

Department of English Faculty Handbook

Fall 2020



MONMOUTH UNIVERSITY
Department of English

GENERAL INFORMATION

Course Management

Health and Safety Protocols

All faculty are responsible for reading the health and safety protocols, and following the directions in them. Maintaining these protocols is essential to our being able to continue instruction without disruption. Masks must be worn at all times when an individual is not inside an office with the door closed. Students who fail to wear a mask to class or an office hour should be asked to put one on. If a student arrives to class not wearing a mask, or takes off a mask during class, please ask the student to put the mask back on. If the student refuses, ask the student to leave the class. If the student refuses to put the mask on and refuses to leave class, it is the recommendation of the Chair that you dismiss the class and continue the session online, and document the incident to the Chair and School Dean.

Any time you are coming to campus, please follow the [instructions for #CampusClear](#), the symptom checker the University is using to screen all students, faculty, and staff.

Mode of Instructional Delivery

Our department is offering a mix of in-person, hybrid, online synchronous, and online asynchronous courses. Whatever mode you begin with, you will need to continue through the semester with unless there is a need to shift to all online. All faculty must be prepared to shift to all online learning at any point, whether for individual class section quarantine, or for a broader shift. Please remind your students before the semester begins and at your initial meeting what the mode of delivery will be. If a student is uncomfortable with that mode, we will make every effort to help that student switch sections.

Classrooms

Furniture will be arranged in classrooms to accommodate social distancing, and it should not be moved. Faculty are to be provided with microphones. White board space and general movement around the classroom will be limited. Please be mindful of the extra time that might be needed for students to enter and exit classrooms to maintain social distance in hallways and staircases. Please report any problems with classrooms to english@monmouth.edu.

eCampus

All faculty, regardless of mode of delivery, are expected to use eCampus for course instruction. At a minimum for in-person instruction, this should include content delivery, assignment dropboxes, and maintaining grade records. For hybrid and online classes, eCampus should be your primary platform, along with Zoom. Please limit use of other applications. Composition faculty will be provided with a shell course to import into their own class shells.

Fall 2020 needs to be an entirely paperless semester. Copier use will be restricted to scanning; all syllabi and assignments need to be distributed through eCampus.

Class Schedules

We have a 14-week semester. For courses that meet twice a week, there are 26 class sessions in the fall and spring semesters, along with a two-hour and 50 minute final meeting or exam period during the 14th week of each semester. All modes of delivery—in person, hybrid, and online—should meet the parameters of those contact hours. Classes begin at 8:30 AM on September 8, and in October there is a Fall break on Monday, October 19 and Tuesday, October 20. There are no classes on the Wednesday,

Thursday, and Friday of Thanksgiving week. Every class must meet during final examination week. Please consult the University calendar for exact dates and construct your class schedule accordingly. Please be clear with your students about your expectations for contact time.

Office Use

In this most unusual semester, we will need, at least at the beginning, to keep very careful track of who is in the building and when, as well as of how many people are in the Annex at one time. Edie will maintain a schedule based upon what you have requested for use of your office. If two faculty share an office, they should not be in the office at the same time. All faculty should record the times they enter and exit the building. If you are meeting with a student, please maintain social distance within your office, and both you and the student need to wear masks. If you need a larger space to meet with a student, we will arrange that (email to follow; we are waiting on guidelines).

Office Staff

Office staff will continue to work remotely. We will post signs for students who have questions or other needs. Faculty should email with any questions or requests. If you need office supplies, for instance, let Edie know (dry erase markers come to mind). All of us now have email alerts for when we receive voice messages on our office lines, and I am working on getting a departmental cell phone.

Use of Department Common Spaces

Common spaces, such as the Lounge, will not generally be available until restrictions are lifted. Common touch points, such as the water cooler, refrigerator, coffee maker and yes, the candy jar, will not be available until restrictions are loosened.

Computer, Zoom, and Office Security

Please be aware of the following to protect sensitive files, especially test questions. There is no such thing as perfect security. One should aim for reasonable security.

- Network administrators have access to everything on your hard drive, including e-mail. Be circumspect and professional in all of your communications. Do not use your MU email account for personal communications or private hobbies, associations, etc. When communicating with students, avoid lengthy discussions and request students come to office hours.
- Shut off your computer when you leave the office.
- Keep test files offline (on removable discs or a flash drive you secure or take home).
- Before selling or disposing of a computer, use software to write over the files.
- Password protect individual files if necessary.
- Our offices are not secure. If you lose your office key, you will be required to pay for a replacement lock and key (the university requires that lost keys necessitate changes in the door locks). The department does not have the funds to pay for this. Please lock your office when you leave. Do not leave valuable personal items in your office.
- Please include a statement in your syllabus that only students registered for the class can view and participate in any Zoom sessions and/or any portion of the eCampus classshell.

Require your students to use their Monmouth e-mail accounts when communicating with you. This practice cuts down on exposure to viruses and spam or emails inadvertently going to "junk" files. Please use your Monmouth email only in communicating with students. IT can help you to set up your email on your portable devices if you want. If you receive an email requesting your Monmouth email password, do not respond. Report the email to the Help Desk (x3539). No legitimate internal request will ever ask you to provide your MU password via email.

Course Design and Syllabi

The English Department issues a departmental syllabus for EN 101, 102, 201, and 202. These documents are available on the English department homepage (accessible through the university website) and eCampus. In addition, each faculty member is expected to write a course outline of specific assignments and procedures according to the “Guidelines for Course Syllabi” at the end of this document. Your individual syllabus must either incorporate the template, or provide a link to it. An electronic copy of the syllabus for each of your sections must be sent to english@monmouth.edu and you must upload your syllabi to the Dean’s Office site on eCampus. Instructions for this site can be found on p. 23.

Please be clear about how you are structuring assignments and requirements, including rationales, particularly if you are teaching online or partially online. It might be helpful to break down for students how long they should expect to spend on particular tasks (discussion board posts, for instance), and what the objective of that assignment is. Students may not be clear on how online work achieves the ends they are more accustomed to in in-person settings.

Particularly if you are teaching online or partially online, please set a standard due date and time for assignments. Students may have trouble structuring their use of time, and a consistent deadline will help them with that.

Instructors are urged to take advantage of academic and cultural events at the University as a basis for challenging writing assignments in collaboration with or in addition to readings in the text. We have so many good theater and music performances, lectures, sports events, films, art exhibits, and the like. The [Center for the Performing Arts](#) website has a list of events. Most of these will be virtual, but that may even enhance student participation.

Texts

Students should not be asked to purchase any large textbook or anthology in a course that they do not use for at least 50% of the assignments. For general education LIT classes, the total cost of required texts should be considered when planning reading assignments. If a literature anthology such as *The Norton Anthology of Western Literature* is required, Department policy stipulates that only one additional paperback may be required as well. When making decisions about textbooks, you should balance a concern for quality with a concern for cost to the student. In most cases, the class will not need the top-of-the-line edition. Be sensitive to the economic burden that textbooks place on the students.

The Director of First-Year Composition provides a list of recommended texts for EN 101 and EN 102. If you wish to use a text not on the list, please consult the Director or the Chair.

All continuing faculty should submit their book orders directly through the Monmouth University Bookstore website. For purposes of review, the Department Chair periodically receives a list of ordered texts from the bookstore manager.

Desk and Examination Copies

Faculty are responsible for obtaining their own desk copies and examination copies of texts they are considering. The Department Office Coordinator, Edie Hetzel (ehetzel@monmouth.edu) can tell you how to go about ordering a desk copy. If you need to “borrow” a text from the bookstore, please do not write in it, and, please return it. The Department gets charged.

Examinations

All examinations should be administered through eCampus, using either a timed assignment dropbox or the Quiz function. Students should not be writing in blue books this semester, unless restrictions are lifted.

Grades

Sometimes it is very difficult to determine a student’s grade. The Director and Associate Director of First Year Composition are available for consultation about evaluating writing in composition courses. Instructors should bring examples of the student’s writing for advice or a sympathetic ear.

Please remember that we grade product, not process or person. Inflated grades send a wrong message to the student and, in the long run, can be harmful to individual progress. If you want to recognize

effort and improvement, include class attendance and participation as an explicit component of the course grade or of the assignment grade. All letter grades on assignments should be accompanied by an explanation of what was well or appropriately done by the student as well as what was lacking.

Your grading policy should be clearly outlined on your syllabus. Students have the right to know how their final grade was calculated in according to your stated policy. Be prepared to explain if asked. No single assignment should be worth more than one third of the semester grade; do not, for example, make the final examination worth 50%. You may, however, break large assignments such as research papers down into smaller components and assign a grade to each component.

Please include the composition criteria for evaluation in your syllabus. This document provides consistency across sections, and a common ground for discussing grades on paper. If you use a “point” system, you must also provide a conversion table (see examples below), to show how those grades will be calculated on the University’s 0-4 scale. This will help students understand grading scales, and can be important in avoiding grade complaints.

Monmouth University Undergraduate Grade Point Averages	
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0

Letters to Points		
A	100%	50/50 points
A-	98%	48/50 points
B+	93%	46/50 points
B	90%	45/50 points
etc.		

Converting Points to a Final Letter Grade		
A	95%+	475+ points
A-	92%+	460-474 points
B+	88%+	440-459 points
B	85%+	425-439 points
B-	82%+	410-424 points
C+	78%+	390-409 points
C	75%+	375-389 points
C-	72%+	360-374 points
D+	68%+	340-359 points
D	65%+	325-339 points
D-	62%+	310-324 points
F	<62%	< 310 points

Grades of “W” (Withdrawal) must be assigned by the deadline specified by the Registrar on the Academic Calendar. Retroactive withdrawals are not granted except in cases where a student is withdrawing from all classes for health reasons or other exceptional circumstances.

The Department policy on “I” (Incomplete) grades stipulates that all students requesting a grade of incomplete for a semester provide a substantial reason for the incomplete (incapacitating illness or bereavement, for example), with documentation from a University office (i.e. The Center for Student Success or the school Dean) to support the request. Grades of “I” are to be given only in cases of emergency immediately before or during final exam week at the discretion of the instructor. As stated in the Undergraduate Catalog, grades of “I” are not to be given in circumstances where a grade of “F” would be appropriate. Students with excessive absences or missing assignments should not expect to be given grades of incomplete.

Change-of-grade requests must be accompanied by a written explanation and, in some cases, supporting documents. They are not granted automatically, nor are they appropriate as an act of sympathy for a marginal student. Change-of-grade forms must be submitted no later than one year after the original grade was submitted.

“Flexible Grading” Option

As in the spring and summer, the University is following the “flexible grading” option, which allows students to accept a letter grade of D- or higher for a course, or a grade of “P” for pass. (This is sometimes referred to as the pass/fail option, which is a misnomer, except in a kind of existential sense in which students might make choices that lead them to either pass or fail a course.) As a faculty member, you will calculate a student’s grades throughout the semester, and post grades by the contractual deadline. The students will then be able to see their grades, and if the grade is D- or higher, choose either to keep it or take the “P” grade. There are cautions for the students in this; a more complete document will be available and posted on our team site shortly.

Gradebooks and Record Keeping

All faculty must maintain up-to-date and accurate records of student performance in an accessible and clear format. This semester, grades need to be kept in the eCampus gradebook, and there are resources to help those who have not used it make the transition. There are many effective ways to organize a gradebook; however, the book should clearly indicate the student’s name, course and section number, his/her grades, the assignments for which they were given as outlined on your syllabus, and the weight of the grade in the overall mark. Please keep in mind that students have a right to see a breakdown of their final grade calculation if requested. In addition, gradebooks are open to inspection by the Department Chair and the School Dean in the event of grade disputes or faculty leave of absence. The Department Chair can request access to your eCampus gradebook.

Please retain your gradebook records for at least 5 years. If you leave Monmouth University, please submit your gradebooks to the Chair. Believe it or not, we have had grade issues arising from long-past semesters.

Midterm Grades

Please note the Registrar’s deadline for faculty to submit midterm grades. You are expected to have at least one MAJOR assignment on which to base this grade. Midterm grades are for information only and do not appear on students’ permanent records; however, we are contractually required to provide accurate and sufficient information about how students are doing through the midterm grade report. If classes are cancelled early in the semester for any reason (weather, illness, etc.) please adjust your class schedule to assure a major assessment before the midterm deadline.

Marginal and End Comments

Faculty should provide feedback on student papers that includes marginal and end comments. Especially for assignments that offer the option to revise, students should be encouraged to review these notations and comments with the instructor and/or a Writing Services tutor.

Marking every grammar, spelling or sentence structure error can adversely affect a student’s motivation to deal with such errors. However, it is imperative that if instructors do not choose to mark every error, they should at least make an end comment that such errors do exist. Students should be directed to get help from the instructor or a Writing Services tutor in order to understand the kinds of errors they make and how to correct them. Students who receive poor grades on papers written for upper-level courses should not be surprised at being informed of the kinds of errors they have been making all along.

Faculty should comment not only on the negative but also on the positive features of a student’s work. Student comments on course evaluations often express frustration when essays and test responses earn a “B” or an “A,” but there is no feedback to what the student has done well and what might be improved. Remember that grades provide dispassionate information about student performance. Avoid sarcasm and personal criticism when making comments: address the writing, not the writer. (See description of grading portfolio review under Course and Faculty Evaluation).

Methodology: Conferences, Revision, Collaboration

Individual student conferences are strongly recommended. Zoom counts. It is important for first year students especially to get into the habit of meeting with professors during office hours. Conferences should take place during office hours and scheduled appointments, not during or in lieu of class time, although faculty teaching online may structure synchronous time to focus on individualized work. Please make sure you work with your students to achieve this.

The 101-102 sequence has been designed to provide optimal opportunity for instructors to intervene in students' writing processes in order to improve the written product. Revision opportunities should be offered for students to improve their grades, and ample class time for group discussion of assignments should be included in the class schedule.

Faculty might also want to offer small group collaborative projects that promote peer response and evaluation. These too can be done through either Zoom or eCampus. A variety of approaches, such as lecture/discussion, small group collaboration, and computer-assisted learning also work well in LIT classes to sustain interest and motivate student participation and learning. Your syllabus should specify how journals, reading summaries, and similar kinds of assignments impact the course grade and relate to subsequent graded assignments.

