The following is a set of guidelines designed to help you work effectively at Manhattan College, to alert you to rules and regulations, and to assist you in making the most of your professional contacts within our academic community. The guidelines seek to address the most frequently asked questions (FAQs).

First and foremost, your Chair is the best source of information and guidance. Whenever a question arises, seek out your Chair. Other sources of information are the Catalogue (http://catalog.manhattan.edu/undergraduate/), the Student Handbook, the Faculty Handbook, and various memos from your Chair and your Dean. Because faculty often teach students from all five Schools, you must interact with a number of offices. Key offices, names, and phone numbers are included at the end of this Handbook. The items of information are listed below in alphabetical order:

**Academic Integrity**
At Manhattan, we take Academic Integrity most seriously. The policy was significantly revised last year and can be found in our Community Standards and Student Code of Conduct, which is available at http://manhattan.edu/community-standards-and-student-code-conduct

**Activities Period**
Tuesdays from 3:15 to 6:30 and Wednesdays from 11:50 to 1:00 are generally reserved for student and faculty activities. No make-ups or examinations should be scheduled in this time without the prior approval of your Chair.

**Assessment of Student Learning**
You will be assessing student learning at the course level and including the various types of assessments in your course(s) on the syllabus. The use of rubrics is encouraged as students appreciate knowing the components of an assignment and the descriptions of various levels of performance. See the Director of Institutional Research and Assessment for help with rubrics. You may also be asked to participate in assessment of student learning at the program level or at the institutional level; both are more typically conducted by faculty acting collaboratively.

**Athletes**
On occasion, student participation in athletic events necessitates absence from class. The student, however, is still responsible for all work and is not entitled to any special consideration. The student should let you know in advance and you should receive a form from the Athletic Advisor indicating the validity of the absence. These are counted absences, even though you are aware of the reason. You may exclude them from the count of absences when you report students who are overcut (see below, “Attendance Policy—Students”).
At least once during the semester, you will be sent a form by the Academic Advisor to the Athletes; who will be seeking information on how the athletes are performing academically and you are asked to cooperate fully with the Advisor. If a coach contacts you, refer the coach to the Academic Advisor to the Athletes. If you feel pressured from any quarter to grant special privileges to any athlete, report this to your Chair and see your Dean.

**Attendance Policy—Faculty**
If you know in advance that you will not be able to meet your classes, notify your Chair and the Dean’s office. Let your students know in advance. You are expected to make up the lost time and to let your Chair know how and when you are doing this. Generally, you may not use the Activities Period (Tuesdays, 3:15 to 6:30 and Wednesdays,
11:50 to 1:00) for this purpose.

If your absence is unanticipated, call your Chair as soon as possible or the Office of your Dean so that the students may be alerted. Your Chair knows to notify the Dean’s Office and the Dean’s Office knows to notify your Chair. When you call in, give any instructions you wish to have relayed to your class. Avoid using e-mail to notify any office of absences.

**Attendance Policy—Students**

Students are required to fulfill all course requirements as detailed in the course syllabi for their registered courses. Implicit in these requirements is completion of all course assignments and attendance in all classes.

A student who is absent from class cannot expect the course instructor to provide notes or allow makeup tests, quizzes, or laboratories. The student may incur an appropriate grading penalty for such absences if the penalty was described in the syllabus. Reasonable accommodations for absences are recommended, but are solely at the discretion of the course instructor.

If the instructor believes that a student’s failure to attend class is substantially affecting the student’s course grade, then the instructor is strongly encouraged to report the situation to the dean of the school in which the student is matriculated. The dean will address the situation with the student.

**Audio-Visual Equipment**

See “Classrooms for AV Use.”

**Blue Books**

Blue books for examinations are available from your Dean’s Office. Remember to get them in advance, especially if you have an early morning or an evening course.

**Bookstore**

The Bookstore is located in the Kelly Commons on street level. Place book orders there well in advance of the semester. You may charge a “desk” copy with the permission of your Chair, but you are asked to send for a desk copy replacement to return to the Bookstore so your Department will be credited.

**Campus Ministry**

The comfortable large “living room” in Campus Ministry, second floor of Miguel, is open throughout the day for general quiet study or quiet conversation. Mass is said on campus each day; the schedule is available in Campus Ministry.

