of 30-40%. Included in our margin is freight and overhead we must pay. Used books are sold at 25% less than new book prices. The Bookstore's profit is returned to the College to fund student programs and other initiatives.

**Q: Does it matter if books were over-ordered? Can't the Bookstore return all extras?**

**A:** Not necessarily. We often can't return used books. Even for new textbooks, most publishers penalize bookstores for returns over 15-20% of the total orders. Many small publishers allow only very limited returns or no returns at all. Federal and State publications, course packs, custom-published and similar items are all completely non-returnable. Additionally, we must pay the return shipping charge.

**Q: What are the most important things faculty can do to help in the textbook adoption/ordering process and help lower book costs to students?**

**A:**

1. Consider assigning the least costly course materials;
2. Provide your book adoptions by the due date every term;

3. Provide accurate course, section, and ISBN numbers;
4. Whenever possible, re-use the same textbook(s) over several semesters, if previous editions are not much different;
5. Communicate clearly with your publishers' reps; work with them to develop packages that deliver cost savings;
6. Try using a trade book that covers your discipline;
7. Create a course pack if planning to use a limited amount of a text; and
8. **MOST IMPORTANTLY: USE the textbooks you ask your students to buy.**

### Deadlines for Ordering Class Materials

Orders for class materials should be submitted to the bookstore in compliance with the deadlines listed below. The earlier you can place your order, the better. The deadlines are established to ensure that your materials arrive in a timely fashion. Many publishers have extended vacations over the months of December and January. If orders are submitted in December, there may be no one available at the publisher to process your request. Failure to respect these deadlines may result in materials arriving after the beginning of the semester.

#### **SPRING**

15 Week:	November 30 <sup>th</sup>
First Eight-Week Session:	November 30 <sup>th</sup>
Second Eight-Week Session:	November 30 <sup>th</sup>

#### **SUMMER**

10 Week:	April 30 <sup>th</sup>
Summer I, Science & Art I:	April 30 <sup>th</sup>
Summer II, Science & Art II:	April 30 <sup>th</sup>

#### **FALL**

15 Week:	April 30 <sup>th</sup>
First Eight-Week Session:	April 30 <sup>th</sup>
Second Eight-Week Session:	April 30 <sup>th</sup>

**Accelerated Faculty should reference page #48 of this handbook regarding the textbook ordering process for their classes.**

### Helpful Hints

*Editions:* The most recent editions will be ordered unless otherwise specified. Reference [borders.com](http://borders.com) or [amazon.com](http://amazon.com) to check if your book has a later edition. Search under “books” and then by title or ISBN. In some cases, the search results may include a picture of the text cover, customer reviews, and availability.

*ISBN:* The ISBN is a ten-digit or 13-digit alphanumeric code found on the back of the text, usually above the bar code. It typically follows the format of X-XXX-XXXXX-X. If you are obtaining new edition information from the Borders or Amazon web-sites, the ISBN will be listed under the text details or on the back cover.

*Records and Confirmation:* Keep records of your requests and interactions with publishers and the bookstore. Make sure your requests are dated. Follow up with the 'Berg Bookstore and the publishers to ensure your materials have been ordered. Order early!

## Instructor Materials

Instructors order their own materials directly with the various publishers. Instructor materials include desk copies, instructor copies, test banks, transparencies, study guides, solutions manuals, CDs, cassettes and other ancillaries. The Bookstore will not order instructor materials. If you want instructor materials, you must go through the ordering process established by each publisher. NOTE: If you are placing multiple requests, each publisher gets its own order.

To research available materials, latest editions, and publisher contact information, visit [www.facultycenter.net](http://www.facultycenter.net). Instructors should register in order to obtain their own username and password. Registering benefits instructors because they will begin to receive notification of text updates and materials related to their field of teaching. The Faculty Center Service confirms registration requests with the Bookstore, so it may take a week or so to obtain a username and password.

### HOW TO ORDER INSTRUCTOR MATERIALS

1. Under “**Member’s Log In**,” log into the Faculty Center web-site.
2. Locate “**Advanced Search**” in the upper left hand corner of the screen (gray box.)
3. Choose “Author”, “Title”, “ISBN”, or “Keyword” (Note: selecting Keyword will broaden the search. If you know what text you want to order, it’s best to select ISBN or Title.)
4. Click on “**Search**”
5. Obtain the following information necessary to order materials:

