HHD Guidance on Syllabus and Class Policies

There are many policies related to classes and syllabus that can help prevent problems for instructors and students. This document provides an overview of some of the most important policies with links to more detailed information. My goal is to guide instructors on required policies to be described in syllabi, to share other helpful policies, and to encourage instructors to be explicit about expectations concerning classroom conduct, artificial intelligence, academic integrity, and other course policies. Outside of required University policies and required policies adopted by departments, instructors may establish policies appropriate to their course and teaching styles.

Academic policies that apply to students are developed and passed by the University Faculty Senate and can be found at: http://senate.psu.edu/policies-and-rules-for-undergraduate-students/. Administrative policies and implementation procedures for academic policies are established by the Office of Undergraduate Education and can be found in the Academic Administrative Policies and Procedures Manual, http://undergrad.psu.edu/aappm/. Policies regarding student conduct are handled through the Office of Student Accountability and Conflict Response in the Office of Student Affairs and can be found at http://studentaffairs.psu.edu/conduct/.

If you have any questions about policies, do not hesitate to contact me at dgs4@psu.edu. Questions about graduate education and relevant policies can be directed to Kathy Drager at kdd5@psu.edu.

Teaching Supports

The Schreyer Institute for Teaching Excellence is a rich resource for instructors. Please look over the Institute's website for a description of consultation and other resources available: http://www.schreyerinstitute.psu.edu/. Schreyer workshops, including their New Instructor Orientation and Course in College Teaching, are offered throughout the academic year: http://www.schreyerinstitute.psu.edu/events.

Teaching and Learning with Technology has many resources for instructors that want to incorporate technology into courses. IT Learning and Development provides technology trainings each month, as well as IT assistants, resources and more http://itld.psu.edu/. Finally, World Campus Online Faculty Development offers many teaching improvement courses that are relevant for online, hybrid, as well as in-person instruction https://wcfd.psu.edu/.

There are also extensive online learning tools through the Penn State Canvas Learning Center. Penn State's Canvas Learning Center is a one-stop shop for instructors and instructor-support staff to learn how to use Canvas. The Learning Center collects the best tutorials, live training sessions, videos, and other resources from Instructure and Penn State sources in one, self-directed curriculum called the Canvas Learning Path.

Finally, our Learning Design team in the Office of Undergraduate and Outreach Programs regularly provides workshops and support for faculty. You can see some of the resources they've created for faculty on their Faculty Resources page.

HHD encourages instructors and departments to share their syllabus, so students can get an idea of what is expected in courses prior to registration. Canvas allows you to make your syllabus visible to all people with a Penn State access account. In Canvas, go into Settings, and scroll down to the Visibility menus. Set Visibility to Course and click the Customize box below it to enable the Syllabus setting. Set the Syllabus visibility setting to Institution, then Update Course Details. You can now share your syllabus URL and anyone with a Penn State login can view your syllabus. Departments can update and share these links on their department web pages.

Artificial Intelligence

Over the past several years, many faculty have had to consider how to address use of artificial intelligence and large language models (e.g. Chat-GPT) in courses. There has been a growing number of resources that are now available to faculty. And this is a year of big change, because Penn State is now making a suite of AI tools available to students, expecting all first-year students to develop AI Literacy skills, and requiring faculty to provide greater clarity on the use of artificial intelligence in courses. Since this is such an important area of change, I want to highlight some key information here.

First, all faculty are now required to communicate their overall course policies regarding artificial intelligence use in their syllabus. Penn State is provided some examples for faculty use, which individual faculty can revise as needed: Syllabus language for Gen-AI use.

Second, Penn State has made available a module for all students called AI Essentials. This is a student-version of the AI Essentials module provided to employees through our LRN, so if you have completed that, you'll have an idea of what students see. Penn State is asking faculty to consider 4 options for AI Essentials in their courses for 2026-27:

- **Mention It (Awareness Only)**: Simply inform students that AI Essentials exists as a resource.
- **Incentivize It (Encouragement)**: Actively encourages students to engage with the AI Essentials, without making it required or graded.
- **Connect It (Incentivized Completion)**: Encourages completion of AI Essentials by offering a low-stakes academic benefit.
- **Require It (Required Completion)**: Makes completion of AI Essentials a course requirement. Language is clear and transparent about expectations and rationale.

More details on these options and how to integrate AI Essentials into classes can be found in this AI Course Integration Resources document. Instructors can see whether students have completed the course through Course Insights, which is explained in the link and students are emailed a certificate of completion within 24 hours of successfully completing *AI Essentials* in Canvas. Penn State's approach aims to have students hear about AI and AI Essentials in nearly every class, just as we remind them regularly about academic integrity. So, a student does not need to complete AI Essentials for every class, but every instructor can ask students to upload their certificate or could verify that they have completed the module.

Third, Penn State is providing a variety of resources to faculty to support teaching and learning. These resources include a quick-start guide and activity ideas for faculty, and GenAI Use Icons which can be used to communicate overall course and/or individual assignment policies regarding AI use.

Other resources to support faculty include:

- Penn State's AI Hub
- Guidelines for AI Uses
- Penn State's AI Teaching Community: "AI Horizons". This space aims to connect faculty and staff at Penn State, fostering discussions on the integration of AI in the teaching and learning community. Click to join the community and be a part of the AI conversation at Penn State!
- And HHD's Gen-AI Canvas Module, developed by our Learning Design team, which HHD faculty can integrate into their course.

Later in this document, we'll provide information on how this new world of teaching with AI integrated into our lives impacts the academic integrity challenges in classes.

To finish, I want to emphasize some points made in materials distributed from Penn State's AI Task Force:

> "Clear and consistent communication from faculty about AI use policies is essential to student success and well-being. As AI becomes more prevalent in academic settings, students are navigating a complex and often inconsistent landscape, trying to keep track of which courses permit AI use, to what extent, and under what conditions. Without explicit guidance, students are left anxious and uncertain..."

Faculty, too, are navigating a complex and often inconsistent landscape! We can help students and we can help ourselves by discussing those challenges openly with students and doing our best try to learn about this landscape together. To again quote from the AI Task Force:

> "Faculty can meaningfully reduce this burden by treating AI policies with the same rigor and visibility as any other course expectation, outlined clearly in the syllabus from day one, reinforced through visual aids or graphics where helpful, and communicated in plain, unambiguous language. When policies are transparent and easy to find, students can engage with course material confidently and focus on learning rather than second-guessing every tool they use.
>
> Clarity is not just courtesy; it is a safeguard. It helps protect students from unwarranted accusations and helps protect faculty from misunderstandings. As Penn State continues to refine its approach to AI in education, the classroom-level commitment to open, proactive communication will be what makes institution-wide guidance work in practice."

Table of Contents

Quick Guide Page 5
Required Policies or Statements Page 6
Academic Integrity and Artificial Intelligence Page 6
Disability Resources Page 14
Counseling and Psychological Services Page 16
Bias Page 17

Other Recommended Policies, Statements or Considerations
FERPA (Federal Educational Records Privacy Act) Page 18
Textbooks Page 18
Teaching Evaluations (SEEQs) Page 19
Student (aka Office) Hours Page 19
Underenrolled and Special Topics Courses Page 19
Use of Undergraduate Assistants Page 20
Classroom Emergencies, Disruptions and Reporting Wrongdoing Page 20
Attendance and Make-up Assignments Page 21
Student Progress Reporting Policies Page 22
Campus Closures Page 23
Course Prerequisites Page 24
Students Needing Assistance or in Crisis Page 24
Academic Freedom and Responsibilities Page 25
Examination Policies Page 26
Grade Mediation Policies Page 26
Penn State Values, Diversity, Equity and Inclusion Page 27
Course Material Sharing Websites, Copyright and IP Page 28

Classroom Conduct Policy Example Page 30
Health Emergency Recommendations Page 31

Academic Policies Quick Guide

1. Make sure your syllabus has ALL required syllabus elements . Clearly state grading and attendance policies and have plans for student opportunities to make up work when they have an acceptable reason for their absence.

