

ADJUNCT FACULTY
RESOURCE GUIDE
JEFFERSON – EAST FALLS CAMPUS
2017-18



Jefferson

**Philadelphia University +
Thomas Jefferson University**

HOME OF SIDNEY KIMMEL MEDICAL COLLEGE

August 31, 2017

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I. Responsibilities of Adjunct Faculty Members

- Fulfill outcomes for the course
- Follow the Jefferson syllabus guidelines
- Use the common syllabus for the course, if one is provided
- Submit student work for assessment activities as needed
- Read and respond to Jefferson email
- Use Starfish to report student problems
- Hold class at the assigned time and location
- Be available to students before or after class, as necessary

Faculty members serving as an academic advisor or advisor of a student organization should reference the requirements of Campus Security Authority (Section XXI).

II. Signature Learning

a. Nexus Learning

Nexus Learning – our unique approach to teaching and learning – is active, collaborative, real world and infused with the liberal arts. Teaching and learning practices, subject matter and co-curricular programs are all carefully integrated. It is what lies at the intersection, or nexus, of these elements that makes Jefferson stand apart. For more information on Nexus Learning and the Center for Teaching Innovation and Nexus Learning that supports faculty development, see section “Academic and Co-curricular Student Services.”

b. General Education: Hallmarks Program

Jefferson pursues its mission of professional education with a broad and innovative approach to general education, which advances a set of shared learning goals across the general education core curriculum, the majors, and the co-curriculum. Our Hallmarks Program for General Education aligns all three of these educational experiences to fulfill the University’s Value Proposition for General Education.

i. Program Description

Within this framework of learning outcomes, our Hallmarks Program advances and tracks student achievement through a coherent and comprehensive general education core curriculum “the Hallmarks Core” and via an electronic portfolio process “the Hallmarks Folio”.

- The “Hallmarks Core” sets the foundation for these eight (8) outcomes and develops them progressively across four years of study. These outcomes are reinforced and given professional context in each student’s major and they are given personal meaning in co-curricular activities like study abroad, student organizations, and internships.

- The “Hallmarks Folio” is the digital space where students collect and post evidence of their progress towards fulfilling the 8 Hallmarks outcomes. This electronic portfolio allows students to display “artifacts” of their learning for each outcome in all three parts of their educational experience: their major, the Hallmarks Core and their co-curricular activities.

For more information, please consult the Hallmarks Program website (<http://www.philau.edu/hallmarks/>) which contains further resources for faculty and students. For further questions about General Education and the Hallmarks Program, please contact Associate Dean of General Education, Dr. Tom Schrand (schrandt@philau.edu). For further questions about the Hallmarks Core, please contact the Program Director, Dr. Valerie Hanson (hansonv@philau.edu).

ii. Program Learning Outcomes

The Hallmarks Program is organized around a Value Proposition that defines our goals for each student.

General education at Jefferson empowers students to:

- Question, based on curiosity and confidence
- Adapt, based on contextual understanding and global perspective
- Contribute, based on empathy and collaboration
- Act, based on initiative and ethical reflection with the goal of imagining and realizing better futures.

This statement identifies eight Hallmarks Program outcomes that we consider vital to our students’ personal and professional success. These also serve as the learning goals for the Hallmarks Program curriculum:

- CURIOSITY: Create strategies for expanding knowledge through reflection and research.
- CONFIDENCE: Challenge concepts, practices and experts with reasoning and evidence.
- CONTEXTUAL UNDERSTANDING: Develop and share insights using appropriate means of expression.
- GLOBAL PERSPECTIVE: Navigate diverse environments and complex issues by managing multiple systems of knowledge and behavior.
- EMPATHY: Consider multiple perspectives in order to relate to others and strengthen communities.
- COLLABORATION: Achieve goals by integrating skills and knowledge in a team setting.
- INITIATIVE: Take creative and intellectual risks when exploring ideas and real-world problems.
- ETHICAL REFLECTION: Affirm an ethical compass to guide personal, civic and professional life.

III. Human Resources

The University's employment policies and procedures are set forth in the East Falls Employee Handbook, which is available on the Human Resources web page <http://www.philau.edu/humanresources/> under the "Employee Resources" link.

Reference copies of this document are also located in each East Falls college and the Office of Continuing and Professional Studies. A copy is also available upon request from the Human Resources Office (x0259.)

a. **Appointment Letters:**

Appointment letters for faculty are issued per term and posted to WebAdvisor. Particularly take note of the terms and conditions including, but not limited to, those stipulating: availability to the students outside class hours; compensation; and, course scheduling contingent upon sufficient enrollment. Faculty will be notified by the college if a course is canceled. Appointment letters are updated accordingly.

b. **Compensation:**

Faculty will receive compensation payment as set forth in the Appointment Letter for each term in which they teach. Please refer to [WebAdvisor](#) for the anticipated payroll schedule.

My Stipends

When your compensation for teaching, i.e. "stipends," has been initiated by Payroll and payments have started, you will see course section-specific data on the "My Stipends" page, including:

- a) First pay date
- b) Last pay date
- c) Total stipend amount
- d) Total number of pay dates
- e) Number of pay dates made to date

c. **New Faculty:**

Following completion of the Faculty Employment Application, new Adjunct Faculty will be contacted by a Human Resources Associate to complete additional employment paperwork.

The following documents are to be completed online and in a timely manner:

- Newly hired adjuncts receive an email from HR to their personal email accounts, which includes a request to complete 5 forms on-line: I9, W4, Directory, Direct Deposit, and Criminal Background Check. There is also a link and statement about parking.
 - Please note that parking registration cannot be completed until all new hire paperwork has been submitted, the new hire has provided ID and received a confirmation email from OIR with their account set-up.
- OIR will send an email to the adjunct which confirms their account set-up, provides the University email address and gives additional details on parking.

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- After completing the forms, the adjunct receives a second email from HR that confirms that the forms have been received and instructs them to come to HR to provide the identification required for the I-9 form.

Adjunct Faculty will be contacted if there is outstanding employment paperwork.

d. **Returning Faculty:**

The employee is responsible to complete change of address change of tax status and/or withholdings (W-4), and direct deposit changes.

These documents can be found on the PhilaU website under “E-forms for Human Resources” <https://www.philau.edu/humanresources/facstaff/E-Forms.html>.

Returning Adjunct Faculty are responsible to complete change of address, change of tax status and/or withholdings (W-4), and direct deposit changes. These documents can be found on the PhilaU website under Human Resources, Employee Resources and E-Forms. E-Forms allow faculty to submit the forms electronically to the Human Resources Office.

- Use the “Employee Information” E-Form to change your address.
- Use the “W-4” E-Form to change your tax status and/or withholdings.
- Use the “Direct Deposit” E-Form to change your bank account information.

Adjunct Faculty members who have not taught in the past 24 months will be treated as new employees and must complete the process listed above.

IV. **Payroll**

The employee is responsible to complete change of address, change of tax status and/or withholdings (W-4), and direct deposit changes.

These documents can be found on the PhilaU website under “E-forms for Human Resources” <https://www.philau.edu/humanresources/facstaff/E-Forms.html>.

The Business Office is responsible for the processing of payroll, which Human Resources enters in the Human Resources Information System (HRIS)/Payroll.

WebAdvisor displays information under the “Employee Profile Section” such as:

- Stipends paid or pending
- Pay advices for direct deposits, including historical advices dating back to 2012.
- W-2s, including history dating back to 2012, are available online as long as employee has elected Electronic Consent in WebAdvisor.
- Anyone not consenting to electronic form will be mailed their W-2. All W-2s are available by the end of January following year-end.

V. Campus Accounts

a. Campus Username and Password

A faculty member's network account is the basis for access to all University information resources. A network account and default password are initially created by the Office of Information Resources (OIR) and distributed to all new faculty.

Contact the Technology Help Desk (215-951-4648) if you have not received notice of your network account and default password.

Student, faculty, and staff passwords expire every 180 days and can be re-set at <https://www.philau.edu/oit/pwreset>. Faculty who experience difficulty resetting their password should call the Technology Help Desk at 215-951-4648.

b. University Email and Email Address

A Microsoft Exchange email account is provided to all faculty. Faculty email names are usually the last name followed by the first initial, followed by the University's domain name (for example, doej@PhilaU.edu). Access to your University email account is through your network account and password.

Jefferson's Microsoft Outlook email system serves as a communication resource for faculty, staff, students and alumni.

Faculty are expected to use their University email when communicating with students.

The University email is only email used for official University communication on matters such as academic calendar, enrollment/grades, registration, policies, inclement weather, etc.

c. University Network and Drive Space

Faculty are provided with network drive space (Home directory) at PhilaU.box.com. Faculty can access their Home directory from any networked computer using their network account logon and password. This includes from on and off-campus, and mobile devices.

Faculty may use a networked computer on campus by logging on with a network account logon and password.

OIR maintains "shared" computers for use by adjunct faculty. Shared computers are typically found in close proximity to College administrative offices. Please check with your program director for details.

d. Campus Wifi

i. Eduroam

The university is a member of the Eduroam consortium for federated authentication services. Eduroam provides university faculty, students, and staff to connect to other Eduroam networks, especially when visiting other campuses that belong to the Eduroam consortium. For a complete of Eduroam consortium members, visit www.eduroam.us

ii. Configuring your personal laptop or iPad to connect to the University Network

Located in the library, Instructional Media Services is operated by the Office of Information Resources (OIR). Instructional Media Services staff can assist faculty with the configuration of a personal laptop or mobile device to connect to the University network or to University printers. For more information, please go to:
<http://www.philau.edu/oit/mediaservices/index.htm>

VI. East Falls Campus Card

Faculty, staff, and students are issued Jefferson campus ID card (a multipurpose photo ID card for the East Falls campus).

To obtain the campus ID card, visit the Welcome and Information Desk at the Kanbar Campus Center. You will be required to present a form of picture ID (driver's license, for example) in order to have your photograph taken and to be issued a campus ID card.

Your initial campus ID card is free. Replacement ID cards may be obtained at a non-refundable cost of \$25. Stolen ID cards require proof of theft to avoid the replacement fee. Malfunctioning ID cards will be tested and replaced without charge.

The campus ID card can be used for a variety of campus activities on the East Falls campus including, use of the University meal plans, entry to card-access facilities (such as Gutman Library and the Gallagher fitness center), book borrowing at the Gutman Library, and as a debit card at all dining facilities, Ted's Barista and Common Thread, the Convenience Store, Campus Bookstore, vending machines, and photocopiers.

You may add funds to your Jefferson campus ID card by downloading and using the Jefferson mobile app found at the Apple App Store or the Android Marketplace. Use the "Card" sub application to place funds on your campus ID card using a credit card. You may also make a deposit (cash or check) to your campus ID card through the University's cashier window at the business office located in Archer Hall or online at: <https://philaucampuscard-sp.blackboard.com/eaccounts>.

VII. Academic Support for Adjunct Faculty teaching on the East Falls Campus

a. Overview

Adjunct faculty are vital to Jefferson's pursuit of innovative education. The University recognizes the importance of integrating adjunct faculty into the intellectual and social community of the campus.

The following areas of community building are intended to provide value for adjuncts here at Jefferson and beyond.

1. University: Infrastructure that Supports Adjunct Faculty

Centralized oversight by the Offices of the Provost is used to communicate a cohesive message in regard to university expectations, institutional practices and procedures, as well as mission. Support resources include the *Academic Catalog*, *Adjunct Faculty Resource Guide*, *Employee Handbook*, and syllabus guidelines. Information on Title IX, FERPA and the Clery Act, as well as

other academic policies, are included in the *Academic Catalog*.

2. *College/School: Administrative and Staff Support*

The colleges and schools are the point/s of contact for recruitment, hiring and mentoring of adjunct faculty.

3. *College/School/Program: Program Directors and/or Course Coordinators*

Program directors and/or course coordinators are responsible for adjunct faculty orientation to the course as well as maintaining contact with adjunct faculty during the semester. They serve as a contact person and mentor for adjunct faculty seeking information and guidance on course content, course outcomes and assessment, resources on Nexus Learning pedagogy, inclement weather strategies, textbooks and technology.

4. *University/College/School/Program/Course: Networking and Information Sharing*

Integrating adjunct faculty into full-time faculty events at the course, program, college and university level offers opportunities for networking and promotes a sense of inclusion. Adjuncts are invited to participate in University faculty meetings, Nexus events, lectures and workshops. This participation is optional on the part of the adjunct.