<b>Title</b> (ex. <i>Rose Madder</i> )	<b>ISBN</b> (ex. 0451186362)
<b>Author</b> (ex. <i>Stephen King</i> )	<b>Publisher</b> (ex. <i>Signet Classics</i> )
(ex. 95 - <i>Current Ed.</i> )	<b>Edition / Copyright</b>
	<b>Type</b> (ex. <i>Paperback</i> )
6. Locate and select “**Publisher Contact**” in the upper left corner of the page (gray box)
7. Type in the Publisher’s name or browse alphabetically. NOTE: You may need to try a few ways to pull up the publisher information.
8. Write down publisher contact information or click on the publisher’s name to go directly to their website. NOTE: If you cannot locate a publisher or get their current contact information, use the Faculty Center’s “*Contact FCN*” option. Their customer service department will research the text’s publisher and email you the correct contact information.
9. Call, email or visit the publisher’s web-site to order instructor materials. NOTE: Many publishers require desk copy requests to be on college letterhead. If you must submit a request on letterhead, you must use the facilities at The School of Continuing Studies office to complete your order. Please call ahead to confirm someone will be available to assist you with this process. School of Continuing Studies Office: 484-664-3300.
10. Try to make arrangements to have your materials sent directly to your home address. If the publisher will not send materials to your home, make sure they mail them to your attention at the college address. If materials are sent to The School of Continuing Studies office, you will need to periodically check with the receptionist to see if they have arrived.

Muhlenberg College  
School of Continuing Studies  
Attn: *(your name)*  
2400 Chew Street  
Allentown, PA 18104

## SAMPLE INSTRUCTOR MATERIALS ORDER FORM

To: **Publisher**  
FAX: **Publisher Fax Number**  
RE: Desk Copy and Materials Request

Monday, April 25, 2016

Greetings,

I am scheduled to teach the **Course Title** class (**Course Number**) at Muhlenberg College during the **Semester and Year** semester. This class begins **Start Date of Course** and is limited to **Enrollment Cap** students. The name of the bookstore that will place the student order is the 'Berg Bookshop. Please send a desk copy and requested ancillaries of the following adopted book(s):

### Desk Copy #1

Title: *Title of Book*  
Author / Editor: *Author or Editor*  
ISBN: *ISBN from back of text*  
Ancillaries: *Test bank, CD-ROM, transparencies, Instructor's Manual, etc.*

### Desk Copy #2

Title: *Title of book*  
Author / Editor: *Author or Editor*  
ISBN: *ISBN from back of text*  
Ancillaries: *Test bank, CD-ROM, Transparencies, Instructor's Manual, etc.*

### Desk Copy #3

Title: *Title of book*  
Author / Editor: *Author or Editor*  
ISBN: *ISBN from back of text*  
Ancillaries: *Test bank, CD-ROM, Transparencies, Instructor's Manual, etc.*

**Please send these materials to:**

*Your Name*  
*Your Street Address*  
*City, State. Zip Code*

Please contact me at **Your Phone Number** or by email at **Your Email Address** if there are any questions or concerns regarding this request. Thank you.

Sincerely,

*Your Name*

Muhlenberg College

Reception: 484-664-3300

## Faculty Guide to Technology Resources

### **\*Information provided by the Muhlenberg College Office of Information Technology**

#### Technology in Classrooms

In the Summer of 2020, the Muhlenberg College administration and faculty approved measures to put cameras in classrooms to better equip these spaces for use during the COVID-19 pandemic.

As of August 2020, only certain spaces are equipped with this new standard camera set up due to worldwide shortages. As equipment becomes available, ITMS will continue to equip additional spaces. [You can see ITMS' progress at this link.](#)

#### *The classroom setup*

Each equipped classroom comes standard with two cameras and at least two ceiling-mounted microphones. The exact positioning of the cameras and microphones may vary between classrooms, but generally, one camera will be under the projection screen, and the other in the back of the room.

One camera and at least one microphone face the front of the room, capturing the podium and as much of the front chalk/whiteboard as possible. The other camera and at least one microphone face the desks/seats in the classroom. These cameras will be referred to as *podium view* and *student view* respectively for the remainder of this document.

These cameras and microphones are tied into the standard classroom technology system, namely the PC installed in the room.

All technology equipped classrooms are equipped with emergency telephones. You can press the black button labeled “Technology Help Desk” to contact the Faculty/Staff Support Desk.



## Cameras in the Classroom:

### Setup and Use

Please [use the following link](#) to access instructions on how to setup and use the cameras in the classroom. Please visit the [ITMS website](#) for additional documentation and details.

### Instructional Technology and Digital Learning Resources

The IT/DL group is comprised of full-time Instructional Technologists, Media Technicians, and an Instructional Designer, all working together to assist faculty in technological and pedagogical needs. They work in the how and why of course content creation.

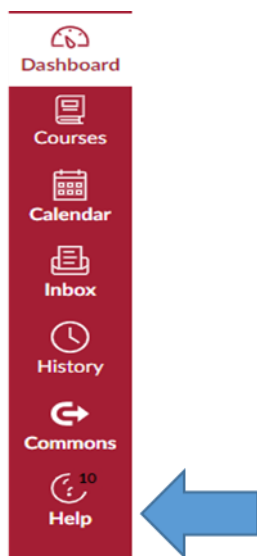
### Canvas Learning Management System(LMS)

Canvas is a next generation course management system that goes beyond simply providing access to course material. With Canvas users can collaborate in real-time with their peers as well as record video, and link to several outside resources ie, Google Docs, Kaltura, and Zoom Conferencing. Canvas Training is offered throughout the year in a group setting. Individual training can be requested anytime.