**Center for Academic Success**

The Center for Academic Success is comprised of the Writing Center, the main Learning Center and the Leo Center. All offices offer students a quiet place to study with their peer tutor, or engage in small group study sessions. Locations are Thomas Hall, 3rd floor and Leo 117. The Center for Academic Success provides tutoring by peer tutors and professionals for students who need extra help especially in writing and in math, but also in a wide variety of other subjects. Refer students who need such help to the Center as early in the semester as possible via the online form available through the MyMC portal. The request for faculty to report Academic Early Warnings will be distributed the fourth week of classes as part of our strategy for early identification of students who may be struggling—please participate in this online reporting process.

**Change of Grades**

See “Grades, Change of.”
Classrooms

All classrooms are assigned by the Assistant Registrar for Scheduling Officer in the Registrar’s Office. Please do not change classrooms without permission. If you reserve a classroom on 25LIVE other than where you are scheduled (for example, to show a film in the Library AV room or to go to a computer room), please leave a note on the board of your regularly scheduled classroom.

Classrooms for Computer Use

If you need access to a computer room for teaching one or two classes, there are rooms available in De La Salle and in the Research and Learning Center (RLC), opposite the Engineering Building. You must sign up in advance by contacting the Assistant Registrar for Scheduling or reserving the classroom on 25LIVE. Most classrooms have LCD projectors installed. There are several multi-media presentation rooms available for special computer presentations, as well. For further information, see your Chair.

Most of Manhattan’s campus is wireless, and in addition many classrooms are wired for access to the net. Some laptops are available for short-term borrowing through Technology Client Services. Assistance in the use of instructional technology is available through the Instructional Design and Technology Client Services departments.

Classrooms for A-V Use

There are a number of A-V rooms available. Your Chair can assist you if you seek to schedule a class for the whole semester in a room set up for audio-visual presentations.

The most popular rooms are the Academy Room, the Capalbo Room, and the Rodriguez Room. The O’Malley Library also has a fully equipped A-V room that seats about 25. Naturally, these rooms are in high demand and require reservations in advance. Your Chair can give you information about reserving these rooms.

Class Roster

Class rosters are always available on Self-Service for Advisors and Faculty (see below) in Detail Class List and Summary Class List. It is essential that the rosters be accurate. On the first day of class, please download your roster from the Summary Class List on Self-Service and take attendance carefully from it. Using this same on-line roster, you will be asked to report electronically to the Registrar any “no-shows” or any students who have stopped attending within the first two weeks. You will also be asked to report any students attending who are not on the list (sometimes known as “squatters”).

It is essential that the Registrar have an accurate list of who is attending and who is not. Particularly perplexing is the “squatter,” who usually has a story about the Bursar not allowing them to register. Since “squatter” students do not show on your roster, please do not give them any grades. Report the “squatter” to the Registrar and to the Academic Advisor in your school.

Closed Course

The only person who has the authority to add a student to a closed course is the Chair. In the absence of the Chair, a Dean may permit a student to register for a closed course.

Computer Facilities

If you need it for your course, you can request a loaner college laptop for the semester. Your Chair can help you arrange to get your account and passwords for access to the Internet if you do not already have it.

Confidentiality of Student Records

Once a student enrolls in college, you may not discuss his or her academic record with anyone outside the College without the permission of the student, and you may discuss the student’s academic record within the College
only with those who have “a need to know.” See the FERPA section on our website and in the catalog.

If a parent calls you directly, refer such calls to the Academic Advisor or to the Dean of the School in which the student is registered.

Social Security numbers are not to be asked for or used in any way. Student papers must not be left out in the open for retrieval.

Contract (Letter of Appointment)

The terms of your employment (length, salary) are spelled out in a letter of appointment that is issued shortly before the beginning of the semester for adjuncts and during the summer for full-time faculty. Please sign and return this letter of appointment to the Provost’s Office as soon as possible.

Course and Teacher Evaluations

At the end of each semester (within the last two weeks), you will receive an email advising you that student course evaluations will begin. This is the start of the evaluation process. Emails will then be sent to all students to complete the course-teacher evaluations during the evaluation period dates.

Students can evaluate the courses on-line at any time during the evaluation period. You are expected to encourage the students to fill out the evaluations in a timely manner.