5. *Professional Development*

In order to promote effective teaching, adjunct faculty are invited to attend faculty development opportunities on topics of pedagogy and technology. This includes workshops and webinars, as well as access to resource materials. Attendance at these events is optional for adjuncts. For adjuncts who are interested in furthering their formal education, they are encouraged to review tuition remission policies on the Human Resources benefits website. Adjunct faculty are eligible to apply for Nexus Learning Grants.

b. **Center for Teaching Innovation and Nexus Learning**

Nexus Learning is a simple quick phrase to describe our philosophy and our practice of education at Jefferson. Nexus Learning is about our commitment to our students and about our actions and goals for our teaching and student learning. Nexus Learning is the way we describe a university which believes learning can only happen when students are constantly using their knowledge, manipulating ideas, employing equations, applying concepts; all while creating new interpretations of material they have learned and using the skills they have acquired. Nexus Learning makes Jefferson different. Nexus Learning is about using information, not memorizing it. Nexus Learning is something for which we all, as a whole community of scholars and learners, are responsible.

The Center for Teaching Innovation and Nexus Learning (CTiNL) is the core faculty and staff development vehicle for fostering the four tenets of Nexus Learning:

- Active and engaged learning
- Collaborative inquiry
- The use of real world problems and experiences
- The strong integration of the liberal arts and sciences with professional disciplines

The Center's mission is **to support faculty members' experimentation and innovation in teaching to deepen student learning (through workshops, grants, guidance and celebration.)** The CTiNL provides the forum where our faculty members and staff can find companionship in the journey of teaching and a community of scholars with whom to share pedagogical research. Jefferson treats teaching and pedagogical research as serious intellectual work. To support classroom research and effective teaching, the CTiNL offers a strong level of support and commitment including annual grant opportunities to facilitate faculty and staff explorations into Nexus Learning practices and strategies.

Specifically, the CTiNL:

- Supports and sustains a culture of teaching excellence.
- Fosters collegiality within and among faculty, professional staff, and university units.
- Advances new initiatives in teaching and learning.
- Provides recognition, incentives and rewards for excellence in teaching and learning practices.
- Supports individual faculty member's goals for professional development.
- Acts as a catalyst in the institution to support the strategic plan goals and the University's mission.

The Center offers a myriad of professional development opportunities centered on fostering teaching innovation and Nexus Learning pedagogies. For more information on these programs (e.g., reading groups, workshops, etc), and other services (e.g., teaching and/or instructional design consultations), please visit: <http://philau.edu/ctinl/index.html>

c. Procedures for Evaluation of Teaching Effectiveness of Adjunct Faculty teaching on East Falls campus

As a teaching and learning centric institution with a student centered mission, Jefferson recognizes that teaching is an ongoing process of development for all faculty. The evaluation of teaching effectiveness is intended to support this continuous, formative development. As a parallel procedure to the review and evaluation of teaching effectiveness of full time faculty, the university is formalizing a process of current practices of review of the teaching effectiveness of adjunct faculty.

Evaluation of the teaching effectiveness of adjunct faculty will be performed by program directors or course coordinators as appropriate. In certain instances, the program director or course coordinator may choose to delegate the evaluation to an appropriate faculty member or administrator.

For additional information on the procedures and the evaluation form, see

<http://philau.edu/provost/resources/index.html>.

d. Human Subjects Review / Institutional Review Board

See Section 53. Student and Faculty Research.

VIII. Teaching and Advising Systems and Software

a. WebAdvisor

WebAdvisor is the interface to the University's administrative information system and is accessible to all faculty. WebAdvisor can be accessed from any device and location supporting a web browser using a University network account and password.

WebAdvisor provides faculty with access to their teaching schedules and class enrollment rosters. Mid-term and final grades are submitted through WebAdvisor.

Faculty who also serve as student advisors can access student information through WebAdvisor.

WebAdvisor may be accessed from the Philadelphia University home page on the top menu bar.

i. Faculty Teaching Schedule iCal Download

Teaching schedules may be downloaded via an iCal download with just a few clicks.

- Faculty Teaching Schedule iCal Download Instructions
 - Log into WebAdvisor
 - Click on the Faculty Menu
 - Select My Class Roster and Schedule
 - Pick a Term
 - You will now see your course Names and Titles are clickable links. By clicking these links, you will download an iCal file that will update your Microsoft Outlook calendar.
- Helpful Tips
 - You may need to allow pop-up windows to complete the download
 - You may need to change browsers to complete the download (Mozilla, Internet Explorer, Chrome)
 - If you require assistance while downloading your iCal file, you may contact helpdesk@philau.edu.

For additional information and assistance using WebAdvisor, contact the Technology Help Desk at 215-951-4648 or send email to HelpDesk@PhilaU.edu.

b. Instructional Design, Educational Technology and Blackboard Support

The Office of Information Resource's Instructional Design Team can assist you with

- Developing course content and experiences that improve student outcomes
- Building activities that promote active learning
- Organizing learning materials to help students stay focused
- Transforming learning through the effective use of educational technology tools
- Creating courses that can be delivered in any format (face-to-face, blended, or online)

Schedule a one-on-one consultation tailored to your specific needs by sending a message to helpdesk@philau.edu.

The Instructional Design Team can also help you use Blackboard more effectively. Blackboard Learn, a learning management system, allows you to share course content, manage assessments, and share grade information with students all in one place. Because it provides a range of tools and features, you can use it to support your face-to-face, hybrid, or online courses.

If you're new to Blackboard Learn, or would like to learn some new tips and tricks, get in touch with the Instructional Design Team by calling 215-951-4648 or emailing [http://helpdesk@philau.edu](mailto:helpdesk@philau.edu). If you're short on time, check out [Blackboard's YouTube video playlist \(https://www.youtube.com/playlist?list=PLontYaReEU1tzu1T5gfiX-JQA5nBc3isN\)](https://www.youtube.com/playlist?list=PLontYaReEU1tzu1T5gfiX-JQA5nBc3isN).

Accessing Blackboard

Review your Blackboard course list by going to the University's website (<http://www.philau.edu/>) or heading to <https://bblearn.philau.edu/>. Log in with the same user name and password that you use for accessing WebAdvisor and email.

Courses, by default, open and close based on the term dates specified by the academic calendar. As the instructor, you have the ability to extend the availability of your courses. To adjust your course duration:

- Enter your course and head to the Control Panel.
- Click on Customization and then choose Properties.
- Head to Set Course Duration and choose Select Dates.
- Use the calendar icon to select the dates.
- Submit your changes.

If you have questions, please call the Help Desk by phone at 215-951-4648 (24/7) or email helpdesk@philau.edu.

c. Starfish

The STARFISH early alert and connection system gives you a convenient way to support your students by raising flags when you observe behavior patterns that concern you and ensuring that advisors and others on campus who should intervene are aware.

STARFISH is a powerful and user-friendly system that will prompt faculty by email to complete surveys and makes it easy to complete profiles and raise flags.

Faculty and staff are expected to use STARFISH every semester. All faculty must complete or update their profile each semester; complete two progress surveys for each section taught; and raise early alert and other alert flags for students exhibiting concerning behavior.

STARFISH can be accessed from the main WebAdvisor page by clicking on the STARFISH icon. Use your University username and password to login. A short video instructions for how to complete tasks are on the Academic Success Center web page and WebAdvisor.

IX. Faculty Work Space and Mailboxes

a. Workspace

Part-time faculty may be provided with a common work area with access to computers and telephones within each College. Contact your [College's MAO](#) for additional information.

In addition, the Rena Rowan Reading Room (Faculty Reading Room) in the Paul J. Gutman Library may also be used by part-time faculty as a meeting space (see Teaching and Learning Resources—"Library Services" or contact the Circulation Desk x2840 for more information).

Office supplies are issued by each College or School, as is information about Duplication Services.

See Teaching and Learning Resources—"Office of Information Technology" for more information about computer access, home directory accounts, and technology help.

b. Mailboxes

Faculty are assigned mailboxes in each College or School for campus and U.S. mail delivery. Students may also submit messages for faculty to be placed in the faculty member's mailbox through the College or School's administrative staff. Faculty should check their mailboxes prior to each class meeting to receive notices, announcements, student messages, etc. Please read all memos intended for students at the beginning of class meetings.

See Campus Life Resources—"Mail Services" or contact your College or School's administrative assistant for more information. Your name, department name and building should be on all interdepartmental mail.

X. Safety and Security on the Jefferson, East Falls campus

215-951-2620 - Main Office

215-951-2999 - 24 Hour Communications Center/Emergency

<http://www.philau.edu/security/>

Email: securityrequest@philau.edu

The safety and security of all University community members is extremely important. The following information is intended to equip faculty with the knowledge needed to make wise decisions while participating in the Jefferson experience.

a. Crime Report

Jefferson's Security/Fire Safety Report for the East Falls campus is required by the Jeanne Clery Campus Security Act and the Pennsylvania College and University Security Information Act and are available at <http://www.philau.edu/security/CleryReport.pdf>.

The document contains information regarding campus security and personal safety including topics such as: crime prevention, crime reporting policies, crime/fire statistics, disciplinary procedures, fire safety and other matters of importance related to security on campus. You can receive a paper copy of the report by contacting the Department of Safety and Security at 215-951-2620.

Safety Tips: Deterring Theft

"Opportunity" or "temptation" crimes may occur when property is left unattended. By taking away the opportunity, these thefts cannot be committed. With everyone's assistance, these crimes can be deterred and the campus rendered much safer. The following sensible precautions can be taken to protect property and reduce the possibility of becoming the victim of these crimes:

- In the academic and administrative buildings, lock your office door whenever you are not present, even if you are only leaving for a few moments;
- Do not leave your personal belongings (books, purses, backpacks, gym bags, computers, coats, cell phones, etc.) unattended in the library, academic buildings, athletic facilities or classrooms;
- When your vehicle is parked,
- Do not leave items of value in plain view.
- Always lock your car doors and roll up the windows.
- To deter vehicle theft, utilize a steering wheel-locking device when your vehicle is parked;
- Report any suspicious person(s) or activities immediately by calling security at 215-951-2999 or 215-848-5555;
- If you are the victim of a crime, no matter how minor it might seem, call Security at 215-951-2999 or 215-848-5555.

Campus Emergency Procedures for Jefferson East Falls campus

For emergencies such as crime, fire, serious illness or injury, and bomb scares, call Campus Security at 215-951-2999 or ext. 2999 from a campus telephone. In the event of a campus telephone failure contact Campus Security at 215-848-5555.

Throughout campus, there are "blue light" emergency telephones which, when activated, automatically connect you to the department of Safety and Security.

You are strongly encouraged to register your cell phone to receive emergency text alerts.

<https://www.philau.edu/oit/ravesecurity/>

The University publishes emergency procedures in the Emergency Resource Guide, which can be found online at: <http://www.philau.edu/security/erg.html>.

XI. Campus Parking and Transportation at Jefferson, East Falls campus

a. Parking

Every member of the East Falls campus community (faculty, staff, students, and visitors) must register their vehicle.

A parking permit for the East Falls campus may be obtained online from any networked computer by going to www.philau.edu/security/parking and completing the registration process on line. (Have your vehicle information available).

In addition, campus affiliates may also apply for a permit in person at the Safety and Security Office on the East Falls campus. At that time, affiliates must present a current Campus ID, valid driver's license, state vehicle registration card, and proof of insurance.

The University reserves the right to search automobiles parked on University property if concerns arise regarding the safety, security or sanctity of the campus.

The University reserves the right to search automobiles parked on University property if concerns arise regarding the safety, security or sanctity of the campus.

All faculty are expected to obey the parking rules and regulations and to park their vehicles on campus only in areas indicated for faculty and staff parking. All parking spaces are defined by lines on the ground. Please note that parking may be restricted or prohibited at many areas along Henry Avenue, Warden Drive, School House Lane and Vaux Street. Please see the current Parking and Traffic Regulations brochure posted at www.philau.edu/security/parking.

Jefferson shall assume no liability or responsibility for theft, damage or loss that may occur while parking on campus.

b. Car Trouble

The East Falls campus Safety and Security provides "jump-start" assistance in the event of a dead battery. Safety and Security can be reached by dialing "2999" using any of the blue light emergency phones around campus or any campus phone. It is recommended that you place the emergency number in your cell phone 215-951-2999.

c. East Falls Ram Van

The Ram Van is a free shuttle service on the East Falls campus and is available for Jefferson community. The van drivers are not permitted to pick up or discharge passengers at any location other than those listed below.