2. Report ALL academic integrity violations by undergraduate students to the HHD Office of Undergraduate Education. Speak 1-1 with a student **before** filing an academic integrity report. Use the online system for reporting academic integrity violations (https://ai.la.psu.edu/).

3. **Instructors are not permitted to schedule end-of-semester exams or have end-of-semester projects due that are worth more than 10% of the semester grade during the last week of classes.** Any end-of-semester examinations or projects worth more than ten percent of the course grade must be scheduled or have a due date during the final examination period.

4. Discuss accommodation documentation when provided from students who report an accommodation for a disability and extend all required accommodations to these students.

5. Be alert for students needing assistance (e.g., mental health, relationship violence, food/housing insecurity) and refer them for help. The Red Folder is an excellent resource for instructors needing help with this.

6. Complete requested student progress checks in the Starfish advising system when requested, so advisers are aware of problems. Complete progress reports for ALL students, not just those having difficulty. Update advisers at any time on changes in student performance in Starfish. HHD recommends reports after major assignments and notification of students struggling to earn a C at least 1 week prior to the late drop deadline (November 13, 2026)

7. Foster a climate for civil discussion and inclusion in your classroom. Report bias incidents or other concerns immediately. Understand the steps to preventing and dealing with classroom disruptions. And remember your responsibilities for upholding academic freedom through balanced presentation of content specific to your area of expertise.

8. Understand and respect student educational privacy rights under FERPA.

9. Get textbook orders in on time to department staff or to the bookstore. **Sept. 1 is the deadline for Spring semester. Feb. 1 is the deadline for Summer. March 1 is the deadline for Fall.**

10. Take advantage of the mid-semester feedback to make mid-course corrections. Use other mid-semester assessments to tailor student feedback to your courses. Follow best practices to increase student completion of end of semester course evaluations.

11. If using undergraduates in peer learning roles, consider training and adopting best practices.

12. If you find your materials available on course sharing sites (e.g. CourseHero, StudyBlue, etc.), work with my office and your program director to request its removal. Use a syllabus statement to communicate copyright expectations and consequences for violations to students.

Required Syllabus Policies

Penn State Policy 43-00 describes the syllabus: "A written (paper or electronic form) syllabus shall be distributed to students in each course section on or before the first day of the class. Changes to the syllabus shall also be given to the student in written (paper or electronic) form."

I would call special attention to the sentence regarding changes to the syllabus. It is not adequate to announce changes in class. Changes must be communicated in writing (an email or posted announcement to students, for example).

Your syllabus **must** include the following:

- Description of the course
- Information on course expectations, including course attendance and/or participation expectations, as appropriate.
- Course assessment policy
- Grade breakdown with sufficient information to meaningfully determine a student's progress.
- Required course materials, if any
- Course Goals and Course Objectives
- Course instructions relating to a campus closure
- **Academic integrity policy for the course**
- Any course policies on student use of artificial intelligence
- **Procedures related to academic accommodations identified by Student Disability Resources**
- **Information on reporting educational equity concerns through the University's Report Bias website**
- **Available counseling & psychological services**
- Contact information for all course instructors

The bolded items are areas where the University has specific expectations or recommendations regarding the content, which can be found here: http://senate.psu.edu/instructors/syllabus-statement-examples/. The others leave more to the discretion of the instructors and departments. More detail on some of these requirements and references to related policies can be found at the link to the 43-00 Syllabus policy above.

The Schreyer Institute for Teaching Excellence provides excellent resources for faculty on their Tools and Resources website covering these and other areas. Many instructors use the syllabus checklist.

No matter what University, department or other resources you consult, clarity and consistency in your syllabus on content, expectations, exam and assignment policies, and grades and evaluation will prevent problems and save time.

Required Syllabus Item #1: Academic Integrity and Artificial Intelligence Policy

- The College takes a strong stance on academic integrity, and we wish to earn a reputation among students for that stance. This is consistent with the professions in which many of our students will be employed where professional and ethical expectations are high. Please review the College's overview of academic integrity policy and procedures.

- Research shows that explicit, repeated communication of academic integrity expectations can influence student behavior. Instructors can help prevent academic integrity violations by taking the following steps:
    - Include the University policy on academic integrity (listed below) in your syllabus, as required.
    - Include any additional department or instructor policies on academic integrity in your syllabus.
    - Discuss these academic integrity policies during the first day of class, stressing their importance to you and to your academic and professional field. This article may be useful (https://www.instructorsfocus.com/articles/teaching-professor-blog/cheating-can-we-be-doing-more-to-promote-academic-integrity/).
    - Remind students verbally or in writing of the academic integrity policies on each significant assignment/exam; have them provide or sign an integrity statement on submission of assignments (e.g., "I, NAME, affirm that I have not violated academic integrity policies in completing this assignment").

As Policy 43-00 states, all syllabi **must** include "the academic integrity policy" for the course. Penn State provides the following example statement which faculty can use or modify:

> "Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle.
>
> According to Penn State policy G-9: Academic Integrity, an academic integrity violation is "an intentional, unintentional, or attempted violation of course or assessment policies to gain an academic advantage or to advantage or disadvantage another student academically." Unless your instructor tells you otherwise, you must complete all course work entirely on your own, using only sources that have been permitted by your instructor, and you may not assist other students with papers, quizzes, exams, or other assessments. If your instructor allows you to use ideas, images, or word phrases created by another person (e.g., from Course Hero or Chegg) or by generative technology, such as ChatGPT, you must identify their source. You may not submit false or fabricated

information, use the same academic work for credit in multiple courses, or share instructional content. Students with questions about academic integrity should ask their instructor **before submitting work**.

Students facing allegations of academic misconduct may not drop/withdraw from the affected course unless they are cleared of wrongdoing (see G-9: Academic Integrity). Attempted drops will be prevented or reversed, and students will be expected to complete course work and meet course deadlines. Students who are found responsible for academic integrity violations face academic outcomes, which can be severe, and put themselves at jeopardy for other outcomes which may include ineligibility for Dean's List, pass/fail elections, and grade forgiveness. Students may also face consequences from their home/major program and/or The Schreyer Honors College."

While that statement meets the required minimum expectations, departments may also provide additional statements on academic integrity and instructors can consider adding more detailed guidelines regarding specific assignments. **These may be especially helpful in stating your expectations for team activities, out-of-class assignments, use of generative artificial intelligence or other key expectations**.

It is also strongly recommended that clear information about types of violations of academic integrity and the range of sanctions possible be provided or linked to your syllabus. **Your syllabus should NOT indicate that you will take actions above and beyond University policy. For example, some instructors indicate that "any violation of academic integrity will result in a grade of F". This statement is contrary to University policy, which assigns sanctions based upon various factors, including the importance of the assignment, evidence of premeditation and more**.

Finally, as the University academic integrity policy notes, instructors are expected to take "reasonable steps to anticipate and deter acts of dishonesty in all assignments." Resources you can use to prevent and detect violations include:

- Provide adequate approaches to security for all significant examinations (those worth 10% or more of the final grade). See this exam security resource. This can include:
    - Use the Penn State Testing Center for exams (https://www.testing.psu.edu/)
    - Give in-class or evening proctored exams (if your department cannot provide Graduate Assistants for proctoring, instructors and department leaders should discuss hiring wage-payroll proctors).
        - Evening exams need to be scheduled through the registrar's office.
        - Learn about and use Penn State's Online Proctoring Tool, HonorLock, or approved PSU courseware, like TopHat.