For more information, click on the link: https://docs.google.com/a/manhattan.edu/document/d/14c8dYp0yLs0-QBmcU2_dtn9rM5-LUZXqv9zkH4caKUY/edit?usp=sharing

Drop/Add Period

During the first week of classes, students are allowed to drop courses and add courses provided they have the prerequisites and the courses are open. This will cause some shifting on the Class Roster (see above) that you download on the first day. Sometimes students end up in the wrong course; sometimes they are “squatters” seeking to stake a place in a course before having satisfied financial obligations. If a student arrives in your class up to and including the end of the first week of classes, let the student stay for the class, but verify the student’s registration by checking your roster on Self-Service. If the student is not on your roster by the next class, ask the student to see his or her advisor immediately and give the student’s name the Academic Advisor in your school. No students should be entering your class after the completion of the first week of the semester, the end of the drop/add period.

E2 Campus

This program allows you to receive text messages and/or calls from the school notifying you of emergency closings or of specific security guidelines to be followed should a campus-wide emergency occur. To receive these alerts, please register your cell phone through the College Web site at https://inside.manhattan.edu/offices/public-safety/emergency-alerts.php

Electronic Reserves

This is a service available through the library for putting online any articles or brief book chapters rather than trying to photocopy materials for general distribution. Students have 24-hour access on the Web for this material.

Emergencies

Call Public Safety, x7333. For non-emergency calls to Public Safety, use x7500. You are asked to provide your personal emergency contact numbers to the office of your Dean. See also above, E2 Campus.
Examinations

College policy states that we have a fifteen-week semester, the last week of which has a special schedule for final exams. No finals may be given before the fifteenth week. Whether or not a final is given in the fifteenth week, faculty need to account for the equivalent of three class hours to ensure State of New York requirements for class hours are met.

The final examination schedule is published by the Registrar before the beginning of each semester, and it is wise to have the date of the final on the syllabus (see below). Be aware that some examinations can fall on a Saturday.

If you have multiple sections of the same course, you may request a common examination time from the Registrar. These dates will be assigned later in the semester.

You may not change the date, time, or place of any examination.

Blue books for examinations are available in your Dean’s Office. Exercise care with all examinations; do not leave copies lying around in public areas or ask a student assistant to make copies. Do not ask the Secretaries to administer or proctor your examinations.

Give copies of all your examinations to the Chair.

The following guidelines for final examinations have been approved:
1. A student should normally take one examination on any given day. In exceptional circumstances, he/she may have to take two final examinations in one day.
2. When a student has final examinations scheduled at the same time, the student shall be examined in the class that is listed earliest in the schedule of courses. The student should confer with the other faculty member and reschedule the final examination for the second course. The earliest course principle shall prevail, notwithstanding the number of final examination conflicts.
3. Department Chairs are responsible for assigning additional faculty proctors for large examinations and for informing the Registrar who those proctors will be.

Final Examinations
See “Examinations.”

Final Grades
See “Grades, Final.”

Fire, Fire Drills
Take all alarm bells seriously. Close windows, close doors, evacuate. Fast. Attend to monitor’s directions, if any.

Food Services
The student cafeterias in Thomas Hall and the Kelly Commons are open for breakfast, lunch, and dinner. A faculty dining room is available in Café 1853 of Thomas Hall.

Grades
The Catalog lists the grades used along with their general interpretation. The grades used are the following: A, A-, B+, B, B-, C+, C, C-, D+, D and F (note that there is no A+ and no D–. In addition, there are two other designations: I and W.

The “I” designation, used only on the final grade sheet (on Self-Service for Advisors and Faculty, see below), indicates that the student has not completed some part of the course but there is reason to believe that the work will be completed within the time frame defined in the Catalog (See Appendix B) and that the work will be of passing (D or better) quality. The “I” designation is not a substitute for the “F.”
The “W” is a designation that indicates that the student withdrew from the course after the drop/add period was over. Only the Registrar can assign this grade. If a student has disappeared from your course without notice, the only grade to assign is an “F.” See also “Withdrawal,” below.

**Grades, Midterm**  
All students receive mid-term grades, which you post electronically on Self-Service for Advisors and Faculty. To get access to Self-Service for Advisors and Faculty, please contact the Registrar’s office.  
Please notify the Registrar’s office if you have any problems with online posting or if you have students in class not on the roster or students on the roster who have stopped coming to class.  
The calendar in the Catalogue, or available from the Registrar’s Office, gives the date on which mid-term grades are due, so you may plan your testing schedules accordingly. Mid-term grades are not part of the permanent record but are used to assess how a student is doing. The Academic Advisors usually follow up on any students who are performing below C level, so it is important that these be real grades.