The East Falls Ram Van circuit is a continuous loop with the following stops:

- Across from the Safety and Security Building
- Rear of the Ravenhill Mansion
- The Tuttleman Center Lot
- Downs Hall Lot
- Ram Statue
- The Falls Center

When road conditions are deemed unsafe for vehicular traffic, the van will not operate or will cease operation. The Ram Van is for the security and safety of the campus community as part of a comprehensive security program and not for convenience. Therefore, transportation is not guaranteed. Individuals with disabilities have transportation priority.

Escorts are available after the Ram Van shuttle stops running. Contact Safety and Security at 215-951-2999 for a safety escort.

XII. Procedures Related to East Falls Course Schedule

a. Academic Policies and Procedures

The University publishes academic policies and procedures for undergraduate, graduate and non-degree programs of the University in the Academic Catalog (<http://www.philau.edu/catalog/UniversityAcadPolicyProcedures>).

Additional resources are available to Continuing and Professional Studies faculty and students in the [CPS Handbook](#) . Some academic policies are duplicated in the (CPS) Adjunct Faculty Resource Guide in order to be easily accessed and when there are faculty-specific procedures that require additional elaboration.

b. Academic Calendar/s

The Registrar's Office publishes the academic calendar for each of the academic programs.

The academic calendar includes several dates of particular importance to faculty: the starting and ending dates of class meetings; holidays and other dates when classes will not meet; the last day students may add a course; the last date when students may drop a course; the starting and ending dates for the final exam period; and due date for final grades.

View the Registrar's web page for the annual academic calendars:

<http://www.philau.edu/registrar/calendar/>

c. Confidentiality of Student Data Policy: FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) regulates policies concerning students' rights in academic settings. From a faculty member's perspective, there are several important points faculty should know.

Copies of the complete text of the University's Student Records Policies and Procedures under FERPA are in the East Falls Campus [Student Handbook](#) .

Both current and former students have the right to inspect and review their academic records; therefore, it is critical that faculty members maintain accurate, complete, and professional records.

Faculty may not share any specific information [e.g. grades, attendance records] with parents or any outside, third party unless the student has granted written permission on the University's

consent form. Faculty must also show discretion in leaving messages on voice mail that might be heard by someone other than the student, especially if such information would imply academic standing or academic concern.

Faculty may share information with appropriate professionals within the University, such as advisors, if the professionals are performing a task relating to a student's education or a student's well-being. Another example: an advisor or faculty member may inquire about a student's tutoring records.

If anyone other than a student or an appropriate Jefferson professional contacts a faculty member regarding a student's records, the faculty member should indicate that such information cannot be shared with an outside party, including family members who may be paying for the student's college education. Faculty should refer such calls to the Dean of the College

Adjunct faculty should confer with their Dean when confronted with inquiries from parents. It is not advisable for an adjunct faculty to speak with a parent.

A final note: faculty should not give students copies of their transcripts or schedules. Only the Registrar's Office can do so.

d. Student Complaints

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with FERPA and U. S. Department of Education Regulations requirements.

e. Course Cancellation Policy

The University reserves the right to cancel any scheduled course when there is insufficient enrollment. The minimum number of students is eight in an undergraduate course and five students in a graduate course. The University reserves the right to combine sections of courses to optimize enrollments in fewer course sections, even when the minimums are met. There may, however, be extenuating circumstances for running a low-enrolled course section – e.g. accreditation requirements; course sequencing, prerequisites, and students' timely degree completion; and program teach-out, etc. In these cases, the Academic Deans will petition the Provost's Office for permission to run the low-enrolled section.

i. Course Cancellation Procedures

The College's Manager of Academic Operations ([MAO](#)) and Program Director actively monitor section enrollments for purposes of optimizing instructional efficiencies. The [MAO](#) will work with the Program Director and Dean to finalize the course schedule, which may occur even after classes have started.

When enrollments are low and may prompt a change in course offerings and/or schedule, the College's [MAO](#) will initially contact the adjunct faculty member to alert him/her to the low enrollments. When the Program Director and Dean decide to cancel a course section, the [MAO](#) will immediately contact the faculty member, via campus email, to notify him/her that the course section has been cancelled. The [MAO](#) will notify the Registrar's Office of the course cancellation. The Registrar will cancel the course, as well as the faculty contract associated with the course section.

The Registrar's Office will notify Human Resources that a faculty contract has been cancelled as of a specific effective date. Human Resources will review the number of classes taught relative to the payroll schedule and address any compensation due. If the course is cancelled before the first class meeting, no compensation is due. If the course is cancelled after classes begin, compensation will be prorated. Human Resources will issue a superseding letter reflecting the change in the adjunct faculty member's teaching assignment and load, as well as compensation.

ii. Course Cancellation Payment *(effective Spring 2016)*

Jefferson attempts to provide adjunct faculty with reasonable notice of projected teaching assignments prior to the start of classes. In some instances, however, a scheduled course may need to be cancelled on short notice for reasons such as changes in course enrollments, availability of resources, or other factors. Under these circumstances, Jefferson will make every effort to reassign adjunct faculty to a comparable course section.

If Jefferson cancels a course section within one week before or any time after the first day of classes and reassignment to a comparable course section is not feasible, Jefferson will compensate the adjunct faculty \$300. Cancellation payments will be a one-time, lump-sum payment processed in the next scheduled payroll cycle.

f. Academic Policy on Observance or Religious Holidays

Jefferson is a nonsectarian educational institution and respects the diversity and religious needs of its affiliates. The University respects the rights of faculty, staff and students to observe religious holidays. While academic and personnel calendars do not incorporate religious holidays, the policy is intended to apply equitably to all religious groups and to provide opportunities to all to meet their religious obligations.

Faculty observing religious holidays that conflict with their class schedule should give appropriate advance notice to students, as well as the Program Director, Course Coordinator and Associate Dean of their College to allow for accommodation and alternate planning.

Non-attendance of class on religious holidays by those observing the holiday will be excused without penalty. No adverse or prejudicial effects will result because a student availed herself or himself of these provisions.

- Students shall be excused from any such academic or campus work requirement that conflicts with their observance of a religious holiday.

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- Absence from classes or examinations for religious reasons does not, however, relieve students from responsibility for any part of the course work required during the period of absence.
- Students shall be provided with an opportunity to make up such examination, study, or work requirement which s/he may have missed because of such absence on any particular day.
- Student athletes shall be excused from team activities during their religious observances.

Policy Implementation

I. University offices will:

- The Office of Human Resources will publish the University calendar of holidays for employees (<http://www.philau.edu/humanresources>).
- The Office of the Provost will publish a list of religious holidays that some, but not all students, may observe.
<http://philau.edu/provost/resources/religiousholidays.html>
- The Office of the Provost will republish this policy at the beginning of each semester.

II. Faculty will:

- Consult the list of religious holidays published by the Provost's Office when scheduling exams and assignments.
- Specify the dates of exams and due dates of assignments on their syllabi, whenever possible.
- Note on their syllabi any classes which may be affected, in the cases where faculty members will be observing a religious holiday.
- Include the following syllabus statement:

The University respects students' rights to observe religious holidays. Students planning to be absent from a class due to religious observance shall notify the faculty during the first week of classes, if possible. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Professors shall work with students to ensure they have a reasonable opportunity to make up missed classes and assignments.

III. Students will:

- Notify their instructors or on-campus employers during the first week of classes, if possible, if they plan to be absent due to religious observance.

IV. Should disagreement arise over any aspect of this policy, the parties involved should contact the following individuals:

- Students shall contact the Dean of Students Henry Humphrey by email at humphreysh@jefferson.edu or at extension 2740.
- Administrators, faculty members, staff members, employees or third-parties with an unlawful discrimination complaint arising from this policy should

contact the East Falls Department Lead, Patrice Taveras, by email humanresources@Jefferson.edu or at extension 0259

g. Academic Policy on Children in Instructional Settings

Please see Section XVIII.b Children in Instructional Setting on page 38.

h. Snow/Inclement Weather Closings

The policy regarding University operations in the event of seriously inclement weather conditions (usually heavy snow or ice) is as follows:

The University will remain open, under most reasonably foreseeable weather conditions, especially during periods when classes are in session or during final examinations. If weather conditions make it impossible to maintain a reasonable level of academic activity in a safe environment on campus, the University will be closed or will either open late or close early until such time as it may reopen. An announcement will cancel all on campus classes and work obligations for everyone at the University except those personnel identified as essential such as physical plant, dining services, security and health services.

The Chancellor has delegated weather cancellation decisions to the Provost who makes this decision in consultation with the Campus Facilities and Safety and Security.

Decisions to cancel or open late for day or evening classes are made independently of each other. Cancellation or late opening decisions will be made by 5:00 a.m. or earlier if possible. When it is decided that the University will open late, classes scheduled to meet before the decided upon, and announced, University opening time are canceled for that day. A specific opening time will be provided which coincides with the start of classes in a particular scheduling time block. Staff should plan to begin work at the specific opening time.

If day classes are canceled or a late opening decision is made, a determination regarding evening classes will be made no later than 3:00 p.m. that day (if possible). If the University is open during the day and the weather becomes progressively worse, a decision about evening classes will be made as early as possible.

The decision to close the University or to open late will be made as soon as possible during the morning. Public Relations will contact the following radio station: **KYW Radio (1060 on the AM dial) will make an announcement of the following “snow numbers” for cancellation of classes:**

KYW “Snow Numbers”

Day Classes (8:00 a.m. through 5:00 p.m. course start times)	112
Evening Classes (Start times after 5:00 p.m.)	2230
Bucks County Campus and Atlantic City Campus	2751

If inclement weather impacts campus operations, Public Relations will post a notice to

<http://www.philau.edu> and the University will email an announcement to all PhilaU email addresses. Faculty, staff and students may also register to receive emergency text messages from security: <http://www.philau.edu/security/>. Weather information will also be made available on the University's main telephone line (215) 951-2700.

This policy is understood Jefferson – East Falls Campus unless otherwise stated in the information provided. Bucks County Campus and Atlantic City Campus cancellations or late openings will be separately announced and such decisions are made by the Provost in consultation with the Dean of the School of Continuing and Professional Studies.

Faculty who are unable to safely travel to campus on days when the University is officially open are expected to make every reasonable effort to inform their students, as well as course coordinator, program director and/or Dean's Office, that they will not be holding classes. Faculty should not contact the Security Office to report canceled classes. This may be accomplished via e-mail distributions to students, phone calling trees or other appropriate methods and should be planned for prior to any closings and should be listed in the course syllabus. (See Syllabus Guidelines Section XII a.)

Inclement weather course policy

To ensure the continuation of student learning in time of emergencies, including severe weather, it the policy of Jefferson not to cancel classes. However, if on campus sessions are not possible, students are responsible for checking their university email and/or Blackboard for information from their faculty advising them of any immediate impact on the students' preparation for the next class meeting.

In this event, faculty members have several options including:

1. Holding class through asynchronous electronic means such as emailing the students or posting to Blackboard class lessons, discussion forums and/or additional assignments related to class content;
2. Holding class through synchronous online means.
3. Holding class at a rescheduled time acceptable to all class members. If there are students who are unable to attend a rescheduled class, the faculty should make reasonable accommodations for the student(s) to make up the work.

See:

- <http://philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#weather>
- <http://philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#incW>

XIII. Course Materials

a. Syllabi

Faculty are required to distribute at the first class meeting, and place on file with the applicable College or School, a detailed syllabus which outlines all course requirements and policies. In effect, the course syllabus is a contract between the faculty member and their students. Copies of syllabi used in the past for various courses are available in each College or School and should be used for guidance.

Syllabus guidelines for use by University faculty are regularly reviewed by the East Falls Academic Operations Council and the chairs of the Academic Opportunities and Oversight (AOO) and College Education Committees. It is recommended that faculty review and update their course syllabi as per the suggested information and language prior to the start of the semester. The current guidelines may be found at: <http://www.philau.edu/provost/resources/index.html>. The current guidelines are as follows.

Faculty Responsibilities:

- It is the responsibility of each faculty member to prepare and distribute a current syllabus at the beginning of each course.
- It is the responsibility of each faculty to provide a current syllabus to the college or school, following the procedures provided by the college or school.
- A course syllabus must be available to students. Faculty are encouraged to post their syllabus as a PDF file to their Blackboard course site or supply students with a PDF via email, etc.

