

**THE GRADUATE
TEACHING
ASSISTANT
HANDBOOK**

STATE UNIVERSITY OF NEW YORK AT NEW PALTZ

INTRODUCTION

As a graduate student, undoubtedly you have considered the range of responsibilities and challenges that you will encounter at the State University of New York at New Paltz. You know that you must achieve success as a student. You already have demonstrated your expertise as a learner, and now you have taken on the role of a teacher.

Some of you may be new teachers; others of you already have had some teaching experience. We hope that the general information contained in the Handbook will be useful for you as you help New Paltz fulfill its mission of providing outstanding instruction to all of its students.

The 2004-2006 Graduate Teaching Assistant Handbook of the State University of New York at New Paltz is designed to provide TAs with information about the institution in general, about instruction and classroom management, student support services, TA responsibilities, TA appointments, evaluation, reappointment, and Teaching Assistant benefits. The publication makes no attempt to be inclusive. Rather, its focus is on those matters that are most directly related to the instructional, research/creative activities, and service aspects of Teaching Assistant responsibilities. All policies and procedures are documented as to their sources of authority. Documents that are referenced will be found in the “Important Publications” list on the inside back cover, along with information on where a document may be obtained. This Handbook incorporates some of the material of the Faculty Handbook published in 1981, 1996, 1999, and 2004 and of the Abridged Faculty Handbook and the Adjunct Faculty Handbook published in 1988.

We warmly welcome you and hope that you will flourish as you take on your new responsibilities and encounter these new opportunities. Best wishes as you join the SUNY New Paltz community as a teaching assistant.

David K. Lavalley, Ph.D. *Laurel M. Garrick Duhaney, Ph.D.*
Provost/Vice President *Associate Provost/Dean*
Academic Affairs *The Graduate School*

THE GRADUATE TEACHING ASSISTANT HANDBOOK

STATE UNIVERSITY OF NEW YORK AT NEW PALTZ

The information presented in this Handbook is a summary of the policies of the State University of New York at New Paltz that are pertinent to how graduate Teaching Assistants carry out their responsibilities. It is intended as a guide. For complete information about a particular policy, please consult the indicated reference.

We have made every effort to provide salient and accurate information in this Handbook. However, the State University of New York at New Paltz assumes no liability for errors or omissions in this publication and reserves the right to alter existing rules and regulations such as those governing academic programs, academic standards, and organizational structures within its jurisdiction and after appropriate consultation. Students, faculty, and staff are expected to be governed by the information herein published or subsequently altered.

AFFIRMATIVE ACTION

SUNY New Paltz supports Affirmative Action and Equal Opportunity and does not discriminate against individuals or groups on the basis of race, sex, age, national origin, religion, disability, veteran status, marital status, or sexual orientation in education or employment, or in any of its policies or programs. All actions toward employees and students are based upon performance-related criteria. Further, SUNY New Paltz will not tolerate sexual harassment of employees or students.

Any persons alleging discrimination should contact the Affirmative Action Office at 257-3293.

Editors: Phyllis R. Freeman, Vika Shock, and Lynne
Crockett Cover: Office of Publications, Mary Kastner
and Staff

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GENERAL INFORMATION

HISTORY

The State University of New York at New Paltz is an exciting blend of tradition and vision. From its founding as a school for teaching the classics in 1828, the institution has evolved into a comprehensive university college of the State University of New York offering undergraduate and graduate degree programs in the humanities, the social sciences, mathematics, the natural and physical sciences, and fine and performing arts. In addition, the College offers professional programs in business administration, computer science, education, nursing and electrical engineering.

Between the founding of this school and the establishment of the present 216-acre campus of the State University of New York at New Paltz, many historic changes took place:

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<i>Academic Affairs</i>	<i>The Graduate School</i>

- 1833 The New Paltz Academy established
- 1885 State normal school established
- 1886 Normal school opened
- 1942 Normal school becomes State Teachers College at New Paltz; the first baccalaureate degrees awarded
- 1947 Graduate courses leading to master's degree introduced
- 1948 State University of New York created by legislative action; The College at New Paltz joins 30 other institutions of higher learning
- 1951 New Paltz adds art education degree to its programs, including the fine arts in its mission
- 1959 College's name changed to College of Education
- 1960 Authorization for liberal arts program leading to Bachelor of Arts degree granted
- 1961 College renamed State University of New York

Today, The State University of New York at New Paltz has many more programs, facilities, and students than the founders of the classics school could have foreseen in 1828. What has not changed in the course of the history of higher education at the State University of New York at New Paltz is a strong commitment to the principle of excellence in teaching and learning.

ORGANIZATIONAL CHART

Four divisional Vice Presidents report to the President: Academic Affairs, Administration, Enrollment Management, and Student Affairs. The Office of Institutional Research and the Development Office also report to the President.

Reporting to the Provost/Vice President for Academic Affairs:

- Dean of the College of Liberal Arts and Sciences
- Dean of the School of Business
- Dean of the School of Education
- Dean of the School of Fine and Performing Arts
- Dean of the School of Science and Engineering
- Dean of Student Advising
- Dean of the Graduate School
- Dean of the Center for International Programs
- Dean of Continuing and Professional Education

Other areas under the auspices of the Academic Affairs Office or its Deans/Directors:

- Academic Computing
- Instructional Media Services (IMS)
- Honors Program
- Minority Mentorship Program
- Sojourner Truth Library
- Sponsored Programs
- Summer Session
- Teaching and Learning Center

Reporting to the Vice President for Administration:

- Budget and Finance including Accounts Payable, Administrative Services, Payroll, Purchasing and Student Accounts (Bursar)
- Campus Auxiliary Services including Food Service, the Conference Center and the Bookstore
- Instructional Media Services (IMS)
- Computer Services Center
- Environmental Health and Safety
- Facilities Operations and Planning and Construction
- Human Resources and Affirmative Action
- Mail
- Parking
- Telecommunications
- University Police

Reporting to the Vice President for Enrollment Management are:

- Undergraduate Admissions Freshman & International Admission Transfer Admission New Student Recruitment Financial Aid Records and Registration

Reporting to the Vice President for Student Affairs:

- Associate Vice President
- Athletics and Recreation
- Career Resource Center
- Dean of Student Advising
- Dean of Students
- Disabled Student Services
- Educational Opportunity Program
- Health Center
- Judicial Programs
- Psychological Counseling Center
- Residence Life
- Student Activities and Union Services
- Student Association Media Center
- (Radio/TV)
- Student Development and Orientation
- Student Government Advising

Reporting to Director of Development

- Alumni Affairs
- Development
- SUNY New Paltz Foundation

Employees must abide by the terms of this statement and must notify the Human Resources and Affirmative Action Office of any criminal drug statute conviction for a violation occurring in the workplace or at a work site, no later than 5 working days after such conviction. (Institutional Response to the Use of Illicit Drugs and Alcohol)

Non-Discrimination/Anti-Harassment Policies & Procedures

According to the Equal Employment Opportunity Commission "Guidelines," unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to the conduct is either an explicit or implicit term or condition of employment (or academic advancement); or
- Submission to or rejection of the conduct is used as a basis for employment (or evaluative) decision affecting the person rejecting or submitting to the conduct; or
- The conduct has the purpose or effect of unreasonably interfering with an affected person's work performance, learning environment or creating an intimidating, hostile or offensive work or learning environment.

Every person is entitled to a work and learning environment free from the effects of sexual harassment. Therefore, SUNY New Paltz opposes sexual harassment of both employees and students. Such harassment of employees or of students which, implies a requirement of sexual cooperation as a condition of employment or academic advancement will not be tolerated. It will be considered a form of misconduct and sanctions will be enforced against:

1. Individuals engaging in it; and
2. Supervisory and managerial personnel who knowingly allow it to continue.

Any charges of sexual harassment against employees will be pursued in accordance with the disciplinary provisions of the appropriate union contracts. Charges of sexual harassment against students will be subject to judicial proceedings under Campus Rules and Regulations.

Students and employees of SUNY New Paltz who consider themselves victims of sexual discrimination may file a grievance in writing with the Affirmative Action Office within 90 calendar days of the alleged discriminatory act. Persons who choose to file a complaint within the University will not lose the right to file with the Equal Employment Opportunity Commission or the State Division of Human Rights. (Campus Regulations & Judicial Procedures III, B, 16.00: Sexual Harassment)

The pamphlet, Sexual Harassment and Assault, available from the Office of the Vice President for Student Affairs, contains specific instructions for victims and includes the Penal Law of New York State.

Faculty/Student Consensual Relationships

In September 1993, the Vice President for Academic Affairs suggested to the Presiding Officer of the Faculty that the appropriate governance bodies of the institution might usefully consider whether or not it would be wise to develop an institutional policy regarding faculty/student relationships. The Academic Affairs Committee passed the following motion at its May 6, 1994, meeting: There should be no new rules governing faculty-student relationships. However, the Administration should provide information to the College community about the kinds of relationships and conduct which have led to charges or complaints under the current sexual harassment rules.

In response, the Administration has provided the following statement: The success of the educational mission of the State University of New York at New Paltz depends on the development and maintenance of a teaching/learning environment in which faculty and students work together in an atmosphere of mutual trust and respect. It is the professional responsibility of the faculty to actively promote such an environment and to be constantly aware that actions on their part which may be interpreted to be an abuse of the authority which they exercise in any teaching/learning situation will significantly diminish the trust and respect necessary to achieve the educational goals of individual students and of the institution as a whole.

Consensual sexual and/or romantic relationships between faculty and students are often detrimental to the teaching/learning environment of a college, almost unavoidably creating situations in which mistrust and suspicion of favoritism occur. Because faculty and student relationships are inherently unequal, those that both parties initially view as consensual often appear exploitative to others and may, in time, be so perceived by either or both of the participants themselves. In such situations a faculty member may be confronted by a serious conflict of interest. Charges of sexual harassment, which must be taken seriously by the administration, are all too often the result of consensual relationships that are at odds with the standards of behavior that sustain a productive and harmonious teaching/learning community.

ACCEPTING GIFTS TO THE COLLEGE

You may not accept gifts directly on behalf of the College. All prospective donors should be referred to the College at New Paltz Foundation, Office of the Vice President for Institutional Advancement.

GRADUATE EMPLOYEES: TEACHING ASSISTANTS AND GRADUATE ASSISTANTS

DEFINITION:

A Graduate Assistant (GA) or Teaching Assistant (TA) receives both a stipend and a tuition waiver (tuition scholarship).

PROFESSIONAL OBLIGATION:

The normal workload for Graduate and Teaching Assistants is as follows:

- GAs and TAs on full assistantships generally are expected to provide 20 hours of service per week
- GAs and TAs on half assistantships generally are expected to provide 10 hours of service per week

STIPENDS

The payment of a stipend designates a graduate student as an employee of the College and as a member of the GSEU, the Graduate Student Employees Union. Stipend rates are set by the Provost/Vice President for Academic Affairs. A Graduate Assistant returning for a second consecutive year would receive an increase in the stipend based upon rates negotiated in the GSEU contract.

TUITION WAIVERS

No more than six credits of tuition waiver (tuition scholarship) per semester can be awarded to a graduate or teaching assistant. Waivers can only be awarded as whole credit hours.

Under a recent decision made by the Public Employees Relation Board (PERB), tuition waivers are considered compensation.

APPOINTMENT CRITERIA:

Academic Standards

The procedure for application for an assistantship, including the selection criteria, are established by the Provost/Vice President for Academic Affairs and the Dean of the Graduate School and publicized and disseminated to all applicants and enrolled students by graduate departments.

Only matriculated graduate students who are in "good standing" and making "good progress" toward the degree will be appointed or re-appointed as a graduate employee.

"Good standing" is defined as earning a GPA of at least 3.0. "Not making good progress toward the degree" is a GPA below a 3.0. "Good progress" is defined as a record without an 'I' or an 'F.'