**Grades, Final**  
Like mid-term grades (see above), final grades are posted electronically.  
Final grades are due 48 hours after the final examination (see above, “Examinations”). Cooperation is essential, especially in spring semester when the Academic Advisors have only two days to verify the records for an entire graduating class. In spring semester, grades for graduating seniors must be posted no later than 9 A.M. on the Friday before graduation.  
Since final grades are posted online in a protected way on Self-Service for Advisors and Faculty, do not post grades in any public way.

**Grades, Change of**  
A final grade may be changed only “for bona fide mistakes in determining the student grade” (*Handbook* 2.12.1.11), you would log into Self-Service and click on “Request Grade Change for a Student.” Generally, no grade will be changed after a month following the semester in which the grade was earned.

**Health Services**  
Health Services is located in Horan 218. A nurse practitioner is generally available. For emergencies, call Security, (x7333).

**Help Available for Students**  
A wide array of support services is available free to our students. There is tutoring, psychological counseling, career counseling, spiritual counseling, academic counseling. If a student speaks to you of a serious personal problem, try to find the right support service for the student as quickly as possible; do not undertake the job of counselor yourself. See the “Directory” below for those who can help. The Academic Advisor of each School is one of the best places to start. If you feel that a student is a danger to himself or herself or to others, contact the Counseling Center or Security without delay.

**ID Cards**  
You should have a photo ID for identification, access to buildings, and library borrowing. Call x7453 for an appointment.

**Incompletes**  
A new policy concerning Incompletes is in effect as of fall 2005. See Appendix B. See also “Grades.”
Information Literacy

In 2008, the Educational Affairs Commission added to the college-wide core competencies a requirement that our students understand how to access and use a wide variety of information sources and databases. This is fulfilled in a number of ways. Faculty in writing classes devote at least one class period in conjunction with the library faculty to explore the resources of the library. Faculty are also expected to build advanced research tools and techniques into disciplinary and major courses. The library faculty are available to assist here as well. For more information, contact the library director, Dr. William Walters (x7165).

IT Client Services

The well-trained professional and student staff can be of great help in regard to a variety of technologies for the classroom (x7933).

Library Privileges

You are entitled to full library privileges with your ID card (see above, “ID Cards”). The Mary Alice and Tom O’Malley Library is our intellectual center. Check out the Web site to access not just the Manhattan catalog and the catalogues of a large number of local libraries but also an enormous number of full-text databases for periodicals and books. Electronic reserves (see above) will allow you to put an article on reserve for the entire class to access by computer. A small A/V room (seating about 30 students) is available by reservation. The Alumni Room is a great site for lectures or receptions. For library instruction for your classes, see above, “Information Literacy.”

Mentoring

Excellence in teaching is not a “buzz” phrase at Manhattan; it is our mission and our commitment. Manhattan’s faculty are generous with their time in talking to new faculty about teaching, classroom management, and scholarship. Again, your Chair is a good source of mentoring, and your Chair might be able to help you connect with a faculty member with special expertise in an area you are interested in. In addition, your Chair or a designee will be observing at least one of your classes before mid-semester (see below, “Observation”).

Manhattan is also a member of the NYU Faculty Resource Network, which extends generous library and faculty resources to our faculty. For further information, see Professor Patrice Tiffany of the Math Department.

Mid-term Grades

See “Grades, Mid-Term.”

Moodle

Moodle is an online interactive course-management system that the College provides to all faculty. Faculty can put their course material online for their students, including syllabi, readings, special announcements, threaded discussions, assignment drop-box, and grade book, among other things. Students are listed along with e-mail addresses for easy communication with the entire group, with individuals, or with subsets of the class.

Observation

All adjuncts and untenured faculty should be observed at least once a semester by the Chair or a designee. You are entitled to a full review of the observation.

Office Hours

You are expected to post and keep scheduled office hours so that students may consult you.