An effective syllabus will contain the following information:

i) Course title [exactly as it appears in the catalog], number, semester offered, credits, course type, prerequisite(s)

ii. Credit Hour

Recommended statement concerning what constitutes a credit hour:

A credit hour is a measure of the amount of work represented in intended learning outcomes and verified by evidence of student achievement. A credit hour is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester hour of credit of the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work for other academic activities such as laboratory work, studio work, internships, or academic work leading to the award of credit hours. For studio and laboratory courses, the conventional suggestion is two hours of instruction and at least four hours of work outside of class each week for approximately 15 weeks represent one hour of credit.

iii. Professor's name, contact information (phone number and university email address), office location and office hours

- iv. **Course description [exactly as it appears in the catalog]**. Faculty can add semester-specific comments [for example "During the fall 2016 semester, we will focus our attention on...."] and describe how it fits with and elaborates on the catalog course description.
- v. **A statement about the course and its relationship to the program curriculum, general education and/or other requirements such as accreditation.**

vi. **Course Learning Objectives**

The syllabus should identify learning objectives, or what students will learn as a result of taking the course. These statements are intended to communicate to the students what aspects of the course the faculty considers to be the most important.

Best practices suggest faculty articulate 3-5 objectives of the specific content/knowledge acquisition, the particular research or methodological approaches, or ways of thinking, working and acting that students will learn in the course. The objectives typically use specific and descriptive verbs (see Bloom's taxonomy, <http://teaching.uncc.edu/articles-books/best-practice-articles/goals-objectives/writing-objectives-using-blooms-taxonomy>) to indicate the level a student will learn a particular topic. Course objectives should be measurable and they should be assessed as part of the evaluation practices of the course.

The course objectives identify the most important aspects of what students will learn. Course assessment measures how effectively students are learning these objectives. Both the objectives and their assessment (see "i." below) should be included in the syllabus.

Hallmarks: If your program director or course coordinator has indicated that your (traditional, day division) undergraduate course contributes to the Hallmarks Core or Hallmarks Program, the assigned Hallmarks Learning Goals should be inserted here. At the end of the Syllabus Guidelines, see the Addendum: Additional Information for Hallmarks Courses* for guidance on the Learning Goals statement.

- vii. **Required text(s) and/or supplies**
- viii. **An overview of the expectations for the course, including major assignments or projects**
- ix. **Grade evaluation breakdown and learning outcomes assessment** (see "f." above)
- x. **Course outline** (weekly) including reading and/or homework assignments, time frames and deadlines for exams, major assignments and/or projects
- xi. **Official Class Enrollment** – All students must be officially enrolled in this course (either for credit or auditing) to attend. If you are not on the class list/roster, you are not registered and will not be permitted to stay in the class. All students must enroll for classes through the appropriate registration processes.
- xii. **Preferred Name** – For students who have submitted the "Preferred First Name Request" form to the Office of the Registrar for review and approval prior to the start of the semester, the preferred name will appear on the class roster. For additional information on the policy, see the Academic Policies and Procedures section in the Academic Catalog, <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/index.html>. For instructions for completing the request, see the Registrar's website, <http://philau.edu/registrar/forms.html>.

- xiii. **University academic integrity policy statement** with a reference to the University's full academic policy and procedure (published in the Academic Catalog), including a definition of plagiarism, and the sanctions that could be taken if a student is found guilty of academic dishonesty. In addition to the University standardized statement, faculty should add and discuss with students any specifics related to academic honesty which would be relevant to their particular courses - *e.g.* lab reports, designs, group projects.

Recommended statement below:

- xiv. **Academic Integrity** (excerpt from Academic Integrity Policy in the Academic Catalog)

Academic Integrity and honesty is the foundation of the University teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the University community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at University, the following policy has been developed and ratified by students, faculty, and staff. These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person. Students in all course delivery formats, including online and other forms of distance-learning, must complete all coursework themselves. Any attempt to have others complete coursework in the student's name is a form of cheating.

Academic integrity is a policy about ethical behavior at the University regarding one's intentions, decisions, and actions while conducting academic work. It includes values such as avoidance of the following: cheating; plagiarism; copying; the fabrication of information; and facilitating, or denying others access to information. It expects honesty and rigor in research, course work, writing and publishing. Academic Integrity is taken seriously in this course. Any student violating the University's academic integrity policy will be subject to appropriate sanctions.

The University's complete academic integrity policy is available in the Academic Catalog: <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AcadInt> and <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#AcadInt>.

Academic resources, including information on citation and documentation for all written work, projects, and presentations, are also available on the Academic Success Center's website: <http://www.philau.edu/successcenter/writing/writingResources.html>.

- xv. **Professor's policies on lateness, makeup work, absenteeism.** *Please note:*

As stated in the Absence for Medical Reasons policy (published in the Academic Catalog, <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AbMed> and <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#Absence>), faculty may not require a doctor's note from University Health Services or other medical professional due to HIPAA privacy rules when students miss class

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due to illness. If a student is absent for several class sessions, the faculty should use STARFISH to send an alert.

Policy related to Absence due to Religious Holidays policy is published in Academic Catalog, <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AbsenseforReligious> and <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#Religious>. For additional logistical information for faculty planning purposes, please see <http://philau.edu/provost/resources/index.html>.

Recommended syllabus statement regarding absences below:

In accordance with University policy, students are expected to attend class every day with all relevant required course materials and work. If you are absent from class, contact your faculty as soon as possible, preferably before the next class meeting. Students remain responsible for any missed work, for work completed in class, and for work due and must arrange for that work to be delivered to the faculty on time.

Serious illness, family emergencies, or other crises mean that students should contact the Dean of Students Office as soon as possible (215-951-2740). Students are responsible for all work related to this class; however, faculty may (but are not required to) make some accommodation in terms of time of delivery and/or make-up exams for major tests. Please consult with your faculty and your academic advisor to determine whether you should withdraw from the course or request an incomplete grade in the case of serious illness or crises.

The University respects students' rights to observe religious holidays. Students planning to be absent from a class due to religious observance shall notify the faculty during the first week of classes, if possible. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Professors shall work with students to ensure they have a reasonable opportunity to make up missed classes and assignments.

xvi. Faculty may add specific attendance policy here, including penalties for non-participation.

xvii. Inclement Weather Policy

Recommended syllabus statement:

To ensure the continuation of student learning in time of emergencies, including severe weather, it the policy of University not to cancel classes. However, if on campus sessions are not possible, students are responsible for checking their university email and/or Blackboard for information from their faculty advising them of any immediate impact on the students' preparation for the next class meeting.

In this event, faculty members have several options including:

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- Holding class through asynchronous electronic means such as emailing the students or posting to Blackboard class lessons, discussion forums and/or additional assignments related to class content;
- Holding class through synchronous online means.
- Holding class at a rescheduled time acceptable to all class members. If there are students who are unable to attend a rescheduled class, the faculty should make reasonable accommodations for the student(s) to make up the work.

xviii. **Information regarding the collection of student work for assessment.**

It is recommended that the following statement be included in every course syllabus – particularly those whose student work will be collected as part of the program assessment plan.

Recommended syllabus statement regarding assessment below:

The University is committed to providing excellent and innovative educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As the University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

- xix. **Information on digital resources, e.g.** a course system site, materials placed on electronic reserve, class email distribution lists, and course-specific websites. If no digital course supplements are being used, the syllabus should indicate as much. *Note: The use of Blackboard is recommended to provide effective communication and supporting resources.*

xx. **Use of Electronic and Recording Devices with Prior Permission**

Recommended syllabus statement below: (excerpt from Student Life Policies in Student Handbook)

Electronic devices may be used to record a lecture, presentation, interview or similar activity with prior permission of the individual being recorded. This permission does not extend to others who may be present. Verbal permission may be sufficient for recording within a class or meeting for personal use. However, written permission must be obtained prior to recording or transmitting someone's image or speech over the airwaves, in public, on the web, as part of a class assignment or any University sponsored activity or program. The University's complete "Use of Electronic and Recording Devices" is available in the Student Handbook, <http://www.philau.edu/studenthandbook/2016-2017/studentlifepolicies/electronicandrecordingdevices.html>.

xxi. **Information about the University's Academic Support Services.**

Recommended syllabus language regarding Academic Support Services below:

Academic Support Services

a.) Gutman Library (www.philau.edu/library)

Gutman Library is a gateway to a variety of information resources. The homepage of the library provides 24/7 access to online databases of articles, e-journal collections, e-books, and specialized information to support your coursework. See a list of Research Guides for specific programs and courses at <http://libguides.philau.edu>. The library building is wireless, has 80 available workstations (PCs and Macs), printers, scanners, and copiers; as well as individual and group study spaces.

b.) The Academic Success Center (www.philau.edu/SuccessCenter)

For first year course syllabi:

First year students are encouraged to consult with a first year academic advisor on all academic questions and decisions. First year advisors are available for consultation every weekday from 9AM to 5PM at the Academic Success Center, Haggar Hall. The Academic Success Center also provides one-on-one tutoring assistance for writing, study strategies, test taking, and specific University courses*. To make a tutoring appointment, students should log into Starfish and select My Courses or go to the Services page, or stop by the Academic Success Center in Haggar Hall, or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center's website, www.philau.edu/SuccessCenter.

For all syllabi:

The Academic Success Center provides one-on-one tutoring assistance for writing, study strategies, test taking, and specific University courses*. To make a tutoring appointment, students should log into Starfish and select My Courses or go to the Services page, or stop by the Academic Success Center in Haggar Hall or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center's website.

*[*Note: Faculty who wish to include a reference to tutoring for their own course or to require tutoring for their students should contact the tutorial coordinator at x6834 to make certain such tutoring is available.]*

c.) Technology Resources (<http://www.philau.edu/OIT/>)

The University provides wireless network access in all campus buildings. If you need a computer, Gutman Library and Search Hall have open access computers. For assistance with technology issues, students should contact the Technology Help Desk at (215) 951-4648 or send an email to helpdesk@philau.edu.

d.) Accessibility Services (<http://www.philau.edu/accessibilityservices/>)

The University does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The University makes accommodations for students with disabilities who seek accommodations in the classroom. All students interested in receiving accommodations must contact the Office of Student Accessibility Services by email at AccessibilityServices@philau.edu, phone at (215.951.6830) or office visit. The office is located in Kanbar 102D. Students requesting accommodations in the classroom must present a current accommodation letter from the Office of Student Accessibility Services to the instructor, before accommodations may be

made. The University works with students with disabilities regarding equal access to all services and programs. Requests for accommodations may be made at any time (although accommodations are not retroactive). The University encourages all students who have any inquiries to contact the Office of Student Accessibility Services.

*Addendum: Additional Information for Hallmarks Courses

Syllabus statement for courses aligned with Hallmarks learning goals (required for all courses in the Hallmarks Core and in any courses in the majors that appear on the Hallmarks curriculum map for that program. Hallmarks curriculum maps for all majors can be found here: <http://philau.edu/hallmarks/maps.html>)

Statement format:

Hallmarks Learning Goals in [name of course here]

The Hallmarks Program for General Education is designed to help you reach 8 learning goals that are essential for your personal and professional success. [Name of course here] addresses the [one-word name of learning goal here: Curiosity, Confidence, Contextual Understanding, Global Perspectives, Empathy, Collaboration, Initiative, or Ethical Reflection] learning goal:

[Copy and paste the definition and description of the learning goal here. This information can be found here: <http://philau.edu/hallmarks/goalDescriptions.html>]

[Example:]

CURIOSITY: Create strategies for expanding knowledge through reflection and research.

This learning goal emphasizes the skills that allow you to identify gaps in your knowledge (reflection) and then take action to fill those gaps (research). Satisfying your curiosity requires you not only to know what you don't know, but also to have a set of tools that you can use to learn on your own. These include information literacy skills and an awareness of how you can use different academic disciplines and methodologies to find reliable answers.

In the context of this course, you are developing your [one-word name of learning goal here: Curiosity, Confidence, etc.] outcome when you:

[Insert one or more relevant bullet points here from the description of the specific learning goal—the four possible options for each learning goal can be found here: <http://philau.edu/hallmarks/goalDescriptions.html>]

[Example]

- Design a systematic approach for generating or compiling data relevant to a given problem or project and carry it out rigorously.
- Assess the major methodologies for creating new knowledge and apply academic disciplines appropriately when investigating our social and natural worlds.