Matriculated graduate students who have completed four or more graduate courses at New Paltz and who have earned a cumulative average below 2.50 terminate their "good standing" and forfeit their matriculated status.

Any student who has attempted either two semesters of study or 12 credits as a matriculated graduate student and has failed to achieve the minimum GPA (3.0) will be sent a warning letter. Only two courses with a grade below B- (2.67 on the 4.00 scale) will be counted toward a graduate degree. Matriculated students with four or more courses with grades below B- will forfeit their matriculated status.

Academic Progress

The Dean of the Graduate School monitors the academic work of all graduate students at the end of each semester. Graduate employees on year-long contracts who are not in "good standing" on January 15 will forfeit their matriculated status and consequently their appointment; graduate employees who are not in "good standing" on July 15 will forfeit their matriculated status and consequently be ineligible for reappointment. Graduate employees on year-long contracts not making "good progress" toward their degree on January 15 must speak with the Dean of the Graduate School no later than the first week of the spring semester to explain their failure to make "good progress" and to outline their plans for completing work in courses with a grade of 'I'; graduate employees not making "good progress" by July 15 will not be eligible for re-appointment. Mid-year failure to make "good progress" toward the degree by graduate employees on year-long contracts will have an impact (to be determined by the department Chair and Dean of the Graduate School) upon any application for reappointment.

Appeals

Any extenuating circumstances affecting the academic performance of graduate employees (e.g. serious illness or family emergency) must be brought to the attention of the Dean of the Graduate School as soon as possible but no later than the last day of the semester.

TERMS OF APPOINTMENT:

Appointment

Assistantships are available to students admitted to or enrolled in a graduate program. The procedure for application for an assistantship, including the selection criteria, are established by deans and academic departments, and publicized and disseminated to all applicants and enrolled students by graduate departments. Criteria for the awarding of an assistantship may include, but are not limited to: undergraduate grade-point average, standardized test scores, past experience or training, interest in the field of study, letters of recommendation, or personal interview.

Minimum Credit Requirements

TAs' and GAs' credit hours must equal the number of credits on the tuition waiver. Some departments, may, however, require students to maintain a full course load (12 or more credits).

Appointment Letter

TAs are appointed by means of contractual letters prepared in the Human Resources and Affirmative Action Office and signed by the Dean of the Graduate School. The appointment letter must be signed and returned to Human Resources and Affirmative Action Office before the appointment is considered to be official. Human Resources will send you an appointment letter and tax/legal documents. Sign the appointment letter, complete the applicable documents and return these to Human Resources. International students must present their passport and social security card to a Human Resource agent before they can be placed on the payroll.

Leave

Following one semester of State service, or its equivalent, employees may be granted up to five days leave (within an academic year) for personal illness, or to attend to a substantiated illness or death in their immediate family.

Pay Cycle

You should receive your first paycheck approximately four weeks after the initiation of your appointment, assuming all required forms have been submitted to the Human Resources and Affirmative Action Office in a timely manner and transmitted to the Payroll Office. You should receive subsequent checks every two weeks.

Questions on initial payments should be directed to the Human Resources and Affirmative Action Office. After the initial paycheck, address your questions to Payroll.

Union Representation

All TAs and GAs are represented by the GSEU, the Graduate Student Employees Union. See: <http://www.goer.state.ny.us/cna/bucenter/gseugsnu/>

Academic Year Obligation/Schedules

Teaching Assistant Appointments The obligation of TAs holding semester appointments begins with the first day of registration for the semester and ends with the last day of finals for that semester.

Holidays

TAs are required to work on legal holidays on which classes are scheduled.

EVALUATION AND ORIENTATION OF TEACHING ASSISTANTS

Evaluation

Article 22 of the 1999-2003 GSEU contract states: "Where written employee evaluations are conducted, employees shall be notified in writing of the procedure used for such evaluations. Within ten calendar days of the employee's receipt of a written evaluation, the employee may submit a formal written response that will be attached to the evaluation. The written evaluation and the employee's formal response shall be placed in the employee's official personnel file." "Employee" refers to graduate or teaching assistants. Check with your mentor/coordinator about the evaluation procedure in your department.

Reappointment

TAs can be reappointed. Talk to your department chair/coordinator for the procedure for applying for reappointment as an Assistant.

Orientation

The orientation of Teaching Assistants will include the following:

- the department chair or designee will meet with each Assistant to make him/her familiar with program goals, textbooks, and academic procedures and policies;
- each Assistant will receive a copy of the TA Handbook;
- departments will insure that all Assistants know the rights, benefits, and obligations of their appointments.

Teaching Assistant Professional Development Program

The State University of New York at New Paltz has an all-university TA training program for MA level TAs which leads to a certificate in college teaching. The Program consists of a single day orientation session; ongoing discipline- based teaching seminars, follow-up professional development workshops on topics of importance and interest to beginning college teachers, an intellectual journal, and a teaching portfolio documenting growth as a reflective practitioner. The details of the Program and your eligibility to join are available from your department chair/coordinator.

Teaching Assistant Supervision

Each sponsoring department will identify a teaching mentor who will meet with department TAs on a regular schedule to discuss issues of post secondary pedagogy and effective teaching practice within the discipline.

RESPONSIBILITIES OF SPONSORING DEPARTMENTS

All TAs must be part of a professional development program: either one developed by the program or the SUNY New Paltz all-university program. Department/Program training must be documented at the conclusion of the TA's first appointment. All TAs should be assigned a faculty mentor. The mentoring faculty member should prepare a statement describing the TA's training. This statement should be signed by the department chair and then forwarded to the Dean of the Graduate School. Failure to supply this statement will exclude the teaching assistant from serving as a TA in the next academic year. "Each student holding an assistantship shall receive a written evaluation by his/her faculty supervisor at the end of the term of the assistantship or the end of the academic year, whichever comes first. This evaluation shall be shared with the student in a timely fashion, and be signed by both the student and the faculty member. The criteria for evaluation shall be related directly to the academic and assistantship obligations provided to the student at the time of the award. Completed evaluations shall be required before assistantships are renewed." (SUNY Administrative Policies Item 060, page 2)

THE SUNY NEW PALTZ CERTIFICATE IN COLLEGE TEACHING PROGRAM

Participation in the Certificate Program is limited to those students who are appointed as graduate Teaching Assistants.

Requirements:

Graduate Teaching Assistants who take part in the Certificate Program must:

1. Participate in at least two all-campus professional development workshops
2. Maintain an intellectual teaching journal and submit it to the departmental director of the TA program at agreed upon intervals
3. Using guidelines developed by the New Paltz Certificate Program, develop a teaching portfolio for evaluation by the director that documents teaching accomplishments and professional activities which includes sample assignments, graded papers, observations of work, and reflective pieces about professional development
4. Attend an ongoing teaching seminar in the discipline held by the director
5. When possible, videotape at least two teaching sessions for peer and director evaluation. One session should be in an actual class room setting. These videotapes will remain the property of the TA
6. Read the SUNY New Paltz Graduate Teaching Assistant Handbook
7. When possible, conduct peer observations of each other's work
8. Carry out student evaluation of their teaching at least once per semester

All Sponsoring Departments Will:

1. Provide a departmental orientation every term, held before classes begin
2. Prepare a document detailing the duties and responsibilities of the director of the program, and of graduate TAs, their supervisors, and/or teaching mentors
3. Hold weekly meetings of TAs and their supervisor throughout the term
4. Hold an ongoing teaching seminar for TAs supervised by the director
5. Evaluate the performance of each graduate TA at least once per term. These evaluations will be reviewed by the graduate TA, the teaching mentor, and the director of the program.
6. Maintain an up-to-date library of books and journals on college teaching

Students will receive a SUNY New Paltz TA Certificate at the successful completion of this Program.

Creating a Teaching Portfolio:

TAs should consider preparing a teaching portfolio as a means of demonstrating their proficiency in teaching. Based on the model of the teaching portfolio used by faculty members to demonstrate and to assess teaching performance, the portfolio can provide TAs with an opportunity to reflect on their goals and to evaluate their accomplishments in the classroom.

As new teachers, TAs might have access to only a limited number of documents to demonstrate their development as teachers.

Nonetheless, a teaching portfolio can be compiled that makes the best case for your teaching effectiveness. Here are a number of suggestions for beginning a teaching portfolio.

- Be certain you have a descriptive Table of Contents and a List of Appendices.
- Begin with a statement of your teaching duties.
- Prepare a statement of your teaching philosophy and goals.

Describe your philosophy of teaching. Vanderford, Eison, and Olive (1994) suggest that you might begin by focusing on specific teaching behaviors which you want to use as goals for improvement. You might summarize your strengths and weaknesses, perhaps from feedback from your supervisor, from your teaching journal, and/or from student evaluations. From these you can set specific teaching goals and demonstrate later in the portfolio how well you have achieved them.

- Provide Evidence of Effectiveness. Edgerton, Hutchings, and Quinlan (1992 cited in Eison, 1993) suggest the following: **Summarize** materials that appear in the **Appendices** that illustrate course planning (course syllabi, examinations, and sample assignments), actual teaching of the course or lab (peer and supervisor evaluations, student journals, creative or innovative teaching materials), feedback given to your students (samples of student papers or exams that you have graded), and evidence of staying current in one's field (workshops, presentations, etc. you have attended). Further examples of materials you might use in your teaching portfolio are listed below.

- Suggest Future Teaching Goals Might you try a new kind of instruction, or use new texts? How might you integrate your graduate course work and practica with your teaching material? Within the constraints of your duties, what behaviors might you work on next?

TA Portfolio Appendix:

The Products of Good Teaching:

1. Students' scores on teacher-made or standardized tests, possibly before and after a course has been taken as evidence of learning*
2. Student laboratory notebooks and other kinds of sketchbooks, workbooks or logs*
3. Student essays, creative work, slides, and research projects or field-work reports*
4. Evidence of help given to a fellow TA on teaching improvement*

Teaching Responsibilities and Practices

1. List of course titles and numbers, credits, enrollments with brief elaboration*
2. Description of course materials prepared *
3. Evidence of TA's availability to students (office hours, extra help sessions, studio assistance, etc.)*

4. Description of how films, computers, or other non-print materials were used in teaching*

5. Steps taken to emphasize interconnection of different kinds of learning

Evidence of Teaching Effectiveness

1. Students' evaluation of instruction
2. Unstructured (and possibly unsolicited) written evaluations by students including written comments on exams and letters received after a course is completed*
3. Written comments from fellow TAs or supervisors who have observed you teach*
4. Invitations to teach in another class
5. Written comments from those who teach courses for which your class is a prerequisite*
6. Honors received, such as "TA of the year," Student Association awards, or scholarships
7. Sample assignments and student work

Evidence of Professional Growth

1. Reflections and self-evaluations on growth as a professional
2. Journal and books read on postsecondary pedagogy
3. Evidence of review of new teaching materials for possible application*
4. Evidence of instructional innovations and/or course or curriculum development
5. Evidence of participation in TA staff development
6. Evidence of research on one's own teaching
7. Participation in seminars, workshops, and professional meetings
8. Contribution to a professional journal on teaching*
9. Original instructional resource material*

Excerpted from Freeman, Phyllis R. and Schmidt, Jan Z. "An Interdisciplinary Teaching Assistant Training Program at an M.A. Institution." *The Journal of Graduate Teaching Assistant Development*. Vol. 4, No. 3, 1996-97. 93-99. *Items are adapted from Vanderford, 1994

Creating the Intellectual/Teaching Journal:

The teaching journal is an important component of the TA Program at New Paltz.

Teaching mentors will collect your journal at least monthly and provide a personal, written response to the material. In this way we want to encourage a dialogue that reinforces a collaborative perspective on teaching and learning. Use your journal to sharpen your thinking about classroom issues, to reflect on your own progress as a teacher, to try out different lesson plans, and to experiment with different writing styles and perspectives. Please write at least twice a week; even if you don't know quite what to write, write about your questions and dilemmas as a teacher in training. You might write about:

- Your life in class. Who are you in the classroom? If you wish to include personal material you may do so, but fold over the page if it is confidential and mark the page "personal." Your mentor will not read it.
- Your growth as a teacher. What worked in class? What surprised you? What didn't work in class? Speculate why. What might you do differently next time?
- Your reactions to the course material.
- Any problems you encountered in class. How did you handle these problems?