Office Space and Equipment

Although space is tight, you should be assigned to a desk (or shared desk), a telephone, and some access to a
networked computer. You should also be given photocopying privileges and access to a FAX machine. Each school provides secretarial assistance as well. The secretaries and equipment are to be used only for Manhattan College business. The staff are not to be used to proctor examinations or to show films in your absence.

**Office of Instructional Design**
Support for pedagogical development and technology integration are available through the Office of Instructional Design at extension 7998.

**Parking**
Parking is arranged through the Public Safety Office which is located on the lower level of Jasper Hall.

**Photocopying**
Photocopying machines are available in each School. See your Chair for information on location and privileges. In the interest of keeping Manhattan “green,” please limit photocopying, and please use Moodle or E-reserves (see above) for posting material.

**Plagiarism and Other Academic Dishonesty**
If you suspect plagiarism or other forms of cheating, see your Chair and Dean immediately. Procedures on plagiarism and academic dishonesty have recently been updated and are part of our Community Standards and Student Code of Conduct, which is available at http://manhattan.edu/community-standards-and-student-code-conduct. You are expected to follow all procedures as outlined.

Manhattan subscribes to turnitin.com, a Web site that can help identify materials plagiarized from the Web, including some “bought” term papers. For further information on this and on other sites that are useful in detecting plagiarism, see your chair. If you submit a student paper to turnitin.com, please delete the student’s name and submit it with a pseudonym.

Be careful in handling any suspicion of plagiarism. It is not enough to suspect it; you must have evidence. Better to swallow an occasional plagiarism that you cannot prove than to charge a student unjustly.

**Problem Students**
Problem students are rare at Manhattan. If you do have a student who causes difficulty, talk with your Chair immediately. The Chair can help you sort out the issues involved and direct you to the appropriate office, for example, the Dean of the School in which the student is enrolled or the Dean of Students. If you believe there is an emergency of any kind or that the student could be a danger to himself or herself or to others, contact the Counseling Center or Security immediately.

**Returning Assignments and Tests**
Remember that although you have thirty papers to read and grade, each student has submitted only one and eagerly awaits that grade. The major complaint students have (probably heard even more often than “I deserved a better grade”) is the length of time it takes a faculty member to return a paper, a quiz, or an examination. Consider a week turn-around as a reasonable length of time. If you cannot get the material back in a week, let the students know when they may reasonably expect the work returned.

Under no circumstances should you leave any student papers or examinations, graded or not, in any public area.

**Schools**
Manhattan has five Schools for traditional undergraduates: Liberal Arts, Science, Engineering, the O’Malley School of Business, and Education & Health. This is information you need to know if you have to file an absence notice or otherwise deal with the student in relationship to his or her School. The designations are AR, SC, EN, BN, and ED.
Security

Use common sense. Lock your office when you are not in it (even if you are “just going down the hall”). Keep purses and wallets and other valuables (including office computers and laptops) secure. Report strange persons or incidents directly to Public Safety (x7333). Let Public Safety handle it.

Self-Service for Advisors and Faculty

Self-Service for Advisors and Faculty is an online program used to enter mid-term and final grades and to access other information about students and courses, including e-mails. The Provost’s office will create your MC account. If you have not gotten access to Self-Service by the first day of classes, please visit or call the Provost’s office (x7303) to get your access information.

Sexual Harassment

The College’s policy on sexual harassment can be found in the back of the Student Handbook and the Faculty Handbook which is available from your Chair. All employees must complete an online Sexual Harassment Training, available at http://manhattan.edu/about/human-resources/new-hires.

Use common sense. Do not do anything or say anything that could lead a student to misunderstand you.

Social Security Numbers

See “Confidentiality of Student Records.” Social Security numbers are not to be used.

Squatters

See “Class Roster.”

Smoking

There is no smoking in any building at the College.

Students with Special Needs

If you have a student with special needs, that student must identify himself or herself to you and give you a form from the Specialized Resource Center delineating those special needs. These special needs or accommodations may include untimed testing in the Specialized Resource Center, a note-taker, a talking computer, books on tape, a signer who is in each class, among other possibilities. “Reasonable accommodation” is the law, but you will not be asked to do anything or accept any accommodation that in any way interferes with the integrity of your course as long as you can support your position. If you have questions about requests you get from the Center, make an appointment with your Chair to see the Dean as soon as possible.