Online Canvas resources can be found at <https://www.muhsenberber.edu/itdl/learningmanagementsystem/>

### Canvas Support

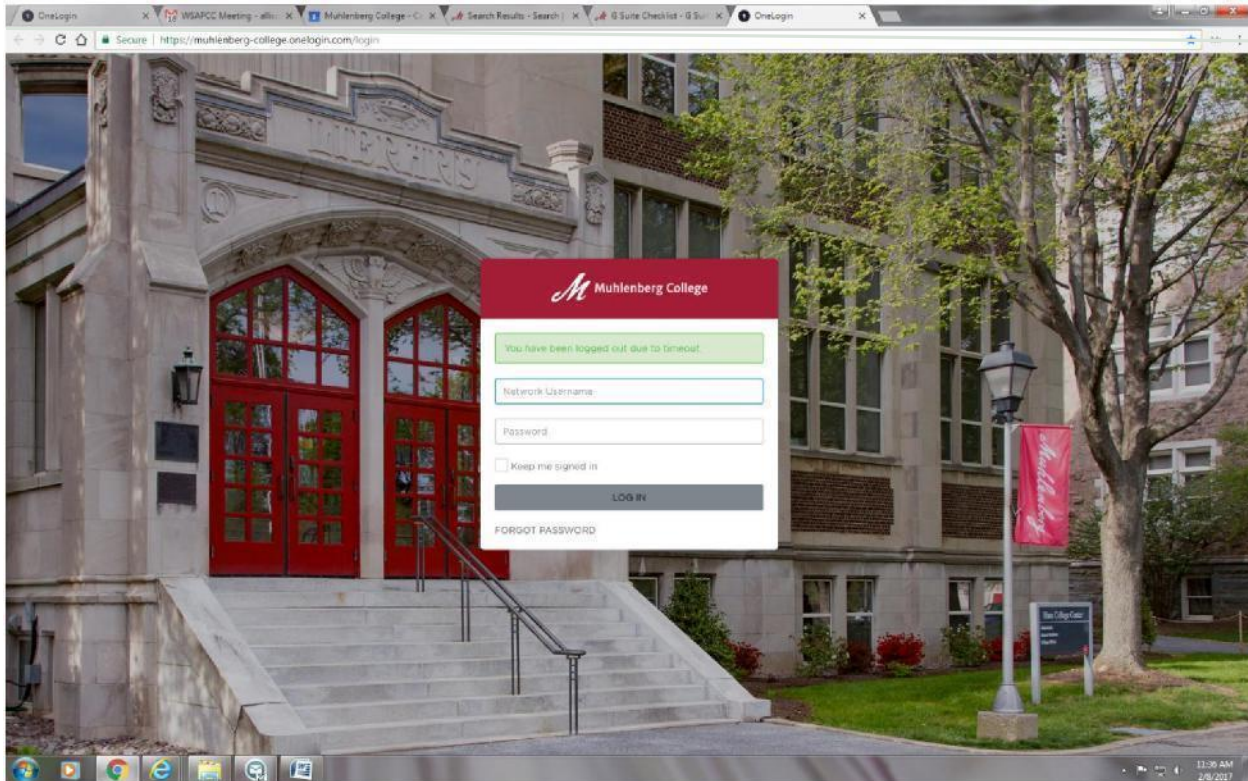
Canvas support is available to all Muhlenberg Faculty, Staff, and Students 24/7/365. Live support can be accessed by clicking on the help button on the lower left side of any Canvas window.



The Instructional Technology and Digital Learning Group has created a resource page for those that prefer a self-guided approach to learning Canvas. On this page you can also request services from the IT/DL group. <https://www.muhsenberber.edu/itdl/learningmanagementsystem/>

## GSuite – E-mail

GSuite is the campus email system that also provides a calendar and scheduling functions. GSuite is accessed through the Application Portal (pictured below) at <https://muhlenberg-college.onelogin.com/login>. The Application Portal may also be accessed thru the Faculty/Staff gateway page <http://www.muhlenberg.edu/gateways/faculty-staff/> by clicking on the callout link for “Application Portal.” Please use the following link to find out more information about using GSuite <http://muhlenberg.edu/gsuite/>.