- Follow best practices for security of unproctored exams on Canvas, including:
  - Creating an adequate test bank for your exam. An adequate test bank has X question groups where X=the number of questions in your exam. Each question group should have N/10 questions, where N is the number of students in your class and each question in that group is of similar difficulty. Your exam should consist of 1 randomly selected question from each question group.
  - Use Canvas settings to protect exam security (https://community.canvaslms.com/t5/Canvas-Admin-Blog/Quiz-Settings-to-Maximize-Security/ba-p/259456). Allow students to view only 1 question at a time; prevent students from going back to previous questions; limit the time students have to take the exam and the time period the exam is available to students; do not allow students to see their quiz answers after completing the exam.
  - Follow the advice later in this document on removing course material from Course Material Sharing Websites.
  - Meet with HHD Instructional Designers (https://hhd.psu.edu/online-outreach/contact) or Schreyer Institute for Teaching Excellence liaisons (http://www.schreyerinstitute.psu.edu/Help/Liaisons/ to discuss how to design assessments in your course to improve learning and prevent academic integrity violations
  - Address cell phone use. For in-class assessments tell students cell phones must be turned off and stored in a back pack or other location out of sight from the time the assessment is distributed until it is collected. Remember that many students now have multiple devices (phones, watches, etc.), so a "no electronics" policy may need to be comprehensive. For online assessments, using online proctoring or follow the best practice advice above to prevent cell phone collaboration.
  - If you use a classroom response system (e.g., clickers, TopHat, Poll Everywhere) as part of your graded assessments develop a system to prevent device sharing and similar violations.
  - Be aware of "contract cheating" (https://elearningindustry.com/contract-cheating-reasons-and-ways-to-stop) and use baseline in-class writing, review of file properties, and submission of paper drafts to prevent it.

Penn State Learning has a tutorial on academic integrity https://pennstatelearning.psu.edu/istudy_tutorials/academicintegrity/ and Penn State Undergraduate Education has tutorial videos for faculty, staff and students https://undergrad.psu.edu/academic-integrity-videos. You can put this information on your syllabus and encourage or require students to complete it as an assignment. Finally, some instructors rely on the *Turnitin* program, a way to discover plagiarism: http://turnitin.psu.edu/

Academic Integrity and Artificial Intelligence

The availability of generative artificial intelligence tools to students has created new challenges for academic integrity issues. Faculty are now required to explain course policies regarding artificial intelligence in their syllabus and the university provides some suggested language. Penn State's academic integrity community provided a collection of resources to help faculty address these issues. You can review these Faculty Resources at Penn State's academic integrity web site: https://integrity.psu.edu/academic-integrity. Here are a few suggestions for faculty:

- Clearly indicate in your syllabus and on assignments whether and how students are allowed to use artificial intelligence. Discuss these policies in class and provide examples or demonstrations of permitted uses. Use the tools and resources on page 2-3 to clearly communicate with students.
- Understand that policies completely banning use of artificial intelligence for a class are extremely difficult to enforce. The technology is embedded in many of the other tools faculty and students use. If key assignments require no use of artificial intelligence, consider in-class assessments or redesign assessments to be "AI-Resistant" or AI-Resilient (in addition to Penn State's resources like this one, try these https://genai.uchicago.edu/resources/faculty-and-instructors/strategies-for-designing-ai-resistant-assignments; https://edtechnologyspecialists.com/10-easy-ways-to-create-ai-resistant-assignments/; https://bokcenter.harvard.edu/artificial-intelligence)
- If permitting limited use of artificial intelligence in your class, you should also consider some redesigns like those mentioned above. Also, consider teaching students how to use artificial intelligence ethically and responsibly, how to cite its use, and share its strengths and weaknesses.
- If requiring use of artificial intelligence in your class, recognize that some students have ethical concerns about its use. Explain its importance, and, if possible, give students options to complete work without using it.

Academic Integrity Procedures: Dealing with Academic Integrity Violations

The University procedures for dealing with a violation are described in detail at this website: http://aappm/policy/g-9-academic-integrity.html. The College policies and procedures on academic integrity appear on the HHD website. If you suspect a student has committed an academic integrity violation, you can use those links to inform yourself fully about the relevant academic integrity policies and procedures. The Professor-in-Charge (PIC) of the academic program and Department Head can help guide you through the process**.**

IN ADDITION, THE ASSOCIATE DEAN'S OFFICE IS ALWAYS PREPARED TO HELP GUIDE YOU THROUGH THE PROCESS. SIMPLY PICK UP THE PHONE AND CALL ASSOCIATE DEAN DENNIS SHEA (814-863-2901) FOR HELP.

WE ASK THAT HHD INSTRUCTORS PLEASE REPORT ALL ACADEMIC INTEGRITY VIOLATIONS.

IF EACH INSTRUCTOR FAILS TO REPORT AND GIVES A STUDENT A "SECOND CHANCE", THEN THE STUDENT CAN CHEAT OVER AND OVER WITH FEW CONSEQUENCES. THE ONLY WAY FOR US TO DETECT REPEAT OFFENDERS IS IF INSTRUCTORS REPORT ALL OFFENSES.

MINOR OFFENSES CAN HAVE MINOR SANCTIONS, INCLUDING JUST A WARNING OR A RE-SUBMISSION WITH A MINOR POINT DEDUCTION.

Please follow these basic steps for how to handle a suspected violation:

1. Inform the PIC of the program and the Associate Dean's Office that you believe you may have a violation and seek consultation on the process and the documentation required BEFORE you contact the student and arrange to meet with the student.
2. Work with your PIC and Associate Dean's Office to document the violation you believe has occurred to the best of your ability.
3. There are two types of sanctions instructors can recommend—academic and administrative. Sanctioning guidelines are available (https://aappm.psu.edu/sanctioning-guidelines-for-violations-of-academic-integrity).
    a. Academic sanctions are determined by the instructor. They may range from simply a warning to a reduced grade on the assignment or for the course to the student's removal from his/her academic program.
    b. Disciplinary sanctions can only be recommended by faculty and should only be used in egregious violations. All recommended disciplinary sanctions are reviewed by the College and University.
    c. Review the sanctioning guidelines and discuss what types of sanctions would be appropriate with the violation you think you have identified with your PIC, Department Head or Associate Dean. A light sanction for a minor violation can be appropriate because repeat offenders may have sanctions increased by the College during the process.
4. Contact the student(s) involved and arrange for a 1-1 meeting. **INSTRUCTORS MUST HAVE A 1-1 MEETING WITH A STUDENT BEFORE SUBMITTING THE ACADEMIC INTEGRITY FORM.** A meeting with the student is an expectation of the process at Penn State. Your meeting should be in-person, if possible. A zoom meeting may be used, if necessary. If no other way is possible, a phone meeting is permissible.
    a. If a student does not reply to repeated attempts to set up a meeting to discuss the violation, the instructor may submit the academic integrity violation without meeting with the student. Be sure to maintain documentation of your efforts to meet with the student.
    b. If there are multiple students involved, meet with them separately. If there is a large group, discuss the situation with the Associate Dean.
    c. The PIC or department head can attend any of the meeting(s) at the request of the instructor.
5. In the meeting with the student(s), describe the violation you believe has occurred. Share a copy of any documentation that supports your concern. Ask an open-ended question (e.g., Can you explain to me what happened here?) and give the student an opportunity for their explanation.