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By the end of this course, you should have an example of your work that can be posted as an artifact for the [one-word name of learning goal here: Curiosity, Confidence, etc.] learning goal. Add this work to your e-portfolio along with a reflective essay that explains how it connects with the learning objectives listed above.

b. Text Book Orders Adoptions

Please submit all textbook orders and supply requests to your MAO or directly to the bookstore at bookstore@pphilau.edu. Different colleges/schools may handle this process differently.

In general, Fall semester textbook adoptions are due to the Bookstore in March and Spring semester adoptions are due in October.

Book Information needed:

- Course name and number
- Author
- Title
- Edition
- ISBN if available
- Publisher if available

i. Higher Education Opportunities Act (HEOA): Textbook Information Provision

It is important that the Bookstore be informed of the texts and supplies that you require for a number of reasons:

- The Higher Education Opportunity Act (HEOA) directs the bookstore to have textbooks listed on-line and information available to students at the time of pre-registration.
- We want to carry all the supplies and textbooks your students require. When we know in advance, we will have the items ordered and in stock. There is no need for students to travel off campus (safety, cost, etc.) for specific art supplies.
- By keeping the revenue on campus, we can reinvest it back into the campus (salaries, facilities, etc.)
- It endorses an important component of our campus community to students.

c. Duplication Services

Duplication of course syllabi, handouts, exams, etc. is available by contacting an administrative staff member (assigned by the College or School Dean). Copies will be completed and delivered to departments within 24 hours of receipt by the duplicating center. Extra time will be necessary in the beginning of the semester. Please allow two days for copying and stuffing of student mailbox mailings.

Photocopiers in each College or School are limited to administrative and faculty use for University purposes.

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Self-service copying is available Monday through Thursday, 8:30 a.m. to 5:30 p.m. and Friday, 8:30 a.m. to 4:45 p.m. You must get a department code from office administrators. (Mail Service employees do not have codes.)

d. **Course Reserves (Gutman Library)**

See 3 Course Reserve materials.

XIV. Academic and Registrar Procedures

The Registrar's responsibilities include the planning of course schedules, overseeing student registration, academic record keeping, and related functions and services. Correspondence from the Registrar's Office is sent to faculty members' University e-mail accounts.

a. **Faculty schedules**

Faculty may view their class schedules for the courses they are teaching by accessing WebAdvisor. Faculty may not change the meeting times or locations of their classes.

b. **Student Registration**

Undergraduate and graduate students register for their classes electronically via WebAdvisor.

c. **Class Rosters**

Class lists are available to faculty via WebAdvisor. Class rosters can also be viewed in Blackboard.

A student, who is not on your class roster, is not registered. Unregistered students are not permitted to stay in your class. Direct unregistered students immediately to the Office of the Registrar.

Your class roster may change for the first two weeks of classes:

- During the first week of the semester, students may add classes.
- Through the first two weeks of the semester, students may drop classes.

Therefore, faculty should review and print an updated class roster before each class meeting, via WebAdvisor.

i. **Students' Preferred Names on Class Rosters**

Jefferson acknowledges that some students prefer using an alternate name other than their legal name.

Students who have not gone through the process of legally changing their name do have the option of adding an appropriate preferred first name that would be listed in the University system and would be used when a legal name is not required.

A student wishes to add a preferred name, go the Registrar's Office webpage and select the "Preferred Name Request Form" under forms.

ii. Students requesting to auditing a course

A student who wishes to attend a course regularly but does not wish to receive credit for the course may request permission to audit from the Manager of Academic Operations of the college in which the course is offered. The Manager of Academic Operations will, in turn, obtain permission from the faculty member.

Students must register for an audit course the same way they would for any other. Tuition and fees to audit the course are the same as those when taking the course for credit.

In addition, students must complete the “Request for Permission to Audit a Course” form requesting permission to audit, and submit the signed form to the Registrar before the “last day to add” (see Academic Calendar). At that time, the decision becomes final. Form available on the Registrar’s website: <http://www.philau.edu/registrar/>.

For other information about the Course Audit policy, please see the Undergraduate and Graduate Course Catalogs.

d. Grades

Faculty are responsible for submitting grades via WebAdvisor.

- Faculty teaching DAY undergraduate courses must submit midterm and final grades.
 - Undergraduate students’ “Mid-semester Progress Reports” are generated from the mid-term grades submitted by faculty.
- Faculty teaching accelerated/EVE undergraduate courses must only submit final grades. There are no mid-term grades for accelerated/EVE courses.
- Faculty teaching graduate courses must only submit final grades. There are no mid-term grades for graduate courses.

e. Transcripts

Student official transcripts are generated after the close of the semester, from completed final grade submissions. Both the mid-term and final grades must be submitted by the announced deadline.

f. Change of Grades

If needed, change of grade cards can be found either in the instructor’s academic School or on the Registrar’s web page at <http://www.philau.edu/registrar/forms.html>. They require justification and the countersignature of the College or School Dean.

"I" grades must be changed by the date posted on the Academic Calendar, or the grade will be changed to a failure.

For documentable grading errors, grades may be changed until the end of the subsequent term following the course in question.

g. Grading Scale

The University uses a plus/minus grading system. For undergraduate programs, the passing grades are “A,” “B,” “C,” “D” and “CR” if the credit/no credit option was elected by the student. Note: Grades of “A+” and “D-” cannot be assigned. A grade of “F” signifies the course has been failed. Passing grades for graduate programs are the same as undergraduate, but they exclude a grade of “D” from their grading system. Both programs also allow for the assignment of the temporary “I” as explained below. Faculty should refer to the University Catalog for additional policies (refer to the section “University Academic Policies and Procedures.”) Faculty should indicate the weight of each assignment and how grades will be calculated.

A = Excellent. Awarded to students who demonstrate an excellent understanding of the subject matter, and who have achieved outstanding results in fulfilling the course objectives.

B = Above Average. Awarded to students who demonstrate an above-average understanding of the subject matter, and who show consistent achievement beyond the usual requirements of the course.

C = Average. Awarded to students who perform at the satisfactory level, and demonstrate acceptable levels of understanding of the subject matter commensurate for continued study in the next successive course.

D = Below Average. Awarded to students as evidence of less than average understanding of the subject matter and a weak performance. It indicates insufficient preparation for students to enroll in any course reliant upon an acceptable level of understanding of the particular subject matter. “D+” and “D” are the lowest passing grades for undergraduates.

F = Failure. Awarded to students showing poor understanding of the basic elements of the course.

I: This is a temporary grade that is given when the work cannot be completed on time because of illness or other emergencies beyond the control of the student. An “I” grade automatically becomes a failure unless changed by the posted deadline on the Academic Calendar. Use of the “I” indicates the student will probably complete the missing assignments, and will probably receive a grade of “D” or better for the course (“C-” if a graduate course). If the student will not be able to pass the course, then the “I” grade should not be used.

Note: To give a student an Incomplete, fill out the Agreement for the Completion of Work Outstanding form, which is available at the Registrar’s web page.

Credit/No Credit: For students who elected this option, and for courses which are graded on this basis. Within this option, the student should be given “Credit” if he or she has earned the equivalent of a “C-” or better in the course. The student should be given “No Credit” if he or she has earned the equivalent of “D+,” “D,” “F,” “I,” or “WF” in the course.

Any required course in which a student received a grade of “F,” “NC” or “WF” must be repeated in the next term in which it is offered again, including summer sessions.

This unit of credit is the semester hour. A quality point average is used to determine scholastic standing. Quality points are assigned according to the following scale:

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A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	F	=	0.00
C+	=	2.33	WF	=	0.00

The University Catalog provides information as to the calculation of grade point averages and graduation requirements.

h. Grade Appeal Procedure

To appeal a grade for a course, the student should first discuss the grade with the faculty for the course. If the student is not satisfied with the outcome of this discussion, the student may file a subsequent appeal with the Associate Dean of the College or the Director of Student Services in the School of Continuing and Professional Studies. In the event that the student is not satisfied with the outcome at that level, or if there is not an intermediary, an appeal may be submitted to the Dean of the College or the Academic Dean of the School of Continuing and Professional Studies. The Dean/Director is the final appeal. For additional information see the Academic Catalog:

<http://philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html>

<http://philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html>

i. Student Attendance Policy

Students should be expected to attend all classes. Faculty are responsible for establishing the attendance policy for their classes and communicating this policy to students during the first class meeting by means of their syllabi.

The School of Continuing and Professional Studies requires its faculty to take and maintain records of attendance in order to satisfy student financial aid requirements.

Students who, because of religious beliefs, are unable to attend a class or participate in any examinations, study, or course requirement should be excused. They should be provided an opportunity to make up the missed work at the convenience of both the student and the faculty member. No student should be penalized as a result of a religious observance. Please refer to the Academic Policy on Observance of Religious Holidays.

Use Starfish to bring excessive absence concerns to the attention of the following individuals:

- For the undergraduate students: academic advisor
- For continuing and professional studies: Director of Academic Services
- For graduate studies: graduate program director

j. If a student is out 3 days or more, faculty should advise the student to contact the Dean of Students Office at 215-951-2740. Student Tardiness and Student Extended Illness Policies

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It remains the policy of Jefferson that written medical notes or excuses are not provided from Student Health Services for a student's lateness to class.

Notes or excuses are also not provided for absences except for a documented extended illness. It is at the discretion of each individual professor whether a note for an extended illness is acceptable to warrant consideration for the student to make up any missed work. It is also the responsibility of the student to notify instructors regarding absences.

A final note: do not give students copies of their transcripts or schedules. Only the Registrar's Office can do so.

k. Reading and Review Days

Each semester, a few days are set aside at the end of the term, before finals, to enable students to prepare for final examinations and to allow design students to participate in studio reviews.

No classes or exams are scheduled during these days.

l. Exams

Final exams are scheduled through the Registrar's Office and must be administered during the scheduled final exam period. It is important that faculty hold your final exams on the assigned dates, times and locations.

If an instructor cannot be present for the scheduled exam, he or she should make arrangements with the College or School to provide a proctor. (Note: this arrangement is not available for Continuing Studies faculty.)

Faculty are not to hold final exams during the last week of class or reading and review days.

m. Class Cancellations

All classes should be conducted at regularly scheduled times and locations unless prior approval for field study is obtained from the College, School or Division Dean. Faculty illness and other emergency absences should be reported to the Dean's Office, Program Director or Course Coordinator (as appropriate) as soon as possible so that other accommodations may be made or the administrative staff may notify students of the canceled class.

Unless prior notice is sent to the students, a class is automatically canceled upon failure of the instructor to appear 15 minutes after the normal starting time of that class.

XV. Academic Integrity

Academic Integrity and honesty is the foundation of the Jefferson teaching, learning, and professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the Jefferson community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at Jefferson, the following policy has been developed and ratified by students, faculty, and staff.

These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person. The full description of the University's policy on Academic Integrity can be found in the Academic Catalog:

- <http://philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AcadInt>
- <http://philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#AcadInt>.

XVI. Appeals of Adverse Decisions

Students have the right to appeal decisions that are made regarding them by any faculty, official or committee of the University. The Dean of Students and the Academic Success Center can advise students on the appeals process.

Students should first discuss the decision with the individual who made the adverse decision. If a satisfactory resolution of the problem cannot be reached at that level, students may file a subsequent appeal with the dean or the person to whom that faculty or staff member reports. In the event a satisfactory resolution cannot be reached at that level, or if there were no intermediary, an appeal may be submitted to the Dean of the College or the Director of the School of Continuing and Professional Studies. The Dean/Director is the final appeal.

In the event a University committee rendered a decision, the student may file a second appeal with that same committee if there is new information that would have a bearing on the outcome of the case. The University committee is the final appeal.

For additional information, see the Academic Catalog:

<http://philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html>

<http://philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html>

XVII. Student Grievance Policy

Jefferson is committed to treating all students fairly and respectfully. University policies that apply to students are published annually in the [Academic Catalog](#), the [Student Handbook](#) and [HEOA Compliance website](#). Occasionally, a student may perceive that the treatment he or she has received is not consistent with expectations based upon the above official university documents. In these instances, there are two levels of procedures for remedying a grievance: Level 1 and Level 2.

The official grievance officer for the university is the Dean of Students. Students wishing to file a grievance against a faculty member, staff member, or administrator for a non-academic and/or non-harassment issue may seek counsel from the Office of the Dean of Students. For issues of harassment, students should refer to the [Harassment section of the Student Handbook](#). For academic issues, students should refer to the [Academic Policies section of this Academic Catalog](#). The University regularly collects and confidentially reviews student grievances in order to make continuous improvements to University policies and procedures.