In online learning as in in-person learning, dividing up the "class time" is important. It is helpful to provide students with a variety of meaningful activities, and to explain how they all contribute to the course outcomes.

The Chair and the Director and Associate Director of First-Year Composition are ready to discuss any aspect of teaching methodology that faculty are unfamiliar or uncomfortable with and encourage faculty to share their own good ideas with the rest of the department.

MEWS Reports

All faculty should fill out MEWS (Monmouth Early Warning System) reports thoroughly and thoughtfully. These reports go to the student and the student's advisor and are, as the name suggests, an effort to identify problems early on, whether they be academic, behavioral, or anything else. This semester in particular, early outreach is essential. Often, advisors don't know a student is having difficulty, or even that there is a pattern of difficulties across a range of classes. These forms also provide documentation of your effort to work with your students. They are in no way punitive; they do not go on a student's transcripts; they are designed purely to help the students. If you identify a problem outside of the timing of the MEWS cycle, please contact the student's advisor or ask the Chair. If you have a student about whom you are concerned, and that student is not on a MEWS list, please reach out to the student's advisor, or ask the Chair for guidance.

Writing Services

Writing Services welcomes all faculty to visit and confer with tutors and staff. Faculty input is necessary in order for Writing Services to function effectively. Students enrolled in any course at the University may request tutoring at Writing Services. If an instructor identifies a student whose writing skills are particularly weak, you should refer him/her to Writing Services for a specified number of sessions. Tutors for LIT classes are also available in Writing Services for referred and voluntary sessions. In all classes, the tutor-tutee relationship is best served when faculty provide guidelines and suggestions to the tutors for individual students. Writing Services can also provide help with resumes, cover letters, and other career-related documents.

Student Management

Absences

The following is the English Department Attendance Policy we recommend most semesters:

Students are expected to attend all scheduled class meetings, including any session scheduled during the fourteenth week. Attendance enables better performance on specific course requirements and

in the course, resulting in higher grades. Absences will negatively affect grades on course requirements and therefore the final course grade.

After missing the equivalent of one semester-week of class meetings, students may have absences excused only at the discretion of the instructor, who will supplement this departmental policy in his/her syllabus.

Absent students are solely responsible for the consequences of their absence. Absent students must request from classmates information about missed course content, may arrange with the instructor possible make-up assignments as specified in the course syllabus, and must be current and prepared for the next class meeting.

For online courses and the online components of hybrid courses, please be clear with your students about how you will “count” attendance. For all students, we may need to have more flexibility, but all students must meet the requirements of a three-credit class, including whatever you identify as appropriate for attendance and participation. For Zoom sessions, please be clear about attendance, but understanding about use of video.

Supplement: issues for faculty to address in specific course syllabi, after the department policy

- a) At what point in the course does the attendance policy begin to apply? (first day of class or after the end of the Program Change/Add-Drop Period)
- b) May students arrive late, or is lateness not permitted and considered absence?
- c) Are repeated late arrivals to, departures during, and early departures from class considered absences?
- d) Should students notify the instructor in advance of an anticipated absence? If so, then how?
- e) A semester-week is equivalent to 150 minutes. In the case of an absence in some once-weekly and summer offerings not in 75-minute increments, is a fragment beyond the 75-minute increment counted as part of the absence, as part of a separate absence, or as a separate absence?
- f) For one or more absences beyond one semester-week, what course grade component(s) is/are affected and how?
- g) For one or more absences beyond one semester-week, if additional absences are permitted, what kinds of absences must be documented and how? (such as medical, personal, and family emergencies; religious observance; and off-campus athletic, club, and organization activities)
- h) Related issues as appropriate.

Accommodations for Students with Disabilities

Students with disabilities who need special accommodations for this course are encouraged to meet with the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the Student Handbook and must follow the University procedure for self-disclosure, which is stated in the University Guide to Services and Accommodations for Students with Disabilities. Students will not be afforded any special accommodations for academic work completed prior to the completion of the documentation process with the appropriate disability service office. Students who are interested in utilizing accommodations can begin the process of registering with the DDS office via Accommodate (<https://monmouth-accommodate.symphlicity.com>). The link to Accommodate can also be found on the DDS website on eCampus. Students who wish to speak with a disability services administrator should email dds@monmouth.edu.

Communication with Students

Students should expect to find faculty in their offices or in online formats (Zoom, eCampus chat) during scheduled office hours. If you are teaching an online class, you cannot require students to come to campus for office hours, though you may offer that option. If you must cancel or change your office hours, please send notification to english@monmouth.edu. An email alias is created for each course section every semester. It consists of the semester, an underscore, followed by the course code. For example, to email all students in class EN 101 section 60, the email would be 20fa_en10160@monmouth.edu. Provide phone and e-mail contact information on the syllabus. To prevent spam and viruses, the university encourages us to communicate with mail messages conscientiously; respond within a reasonable time. Be available to students until after the last day of the final examination period. Please do not reply to your students from your personal email address. We are asking students to use only their MU email, and we should do the same.

Course Rosters

Please check your roster for each class prior to the class meeting. It is helpful to familiarize yourself with the students' names, and see what their majors are. Check attendance against your roster. Please begin verifying all rosters on Wednesday, September 11. (The deadline for verifying rosters will be announced in an upcoming Registrar's Office newsletter.) This information is very important for several reasons. Sometimes, students get dropped from their courses at the end of drop/add week for non-payment. To be reinstated, they need first to gain permission from the instructor and chair (and dean, depending on the date), and then to pay. Sometimes there is a lag between when they get permissions, and when they pay; be aware that just because you have approved a student to re-register for the course, the student is not officially in the course until the bill is paid and the Registrar is notified. The chairs are working with the administration on this process.

Parental Communications FERPA

FERPA, Family Educational Rights Privacy Act, is a federal law that prohibits student information from being released to anyone, except those with proper authorization and prior written consent. If a parent contacts a faculty member about a son or daughter, that faculty member cannot discuss the student until it has been confirmed that the student has signed a FERPA waiver for the current academic year. Oral permission or a previous year's FERPA authorization is not an acceptable substitute for a current signed waiver. Faculty should be tactful but firm when telling parents that the proper inquiries must be made before such discussions can occur; offer to call the parent back. There is a helpful fact sheet about FERPA available from the Registrar's homepage on the Monmouth University website. Because violations of FERPA can result in termination of federal funding to the University, contact the Chair or Director or Assoc. Director of First-Year Composition when in doubt about speaking to parents.

You can access FERPA information about a student for the current academic year using the E-Folder link in WebFaculty or STPR in WebAdvisor; see the Chair if you need directions on how to use it. The student must give FERPA authorization in the "academic" category for you to be able to discuss grades with the persons listed on the FERPA form (the other two categories are "disciplinary" and "financial"). If you need immediate help, Bethany can look up a student's profile as well (but it is a faculty member's responsibility to know how to and when possible to access that information).

However, in a situation where a student is in danger or may pose a danger, it is a faculty member's responsibility to reach out to the appropriate University office, often Psychological Counseling or CSS, or, in an urgent circumstance, the University Police. The Cleary Act, as we have been notified by John Christopher, calls for faculty to contact an appropriate office in such circumstances. If you have any questions or uncertainties, please contact your department chair.

**MONMOUTH UNIVERSITY
FERPA SYLLABUS LANGUAGE**

Under the Family Educational Rights and Privacy Act (FERPA), your education records as a student are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. Part of a student's protected and confidential education records include video and / or audio recordings of students within the classroom. As such, students are STRICTLY PROHIBITED from video or audio recording distance learning lectures off of any platform utilized by professors (Zoom, Webex, etc.). A prohibited recording includes, but is not limited to recordings using the platform, a cell phone, tablet, video camera, audio capture device, etc. Students may be subject to disciplinary action under the Student Code of Conduct if found to have made any video and/or audio recording distance learning lectures without proper consent.

Plagiarism

All suspected plagiarism should be dealt with in one of three ways: option to redo the assignment for a grade; failure for the assignment; failure for the course. Confer with the Chair if uncertain which consequence is appropriate for a particular circumstance. Resources for preventing plagiarism and encourage academic honesty are available from the Chair or the Director of First-Year Composition. Please consider using the Etrieve form "Academic Dishonesty," which will document the student's offense with the Registrar and Provost's offices.

Unacceptable Student Behavior

Unacceptable student behavior, whether in the classroom or the faculty's office or via telephone, should be referred to the Chair for immediate intervention. Don't vacillate, and don't imagine that the situation will improve. Problem students only become more of a problem if ignored. Ask for help. If you prefer, you can contact the Dean of Students, Maryanne Nagy, in the Office of Student Services. Students who violate the Student Code of Conduct as outlined in the Monmouth University Student Handbook may be brought up before the University Discipline Committee. Penalties range from suspension to course failure to expulsion. Please reach out. If there is a problem with a first-year student, contact Danielle Schrama in First Year Advising. If there are behavioral or other problems in your classroom, please work with the Chair or another senior faculty member. Doing so will provide documentation of your efforts to address any problems, and work to resolve it.

Office Management

Office Assignment, Parking Permit, Telephone Code, Library Privileges

New faculty should see the Office Coordinator for office assignment, phone number, email account set-up, and key.

Parking stickers and ID cards must be picked up in person at the police station after the Provost's office has informed the police of a new hire. Please note that parking has been especially difficult the last few years. All faculty may park in Lot 23 (near Woods Theater). Lot 16 is often congested. Please document any serious issues if you encounter them, and otherwise all time and be patient.

Faculty need a telephone access code from Telecommunications in order to make out-of-area calls. The Office Coordinator will assist faculty to obtain a code. Please be aware that you will be charged for personal calls that exceed customary monthly charges. Please make sure that you have updated your voice mail to the system the University changed to last March. You will not be able to retrieve messages unless you have done this. This update needs to be done from your office phone; it cannot be done by calling in. You may also contact the HelpDesk to set up email alerts for when you receive voice mail messages.

In order to use the library, adjunct faculty will receive a faculty identification card via campus mail after all the paper work has been processed. Full-time faculty should obtain a photo ID from the ID Center

located in the Student Center or at the Campus Police station. This ID also contains a bar code that will unlock the door to the Great Hall Annex after hours and on weekends.

Photocopier use

All class materials should be disseminated electronically for the fall 2020 semester.

Faculty may photocopy personal materials, such as portions of manuscripts, conference proposals, and other scholarship-related information within reason. Large mailings and long manuscripts must also be sent to the Copy Center and paid for by the faculty member.

Only faculty and staff may use the photocopier; faculty are expected to do their own scanning. Under no circumstances may students use the copier unless a responsible faculty or staff member supervises. If an instructor gives permission for a student to use the photocopier and the student causes problem, the instructor will be financially responsible for repair of the equipment.

Office Supplies

If you need any supplies, please ask the Office Coordinator, Edie Hetzel (ehetzel@monmouth.edu). This includes items such as pens, pencils, batteries and other items that you use in the office. Requests for items out of the ordinary, particularly with technology, must be made in writing to Susan Goulding prior to October 1 for the following budget year.

Faculty Travel

The policies and procedures listed below are for usual semesters. For the fall 2020 semester, there is not likely to be faculty travel, although there may be virtual conferences that charge fees and for which faculty can apply for travel funds.

Full-time faculty should apply for travel funds in the following order: FAMCO, the Department, the School of Humanities and Social Sciences (SHSS). Part-time faculty should apply for travel funds from the Department first. Links to the updated forms for each area are provided below, and on the English Department Team site (<https://my.monmouth.edu/depts/dept-shss/English>).

- Request FAMCO funds at least 30 days prior to travel using the Faculty Professional Travel Request form.



Adobe Acrobat
PDFXML Document

- Request Department funds at least 30 days prior to travel using the Department of English Faculty Professional Travel Request form.



Adobe Acrobat
PDFXML Document

- Request funds from the Dean's office at least 40 days prior to travel using the SHSS Faculty Professional Travel Request form. You can find this form on the SHSS site. Using the link, <https://my.monmouth.edu/employees/Pages/default.aspx>, go to the SHSS portal. On the SHSS site there is a box in the right hand corner labeled **Resources**, in that box is the link to the travel request form.
 - Please note that requests to the Dean's office must also include a rationale explaining how the travel benefits the faculty member's scholarly agenda or teaching, and benefits our students and connection to the University's Strategic Plan.

Once travel is completed, submit the Employee Travel Expense Voucher, with original receipts for approved expenses attached, to the Chair, Dean and Provost's office for further processing.



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For more information about appropriate expenses for reimbursement, please see the Monmouth University Travel, Entertainment and Food Policy <https://www.monmouth.edu/division-of-finance/documents/travelentertainmentandfoodpolicy.pdf/>

Campus Safety

Emergency

Although we hope never to need this information, it is important that we all remain aware of our surroundings. Please familiarize yourself with not only your office area, but with the campus as a whole. For any kind of emergency, please call MUPD first, rather than dialing 911 to speed up response time. It is also a good idea to enter the MUPD number into your phone (732-571-4444), in case of any kind of emergency. In an emergency, you may also use the panic button on the lower right hand corner of every networked University computer. As always, if you observe any behaviors of concern, please reach out to the MUPD, Counseling and Psychological Services (732-571-7517), and your department Chair.

Faculty Responsibilities and Supervision

Class Coverage Policy

Members of the Department of English acknowledge their professional responsibility to teach all assigned classes. This is our core responsibility.

Late Arrival. Should a faculty member be delayed, either in person or online, he/she should contact the Office Coordinator or a responsible colleague to inform students and ask them to wait until the faculty member arrives, or to let them know how to proceed with an online session. What were delays from traffic or weather might now be delays or interruptions caused by things like power outages. Please notify english@monmouth.edu in all these communications.

Anticipated Absence (Such as conference or religious holiday). Faculty are responsible for notifying the Department Chair, Dr. Susan Goulding and english@monmouth.edu in advance, regarding the dates of absence and appropriate coverage arrangements. If a colleague cannot cover the missed class, an appropriate assignment should be made and the Chair informed.