You are not permitted to make any accommodations for a student who tells you he or she has a learning (or other) disability but presents no papers from the Specialized Resource Center. All disabilities must be verified in writing through the Specialized Resource Center.

Syllabi

You are expected to give students a syllabus for each course during the first week of class. The syllabus should list full information about the textbooks and other required or recommended reading; the learning goals; a general overview or calendar of how the semester’s work is laid out; dates of examinations, due dates for quizzes, projects and the like; grading policy and the percentages allocated to examinations, quizzes, papers, class participation, attendance for the final grade. See Appendix C for the recommended format for the syllabus. Moodle (see above) is available for posting course materials online.

In addition, you are expected to give a copy of each syllabus every semester to your Chair. You are expected to provide copies of all examinations to your Chair as well.
Withdrawal
After the Add/Drop period at the beginning of each semester, students are permitted to withdraw from a course without academic penalty through the ninth week of the semester. The Course Withdrawal Form is available in the office of their dean. The student is required to have the form signed by the instructor of the course. Withdrawing from a course after the Add/Drop period and before the deadline places a “W” for all withdrawals on the transcript for that course. After the withdrawal deadline at the end of the ninth week, students will receive grades in all remaining courses unless there are extraordinary circumstances (such as severe illness) that merit an exception. Students should be aware that a pattern of regularly accumulating “W” grades on their transcripts is not good academic practice.

Writing across the Curriculum
“Writing across the curriculum” is a term used to describe the enhancement of writing in courses across the disciplines in ways that are appropriate to each discipline. The writing program utilizes writing-to-learn assignments, a variety of more formal reports, and judicious use of revisions to achieve the following goals: to put students more at ease with writing; to make them more aware of the variety of acts that constitute “writing”; to improve the quality of writing during their four years at Manhattan College; and to improve their mastery of course content itself by using writing as a means of questioning, coming to terms with confusion, generating ideas, and hence learning.

Manhattan College is committed to the concept and the practice of writing across the curriculum and expects writing to be part of every course. The Director of Composition, Dr. Deidre O’Leary, is available to assist you in incorporating different modes of writing (easily and painlessly) into your courses.

Writing Center
The Writing Center provides free and student-staffed writing assistance, in one-on-one consultations, across disciplines, with any stage of the drafting process – from brainstorming through final editing. Our nationally accredited and certified writing consultants can help writers of all skill levels achieve their learning goals. We encourage faculty to promote the use of our services and help us make students aware of this invaluable resource. For further information, call Ms. Sujey Batista of the Center for Academic Success. See www.manhattan.edu/services/writing-center/ for the Writing Center Web site.
DIRECTORY

This Directory lists only those offices most frequently contacted by faculty. For a full listing of personnel and phone numbers, see the Manhattan College Telephone Directory.

Public Safety/Emergency x7333
Public Safety/Non-Emergency x7500
Infirmary x7217

Office of the Provost
Provost Dr. William Clyde x7304
Assistant to Provost Ms. Anne Morrison x7303

Associate Provost Dr. Rani Roy x7755

School of Liberal Arts
Dean Dr. Keith Brower x7346
Assistant Dean Ms. Dianna Cruz x7956
Academic Advisor Ms. Angie Thrapsimis x7955

School of Science
Dean Dr. Constantine Theodosiou x7212
Assistant Dean Ms. Darcy Lis-Beglane x7721

School of Engineering
Dean Dr. Tim Ward x7307
Assistant Dean Ms. Tiffany French x7282

O’Malley School of Business
Dean Dr. Donald Gibson x7440
Academic Advisor Ms. Rhonda Shuler x7439

School of Education & Health
Dean Dr. Karen Nicholson x7374
Assistant Dean Ms. Loretta Wilkins x7291

School of Continuing and Professional Studies
Dean Dr. Cheryl Harrison x7862
Assistant Dean Ms. Rosemary Osso x7870