## PC Support Services

The Faculty/Staff Support Desk is the central reference point for all PC or classroom related issues. The Faculty/Staff Support Desk provides:

- hardware assistance
- software (application) assistance
- desktop PC support
- laptop PC support
- training

The Faculty/Staff Support Desk is located in Ettinger 001. Contact support

- by phone at 484-664-3566 or ext. 3566
- by email to [support@muhlenberg.edu](mailto:support@muhlenberg.edu)

## Media Services

Media Services is the part of OIT that provides the following services:

- Audio/Video presentation set-ups for on campus locations



- Classroom technology support and troubleshooting
- Technology system design and implementation
- Classroom/conference room technology training

Office hours: Monday – Friday 8:00 A.M. – 5:00 P.M.  
 Office Location: Ettinger 006  
 Phone: (484) 664-3978

Most classrooms are furnished with a “Techwall” system which has a standardized bank of equipment including an HP computer, Oppo Blu-ray player, VHS player, Wolfvision Document camera, and VGA/HDMI auxiliary laptop cables. If there is a specific need for other equipment, please contact Media Services directly.

**Please follow the instructions below regarding Equipment Requests for Non-Classroom Spaces:**

1. Community members are welcome to use any built-in equipment in public campus spaces.
2. If your meeting or teaching space does not contain the necessary equipment, please fill out the **Media Service Equipment Request Form**.
3. After your request has been processed, you will receive an automatic confirmation as well as a Google Calendar event request. This will serve as your reminder of your request.

In addition to Routine and Special Equipment Requests, Media Services provides equipment for rental use. Small adapters, cables, video cameras, etc. are available for reservation and pickup upon request. This is to encourage users who prefer a “self-help” approach. Walk-ins are welcome.

**Please note the following:**

- The form is restricted to Faculty/Staff. If you do not have access, please contact your Department or visit Media Services in Ettinger 008.
- If you need immediate assistance in a classroom during office hours, please use the Tech Support (black button) phone located on most podiums, or near teaching stations.
- In the event that service is required on equipment, immediately contact Media Services at x3455

**Equipment**

Equipment is divided into two categories: **Routine** and **Special Equipment**.

**ROUTINE EQUIPMENT:** (Not all items are listed)  
 Require 48 Hour Notice

- Laptops
- Digital Display Carts (LCD TV with connecting cables)
- Projectors with connecting cables
- USB webcams
- Easels (paper and markers not supplied by Media Services)
- Cable bags for connecting to projection systems
- Podium mics (in rooms with built in sound systems)

## **SPECIAL EQUIPMENT:** (Not all items are listed)

Require 2 Week Notice

Special arrangements must be made with Media Services for all items listed below.

- Video cameras (Canon HD handycam)
- microphones, portable sound systems
- Digital audio recorders
- Video recording services
- long term equipment requests
- On-site, dedicated technician
- special events
- off-campus events

### Panopto

Preference is for Panopto to be used when creating new videos as the migration from Kaltura occurs. Our documentation on this page continues to grow based on user interests and needs. Please contact us at [itms@muhlenberg.edu](mailto:itms@muhlenberg.edu) should you have any needs, questions, and/or requests for additional documentation.

Have video from a campus event or wish to share academic video content with the public? Please contact Media Services for assistance, such as associating videos on Video@Muhlenberg at the category level.

The ITMS team can also assist faculty and students with creating videos within Panopto and within Canvas.

For academic videos which are not your own productions and for related copyright questions, **please contact Trexler Library staff to inquire about Trexler Reserves.**

Know that Panopto has a **status update webpage** related to any known/reported issues or maintenance. They also have an on-demand **video repository** about many of the most commonly-asked about items and about the various Panopto features.

In addition to the ITMS and OIT team support, you also have access to Panopto support resources 24 hours a day, 7 days a week. Muhlenberg faculty and staff may contact Panopto Support at **support@panopto.com** and **use this document for hours of support, types of support, and additional means of contacting** Panopto Support.

We are also **developing a frequently asked questions document here**, including tips on how to use Panopto shortcuts like hotkeys on Mac and PC devices. Please use the following link for additional assistance with Panopto <https://www.muhlenberg.edu/itdl/fornewvideos/>

### Best IT Practices

- Whenever working on a document, save your work frequently
- Always save your work to your drive H:
- Always turn off your PC at the end of the day
- Try to practice technology use ahead of time
- Ask for training if you aren't sure how to use technology

## Applications Software

The campus standard for general applications software is Microsoft Office 2016 -Word (word processor), Excel (spreadsheet), PowerPoint (presentation software) and Access (database). Many additional academic software titles are available on the campus network.

## Computer Labs and Special Teaching Facilities

The Office of Information Technology (OIT) has several computer labs and classrooms on campus. Information about locations, hours, and available software can be found on Muhlenberg's web site at <https://www.muhlenberg.edu/offices/oit/campustechnology/lablocationsandhours/>

## Reserving Computer Labs and Classrooms

To schedule a classroom, contact the Office of the Registrar at 484-664-3190 during business hours. The School of Continuing Studies staff can assist you with your room reservation needs.

The following **computer labs** can be reserved by Muhlenberg faculty and staff:

- **Ettinger 003**
- **Trexler B 01**
- **Trexler Curriculum Lab**

No more than 2 labs can be reserved at a time. Labs will not be reserved during final exams or study periods, except under unusual circumstances. To reserve a lab, contact **Rudi McCauley, Senior Client Support Specialist**, in the **Office of Information Technology (OIT)** at **x3566** or email [mccauley@muhlenberg.edu](mailto:mccauley@muhlenberg.edu).