And consider:

- What activities now occur in your classroom? What activities would you like to occur? What must you do to move your students from what is happening to what you would like to happen?
- Do you have a philosophy of teaching?
- At the midterm and the final, reflect back on your Journal. Do you see any patterns of growth? What are the major themes early and later in the semester?
- What have you accomplished as a teacher?
- Did you change as a teacher? As a person? If yes, how?

GETTING STARTED

CAMPUS POLICIES AND PROCEDURES

Make certain that you have obtained a copy of "Campus Policies and Procedures For Graduate Or Teaching Assistantships, Graduate Fellowships and Graduate Students as Casual Employees" from your department.

ID CARDS

New Paltz ID Cards are issued to TAs at no charge by presenting a letter of appointment to CAS ID/Meal Plan office located in HAB 63. The office is open Monday - Friday, 8:30 a.m. - 4:30 p.m. During the first two weeks of each semester the office is open with extended hours. There is a \$20 charge to replace lost ID cards. Contact the ID office at 257-3034.

VEHICLE REGISTRATION AND PARKING

All motor vehicles brought on campus must be registered with the Parking Office, HAB 35. Residence Hall students having 30 credits or more may apply for a hang-tag. Registration hang-tags may be obtained by presenting your TA ID card and the vehicle registration. There is a registration fee.

Hang-tags are color-coded to indicate which parking lots may be used. Parking is on a first-come-first-served basis. A hang-tag allows the holder to park only if there is a legal space available. (Administrative Policies and Procedures Manual, Policy #310 Parking and Traffic Regulations)

BUILDING ACCESS AND KEYS

Academic buildings are open 7:00 a.m. to 11:00 p.m. weekdays during the semester; some buildings are open longer. Academic building hours are modified on weekends and vacations.

Administrative offices are generally open from 8:30 a.m. to 4:30 p.m. during the academic year and from 8:00 to 4:00 during the summer.

The department chairperson must authorize keys for buildings and offices. The department secretary has Key Request forms or can obtain them from the Facilities Operations Center (FOC). The teaching assistant must pick up keys in person at FOC. Bring a picture ID with you. All keys must be returned prior to leaving the College's employ. It is the individual's responsibility to sign off on all of his/her key cards at FOC in the Service Building. No one is permit

ted to give keys to another person or leave them with his/her department. (Administrative Policies and Procedures Manual, 900 Building Access/Key Control Policy)

TELEPHONES

You can make on-campus calls by dialing the last four digits of the telephone number. To call off-campus, a 9 must be dialed first.

Calls necessary to accomplish teaching assistant instructional or other professional responsibilities are business calls. Any other local or long distance call is a personal call. If you wish to make personal calls, contact Telecommunications at 257-3003 to arrange for a Personal Billing Number (PBN). You will be billed monthly for calls placed using your PBN; these calls will not appear on departmental phone bills.

The most recent and accurate directory of faculty, staff, fax numbers and e-mail is located at www.newpaltz.edu/directory.

LIBRARY USE

The Sojourner Truth Library (STL) provides a full range of services. Research tools, including electronic and Web-based databases as well as print indexes, are available for every discipline in the New Paltz college curriculum. Library faculty conduct an extensive program of library instruction, tailored to the needs of individual courses. Material not held by STL can be obtained via interlibrary loan (ILL) from other libraries or via document delivery from commercial vendors.

Detailed information about library services, including online ILL requests, access to research databases, and subject bibliographies, is available on the STL Web page at <http://www.newpaltz.edu/library>.

Your valid SUNY New Paltz ID card serves as a library card. TAs may borrow circulating materials for semester-long use. A campus e-mail account is required for off-campus access to online research databases.

HUDSON HERITAGE FEDERAL CREDIT UNION

The Credit Union offers savings and holiday accounts, free checking, and loans to all employees and students. TAs may join the credit union and request direct deposit of their paychecks. For more information, please visit the Credit Union in the basement of the HAB, call at 845/257-3120 or visit the Web site at www.hhfcu.org.

COMPUTER ACCESS

All students are automatically given a Computer Account when they register for classes. A computer account provides dial-in access to the Internet, a "home directory" for a web page, and off-campus access to the library databases. Directions for setting up dial-up networking, using New Paltz Mail, and uploading web pages are found in the Computer Services-Academic Computing User Guide or at www.newpaltz.edu/acad_computing.

In addition to this system, there are often substantial department-based resources that might be available to teaching assistants with special requirements.

Tasks like word processing, spreadsheets and graphics are provided via PCs and/or Macs in the academic departments. The department acquires hardware and most software. Computer Services provides support in the form of supplying network connections, LAN based file and print services, a Help Desk to resolve problems, and a standard suite of software for office applications (we currently provide either the Microsoft Office suite or the WordPerfect suite, communications software to support connection to our host systems, and SPSS for statistical analysis).

COLLEGE DINING SERVICES

There are several dining facilities on campus, each with its own hours of operation. Dining facilities are located in the following buildings: Hasbrouck Dining Hall, the Student Union Building, Sojourner Truth Library, Old Main, Jacobson Faculty Tower, and the Terrace Restaurant. Vending machines can be found on the first floor of the Humanities Building and in the Lecture Center lobby. Additional information can be found at the CAS website, www.newpaltz.edu/cas/.

STATE UNIVERSITY OF NEW YORK AT NEW PALTZ LETTERHEAD AND POSTAGE

The academic department can provide letterhead and information on mailing letters when conducting university business. The use of university stationery and postage for personal correspondence is not permitted.

Mail Services will not collect stamped mail. Personal letters should be mailed at U.S. Postal Service mailboxes.

PURCHASING AND TRAVEL REIMBURSEMENT POLICIES

The State of New York has specific regulations that must be followed when purchasing goods and services or traveling. Questions regarding the procedures to be followed may be addressed to the Purchasing Office at 257-3190.

No reimbursement: No expenses, except travel expenses, will be reimbursed to an individual.

Off-Campus Facility Use: Contact Purchasing or the Department secretary for procedures and Certificate of Insurance forms prior to taking a class to an off-campus location.

Ownership: Equipment and books ordered are the property of the State University of New York and not the recipient.

Travel Policies: Travel policies for TAs vary by department. See your department chair about travel policies in your department and consult your GSEU union contract.

PLANNING THE COURSE OUTLINE AND CURRICULUM

ACADEMIC CALENDAR

The Fall and Spring semesters are 15 weeks long including final examinations. There are two five-week summer sessions. The Academic Calendar and the Final Examination Schedule are published in the Schedule of Classes.

Usually at least once during the Fall and Spring semesters, a particular day's classes are canceled and another day's classes are substituted. This change is noted in the Academic Calendar.

COURSE OUTLINES

Each student in a class must be provided with a written course outline at the first class meeting. Two copies of the course outline must also be filed with the department chair. If revisions of the outline become necessary, they must be written and circulated to all students in the course. The outline should indicate:

- the instructional objectives of the course and the subject areas to be covered.
- a list of books and/or materials which students are required to purchase.
- the grading policy including a schedule for quizzes, papers, examinations and the final examination, along with the relative weights that are assigned to each in determining the final grade.

GRADING

Graduate TA supervisors will work with you to familiarize you with grading standards in your department.

Grades Required By Semester Midpoint

Teaching assistants are required to give students in undergraduate courses at least one major grade on a paper, exam, or other appropriate basis of assessment by the mid-point of the semester. [The date of the semester midpoint is noted in the Academic Calendar.] (Academic Senate, 5/10/91)

Final Examinations

A final examination must be given in all courses during the assigned time that appears in the Schedule of Classes. Both the department chair and the academic dean must approve requests for exemptions to the mandatory final examination rule. On the Common Examination Day only authorized examinations in composition, mathematics, and accounting may be given. No major examinations should be given during the last week of classes before the final examination period.

If approval has been obtained to not give a final examination or if the teaching assistant has assigned a "take-home" final examination, the period of time scheduled for the final examination must be utilized for instructional activities that are appropriate to the goals of the course. The period of the final examination is calculated into the instructional time required by New York State Education Law, and, therefore, must be utilized for instructional activities if the College and its faculty are to meet their obligations under the law.

Student Absence Policy

The department establishes the number of allowed absences in a course. If the teaching assistant penalizes students for an unexcused absence from class, this policy must be stated in the course outline.

Students absent from class for any reason are expected to complete all assigned work in the course.

Any student who is unable, because of religious beliefs, to attend classes on a particular day or days will be excused from any examination, study or work requirements [scheduled on that day]. It is the responsibility of the faculty to make available [to the student] an equivalent opportunity to make up any examination, study or work requirements. (New York State Education Law, Section 224-a).

University-approved absences for medical reasons, curricular activities, co-curricular activities, or other reasons authorized by University administrative procedures must be recognized by teaching assistants as excused absences.

Taking Attendance

While the student absence policy is at the discretion of the individual faculty member, it is strongly recommended that attendance be taken at each class meeting. The Higher Education Reauthorization Act requires the University to determine a student's last date of attendance for each course. Consequently, teaching assistants are asked to certify the last date of attendance on course withdrawal forms, and may be asked to certify the last date of attendance for a student who informally withdraws.

For the last day a student may withdraw from the course without receiving a penalty grade see the Academic Calendar ("Last Day for Course Withdrawal").

TEACHING ASSISTANT OFFICE HOURS

Teaching Assistants should hold office hours of at least one-hour per week per class taught at a minimum or make some equivalent arrangement approved by the department chair to facilitate out-of-class consultation with students. Consult your faculty mentor/coordinator for the specific requirements of your department.

HEALTH AND SAFETY

Instructors are responsible for insuring that all employees and students under their direction are trained in all health and safety regulations that pertain to any classrooms, laboratories, research facilities and offices in which they conduct instruction or research programs and for seeing that these regulations are observed. (Administrative Policies and Procedures Manual, 1260A Policy on Health and Safety Regulations)

TAs should consult with the department chairperson on the necessary procedures to meet health and safety regulations for particular courses.

Chemicals, toxins, radioactive materials and other potentially hazardous substances which have been brought onto the campus but were not bought through the Purchasing Office must be reported to the Environmental Health and Safety Officer. Federal law requires the campus have a Material Safety Data Sheet on file for each substance on campus and also requires that the community be alerted if the amount of a toxin exceeds a certain quantity. Instructors must send a note to Environmental Health and Safety Officer indicating the type and amount of the material brought to campus, the storage and use locations, and attach a copy of the Material Data Safety Sheet. Another copy must be given to the department chair for inclusion in the "Hazardous Communications Act Training Materials."

Reporting the type and location of these substances is necessary in case of fire or other emergency.

CLASS RESEARCH PROJECTS INVOLVING HUMAN SUBJECTS

If a course requires research involving interaction with or the collection of data from human beings, the faculty member must contact the Institutional Review Board (IRB) for applicable policies and procedures that may include prior approval. The IRB may be reached through the Office of Sponsored Funds, 257-3282.

Please refer to the section on the Institutional Review Board for the applicability of IRB policies and procedures to faculty research involving interaction with or the collection of data from human subjects.

COURSE MATERIALS

TEXTBOOKS

To order textbooks contact the bookstore with the following information:

- Name & Phone Number
- Course & Selection Number
- Course Description
- Author(s)/Title(s), Edition, Publisher
- Approx. Enrollment

Choose from the following methods:

1. Faculty Services* - on our Web site www.newpaltz.bkstr.com
*first time user password is 665, returning faculty use your existing password. Call us if you can't remember.
2. Fax the information to 257-3059.
3. Phone the textbook department at 257-3052.
4. Mail the information to the Campus Bookstore

Target dates for ordering:

- Fall: April 15
- Spring: October 15
- Summer: March 15

GOODS AND SERVICES

Academic Departments may order all goods and services through Purchasing using the appropriate procedure (see section on Purchasing and Travel Reimbursement Policies). TAs who purchase goods or services through any other mechanism should not expect to be reimbursed. TAs may not purchase goods or services for resale to students.