Unanticipated Absence (Such as illness or family emergency). As soon as it is clear that you will not be able to attend your scheduled class, 1) Call the Office Coordinator and/or email english@monmouth.edu 2) Notify Chair 3) E-mail the students in the class informing them of the cancellation of class. Please have an emergency assignment available to provide to the students via eCampus in order to keep instruction moving forward.

Faculty members who are excessively absent or late or who do not meet an equivalent of contact hours are subject to disciplinary consequences, including termination of employment. The contractual and professional standard is full attendance. Not only are we setting an example for our students, we are also meeting the basic minimum requirements of our profession by meeting that standard of full attendance.

Classroom observation of Faculty

All instructors and adjuncts will be observed by the Chair or Chair's designate during their first semester of teaching and on a rotating basis thereafter.

All tenure-stream faculty and lecturers will be observed according to the FAMCO Agreement.

Office Hours

According to the *FAMCO Agreement*, "Faculty shall provide students with standing in-person office hours (at least one hour per week per course up to a maximum of three (3) hours in no less than thirty (30) minute increments), whereby the faculty member will be present in his/her office for an in person meeting, or hours by appointment. For the purposes of this paragraph, courses taught fully on-line shall not require a corresponding in person office hour; provided, however, in no event shall a faculty member teaching on-line courses have less than one in person office hour per week and shall make him/herself otherwise available as required by this paragraph. The faculty member shall also be available by telephone or email, and shall respond to student communications in a timely manner. Generally, it is expected that the response time shall not exceed 48 hours during the week and 72 hours over the weekend. The faculty member shall make every attempt to make him/herself available at the student's

request for an in person meeting at the mutual convenience of the student and faculty member. The faculty member shall also provide in the course syllabus a record of their office hours, email/telephone contact information, and procedures to be followed if a student requests a meeting outside of set hours, as well as provide such information to the department chair and department secretary at the beginning of each semester. Upon completion of the first three weeks of the fall and spring semesters, the initial regular schedule of in-person office hours set forth in a faculty member's course syllabus may be modified as to day and time, in order to establish a new regular schedule of in-person office hours, upon no less than one week's written notice, including email notice, to the faculty member's students."

Office hours may be in person and/or online. If you are teaching an online course, you cannot require students to come to in-person office hours.

Office hours are due to the Office Coordinator, Edie Hetzel (ehetzel@monmouth.edu) and english@monmouth.edu by the end of the first week of classes for posting online. If, on occasion, a faculty member is unable to keep his/her office hour, the class should be notified by email; in addition, the Office Coordinator and Chair must be informed.

Course and Faculty Evaluation

1. Student Course Evaluations: Tenure-Stream faculty, Instructors and Lecturers will administer the online IDEA reports, or the "beta" version of the University's new in-house instrument, as required by the FAMCO contract. All faculty teaching composition (EN 101, 102) and LIT-type courses administer the appropriate English Department Student Evaluation form for each section. All faculty teaching EN courses in the major will administer the Evaluation of English Courses questionnaire. Faculty are responsible for implementing administration of evaluations. For composition classes, evaluations are now done via eCampus. It is essential that these evaluations be completed by all students in your class. Please see the Director of First-Year Composition for suggestions on raising compliance rates. Repeated failure to administer evaluations properly can compromise status as a faculty member. More information about IDEA will be forthcoming. Any faculty member interested in using it should speak with the Chair.
2. Faculty Observations: All Lecturers, Instructors, and Adjuncts will be observed during their first semester of teaching. Lecturers will be observed by the Chair or the Chair's designee as specified by the FAMCO contract. After the first semester, Adjuncts will be observed on a rotating basis by full-time faculty assigned by the Director or Associate Director of First Year Composition or the Chair.
3. Other Assessments: FYC Instructor Conferences - In addition to student course evaluations and faculty observations, each year administrators of the FYC program meet individually with all temporary, full-time and adjunct composition instructors for a FYC Instructor Conference. These conferences are scheduled at the FYC orientation meeting at the beginning of the Fall semester. Before the scheduled conference, the instructor submits to the reviewer a dossier containing course syllabi, assignment sheets for the sample papers to be included in the dossier, and samples of graded work (including any available drafts) on one assignment for two students, a "high" (A/B) and a "low" (C/D). During the conference, the instructor is invited to tell the story of the semester using the syllabus, assignment materials, and two sets of sample student work as primary sources for organizing the discussion, and working together, the reviewer and the instructor discuss and evaluate the pedagogical decisions and outcomes for the course. The goal of the conference is to create an atmosphere of collaborative reflection--facilitating questions and providing feedback in a dialogic form about ways the reviewee could learn from mistakes and build on successes. After the conference, the reviewer fills out an evaluation form and then submits it to the Director and Chair to provide information that is then used to continue to improve instruction and make informed staffing decisions.

Faculty assessment information is kept in the faculty member's confidential folder filed in the Chair's office. The information will not be provided by the Chair to a third party, with the exception of the Director or Associate Director of First-Year Composition, without full disclosure to the faculty member.

GUIDELINES FOR COURSE SYLLABI

Students need to know up front what will be expected of them and on what basis they will be evaluated. Your syllabus can be thought of as a contract between you and the student to which you both “intend” to adhere. Student complaints can be attended to quickly if you have spelled out on a syllabus everything you will do and everything they will be expected to do.

This is not to say that adjustments can’t be made or shouldn’t be made during the semester, but you must note this possibility on your syllabus. For example, you might note that additional materials will be distributed where applicable or that pop quizzes be given as necessary and that they will affect the student’s grade in a specific manner.

Even for multi-section courses that have a general syllabus, our individualized syllabus can be a helpful guideline for students and protection/absolution for you if they become disgruntled. All faculty are required to submit syllabi to english@monmouth.edu, and to upload syllabi to the Dean’s Office eCampus site. Instructions for this site can be found on p. 23.

All syllabi should follow the model for the master course syllabus; see page 18 in handbook. Master syllabi for EN 101 and EN 102 can be found on the English Department team site, on eCampus, or by using the following links:

EN 101:

<https://my.monmouth.edu/depts/dept-shss/English/Documents/EN%20101%20Syllabus%2018%20FA.pdf>

EN 102:

<https://my.monmouth.edu/depts/dept-shss/English/Documents/EN%20102%20Syllabus%2018%20FA.pdf>

General Information

- Course goals (what the professor intends)
- Course objectives (what students will learn)
- Department policy on absences
- Academic honesty statement
- Accommodations for special needs
- Make-up policy
- Departmental criteria for evaluation

Information Specific to your Section

- Course number and section, title, instructor, semester
- Where, when, and how the course meets
- Instructor’s office location (physical or electronic), phone extension, e-mail address and office hours
- Texts and other materials required or recommended
- Course Requirements: assignments on per-class, per-week or per-project basis; dates of examinations (including date and time of final exam) as well as due dates for papers and projects.
- Basis for course grade: papers, tests, projects, participation, etc., and the relative percentage value of each (no one assignment should be worth more than one-third of the course grade).
- All grade breakdowns must either be in an F to A (0-4) range, or you must provide a table to show how the system you are using converts to that standard, which is the University’s grade platform.
- Consequences if not all assignments are completed: an “F” for missing assignments, an Incomplete, or an “F” for the course.

- Assignments should be posted on eCampus and should include specific details about required length, research, and deadlines.
- All students requesting a grade of Incomplete (“I”) for a semester should provide a substantial reason for the incomplete (illness, for example) preferably with documentation from a University office (CSS, for example) to support the request. Grades of Incomplete are to be given only in cases of emergency and must be made in a timely fashion; request made immediately before or during final exam week will be considered only in extreme cases at discretion of the instructor. As stated in the Monmouth University Undergraduate Catalog, grades of incomplete are not to be given in circumstances where a grade of “F” would be appropriate. Students with excessive absences or missing assignments throughout the semester should not expect to be given grades of incomplete. This policy is for faculty information and should NOT be included on a course syllabus.
- Extra-Credit or revision policy.
- Dates of university recesses.
- Last date to withdraw from courses with a “W” (Please emphasize that the Chair and the Dean will NOT normally sign a late withdrawal.)

If you make any changes to the syllabus, for example, in response to school closing or students’ petition for “extra credit,” such changes should be put in writing and distributed as an addendum to the original syllabus.

Finally, students must use their MU email addresses, and are responsible for all communications that are sent to it. All class e-mail lists are based on Monmouth email addresses, and the instructor, the department office coordinator, and the ORR will access that list for important notifications. The University now considers email and the MU portal the primary official means of communication for academic matters, so please encourage your students to check their Monmouth accounts for notices about registration, bill payment, and emergency cancellations. It’s also a good idea to get their preferred telephone numbers in case you need to contact them during the semester.

Guidelines for a Make-Up Work Policy

In the absence of a stated policy on make-up work, students often assume that all work can be made up at any time for any reason. Therefore, some stated policy on the course syllabus is preferable to none as it avoids misunderstandings and abuses.

Currently, there are a range of policies stated on syllabi from “no make-ups under any circumstances” through “make-up work must be submitted in the portion of the semester in which it was “missed” (e.g., first half work before midterms) to “it is all negotiable but see me first.” Some professors require an absence (for in-class writing, for example) be properly documented by the CSS, a school Dean, or other credible source. Most professors require that the student schedule and keep an appointment to discuss the missed assignment and alternatives for the work. There is no department-wide practice that extends across the curriculum.

It should be noted that make-ups are different from revisions, which are an important part of the pedagogy across the curriculum. As most faculty have a policy for late out-of-class assignments, a late paper is usually not the subject of a make-up request. Make-up requests normally follow missed in-class writing assignments in composition sections and quizzes, mid-terms or final examinations in literature sections. Students are motivated to improve a grade. Professors are motivated to see to it that minimum amounts of a course material are mastered.

Because there is such a wide variety of approaches, it is difficult to determine what constitutes best practice. It does, however, seem best not to allow automatic make-ups, but to require a consultation with the professor as to causes and options. It also seems wise to limit the time period within which a make-up may be attempted. In one case, in which there were many absences and many individual requests, one class was set aside for a class-wide makeup (or extra credit—taking the higher of the two

grades). There is no imperative that any work actually be made up: the make-up should fit within the professors' overall objectives for the course.

However, what is important is that individual faculty provide a make-up policy on the syllabus that is clear and consistent with explicit or implied learning goals.

Extra Credit Policy

Extra credit is at the discretion of the instructor. No student is entitled to receive extra credit. Should you decide to extend extra credit, please observe the following guidelines. Every student in the class should be offered the same opportunities for extra credit work. Extra credit should never replace the complete fulfillment of all course requirements as the primary foundation of the grade. Do not award extra credit points in cases where a student has not turned in the required assignments per the syllabus. Extra credit is not substitute credit. Your required assignments should reflect the minimum accomplishment expected of a student to receive credit for the course; extra credit is, by definition, above and beyond the requirements.

Assessment of Class Participation **Department of English**

Class participation is frequently a key component of grading in an English class. It is important, however, that students understand what we mean by participation. Dr. Robin Mama, Dean of the School of Social Work, has generated this useful list of concrete behaviors which add up to good class participation. Please communicate your specific expectations of appropriate participation to your students, especially if you grade them on it. For hybrid and online classes, consider and discuss with students how these classroom-based guidelines translate into an online environment.

Appropriate Class Participation may be defined as follows:

1. Regular, on-time attendance (you can't participate if you're not there, in person or virtually)
2. Attentive, non-verbal behavior (following the discussion, taking notes)
3. Raising questions and comments
4. Facilitating discussions
5. Participating in constructive and respectful dialogue with instructor and students
6. Listening to the instructor and to other students
7. Building on the comments of others
8. Drawing other classmates into discussion (willingness to share the floor)
9. Active participation in practice exercises and other in-class activities
10. Using the course web page and participating in threaded discussions through the eCampus bulletin board

Teaching Students with Disabilities

Below are some helpful tips to keep in mind when teaching college students with disabilities and diverse learning style.

Learning Disabilities and Attention Deficit Disorder:

Students with learning disabilities or attention deficit issues may experience the following challenges:

- Seeing letters reversed or half-there
- Hearing only part of a word, sentence or story
- Difficulty determining right from left

- Difficulty with short-term memory and/or remembering names and dates
- May appear confused or distracted
- Difficulty with spelling
- Could be focused one day, but not the next
- Require more time to start and complete tasks (i.e., in-class assignments and exams)
- Tendency to “put off and cram”
- Lack self-confidence
- Ask repetitive questions
- May feel isolated, lonely, rejected, afraid, bitter and frustrated

To help these students overcome their learning challenges, faculty may choose to do the following:

- Incorporate a Universal Design for Learning into the classroom, lecture hall and/or lab that allows for a multi-sensory approach to teaching and learning
- Use more than one example and/or demonstration
- Use both verbal and written direction and instructions that are appropriate, yet easily understood (especially by freshmen)
- Use a varied approach that reaches the auditory, visual and kinesthetic learner
- Highlight key points and concepts
- Speak clearly and repeat direction (particularly important when English is not the native language of the instructor or the student)
- Allow time for processing of information
- Engage student and encourage feedback, but avoid “putting the student on the spot” in front of his/her peers
- Relate concepts to similar tasks already learned

Faculty should be aware that in order for any student with a disability to be considered for classroom and testing accommodations, they must register with the Department of Disability Services (DDS) and submit documentation of their disability. The DDS staff will review the documentation and determine appropriate and reasonable accommodations under the Americans with Disabilities Act (ADA) and Section 504 laws. In order for students to access accommodations, they need to complete a notice of Accommodations and Disclosure form for each of their professors. The signed, white copy with the professor’s signature must be returned by the student to the DDS office.

Should you have any questions or concerns about accommodating students with disabilities, please contact the DDS office at 732-571-3460. The DDS office is located on the first floor of the Student Center off the main patio.

Discouraging Plagiarism And Other Forms of Academic Dishonesty

Plagiarism is a fact of life at all universities. Professorial awareness and thoughtful assignment design will go far towards reducing instances of plagiarism. Please keep in mind that students are learning the forms and consequences of plagiarism in EN 101 and EN 102. They will be expected to recognize and avoid all forms of plagiarism in their subsequent college career. Studies have shown that most plagiarism is the result of panic, not calculation. Do not assume that all of your students are cheaters in the making. However, convincing students of the futility of plagiarism will go a long way toward preventing it.