Counseling Center Ms. Jennifer McArdle, LMHC x7395

Library
Executive Director Dr. William Walters x7166
<table>
<thead>
<tr>
<th>Office</th>
<th>Name</th>
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<tbody>
<tr>
<td>Registrar</td>
<td>Mr. Carlos Tonche</td>
<td>x7313</td>
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<tr>
<td>Associate Registrar</td>
<td>Ms. Carla Fraser</td>
<td>x7912</td>
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<tr>
<td>Director of Institutional Effectiveness</td>
<td>Dr. Bridget Miller</td>
<td>x7597</td>
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<td>Center for Academic Success</td>
<td>Ms. Marisa Passafiume</td>
<td>x7796</td>
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<tr>
<td>Writing Center</td>
<td>Ms. Sujey Batista</td>
<td>x7546</td>
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<tr>
<td>Specialized Resource Center</td>
<td>Ms. Anne Vaccaro</td>
<td>x7409</td>
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<tr>
<td>Director of Opportunity Pgm/HEOP</td>
<td>Mr. Andrew Burns</td>
<td>x7101</td>
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<td>Campus Ministry &amp; Social Action</td>
<td>Ms. Lois Harr</td>
<td>x7142</td>
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<tr>
<td>Minster</td>
<td>Fr. Thomas Franks</td>
<td>x7972</td>
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<tr>
<td>Assistant Director of Community Engagement &amp; Services</td>
<td>Ms. Kathleen Von Euw</td>
<td>x8106</td>
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<tr>
<td>Social Action Coordinator</td>
<td>Ms. Jacque Martin</td>
<td>x7477</td>
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<tr>
<td>Director Commuter Services &amp; Outreach</td>
<td>Ms. Marilyn Carter-Stevens</td>
<td>x7958</td>
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<td>Academic Advisor to Athletes</td>
<td>Ms. Rory Redmond</td>
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<td>Center for Faculty Development</td>
<td>Dr. Adam Koehler</td>
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<td>Study Abroad Coordinator</td>
<td>Ms. Erinn Kehoe</td>
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<td>Bookstore</td>
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*Updated August 2019*
Appendix A

Attendance Policy

Students are required to fulfill all course requirements as detailed in the course syllabus for their registered courses. They will be held accountable for the entire course content including completing all course assignments and attending classes.

All absences from any class period or activity including a laboratory session are considered unexcused absences unless the student completes and submits a Request for Excused Absence Form that is ultimately approved.

After four unexcused absences, the Dean of the School in which the student is matriculated shall be notified and the student shall attend an interview to discuss his or her excessive absences. As a result, the student may be referred for counseling, be advised to withdraw from the course, and/or receive a letter of warning if the student’s scholastic record is jeopardized.

Students cannot expect that any makeup tests, quizzes or laboratories will be provided and may incur an appropriate grade penalty for such absences, excused or unexcused. Reasonable accommodations for excused absences are encouraged but are solely at the discretion of the faculty member.

Appendix B

Incomplete Grades

The temporary status of “Incomplete” (“I”) in a course is given only when, for compelling reasons, a student is not able to complete the work in the course by the end of the term or session. It is used rarely and only as a consequence of extenuating circumstances beyond the ability of the student to predict or control. A student’s request for an Incomplete must be submitted to the instructor before the end of the term or session. The instructor determines whether or not to grant the request. It is the student’s responsibility to make arrangements with the instructor to complete the work in the course by the established deadline.

In all cases, the incomplete work must be completed and submitted to the instructor no later than 45 days from the last day of the term’s final examination period. The faculty member must submit the final grade no later than 50 days from the last day of the term’s final examination period. An incomplete will be converted to a grade of F if the work is not completed on schedule and if the final grade is not submitted on schedule. Extensions for the completion of the work of the submission of the final grade will be granted by the Dean only in highly unusual circumstances.
RECOMMENDED FORMAT FOR STUDENT SYLLABUS*

1. **General information** about term/academic year, course name and meeting times and instructor name and contact information.

2. **Course Description** from the catalogue and, if appropriate, designation as a required or elective course. Include prerequisites, if any, and number of credits students will receive upon completion.

3. **Student–Centered Learning Goals/Outcomes for the course**, i.e., what should the students know and be able to do as a result of successful completion of this course? Here are some examples reprinted with permission from Professors Cross, Theodore, and Hartman.

**Learning Goals/Outcomes for English 110**

By the end of the semester, students should:

- Use the writing process (invention, drafting, revision, and editing) to produce coherent and well-developed essays that support an expressed or implied controlling idea. These essays should have a targeted audience and a designated rhetorical purpose.
- Use writing as a process of discovery, promoting habits of critical thinking.
- Apply the rhetorical techniques of interpretation, analysis, synthesis, evaluation, and argumentation to various kinds of texts.
- Locate, use, and document information from authoritative sources to fulfill research objectives.
- Compose according to standardized academic conventions of grammar, punctuation, mechanics, spelling, diction, and sentence structure. Included here are the conventions of tone, point of view, and style appropriate to a specific rhetorical context.