   a. Discuss the situation with an emphasis on teaching and learning about the importance of integrity. Even in these situations, we act as instructors, not police, judge or jury. As the University procedures note: "The instructor informs the student of the allegation while taking into account the confidential nature of the information and the goal of maintaining an environment that supports teaching and learning."
6. Remind the student of key academic integrity policies
   a. The student cannot drop the class or withdraw from the university unless they are found to be not responsible for the academic integrity violation. If they drop the class or withdraw, it will be reversed by the University.
   b. The student should continue to attend and participate in class until the final decision about the situation has been made and communicated to the two of you.
   c. Finally, tell the student they have rights throughout the process, which are described in the Academic Integrity websites. If they have any questions, the student should be encouraged to meet with the Associate Dean for more information.
7. At the end of the meeting with the student, the instructor needs to choose an option. The instructor can:
   a. decide that an academic integrity violation has occurred and let the student know that you will be submitting an academic integrity claim to the university
   b. decide that they need more time to consider the events and/or appropriate sanction and set a follow-up meeting with the student and seek out additional information and consultation from department and college leaders;
   c. decide that an academic integrity violation has not occurred, in which case, all documentation should be destroyed
8. If the instructor concludes that a violation has occurred at this or a subsequent meeting, the instructor should complete the academic integrity form found at https://ai.la.psu.edu/ and provide the documentation regarding the violation. Ideally, the documentation should be scanned into a single pdf and should include the following:
   a. A copy of the syllabus for the class;
   b. A copy of the assignment instructions for students;
   c. The student's assignment/paper (with the alleged violation clearly highlighted, if possible) and/or any additional information from the instructor, TAs, other students or any other person that explains or provides information on the violation that is being documented
   d. A copy of any emails exchanged with the student attempting to meet with them to discuss the violation
9. Once submitted, the student will have 5 business days to decide whether to accept responsibility for the violation and the sanction the instructor has recommended or to ask for a review of one or both. If the student seeks a review, they and the instructor will have a chance to submit additional information about the events. All information submitted will then be reviewed by a panel of the College of Health and Human Development Academic Standards Committee, who makes the final decision regarding the violation and sanction.
10. If instructors send information and documentation regarding a violation via mail or email, they must support confidentiality through the following practices:

- Do not put the student's name in the Subject Line of the mail or email (e.g., use "Subject: AI violation in HPA 430" rather than "Subject: AI violation by Dennis Shea")
- Do not use the student's name in the file name for the AI form or documentation (e.g., Use "AIHPA430SP2018.pdf", not "DennisSheaCheated.pdf"
- Do not discuss the case in any way with anyone who does not have a need to know about this specific violation. Do not give colleagues a "heads-up" about the student or say anything that breaks the confidentiality of the Academic Integrity process.
- Once notified by the Associate Dean's office that a case has been concluded, destroy all print and electronic records of the case. Files are kept only by the Office of Student Accountability and Conflict Resolution.

If the student has accepted the allegation and sanction, the rest of the process is handled by the Associate Dean's Office, unless the student has prior violations. If that is the case, a panel of the HHD Academic Standards Committee will review and may recommend increased sanctions. The instructor may be consulted on additional sanctions.

If the student contests the violation and/or sanction, a review will be conducted by a panel of the College of HHD Academic Standards Committee. The panel will review documentation and may hold hearings. Following the review/hearing, the committee will make a final decision regarding the violation and sanction.

In summary, keep these best practices in mind:

1. State your academic integrity policy frequently and clearly
2. Connect academic integrity in your class to the larger ethical expectations of your field
3. Emphasize expectations for academic integrity repeatedly, ideally on each assignment.
4. Design your evaluative assignments to make academic integrity violations more difficult.
5. Take advantage of the resources available at Penn State to detect academic integrity violations.
6. Work with your Department and the College to follow appropriate policies and procedures and to **REPORT ALL VIOLATIONS**. Handling academic integrity violations on your own without reporting it to the Dean's Office, permits serial violators to escape notice and sanction and violates the rights that students have for a fair process.

Required Syllabus Item #2: Procedures related to adjustments identified by Student Disability Resources

As noted above all University syllabi must include a disability statement. Student Disability Resources suggests that instructors use the statement they share also provided below.

> "Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides contact information for every Penn State campus. For further information, please visit the Student Disability Resources website.
>
> In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: See documentation guidelines. If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations request with them as early as possible. You must follow this process for every semester that you request accommodations.
>
> Students with disabilities participating in internship, practicum, student teaching, or other experiential learning opportunities as part of their degree requirements may also be eligible for reasonable accommodations to ensure equal access and opportunity. These accommodations are determined through an interactive process involving the student, their University supervisor, and the site supervisor. Student Disability Resources can assist students with identifying potential barriers, facilitating accommodation requests, and coordinating with University supervisors to promote inclusive learning experiences."

At Penn State, students with disabilities have met the same academic requirements for admission to the University as all other students. They take the same Penn State courses and earn the same degrees. Penn State welcomes all academically qualified students to the University and we embrace the rights of all enrolled students to full and equal educational opportunities.

Not all students with disabilities will require or request academic accommodations, but for some students, accommodations will minimize or eliminate the impact of a disability on their learning. Examples of accommodations include closed captioned videos for a student with a hearing loss, audiobooks for a student with sight loss, or different ways for a student with a learning disability to respond to exam questions. Academic accommodations are determined on a case-by-case and course-by-course basis. Modifications need not require alterations of any essential elements of a course or program.

Federal and state legislation (e.g., the Americans with Disabilities Act Amended, Section 504 of the Rehabilitation Act, PA Human Relations Commission PA Code Chapter 44) prohibit discrimination against qualified individuals with disabilities in university programs. Title II of the ADA Amended Act requires that the institution provide persons with disabilities with

reasonable access to services, programs, and activities. This includes timely availability of accessible print and video-recorded materials.

Implementation of policies requiring reasonable accommodation for students with disabilities is a shared responsibility among instructors, student, and SDR. Students are expected to inform SDR, in a timely manner, of their need for instructional accommodations. Instructors, in coordination with and with advice from SDR, are expected to work with students to provide reasonable accommodations.

The Penn State SDR offers an instructor's handbook for working with students with disabilities with specific information on how to arrange for individual student accommodations (http://equity.psu.edu/ods/instructors-handbook).

Instructors can minimize last minutes changes by working to make sure course materials are accessible. The Accessibility web site (http://accessibility.psu.edu/) provides many useful resources, including a checklist that instructors can use (http://accessibility.psu.edu/checklist/) In order to make videos, textbooks and other course packet materials accessible, SDR needs to know well in advance of the start of the semester the course materials that will be used so that materials can be prepared for students in a timely manner.

Additional Resources:
Student Disability Resources, Email: upsdr@psu.edu, 116 Boucke Building, University Park, 814-863-1807, http://equity.psu.edu/student-disability-resources

The World Campus offers free training modules on accessibility for instructors. These modules can be accessed from https://wcfd.psu.edu/courses/

Anthology Ally is a Canvas plugin that assists in making sure your Canvas site is accessible. You can see more on this resource at https://accessibility.psu.edu/software/canvas/

The HHD Outreach Office and its instructional design staff can be contacted (814-863-2212) for individual consultations on accessibility issues in classes.

Key Updates for 2026-27: All Penn State courses must meet new Department of Justice guidance for accessibility by April 2027. A summary of these requirements can be found at https://accessibility.psu.edu/guidelines/doj2024summary/. Course guidelines for what this means for your Canvas course can be found at the following website: https://accessibility.psu.edu/courses/courseguidelines/. Training to support this work is available at: https://accessibility.psu.edu/training/eventslist/. **Information and support for faculty through this process will be regularly communicated through the HHD Digest. As you prepare for the classes, use Ally, trainings, HHD Instructional Design and other resources to update your course for maximum accessibility.**

PLEASE NOTE: Exam scheduling for SDR beginning Fall 2026 has changed! SDR is offering the chance to learn more about RegisterBlast and how to enter exam information at an upcoming Open House on Monday, August 17 through Friday, August 21, 2026, from

10:00 a.m. to 5:00 p.m. in 105 Boucke Building. A Professor Guide for RegisterBlast is also available. Future learning opportunities will also be provided throughout the Fall semester.

Required Syllabus Item #3: Information on available Counseling and Psychological Services

To address the counseling and psychological needs of Penn State students, the University requires that information on services for students be communicated in syllabi. The information below is an example of what should be communicated to students.