Clearly state exactly what your expectations are in regard to cheating, whether it be wandering eyes during an exam, texting, turning in a paper that is not one’s own work or contains phrases lifted from elsewhere, or using sloppily referenced sources. (Please see the Department of English Plagiarism Statement for examples: <https://www.monmouth.edu/department-of-english/documents/english->

[plagiarism-statement.pdf/](#) Tell students what the penalties will be, and let them know that it is relatively easy to spot cheating. Your penalty choices, re the Monmouth Student Handbook, are: a) opportunity to redo the assignment or an alternate assignment; b) failure for the assignment; c) failure for the course. All proven cases of cheating should be reported via the “Academic Dishonesty” e-form available via WebAdvisor, or reported to the Department Chair in writing. It is very important that serial cheaters be identified and disciplined appropriately.

We recommend a variety of assessment types (quizzes, short papers, presentations, etc.) in addition to the traditional high-stakes exam and essay formats to encourage students to earn the grade they believe they deserve. High-stakes, heavily weighted single assignments encourage panic and thus cheating. If you assign a long project such as a research paper, break the project down into its components and hold students accountable for completing each stage of the process. Otherwise you will inadvertently encourage them to place an order online at a paper mill or cobble together a digest of quotes from websites.

Assigning the same topics for papers and using the same exam questions year after year invites students to hold on to their assignments for the benefit of friends. Mix up your assignments from year to year. Be creative. Design your essay assignments so that students must refer to the assigned edition of the text in their citations. This strategy cuts down on the use of web sources and SparkNotes, which often are not using the same edition or translation you have assigned.

Hold students accountable for addressing the topic you have assigned. If you feel in your gut that a paper is plagiarized but cannot prove it, you can still penalize the paper on the basis that it did not address the specific assignment you provided.

Assign a writing early in the semester to keep as a baseline sample of how a student writes. Sometimes, students will confess to plagiarism if confronted about radical changes to their writing voice and vocabulary level. It is also useful to ask to rephrase or explain orally passages of papers they claim to have written by themselves. If they cannot do so, you have reasonable grounds for a charge of plagiarism.

Cliff Notes, SparkNotes, etc. are a fact of life in the literature classroom. It is helpful to be familiar with them for the texts you are using and to avoid exam and discussion questions which duplicate these sources. Some professors have been successful in integrating these items into their instruction by asking students to review the reviews themselves. Students should be encouraged to confront the original texts before turning to outside study guides.

You may opt to use Turnitin, software that reads a student’s paper for phrases that, using a huge data base, it finds elsewhere. Many faculty have found this effective in detecting plagiarisms that would otherwise have been missed. Please consult Judy Nye to make sure your syllabus uses appropriate language to let students know you are using this software.

Research assignment strategies to reduce plagiarism:

Make research assignments class-specific; avoid general topics such as gun control or the legalization of drugs.

Require particular sources that you can put on reserve in the library or that force students to access academic library databases. Do not permit students to use only general media and internet sources in research papers.

Require highlighted links of sources quoted or paraphrased in a paper.

Require the student to produce early drafts of the paper.

Assign a research log in which the student documents specific sources as they are found: when, what, where each is located, and why and how each is valuable or not.

Assign an annotated bibliography and require that a certain number of sources be used in the resulting paper.

MASTER COURSE SYLLABUS OUTLINE

Course Code:

Title:

Catalog Description:

Expanded Course Description (optional):

Class capacity: (include rationale if not the university standard 35. *There is a current class capacity guide which includes some standards for reduction in class capacity.*)

Rationale (i.e., how course fits into curriculum):

Course Goals and/or Objectives (teacher's aims – "course will provide ..."):

Assessable learning outcomes ("students will be able to ..."):

Methods of Instruction (as appropriate):

Methods of Evaluation (as appropriate, provide at least a suggested distribution of points from categories of assignments and assessments on which grade will be based): e.g.,

2 midterm exams	40%
Research paper	10%
Class presentation	20%
Final exam	25%
Class participation	5%

Required Readings (as appropriate):

Sample Schedule (Provide at least a draft outline of course content by week or designated part of course): e.g.,

Part 1 (weeks 1-3)
Introduction to Cell biology and common techniques
Origin of cells, eukaryotes and multicellular organisms
Cell Membranes
Part 2 (weeks 4-6)...etc.

Selected Bibliography (as appropriate, indicating which works are available in the Monmouth University Library):

Effective Date of Implementation or Latest Revision:

Adopted by the Undergraduate Studies Committee December 16, 2009
Effective as of March 1, 2010

Adopted by the Undergraduate Studies Committee December 16, 2009
Effective as of March 1, 2010

Monmouth University
EN 101 AND EN 102
College Composition I & II

Information for New Faculty

Monmouth University has a mainstreamed first-year two-course composition program consisting of English (EN) 101 and EN 102. Incoming new students enter EN 101 with a **variety of learning styles, previous approaches to writing, and strengths and weaknesses as writers** that EN 101 assignments, activities, and instruction should address.

The intent of EN 101 is to provide first-year students with an **introduction to academic writing**: “This course provides a transition into university-level academic writing; identifies students’ writing skills, builds upon strengths, and addresses weaknesses; prepares students for EN 102; and helps to prepare students for university writing requirements and assignments in other courses” (EN 101 Departmental Course Syllabus).

Both instructors and students should be familiar with the EN 101 and EN102 Departmental Course Syllabus. The syllabus details the *minimum* course requirements. Should new faculty have any questions about the departmental syllabus, they can consult with Dr. Hanly or experienced composition instructors.

The EN 101 Departmental Course Syllabus is available at the English Department web page and eCampus and states that by the end of the course, students should be able to:

1. plan, draft, edit, proofread, and revise a unified essay with a clear thesis or focus to convey an idea or opinion;
2. develop unified and coherent paragraphs to support the thesis and give substance to ideas;
3. produce clear and varied sentence structures;
4. demonstrate an understanding of standard English grammar, punctuation, spelling, and usage;
5. employ style and tone that are appropriate to audience and purpose;
6. critically read and synthesize multiple viewpoints to make informed judgments about the rhetorical techniques used and the issues presented;
7. acknowledge sources according to University policies; and
8. understand how persuasion is achieved through emotional appeals, the writer’s credibility, logical appeals (inductive and deductive reasoning), and a variety of rhetorical patterns of development.

English 101 faculty members emphasize **writing as a process** and encourage **revision** after peer and/or faculty review. Collaborative planning and writing activities socialize the writing process and encourage students to interact through the writing experience.

In EN 101, the personal narrative is not a dominant mode of expression but is one of the many rhetorical resources used towards the **broader goals of argumentation and persuasion**. The course increasingly introduces students to **methods of argumentation**, such as supporting a thesis with carefully considered reasons and evidence. Students will also need direction and practice with close reading and textual analysis. By the start of EN 102, we expect students to understand the relationship of ideas within a text and to be able to express how the ideas relate to external concerns.

EN 102, College Composition 2, prepares students for the challenges of college and professional writing through instruction in theories of argumentation and research and emphasizes the sophisticated reading and thinking skills they will need to succeed in a variety of courses and careers. Monmouth University students are required to write in all disciplines. EN 102 teaches general academic writing skills used in every discipline and prepares students for the discipline-specific writing skills they will learn in their writing intensive courses within their majors.

Students in EN 102 must have fulfilled the requirements for EN 101 or its equivalent if they have transferred credit from another college or university. EN 102 asks students to build upon the skills they acquired in EN 101 as they learn to develop and support original, logical writing on complex issues. EN

101 moves students beyond the personal narratives and responses to literary texts that many wrote in high school and introduces them to academic discourse. Faculty teaching EN 102, who have not taught EN 101 at Monmouth University, should become familiar with the EN 101 Departmental Course Syllabus.

EN 102 emphasizes a process approach to academic writing. Students read, discuss, and write about the topics of their essays or research papers. Visual media and individual and group activities - such as presentations, debates, roundtable discussions, or mock-trials - allow students with varying abilities and learning styles to engage in the classroom conversation and to formulate their own interpretations.

Many students will be new to the use of sources other than those found on the open web. Library instruction is available by appointment for the entire class. The research librarians ask that instructors send them a copy of the research assignment about two weeks before the class visit in order to prepare targeted, relevant instruction. The instructor must attend the session with the class. A librarian can also visit a classroom equipped with Internet access to demonstrate the use of library resources.

The EN 102 Departmental Course Syllabus refers to theories of argumentation. Students in EN 101 will be introduced to the basics of deductive and inductive reasoning. In EN 102, students should learn at least one theory of argumentation. Most textbooks offer some form of Toulmin's theory of argument analysis. Several instructors have developed and are willing to share worksheets and activities using a modified form of this system and assignments that teach Rogerian and/or classical theories of argumentation.

The EN 102 Departmental Course Syllabus is available at the English Department web page and eCampus, and states that by the end of the course, students should be able to:

1. write a researched academic essay that includes a structural and intellectual understanding of a thesis, of paragraphs that use specific examples or evidence, and of a conclusion;
2. write an academic essay that engages with multiple modes of appropriately researched material;
3. identify and respond appropriately to the rhetorical strategies of published and student texts;
4. demonstrate an understanding of a range of rhetorical audiences and knowledge of how to write for them;
5. demonstrate an understanding of the rhetorical stances of different authors and knowledge of how to read them;
6. identify and synthesize researched ideas of value to the development of the student's own ideas.

An appendix to the composition course syllabi details the information that instructors are required to provide to their students in a Syllabus Supplement. This supplement is created by the faculty member and includes contact information, a detailed assignment schedule, and other course policies. For example, the supplement should notify students if they will be required to submit rough drafts and any subsequent drafts of essays with their final drafts. The supplement should also inform students about how their work will be graded and how the final grades will be calculated. Sample grading criteria are available from faculty who have previously taught composition. Student progress toward meeting the objectives of EN 101 and EN 102 can be encouraged by weighing assignments toward the end of the semester more heavily than those in the first half of the semester. The supplement can also specify other course policies. Samples of supplements are available for review on eCampus.

Suggestions for New Faculty

New composition faculty at Monmouth University should take the following actions.

1. As soon as possible, **consider the EN 101 and EN 102 recommended textbook lists** which can be found under the English Composition Community in eCampus. Textbooks other than those on this list must be approved by JP Hanly, Director of First Year Composition (Wilson Annex 507, 732- 923-4726, jphanly@monmouth.edu). Optional handbook: Lb Brief: The Little, Brown Handbook, Brief Version.

2. **Once your course section is assigned and your textbook order has been approved**, you will receive an email from Elizabeth Berkowitz, Assistant Manager of Course Materials (Bookstore, 732-263-5404, eberkowi@monmouth.edu). The email will include a personalized link for you to enter your textbook adoptions on the MU bookstore website. You will not need to contact Nikki directly unless you do not receive a link from the bookstore or your course is assigned after the deadline.
3. As soon as possible, **develop a departmental syllabus supplement for your section(s)**, which provides a detailed schedule of assignments, due dates, essay requirements, goals for the assignments, grading policies and procedures. Samples of supplements from previous semesters are available on eCampus.
4. Near the first day of class, **provide electronic copies of your syllabus supplement** via e-mail to
 - english@monmouth.edu
 - Writing Center Director
 - Upload to Dean's Office eCampus site.
5. Early in the semester, **begin a discussion of intellectual property and academic honesty** to familiarize students with Monmouth University policies regarding plagiarism and cheating (see www.monmouth.edu/studenthandbook). Plagiarism is a concern at most colleges. Students can avoid unintentional plagiarism by learning to quote, paraphrase, and summarize sources correctly and accurately. Most EN 102 sections require MLA documentation format. Instructors can help students understand intellectual property and academic honesty through in-class writing activities using sources and by assigning some sources from the textbook. Multiple drafts and conferences can prevent intentional plagiarism. Cases of suspected plagiarism should be referred to Dr. Goulding, Chair of the English Department, or to Dr. Hanly, Director of First Year Composition. Instructors who suspect that a paper has been plagiarized should retain a photocopy of the student's work. Faculty should also consider encouraging or requiring their students to complete the MU Library's Tutorial on "Understanding and Avoiding Plagiarism" <https://library.monmouth.edu/main/content/tutorials> and bring in their certificates as evidence of completion.
6. As needed throughout the semester, **recommend Writing Services to students who would benefit** from the individual attention offered by a tutor. Many EN 101 faculty members monitor what students study in Writing Services. Writing Services sends reports to instructors, and many instructors have frequent conferences with students to discuss how their writing skills have improved.
7. As needed throughout the semester, discuss the students' grades or progress with him/her but not with a parent or guardian until you verify that the student signed a **Family Educational Rights and Privacy Act (FERPA) waiver** for the current academic year, authorizing you to discuss his/her academic work specifically with that parent or guardian. The FERPA policy is not just University policy but also federal law. It is available at <https://www.monmouth.edu/registrar/current-students/ferpa-policy/>. A FERPA Parent Fact Sheet (helpful for explaining the policy and the waiver process to parents) is available at <https://www.monmouth.edu/registrar/ferpa-fact-sheet/>. Faculty members may also ask Edie Hetzel or Bethany Dickerson if a student has signed a FERPA waiver.
8. Fill out carefully and thoughtfully the MEWS (Monmouth Early Warning System) forms. These forms are important ways to reach out to a student and student's advisor, who might not otherwise see patterns of difficulty a student is having. Attention to these forms can help a student correct or work on a problem, or in some cases, give the student enough notice to withdraw from the class.

Contact People

Course, writing, student, and grading concerns:

JP Hanly, Director of First Year Composition (732-923-4726, jphanly@monmouth.edu) or Courtney Wright-Werner, Associate Director of First Year Composition (732-571-3608, cwerner@monmouth.edu).

Learning Disability questions:

English Department contact is Susan Goulding (732-571-3615, goulding@monmouth.edu).

At the Department of Disability Services for Students' front office is Stacey Brewer, Assistant to the Director of Disability Services for Students (732-571-7585, sbrewer@monmouth.edu).