All reserved labs must have a sign posted by OIT that includes the following information:

- Dates
- Times
- Person Using Lab (name of professor and department)
- Alternate Lab Sites Available

## *Classroom Labs*

The following labs are open to the Muhlenberg Community when not in use as a classroom. They also have limited hours.

- Ettinger 105
- Ettinger 211
- Moyer 309
- Trexler B01
- Trumbower 229 (NASA Lab)

## Trexler Library

Campus Location: 2400 Chew St., Allentown, PA  
Phone: (484) 664-3600  
Fax: (484) 664-3511

Hours:           **Regular Hours (Fall & Spring Semesters)\***  
                    Monday-Thursday           8:00 a.m. – 1:00 a.m.  
                    Friday                         8:00 a.m. – 10:00 p.m.  
                    Saturday                         10:00 a.m. – 7:00 p.m.  
                    Sunday                         11:00 a.m. – 1:00 p.m.

**Summer Session Hours\***  
                    Monday-Thursday:           9:00 a.m. - 9:00 p.m.  
                    Friday:                         9:00 a.m. – 1:00 p.m.  
                    Saturday, Sunday:           1:00 p.m. - 6:00 p.m.

\*Exceptions: Regular hours will change upon certain holidays, recesses, and end of semester exam hours occurring throughout the academic year. For a detailed listing of hours please contact the Library or visit their web page at: <https://trexler.muhlenberg.edu/>

### Mailboxes – Adjunct Faculty and Students

Mailboxes for evening adjunct faculty members are located in the School of Continuing Studies building. Due to lack of available space, individual instructor mailboxes are not available. Mailboxes are alphabetical, sorted by the first letter of the instructor’s last name.

If instructors need to leave mail for students to pick up, a similar mailbox format has been established and is located adjacent to the adjunct faculty mailboxes. All graded tests and documents left for students must be sealed in envelopes before being placed in the mailboxes. Any mail left in mailboxes after the end of a semester will be discarded.

### Make Up Test Services

Normally, a make-up examination is only appropriate for illness, death in the family, change of work schedule or other circumstances beyond the control of the student. It is assumed that by agreeing to grant a make-up examination, the instructor is willing to create a different exam and is willing to administer it outside of the class time. Instructors should consider what their make-up policy will be prior to the commencement of the course. The Dean or Associate Dean of the School of Continuing Studies is available to discuss problems or concerns about make-up work. School of Continuing Studies students often have unique, complex problems that are best resolved by a telephone call to a School of Continuing Studies administrator.

If a student and instructor are not able to schedule a make-up exam together, the student may take the test in the School of Continuing Studies office. Instructors must contact the office to make arrangements for the test to be proctored by one of the staff members. Please fill out a “Proctored Test” form, which includes: the instructor’s policy regarding additional test taking materials (text books, calculators, notes, etc.), test taker’s time limit, test date and time the test will be proctored, and the method of delivery in which the completed test is to be received by the instructor.

## On-Campus Escort Services

The Department of Campus Safety provides a 24 hours/7 days a week escort service for any student, faculty or staff member. This is usually done by an Officer but may be performed by their student patrol. You can call for an escort from any college property, to be taken to a college property. We encourage students to use this service; students should never walk alone at night on campus, and should be aware of emergency phone locations.

This is a free service provided to ensure the safety of individuals of the campus community. The Department of Campus Safety is committed to ensuring the well-being of all members of the college community. They advise some general information when using the escort service:

- Call Ext. 3110 or OFF CAMPUS – 484-664-3110
- Provide your location and destination
- Provide your name and any other information requested by the dispatcher

\*\* It is noted that escorts are limited to a reasonable location surrounding the campus. You can call for an escort from any college property or to be taken to a college property. The department will not provide general taxi services throughout the Lehigh Valley. Escorts may not always be performed in a vehicle. Emergency calls supersede escorts; when that occurs the escort will be handled as soon as an officer is available.

## Academic Resource Center - Tutoring

The Academic Resource Center is located in the basement of Seegers Union, next to the Career Center and across from the bookstore.

### Hours

#### During Fall and Spring Semesters

Monday – Friday 8:00 am - 5:00 pm

#### During Summer Session

Monday – Friday 8:30 am - 4:30 pm

*(By appointment only with **David Hallowell**)*

### General Contact Information

Main Number: 484.664.3433

Fax: 484.664.3533

**Peer Tutoring:** Both individual and small group tutoring are available during the Fall and Spring semesters for most courses, at no cost, on a weekly basis. Evening students who desire tutoring may obtain a Request for Tutoring form at the School of Continuing Studies office. The student's instructor needs to sign the Tutor Request Application indicating if he/she wishes to meet with the tutor. If contact is requested, tutors contact the instructor of the student's class to find out what information should be covered during the sessions. Completed forms may be submitted to The School of Continuing Studies. Requests will be processed after the add/drop period. Once a tutor is assigned by the Academic Resource Center, students will receive the name of the assigned tutor by mail. They will need to contact the tutor to establish a mutually agreeable meeting time and place.