> "Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.
> Counseling and Psychological Services at University Park (CAPS)
> (http://studentaffairs.psu.edu/counseling/): 814-863-0395
> Counseling and Psychological Services at Commonwealth Campuses
> (https://senate.psu.edu/instructors/counseling-services-at-commonwealth-campuses/)
> Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
> Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741"

Required Syllabus Item #4: Information on reporting educational equity concerns through the Report Bias site

The following statement was approved in April 2017 by the University Faculty Senate and a statement similar to it should be included in all syllabi:

> "Penn State takes great pride to foster a diverse and inclusive environment for students, instructors, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the Report Bias webpage (http://equity.psu.edu/reportbias/).

Additional Important Class and Syllabus Policies: A Baker's Dozen (+ or -)

Instructors should be aware of several other policies that require some special attention.

1. FERPA (Family Educational Rights and Privacy Act): FERPA concerns protecting the privacy of students' records. All instructors must have completed the FERPA tutorial and passed the FERPA quiz to access certain student information. Any graduate teaching assistants or anyone paid for grading or similar duties should also be required to complete FERPA training. If you have undergraduates involved in assisting with a course who receive academic credit, you should recognize that the application of FERPA to their work is unclear. These students also do not have access to the FERPA quiz. It's recommended that you do have them review and understand the FERPA tutorial material. Instructions on the tutorial and exam can be found at this site: https://www.registrar.psu.edu/faculty-staff/ferpa-tutorial/

The Registrar's site above contains outstanding guidance for faculty. The critical information is simple. **Instructors cannot discuss any aspect of a student's "educational record" with anyone without the student's written permission, with the only exception being another University employee who has a legitimate educational reason to need to know the information.** Do not discuss a student's academic situation with a parent or relative. Do not discuss a student's academic integrity violation with other instructors. Do not discuss student performance on exams or student GPAs or grades with other graduate or undergraduate students, employers, friends, relatives, or your dog unless you have the student's written permission for that discussion. A form is available for students to complete if they want to give you permission to discuss information with parents or others is available. A note about the receipt of this form should be made in the Starfish advising notes for the student, and a copy of the form should be emailed to the Associate Dean (dgs4@psu.edu) or sent to the Office of Undergraduate Education, 402 Health and Human Development Building.

One important area where this policy can apply is student requests for letters of recommendation for employers. Without a student's written permission, instructors can only provide information on personal observation, not the student's academic performance (e.g. grade in the class or on an assignment). Students need to provide written requests and the Registrar's Office has forms available for students to give you permission for this: (http://www.registrar.psu.edu/confidentiality/recommendation_request.cfm).

Another important area where FERPA can come into play is with courseware, as some products require sharing information about students. Penn State has created a site that identifies all courseware that is approved for use and provides a means for instructors to nominate courseware to receive a review and be integrated into Canvas to protect privacy. Visit the Courseware site, https://sites.psu.edu/coursewarepsu/ for more info.

2. Required Textbook Policy: The 2008 Higher Education Opportunity Act requires Penn State to make textbook information available to students, including the author, ISBN, and price. The law requires information to be online when students register for courses. Penn State Policy R-1 addresses this law: https://aappm.psu.edu/policy/r-1-textbook-lists

Instructors must provide textbook information to department staff or submit that information themselves so that the University can comply with the law, even if that information is that no textbook is required or that the textbook information will be determined later. The link for submitting your textbook adoption is through the bookstore.

The following deadlines apply**:**

September 1 is the submission deadline for the Spring semester.
February 1 is the deadline for Summer courses.
March 1 is the deadline for Fall courses.

Exceptions apply for late added courses and instructors, but timely information must be available to students.

3. **SEEQs**: Courses are evaluated by the online Student Educational Experience Questionnaire (SEEQ) during the last few weeks of each semester. At the end of each semester, your SEEQs are available for you and select other administrators to review. More information on SEEQs can be found at this site: https://www.schreyerinstitute.psu.edu/assessment_of_teaching/student_feedback/end_of_semester_feedback\.

The Schreyer Institute for Teaching Excellence has some excellent suggestions for how you can improve response rate by students to ensure that you get high quality feedback. See the "Faculty strategies for encouraging their students to fill out the SRTEs". Instructors also receive mid-semester feedback to make course adjustments. Instructors can also use other mid-semester tools to gather data and help improve their course outcomes. Information on any "mid-course" modifications should be provided to students in writing. The College of HHD strongly encourages the use of such mid-semester assessments.

4. **Student Hours**: Penn State and the College of Health and Human Development do not have a policy on student hours (aka, "office hours"), but each instructor should establish some regular hours for student meetings outside of class. The amount of time will depend on the number of courses and students taught. Penn State faculty have developed some guidance and suggestions for effective meetings outside of class with students: Office Hours guidance.

5. **Underenrolled Courses and Special Topics Courses (x97, x98)**: University policy provides specific course enrollment criteria (http://undergrad.psu.edu/aappm/C-3-minimum-course-enrollment-threshold-expectations.html). Courses numbered from 001-399 must have 15 or more students, 400-level courses must have 8 or more students, and 500+ level courses must have 5 or more students. Penn State reviews lists of underenrolled sections to identify areas where class sections need to be added or dropped. Instructors teaching underenrolled classes may need to discuss alternative workload assignments with the Department Head.

Experimental (x97 or x98) courses may be offered once or twice as special topics courses. After the second offering, these courses should be proposed as a permanent course in the Curriculum Management System (https://cim.psu.edu/).

6. Undergraduate Assistants: Many instructors are involving undergraduates as teaching supports, learning assistants, discussion leaders and other ways. To distinguish undergraduates involved in these experiences from graduate teaching assistants, the College encourages the use of a term other than "TA" (e.g., peer mentor, undergraduate learning assistant). Peer mentoring and learning offers a great learning opportunity for some students, and research supports the conclusion that this teaching practice enhances student learning. Penn State and the College of Health and Human Development do not have policies regarding the use of undergraduates in these roles. Some departments and other universities have developed explicit guidelines that may be helpful. Without endorsing the full manual, for example, Duke University provides the following: http://trinity.duke.edu/undergraduate/academic-policies/undergrad-teaching-assistants. Instructors who use undergraduates as Learning Assistants may want to sign up with the Learning Assistants Alliance (https://www.learningassistantalliance.org/).

There are a few areas that deserve explicit notice. First, provide students with training for their role. Many departments provide some explicit guidance for the graduate assistants newly assuming a teaching role, and instructors and departments using undergraduate assistants should consider using similar programs and resources to guide undergraduates.

Second, peer conflicts of interest can create problems. Review the course roster with undergraduate assistants, identify any potential conflicts of interest, and plan to prevent an undergraduate assistant from being placed in situations that present an unnecessary ethical challenge or discuss how you will handle such situations.

Third, giving undergraduate assistants access to the official grade book in Canvas (this occurs when you assign them to "TA" status) or discussing or giving them access to students' grades on assignments may result in FERPA violations. While I've found no clear guidelines about FERPA and undergraduate assistants, instructors should carefully consider whether their use in grading is appropriate. Even if undergraduate assistants will not be involved in grading, best practices including orienting them by reviewing FERPA training material, so that they have the basic training and understanding of the law should they even inadvertently come into possession of another student's educational records during their work.

7. Classroom Emergencies, Disruptions, and Reporting Wrongdoing: Instructors have the authority to set policies regarding student conduct in their classroom and classroom disruptions by students are a violation of the Student Code of Conduct. The Office of Student Affairs provides an excellent resource to assist instructors in this area of classroom policy: https://studentaffairs.psu.edu/support-safety/conduct/faculty-staff. The first step is for instructors to set and communicate clear standards of behavior in the syllabus and initial classes. An example based on a document developed by the Department of Human Development and Family Studies is shown near the end of this document.

HDFS has also developed a helpful resource for instructors to use in emergency situations, summarizing important information across several University offices. That document is shown below too.