Tutoring in writing and literature:

Dr. Frank Fury, Writing Center Director 732-263-5459 ffury@monmouth.edu or Sharon Botwinick, Secretary 732-263-5721 sbotwini@monmouth.edu

Center for Student Success:

Danielle Schrama, Director of Academic Advising (732-263-5281, dschrama@monmouth.edu).

Andrew Lee, Director of Counseling and Psychological Services (732-571-7517, alee@monmouth.edu).

Athletics: 732-571-3415

Monmouth University Police Department: 732-571-4444

Dean's Office site on eCampus

Instructions on how to upload your syllabi are detailed on the home page of the School of Humanities & Social Sciences community on eCampus, pictured below.

Uploading Syllabi

Posted Feb 8, 2016 11:49 AM

Dear SHSS Faculty,

Thank you for uploading your syllabi to this eCampus site. To upload your syllabi, please click on the Assessments tab, and then click on Assessments/[Dropbox](#). You should upload your syllabi per semester. We will open a new dropbox each semester to facilitate this process. If you have any questions, please contact Dr. Nancy Mezey, Associate Dean of Faculty and Academic Affairs, at nmezey@monmouth.edu or 732-263-5631.

Thank you again!

New Dropboxes are created at the start of each new semester.

Home | | School of Humanities & Social Sciences - Syllabi | | | | | Susan Goulding

School of Humanities & Social Sciences - Syllabi | Course Materials | Communications | Assessments | Members | My Tools

Assignment Submission Folders

View History

Submission Folder	Score	Submissions	Feedback	Due Date
No Category				
17 Summer SHSS Syllabi	- / -	0	-	
17SP SHSS Syllabi	- / -	1	-	
16FA SHSS Syllabi	- / -	1	-	
16 Summer SHSS Syllabi 2016	- / -	0	-	
16SP SHSS Syllabi	- / -	1	-	
15FA SHSS Syllabi	- / -	2	-	

20 per page



ENGLISH_7 (ENGLISH OFFICE)

Aficio MP5002

Scanning

This machines will scan to your MU email or the network folder (default) of your MU computer. The default file type is PDF.

Scanning to folder:

All EN faculty and staff emails are programmed into the machine by the last name. Find and select your name.



Scanning to email:

All EN faculty and staff emails are programmed into the machine by the last name. Find and select your name.

Press [Home] key, then the [Scanner] icon.

Press the [Scanner (Classic)] icon.

Make sure that no previous settings remain. If a previous setting remains, press [Reset or Clear Modes].

Make sure that the destination tab is selected. The default destination is your network folder.

Place originals in the top feeder or directly on the glass.

- * If you have multiple pages of the same size, feel free to load them onto the top feeder. Please remove all staples and clips from pages before loading.
- * If you have several documents to scan of various sizes or which are in a book, you can still scan them into a single file. After you scan each page, a countdown clock will appear on the screen. As long as the countdown clock appears, you can keep repositioning and scanning additional pages (hit the scan button after each page) to the same file.



ENGLISH_8 (GHA 502)

ENGLISH_9 (GHA 401)

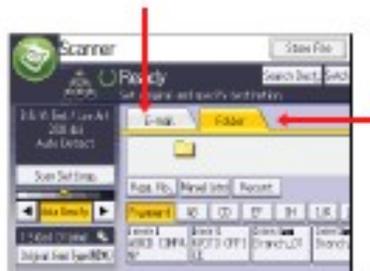
Ricoh MP4055SP

Scanning

These machines will scan to your MU email (default), the network folder of your MU computer, or to a flash drive. The default file type is PDF.

Scanning to email:

All EN faculty and staff emails are programmed into the machine by the last name. Find and select your name.



Scanning to folder:

All EN faculty and staff emails are programmed into the machine by the last name. Find and select your name.

Scanning to flash drive:

See manual website, URL listed below.

Press [Home] at the bottom of the screen in the center.

Press the [Scanner (Classic)] icon.

Make sure that no previous settings remain. If a previous setting remains, press [Reset].

Make sure that the destination tab is selected. The default destination is your MU email address.

Place originals in the top feeder or directly on the glass.

* If you have multiple pages of the same size, feel free to load them onto the top feeder. Please remove all staples and clips from pages before loading.

* If you have several documents to scan of various sizes or which are in a book, you can still scan them into a single file. After you scan each page, a countdown clock will appear on the screen. As long as the countdown clock appears, you can keep repositioning and scanning additional pages (hit the scan button after each page) to the same file.

Full Color Scanning:

Although the default is black and white, you can scan in full color.

Press [Scan Settings], press [Full Color: Text / Photo] in the [Original Type] tab, and then press [OK].

Press [Original Feed Type], press [2 Sided Original], and then press [OK].

Preview scan:

If you press [Preview] and then start scanning, the [Preview] screen appears. You can use this screen to check how the originals are scanned and the scan setting used for scanning. After checking the preview, you can specify whether to send the file or not.

*MP 2555/3055/4055/5055/6055 series, http://support.ricoh.com/bb_v101/pub_e/ol_view/0001067/0001067100/view/booklist/index_book.htm. Accessed 11 August 2020.

ADDITIONAL INFORMATION

NETWORK FOLDER

To access your network folder:

Click on either the "Start" or folder icon at the bottom of your screen.



Click on "Network Folder", then "wlb-01 print".

Find and select the folder with your user ID name.

If you are unable to access the network folder, please contact the Help Desk by email (helpdesk@monmouth.edu) or by calling (732) 923-4357 (HELP).

EMAIL

Please note that emails sent from the copiers will appear in your inbox with the copier name as the sender

English_7: English_7@monmouth.edu

English_8: engonc@monmouth.edu

English_9: engtwo@monmouth.edu

Room Reservations

Effective Fall 2016 semester, faculty will be required to complete their own room reservation and Audio/Visual requests. Please send Audio/Visual requests via email to helpdesk@monmouth.edu.

To request a room, click on the “I Need To...” tab on the Monmouth University Portal. Then select “Schedule a Room” from the drop down window.

The screenshot shows the myMU Monmouth University Portal. The top navigation bar includes 'Employees', 'Students', 'I Need To...', 'Offices & Services', 'Forms', 'Policies', 'Calendar/Events', 'For Your Information', 'Systems', and 'SIGN OUT'. The 'I Need To...' dropdown menu is open, listing various services such as 'Access CPI', 'Access My Email (Employees)', 'Access the Emergency Notification System', 'Access the Library Resources', 'Access the Student Health Portal', 'Access WebAdvisor', 'Apply for a Graduate Assistantship', 'Apply for Graduation', 'Change my Password', 'Check a HelpDesk Ticket', 'Find an Available Lab Computer', 'Look up My Budget', 'Make a suggestion for myMU', 'Pay my Bill', 'Request a New Team Site', 'Request a Transcript', 'Schedule a Room' (highlighted), 'Search for Classes', and 'Submit a Facilities Service Order'. Other sections visible include 'WebAdvisor', 'My Team Sites', 'Diversity and Inclusion Initiative' with a photo of people, 'My Bookmarks', 'CAMPUS LINKS', 'MY LINKS', 'My Email' (42 unread messages), and 'My Week' (AUGUST 2016).

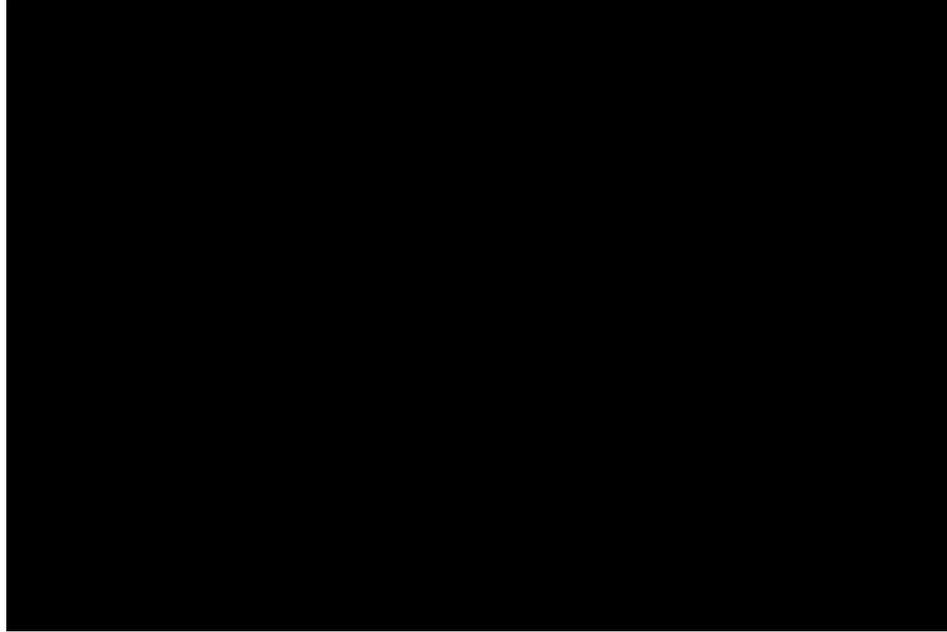
Log in using your Monmouth User ID and Password. Instructions on how to request a room for various purposes are detailed under the “Create a reservation” tab.

The screenshot shows the Monmouth University Event Management System (EMS) website. The browser address bar is events.monmouth.edu/EMSWebApp/Default.aspx. The page header includes the Monmouth University logo and the user name 'Dickerson, Bethany L'. The left sidebar contains navigation options: HOME, CREATE A RESERVATION, MY EVENTS, BROWSE (EVENTS, LOCATIONS, PEOPLE), and LINKS (FAQ's, Training Guides and Quick Res..., Campus Maps & Directions, Proprietary Space Policy, Campus Evacuation Plan, Catering, Multimedia Request, Submit a Facilities Service Order). The main content area features a large image of a fountain at night, followed by a 'Welcome' section. The 'Welcome' text states: 'The Monmouth University Event Management System may be used to view or request space for meetings and events at Monmouth University. For more details on system use, please read below.' Below this is a 'Training' section with the text: 'Are you looking for training on EMS? For more information and a schedule for upcoming training, please go to the [Technology Education @ Monmouth Info Site on the myMU Portal](#).' The 'Resources & Links' section includes: 'FAQs', 'Catering', 'Multimedia Request', 'Submit a Facilities Service Order', and 'Campus Map & Directions'.

Etrieve Central (Doc-e-Fill)

E-forms, which was located on the myMU portal, has been replaced with a new FORMS system, etrieve Central. Please view the following video for instructions on how to navigate this tool.

<https://www.youtube.com/watch?v=LvymgGRcStE&feature=youtu.be>



FALL 2020 14th WEEK CLASS SCHEDULE

Note: Hybrid classes may be scheduled on days other than the regular in class meeting day during the 14th week
Students who take more than one Monday or Tuesday evening class may have a conflict

WEDNESDAY DEC 16	THURSDAY DEC 17	FRIDAY DEC 18	SATURDAY DEC 19	SUNDAY DEC 20	MONDAY DEC 21	TUESDAY DEC 22
8:30- 11:20 Classes Wed and Fri 10:05-11:25	8:30 – 11:20 Classes Mon and Thurs 10:05 – 11:25	8:30 – 11:20 Classes Tues and Fri 8:30 – 9:50	8:30 – 11:20 Saturday morning classes	8:30 – 11:20 Sunday morning classes	8:30 -11:20 Classes Mon and Wed 8:30 – 9 :50	8:30 – 11:20 Classes Tues 10:05–11:25 and Thurs 8:30 9:50
11:35 - 2:25 Classes Wed and Fri 1:15- 2:35	11:35 – 2:25 Classes Mon and Thurs 2:50- 4:10	11:35 – 2:25 Classes Tues and Fri 11:40 – 1:00	11:35 – 2:25 Saturday afternoon classes	11:30 – 2:25 Sunday afternoon classes	11:35 - 2:25 Classes Mon and Wed 11:40-1:00	11:35 – 2:25 Classes Tues 1:15 – 2:35 and Thurs 11:40-1:00
2:40 – 5:30 Classes Mon and Wed 4:30-5:50 and Wed 4:30-7:20	2:40 – 5:30 Classes Tues and Thurs 4:30- 5:50 and Thurs 4:30-7:20	2:40 – 5:30 Classes Tues and Fri 2:50- 4:10			2:40 – 5:30 Classes Mon and Thurs 1:15 – 2:35	2:40 – 5:30 Classes Tues 4:30-7:20
*5:45 – 8:35 Classes Mon and Wed 7:40-9, Wed 6:05-9, and Wed 7:30- 10:20	*5:45 – 8:35 Classes Tues and Thurs 7:40- 9, Thurs 6:05-9, and Thurs 7:30- 10:20	5:45 - 8:35 * time conflict option			*5:45 – 8:35 Classes Mon and Wed 6:05-7:25, Mon 6:05-9, and Mon 4:30-7:20	*5:45 - 8:35 Classes Tues and Thurs 6:05-7:25, and classes Tuesday 6:05-9
*Please note on the courses meeting from 5:45- 8:35 pm faculty have the option to use the room for 170 min until 10 pm					* 7:30-10:20 Classes Monday 7:30-10:20	*7:30-10:20 Classes Tuesday 7:30-10:20