Tutors also lead group workshops in several subject areas (biology, chemistry, math, etc.) weekly and on a walk-in basis. Information is available each semester regarding subjects, times, and locations.

## Writing Center

<b>Location</b>	Level A of Trexler Library in the Writing and Information Consultation Center 484-664-3276 (administrative office)
<b>Telephone</b>	Sunday - Wednesday 3:30 - 5:30 & 7 - 11 PM
<b>Hours</b>	Thursday 3:30 - 5:30 PM & 7 - 9 PM Please feel free to drop-in for a 30-minute tutorial session. Appointments are available but not required.

The Writing Center accepts pre-scheduled appointments, but appointments are **not required**. Students may drop by without prior notice.

**Writing Center Tutorials:** Provide students with drop-in tutorial sessions that usually last 30 minutes on a first-come, first-served basis. Tutors address the student's ideas, organization and correctness as fully as possible in the time specified, focusing on making the student a better writer by emphasizing process, not product.

The Goal of all Tutorial Sessions:

To Help Students...

- Develop a rough draft, revise a draft, or edit the final version of a written assignment
- Organize an essay, research paper, lab report, or other writing assignment
- Understand and learn how to correct grammar and punctuation errors
- Develop or evolve a thesis and weave evidence into an argument

## SMARTHINKING Online Tutoring

SMARTHINKING is an online tutoring service that the School of Continuing Education offers to evening students for FREE. SMARTHINKING currently provides online support in a variety of Math, Writing, Business, Science, Spanish, and Computer and Technology subjects. For more information, contact the School of Continuing Studies, or go to the Smarthinking website at: <http://www.pearsoned.com/higher-education/products-and-services/smarthinking/resources-support/educators/>

The only way students can access Smarthinking is through **Canvas**. **As you prepare your courses, please enable Smarthinking in Canvas by following the steps below:**

1. Log in to your Canvas account and click on your course name.
2. Click on Settings.
3. Click the Navigation tab at the top of the screen.
4. Smarthinking is in the list of items that are hidden from students (center of the Navigation page, near the bottom). Simply drag and drop it into your item list. You can reorder items in the list as you see fit.
5. Click Save.

## Lost and Found

If any items are found in classrooms, instructors can bring the item(s) to the School of Continuing Studies. All lost and found items will be held until the end of the semester in which the item was brought to the office. When possible, please inform the staff member as to the classroom location, time, and date the item was found. If the School of Continuing Studies is closed, place the item in the vestibule with a note listing the appropriate information.

## Additional Notes for Instructors in Accelerated Programs

This handbook contains general information that will be helpful for all School of Continuing Studies adjuncts. Some additional guidelines specifically for instructors teaching accelerated courses are noted below. Please feel free to contact the School of Continuing Studies for clarification.

- Several months before your course module begins, Shari Salkin will contact you to verify the *textbook(s)* you will use. Shari will place the orders for students' textbooks. Adjunct faculty should follow the instructions in the faculty adjunct handbook for ordering instructor copies of texts.
- You will receive information about using your *Muhlenberg College email account*. Muhlenberg College policy states that any correspondence from Muhlenberg College will be sent to the College GroupWise email account. In order to comply with College policy, faculty and students are expected to access and read their Muhlenberg College email on a regular basis to remain current with College-related communication. Routine maintenance of the account content is expected to avoid exceeding maximum storage allocation. Instructors and students have the responsibility to recognize that certain communication may be time-critical. If you routinely use another email account, you can forward Muhlenberg emails to that account.
- When you receive your contract, the date of your *module kick-off night* will be highlighted. The kick-off is generally one week prior to the first night of class but, due to program breaks, will occasionally fall four weeks prior to the first night of class. If you are unable to attend the kick-off night, please contact The School of Continuing Studies at 484-664-3300 to make other arrangements.
- A *syllabus for each course* **MUST BE SUBMITTED** in advance of the module. Electronic copies, which may be sent to [michaelmiller@muhlenberg.edu](mailto:michaelmiller@muhlenberg.edu), are preferable. Statements regarding students with disabilities and the Muhlenberg College Academic Integrity Code must be included on all syllabi. A sample template with the appropriate wording can be found on page 8 of this manual.
- *Attendance sheets* for each module will be emailed to you electronically. Attendance must be taken each night, and the **SIGNED ATTENDANCE SHEET MUST BE RETURNED TO THE SCHOOL OF CONTINUING STUDIES OFFICE, WHETHER OR NOT THERE WERE ANY ABSENCES**. Students are permitted to miss only five classes throughout the program. These sheets provide written confirmation of attendance.