For additional information, see: <http://www.philau.edu/studentgrievances/>

XVIII. Students in Academic or Personal Concern

a. Academic Concern

All faculty are expected to use the STARFISH Early Alert and Communication system to “raise a flag” for students who are experiencing severe academic challenges. The student’s academic advisor will be notified by the system of these flags. It is also encouraged that faculty meet and discuss their concern with the student, working out a potential success plan. This plan may involve referrals for tutoring, writing, and or study skills at the Academic Success Center, or a consultation with the student’s advisor.

b. Children in Instructional Setting

The University teaching and learning environment is not an appropriate setting for children.

While this is a general University policy about children in instructional settings, individual Colleges or Schools may adopt more restrictive policies which do not allow for any exceptions for certain settings, such as workshops, laboratories, and studios, for the protection of faculty, students, and their children as well as the University’s facilities.

Faculty and students shall refrain from bringing their children to classrooms, studios, laboratories and other instructional settings except in the event of unanticipated emergencies and in those instances, only with appropriate approval. When unanticipated emergencies do arise and an exception is being sought, the procedure for seeking approval is as follows:

- A student seeking permission must contact the course instructor prior to the beginning of class to discuss potential alternate solutions, and if there are none, to request the instructor’s permission to bring his/her child to that instructional setting on the designated day;

- Full-time and adjunct faculty members seeking permission must contact either the program director/section coordinator, as appropriate, or the manager of academic operations, in accordance with the College/School procedures, to discuss the circumstances, and whether the director/sectional coordinator or manager will grant permission to bring his/her child to that instructional setting on the designated day.

See the Academic Catalog, Policies and Procedures:

- <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#children>
- <http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#children>

c. Personal Concern: student threatens harm to self or others

- If after 5:00 p.m. – call campus security; security will notify the Dean of Students.
- If during office hours - call the Dean of Students office at 215-51-2868.
- The counseling center has drop-in hours for all students from 1:00 p.m. – 2:00 p.m.-M-F and faculty may walk a student over to the Dean of Student’s office anytime during the day. M-F 9:00 a.m. -5:00 p.m.

d. Personal Concern: When a student is a victim of a crime

State and Federal crime reporting laws require the University to encourage the campus community to report crimes to the Department of Safety and Security, 215-951-2999. All reports will be logged, evaluated for timely warning, and entered into the university crime statistics if applicable.

Jefferson encourages all members of the campus community to report crimes and suspicious behavior on and around campus. In addition to this the Clery Act creates a duty for institutions to report crimes in different categories. Guided by the language of the Clery Act and subsequent amendments, the University is required to define which employees must report crime information they receive.

e. Personal Concern: Reporting allegations of sexual misconduct

All employees of the University, including adjunct faculty, are considered “agents of the university,” and as such must report any allegations of sexual misconduct involving students or employees to:

- Deputy Title IX Coordinator, Dr. Henry Humphreys, Dean of Students, 215-951-2740 (humphreysh@philau.edu).
- Deputy Title IX Coordinator, Beth Shepard-Rabadam, Associate Provost, 215-951-0353 (sheparde@philau.edu).

Only members of the University Counseling and Health Services staffs may maintain the confidentiality of the alleged victim; all other University personnel who are informed of an alleged act of sexual harassment or assault must immediately report the allegation to one of the Title IX officers.

XIX. Title IX and the Clery Act

a. Title IX

Mandatory reporters include any University employees who have the authority to take action to redress the harassment, who have the duty to report to appropriate school officials the sexual harassment or any other misconduct by students or employees, or an individual whom a student could reasonably believe has this authority or responsibility which include, but are not limited to:

- Chancellor, Vice Presidents, Deans, Department Chairs, Directors and Coaches
- Assistant or Associate Vice Presidents, Deans, and Provosts
- Any employee in a supervisory or management role
- Any faculty member responsible for supervising any activities or programs that include direct contact with students outside of the classroom (including faculty advisors to recognized student organizations)
- Jefferson Security Officers and any contracted security personnel

For additional information, see <http://www.philau.edu/titleix/>.

b. Campus Security Authority

For purposes of crime reporting, the law defines “Campus Security Authority” as:

“An official of an institution who has significant responsibility for student and campus activities.”

As a faculty or staff member you *may* fall under the classification of a security and as such are required to report crimes to Jefferson Department of Safety and Security at 215-951-2999. The potential crime information you receive may come from the victim, offender, witnesses, and/or 3rd Parties.

As a Campus Security Authority you cannot promise complete confidentiality. You are obligated to report a description of incident, location, date, time, victim (if they want to be identified), suspects, and witnesses.

If you are unsure if the information you have received needs to be reported, contact the Director of Safety and Security at 215-951-2999. After business hours the dispatcher can get in contact with the Director.

XX. Academic Support and Student Services

a. Academic Success Center

The Academic Success Center in Haggard Hall works closely with faculty to improve student learning. The Center supports four (4) major areas: professional and peer tutoring; writing assistance; math assistance; and advising.

The Center provides first-year and transfer Advising Services to all Jefferson freshman and first-year transfer students. Jefferson follows a learning-centered model of advising, with advising seen as a form of teaching. Advisors are teaching faculty who assist students in selecting courses, learning about requirements for particular majors, developing ways to deal with difficult classes, discussing academic progress, accessing appropriate University services, becoming familiar with University policies, and discussing possible change of majors. Each first-year student is assigned an academic advisor who has regularly scheduled hours in the Academic Success Center. Upper-level students meet with advisors in their College or Schools.

Faculty assist advisors by providing feedback on any students whose academic performance is a matter of concern by completing progress surveys and raising flags in the STARFISH alert and connection system. Twice during the academic semester, faculty receive an email asking for them to complete progress surveys for each of their sections in STARFISH. By doing so, faculty are sharing this information with the students' faculty academic advisors. While first-year advisors, in particular, contact their advisees regularly, they make special efforts to work with students identified through STARFISH progress surveys and flags.

The Academic Success Center provides comprehensive Tutoring Services free to Jefferson students. One-on-one peer tutoring is available for over 100 Jefferson courses. In addition, individual professional tutoring is available in writing, math, study skills, English-as-a-second language [ESL], and test taking related to any course. Our Writing Assistance Coordinator and Math Coordinator, who are experienced Jefferson faculty, also work with individual faculty to provide small group review sessions and custom-designed course-related workshops. A math computer lab provides interactive math software and tutoring assistance for targeted math courses.

Each semester over 50 percent of all undergraduate day students, freshmen through seniors, take advantage of tutoring services. Graduate students also utilize professional tutoring, as well as peer tutoring in foundation courses and writing. Tutoring consistently receives excellent reviews from both students and faculty.

A close working relationship between faculty and the Academic Success Center is essential. Faculty strengthen tutoring in several ways. They include information about tutoring in their syllabi and may even require tutoring in some cases. They help students identify a need for tutoring, especially important in the areas of reading, writing, and study skills, where students may not identify the nature of their problem. Faculty help counteract students' misconceptions – e.g., that tutoring is for “dummies” or that one tutoring session can make up for a lack of ongoing work in a course. Faculty members also recommend candidates for peer tutors. Faculty receive written feedback for each writing, reading/study skills, and ESL tutoring session. They can also request feedback on specific students. Faculty can require tutoring visits for students

needing writing assistance, post-exam test analysis, ESL practice, etc. Faculty can also consult professional tutors about setting up one or more workshops for their courses.

For additional information, see <http://www.philau.edu/successcenter/>.

b. Study Abroad Program

The Study Abroad program encourages students to add an international dimension to their education while experiencing the culture of another country firsthand. A Study Abroad Committee made up of faculty and staff recommends the approvals of new programs and policies. Students can submit a proposal for special approval to a new program if they cannot find a suitable option among pre-approved programs. Credits earned by students overseas are reported on the students' Jefferson transcripts upon their return.

Students may study away for an entire semester or academic year at institutions abroad, or just a few weeks on faculty-led short courses. Students accepted into the semester programs register for study at an accredited international college or university with academic programs similar to those at Jefferson. As a member of the National Student Exchange, Jefferson also accepts and can send students for a semester exchange with other participating universities throughout North America.

Study Away options are tailored for each academic program. As part of the application process students are required to have their courses approved by their advisor and arrange for two letters of recommendation from faculty to be submitted to the online site in advance of our deadlines.

For information about the program locations and eligibility requirements, see the Jefferson Undergraduate Studies Catalog (<http://www.philau.edu/catalog/UniversityAcadResources/StudyAbroad.html>) .

More information, including upcoming events, deadlines, and guidance for faculty and advisors, can be found on our website (<http://www.philau.edu/studyabroad>).

Additional information, handouts, and office hours for potential applicants are available in the Study Away Office in Suite 102 of the Kanbar Campus Center.

c. Writing Across the Curriculum

The Writing Program teaches students the critical thinking, reading, rhetorical and information literacy skills they will need to be leaders in their professions and in their communities.

Learning Outcomes

As a result of the Writing Across the Curriculum Program, students will be able to:

- Articulate and evaluate the purpose, audience and context of written work.
- Recognize and assess their own multi-step writing process.
- Use writing to foster inquiry.

- Demonstrate fluency in disciplinary conventions.

Jefferson recognizes the vital role of written communication in college, the workplace and in the community. All undergraduate students take courses in the Writing Program, which includes a wide range of academic and professional writing and is integrated throughout the institution's professional majors and the general education core. The Writing Program is made up of two components: Writing Across the Curriculum and Writing in the Hallmarks Core (or College Studies). Courses in both areas are based on the ideas that writing is a process of inquiry that leads students to understand and interpret the world around them. The courses also teach students that writing is a complex process that hinges on the intersections between purpose, audience and context.

Teaching support for faculty is available through the Academic Success Center, the Writing Program, the Center for Teaching Innovation and Nexus Learning, and within the Colleges. Representatives from the Writing Program may also consult with faculty one-on-one to assist faculty with teaching materials and methods.

For more information about faculty support for writing, see philau <http://www.philau.edu/writingatphilau/index.html>.

For the "Guidelines for Writing Intensive Courses" see <http://www.philau.edu/writingatphilau/intensivecourses.html>.

d. **Honors Program**

The Honors Program welcomes highly motivated students who demonstrated academic excellence in high school or in the early semesters at Jefferson.

Participants in the Honors Program enjoy advanced levels of inquiry, smaller class sizes, and seminar style instruction in Honors sections of Hallmarks (or General Education) courses. In many cases, Honors classes offer opportunities to take advantage of co-curricular experiences in the form of field trips, guest lectures, etc. that help interpret the course material. In addition, Honors Students can arrange extended borrowing privileges at the University's library.

Honors Program students have specific curricular and co-curricular requirements. Exciting options for honors credit range from the traditional honors courses to individualizing the college experience while studying abroad, taking on a leadership role in a community service project, or tailoring a research project. Honors course offerings are listed each semester in the University's course schedule. Students enrolled in Honors courses must take the course for a letter grade and earn a minimum grad of B- for honors credit. The "pass/ fail" or "credit/ no credit" option is not available for Honors courses or upgrades.

More information on the Honors program can be found at <http://www.philau.edu/honorsprogram/index.html>.

e. Fulbright U.S. Student Program

The [Fulbright US Student Program](#), introduced in 1945 by Senator J. William Fulbright is a grant sponsored by the Department of State with the mission of promoting goodwill via student exchange. Today, it offers over 1,900 grants annually in 140+ countries and is one of the most recognized of the prestigious scholarly awards. The primary student aware categories are the: Study/Research Grant; English Teaching Assistantship Grant; and Travel Grant. Special programs introduced in the past 5 years include the: Fulbright-Clinton Fellowships for Public Policy; Fulbright mtvU Award; and Fulbright-National Geographic Digital Storytelling Fellowship.

Fulbright welcomes strong applications from all majors and has expressed a particular interest in cultivating a relationship with institutions like ours that offer degrees in fields that work to diversity the body of Fulbrighters!

As a federal grant, the guidelines are strict. A good deal of work goes into preparing a competitive application. The Fulbright Program Advisor (FPA) serves as a liaison with Fulbright to promote the US Student Program, provide information and guidance to applicants, administer the campus application and interview processes through to electronic submission of the application. Fulbright offers training in its regional offices, webinars, and workshops to facilitate competency and support of FPAs working to support student applications.