Purchasing and Accounts Payable Quick Reference Guide

NAME OF FORM	WHAT IT'S USED FOR	WHERE TO SEND IT	REQUIRED SIGNATURES
(1) Employee Travel Expense	<ul style="list-style-type: none"> • To request reimbursement for all Employee Travel & Entertainment Expenses • To request Travel Advances • To substantiate Travel Expenses charged using the MU Corporate Card for Travel (Must include original receipts to document expenses; see Travel Policy) 	<ul style="list-style-type: none"> • If reimbursement is required, Accounts Payable • If <u>no</u> reimbursement is required, Purchasing Card Coordinator 	<ul style="list-style-type: none"> • Employee • Immediate Supervisor and Budget Manager
(2) Payment for Contracted & Professional Services	<ul style="list-style-type: none"> • To request payments made to individuals who are not employees or to organizations for contracted or professional services. This includes, but is not limited to, payments for services such as, legal, auditing, architectural, engineering, contractors, athletic officials, performers, entertainers, models, consultants and insurance premiums etc. (Attach an original invoice and/or contract and include purchase order number if applicable) 	<ul style="list-style-type: none"> • Payments to Individuals (not incorporated), Human Resources (After approval, Human Resources will forward to Accounts Payable) • Payments to Partnerships and Corporations, if to be applied against a purchase order, Purchasing, otherwise directly to Accounts Payable. 	<ul style="list-style-type: none"> • Budget Manager
(3) Expense Voucher	<ul style="list-style-type: none"> • To request payments not listed in (1) or (2) above, such as memberships, subscriptions, registrations, hotels, travel agents, vehicle/bus rentals, advertising, reimbursements to employees for purchases of business related materials in excess of \$75.00 and non-employee travel reimbursements. (Reimbursements of \$75 or less may be reimbursed by Department or Cashier's Office Petty Cash) 	<ul style="list-style-type: none"> • Accounts Payable 	<ul style="list-style-type: none"> • Budget Manager
(4) Purchase Requisition	<ul style="list-style-type: none"> • All purchases of supplies and equipment, except for supplies purchased using the Purchasing Card. • All professional and contracted services including, architectural, engineering etc, where total cost of service has been determined. Attach a copy of the contract or proposal to the requisition. When an invoice is received for such services, it should be attached to a Payment For Contracted and Professional Services form and signed by the appropriate budget manager indicating the purchase order number to be charged and then forwarded to the Purchasing Department. • Pre-payments are processed on a Purchase Requisition. Pre-payment requisitions must be accompanied by a written prepayment request from the vendor. 	<ul style="list-style-type: none"> • Purchasing Department 	<ul style="list-style-type: none"> • Requisitioner • Budget Manager • Director of Purchasing
(5) Purchase Order	<ul style="list-style-type: none"> • A Purchase Order can only be issued by the Purchasing Department. The Purchase Order is a five (5) part form that is used to place orders with vendors for materials, parts, supplies, equipment, repairs or services. 	<ul style="list-style-type: none"> • Copies are transmitted by the Purchasing Department to the vendor, requisitioner, Receiving and Accounts Payable. A copy is on file in the Purchasing Office. 	<ul style="list-style-type: none"> • Director of Purchasing
(6) W-9	<ul style="list-style-type: none"> • All new vendors must complete this form. (In order to comply with IRS regulations, we are required to have the correct taxpayer identification numbers on file for <u>all</u> our vendors.) 	<ul style="list-style-type: none"> • Accounts Payable 	<ul style="list-style-type: none"> • Vendor
(7) Non Profit Exempt Organization Form 5T-5	<ul style="list-style-type: none"> • MU is a Sales Tax Exempt Organization; some vendors require this form in order to <u>not</u> charge sales tax at point of sale. • Original signed forms must be obtained from Accounts Payable • Bring this form with you when making purchases off site if required by vendor 	<ul style="list-style-type: none"> • Given to and retained by seller 	<ul style="list-style-type: none"> • Controller

**MONMOUTH UNIVERSITY ACADEMIC CALENDAR
FALL SEMESTER 2020**

September 2020

End of Continuing Registration	Thursday	September 3, 2020
Preliminary Classlists Available Online	Friday	September 4, 2020
CLASSES BEGIN (8:30 AM)	Tuesday	September 8, 2020
Late Registration or Program Changes	Tuesday to Tuesday	September 8, 2020 to September 15, 2020
Leave of Absence Deadline	Tuesday	September 15, 2020

October 2020

"W"ithdrawal Deadline for Pattern "A" Classes	Friday	October 2, 2020
Fall Holiday (for non-weekend students)	Saturday to Tuesday	October 17, 2020 to October 20, 2020
Classes in session (for weekend students)	Saturday and Sunday	October 17, 2020 to October 18, 2020
Pattern "A" Sessions End	Monday	October 26, 2020
Pattern "B" Sessions Begin	Tuesday	October 27, 2020
Undergraduate Midterm Grades Due in Office of the Registrar by 9:00 am	Tuesday	October 27, 2020

November 2020

Deadline to submit graduation applications for January 2021 Graduation	Sunday	November 1, 2020
Last Day to Withdraw with "W" Grade	Thursday	November 5, 2020
Deadline to submit substitutions and waivers for January 2021 Graduation	Sunday	November 15, 2020
Last Day to Withdraw from Pattern "B" Classes	Friday	November 20, 2020
Thanksgiving Recess	Wednesday to Sunday	November 25, 2020 to November 29, 2020

December 2020

CLASSES END	Monday	December 14, 2020
Reading Day	Tuesday	December 15, 2020
Fourteenth Week Adjusted Schedule	Wednesday to Tuesday	December 16, 2020 to December 22, 2020
Final Grades Due 9 AM	Tuesday	December 29, 2020

**MONMOUTH UNIVERSITY ACADEMIC CALENDAR
SPRING SEMESTER 2021**

January 2021

End of Continuing Registration	Thursday	January 14, 2021
Preliminary Classlists Available Online	Friday	January 15, 2021
CLASSES BEGIN 8:30 AM	Tuesday	January 19, 2021
Late Registration or Program Changes	Tuesday to Tuesday	January 19, 2021 to January 26, 2021
Leave of Absence Deadline	Tuesday	January 26, 2021

February 2021

Last Day to Withdraw from Pattern "A" Classes	Friday	February 12, 2021
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March 2021

Graduation Applications Due for May 2021	Monday	March 1, 2021
Advanced Summer Registration	Monday	March 1, 2021
Pattern "A" Classes End	Wednesday	March 3, 2021
Undergraduate Midterm Grades Due in Office of the Registrar	Tuesday	March 9, 2021
Pattern "B" Sessions Begin	Thursday	March 4, 2021
Spring Break	Saturday to Friday	March 13, 2021 to March 19, 2021
"W"ithdrawal Deadline (semester long classes)	Sunday	March 21, 2021

April 2021

Academic Advising and Priority/Early Registration for Fall and Spring	Thursday to Friday	April 1, 2021 to April 16, 2021
Last Day to Withdraw from Pattern "B" Classes	Tuesday	April 6, 2021
Deadline to submit substitutions and waivers for May, 2021 Graduation	Thursday	April 15, 2021
Thirteenth Week Ends	Monday	April 26, 2021
Reading Day	Tuesday	April 27, 2021

May 2021

Fourteenth Week Adjusted Schedule	Wednesday to Tuesday	April 28, 2021 to May 4, 2021
Grades Due 10 PM	Thursday	May 6, 2021
UNDERGRADUATE COMMENCEMENT	Wednesday	May 12, 2021
GRADUATE COMMENCEMENT	Thursday	May 13, 2021

Approved by Faculty Council 09/27/2019

Writing Services Fall 2020

Hours of Operation:

Monday through Thursday 9:30am – 9:00pm

Friday 9:30am - 5:00pm

Saturday 12:30pm – 5:00pm

Sunday 5:15pm – 9:00pm

All appointments will be conducted online

Asynchronous appointments through eCampus

Synchronous appointments through Zoom

Contact Information:

writingservices@monmouth.edu

732-571-7542

Definitions

A full list on definitions can be found in the Student Handbook.

- **Consent** is defined as the voluntary, informed, uncoerced agreement through freely given words or actions, which can be reasonably interpreted as willingness to participate in a mutually agreed upon sexual act and cannot be assumed by the absence of physical resistance. Past consent, no matter how recent, cannot be automatically taken as consent to any other sexual activity.
- **Dating Violence** is an act of domestic violence between two individuals in a social relationship of a romantic or intimate nature.
- **Domestic Violence** is an actual or threatened physical harm or infliction of fear of imminent physical harm upon a family member, significant other, household member, resident sharing a room, or other individual with an intimate relationship to the actor.
- **Incapacitation** is a physical condition where a person is unconscious or physically unable to leave or provide consent or a mental condition, permanent or temporary, which makes the victim incapable of understanding or controlling his or her conduct. Mental incapacitation includes being under the influence of alcohol or drugs.
- **Sexual Assault** is sexual penetration of another person under any one of the following circumstances: (1) under the legal age of consent, (2) with a person who is incapable of giving consent because of temporary or permanent mental or physical incapacity or (3) through the use or perception of physical force, threat, coercion.
- **Sexual Contact** Sexual Contact means any form of intentional touching, either directly or through clothing, of the victim's intimate parts designed to degrade or humiliate the victim or cause sexual arousal or gratification to the actor. Sexual contact can also occur when an actor intentionally touches him or herself while in the view of and aware of the victim's presence and with the same purpose of humiliation, arousal, or self-gratification.
- **Sexual Harassment** is unwelcome action, language or visual representation of a sexual nature that has the effect of unreasonable interfering with an individual's education, employment, or participation in a University activity or that creates a hostile working, educational, or living environment. A form of quid pro quo (this for that) sexual harassment exists when submission to or rejection of unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature results in adverse educational or employment action, or the threat of such adverse action, or limits or denies an individual's educational or employment access, benefits, or opportunities.
- **Sexual Misconduct** is defined as any sexual act or sexual contact upon another person without his or her explicit consent, which is a sexual offense under New Jersey criminal law (See N.J.S.A. title 2C:14-1 et al.). Sexual Misconduct encompasses the act of sexual assault.
- **Stalking** occurs when an individual engages in conduct directed at a specific person that would cause a reasonable person to fear for his safety or their safety of a third person or suffer other emotional distress. This includes cyber-stalking.

It is against the law and University policy to engage in sexual relations or make sexual contact without the other person's consent

Amnesty Policy

In order to encourage reporting, Monmouth University will grant amnesty to a student making good faith reports of sexual assault and/or sexual misconduct who has also violated the student code of conduct (for example, the use of illegal drugs or underage consumption of alcohol) at the time of the incident. For instance a student may be engaging in underage consumption of alcohol and witness or experience an act of sexual assault. The student should not hesitate to report the sexual assault because of their underlying violation of the student code of conduct. The University will not take action against that student for their underage consumption of alcohol be-

Monmouth University affirms the right of its students to participate in a community which is conducive to learning and personal growth. In order for this to be achieved, the environment of the campus needs to be one in which students feel safe and secure in their surroundings and free to explore the variety of opportunities available to them. Acts of sexual assault or sexual offenses pose a serious threat to this spirit of community, and as such, Monmouth University prohibits all forms of sexual offenses and will endeavor to address these issues.

For more information please visit:

www.monmouth.edu/studenthandbook

Updated September 2016



MONMOUTH UNIVERSITY

What Students Need to Know
About
Sexual Misconduct



Division of Student Life
Student Center Room 206
732-571-3417

Office of Equity & Diversity
Title IX Coordinator
Wilson Hall Room 304
732-571-7577

Campus Sexual Assault Victim's Bill of Rights

Bill of Rights

The following rights shall be accorded to victims of sexual assault that occur:

- On the campus of any public or independent institution of higher education in the state of New Jersey; and
- Where the victim or alleged perpetrator is a student at that institution; and/or
- When the victim is a student involved in an off-campus sexual assault

Human Dignity Rights

- To be free from any suggestion that victims must report the crimes to be assured of any other right guaranteed under this policy
- To have any allegations of sexual assault treated seriously; the right to be treated with dignity
- To be free from any suggestion that victims/survivors are responsible for the commission of crimes against them.
- To be free from any pressure from campus personnel to:
 - ⇒ Report crimes if the victim does not wish to do so.
 - ⇒ Report crimes as lesser offenses than the victim perceives the crime to be
 - ⇒ Refrain from reporting crimes
 - ⇒ Refrain from reporting crimes to avoid unwanted personal publicity.

Rights to Resources on/off campus

- To be notified of existing campus and community based medical, counseling, mental health, and student services for victims of sexual assault whether or not the crime is formally reported to campus or civil authorities.
- To have access to campus counseling under the same terms and conditions as apply to their students in their institution seeking such counseling.
- To be informed of and assisted in exercising:
 - Any rights to confidential or anonymous testing for sexually transmitted diseases, human immunodeficiency virus, and/or pregnancy.
 - Any rights that may be provided by law to compel and disclose the results of testing of sexual assault suspects for communicable diseases.

Campus Judicial Rights

- To be afforded the same access to legal assistance as the accused.
- To be afforded the same opportunity to have others present during any campus disciplinary proceeding that is allowed to the accused.
- To be notified of the outcome of the sexual assault disciplinary proceeding against the accused.

The full Campus Sexual Assault Victim's Bill of Rights can be found in the Monmouth University Student Handbook.

Options Available to You

- Meeting with the MUPD if the incident took place on campus or meeting with the local police department if the incident took place off campus to file a report.
- Meeting with the Office of Student Life to file a complaint under the Student Code of Conduct and/or request interim measures.
- File a complaint with the Title IX Coordinator in the Office of Equity and Diversity.
- Meet with a confidential resource which includes Counseling and Psychological Services and the Health Services.
- Make an anonymous report concerning an act of sexual misconduct without disclosing the Complainant's name or the name of the Respondent or without requesting any action. This can be done by contacting the Office of Equity and Diversity, Office of Student Life, or Monmouth University Police Department.
- A student may choose to take advantage of any or all of these options, simultaneously.
- A student may choose not to pursue any of these options.

Interim and Final Remedial Measures

In all cases the University will take appropriate steps designed to mitigate the effects of the alleged prohibited conduct, prevent its recurrence, and make accommodations for the student(s) affected by the alleged prohibited conduct. Such measure may include but are not limited to offering:

- Academic accommodations (e.g. changing a student's academic schedule, allowing a student to withdraw from or retake a class without penalty, or providing access to tutoring or other academic support).
- Residential accommodations (e.g. changing a student's campus residence).
- Work accommodations (e.g. adjusting a student's work schedule for University employment).
- Issuance of a "no contact" order through the Office of Student Life.
- Training and educational materials for the campus community.
- Protective measures (e.g. interim suspension of the Respondent)

Any decisions regarding interim measure shall be made by the Office of Student Life in consultation with relevant University administrators. Such action may be taken in the immediate aftermath of an incident and/or while an investigation or a disciplinary action is pending. It is not necessary to file a complaint, participate in the adjudication process or file a criminal complaint in order to request services or accommodations from the University. Students may request accommodations even in cases where the victim has requested that no investigation be undertaken.