COLLECTING MONEY FROM STUDENTS

You are prohibited from collecting money from students for any academically related purpose including copying charges, materials fees, etc.

USE OF COPYRIGHTED MATERIALS

The copyright law grants owners of copyrights (authors and other creators and publishers) the sole right to reproduce all or part of the work; to distribute copies; to prepare new (derivative) versions based on the original work; and to perform and display the work publicly.

In an effort to ensure continued compliance with the Copyright Law, the campus has adopted the following practices. They apply to all materials that are or can be copyrighted: books; journal articles; literary, dramatic, musical, choreographic and pictorial works; graphic works; pantomimes; sound recordings; sculptures; motion pictures and audio-visual works. These categories include reference works (including dictionaries); videocassettes; computer programs, software and databases; electronic data and microform, etc.

LIBRARY COURSE RESERVE MATERIALS

Material on reserve at Sojourner Truth Library (STL) must comply with copyright guidelines, whether the item is placed on traditional, in-library reserve or made available on the Web through ERes, STL's electronic reserves system.

Each item must have the following information clearly stated on it:

1. the copyright emblem (©)
2. a complete bibliographic citation, including copyright date and the name of the copyright holder

In general, traditional reserves is used for complete works such as books, test-kits, journal issues, CDs, DVDs, and videotapes. Journal articles and book chapters are placed on ERes. To comply with fair use guidelines for electronic material, Library policy sets forth the following limitations for reserve material on ERes: • one article per journal issue per class per semester • one chapter per book per class per semester

- up to 10% of a book's content per class per semester

Copyright is also protected by issuing a password for each course that limits access to ERes items to the instructor and current students in a specific course in a single semester.

For more information about copyright restrictions for reserve materials, contact the Collection Access Team Leader at 257-3715.

If an item to be placed on reserve exceeds fair use limitations, the instructor must obtain copyright permission. His/her department is responsible for any costs involved. Proof of permission must be provided to the Library. Copyright permissions can be obtained from:

Copyright Clearance Center, Inc.,
222 Rosewood Drive, Danvers, MA 01923
at 978/750-8400 or www.copyright.com.

For instructions on registering with the Copyright Clearance Center, click on the "Local ERes Info" link on the ERes page of the Library Web site (lib.newpaltz.edu) and then follow the link to "Copyright Policy."

The Library will not make copies of any copyrighted materials for course reserve or personal use.

Interlibrary Loan Articles

Copyright guidelines limit the borrowing of journal articles. In a given year, the Library may borrow no more than five articles published in the same journal during the past five years and no more than one article from the same journal issue. Articles beyond the copyright limit can be secured with the payment of a copyright fee. This fee is paid by the Library.

Audio and Video Recordings or Films

Instructional Media Services will not duplicate any copyrighted materials for classroom or personal use.

An instructor using personally owned, copyrighted material is responsible to clear its use with the holder of the copyright. (Academic Affairs Memo: compliance with Copyright Law 10/5/93)

Software

Illegal copies of copyrighted programs may not be made or used on SUNY New Paltz equipment. To this end, all software in use on the campus must fall into one of these categories:

- It is in the public domain.
- It is covered by a licensing agreement.
- It has been donated to SUNY New Paltz and a record of bona fide-contribution exists.

- It has been purchased by SUNY New Paltz and a record of a bonafide purchase exists.
- It has been purchased by the user and a record of a bona fide purchase exists and can be produced.
- It is being reviewed under a bona fide arrangement.
- It has been written by someone at SUNY New Paltz for use at SUNY New Paltz.

It is not an infringement of the copyright laws for the owner to make another copy if that copy is an essential step in the utilization of the program or if the copy is for archival (backup) purposes. (Administrative Policies and Procedures, 425 Software Copyrights)

Doctrine of "Fair Use"

The Doctrine of "Fair Use" under the copyright law in limited situations permits the use of copyrighted work, including reproducing portion of that work, without the copyright owner's permission. Educational use alone is not sufficient to make a use in question a fair one. When in doubt, request permission.

"AGREEMENT ON GUIDELINES FOR CLASSROOM COPYING IN NOT-FOR-PROFIT EDUCATIONAL INSTITUTIONS WITH RESPECT TO BOOKS AND PERIODICALS"

Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- The copying meets the tests of brevity and spontaneity as defined below; and
- Meets the cumulative effect test as defined below; and
- Each copy includes a notice of copyright.

Definitions:

Brevity:

- Poetry: (a) A complete poem if less than 250 words and if printed not more than two pages or (b) from a longer poem, an excerpt of no more than 250 words.
- Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of no more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.
- Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "I" above notwithstanding such "special works" may include not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

Spontaneity:

- i. The copying is at the instance and inspiration of the individual teacher; and
- ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

- i. The copying of the material is for only one course in the school in which the copies are made.
- ii. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- iii. There shall not be more than nine instances of such multiple copying for one course during one class term.

Prohibitions:

Notwithstanding any of the above, the following shall be prohibited:

- A. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or are reproduced and used separately.
- B. There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- C. Copying shall not:
 - substitute for the purchase of books, publisher's reprints or periodicals;
 - be directed by higher authority
 - be repeated with respect to the same item by the same teacher from term to term.
 - No charge shall be made to the student beyond the actual cost of

the photocopying. (Questions and Answers on Copyright for the Campus Community, National Association of College Stores, Inc. and the Association of American Publishers, © 1991)

ACADEMIC SERVICES AND RESOURCES

STUDENT ADVISING

The Office of Student Advising is under the direction of the Dean of Student Advising and reports to both the Provost/Vice President for Academic Affairs and the Vice President for Student Affairs. It provides basic information about the academic programs, the administrative policies, and the campus services available to students. The office also provides academic advising and support to international students. For a compendium of important information, offices, and

academic processes, the TA members may refer to the current edition of The Advising Handbook, which is compiled by this office.

The Office of Student Advising coordinates all academic advising, participates in orientation programs for freshmen and transfer students and advises all undeclared students who are not specifically assigned to a faculty member. It is also responsible for approving all leaves of absences, withdrawals from the college, and all general education and free elective transfer requests by matriculated students.

ACADEMIC COMPUTING SERVICES

Email Accounts

All faculty and students can request and receive an account for email and dial-in access. This provides a basic 'userid@newpaltz.edu' address and access to the internet through our dial-in pool. Faculty and staff must complete a simple form to request an account. All students receive an account by accessing www.mynewpaltz.edu.

PC Labs

Public PC labs can be found in several locations around campus. Location and access hours are posted on academic computing web pages. These labs are available to all registered students on a first-come, first-served basis. Currently a campus user id and password are not required to use the labs. A variety of Windows software is available. The equipment is kept current and high-speed laser printing is available. Visit a lab to find out what is provided, or go to the website at www.newpaltz.edu/acad_computing.

PC Classrooms

In addition to the public labs, there are several classrooms with one PC per student for courses requiring in-class use. There are 'smart classrooms' that provide networked instructor PCs and projection/sound equipment. These classroom/labs are scheduled through the Records and Registration office. In addition, several departments maintain separate computer enhanced facilities designed to meet their specific needs, so check with your department to see what is available.

A 'courseware' system called Black Board is available and can serve as either an adjunct to a traditional course or as the basis for a totally on-line course. It supports threaded discussion, testing, content presentation, and Internet integration. It has become very popular as a vehicle for providing additional content, hosting discussions, and keeping in contact with students. Academic Computing has added a streaming media server to support network delivery of multimedia course content.

CENTER FOR ACADEMIC DEVELOPMENT AND LEARNING (CADL) OMB B-2; 257-3590

The Center for Academic Development and Learning is located in the Old Main Building and is the Center for Developmental Studies, the multidisciplinary tutoring program, and the learning disabilities academic support unit. The Center is partially funded by a federal grant through the US Department of Education Student Support Services grant and provides academic support each semester. Eligibility for these services is determined by criteria established by the grant and the availability of resources. The following services are generally offered each semester:

- Small group tutoring in multidisciplinary subjects with peer and professional tutors at the Tutoring Center.
- Courses in critical thinking for at-risk and academically under prepared freshman students.
- Courses in Introduction to Basic Algebra.
- Peer and professional tutoring in writing in the discipline and freshman composition.
- Workshops and modular courses in study skills, writing the research paper, and developing learning strategies.
- Academic support for learning disabled and physically challenged students.

Each semester a list of courses and academic support services for a particular semester is published by the Center for Academic Development and Learning. Eligible students may be referred by a teaching assistant or an advisor or seek academic assistance on their own.

THE CRITICAL THINKING CURRICULUM

Freshman students may be required to enroll in critical thinking courses as a result of their performance on placement examinations administered during freshman orientation or at registration. These courses are designed to give students the critical thinking and writing skills necessary to complete the general education curriculum and achieve academic success in their undergraduate course work.

TUTORING CENTER (STL M41*; 257-3580/85)

The CADL Tutoring Center offers individual and small group tutoring for academic courses in liberal arts and sciences, fine and performing arts, and education. Students may meet with tutors for one session or more each week throughout the semester. Students may apply for tutoring on their own or may be referred by a teaching assistant or academic advisor. The program is staffed primarily by undergraduate and graduate peer tutors and a small staff of professional tutors, all of whom are referred by instructors for academic achievement and trained by the Tutorial Coordinator and The Writing Center Coordinator. There is no charge for tutoring. (**The Tutoring Center plans to move to OMB B-1 during the summer of 2004.*)

WRITING CENTER (STL M41*; 257-3580/83)

The Writing Center provides short-term and weekly tutoring in writing for students enrolled in writing intensive courses, composition, and other academic courses. The Writing Center provides the following services:

- Assists students who are preparing written assignments and research papers for content area and writing intensive courses.
- Assists students in developing strategies and methods for improving their writing skills.

(**The Writing Center plans to move to OMB B-1 during the summer of 2004.*)

THE CENTER FOR TEACHING AND LEARNING (CTL; HONORS CENTER; 257-2650)

The CTL was created to achieve a faculty-driven, interdisciplinary, intellectual environment that fosters dialogue on teaching, builds bridges between teaching and research, supports faculty initiatives in curriculum development and alternative instructional paradigms, makes advanced technologies more readily available to faculty in the classroom, and provides a non-hierarchical community of faculty and students engaged in discussions about teaching and learning. Since its official Grand Opening in 2002, the programming truly promoted faculty development in both the areas of pedagogy and technology. The following are samples of workshops offered: Building a College-wide Assessment Plan; Teaching and Assessing Critical Thinking; Creating Social Presence and Building Learning Communities in On-line Courses; Teaching to the Learning Curve; SUNY New Paltz Writing Board; Teaching Writing Intensive Courses; Creating and Sustaining Learning Communities in FIGS and FYI; Teaching and Assessing Critical Thinking in a College History; and Geographic Information Systems (GIS).

The technology training through the CTL has covered a wide array of classroom and research technology. Course offerings included: Introduction to On-line Course Management Using Blackboard; Introduction to Power Point; Blackboard Beyond Basics; On-line Gradebook/ Excel; EVE: Anti Plagiarism Tool; Using a Still Digital Camera; Using a Video Digital Camera; Introduction to Multi-Media in the Classrooms; Using Streaming Media; PowerPoint and Multi-Media Components; Introduction to Web Page Design; Advanced Web Page Design; Scanning and Using OCR. The Coordinator for Technology Training is also available to provide extensive one-on-one tutoring sessions at the request of individual faculty members.