**Learning Goals/Outcomes for CHML 403**

By the conclusion of the course, the student will be able to:

- Apply the basic principles of the unit operations of chemical engineering using typical pilot-scale or bench-scale equipment.
- Apply safe operating procedures for process equipment.
- Conduct and design experiments, as well as analyze and interpret data.
- Communicate effectively through oral and written reports.
- Work in teams.

**Learning Goals/Outcomes for MKT 201**

At the conclusion of this course, the student will be able to:

- Describe, in a 120-minute in-class written exam, how marketing assists in developing and moving products to the ultimate consumer.
- Confidently conduct a thirty-five minute discussion with peers regarding a pertinent marketing topic (e.g., the demographic and psychographic trends that influence product development).
- Write a cogent, succinct memorandum to management (the Professor), with recommendations and references, on a marketing topic to be assigned.
- Demonstrate (the ability to work with a group, and) an understanding of the different aspects of marketing by preparing and presenting a marketing research project.
- Understand and begin to be equipped to pursue one of the many career opportunities that exist in marketing.

4. **Evaluation criteria for the learning goals**, i.e., how will you assess the degree to which the student has achieved the learning goals? Some methods that provide direct evidence of student learning include the following:

- Collections of student work (e.g., projects, papers, presentations, lab reports, portfolios)
- Performance on a case study
- Pre- and post-tests; exams
- Participation in classroom learning activities

5. **Grade weights** (i.e., how will the student be graded in the course?) Please match the grade weights to the evaluation criteria. For example, if you include “Participation in classroom learning activities” as part of the grade, try to quantify as much as possible so it is clear how the student’s performance in this category will be measured.

6. **Topics/Assignments by class meeting or by the week.**

7. **Tips** on how the student can be successful in this course (optional)

8. **Attendance Policy** (optional)

9. **Textbooks and materials** required for the course.

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1 Supplied by the Office of the Director of Assessment.
10. **Technology or studio or lab component if applicable** (i.e., will students use a computer for processing papers or developing spreadsheets? Will the student be required to use some particular software? Will students be expected/required to complete work in a lab or studio?)

11. **Relationship of course to Program Goals** (optional but recommended—see your Chair for the Curriculum Map for your dept)

12. **Students with Disabilities**
If a student has a documented disability (or disabilities) that requires special accommodation(s), the student needs to provide acceptable documentation of that disability (or disabilities) to the Specialized Resource Center in Miguel Hall, Room 300—not to the faculty in charge of the course. The Specialized Resource Center will then contact the faculty in charge of the course with appropriate instructions to accommodate the student’s needs.

13. **Academic Integrity Expectations** (optional but recommended)
“The basis of all learning is trust. Thus, academic integrity means that every member of the academic community accepts the responsibility to be open, honest, truthful, ethical, and accountable for all intellectual efforts, for all access to and presentation of data, facts, information, and opinions, and for all access to and use of data or other files (printed, oral, or digital) related in any way to students, faculty, staff, or administration. Academic integrity ensures the application of the highest academic standards and principles of conduct, honesty, and truth.” *This text was excerpted from the Manhattan College policy on Academic Integrity.*

The Manhattan College policy on Academic Integrity will be applied to all violations of academic integrity in this course.

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*This format is based on Standard 11, p. 41 of “Characteristics of Excellence in Higher Education: Eligibility Requirements and Standards for Accreditation,” Middle States Commission on Higher Education, 2006, which reads as follows:

Appropriate interrelationships among institutional, program-level, and course-level learning outcomes should be evident. For example, a course required within a program should help students achieve at least one of the program’s key learning outcomes and should have stated course-level learning outcomes to this effect…Students learn more effectively when they understand the key learning outcomes of their program, course, and institution, how they are expected to achieve those learning goals (i.e., through what assignments and learning experiences), and how they are expected to demonstrate their learning. Statements of expected student learning at the institutional, program, and course level should be available to current and prospective students (See Standard 8: Student Admissions). Course-level expected student learning outcomes should be included in course syllabi.*