Campus Support Services

Hours of Operation: Monday-Friday 8:45am-5:00pm

For calls to campus offices after hours of operation, please call MUPD

Counseling & Psychological Services (confidential resource)
Student Center 3rd Floor 732-571-7517
www.monmouth.edu/counseling

Office of Student Life
Student Center Room 206 732-571-3417
www.monmouth.edu/university/studentlife.aspx

Office of Equity and Diversity/Title IX Coordinator
Wilson Hall Room 304 732-571-7577
www.monmouth.edu/university/equity-and-diversity.aspx

Office of Judicial Affairs
Student Center Room 202 732-263-5218
www.monmouth.edu/university/judicial-affairs.aspx

Office of Residence Life
Pinewood Hall 732-571-3465
www.monmouth.edu/reslife

Campus Health Services (confidential resource)
Hours of Operation: Monday-Thursday 8:00am to 1:00pm; Friday 8:00am to 5:00pm
Birch Hall (North Side of Campus) 732-571-3454
www.monmouth.edu/university/health-services.aspx

Monmouth University Police Department - MUPD
732-571-4444
www.monmouth.edu/university/monmouth-university-police-department.aspx

Off-Campus Support Services

Monmouth Medical Center
300 2nd Ave. Long Branch, NJ 07740
Emergency Care: 732-923-7300/7328
www.kamalahshealth.org/Monmouth-Medical-Center.aspx

180 Turning Lives Around, Hazlet, NJ
Sexual Assault Hotline
888-264-RAPE (7273) or 732-264-RAPE
(80)nj.org

Rape, Abuse, & Incest National Network (RAINN)
National Sexual Assault Hotline
1-800-656-HOPE
www.rainn.org/get-help/national-sexual-assault-hotline

New Jersey Coalition Against Sexual Assault (NJCSA)
800-601-7200 - 24 Hour State Hotline
www.njcsa.org/sexual-violence-nj/sexual-violence-programs

National Coalition Against Domestic Violence
1-800-839-8652
www.ncadv.org

All Off-Campus Emergencies...DIAL 911

Our campus' answer to interpersonal violence.



from student success™

Incoming freshman students are **required** to complete **Not Anymore** — an online program designed to help deal with the issues of *sexual assault, sexual harassment, dating violence, stalking, bullying, and alcohol and drug abuse*. **Completion Deadline: September 16, 2019***.

Not Anymore uses **peer presenters, survivor testimonials, video-based scenarios, bystander testimonials** and more, to cover crucial topics like consent, healthy and unhealthy relationships, what to do in the event violence occurs, and more.



Students also learn how to **identify potentially dangerous situations** as well as how to **intervene** to put a stop to them.

Not Anymore gives students the **knowledge and power** to make their campus safer — for themselves, and for the people they care about.

***FAILURE TO COMPLETE THIS PROGRAM WILL RESULT IN A REGISTRATION BLOCK BEING PLACED ON YOUR ACCOUNT.**



Office of Equity and Diversity 732-571-7577

MONMOUTH UNIVERSITY
DIVISION OF STUDENT LIFE
COUNSELING AND PSYCHOLOGICAL SERVICES
MEMORANDUM

To: The University Community
From: Andrew Lee, Director
Counseling and Psychological Services
Date: 1/22/2019

RE: Campus Intervention Team

The Monmouth University Campus Intervention Team (CIT) is an interdisciplinary group of administrators and faculty who support students considered to be “*at risk*” based on repeated patterns of observed concerning behaviors. In our efforts to promote wellness and resilience in our students, we have found that early identification and referral of students of concern can facilitate timely preventative intervention.

Members of the campus community may call any of the representatives listed below to refer a student or to discuss their observations or concerns. As needed, the information will be shared with the team to determine appropriate interventions, which may include contacting or convening other members of the community on a “*case by case*” basis, as well as direct outreach to the student. All information is treated in a confidential manner.

Should you have any questions regarding the CIT, I can be reached at x7517, or you may email cit@monmouth.edu. You will also find a list of “*Emergency Services*” numbers below. Additional information regarding various campus support services may be found on the University website.

Team Members

Andrew Lee, Director of Counseling & Psychological Services	x7517
Shannon Killeen, Assistant VP for Student Life	x5218
Jim Pillar, Associate VP for Student Life	x3585
Charlene Diana, Associate General Counsel	x3598
Kathy Maloney, Director of Health Services	X5646
Danielle Schrama, Director Of Academic Advising	x5281
Joan Raso, Specialist Professor-Nursing	x4670
Skip Carey, Director of Disability Services	x3460
Tom Bieber, Associate Athletics Director	x5734
Bill McElrath, Director/Chief of Police	x4444
Michael Callahan, Coordinator of Veteran Services	x5258

Emergency Services Numbers

Monmouth University Police	732-571-4444
Monmouth County Mental Health Hotline	732-923-6999
Monmouth County Sexual Assault Hotline	1-888-264-RAPE
National Suicide Prevention Lifeline	1-800-273-TALK
New Jersey Suicide Prevention Hopeline	1-855-654-6735

Important Phone Numbers

EMERGENCY	732-571-4444	
Academic Affairs	732-571-3405	
Athletics	732-571-3415/732-263-5188	
Bookstore	732-571-3453	
Bursar	732-571-3454	
Career Services	732-571-3471	
Cashier	732-571-7540	
Center for Student Success (CSS)	732-571-3487	
Disability Services	732-571-3460	
Fitness Center	732-263-5855	
Gourmet Dining (dining services)	732-263-5608	x2701/2702
Greek Senate	732-571-3586	
Hawk TV	732-571-4428/732-571-4430	
Health Center	732-571-3464	
Help Desk	732-571-3539/732-923-4357	
Information Desk	732-571-4419	
International Student Services	732-571-3478	Barbara Nitzberg, Advisor
Library	732-571-3450	
Office of Student Activities	732-571-3586	
Performing Arts (box office @ OFBC)	732-263-5715/732-263-6889	
Residential Life Office	732-571-3465	
Service Learning & Community Service	732-571-4411	
Student Activities Board	732-571-3586/732-923-4704	
Student Employment	732-263-5706	Federal Work Study
Student Government Assoc. (SGA)	732-571-3484/732-923-4700	
Student Help Desk	732-263-5255	
The Outlook (newspaper)	732-571-3481	
University Police	732-571-4444	
WMCX (call-in line)	732-571-3493	
WMCX (radio station)	732-571-3482/732-263-5254	

MONMOUTH UNIVERSITY

OFFICE OF THE VICE PRESIDENT FOR ADMINISTRATIVE SERVICES

Important Information

November 9, 2017

TO: Members of the Monmouth University Community
FROM: Patricia Swannack
Vice President for Administrative Services
SUBJ: REMINDER: Emergency Information Telephone

Monmouth University has established an *Emergency Information Telephone Line*, **732-263-5900**. During emergencies, including weather related situations, campus lockdowns, etc. when the University may need to close or delay the start of class or work-day, this telephone line will have a pre-recorded message with information for students and employees.

If you are not sure of the status of University operations, please call the *Emergency Information Telephone Line* at **732-263-5900** for the latest information. Please ***do not*** call the University Police, Human Resources or any other office on campus for emergency information. My office will work closely with the appropriate officials to keep the most current information on the *Emergency Information Telephone Line*.

Monmouth University will also notify you of critical information by telephone via our Regroup Emergency Notification System. **This is not to be confused with the Emergency Contact Information received for the Registrar on November 9, 2017.**

Please understand that these calls may be sent very early in the morning, as some employees begin work as early as 5:00AM. All University employees and students are automatically enrolled in the Regroup Emergency Notification System. If you do not wish to be enrolled, you must go to the Regroup web site and opt out.

A message will also be sent to all employees and students via the campus email system. Information will also be posted on the main page of the Monmouth University Web Page (<http://www.monmouth.edu>) and the University's Facebook page and Twitter feed.

We will make every effort to notify you of emergency information as early as possible. In addition, if it is necessary to cancel or delay classes every effort will be made to do so between classes unless conditions warrant action sooner.

Thank you for your cooperation.

Patricia L. Swannack
Vice President for Administrative Services
Monmouth University
400 Cedar Avenue
West Long Branch, NJ 07764
732.571.3546 main
732-263-5201 fax
pswannac@monmouth.edu

Local radio and TV stations that broadcast closing information.

Station	Station Name
FM	
88.9	WMCX Monmouth University
92.7	WOBM Ocean County
94.3	WJLK Monmouth County The Point
96.9	WFPG Atlantic City
98.3	WMGQ Magic
99.7	WBHX Ocean County The Island
98.5	WBBO Ocean County
101.5	WKXW Trenton
106.3	WKMK Thunder
107.1	WWZY The Boss
107.3	WPUR Atlantic City
AM	
1010	WINS New York
1160	WOBM
1310	WOBM Monmouth and Ocean Counties
1410	WHTG
1450	WCTC New Brunswick
TV	
News 12 New Jersey	
Channel 4 WNBC news	
Verizon Fios	

User Guide

HOW TO ACCESS VOICEMAIL

Press the **Message** key or call **6000**

Outside the office call: **732-263-6000**

LOGIN:

From your office phone:

1. Press the **Message** key or call **6000**
2. Enter your security code. NOTE: For first time login, enter the default password: **0000**



From outside the office:

1. Call the access number shown above.
2. Press **#** (pound) when VM answers.
3. Enter your mailbox number.
4. Enter your security code. NOTE: The first time login, enter the default security code: **0000**



As a new user, Voicemail+ will walk you through a tutorial to set up the following:

CREATE A NEW PASSWORD - Trivial security codes pose a danger to the system from hackers. The system will not allow you to set a trivial security code, such as 1234, 4321, or using your extension #.

RECORD YOUR NAME GREETING

RECORD YOUR PERSONAL GREETING – Below is a sample personal greeting for use in setting up your voicemail:

Hello, this is (name, title) at Monmouth University. I'm sorry I cannot take your call right now. Please leave a detailed message with your name and telephone number, and I will get back to you as soon as possible.

HOW TO ACCESS VOICEMAIL

From My Phone

Press the **Message** key or call **6000**
Enter Security Code

From Another Phone with a Mailbox

Press the **Message** key or call **6000**
Press * (star) to back up to Auto Attendant
Press **#** (pound)
Enter Mailbox Number
Enter Security Code

From Another Phone without a Mailbox

Press the **Message** key or call **6000**
Press **#** (pound)
Enter Mailbox Number
Enter Security Code

From Out of the Office

Call **732-263-6000**
Press **#** (pound)
Enter Mailbox Number
Enter Security Code

ENTER YOUR NOTES BELOW

Fold Here

REVIEW MESSAGES

1. Press **2** to listen to new messages.
2. Press **5** to record a message.
3. Press **6** for the next message
 - While listening, options are:
 - [71] Reply
 - [72] Date & Time stamp (envelope info)
 - [73] Forward
 - [75] Compose
 - [76] Delete/Restore
 - [79] Send
 - [70] Message options
- After listening, options are:
 - [2] Review
 - [6] Next
 - [*] Help

SEND MESSAGES

1. Press **7*** message command.
2. Press **5** to Record and Send a New Message.
3. Enter desired mailbox address and press **#**.
4. Enter an additional address (if desired) and press **#**.
5. To spell name, press *****.
6. To remove last entered press **0#**.
7. Press **#** when complete.
8. Press **5** to record your message.
9. Press **#** to stop.
10. For messaging options press **0** (optional)

Optional Delivery options are:

- [1] Urgent
- [2] Normal
- [4] Private
- [5] Return receipt
- [6] Future delivery

11. To send press **79**.

MESSAGING OPTIONS

1. Press **8** for Phone Manager
2. Press **0** for User Options
3. Press **1** for messaging options
 - [2] Record a name for a mailbox you sponsor
 - [3] Change a personal distribution list
 - [5] Change message presentation ordering

RECORD GREETINGS

1. Press **80132** to record your Personal Greeting.
2. Press **80133** to record your Out of Office Greeting
3. Press **8015** to record your Name Greeting.

CHANGE SECURITY CODE

Press **8014** to change your security code

EXIT MAILBOX

To initiate an exit from within your mailbox, press *****.

VOICEMAIL TIDBITS

* If you begin a recording (such as a message or personal greeting) and decide you do not want to record after all, press the ***** key to cancel.

Fold Here

Email Notification of Voicemail

If you would like to receive an email notification when you receive a voicemail, send your request to the HelpDesk (helpdesk@monmouth.edu).

A. Web Interface Login

1. Go to <http://webvm.monmouth.edu/>
2. Enter your 4-digit extension in the Mailbox field
3. Enter the same Security Code you use when checking messages by phone.
4. Click **Login**
5. Click the link **Forgot Security Code** to reset your code. For security, you will be prompted for your mailbox number or e-mail address and then an e-mail with a reset link is sent to your MU email.



C. Personal Settings Menu & Recordings Tab

Use this screen to change your Recorded Name or Standard/Out-of-Office Greetings. To make any recording:

1. Click the speaker icon to open the following window.
 
2. Click the red record button. The voice mail system will call your extension. When you answer the phone, you will hear a very quick beep.
3. Record your name/message, and click the square icon to stop.
4. To save your recording, click **OK**.

If you will be out of the office for an extended amount of time, record an **Out-of-Office Greeting** and check the box to **Enable Out-of-Office Greeting**. Whenever you log on, you will be asked whether the greeting should be removed or left in place. You may also uncheck the box next to **Enable Out-of-Office Greeting** to stop it.

B. Home Menu & Inbox Tab

VoiceMail+ will open to your **Inbox**, where you can manage all of the messages currently in your inbox. You can listen, forward and reply to messages. VoiceMail+ messages are in sync over the phone and web interface. Meaning, if you delete it on your phone, it will be deleted on the web interface and vice versa. When you receive a message, an email will be sent to you with a link to the web interface.