INSTRUCTIONAL MEDIA SERVICES (IMS; LC 2; 257-3630)

IMS operates and maintains the audiovisual equipment and facilities for instructional programs. This includes the coordination of microphone set-ups, videotape documentation and audiovisual presentations which occur in the Lecture Center auditoria, as well as the campus-wide distribution of classroom-oriented audiovisual equipment such as document cameras, slide projectors, tape recorders, VCRs and DVD players. Requests for equipment for a specific class or for the entire semester can be placed by calling 257-3630 during business hours Monday-Friday 8:30-4:30 p.m. or by placing a cyber-order via the IMS website at <http://www.newpaltz.edu/ims>. Requests should be made AT LEAST 48 hours in advance.

IMS maintains an extensive film and video collection available for instructor use and a reference collection listing the media holdings available from commercial distributors, publishers and other academic institutions. IMS assists departments with renting, borrowing, or purchasing instructional media materials.

IMS's staff develops and assists instructors with the creation, development and production of original video, computer and other media products designed to supplement traditional classroom instruction.

Teleconferencing and video conferencing services are available in the IMS facilities. The department also produces a weekly television program about the college community entitled "On Campus @ SUNY New Paltz."

LIBRARY SERVICES

Library Web Page (<http://lib.newpaltz.edu>)

The Library Web page is the gateway to STL's electronic resources and to many library services. It provides access to the online catalog, electronic reserves, research databases, subject bibliographies and webliographies, and other information resources. The "Ask a Librarian" email reference service can be found on the site, as well as online request forms for interlibrary loan through ILLiad, book purchases, information literacy instruction sessions, and research consultations. Library policies, new services, and library events are posted here, too. Faculty and student input on the Web page is encouraged and may be submitted to www.webteam@lib.newpaltz.edu.

Circulation

The Library is open 94 hours per week during the fall and spring semesters. Library hours vary during intercessions, summer sessions, and on holidays. For the current schedule, call 257-3700 or check the Library Web page or the online catalog. With a valid SUNY ID card, faculty and students may use Library services and facilities and may borrow circulating materials.

The TA borrowing period is one semester. For information on renewals and other circulation policies, visit the STL Web page or call the Check-out Desk at 257-3714.

Reference

The STL Information Desk (or reference desk) is staffed by a reference librarian from 9:00 am to 10:00 pm Monday – Thursday; from 9:00 am to 5:00 pm on Friday; from 1:00 pm to 5:00 pm on Saturday; and from 1:00 pm to 10:00 pm on Sunday during the fall and spring semesters. Hours for reference service vary during intercessions and summer sessions. Check the Library Web page or the online catalog for the current reference schedule.

Reference questions may be asked in person, by telephone (257-3710), or by e-mail via the "Ask a Librarian" service. "Ask a Librarian" responds within 24 hours Monday – Friday. Reference librarians also schedule individual Research Consultations with faculty and students for additional guidance on complex topics or new research tools. Consultation appointments may be made in the Library, by phone, or by submitting the Research Consultation form found under "Online Request Forms" on the Library Web page.

Collection Development

Faculty are encouraged to recommend books, journals, and other materials to be added to the Library collection. Each department or program has a designated faculty member who serves as collection development contact person for the Library. Acquisitions requests can be made via the departmental contact, by completing the Book Purchase Request form found in the "Online Request Forms" section of the STL Web page, or by completing a request form available in the Library. Certain departments have also been assigned a liaison librarian who can assist with collection development questions or suggestions. For more information, contact the Collection Development Coordinator at 257-3731.

Faculty Publications

Sojourner Truth Library recognizes and appreciates the scholarly achievements of SUNY New Paltz faculty. A separate collection of faculty publications, including books, book chapters, journal articles, and proceedings, is housed in the library's "New Paltz Collection" special collections area. This material is cataloged and bibliographic records are included in the STL online catalog. The library will purchase two copies of each faculty-authored book, one for the circulating stacks and one for the New Paltz Collection. Article reprints are requested from the faculty. New additions to the faculty publications collection are welcome. Contact the Office of the Library Director at 257-3719 for more information.

Information Literacy Instruction

The faculty of Sojourner Truth Library work closely with instructors in developing course-specific instruction sessions to assist students with all types of library research and to help them develop information literacy skills. Librarians also collaborate with faculty whose general education courses include the information literacy competency.

Most instructional sessions take place in the Library's electronic classroom, which permits hands-on practice with the library catalog, research databases, and other Internet resources. Call the Instruction Coordinator at 257-3705 to schedule a session or submit an instruction request online from the "Online Request Forms" section of the STL Web page. Allow a minimum of two weeks notice when requesting a class.

Interlibrary Loan

Materials located at other libraries, or available from commercial document delivery vendors, may be obtained through interlibrary loan (ILL). ILL requests are submitted electronically via ILLiad, found on the Library Web page. ILLiad permits library users to track the status of their requests and to receive electronic delivery of articles in some cases. Turnaround time for ILL requests ranges from 24 hours to six weeks, though most items are delivered within two weeks. There is no charge for the service. For more information, contact the Interlibrary Loan Office at 257-3680.

Course Reserves

The Library's reserve service consists of two components: a traditional, in-library system and a Web-based electronic system called "ERes." In general, traditional reserves is used for complete works such as books, test kits, journal issues, CD's, DVDs, and videotapes. Journal articles and book chapters are scanned and placed on ERes. All reserve material must comply with copyright restrictions. (See "Use of Copyrighted Materials" above.)

ERes permits online access to reserve items 24 hours a day, 7 days a week, from any computer with an Internet connection and the appropriate viewing software (usually Adobe Acrobat). In addition to articles, chapters, syllabi, and assignments, other types of material can be placed on ERes, including (but not limited to) Web links, multimedia files, audio and video clips, images, and PowerPoint presentations. ERes can be found on the STL Web page.

Materials not suited to electronic access are placed on traditional reserve. The call numbers or identification numbers for these items can be found in the Library catalog.

Reserve material must be brought to STL at least two weeks in advance to allow for processing. A significantly longer period is required if the Library must first purchase the material to be placed on reserve. For additional information about course reserve services, and complete instructions on submitting reserve material, contact the Check-out Desk at 257-3714.

Library Services for Distance Learning

The Library is committed to providing materials access and instructional support to online and extension students and faculty. Faculty and registered students can search more than 100 databases via the Internet, and are eligible for document delivery services. Many of these services provide a desktop access to journals, e-books, and other materials. A Distance Learning Librarian provides reference assistance via phone, FAX, email, and Instant Messaging. The Library offers online tutorials and provides database instruction both online and by visiting extension sites by appointment. A small branch

library is housed at the Southwinds extension center in Middletown. There, students and faculty can access database services, consult with a librarian, study, or hold classes in a multimedia-rich environment. For more information, contact the Distance Learning Librarian at 257-2699, ref@newpaltz.edu, or visit www.newpaltz.edu/~ref.

The Latest at the Library

Sojourner Truth Library publishes an informative bulletin called The Latest @ the Library each fall and spring semester. The bulletin, which can be picked up at the Library, updates the campus community on the newest services and most recent changes taking place at STL. Current and back issues can also be found on the Library Web page. For more information or additional copies, contact the Editor at 257-3677.

The Friends of the Sojourner Truth Library

Founded in 1997, The Friends of the Sojourner Truth Library is an association of faculty, students, parents, alumni, and community and business members dedicated to promoting and enhancing the Library as a shared resource. Its mission is to participate in the stewardship of a library of distinction – a regional center of research and scholarship – through a variety of fundraising activities that provide a margin of excellence above and beyond that which can be achieved through conventional institutional funding. Since its inception, the Friends has raised more than \$115,000, contributions which enable the Library to enrich its collection of books and other materials essential to learning and inquiry. Friends-sponsored activities include semi-annual used book sales, the Honor with Books commemorative bookplate program, and periodic gatherings and celebrations.

Faculty are welcome to join the Friends of the Library and may contribute by payroll deduction, if preferred. For membership information, contact the Office of the Library Director at 257-3719.

SCHEDULING CLASSROOMS

Classrooms are assigned by the Scheduling Office located in Records and Registration, HAB 19. Room assignments are based on department or class needs, class limits or size, or special needs of the students or faculty. Requests for smart or multi-media classrooms are made through the Department Chairperson at the time the initial schedule is being created. Once the final proof has been printed special requests are made directly to the Scheduling Office. All requests at that time are considered on a first come first serve basis. Faculty are responsible for adhering to the room capacity according to the fire codes posted in every classroom. After the first day of classes classroom changes will be considered for ADA accommodation issues only. Faculty should not move classes without contacting the Scheduling Office. The office maintains classroom assignments so that a student, staff or faculty member can be reached in case of emergency and that there will not be a conflict with an event, exam, etc.

CANCELATION OF CLASSES

CAMPUS-WIDE CLASS CANCELLATIONS AND DELAYS:

Classes will be canceled or delayed only under extreme circumstances, such as severely inclement weather or other emergency situations. The decision to cancel classes will be made as early as possible, usually by 7:00 a.m. for day classes and by 2:00 p.m. for evening classes. Those courses taught at extension sites will follow the cancellation policy of the site. If a site closes, faculty should alert students in their class of cancellation. Announcements will be made over many local radio stations. A list of those stations is distributed each semester in a Campus Advisory. Updated information is also available at 257-INFO (4636).

A delay in the start of classes represents a cancellation of classes prior to the delayed start, e.g., a delay to 10:30 means 8:30 and 9:30 classes were canceled.

INSTRUCTOR-INITIATED CANCELLATIONS DUE TO INCLEMENT WEATHER

Since the student body includes both resident and a commuting population, teaching assistants are encouraged to hold classes if at all possible to serve the resident students as well as the commuting students who are able to travel to class.

You are also expected to permit students to make up work missed when hazardous travel conditions caused by severely inclement weather prevent some commuting students from traveling to campus when classes are in session.

If classes have not been canceled campus-wide, but an individual teaching assistant member is unable to travel to the campus or to the off-campus site of the class because of local weather conditions, that teaching assistant is expected to notify the students that class will not be held. You should make arrangements for a system of chain telephone calls with the department TA coordinator and with your students at the beginning of the semester.

CANCELLATIONS DUE TO TEACHING ASSISTANT ABSENCE

If a TA must be absent from class for any reason, he or she must notify the department chair as soon as possible, and no later than the day of absence. Normally, the TA is expected to arrange for make-up sessions for classes missed because of absence due to circumstances other than illness.

INFORMATION FROM RECORDS AND REGISTRATION

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA OR THE BUCKLEY AMENDMENT)

The Family Educational Rights and Privacy Act (FERPA) is a federal law which provides for the confidentiality of student education records. Except as specifically provided in the Act, information con

tained in these records can not be disclosed to anyone outside the institution without the written consent of the student. It also may not be appropriate for information to be released to faculty and staff within the institution except when it can be demonstrated that the request constitutes a need to conduct official business. Status as a member of the faculty or staff does not by itself establish a right to access student information.

To assure compliance with the Act, instructors and staff are enjoined from disclosing any information. All requests for information should be referred to the Records and Registration Office for processing under the guidelines of the Act. Please note the prohibition against releases of information to third parties applies to parents and other family members.

CLASS ROSTERS

Teaching Assistants will receive four rosters during the semester:

Initial Roster:

Printed approximately one week before the start of classes, this roster shows an initial list of students enrolled in the course and a "Wait List" if one has been established for the course.

Preliminary Roster:

Printed after the close of the Add/Drop period

Official Roster:

Printed after the Course Withdrawal deadline

Final Grade Roster:

Printed approximately two weeks before final examinations. Supplemental Grade Rosters are no longer accepted.

Each TA must ensure that preliminary and official class rosters are accurate. Any student who is attending a class but does not appear on the preliminary or official roster is not entitled to remain in the course. The student should be sent immediately to the Records and Registration Office, Haggerty Administration Building 19.

Students are not allowed in classes for which they are not registered and they will not be allowed to pay tuition for a course after the fact. Students are not allowed to take a course in one semester and receive credit for it in another semester.