(<http://www.philau.edu/globaleducation/fulbright/index.html>)

f. Academic Internship Program

The Academic Internship Program is managed by the Marianne Able Career Services Center. Undergraduate and graduate students may participate in internships for academic credit (please see below for programs administered by Career Services). Academic internships at Jefferson aid students in professional preparation through a work experience directly related to their major and career goals. All academic internships must meet the NACE criteria for an experience to be considered an internship. Go to www.philau.edu/careerservices/students/internships for details.

Career Services oversees all undergraduate academic internships and academic internships in the following graduate programs: Construction Management, GeoDesign, Global Fashion Enterprise, IMBA, Interior Architecture, Sustainable Design, Surface Imaging, Textile Design, Textile Engineering, User Experience and Interactive Design.

Academic internships are offered during the fall, spring and 12-week summer term, and they are taken for credit as an elective with a course syllabus focused on professional skill-building and written assignments. The undergraduate internship course, INTRN-493, exists in 0.5, 3 or 6 credit options. Students may only enroll in an internship course during the semester of the internship experience; credit is not issued retroactively or for future experiences.

While the primary emphasis of the course is on the internship work experience, course assignments are incorporated to prompt reflection on the internship. This reflection is an integral component of experiential learning and students' overall career and professional

development. The Career Services Center and designated Faculty Internship Advisor (FIA) from the student's major provide support and guidance during the semester of participation. Career Services staff is also available to assist students with internship search strategy prior to the internship.

At the conclusion of the internship semester, all students are evaluated by their employer and FIA, receiving a grade derived from successful performance as determined by the employer, the quality of academic assignments submitted to faculty, and completion of minimum required hours. All internships, regardless of credit registration, require a minimum of 12 weeks in length. The 0.5 and 3 credit internship courses require a minimum of 144 hours per semester on site, and the 6 credit internship course requires a minimum of 288 hours per semester on site. All required hours and coursework must be completed within the semester dates for which the student is enrolled in the internship course.

Internship course registration may only occur once an offer has been received and accepted from the employer. Several steps are required in order to register, and the Registrar's Office ultimately enrolls each student in the internship course once all required paperwork is completed and submitted. The deadline to register for academic internships is the last day to add class for the semester of intended participation as established each semester by the Registrar's Office. (Refer to the academic calendar for specific dates.) Students are strongly encouraged to apply early and to contact Career Services for assistance, which provides the best success in finding an appropriate experience in time to meet registration deadlines. To learn more about the registration process, visit www.philau.edu/careerservices/students/internships. All full-time, part-time, and Continuing and Professional Studies students are encouraged to participate in academic internships.

Undergraduate Minimum Requirements for Participation*:

- Completion of 60 credits by the start of the internship experience (90 credits for Architecture majors)
- 2.5 cumulative GPA in the semester preceding the internship
- If a transfer student, at least 15 credits earned at Jefferson

Graduate Minimum Requirements for Participation (in the programs noted above that Career Services manages):

- Good academic standing in one's academic program

International Students:

- Meet criteria above as relevant to program enrollment
- Must be eligible for Curricular Practical Training (CPT)

Visit www.philau.edu/careerservices/students/internships for details

Note: Students not meeting minimum requirements may be considered by submitting a formal appeal. Contact Career Services for additional information.

*Internship requirements for students enrolled in the School of Continuing & Professional Studies differ. These students interested in completing an internship for academic credit should consult the Academic Dean of the School of Continuing & Professional Studies for additional information. Students seeking internship opportunities for professional experience, and not for academic credit, should contact Career Services.

To learn more about academic internships at Jefferson, visit <http://www.philau.edu/careerservices/Internships/InternshipsForCredit/index.html> or 215-951-2930.

g. Career Services

The Marianne Able Career Services Center offers all students and alumni assistance with their careers and professional development, and many opportunities to develop the skills for a meaningful career. Career Services provides individual advising by qualified counselors as well as opportunities to connect with employers via online job listings, employer networking receptions, career seminars and on-campus recruiting.

Starting freshman year, students can work with counselors to identify their skills, values and interests to help them develop a solid, individualized career plan.

Career Services partners with faculty from all schools to present meaningful instruction on various topics, including résumé writing, interview skills, job-search strategies and networking. All students and alumni may post résumés and apply for positions through HirePhilaU, the Career Services Center's online job posting system.

Career Services manages the academic internship program and provides support and resources to students for securing an internship position and academic credit for the experience. Employer networking receptions, Career Fairs, Design Expo, Alumni Portfolio Showcase, career panels, mock interviews, on-campus interviews and other activities allow students to interact personally with employers and alumni to learn more about career opportunities in a more personalized setting.

The most important factor contributing to student success in entering the job market is student engagement in the career-development process. The Career Services Center encourages students to meet one-on-one with a counselor early on for career planning and throughout their academic careers to learn the latest job search strategies that contribute to a student's ability to secure meaningful career positions and acceptance into graduate programs.

XXI. Instructional Resources for Students and Faculty

a. **Paul J. Gutman Library, East Falls Campus** <http://www.philau.edu/library>

The Library provides access to an extensive collection of online resources (books, journals, databases, and streaming video); as well as print and multimedia materials for loan and reference, including traditional reserve materials. There is a free interlibrary loan service for resources not held in the library's collection (See: <http://libguides.philau.edu/ILL>) . Other services include: reference support, meeting and study rooms, on-site computers, printing and photocopying, instructional support by librarians, and information literacy consultation.

1. Library card and Borrowing from Gutman Library, East Falls Campus

The Jefferson photo ID card serves as your Library card for borrowing from the Paul J. Gutman Library.

See the Identification Cards section for information on obtaining your ID card. Most library materials may be borrowed by faculty for the entire semester. Exceptions are journals, magazines, and Reference books.

1. Requesting purchase of library materials Gutman Library, East Falls Campus

To make a request for the library to purchase specific materials for the collection, contact the designated library liaison for your program. Contact information can be found at: <http://libguides.philau.edu/liaisons>.

1. Course Reserve materials Gutman Library, East Falls Campus

Instructors should provide a few weeks of lead time in making requests for materials to be placed on reserve. Requests for books or DVDs to be ordered for placement on reserve also require advance notice of at least two weeks. For further information, contact Access Services Supervisor, Meg Leister, at x2840 or x2841 or email: leisterm@philau.edu.

1. Information Literacy (IL) and Librarian Instruction through Gutman Library, East Falls Campus

Formal instruction in the use of Library resources can be arranged in advance by contacting Stan Gorski, the Library Director, or your liaison librarian – <http://libguides.philau.edu/liaisons> . You can learn more about the goals and activities of the information literacy program by going to: <http://libguides.philau.edu/il>.

See also the Research Companion database for a collection of videos and associated review questions on the writing and research process. See: <http://libguides.philau.edu/pqrc> for more information.

i. Assignment Review

Professional librarians are available to assist faculty with the preparation of assignments requiring Library resources. Instructors are encouraged to verify the availability of any resource in the Library prior to making its use mandatory or recommended for an assignment. Faculty are encouraged to suggest that students seek research help at the library's Reference Desk, or by calling a librarian (x2848), or emailing: referece@philau.edu or and individual librarian. See: <http://libguides.philau.edu/liaisons>.

ii. Library Facilities in Gutman Library, East Falls Campus: Study Rooms

Six group study rooms each accommodate two to six people. These rooms are equipped with table and chairs, power outlets and whiteboards, and two rooms (101 and 214) have a plasma screen for projection from a laptop. Students or faculty needing a private place for study or discussion may request a key at the checkout desk. More information is available at <http://www.philau.edu/library/About/Buildinginfo/index.html>.

iii. Library Facilities in Gutman Library, East Falls Campus: Meeting Rooms and Library Instruction Space

Adjunct faculty may use the Rena Rowan Reading Room on the upper level or the Special Collections conference room on the lower level for meetings or private study. The Library Instruction Space (main floor) is also available for one-shot class sessions and includes a SmartBoard and 19 student laptops. To reserve these spaces, contact Chris Lucia: luciac@philau.edu or x2843.

b. The Design Center – Textile and Costume Collection

<http://philau.edu/library/textileandcostume>

Part of the University's Special Collections, under the Paul J. Gutman Library, the Textile and Costume Collection is a remarkably diverse and wide-ranging museum-quality collection used for teaching, inspiration, research, and scholarship. The collection's holdings reflect a broad spectrum of design, cultures and historic periods. The earliest items are a group of about 145 Coptic textiles dating to the 1st century A.D. and a smaller group of Pre-Columbian textiles from the 12th to 14th centuries. A collection of European chasubles, lace, and European and Persian textile fragments represent our holdings from the 15th to 17th centuries. The remainder of the Collection dates primarily from the 17th century to the present with the majority of garments and accessories, as well as the Western and non-Western flat textile collection, dating from the mid-18th century onward.

The collection is housed in the Goldie Paley House, a 1955 Hollywood rancher designed by architect Earle Bolton, Jr. Known as The Design Center at Jefferson, this historic home houses both the Collection, curated exhibitions and student design shows, as well as classes. With the Textile and Costume Collection, Jefferson students across the design disciplines have access to museum-quality garments, accessories, and textiles as sources of design inspiration for the modern-day design and product-development process.

The Design Center at Jefferson is open to members of the University community and outside researchers by appointment. Please call 215-951-2722 or send email to Jade Bettin, Curator (bettinj@philau.edu).

XXII. Student and Faculty Research

a. Human Subjects Policy and Institutional Review Board

Faculty, staff and students at Jefferson are occasionally involved in conducting research involving human subjects. Any research conducted under the auspices of Jefferson must protect the rights of human subjects and requires approval from the University's Institutional Review Board (IRB). If a faculty member plans to present their human subject research at a conference or publish their research in a peer-reviewed journal or book, it is highly advisable that they submit their research protocol to the university IRB for review. As a rule, an IRB review takes between one or two weeks.

According to Federal Government guidelines, *human subject* means a living individual about whom an investigator (whether professional or student) conducting research obtains:

- 1) Data through intervention or interaction with the individual, or
- 2) Identifiable private information.

An IRB is a committee of peers that examines human subjects' research proposed by Jefferson faculty or students for ethical concerns and determines:

- 1) The rights and welfare of the individual or individuals involved;
- 2) The appropriateness of the methods used to secure informed consent; and
- 3) The risks and benefits of the investigation.

The IRB approves, denies or recommends changes to the proposed research to assure the protection of the rights of human subjects and full compliance with local, state and federal regulations.

The Jefferson East Falls Campus IRB Committee is comprised of five voting members—four full-time faculty members from the Jefferson East Falls faculty and one member from outside the University. The IRB will select its chair from its membership.

For additional information on the policy, procedures and submittal forms, see <http://philau.edu/provost/irb.html>.

XXIII. Student Life Resources

<http://www.philau.edu/deanofstudents/>

a. Student Engagement Programs

The Office of Student Engagement (Kanbar Campus Center, Rooms 301 and 317) assists students in their adjustment to the University and to later life by providing co-curricular learning opportunities designed to increase their personal, intellectual, spiritual, and cultural development.

<http://www.philau.edu/studentengagement>

The Office of Student Engagement provides the campus community with a wide variety of programs and services including: campus reservations, campus center operations, clubs and organizations, community service, commuter life and off campus housing, diversity and social justice, first year experience, first year seminar, leadership development, new student orientation, sorority and fraternity life, and spiritual development.

Diversity and Social Justice

Honoring Jefferson’s mission to prepare students for successful career paths in an ever evolving global marketplace, the Office of Student Engagement acknowledges the importance of diversity and social justice education in contributing to that success. Student Engagement commits to provide programming that empowers students to become inclusive, global citizens. Through various opportunities, students will: explore individual differences; reflect on personal beliefs, the value of differences, and the impact their beliefs and experiences have on and within their local and global communities coupled with a willingness to evolve; and act to bring awareness to and/or address issues of social injustice within their local and global communities.

Leadership Development

Utilizing the Social Change Model (SCM) as its foundation, the Office of Student Engagement has designed the LINC Leadership Program—students learn to lead through self-innovation, nexus learning, and social change. LINC is a comprehensive leadership development program that intentionally connects departmental and university leadership opportunities. There is no distinct “beginning” to a one’s leadership journey. Therefore, LINC is open to undergraduate students, transfers, and graduate students. LINC is intended to be a comprehensive student-learning/student-centered reflective journey. Students will have the opportunity to reflect throughout their experience.

