Our Mission

Bowling Green State University aspires to be the premier Learning Community in Ohio, and one of the best in the Nation. Through the interdependence of teaching, learning, scholarship, and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility.

Bowling Green State University serves the diverse and multicultural communities of Ohio, the United States and the world.

Core Values

Respect for One Another
Cooperation
Intellectual & Spiritual Growth
Creative Imaginings
Pride In a Job Well Done
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6 STUDENT SERVICES
1. WELCOME

Dear Faculty,

Welcome to the College of Education & Human Development at Bowling Green State University. Our college has a rich history of educating men and women to become leaders in the fields of education and human development. We set high expectations for those entrusted with teaching our students and developing their talents. I am confident that you will meet this charge. Your expertise will help enrich the experiences of our students, and I hope this guide will provide you with the information you will need to be a successful member of our college community. Best wishes for a fruitful and rewarding teaching experience.

Go Falcons!

Sincerely,

Brad Colwell, J.D., Ph.D.
Dean, College of Education and Human Development
2. EMPLOYMENT PROCEDURES

2.1 Required Paperwork

Here is a list of paperwork that needs to be submitted:

- Letter of application
- Resume
- Two original letters of recommendation (dated within 1 year). Electronic PDFs are acceptable.
- Official transcripts indicating highest degree

All potential employees will have to submit to a background check prior to being hired. Additional paperwork is done once a job offer has been extended.

- I-9 form – Section 1 to be completed by employee before beginning work. Employer completes section 2 in the first three days of work. I-9’s are no longer to be done at the interview stage.
- New employee data form
- Drug abuse/sexual harassment form
- STRS new hire notification form
- Social Security form
- Payroll forms (W4, IT4, Direct Deposit)

2.2 MyBGSU

The MyBGSU web portal offers a wide variety of information and access to course-related tools. Once you have been issued a BGSU ID, you will have access to this portal. Some examples of tools available through this portal are:

- University Email
- Calendar
- Address Book
- Faculty Services
- Payroll Information
- Password Management
- Employment Forms
- Campus Updates
- Canvas Access
- International and Local News
- Change of Name or Address
- College Closure

2.3 Pay Periods

All faculty get paid on the 20th of the month.
2.4 Office Hours & Office Space

See your respective department secretary regarding your designated office space. You may be asked to share office space with another adjunct faculty member.

All faculty are expected to designate a period of time each week when they are available to meet with students (it can be immediately before/after class or electronically on non-teaching days).
3. INSTRUCTIONAL POLICIES

3.1 BGSU’s Academic Charter
   Please refer to this document for specific details on all instruction related matters. It can be found at: http://www.bgsu.edu/faculty-senate/academic-charter.html

3.2 Student Attendance
   Consistent attendance is essential to a high quality educational experience. Faculty members are responsible for keeping accurate attendance records.

3.3 Textbooks
   1) Contact your program coordinator to identify the required textbooks.
   2) Work with your area administrative secretary to order texts.

3.4 Grading
   PLEASE GO TO http://www2.bgsu.edu/catalog/Acad_policies/Acad_policies15.html FOR IMPORTANT INFORMATION ON GRADING POLICIES.

   The registrar’s website provides information on posting grades, incomplete grade policy information, and other grading related information as well as tutorials.

   A copy of final course grades should be submitted to the program secretary to keep on file in the School office.

Note: No graded or ungraded work is to be left outside of offices or classrooms

3.5 Grade Appeals
   Students have a right to appeal decisions on grades. The student should first contact the instructor from whom the grade was received.

   If the dispute cannot be resolved at this level then the student should submit an appeal in writing to the department chair. Each school or college has an academic arbitration board. Requesting a hearing with this board is the next step if the matter is not resolved at the department level. However, the sole responsibility and authority for determining grades rests with the faculty member who assigned the grade. This appeals procedure also may be used if a student believes an opportunity should be provided to make up work missed during absence from classes.
For grades received during fall semester, the grade appeals procedure must be started by the end of the fifth week of the spring semester. For grades received during the spring semester or during the summer session, it must be started by the end of the fifth week of fall semester. All actions for grade changes must be completed during the semester in which the grade is appealed. Grade and absence grievances may not be appealed beyond the college level.