The University provides a comprehensive set of resources for instructors, staff and students about reporting concerns http://universityethics.psu.edu/resources-reporting-wrongdoing). All members of our community are urged to speak up if they see or suspect conduct that is illegal, unethical or unsafe. The University will protect those who report concerns from retaliation. Instructors are encouraged to print or link to this document and share it with students in their class materials.

8. Attendance and Make-up Opportunities: The official University procedure concerning attendance and make-up assignments can be found at https://aappm.psu.edu/policy/e-11-class-attendance. Syllabus policy requires that faculty provide information on course expectations, including attendance and participation. In addition, if you will use these for evaluation, you must clearly communicate your policy as part of the required "basis for grades" section. It is strongly recommended that you include an explicit statement of your policies regarding attendance, notification of absences, and make-up policy in the syllabus.

According to University Policy 42-27 on Class Attendance "…it is the policy of the University that class attendance is expected and that students should follow the attendance policy of the instructor, as outlined in the syllabus. A student should attend every scheduled class and should be held responsible for all work covered in the courses taken."

An important situation is when a student absence results in a missed evaluative event. The policy provides two circumstances under which instructors should provide, within reason, opportunity to make up work for students who miss class:

(1) "…regularly scheduled, University-approved curricular and extracurricular activities (such as Martin Luther King Day of Service, field trips, debate trips, choir trips, and athletic contests).

(2) "…other legitimate but unavoidable reasons, such as illness, injury, military service, family emergency, religious observance" or "…post-graduate, career-related interviews when there is no opportunity for students to re-schedule these opportunities (such as employment and graduate school final interviews.)" or "…election day due to participation in local, state, and federal governmental elections…". (This useful resource provides a calendar of Religious Holidays for instructors to consult: https://studentaffairs.psu.edu/religious-spiritual-observances).

In cases when an evaluative event will be missed, students can be required to present a class absence form or provide other appropriate written notification of the reason for the absence to the instructor in a timely way and prior to the event, if possible. **If communicated in their policy, an instructor can consider the lack of timely notification as a reason to deny the student an opportunity to make-up an evaluative event.**

In most cases, instructors may require students to provide documentation regarding a missed evaluative event to verify that a student's absence is in accordance with Senate Policy 42-27, but should be sensitive to a student's privacy and well-being. Students are not required to provide any information that would reveal private health information or to provide a document

containing the signature of a clinician. University Health Services (UHS) does not provide verification of illness or injuries, except for extended absences related to serious conditions.

Students who have followed course and university policies should be provided with a reasonable opportunity to make up missed work. The make-up opportunity may occur before or after the scheduled evaluative event. The student is permitted to make up the work without penalty. By providing evaluation similar to that given to other students, instructors do not penalize the student who has a legitimate reason for being absent.

Students who believe they have been denied a fair make-up opportunity should be directed, after trying to resolve the problem with the course instructor, to contact the head of the department or program for the course in which the student is enrolled. If the problem is not resolved by mediation through the department, the student should be directed to contact the Associate Dean's office (402 Health and Human Development Building, 814-865-1427) and provide documentation describing the unresolved make-up opportunity. These are all part of the process for resolving grade disputes (https://aappm.psu.edu/policy/g-10-grade-mediation-and-adjudication).

Finally, students can be held responsible for misrepresenting the reasons for a missed class or evaluative event. Requests for missing class or an evaluative event based on false claims may be considered violations of academic integrity.

Last Date of Academically-Related Activity: Federal regulations regarding financial aid now require universities to be able to document a student's "last date of academically-related activity". When assigning a final failing grade in the student system grade reporting function, instructors are required to indicate whether the student participated for the entire semester, participated for a partial semester, or never participated. When indicating that a student completed only a 'partial semester,' instructors must provide the last recorded date of the student's academic attendance or attendance at an academically-related activity. The student's attendance must include "academic engagement" as defined by the policy. Instructors must retain documentation that supports the date they report as a student's last academically-related activity. Instructors are strongly encouraged to use the grade reporting and other course management functions in Canvas, the University's designated Learning Management System (LMS). Instructors who record and document grades and academically-related activities outside of the LMS must retain their records for no less than 5 years.

9. Student Progress Reporting

Penn State's Early Progress Report system enables instructors to alert undergraduate students and their advisers to academic performance problems as early as the third week of classes. Instructors are notified by email and directed to enter progress reports during the window in the academic advising system called Starfish. This website has guidance for instructors about the system (https://sites.psu.edu/starfishinfo/users/instructors/).

Students with reports submitted by instructors are contacted by email and advisers also receive a report and can discuss with students about factors affecting their performance and resources and strategies to help them improve. They may be encouraged to meet with the course instructor and

TAs or seek out tutoring resources. The HHD Center for Student Advising and Engagement can use these reports to better target early intervention for first-year students who are struggling and department advisers can similarly focus their efforts on students who need the most help. Instructors are encouraged to complete the Early Progress Report for ALL STUDENTS, as this gives advisers complete information on a student's successes and challenges.

Later in the semester, instructors will be asked to complete a Mid-Semester Progress survey, which should be based on both patterns of student engagement in the class and graded work. This survey will include a flag "**In Danger of Earning Below a C"** which instructors can use to alert students that they are in danger of earning below a "C" grade in the course. The Mid-Semester report helps students realistically assess their progress in a course before making decisions about their continued enrollment in the course. **All HHD instructors are expected to provide information to students regarding whether or not they appear to be on track to earn a C or better in the course before the late drop deadline through the mid-semester progress survey or a Starfish alert at least one week prior to the late drop deadline.**

Fall 2026 Progress Reporting Dates:

- **Early Progress Report (EPR):** Begins the week of September 8
- **Mid-Semester Progress Report:** Begins the week of October 5
- **Late Drop Deadline:** November 13

In addition to the two progress reporting campaigns, instructors can always alert advisers and others to a concern about a student through Starfish. The earlier a concern is alerted, the better. Instructors should manually raise a flag for students who do poorly on any major assignment.

Early intervention when academic problems appear is one of the most important strategies for student success. Starfish is an excellent tool for reaching out to students who need help and letting their adviser know about their challenges. Instructors, uniquely positioned to identify problems in student learning and academic progress, have a special role to play in this effort and your responses are deeply appreciated. By completing reports for students in your class, we can help get them back on track, and this often saves time for instructors by preventing student problems later in the semester.

Faculty also now have access to Course Insights, a learner analytics tool that is integrated in Canvas. It can be activated in Canvas in the same way other tools are. The tool allows faculty to see prior courses taken by students, summarizes student demographics and engagement with course content and more.

10. Campus Closure

In the event of a campus closure for weather or other events, all University activities are cancelled for the time period specified in the closure. When a campus closes, instructors may not move a cancelled residential instruction class meeting to a synchronous online meeting, However, instructors may provide asynchronous online instruction to make up for the cancelled class as long as students are given a reasonable time after closure is announced to complete it.

If the closure causes an in-class exam to be rescheduled, the instructors will administer the exam no sooner than the next regularly scheduled class period. If the exam is taking place outside of class, students will be given reasonable and timely notice to reschedule the exam. In the case of an exam administered through an online learning management system on the day of the closure, instructors will communicate an opportunity to make up the exam to students who are unable to take it that day. The same considerations will be given to previously announced assessments and/or assignments with submission deadlines on the day of a closure (https://senate.psu.edu/students/policies-and-rules-for-undergraduate-students/45-00-faculty-and-student-responsibilities-regarding-cancelled-classes-when-a-campus-is-closed/).

11. Course Prerequisites and Course Enrollment: HHD has implemented automatic prerequisite checking capability in LionPath at the time of course registration. Students can request an override for a missing prerequisite from the HHD department offering the course. Instructors can decide whether individual students without prerequisites may take the course they are teaching. Instructors should consider whether it is in a student's best interest to take a course without having the official prerequisites. Students without the necessary background may struggle with a class, may put remedial demands on instructors, and may prevent a student with all prerequisites from enrolling in the class.