D. Personal Settings Menu & Phone Numbers Tab

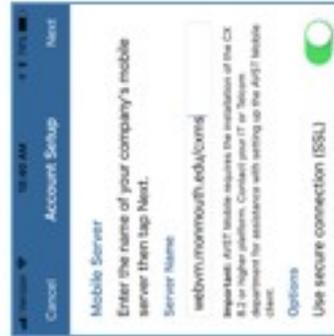
Use this screen to enter additional phone numbers to be associated with your voicemail. It is necessary to enter your **Personal Mobile Number** for the **AVST Mobile** app (coming soon!)



1. Before you start, you need to log into <http://webvm.monmouth.edu/> to enter your **Personal Mobile Number** on the **Personal Settings Menu**, **Phone Numbers** tab.
2. Download and open the free **AVST Mobile** app.



3. Enter **webvm.monmouth.edu/csms** for **Server Name**.
4. Slide green to **Use secure connection (SSL)**.
5. Tap **Next**.



6. Enter your 4-digit extension for the **Username**.
7. Enter the same **Security Code** you use when checking messages by phone.
8. Enter your **MU phone number**.
9. Tap **Next**.



10. Choose your notification settings.



11. Click **Finish**.



The app will open to your **Inbox**, where you can manage all of the messages currently in your inbox. The app is in sync with the phone and web interface. Meaning, if you delete it on your phone or app, it will be deleted on the web interface and vice versa.



**MONMOUTH UNIVERSITY
DISTANCE LEARNING FAQs**

**Family Educational Rights & Protection Act (FERPA – Lecture Capture and Audio/
Video Recording**

1. What should faculty do if they wish to video or audio record classroom lectures?

Per University policy, faculty who wish to video or audio record classroom lectures should acquire written consent from ALL students in the class. The Family Educational Rights & Privacy Act (FERPA) requires written consent from students in order to release their education records. If a student or multiple students refuse to sign the consent form, the faculty member should not record the lecture in order to prevent an inadvertent FERPA violation.

2. Are video or audio recordings of classroom lectures a protected student record?

If a recording includes only the faculty member, it is not a student record and FERPA does not limit its use. If the recording includes students asking questions, making presentations or leading a class, and it is possible to identify the student, then the portions containing recordings of the student **do constitute** protected educational records. Educational records can only be used as permitted by FERPA or in a manner allowed by a written consent from the student.

3. Where can faculty members find the consent form that students must sign in order to video or audio record classroom lectures?

The Monmouth University Consent and Release Form can be found [HERE](#). By signing this document, students consent to being video and / or audio recorded during the taping of classroom lectures.

4. Can the Monmouth University Consent and Release Form be altered or amended before signing?

No. This form should be signed AS IS. It can only be agreed upon or declined in its entirety. This prevents a FERPA violation from occurring.

5. Can students decline to sign the FERPA consent form?

Yes, students cannot be compelled to give consent to release information. If one or multiple students within the class decline to sign the consent form, it is within the best interest of all parties to not record the lecture in order to prevent an inadvertent FERPA violation.

6. Can the faculty member show video or audio recordings of lectures to the class from which the recording was made without acquiring consent from students?

No. Even if the recorded lecture is being shown to the same class from which it was recorded from, the faculty member must still receive signed consent forms from all students.

7. *If the recordings are posted in ECampus only, is this a violation of FERPA?*

As soon as a recording is made that includes students, it creates a protected educational record protected by FERPA. It does not matter if the recording is only posted to ECampus.

8. *Can the faculty member show recordings of lectures from last year's to the current class?*

Under FERPA, this situation must be treated as if the recordings were being shown to a third-party audience which requires FERPA compliance through use of consent forms signed by ALL of the students who were video or audio recorded in the lecture.

9. *If the faculty member wants to allow access to video or audio recordings of lectures that include student participation to others outside the class, is this permitted?*

Allowing access to video or audio recordings that include student participation is only allowed if written consent forms have been signed by all the students contained within the recordings.

10. *If recordings are made through 3rd party software (i.e. Zoom, Webex, etc.) and posted to ECampus, does that change the recording's status as an educational record under FERPA?*

No, the recording would still be an educational record protected under FERPA.

11. *If recording to your own computer and then uploaded to ECampus or to the Cloud, does this change the recording's status as an educational record under FERPA?*

No, the recording would still be an educational record protected under FERPA.

12. *What should the faculty member do if a student with a disability has a reasonable accommodation approved by the Department of Disability Services (DDS) that includes video or audio recording of classroom lectures and a student(s) refuses to sign the consent form?*

The Department of Disability Services, Information Management, and the Office of the General Counsel will work with the faculty member to take such measures to ensure that the reasonable accommodation is met. Reasonable accommodations are handled on a case-by-case basis to ensure the needs of the student are met.

13. *Is there a way to record lectures without receiving consent from all class members and without violating FERPA?*

No, written consent from all students in the class is required in order to record class lectures. Keep in mind that once a recording is made, it is then discoverable. For example, if a lawsuit is filed and

the University is served a subpoena, it would have to be produced. As such, the University requires written consent from all students in order for class lectures to be recorded.

14. Who can faculty members consult for guidance on how to comply with federal law in the use of class-related recordings?

Any questions regarding FERPA and recording of classroom lectures should be directed to the Office of the General Counsel at by telephone (732) 571-3598 or email to the Vice President and General Counsel, John J. Christopher, at jochrist@monmouth.edu or Associate General Counsel, Charlene K. Diana, at cdiana@monmouth.edu

Distance Learning, Online Exams and Proctoring

1. How should faculty go about assessing student performance in Distance Learning classes?

Online faculty are encouraged to consider which assessment strategies are appropriate for your subject matter, student population, and class materials. Proctoring your exams is an option for online classes, but certainly not a simple endeavor. Please take the time to consider your alternatives. If you aren't sure that proctored exams are the right option for you, consult with your Chair, Dean, and/or Center for Student Success (CSS). There are lots of strategies to consider if you are concerned about academic integrity for your exams.

2. Will Monmouth University have in-person proctored tests for the Fall 2020 semester?

Yes.

3. What proctoring system does Monmouth University use for online exams?

Monmouth University uses Respondus Monitor and LockDown Browser as its proctoring system for online exams.

4. What is Respondus Monitor?

Respondus Monitor is a fully automated proctoring solution that enables students to take online exams at any time of the day or night, without pre-scheduling. Students use a webcam to record themselves during an exam. A "startup sequence" guides them through requirements selected by the faculty, such as showing identification or making a short video of the exam environment. Only the faculty can review video recordings and the results of the proctoring session. Powerful analytics are used to detect suspicious behaviors during an exam session. Video segments with potential exam violations are flagged for the faculty, with an overall risk level assigned to the exam session.

5. What is Respondus LockDown Browser and how do I get it on my computer?

LockDown Browser is a custom browser that locks down the assessment environment, making students unable to print, copy/paste, or switch to different applications. LockDown Browser is a custom browser that locks down the assessment environment, making students unable to print, copy/paste, or switch to different applications. Students will be required to use Respondus LockDown Browser only for assessments that the faculty has selected to require students to use the application.

6. Does faculty need to complete mandatory training on the Respondus Monitor and LockDown Browser proctoring system before administering an online exam?

Yes.

7. What do faculty need to get started with the Respondus Monitor test proctoring system?

Respondus Monitor is a companion application for LockDown Browser. To use Respondus Monitor, your institution must have a campus-wide license for LockDown Browser and the license administrator must have enabled the Respondus Monitor feature. Once enabled, faculty can access the Respondus Monitor settings through the LockDown Browser Dashboard, which is available within ECampus.

8. Are there any useful resources I can share with students to give them an overview of what taking an online exam with Respondus Monitor will be like?

Yes, faculty can share this video link with students to give them introduction to the test proctoring system - <https://web.respondus.com/lockdownbrowser-student-video/>.

9. How can students install the Respondus LockDown Browser to be used for online exams?

Faculty should provide all students in the class a link that allows them to install the Respondus LockDown Browser at the beginning of the semester.

10. What language should faculty include in their syllabus regarding the use of the Respondus Monitor and LockDown Browser for online exams?

Sample language for faculty to include in syllabi are as follows:

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this short video to get a basic understanding of LockDown Browser and the webcam feature. A student Quick Start Guide (PDF) is also available.

Then download and install LockDown Browser from this link:

[NOTE TO FACULTY: INSERT YOUR INSTITUTION'S DOWNLOAD URL HERE, IF APPLICABLE]

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into [FACULTY: ENTER LMS NAME HERE], and select this course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Troubleshooting information can also be emailed to our institution's help desk.
- Exit the Help Center and locate the practice quiz named [NOTE TO FACULTY: CREATE A BRIEF PRACTICE QUIZ AND INSERT NAME OF QUIZ HERE; IF NECESSARY, INCLUDE LOCATION OF QUIZ].
- Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Clear your desk of all external materials not permitted — books, papers, other devices
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Remain at your computer for the duration of the test
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims.
 - Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move.
 - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
 - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.

Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

11. What are the system requirements for the devices students can use with Respondus Monitor?

The Requirements for student devices to work with Respondus Monitor are as follows:

- Windows: 10, 8, 7
- Mac: OS X 10.12 or higher
- iOS: 10.0+ (iPad only). Must have compatible Learning Management System Integration (ECampus).
- A web cam (internal or external) and a microphone
- A broadband internet connection

12. Should faculty require an ungraded practice exam prior to students' first graded online exam using the Respondus Monitor proctoring system?

Yes, faculty should ensure Respondus Monitor runs smoothly in their class by administering an ungraded practice exam to students that requires the use of the LockDown browser and a webcam prior to any graded exam.

Direct students to use the **Help Center** prior to their first exam. With LockDown Browser open, log into the course and select the **Help Center** button the toolbar. From there, run the **Webcam Check** and the **System Check** to make sure everything is working properly. If a problem is indicated, students can search for a solution in the Knowledge Base. Troubleshooting information can also be emailed to your institution's help desk.

Leave the practice quiz available for the duration of the course, with unlimited attempts, so students can check their setup from a different computer.

13. How would a faculty member know if there is a student in the class that requires reasonable online testing accommodations?

If a student has an approved accommodation through the Department of Disability Services (DDS), it will be disclosed to the faculty member online via Accommodate. Faculty have been asked by the Provost to complete the Accommodate training. Using Accommodate to disclose allows for more privacy and confidentiality than approaching a professor to sign a Semester Request (Notice of Accommodations and Disclosure form) while other students may be present. If a student who is registered with DDS wants to utilize an approved accommodation for a class, the faculty member will receive an email to log onto Accommodate to view and sign the student's Semester Request electronic disclosure form on Accommodate that notes the approved classroom and testing accommodations. DDS encourages students to schedule a meeting with each professor during

office hours to discuss their involvement with DDS and the benefit of using accommodations in the particular course.

14. *Can faculty add additional time for students whose accommodation plans include extended time on exams?*

Yes, as long as it is an approved accommodation by DDS. Faculty members should not provide accommodations beyond what is approved by DDS. If a student requests an accommodation that has not been approved, the faculty member should advise the student to contact DDS to discuss the request for an accommodation.

15. *Is the Respondus LockDown Browser available to students with disabilities*

Yes, the Respondus LockDown Browser is available to students with disabilities on both Mac and Windows platforms. The Mac version of LockDown Browser works with VoiceOver (the standard screen reader that comes with the Mac OS). LockDown Browser's functions and security remain the same when VoiceOver is used. The Windows version of LockDown Browser (version 1.0.5.17 and newer) allows a student to use screen reader accessibility programs, such as JAWS and Windows-Eyes. However, the security level of LockDown Browser is lowered when screen readers are used. To address this, the faculty member must enable a setting that permits specific students to use a screen reader application with LockDown Browser.

16. *Can faculty allow students to access specific external web domains during an exam?*

The faculty member can allow access to specific external web domains during an exam. However, the faculty member must first select a setting that permits access to external web domains.

17. *Can spreadsheets be used with the Respondus LockDown Browser?*

LockDown Browser includes a tool that enables .xls/.xlsx spreadsheets to be viewed and manipulated during an exam session. This functionality is available for Windows, Mac, and iPad editions of LockDown Browser.



Monmouth University by
 Graduate Center
 - Center for Speech &
 Language Disorders
 - Institute for Health
 and Wellness
 - Career Assistant
 Program
 - Professional
 Counseling Programs
 - Speech-Language
 Pathology Program



VEHICULAR ENTRANCES
 A, B. Students & Employees
 C, E. Visitors & Library
 D, F. Polak Theatre & Students, Visitors
 F. Lauren K. Woods Theatre, Students, & Employees
 G. Garden Apartments

STUDENT RESIDENCES
 1. Elmwood Hall
 2. Pinewood Hall
 3. Willow Hall
 4. Laurel Hall
 5. Beechwood Hall
 6. Spruce Hall
 7. Cedar Hall
 9. Garden Apartments

ADMINISTRATION AND ACADEMIC BUILDINGS
 9. Health Center (Borch Hall)
 10. Jules L. Puroser, Jr. Center for Communication & Instructional Technology
 14. Joan and Robert Rehrtritz Hall
 16. Westwood Bakery
 17. Great Hall & Auditorium
 26. Leon Hess Business School
 27. Steven J. and Blaine Pogod Hall
 28. Athletic Department Offices
 30. University Police
 31. Facilities Management
 32. Greenhouse
 33. Doherty House
 35. Bruce Springsteen Archives & Center for American Music
 37. Alumni House
 38. Robert E. McCall Hall
 40. Guggenheim Memorial Library
 41. Virginia A. Cory Community Garden
 42. Rebecca Stafford Student Center
 43. Baseball Field
 44. Practice Field
 45. "So Sweet A Car" Field Hockey Field
 46. Tennis Complex
 47. Women's Softball Field
 48. Hesse Field on the Great Lawn
 52. Lois Bonder Sculpture Garden
 55. Torvalds Common
 58. Brookside Common

RECREATION/FOOD SERVICE
 18. Great Hall Annex
 19. Rotary Ice House Gallery
 20. Art Workshop
 22. 600 Art Building
 23. Thomas A. Edison Science Hall
 24. James and Marlene Howard Hall
 25. Polak Theatre and Art Gallery
 26. Leon Hess Business School
 27. Steven J. and Blaine Pogod Hall
 28. Athletic Department Offices
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