3.6 Students with Disabilities

The Office of Disability Services is located at the College Park Office Building. In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and applicable rules of the Department of Education, the mission of Disability Services (DS) is to provide equal access and opportunity to qualified students with disabilities. Our goal is to increase awareness of disability issues and provide opportunities for students with disabilities to fully integrate into the BGSU community.

All students must be made aware of this office. Contact: 419-372-8495
4. INSTRUCTIONAL RESPONSIBILITIES

4.1 Duties & Responsibilities
Adjunct faculty members play an important role in the educational experience of Bowling Green State University students. Adjuncts are responsible for providing high quality experiences and upholding the standards established by the University. Thusly, it is your responsibility to teach your assigned classes, to support student growth and to follow college policies and procedures.

Major responsibilities:

1. Provide each student with a syllabus and acquaint each student with the course requirements and objectives during the first class meeting.
2. To present and explain grading procedures as well as to apply them fairly.
3. To diversify the delivery of course material in ways appropriate to content and student need.
4. To meet with your classes at the scheduled time and remain for the scheduled duration.
5. To provide students with multiple opportunities to demonstrate their understanding.
6. To design fair and valid assessments of material covered in the class.
7. To provide students with frequent updates on their progress.
8. To return graded work in a timely fashion and submit final grades on time.
9. To maintain accurate records of attendance and grades.
10. To model appropriate classroom dialogue.
11. To encourage critical thinking.

4.2 Professional Development
The College of Education and Human Development offers a wide variety of professional development offerings connected to our programs. Each year, we host internationally known speakers both in-person and through the use of real time distance streaming. We also offer long-term embedded learning opportunities for faculty. More information about these offerings can be found by visiting:

http://www.bgsu.edu/education-and-human-development/professional-development.html
Faculty and student participation appropriate to each course is expected. Professional development for faculty and students is provided free of charge.

4.3 Teaching Tips
Here are some brief guidelines for successful teaching:

1. Create an engaging learning environment by modeling professional behavior. Student should be encouraged to participate knowing they will be supported by both their instructor and their peers.
2. Get to know your students and create opportunities for them to get to know each other. Engage their interests in your instruction.
3. Involve and engage students by designing lessons for small group discussions, activities, etc.
4. Probe your students’ understanding of material on a regular basis. Enrich the experience for those mastering concepts easily, and provide scaffolded support for those who struggle.
5. Provide students with multiple resources related to the subject matter, as well as opportunities to critically examine those resources.

Please see the Center for Faculty Excellence for additional guidance. [http://www.bgsu.edu/center-for-faculty-excellence.html](http://www.bgsu.edu/center-for-faculty-excellence.html)

4.4 SuccessNET
What is SuccessNET (SN)?
SuccessNET is a software program powered by Starfish Retention Solutions. It was introduced to campus at the start of the Fall 2012 semester, and is managed by the Office of New Student Orientation and First Year Programs. It is a collaborative effort between faculty and advisors to ensure student success and persistence. SuccessNET is both an early warning and student tracking system, as well as an educational support networking system. Feedback on students can be reported anytime throughout the semester as well as through periodic surveys. Appropriate personnel are informed of the flags and kudos that are raised and cleared.

What Does SuccessNET do?
SuccessNET has several capabilities:

- EARLY and ON-GOING ALERT processing and referrals:
  - Faculty members utilize this system to RAISE FLAGS (potential problems/concerns),
  - ISSUE KUDOS (good job!) for students enrolled in their classes,
  - REFER students to the Learning Commons for academic support.
• ADVISING NOTES and EMAIL histories: SuccessNET has the ability to store and share notes or email communications made with students. Each advisor can view the history of the conversations between students, advisors, and others charged with interacting with our students.

• APPOINTMENT SCHEDULING – Advisors/Instructors can synchronize the SN calendar with their OUTLOOK calendar, enabling students to schedule appointments in an online environment in real-time.

• Instructors are strongly encouraged to submit ALERTS anytime they are concerned about a student’s academic progress. This is especially true for any instructors teaching freshmen-level classes. The ALERTS are shared with advisors who can then provide early intervention when appropriate.

• Instructors are also encouraged to include a statement about SuccessNET on their syllabi, and to inform students at the beginning of each term that they will use successNET to monitor attendance, participation, and performance.