- Please watch your email for announcements for School of Continuing Studies *events* where you can meet other faculty members, staff, students and graduates. These events include faculty workshops, capstone presentations, and commencement celebrations.



## Section III

### Adult Students 101

This section includes several articles and critiques related to the instruction of the adult learner.

*Imel, S. (1994). Guidelines for working with adult learners. ERIC Information Analysis Products. 154. 1-5.*

This article presents various ways to create an effective learning environment for adult students. It follows the andragogical model, which uses a learner-centered instruction approach. The approach addresses the needs and interests of adult learners. An ideal learning climate for adults includes a non-threatening, non-judgmental atmosphere in which adults have permission and are expected to share in the responsibility of their learning.

The first session of class should create the foundation for healthy learning partnerships among the class's students and set the tone for the remainder of the program. When there is the capability, use an informal furniture arrangement for the classroom by arranging chairs in a circle. Allow time for introductions and icebreakers and include information about the instructor. Group activities help develop peer relationships and have a much greater influence on students than the traditional learner-teacher relationship. Therefore, to break the traditional class lecture routine, instructors can incorporate group work by using small group activities, brainstorming sessions, and ongoing small group sessions for larger projects. Also the encouragement of study groups allows students to discuss and solve individual problems they may be facing with class work. In addition, by including humor into classroom learning; for example, by the instructor laughing at his/her own mistakes, students are able to understand making errors is a normal part of the learning process.

Another important consideration for creating a comfortable classroom environment for adult students is to consider the positions of adults who may have not experienced much equality in the classroom before. Women, the elderly, the less affluent, minorities, disabled persons, and the educationally disadvantaged may have an even greater feeling of disconnectedness than other adult students. Take into consideration their expectations, behavior, and attitudes toward other people in the classroom when presenting various subjects and topics. By engaging the entire classroom in processes that extend beyond stereotypical or narrow examples, the belief that change and development is possible of all people will help these learners to feel connected.

### Assessing Student Learning

A few basic principles of assessment will help new instructors design effective assessment systems for their classes. Assessment has a powerful effect on whether students learn concepts or just memorize material for the next test. Building your tests and other assessment instruments on the major principles of learning assessment, validity and reliability, is very important.

Valid tests and quizzes are based on course learning objectives since learning objective based tests measure important and relevant learning. To increase validity, tests should be critiqued by another instructor, administrator, or instructional consultant. A valid assessment instrument then, is one based on the learning objectives of the course and checked for proper design by someone experienced in learning assessment. Student complaints that tests "didn't cover what was taught" indicate that our assessment instrument was probably not valid for the course.

A reliable learning appraisal should consistently produce the same results. A reliable test is free from errors of construction. For example, a short test will not adequately sample the range of student knowledge. A reliable test employs a range of knowledge levels. Strive for reliability by including questions on recall, application, analysis, evaluation and synthesis. In other words, devise questions that require critical thinking. By teaching critical thinking skills in the subject area throughout the course, instructors prepare students for reliable assessment later. Test only on what you teach directly or indirectly through texts, media, case studies, class discussion and lecture.

Good assessment is continual. Assessments don't have to be long formal tests; they can be a simple 30-second response or a three-minute in-class paper. Since assessment has such a powerful influence on what students learn as well as their academic careers, it is guided by a set of professional ethics. Students expect confidentiality, fairness, openness and objectivity from their instructors. Every effort should be made to assess student work fairly and return it promptly. The longer you delay returning tests and assignments, the less educational value they have.

First-time instructors tend to be uncomfortable with the idea of assessing what has been taught. Concerned that their tests will be too easy and everyone will get A's, new instructors try to devise difficult and complex assessments. Remember to look at the objectives for the course and use them as a guide to what students should have learned.

Grading on the curve (norm-referenced) or grading students using a predetermined standard of excellence (criterion referenced) are two ways of grading student performance. Try using as many different kinds of assessments, multiple-choice, essay examinations, short reports, role play, presentations, research papers, quizzes until you learn which appraisals give you the information you need to fairly assess your students. Always state the test's objectives and describe the grading criteria to your students before they take the test.

At the beginning of each new semester, look over your assessment plan. Try new tests, test often, test with variety, collaborate with other instructors, and innovate to make testing more of a learning experience for you and your students.

This article addresses the elements that affect undergraduate adult students' learning and experiences in college. In the past most research in this area has been conducted using traditional aged students who have different perspectives, learning styles, and social/peer interactions than adult students. To understand what affects adult students' collegiate experiences, the research must first take into consideration the pre-existing life-world experience most adult students hold. For example, unlike the majority of traditional aged students, adult students have a far greater amount of rich personal experiences which they use to link with new knowledge gained in the classroom. To attempt to create a better understanding of the complex nature of adult students' lives, the author created a model that links the components of the student's previous experiences and how they affect his/her undergraduate experiences.