WAIT LISTS

For specific, department approved courses, wait lists of up to 10 students may be established during the registration process if the course is full. These students do not move automatically from the wait list to the roster when a seat becomes available. They must attend the first class, obtain a Permission of Instructor card, and then register.

Speak with your mentor/department Chair about how to handle issues of wait lists.

PERMISSION CARDS:

PI (Permission of Instructor) and PC (Permission of Chair) Students must have permission cards to register for certain courses. This allows the faculty member to ensure that the student meets the course's prerequisites.

Students may also need a permission card if they are on a wait list or to register after the start of the Course Add period. TAs should check with their supervisor/departmental chair about how to handle permission cards. Please fill in all PI cards completely including a course and section number and the teaching assistant's signature before giving it to the student.

CLASSROOM CAPACITY

The legal capacity of each classroom is printed on the class roster and is posted near the door or the front of each classroom. The TA should ensure that the total number of registered students, and auditors does not exceed this capacity.

COURSE WITHDRAWAL

Students may withdraw from a course until shortly after the midpoint of the semester. Deadline dates for filing the forms with the Records and Registration Office are printed in the Academic Calendar. Students withdrawing from a course are required to obtain the signature of the TA of each course and the signature of the student's advisor. Each TA will note the date on which the student last attended the class from which he/she wishes to withdraw. Since Federal Financial Aid regulations require the institution to document the student's last date of attendance, it is the TA's responsibility to accurately record that date on the withdrawal form.

POSTING GRADES

Class grades may not be posted either by name or by the student's social security number or by any other method that may reveal a student's identity. Grades are available on the Web at my.newpaltz.edu within 24 hours of submission by the faculty.

GRADING

Computation of the grade point average is based upon the following: A = 4.00 B = 3.0 C = 2.00 D = 1.00 A- = 3.67 B- = 2.67 C- = 1.67 D- = 0.67 B+ = 3.33 C+ = 2.33 D+ = 1.33 F = 0.00

Grades of S (Satisfactory) and F (Failing) are used for student teaching and certain department-approved courses.

Student Elected Grading System

(Satisfactory/Unsatisfactory) is an option that may be exercised by a student. Instructors submit letter grades as usual; conversion to S* (Satisfactory) or U* (Unsatisfactory) occurs in the Records and Registration Office. Letter grades of A, A-, B+, B, B-, C+, C, and C- convert to S* while D, D+, D- and F convert to U*.

SUBMISSION OF GRADES

All grades are to be entered on the Final Grade Rosters and must be submitted in person by the teaching assistant to the Records and Registration Office, Haggerty Administration Building 19, no later than 48 hours after administration of the final examination. Students not listed on the Final Grade Roster for a course are NOT ENTITLED TO A FINAL GRADE.

INCOMPLETE GRADES

The TA may only assign grades of incomplete (I) if the student has completed at least 75 percent of the work for a course and a personal emergency prevents him or her from completing the work of the semester. The student must provide the TA with an explanation of why he or she cannot complete the course, and the TA may, as appropriate, require that the student provide documentation for his or her statement as a condition of the TA's granting the incomplete. Speak with your mentor/coordinator about department policy on incomplete grades.

The TA sets a date by which coursework must be handed in, preferably not more than three or four weeks after the final. Instructors who will be on leave during the period of time a student must utilize to complete the course work are advised to make provisions for the supervision and evaluation of the student's work prior to the assigning of an (I) grade.

The student should not register again for the same course. The course work must be completed and grades must be turned in to the Records and Registration Office by the mid-semester point of the next semester in which the student is enrolled (not including the summer session) or the Incomplete converts to an F.

If the student does not register for one calendar year after the semester or summer session in which the incomplete was granted, the incomplete grade converts to a "permanent incomplete" (I*). An extension for the incomplete can be granted by filing a Grade Change Form that has the approval of both the teaching assistant and the department chair.

GRADE CHANGES

A grade change for a student must be made on a Change of Grade Form, which can be obtained in the Records and Registration. Completed forms should be returned to that office.

REPEAT COURSE GRADING OPTION

A student may elect to take a course again and have the new grade replace the previous grade. This student-initiated option does not require instructor approval. Advisors should be familiar with the provisions of the "Repeat Course Grading Option" so they can advise students correctly. See "Repeating Courses" in The Advising Handbook: Sum and Substance.

MAINTENANCE AND RETENTION OF STUDENT WORK

A TA must maintain a permanent written record of the assessment of all student work in a course. That record must contain all the information to be utilized in the assessment of a student's performance in a course and in computation of the final grade assigned. Such records must be retained for a minimum of three years and be available to department chairs should the need arise. Student work that is not returned - papers, quizzes, reports, examinations, projects or other products upon which the assessment of the student's performance in a course is based - must be retained by the TA for no less than one year beyond the academic year in which the work is done and must be available for examination should the need arise. Final examinations not returned to students must be retained for three years beyond the academic year in which the examination was given.

TAs must turn over all records and unreturned student work to the chair of their department at the end of their appointment at the College.

ACADEMIC POLICIES AND REGULATIONS

Academic Policies and Regulations are published in the Academic Advising Handbook, or found on the Web at [www/newpaltz.edu/classes](http://www.newpaltz.edu/classes).

OTHER CLASSROOMS ISSUES

DISRUPTIVE CLASSROOM BEHAVIOR

Instructors have a responsibility to maintain an effective learning situation in their classrooms and to deal promptly with any disruptions that interfere with the learning situation. If a disruptive classroom incident occurs, particularly if it involves physical violence, University Police should be immediately called at 257-2222. The Office of the Dean of Students (257-3261) should also be informed so that the appropriate judicial action can be determined.

STUDENT EVALUATION OF INSTRUCTION

The Office of Institutional Research (OIR) administers official Student Evaluations of Instruction (SEI) in the fall and spring semesters as well as both summer sessions. SEI packets will be disseminated to Departments (Liberal Arts & Science) OR Deans' Offices, during the fall and spring semesters, two weeks before final exams. Please see the Office of Institutional Research web site (www.newpaltz.edu/oir) for specifics regarding summer session SEI administration. Contact your department for more information regarding the procedures for administration of the SEIs or call Institutional Research at 257-3227.

TA participation in the SEI and/or in another method of assessment of teaching is determined by each department.

PROTECTION FROM CIVIL LAWSUITS

Protection is extended to state employees against personal liability if they are sued individually as a result of any action which may arise from an act or omission which occurs while the employee was acting within the scope of his public employment or duties. To seek protec

tion of the statute, the employee must deliver immediately the original or a copy of the summons, complaint, or other process, with a request for representation under Section 17 of the Public Officers Law, to the Office of the President.

The provisions of this section apply only to civil suits. Suits brought in connection with alleged criminal activities are handled under provisions of federal, state or local laws, as appropriate.

(Office of University Counsel and Vice Chancellor for Legal Affairs, "Memorandum to Presidents," August 2, 1978 and November 12, 1976)

TAs who believe they should ask students for waivers of liability or are concerned about extending protection to non-College employees or students must consult, in advance, with the appropriate Dean and the Office of Academic Affairs.

CLASSROOM VISITORS

Requests by outside organizations to utilize class time to make presentations of a non-academic nature must be approved by the Provost/Vice President for Academic Affairs.

It is the prerogative of the TA to invite outside speakers to address topics related to the specific course material.

SMOKING

Smoking is prohibited in all campus buildings except designated areas in Residence Halls. (Administrative Policies and Procedures Manual, 1240 Workplace Smoking Policy)

FOOD, DRINK AND ALCOHOLIC BEVERAGES

Food and drink are prohibited in all classrooms, and must be confined to areas where food service is located.

No person shall possess, sell or give away alcoholic beverages without proper authorization in any building or on property owned or controlled by the College. Policies and procedures on the promotion and sale of alcoholic beverages at authorized campus events are available in the College Activities Office (SUB 209). Information regarding the use/abuse of alcohol, referral sources, and relevant New York State laws is contained in the pamphlet, Institutional Response to the Use of Illicit Drugs and Alcohol, available in the Student Affairs Office. (Campus Regulations and Judicial Procedures III, A.2.: Alcohol on Campus)

EMERGENCY INFORMATION

DIAL 911 IN AN EMERGENCY

UNIVERSITY POLICE: DIAL 2222 FROM A CAMPUS PHONE (OR 257-2222)

REPORTING CRIMINAL INCIDENTS OR EMERGENCIES

Criminal incidents may be reported by calling University Police at extension 2222 or reporting to the University Police Department on the second floor of the Service Building, Room 100 (located on Route 32 South). This office is open 24 hours a day. Medical emergencies may also be reported in the same manner.

(Student Right to Know and Campus Security Act pamphlet)

BLUE LIGHT TELEPHONE SYSTEM

Call boxes brightly lit with a blue light have been installed in areas of high pedestrian traffic across campus. In addition, each campus building has an exterior telephone and each campus residence hall has a direct-ring emergency telephone in the entrance to the building. (Student Right to Know and Campus Security Act pamphlet)

FIRE DRILLS/EVACUATION

- Know the way to the nearest stairwells
- Instruct students at the first opportunity each semester in the proper procedure for evacuation:

1. Stop what you are doing
2. Start shutdown procedure of any experiment that could become a hazard if left unattended (e.g. turn off heat, electricity, etc.)
3. Leave the room, shut the door, and proceed to the nearest stairwell that is not blocked by smoke and/or fire.
4. Once inside the stairwell, shut the stairwell door and proceed out of the building staying in that stairwell until you exit the building. Stairwells are constructed to be "safe havens" from smoke and fire as long as all the doors are kept closed.
5. When you reach the outside, proceed a safe distance away from the building. Remember that emergency vehicles will be arriving. Keep lanes open.
6. Do not re-enter the building until instructed to do so.

- Handicapped (non-ambulatory) individuals should be placed into the stairwell as soon as the major body of evacuees has departed. A messenger should be dispatched to tell the responding officer (fire or police) the location of the handicapped individual so that rescue can be initiated.

(Administrative Policies and Procedures Manual, 1210 Evacuation Drills)

Any person who refuses to leave a building when a fire alarm sounds is liable to prosecution under applicable state fire laws. Teaching assistants who do not comply with the fire regulations may also be subject to disciplinary action.

ACCOMMODATING DISABLED STUDENTS

According to the Americans with Disabilities Act of 1990 (ADA) and the provisions of Section 504 of the Rehabilitation Act of 1973, reasonable accommodations must be made to make all college programs, curricula, and specific courses accessible to students who have a disability but are otherwise qualified for admission.

A person with a disability is someone with a physical or mental impairment that substantially limits one or more major life activities, including learning and working. An individual is considered to be a person with a disability if he/she has the disability, has a record of the disability, or is regarded as having the disability. Disabilities covered under the legislation include, but are not limited to: alcoholism, attention deficit disorder, blindness or visual impairments, cancer, cerebral palsy, contagious diseases, deafness or being hard of hearing, diabetes, drug addiction, epilepsy, heart disease, HIV-positive status, mental retardation, multiple sclerosis, muscular dystrophy, orthopedic impairments, perceptual handicaps such as dyslexia and learning disabilities, speech impairments, and traumatic brain injury.

STUDENT RESPONSIBILITIES

1. To identify himself as a person with a disability or disabilities to the Disability Resource Center.
2. To provide documentation of her disability or disabilities to the Disability Resource Center.
3. To request academic accommodations that will enable him to compete more fairly with non-disabled peers through DRC.
4. To discuss with professors her academic strengths and individual needs in the classroom.
5. To maintain the same responsibility for his education as students that are non-disabled. This includes maintaining the same academic levels, attending class, maintaining appropriate behavior and timely notification of any special needs.

FACULTY/TA RIGHTS AND RESPONSIBILITIES

Faculty/TAs play a critical role in helping students with disabilities succeed in college. If you are unsure of how to approach a situation, it is best to seek counsel from the academic dean or the Disability Resource Center (Student Union Building 205; 257-3020).