Students sometimes request that an instructor add them to the Canvas course when they are not officially enrolled. Instructors should be aware of the fact that this is a FERPA violation. Students must be enrolled through LionPath to gain access to the Canvas course, and instructors should not add students to their course roster independent of that registration.

12. Students Needing Assistance or in Crisis: Part of our role as instructors involves sensitivity to students' personal needs, especially when they are experiencing crises of one kind or another. The first step, calling or visiting a counseling center or other source of assistance, is often the most difficult. Students may not know what resources are available or may be reluctant to take advantage of resources. So, as noted above, syllabi must now provide information on CAPS—Counseling and Psychological Services: https://studentaffairs.psu.edu/counseling.

The CAPS website not only has important information about how to access CAPS, but it also has self-help information, information about private practice mental health professionals, and information for parents. There is also a very helpful guide for those concerned for others, which I would encourage everyone to review: https://studentaffairs.psu.edu/health-wellbeing/mental-health-services/resources. This includes some academic signs of students in need of help.

Another office at Penn State that assists students is the Office of Student Care and Advocacy. You can contact them in 222 Boucke Building (863-2020, StudentCare@psu.edu). For situations other than known mental health challenges, they are a referral resource for instructors, staff, and family when students are struggling: https://studentaffairs.psu.edu/studentcare.

Another area where instructors may be able to assist students is in their material needs. Unfortunately, Penn State and many other universities have students who are homeless, food insecure, or struggle to meet other material needs. These challenges interfere with student

success. HHD does have Student Emergency Funds which students can find information about at https://hhd.psu.edu/scholarships.

Including a statement on "Student Material Needs" in your syllabus and/or Canvas can help connect students with resources. The following statement is one example that instructors may use:

> **Statement on Student Basic Needs**
> Penn State is committed to supporting students' well-being and success. Resources are available for students who may be experiencing challenges meeting basic needs such as food, housing, or healthcare. Students at any Penn State campus may request support by completing the Basic Needs Request Form. After submitting the form, a case manager from the student's campus will reach out to offer support, guidance, and connections to helpful campus and community resources.
>
> If you or another student needs assistance related to socioeconomic status, please visit: https://studentaffairs.psu.edu/basic-needs-support or http://sites.psu.edu/lionspantrypsu/.
> You can also contact student support through their office at 814-863-2020 or StudentCare@psu.edu. Furthermore, if you are comfortable seeking my help, please contact me so I can connect you to university or community resources that may help.

Finally, if you are teaching World Campus students, they also have an office to assist students who face challenges like this: https://student.worldcampus.psu.edu/inclusion-and-wellness

Instructors do not need to become counselors or social workers, but you can play a major role in helping students find the help they sometimes desperately need.

13. Academic Freedom and Responsibilities: (https://policy.psu.edu/policies/ac64) Policy AC64 describes "the conditions of academic freedom for faculty members." There is a section concerning teaching that emphasizes the need for balance in the presentation of different points of views. It states:

> "Faculty members are, however, responsible for the maintenance of appropriate standards of scholarship and teaching ability, and for ensuring that there is no insertion or intrusion of material that has no relation to the subject matter of instruction. Faculty members are expected to educate students to think for themselves, and to facilitate access to relevant materials that they need to form their own opinions. Faculty members are expected to present information fairly, and to set forth justly divergent opinions that arise out of scholarly methods and professionalism.
>
> No faculty member may claim as a right the privilege of discussing controversial topics in the classroom outside his/her own field of study. The faculty member is normally bound not to take advantage of his/her position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his/her study."

Academic freedom has responsibilities attached to that principle. A student who believes that the instructor in a course in which she or he is currently enrolled has acted beyond the limits of academic freedom should be directed to seek a conference and mediation in accordance with Senate Policy on Resolution of Classroom Policies (http://senate.psu.edu/policies-and-rules-for-undergraduate-students/20-00-resolution-of-classroom-problems/).

14. Final Examination and Evening Examination Policy: Faculty Senate Policy 44-00 covers examination policies and instructors are expected to follow the policy.

- **Instructors are not permitted to schedule examinations (or any other assignment worth more than 10% of the final grade) during the last week of classes (Monday at 12 am through Sunday prior to exam week at 11:59 pm)**
- Any end-of-semester examinations worth more than ten percent of the course grade must be scheduled during the final examination period.
- Where end-of-semester examinations are not administered and an alternative integrative and evaluational means worth more than ten percent of the course grade is used (e.g., term paper, final project report, take-home examinations, or studio projects) the due date for the assignment can be no earlier than the first day of the final examination period.

Exceptions to this policy may be granted only for educational reasons and only as recommended by the program's faculty offering the course and approved by the appropriate dean or chancellor.

During the semester evening examinations may be used if the following conditions are fulfilled:

- Consent of the dean of the college in which the course is taught is obtained.
- Not more than four such examinations are scheduled in any one semester in any course.
- The evening examinations are scheduled by your department scheduler in advance with the University Registrar at University Park or the academic affairs officer at other locations and announced to the students during the first week of the semester.

If you wish to use final or evening exams, contact your PIC or department staff scheduler and request exam scheduling.

15. Grades and Grade Mediation and Adjudication: The basis for grades, as stated in Senate Policy 47-20, is "…the instructor's professional judgment of the student's scholastic achievement…". In addition to providing students with information in the syllabus on the grade breakdown by assessment type and percentage, instructors must communicate in writing any changes in the basis for grades.

Occasionally, a grade disagreement arises. In such cases, a student should be instructed that they must first discuss grading practices and assignments with the instructor. On the rare occasion that a student and instructor fail to resolve the grade dispute through informal means, the student should be referred to the procedures governing grade mediation and adjudication (https://aappm.psu.edu/policy/g-10-grade-mediation-adjudication.html).

Each department should have a process to involve the program leader or department head in grade mediation between the instructor and student, if they have been unable to resolve it on their own. If the department leaders are unable to achieve a resolution, the student should then be

directed to make a formal appeal through grade adjudication, as described in the policy and procedure. The policy makes it clear there are very limited areas where instructor grades can be questioned; instructors may want to include a reference to the policy in the syllabus.

16. Values, Equity and Diversity: The Penn State Values, approved by the University, represent a core set of ideas developed by the university community. Instructors and departments are encouraged to share them in their communications, including handbooks and manuals, orientations, and in syllabi.

Penn State Values

> INTEGRITY: We act with integrity and honesty in accordance with the highest academic, professional, and ethical standards.
> RESPECT: We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.
> RESPONSIBILITY: We act responsibly, and we are accountable for our decisions, actions, and their consequences.
> DISCOVERY: We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.
> EXCELLENCE: We strive for excellence in all our endeavors as individuals, an institution, and a leader in higher education.
> COMMUNITY: We work together for the betterment of our University, the communities we serve, and the world.

Diversity: The University and College have a strong commitment to diversity and University policies on Title IX Sexual Harassment and Anti-Discrimination establish clear expectations for behavior. In our last Diversity plan, the College made the following statement:

> "With our focus on the improvement of the quality of individuals' lives within their families and communities, the College of Health and Human Development naturally places the understanding of diversity in a central position in both its mission and vision. Through teaching, research, and outreach programs, we strive to communicate the importance of diversity to both College and community members. "Diversity" is broadly defined by the College as "human differences," including differences in age, social class, disability, race, ethnicity, immigrant status, gender, gender expression, religion, veteran status, and sexual orientation."

I encourage instructors to consider using this statement in their syllabus. HHD is a diverse college--approximately two-thirds of our students are female, one-quarter are international or from historically excluded minority populations, and almost one-quarter are first generation college students. Our foundations are grounded in the idea that solutions built from diverse disciplinary perspectives can improve the lives of all people, no matter their circumstances. Encourage students to recognize the strengths we build through diversity and inclusion.