The model presented discusses six major elements related to adult students' undergraduate collegiate experiences:

“(a) prior experiences and personal biographies; (b) psychosocial and value orientations; (c) adult cognition; (d) the connecting classroom as the central avenue for social engagement on campus, for defining the collegiate experience, and for negotiating meaning for learning; (e) life-world environment – the different context in which adults live, defined by the roles they occupy in their various work, family, and community settings, in which they learn and develop knowledge structures that differ from the academic structures of the classroom; and (f) college outcomes – different types of outcomes such as learning new content to finish a course, to really understand it, to apply it in authentic settings, and to use it to improve the lives of others.” (Donaldson, 1999)

The first element, prior experience and personal biographies, discusses how adult students bring a large array of personal experiences to the classroom. These experiences stem from prior schooling experiences to real world experiences related to the adult's role as a worker and/or family and community member. These experiences affect the adult's initial interactions with their college experience, influencing their learning motivations, self-esteem, confidence, and responsibility.

The second element of the model, psychosocial and value orientations, determines how adult students' evaluation of themselves affects their collegiate experience and the extent of which he/she commits to the role of a student. Adult students often have concerns related to a fear of being too old or have a lack of confidence in academic abilities. They also contend with various competing life roles, which may minimize their ability to commit to their student role. However, despite these perceived short fallings, adult students are able to redirect their attention to studies because they usually attend college with a clear purpose in mind; to gain as much as possible from their college experience.

The connecting classroom, or third element, evaluates ways adult students use their classroom time differently from traditional students. Many theorists believe that to have complete development of a student, the student's learning must encompass both the classroom and social or peer interactions. Adult students, for the most part, spend little time on campus and have little social interaction with campus social organizations. As a result of their limited interaction with the campus community, adult students use their classroom experiences as a focal point of their learning. The successfulness of adult students' learning depends on the relationship they have with their professor and fellow classmates. This is due to the fact that they view the classroom as the “main stage for the creation and negotiation of meaning for learning.” (Donaldson, 1999)

The fourth stage, adult cognition, focuses on prior knowledge and learning processes adults bring to the classroom. While learning new information, they are able to connect it with previous experiences. By doing this they are able to connect what they are learning with the real world and understand how it can be usable; something inexperienced traditionally aged students may have difficulty with. Adult students' previous life experiences also allow them to take a more serious approach to their studies. They have gained the practical know-how to be better at the time management skills necessary to control their approaches to learning, study habits, motivation levels, and personal resources. Also, because of their previous life-world skills, they are able to separate the two worlds of academe and real life and decipher which learning strategies are needed for each.

Life-world environment, the fifth element, focuses on the support system adult students have outside of the classroom...for example; family, peers, and coworkers. While traditional aged students are limited to the collegiate environment of being involved in on-campus social clubs and organizations, adult students use their outside support systems to "serve as an out-of-class context for learning and act as alternative avenues for conventional campus involvement." (Donaldson, 1999) Within these outside support systems, adults have similar reinforcing agents such as co-workers and supervisors that support the adult's return to higher education and help them persist through its sometimes-difficult climate.

The sixth element, college outcomes for adults, suggests that adult students' learning outcomes are equal to or sometimes greater than those of traditional aged students because they are seeking and achieving different levels of outcomes related to their college experiences. Some of the areas adult students differ from traditionally aged students are "a) where learning is required to pass an academic test; b) learning actually increases their knowledge and understanding of the world; c) learning can be applied directly at work, in families, or in other life situations; or d) learning can be used to help the larger community or for the benefit of society." (Donaldson, 1999) The author suggests that these higher-level outcomes could be due to the fact that adult students distinguish the success of their learning and success in college differently than traditionally aged students. They are not interested in playing what the author calls the "academic game" of getting good grades and "achieving outcomes defined by the institution and its faculty." (Donaldson, 1999) Adult students are more concerned with how their learning and college experiences will improve upon their life-world environments.

In conclusion, although adult students do not fit the developmental and outcome models set by previous research that was created using traditionally aged students, they often times reap the same or better results in their quest for higher education. Adult students are able to use the information they have learned in more immediate and useful ways than traditional students. The models developed using only traditionally aged students cannot be used as the only definition of what outcomes are possible from being involved in higher education. Colleges and universities need to reevaluate their methods for producing the "well-rounded student." Learning and social development does not necessarily have to be derived from on-campus activities. Adult students now and will never have enough time to become involved in the full spectrum of on-campus developmental activities. Therefore, as the author suggests, adult students need additional means of learning by integrating class work that includes "action research in real-world settings, addressing real-world problems and practices associated with work and family life, problem-based learning applications, opportunities for peer teaching, and chances to create learning that will benefit the community." (Donaldson, 1999) Colleges can no longer ignore the increasing presence of adult students; a segment that now encompasses more than 45% of the entire undergraduate student population. By examining ways to integrate the adult students' experiences, learning, and presence more into the world of academe, both the college's and student's development will complement each other.