Faculty/TAs Can:

- encourage students to self-disclose their disability or disabilities in an appropriate and confidential time and place.
- check on the legitimacy of a student's claim of a disability by contacting the Disability Resource Center or the Learning Disabilities Specialist.
- make suggestions for appropriate academic accommodations.
- help students whom they suspect have a learning disability by suggesting that the student seek support from the appropriate campus service providers.

Faculty/TAs Cannot:

- see a student's documentation of a disability unless given written consent by the student. Likewise, Faculty/Instructors cannot request information on the student's disability from the campus service providers.
- set a limit for the number or amount of accommodations provided during a semester or the number of students with disabilities in his/her classes.
- allow the right to academic freedom to impact the types of accommodations permitted in the classroom.
- refuse a request for an academic accommodation. If an issue comes up, such as a safety issue, the instructor should contact the Disability Resource Center to discuss the request for accommodation.
- ask a student if they have a learning disability if the student is experiencing difficulty in class. The instructor **can** suggest the student seek out support services.

Faculty/TAs Are Responsible To:

Maintain students' confidentiality at all times. Do not single out students in class, or mention any test accommodation to them in front of peers. These actions breach confidentiality. Provide for the academic accommodation(s) requested.

The proposed accommodations should not substantially alter the curriculum/ major requirements. For example, one would expect a student with a disability to meet the requirements of certification through examination. The examination format may be modified, but a student with a disability would still be expected to take and pass the exam as a requirement for certification.

Faculty who are concerned about accommodating students with disabilities frequently wonder how to get students to talk to them at the right time about their accommodation needs. Since students have the right not to be identified as disabled if they so choose, they also have the responsibility of identifying themselves and their accommodation needs to you. Faculty may wish to make the following announcement in class or include it in the course syllabus: "Students with documented physical, learning, psychological and other disabilities are entitled to receive reasonable accommodations. If you need classroom or testing accommodations, please contact the Disability Resource Center (SUB 205, 257-3020). The Disability Resource Center will provide forms verifying the need for accommodation. As soon as the instructor receives the form, you will be provided with the appropriate accommodations. Students are encouraged to request accommodations as close to the beginning of the semester as possible." Such an invitation to discuss individual needs can go a long way toward encouraging students with disabilities to approach the faculty early.

The Disability Resource Center is available to assist faculty with understanding and implementing instructional or program modifications necessary to accommodate students with disabilities.

CAMPUS REGULATIONS AND JUDICIAL PROCEDURES

The State University of New York at New Paltz College Council has established regulations that provide for a judicial process to ensure fairness to students accused of violating the regulations. Students and all other members of the campus community are expected to abide by the rules and regulations and the laws of the larger community enforced by local authorities and courts. Certain charges within the code may result in campus penalties only, and other charges within the code may involve local court action if the laws of the community, the state, or the national governments are violated.

TAs should be familiar with the general contents of the regulations, which cover all aspects of campus Life. Perceived violations of the regulations concerning matters other than academic integrity can be sent to the Office of the Vice President for Student Affairs or the Office of the Provost/Vice President for Academic Affairs. The following section describes the procedures for bringing charges in academic integrity cases.

ACADEMIC INTEGRITY

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.

Cheating

is defined as giving or obtaining information by improper means in meeting any academic requirements. The use for academic credit of the same work in more than one course without the knowledge or consent of the teaching assistant(s) is a form of cheating and is a serious violation of academic integrity.

Forgery

is defined as the alteration of college forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee.

Plagiarism

is the representation, intentional or unintentional, of someone else's words or ideas as one's own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person's words in a paper, the student must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, therefore, is a violation of the property of the author plagiarized and of the implied assurance by the student when they hand in work that the work is their own. If the student has any questions about what constitutes plagiarism, it is the student's responsibility to clarify the matter by conferring with the TA.

PROCEDURES AND PENALTIES

TAs must report in writing cases of cheating, plagiarism or forgery to their department chair and academic Dean. Faculty members are also responsible for making the initial determination of the academic penalty to be imposed in cases of cheating, plagiarism, or forgery and for informing the department chair, the Dean and the student in writing of the alleged violation and the proposed penalty. The academic penalty may range, for instance, from failure of a specific piece of work in a course to failure of the course itself.

The Dean or the Dean's designee will review all pertinent documents and shall determine whether further disciplinary action is warranted. If, in the judgment of the academic Dean (or designee) evidence of misconduct is present, the academic Dean will request the Dean of Students to bring formal disciplinary charges against the student.

PROCEDURES FOR RESOLVING ACADEMIC INTEGRITY CASES

A student may attempt to resolve, and to ultimately appeal, both disciplinary action and a grade that results from instances of alleged academic dishonesty. The adjudication and appeal process in cases of violation of academic integrity may involve on the one hand, procedures for adjudication concerning grades and grade appeal and, on the other hand, adjudication and/or appeal of disciplinary action.

THE UNDERGRADUATE ACADEMIC APPEALS COMMITTEE

The Undergraduate Academic Appeals Committee has the responsibility of hearing student appeals of alleged violations of academic policy and making recommendations to the Provost/Vice President for Academic Affairs. The appeals committee for graduate students is the Graduate Council. A student may file a formal, written appeal before the committee only after attempting to resolve the appeal with the appropriate faculty or administrative persons. Academic Appeals forms are available at the Office of the Provost/Vice President for Academic Affairs and in the academic Deans' offices. A grade appeal must be filed no later than one calendar year after the recording of the grade being appealed.

PROCEDURES FOR IMPLEMENTING ACADEMIC APPEALS

The appeals system affords recourse to a student who has evidence, or believes that evidence exists, to show that an inappropriate grade has been assigned or other inappropriate formal academic action has been taken. For example, this may be a result of (a) mechanical error, (b) discrimination, (c) a violation of published academic policy, (d) allegation of academic dishonesty, or (e) error in judging the quality of the student's work.

The following steps should be taken by the student to initiate and process a grade appeal. Other kinds of academic appeals, involving the application of academic policy, must begin with the official whose decision the student is disputing. Whatever the nature of the case, it is imperative that the individual student recognize the responsibility for taking the initiative in the appeal and for processing the appeal through each step in the procedure. It is the student's choice whether or not to proceed to each step of the procedure.

Step 1 - The student must consult with the TA concerning the problem. If a satisfactory resolution of the problem is not achieved and the student wishes to go to Step 2, the student must request a signed and dated acknowledgment of the consultation from the TA. A handwritten note is sufficient.

Step 2 - The student must consult with the chair of the department offering the course. If a satisfactory resolution of the problem does not result from this consultation and the student wishes to go to Step 3, the student must request a signed and dated acknowledgment of the consultation from the chair. A handwritten note is sufficient.

Step 3 - The student must go to the Dean of the School or College offering the course in question, complete the Student Form for Academic Appeals, and arrange a meeting with the academic Dean. If no satisfactory resolution is achieved after consultation with the academic Dean, the student may initiate Step 4.

Step 4 - The student should forward to the appropriate Appeals Committee (undergraduate or graduate) an explanatory cover letter, a copy of the Student Form for Academic Appeals, and any pertinent documents in the student's possession.

Step 5 - The appropriate Academic Appeals Committee will review the material submitted by the student and will ordinarily request from the Dean the additional relevant material available to the academic Dean. After due consideration of the issues, the committee will decide whether further action is justified and the nature of such action. The committee at this step may request a consultation with the student; consultation should not be considered routine. If the committee decides that no further action is justified, it will so inform the student in writing.

If the Academic Appeals Committee deems that action other than denial of the appeal is justified, it may request consultations with any of the individuals involved in the appeal or may request any other information needed for clarification of the issues.

Step 6 - The Academic Appeals Committee will recommend to the Provost/Vice President for Academic Affairs such action as it deems appropriate to resolve the appeal. A copy of this recommendation will be forwarded to the student.

Step 7 - The Provost/Vice President for Academic Affairs will have the ultimate authority in rendering a judgment in cases presented to him or her through the above process. The Provost/Vice President may consult with who ever may be of assistance in arriving at a judicious decision. The Provost/Vice President will inform the student in writing of the decision. (Campus Regulations and Judicial Procedures III, B, 2.00: Academic Integrity; and The Advising Handbook 2003-2005)

EVIDENCE OF MISCONDUCT

In those cases where allegations of academic dishonesty have been filed with the Campus Judicial officer, charges pursuant to the complaint will be based on a reason to believe that provisions of one or more of the following regulatory statements have been violated:

- No person shall, during the course of a quiz or examination,
 - (a) Offer information of any kind to another person,
 - (b) Receive information of any kind from another person or from the quiz or examination responses made by another person, or
 - (c) Have in his/her possession any tool, written material or other device that may be of assistance to him/her in taking the quiz or examination and which has not been authorized by the person proctoring the quiz or examination.
- No person shall submit as his/her own to a teaching assistant any work that contains ideas or materials taken from another without proper acknowledgment of the author and source.
- No person shall take, steal, or otherwise procure in an unauthorized manner any piece or pieces of writing which contain the questions or answers to an examination scheduled to be given to any individual or group enrolled in any course of study offered by the University.
- No person shall sell, give away, lend or otherwise furnish to any unauthorized individual any piece or pieces of writing which contain the questions or answers to an examination scheduled to be given to any individual or group enrolled in any course of study offered by the University.
- The unauthorized possession of any of the aforesaid pieces of writing shall be considered as prima facie evidence of a violation of the provisions of this regulation. (Penalty: not less than Disciplinary Probation; not more than Suspension and the inclusion of an academic penalty by the instructor. Such action does not preclude academic penalties imposed by the instructor. Students and graduate student employees should refer to the Procedures for Resolving Academic Integrity Cases for additional information.)

STUDENT PROGRAMS, RESOURCES & SERVICES

ATHLETICS, RECREATION, AND INTRAMURALS

Students may choose from a variety of intercollegiate sports, intramural activities and recreational programs for their own health and well-being. Recreational facilities are available during certain hours for members of the college community. Faculty/Instructors may want to take advantage of programs designed specifically for faculty/staff, in addition to encouraging students to become involved in a healthy alternative.

CAMPUS REGULATIONS AND JUDICIAL PROCEDURES

The Office of the Dean of Students is responsible for the hearing of charges against students for violations of the University's Campus Regulations and Judicial Procedures. If a faculty member is concerned or becomes aware that a student has violated college policy, it is important to immediately contact the Office of the Dean of Students (257-3261) to discuss the matter.

CAREER RESOURCE CENTER (HAB 705; 257-3265)

The Career Resource Center offers career services to all undergraduate and graduate students. Faculty are encouraged to refer students to the Center as early as possible in their time at New Paltz to learn how to make the most effective use of our services, including: individual/group sessions on choosing a major and potential career options, skills and interest assessments, assistance in developing resume/cover letters, job search strategies and interviewing skills; help in locating and development employment contacts for full and part-time jobs, internships and volunteer opportunities, and packaging student credentials for application for jobs or graduate school. Other resources in support of faculty are: in-class or otherwise career presentations, i.e. "Don't cancel your class!" research service and development targeted materials; support for academic advisement; internship opportunities and contacts for you and your students; and Job Connection, on-line job/internship data base, and Resumé Exchange. Don't forget to get involved in co-sponsoring a Major Connections Program, which provides faculty and majors and minors in your department with the opportunity to come together for a career event. Check out our Web page www.newpaltz.edu/careers for additional information or call us at 257-3265 to schedule time to talk.

CENTER FOR STUDENT DEVELOPMENT (SUB 301; 257-3088)

Since its acceptance to SUNY New Paltz, the Center for Student Development becomes the transition center serving the student and their parents or extended family members. The Center coordinates all Orientation and Course Registration Programs, Welcome Week, and Parent and Family Weekend, and co-sponsors Fall Convocation. Faculty members are hired through the Office of the Dean of Student Advising to serve as academic advisors for summer orientation programs. In addition, the FYI program (first-year initiative) is directed through the Center, linked to two academic courses and provides a living-learning interest group for 130 first-year students.