Additional documentation, tutorials and guides are available online at www.bgsu.edu/successNET.

4.5 Syllabus
A copy of the course syllabus can be found in your respective department office. See the administrative secretary for a copy. A hard copy and an electronic copy of the syllabus should be put on file with the appropriate department.

4.6 Moving or Cancelling Class
Consistency is key to a meaningful educational experience. Classes must meet at regularly scheduled times and locations. You can find your room assignment in MyBGSU, under "Classes You are Teaching."

Adjunct faculty must notify their program coordinator anytime a class is cancelled (unless it will be made up at a later date).

4.7 Dispositions (Teacher Education Only)
In order to help ensure student success, students will become familiar with the disposition process that began in the 2013-2014 school year. Each student will fill out a dispositions form in a selected entry-level course in order to highlight the importance of professional behavior and accountability. Faculty members are encouraged to fill out a dispositions form on a student any time they feel that they meet the requirements delineated in the disposition process.

Step One: Transition Point One – Key Assessment

The disposition process begins in the EDTL 2010 course. In this course, candidates are introduced to the elements, process, and initial use of the dispositions form. All candidates will, at the end of this course, provide a Likert scale self-rating of their current dispositions development. This allows the candidate to become familiar with each item. The candidates will complete the disposition form online at the end of the semester.

After the course instructor presents and explains the disposition process and form, candidates will be asked to electronically sign a copy as evidence that they received it and understand how it will be used. They acknowledge that they will be held accountable for all items on the form as they proceed through their program.

Transition Point Two - Key Assessment

In the field component of the EDFI 3010/3020/3030 course, the BGSU instructor in the course will complete the disposition form online.

Transition Point Three - Key Assessment

In the methods seminar course, the BGSU seminar instructor for the course will complete the disposition form online for each candidate in the course.

Transition Point Four - Key Assessment

During student teaching, the University Mentor, in collaboration with the Classroom Mentor Teacher, will complete the disposition form for each candidate under his/her supervision.

Candidates may demonstrate a range of problematic attitudes and behaviors, from low-level disruptions to high-level infractions such as threats, or inappropriate relationships with peers, faculty, students, parents, or clients. Candidates committing low-level infractions will be informed of this and guided toward more appropriate personal and professional behaviors. High-level
infractions should be addressed immediately with corrective actions in accordance with the offense. http://edhd.bgsu.edu/egads/disp

Please refer to the BGSU Code of Student Conduct for University policies and procedures related to these matters. Additionally, you will find “Handling Classroom Disruptions” to be useful in ascertaining how BGSU defines disruptive behaviors and recommends addressing these.

Candidate with a Disposition Issue at any time during their Program:

After the initial form completion, any instructor who feels that a candidate is not meeting a particular professional standard will use the College of Education and Human Development Dispositions Form.

The instructor should first schedule a meeting with the candidate and discuss concerns about non-professional behavior. A Red Flag should be placed in the Student Success Net system if the candidate does not attend the meeting. The Red Flag will notify the candidate that s/he must meet with the faculty member, or a disposition form will be submitted without his or her input. At the meeting with the instructor and candidate:

1) The College of Education and Human Development Teacher Education online Disposition Form should be completed online and signed by both the instructor and the candidate. The instructor should establish written goals for the candidate. Instructor should document progress periodically in the online system.

2) The Program Coordinator and School Director (Field Director, if applicable) must be notified of the online form completion.

A Student Success Team is required to meet with the candidate to discuss remediation strategies if:

1) an instructor requests a meeting;

2) a candidate receives two negative ratings in any category or combination of categories;

3) a candidate commits one infraction considered severe by an instructor or administrator.

The Student Success Team meeting is initiated by contacting the Office of Student and Academic Affairs (Serena Swiecki). At the Student Success Team
meeting, a plan will be developed and subsequently monitored by the Program Coordinator or an assigned faculty member.

If a candidate receives an additional negative rating in any category or combination of categories after the instructor’s and Candidate Success Team’s remediation, the Success Team shall review the documentation and:

1) permit the candidate to proceed in the program with appropriate additional remediation; or

2) delay or terminate the internship or field placement; or

3) make a recommendation to the dean to remove the candidate from the program.