Under the umbrella of LINC, the Office of Student Engagement offers a variety of leadership opportunities including:

- ELP (Emerging Leaders Program)
- LEAD (Leadership, Engagement, Assessment and Development) Co-Curricular Certificate Program
- LEAD Scholars
- Alpha Lambda Delta First Year Honor Society
- National Society of Leadership and Success
- Omicron Delta Kappa Leadership Honor Society

b. Accessibility Services

The Accessibility Services Office was created to facilitate equal access opportunities for students with disabilities to the education, programs, and activities of Jefferson. Accessibility Services is primarily an academic support services office that provides services and programs to students with physical impairments, as well as those with documented learning and psychological disabilities. The programs and services of the Accessibility Services Office follow four main initiatives: accessibility, retention, awareness, and technology (see below). Questions or concerns regarding individual cases should be referred the coordinator of Accessibility Services

The Accessibility Services Office addresses accessibility in two general areas. It works with the University's Physical Plant staff to ensure that issues of accessibility around the campus are addressed. To this end, the campus has undergone many physical and architectural changes to meet the goal of a physically accessible environment. Second, to ensure equal access to learning, Accessibility Services provides support services and accommodations to students with documented learning and psychological disabilities.

The University acknowledges that students with documented disabilities may have specialized needs that can be addressed with targeted retention outreach activities. Identified students are monitored for academic progress, and the Accessibility Services Office reaches out to these students at several key points in a semester. The goal of these contacts is to address any of the following needs: academic study skills, academic alerts, disability-related advising issues, and self-advocacy skills. Students are encouraged to utilize services; however, the Accessibility Services has no means to mandate that students do so. For many non-academic concerns, referrals will be made to other campus resources.

Accessibility Services provides outreach to students, faculty, and staff to familiarize them with the types of disabilities experienced on the Jefferson campus and to engender a supportive attitude toward students with disabilities.

The University has placed great emphasis on the utilization of technology in the classroom and for many campus functions. Accessibility Services works to ensure that these technologies are accessible to students with physical and learning disabilities.

Students must make appointments with the Accessibility Services coordinator to discuss individual needs.

For additional information, see <http://www.philau.edu/disabilityservices/>.

c. International and Exchange Student Programs

The Office of Global Education and Initiatives provides services to students who have come to the United States to pursue undergraduate or graduate courses of study under an F-1 visa.

The Office addresses international students' immigration concerns and acts as a liaison to U.S. governmental agencies. The Office also provides programs that assist international students in becoming acclimated to the United States and to the Philadelphia metropolitan area. The Office is located in suite 102, in the Kanbar Campus Center.

For additional information, see <http://www.philau.edu/globaleducation/>.

d. Spiritual Development

The Office of Spiritual Development is a part of the Division of Student Life and the Office of Student Engagement Programs. The office coordinates activities, events and guest speakers in the area of personal spiritual and religious growth. The office also serves as a liaison between faith-based student organizations and keeps a list of houses of worship in the East Falls area.

It is the mission of Spiritual Development to foster among the members of the University community the promotion of a relationship with a Higher Being as determined by one's declared faith, a deepening personal awareness of one's own self and relationships with one another through community development and spirit.

The Spiritual Development Program provides an environment in which all members of the University Community are able to develop the spiritual aspects of their lives and share in dialogue with others who have the same goal.

Appreciating the pluralism of the University community, the Spiritual Development coordinator and other resource people are drawn from different faith traditions: people with deep spiritual awareness. Those who have a specific faith tradition remain faithful to their respective tradition, yet are committed to interfaith activities. The Spiritual Development Office invites all University community members to join in its activities with the same attitude.

In addition, recognizing that Jefferson is an educational institution, the Office supports the educational goals of the University in developing actively concerned individuals who are intellectually and spiritually prepared to deal with the current world.

The coordinator provides the University community an opportunity to discuss concerns regarding personal and spiritual development on a one-to-one basis. The office also assists groups who wish to incorporate a spiritual aspect to a secular activity. It offers programs and services that respond to specific faith traditions found within the University community as resources permit and specific areas of need demand.

Periodically, the office will offer interfaith programs and services open to all members of the University community. Those seeking advice or assistance in discussing spiritual formation, personal questions regarding their own development, and ethical and moral concerns in curricular or co-curricular areas may call upon the office at any time.

For additional information, see
<http://www.philau.edu/studentengagement/SpiritualDevelopment/>.

XXIV. Campus Life

a. Residence Life and Commuter Programs

Residential living is an integral part of Jefferson. Recognizing that students spend a large majority of their time outside of the classroom setting, the Office of Residence Life strives to create a group-living environment in which each student is afforded an opportunity to develop as an individual in an atmosphere that encourages emotional and intellectual growth.

To help foster a living/learning environment, the University houses within each living area a graduate Resident Coordinator (RC) and undergraduate Resident Assistants (RAs) to provide leadership and guidance for its residents. Both RCs and RAs live with students in each facility. Since RAs have the opportunity to work closely with students over an extended period of time, they are in a unique position to positively influence residential students.

RAs work to create a beneficial environment by fostering a sense of community, providing assistance to students, and by working with fellow staff to ensure the smooth operation of the residence halls.

Commuter Services is located on the third floor of the Student Center and is managed by the Office of Student Engagement. Commuter students will find many services available to them, such as public transportation information, car pool opportunities, and monthly luncheons to interact with University staff. Commuter students are invited to come to the office to ask questions, gather information, or simply take a break between classes.

b. Dining Services

Dining Services operates a 350-seat cafeteria, Ravenhill Dining Hall; a 200-seat restaurant, The Common Thread; and a convenience store, the Ram Mart, located adjacent to Ted's Café. In addition, the Tuttleman Café is located on the second floor of the Tuttleman classroom building. It is the goal of this department to provide you with appetizing and nutritionally-sound food served in a pleasant environment.

- Ravenhill Dining Hall is located on the Ravenhill side of the Jefferson East Falls Main Campus.
- Common Thread is located on the Jefferson East Falls Main Campus on the lower level of Kanbar Campus Center.
- Ted's Café is located on the second floor of the Kanbar Campus Center.
- The Ram Mart convenience store is located next to Ted's Café on the second floor of the Kanbar Campus Center.
- Tuttleman Café is located on the second floor of The Tuttleman Center.

c. Athletics and Intramurals

Jefferson offers 17 intercollegiate sports competing at the NCAA Division II level. Additionally, the University offers a diversified recreation and intramural program that responds to the needs of all students.

The University holds membership in the Central Atlantic Collegiate Conference (CACC). Athletic scholarships are available.

Recreation and intramural activities are scheduled in league formats, as well as single days, in order to accommodate the variety of academic schedule. Full-time students are eligible to participate and can sign up as individuals or groups by contacting the Coordinator of Facilities & Recreational Programming.

Faculty and staff interested in participating in intramurals and/or other recreation activities should contact the Coordinator of Facilities & Recreational Programming.

XXV. Campus Services

a. Mail Services

Mail Services supports both campus mail and U.S. mail for students, faculty, and staff. For personal mail, the mailroom window is open daily from 10:00 a.m. to 5:00 p.m. Monday – Thursday, and from 10:00 a.m. to 4:45 p.m. on Friday. Books and single stamps may be purchased at the machines located near the student mailboxes in Kanbar Center Mailroom.

Interdepartmental and University business and outgoing U.S. mail are picked up and delivered twice daily from each building/department. Students are permitted to ask the administrative staff member to place messages in an instructor's box, or messages may be dropped off at Mail Services for delivery to department. Your name, department name and building should be on all interdepartmental mail.

Faculty are assigned mailboxes in each college or school. Faculty should check their mailboxes prior to each class meeting to receive notices, announcements, student messages, etc. Please read all memos intended for students at the beginning of class meetings.

b. Health Services

Phone: 215-951-2985

Location: The Student Health Center is located within Schollar Hall: enter at stairway nearest to the Ram statue (across from the Gallagher Center.)

Hours: Student Health Services is open from 9:30 a.m. to 5:00 p.m., Monday through Friday by appointment. Walk-ins are discouraged, except in the case of an emergency (cut fingers, falls, asthma attacks, etc.) Same day appointments are generally available.

Services provided at the Jefferson Student Health Center are performed by Certified Registered Nurse Practitioner (CRNPs). CRNPs are licensed, independent practitioners certified by the

Pennsylvania State Board of Nursing. The CRNPs at the Jefferson Student Health Center diagnose and manage acute episodic and chronic illnesses. They provide preventative care, with an emphasis on health promotion and disease prevention. While our nurse practitioners practice autonomously, they also have an off-campus, collaborative physician available for emergency consults in warranted.

Emergencies: Student Health Center staff is unable to leave the office and respond to academic and residential areas on campus. Please call security at x2999 if there is an emergency.

Students are responsible for payment of prescription medication.

Confidentiality: The Student Health Services staff maintain strict professional standards of privacy and confidentiality. Information will be released only with the student's written consent. Confidence may be broken only in the case of clear and imminent danger to the student(s) or others.

c. Counseling Services

Phone: 215-951-2868

Office: Suite 323 Kanbar Campus Center

Email: counselingservices@philau.edu

Website: www.philau.edu/counseling

Counseling sessions by appointment weekdays between 9:00 a.m. and 5:00 p.m.

Drop-In Hour – Weekdays from 1:00 p.m. to 2:00 p.m. No appointment needed to have a brief meeting with a counselor. A follow-up appointment is usually scheduled.

Appointments may be scheduled by:

- Calling 215-951-2868

Counseling Services provides counseling only during the academic year. During the summer months the office is closed and students are directed to off campus resources. The Dean of Students Office (ext. 2740) is able to provide that information to students who desire services.

Counseling for personal concerns, mental health concerns and concerns about alcohol or other drug issues, is available to all undergraduate and graduate students at no charge. Licensed professionals who understand the needs of college students provide counseling on a short-term basis. Referrals to area agencies and practitioners are made for those who need or desire more specialized care.

Psychological emergencies (risk of harm to self or others) are seen immediately during regular counseling hours.

There may be occasions when a faculty member's observations or conversations with a student suggest that the student may benefit from making an appointment with a counselor. A delicately-worded reminder to the student as to the availability of personal counseling on campus may be appropriate. Faculty should not hesitate to consult with the Director of Counseling Services when need arises.

Counseling Services staff maintain strict professional standards of privacy and confidentiality. Information about a student will be released only with the student's written consent. Confidence may be broken only in the case of clear and imminent danger to the student(s) or others.

XXVI. Campus Facilities

a. **Student Center**

The Kanbar Campus Center houses the Dean of Students Office, Student Activities, Residence Life, International Student Programs, Community Service Programs, Student Engagement Programs, and Counseling Services and many student groups.

Student Government Association (SGA) structure includes an Executive Board (officers, class representatives, and Standing Committee chairs), General Assembly, President's Council, and Standing Committees. All full- and part-time students vote in SGA elections and attend bi-monthly General Assembly meetings.

b. **Campus Store**

The Campus Store, located on the main campus, offers a variety of products including textbooks, study guides and general reading material. The Store also provides educationally priced software, school and art supplies, along with insignia gifts and clothing. Faculty members with valid ID are entitled to a 10% discount on the purchase of most items.

c. **Gallagher Athletic Recreation Center: Fitness Center**

Any current employee of Jefferson (full time or part time) can use the Gallagher Athletic Recreation and Convocation Center with verifying University ID.

Employees of the Fitness Center have the right to request additional proof of identification such as a pay stub, current Jefferson Library card, contract, or letter of appointment. NOTE: Additional information would not be needed as long as the I.D. card swipes through and correctly identifies that person as a current member of the University.

Free access includes use of: Fitness Center and cardio alley equipment, running track, both large (main) and/or small (Harris) gyms, racquetball court and aerobics studio when available (Physical Education & Fitness classes will have priority), and locker room access. Fees: There currently are no fees for classes, nor do we anticipate them for 2016-17.

Academic Year Hours of Operation

- Monday-Friday: 7:00 AM - 10:00 PM
- Saturday: 10:00 AM - 6:00 PM
- Sunday: Noon – 6:00 PM

Summer/Intersession Hours of Operation

- Monday and Wednesday: 11:00 AM – 7:00 PM

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- Tuesday and Thursday: 7:00 AM – 7:00 PM
- Friday: 7:00 AM – 2:30 PM
- Saturday and Sunday: CLOSED

The website for recreation is <http://philaurec.prestosports.com/landing/index>. Any and all changes of the schedule are posted on this site.