Efforts for the on-going adjustment and retention of students include: each Orientation Leader continuing as a Peer Mentor for 6590 students throughout their first year; staff and faculty volunteering as Transfer Reach-Out Liaisons; health promotion research projects and activities conducted by Center staff and academic interns; and the availability for staff to offer substance abuse prevention presentation in classes. All first-year students attend a workshop on sexual aggression and relationship myths during Orientation as well.

STUDENT ACTIVITIES AND UNION SERVICES OFFICE (SUB 209; 257-3025)

The Student Activities and Union Services Office coordinates over 150 recognized student organizations which plan and promote a diverse array of co-curricular events. Faculty may contact the Office of Student Activities and Union Services to assist students in becoming involved in out-of-class activities. Faculty members may also wish to become involved in the Student Activities and Union Services program through advising a student club or organization.

DISABILITY RESOURCE CENTER (SUB 205; 257-3020)

lects disability documentation, determines accommodations related to academic course work and programs and assists faculty, staff and students with information and resources relating to disability. Instructors should call this office if questions or concerns arise regarding means of accommodation, verification of a disability, or the instructor's responsibility in responding to the needs of a student with a disability. Based on disability documentation and course objectives, the Disability Resource Center determines the appropriate accommodations.

EDUCATIONAL OPPORTUNITY PROGRAM (EOP; HAB 401; 257-3226)

Education Opportunity Program provides comprehensive support services and financial assistance to students who demonstrate the potential to earn a college degree, but do not meet the traditional college entrance requirements. Each student is assigned an EOP advisor who provides services in academic advisement; personal counseling; career and student development; study skills instruction; financial planning; and referrals to resources. EOP requests midterm evaluations from faculty for selected EOP students to assist advisors in monitoring the academic performance of students. Faculty are encouraged to call (257-3226) or stop by the EOP Office in HAB 401 any time that they wish to discuss the progress of EOP students.

EOP requires all freshmen to participate in structured study groups in mathematics and writing.

FINANCIAL AID (HAB 603; 257-3252)

Federal and state programs are administered by the Financial Aid Office to assist students in meeting college costs. Information on time-payment options and other alternate financing plans are available to all families. Faculty may refer students seeking information on employment opportunities on and off campus to the Office of Financial Aid.

CENTER FOR INTERNATIONAL PROGRAMS (GH; 257-3125)

New Paltz has been an active participant in international educational exchange for over 100 years and has achieved national recognition for our special approaches to international programs. Today, New Paltz leads in attracting international students with more than 400 students from over 50 foreign countries enrolled. The Center for International Programs offers a range of programs and services, including:

Study Abroad and Exchange Programs:

SUNY New Paltz currently offers more than 35 study abroad programs in 18 different countries. Programs are offered during the academic year, summer session and intersession. English speaking options are available for those students who are not proficient in another language. There are opportunities available for students from virtually any major.

International Student and Scholar Services:

The Center for International Programs offers international students studying at SUNY New Paltz advice and counseling with regard to their non-immigrant status in the United States. As part of its authorization by the federal government to admit international students, SUNY New Paltz is required by law to report the registration status of international students, who are required to be enrolled full-time. The Center also provides orientation and cultural programming for international students. Support is available to international faculty and scholars regarding legal employment eligibility at SUNY New Paltz.

The Haggerty English Language Program (HELP):

HELP offers intensive English language instruction to non-native English speakers at all levels of proficiency.

The Institute for International Business (IIB):

The Institute for International Business prepares English-speaking international students for the global marketplace. Through the Institute, students receive intensive instruction in American business practices and also have the opportunity to apply their skills during full-time internships with leading firms in New York City.

For further information on these programs, consult the CIP Web site at: www.newpaltz.edu/cip.

PSYCHOLOGICAL COUNSELING CENTER (HCL 201; 257-2920)

The Center provides short-term individual psychotherapy for currently registered New Paltz students. Our workshops are structured, didactic programs including Academic Success, i.e. test anxiety, writers block, time management, stress reduction; Body Image and Anxiety Management. We provide consultation to faculty for concerns about students, such as adjustment, academically related anxiety, suicidal thinking, eating disorders, sexual assault and alcohol/substance related difficulties. Additionally, we provide a 24hour emergency back up service through University Police. The campus peer hot lines, OASIS (257-4945) and HAVEN (257-4930), are supervised by our center.

Programs affiliated with the PCC include the retention focused Scholars' Mentorship Program, Soc 87190 Social Issues and College Life, and National Screening Days for Depression, Eating Disorders, and Alcohol. The Center serves as a training site for Social Work and for the Psychology Department's MA Concentration in Counseling.

RESIDENCE LIFE (CH 112; 257-4444)

There are thirteen residence halls at the University. Each residence hall is staffed by a full-time professional Complex Director who supervises a paraprofessional staff of Resident Assistants. Faculty are welcome to become involved in the residential life program by presenting educational or special interest workshops in the halls. Should faculty have questions or concerns regarding resident students they may contact the Office of Residence Life.

STUDENT ASSOCIATION (SUB 428; 257-3076)

The student government is headed by a seven member executive board elected by the student body for a one-year term. The SA receives its money from a mandatory activity fee that supports more than eighty student run organizations including a FM radio station, TV station, one weekly newspaper, magazine format periodicals, and various services. There are significant opportunities for faculty to enhance the classroom experience through field trips, guest lectures, and sponsored events. Grants are also available for students to attend conferences. There are also ample possibilities for leadership development inherent in student government.

STUDENT HEALTH CENTER (HLC; 257-3400)

Health Center staff provide for the primary health care of students. The staff determine which conditions can be treated and which need referral to an off campus facility. The Health Center staff support wellness programs, participate in health workshops and other activities which support physical wellness.

TEACHING ASSISTANT RESPONSIBILITIES

Academic Freedom and Responsibility

It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, teaching and research. In the exercise of this freedom faculty members may, without limitation, discuss their own subject in the classroom; they may not, however, claim as their right the privilege of discussing in their classroom controversial matter which has no relation to their subject. The principle of academic freedom shall be accompanied by a corresponding principle of responsibility. In their role as citizens, employees have the same freedoms as other citizens. However, in their extramural utterances employees have an obligation to indicate that they are not institutional spokespersons. (Policies of the Board of Trustees, Article XI, Title I)

WORKPLACE POLICIES

EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT

SUNY New Paltz supports Affirmative Action and Equal Opportunity and does not discriminate against individuals or groups on the basis of race, sex, age, national origin, religion, disability, veteran status, marital status, or sexual orientation in education or employment, or in any of its policies or programs. All actions toward employees and students are based upon performance related criteria. Further, SUNY New Paltz will not tolerate sexual harassment of employees or students.

This policy is vital to achieving our goal of a high-quality, diverse work force within our college community. Further, this policy lays the foundation for competent and fair management for the men and women with whom we work.

Any person with questions or concerns about the EEO/AA policy should contact the Affirmative Action Officer in HAB 301, who is responsible for the implementation of the College's Affirmative Action Programs.

POLICY ON ADDITIONAL EMPLOYMENT

Graduate Teaching and Research Assistants are expected to make good progress to the degree. Full-time GAs and TAs may not accept any employment that is in conflict with their campus positions nor that interferes with making good progress to the degree.

Full time TAs offered assignments at SUNY New Paltz or at the other teaching institutions, must obtain written permission from their department chair and unit dean before accepting these other positions. Evidence of this authorization should be filed with the Graduate School.

CONDUCT OF STATE BUSINESS IN PRIVATE ESTABLISHMENTS

State employees shall not sponsor, organize, attend or participate in any meeting or other activity, the purpose of which is related to State business, in any private establishment which does not afford full membership rights and privileges to any person because of age, race, creed, color, national origin, sex, disability or marital status. (Executive Order 17, Governor of the State of New York)

DRUG-FREE WORKPLACE POLICY

The unlawful use, possession, manufacture, dispensation or distribution of controlled substances in all College work locations is prohibited. Employees who unlawfully manufacture, distribute, dispense, possess or use a controlled substance will be subject to disciplinary procedures consistent with applicable laws, rules, regulations, and collective bargaining agreements.

FAMILY AND MEDICAL LEAVE ACT

TAs may be covered by the Family and Medical Leave Act (FMLA) of 1993, which requires employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons. TAs are eligible if they have worked at the college for one year, and for 1,250 hours over the previous twelve months.

FMLA leave must be granted if requested by an employee for the purposes of caring for a child after birth, adoption or foster care; caring for a spouse, child or parent with a serious health condition; for a serious health condition that makes the employee unable to perform the employee's job. Medical documentation is required if an employee requests FMLA leave.

While on FMLA leave, the college must maintain the employee's health insurance coverage at the same employee contribution rate which the employee pays while working.

Please contact the Human Resources and Affirmative Action Office to learn more about FMLA coverage.

JURY DUTY

As an employee of the State of New York, TAs are paid while serving on jury duty. Commissioners of Jurors have been very accommodating to TA requests to be rescheduled for jury duty during periods when classes are not in session. If you are required to give jury service, you must immediately notify your department chair by providing a copy of the summons to jury duty. You must also obtain an attendance verification from the court clerk to document the days you spend in court.

BENEFITS

HEALTH INSURANCE

Based on the GSEU contract, Graduate and Teaching Assistants who have at least half an assistantship and receive a stipend of more than \$3,767 per academic year have a health plan to cover illness and injury. This benefit may be subject to change with the passage of a new GSEU contract.

CAMPUS FACILITIES

Employees of SUNY New Paltz are entitled the use of University facilities including those in the Elting Gymnasium, the Ashokan Field Campus, and the Sojourner Truth Library. Employees must show their university identification cards to take advantage of these facilities.

EMPLOYEE ASSISTANCE PROGRAM (EAP)

The Employee Assistance Program (EAP) helps employees, including TAs, cope with personal problems which negatively affect their lives and which might intrude upon their jobs. EAP is a confidential information, support and referral service providing assistance with a wide variety of problems. Depending upon the nature of the problem, employees seeking assistance are referred to a program, service or agency within the community for appropriate counseling or assistance. Families of employees are also welcome to use services provided by EAP. For additional information, or to request assistance, call your local EAP coordinator at 257-2886. This phone call is confidential.

UNEMPLOYMENT INSURANCE

State employees are covered by unemployment insurance. Should you become unemployed, please contact the local Department of Labor office for unemployment insurance information.

WORKERS' COMPENSATION

Workers' Compensation benefits are intended to protect employees against a loss of income or employment when they have suffered an on-the-job injury or illness. All work-related accidents should be reported to the department chair or dean immediately. An accident report form, available from the Human Resources and Affirmative Action Office, must be completed within 24 hours.

SEPARATION FROM THE COLLEGE

RESIGNATION

Employees who are planning to resign should inform the College no less than 30 days prior to the last day of work.

IMPORTANT PUBLICATIONS/DOCUMENTS

Publication Source

The Advising Handbook	Academic Advising
Affirmative Action Publications Including: AIDs; Affirmative Action Sexual Harassment; Employment and Accommodation; Affirmative Action Search Handbook	Affirmative Action Agreement between Graduate Student Employees
Union and the State of New York	Human Resources
Campus Regulations and Judicial Procedures	Student Affairs
Emergency Procedures	Campus Police Fact Book
Book	Institutional Research
Faculty and Staff Telephone Directory	Telecommunications
Faculty By-Laws	Academic Affairs
Graduate Catalog	Graduate School
Institutional Research Institutional Form A (Individual Teaching Assistant Use) Peer Evaluations (Institutional Forms and Process)	Institutional Research
Institutional Response to the Use of Illicit Drugs and Alcohol	Vice President for Student Affairs
Affairs Policies of the Board of Trustees	Human Resources
Public Officers Law	Human Resources
Schedule of Classes	Records and Registration
School/College By-Laws	Dean's Office Sexual Harassment and Assault
Undergraduate Studies Catalog	Vice President for Student Affairs
	Admissions

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