Equity: The Office of the Vice Provost for Educational Equity serves as the catalyst and advocate for Penn State's initiatives for inclusion and diversity. Their web site provides a comprehensive set of resources for instructors, staff and students. Instructors who see students

needing support and assistance should encourage students to get in touch with these offices: (http://equity.psu.edu/).

Chosen Identity Policy: https://policy.psu.edu/policies/ad84 Penn State policy AD-84 supports an open and inclusive environment through the establishment of a chosen name, gender identity, name prefixes, pronouns, and sexual orientation for members of the University community. Instructors are expected to respect their students' choices.

The Center for Sexual and Gender Diversity (CSGD) is a campus wide program designed to raise visibility about the lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) population, to understand the issues facing LGBTQ students, and become aware of LGBTQ resources at Penn State. Faculty are encouraged to become aware of the services they provide.

Additional Penn State offices support adult learners (https://studentaffairs.psu.edu/adults), veterans and military-connected students (https://equity.psu.edu/offices/veterans-programs), first-generation students (https://success.psu.edu/first-gen-at-penn-state-1), and more to create a welcoming campus community for all (https://studentaffairs.psu.edu/community-belonging).

17. Course Material Sharing Websites, Copyright and Information Security: Penn State is a strong proponent of copyright law and related protections for intellectual property rights. Unfortunately, some members of the University community who illegally download or distribute materials may not be aware they are violating laws or policies. It is vital we increase awareness that copyright violation can have serious implications for future employment opportunities, as well as an individual's good standing at Penn State. To aid you in guiding your students (and colleagues) in understanding these concepts and choosing legal alternatives, I recommend three helpful websites:

- Legal Media (http://legalmedia.psu.edu/)
- Copyright Perspectives (http://copyright.psu.edu/)
- Information Assurance and IT Security (https://policy.psu.edu/policies/ad95)

Protecting Your Course Materials and Copyright: One issue of concern to many instructors has been the use of sites where students can upload and download course materials. In some cases, these sites can be useful study aids, as students can create "flash cards", study guides, or other resources. However, they can also be used in violation of copyright or academic integrity. A list of some popular sites used by students includes the following:

- Learneo (aka CourseHero): https://www.coursehero.com
- Docsity: https://www.docsity.com/en/
- UNotes: https://unotes.net/
- Chegg: www.chegg.com
- Studocu: https://www.studocu.com/en-us/institution/the-pennsylvania-state-university/501

There are some basic steps instructors can take to minimize the impact of these homework and exam help sites.

First, consider a short in-class pop quiz on the homework material given on the date assigned homework or problem sets are due. Students who have worked to learn the material will perform better than those who have simply used homework help.

Second, take steps to protect course materials. Instructors can protect their material by including a statement regarding copyright in their syllabus or other course materials:

> Sample Syllabus Statement Regarding Copyright
>
> "Course materials students receive or to which students have online access are often protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor's express permission is strictly prohibited. University Policy AD 40: Recording of Classroom Activities and Note Taking Services, addresses this issue. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the University's Academic Integrity policies, Student Code of Conduct and/or liable under Federal and State laws."

In addition, instructors and departments can review material that students have uploaded to these sites and request its removal. If they identify any of their materials, they can send a DMCA request to the web site regarding copyright infringement and ask that the material be removed (e.g., https://support.coursehero.com/hc/en-us/articles/236411967-Submitting-a-takedown-notice-for-copyright-infringement). This is more effective than you might think, since the sites do not want to be caught in a violation. This website developed by the University of California system provides links and tips for this:

https://copyright.universityofcalifornia.edu/ownership/protect-course-materials.html. Instructors and departments can use this template to send requests to websites for removal of materials.

Policy AD-40 mentioned above also covers policies related to classroom recording. Pennsylvania is a two-party, which essentially means that all parties present must consent to being records. So, it's important to note the following from that policy: "A student must not record activity in classrooms or other instructional settings without the express permission of the faculty member responsible for instruction in the course. Authorized student-initiated recordings must be used only for the education of the students enrolled in the initiating student's class during the period in which the student is enrolled in the class. In addition to the requirements in the preceding paragraph, an authorized student-initiated recording must not be made available to anyone outside of the students enrolled in the class in any fashion, including posting online or through other media without the express written consent of the faculty member responsible for the course or the cognizant University administrator."

In general, students cannot record an instructor in class. Instructors may need to consider flexibility when the request for recording is part of Student Disability Resources approved accommodations for a student; SDR may be able to discuss alternative accommodations if recording impacts the learning environment for others.

There are some similar issues that can occur when an instructor is recording their classes. Faculty should seek student consent to be recorded and faculty-initiated recordings should be used for internal class purposes only. Additional details can be found in the policy link.

Example Policy on Student Responsibilities and Classroom Conduct

(NOTE: This policy was initially developed by HDFS instructors and can be used as a template by any instructor in the College.)

1. Students are responsible for attending all classes, taking notes, and obtaining other materials provided by the instructor, taking tests, and completing assignments as scheduled by the instructor.

   a. Requests for taking exams or submitting assignments after the due dates require documentation of events such as illness, family emergency or a university sanctioned activity.

   b. Conflicts with dates on which examinations or assignments are scheduled must be discussed with the instructor or TA prior to the date of the exam or assignment.

2. Students are responsible for keeping track of changes in the course syllabus made by the instructor throughout the semester.

3. Students are responsible for monitoring their grades.

4. Students must contact the instructor as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The instructor will determine the minimal attendance and participation required in order to meet course responsibilities.

5. If extra credit assignments are offered, they will be offered to all students and will not be used to give opportunities to some students and not others.

6. Behaviors that disrupt other students' learning are not acceptable (e.g., arriving consistently late for class; cell phone use, reading or watching non-course related materials, or social conversation or social media use during class), and will be addressed by the instructor.

HDFS Health Emergency Recommendations

Drafted by Megan Maas/edited by Eva Lefkowitz
Last revision: October 31, 2014

Unexpected emergencies sometimes arise in a classroom, lab meeting, or office. If you are in a position of authority in such a setting, such as an instructor, teaching assistant, research assistant, advisor, or departmental staff, people around you likely expect you to take charge in an emergency situation. These tips may help make an emergency situation go more smoothly. In such a situation, it is okay to contact more than one authority to ensure the best chance that a first responder will arrive as quickly as possible. Here's what you can do in an emergency situation:

1. **Nominate a specific person to call 911**. Look them in the eye, tell them to call 911 and ask them if they can handle that. This technique is much more effective than broadly saying "someone call 911."
2. **Nominate a specific person to call campus police.** Campus police are less equipped than EMTs, but can arrive to a scene more quickly, and know campus well.
3. **Nominate a specific person to call student health services.** The student health center can't officially help with an emergency and their automated response will be to tell you to hang up and call 911. Tell the nurse that someone is on the phone with 911, but you want to see if someone can come to your location.
4. **Nominate 2-3 specific people to stand outside the building**. First responders can find the classroom or office more quickly with someone flagging them down.
5. **Ask if anyone has medical training**. Often HHD classes have nursing students or other trained EMTs, who may be able to help.
6. **Have phone numbers ready.** Program these numbers into your phone BEFORE an emergency situation arises, so you don't have to find them in the moment.

Campus Police	814-863-1111
Student Health Center	814-865-4847
Mount Nittany Medical Center Emergency Department	814-231-7000
Centre County Mental Health Crisis for immediate intervention 24/7	1-800-643-5432 https://centrecountypa.gov/593/CrisisEmergency-Services
CAPS (M-F 8 am-5 pm) 24/7 Penn State Crisis Line 24/7 Crisis Text Line	814-863-0395 1-877-229-6400 Text "LIONS" to 741741
Centre Safe (sexual violence, relationship violence, and stalking)	814-234-5050

Active Attacker Protocol: RUN-HIDE-FIGHT: https://www.police.psu.edu/run-hide-fight-surviving-active-attacker