Candidate Appeal Process:

Candidates who wish to appeal the Student Success Team’s decision must prepare a written appeal and present it to the Director of the School in which the candidate is enrolled, as well as to the Associate Dean.

4.8 Student Success Team

**What is the Student Success Team?**

The Student Success Team (SST) is a College of Education and Human Development interdisciplinary team designed to support students experiencing challenges during the course of their academic program. The SST is a team-based approach to problem solving, building supports and providing interventions, ideally, early in the student’s career to remediate any issues that may adversely affect successful completion of their program. The SST is also an opportunity for students, faculty and related field personnel to share concerns while positively planning for successful outcomes.

**Who are the members of the Student Success Team?**

The team consists of interdisciplinary faculty members appointed by the Dean or designee from the School of Teaching and Learning; School of Intervention Services; and the School of Human Movement, Sport, and Leisure Studies, who will work with students to identify possible ways to help the student experience greater success. Relevant faculty/staff who know or work with the student could be invited to participate in the team meeting such as an advisor, seminar/practicum instructor, university mentor, classroom mentor teacher, program coordinator, and/or other faculty who have had the student in class.

**Why is a student referred to the Student Success Team?**
Referrals for an SST meeting occur for many different reasons. A student may be experiencing difficulties related to academics, field experience*, dispositional areas, or health concerns, to name a few. The interdisciplinary team process allows for greater exploration of potential causes and solutions to address the area of need to help the student experience greater success in their current educational path or provide recommendations for a more suitable career.

**What are Interventions?**
Interventions are strategies identified to help a student experience greater success. They may include utilizing different instructional approaches, or adding supports such as content specific tutors, learning commons, counseling, specific faculty tutoring, additional university mentors supports, or outside experts such as a specialized coach.

**What will occur during the SST Meeting?**
During the SST meeting, team members will review the student’s overall progress, as well as strategies that have been utilized to address issues or concerns. The meeting serves as a problem-solving session in which the team, including the student, can discuss the concerns, attempt to identify potential causes, develop potential ways to address the concerns, and then analyze the possible interventions. It is through this information exchange process that effective strategies and interventions can be suggested, tested, and monitored. The selected interventions, strategies, and implementation timelines are recorded in a Student Success Plan that will be reviewed periodically and in effect until graduation. This Success Plan will be developed by the student’s Program Coordinator with review and input from the SST.

A follow-up meeting will be scheduled to review the success of the interventions developed in the Student Success Plan. At this meeting the team may determine...

- The interventions were successful, and further intervention assistance is not needed
- The interventions were successful, and further interventions need to be added for other areas of concern.
- The interventions were somewhat effective. Further or modified interventions are needed to gather more information. A follow-up meeting will be scheduled.
- The interventions were not effective, or one or more of the Success Plan conditions were violated.

**Student in the Professional Year:**
In the event of violations of any one or more of the conditions in the Success Plan, this will constitute a failure in methods and/or student teaching. At that time, the Student Success Team will reconvene to recommend to the college
Dean or designee whether the candidate will be permitted to continue in a Teacher Education Program.

Student in Pre-professional Year
In the event of violations of any one or more of the conditions in the Success Plan, at that time, the Student Success Team will reconvene to recommend to the college Dean or designee whether the candidate will be permitted to continue in a Teacher Education Program.

**How do you refer a student to a SST?**
If you have a student who is struggling in class or in the field, either academically or with dispositions, and you have tried remediation with minimal success, please call the secretary in the Office of Field Experiences at 419.372.7389 to make a referral.

*Field Director will determine the necessity of a Student Success Team before a change of placement is considered*
Approved 1/10/14 and amended 4/29/2014 & 5/15/14 - Student Success Team Members/Dean

4.9 Key Assessments
Several courses in the College of Education & Human Development contain key assessments necessary for program accreditation. To determine if the course you are teaching contains a key assessment, see your respective school director or program coordinator.

Adjunct faculty are responsible for inputting key assessment and other course data. Failure to do so may impact your ability to receive a future employment contract with the College.

4.10 Class Rosters
Once you are listed as the Instructor of Record, your class roster can be accessed through the Canvas system. Select the appropriate course via MyBGSU under “My Canvas Courses.”

4.11 Advising
Adjunct faculty members are not expected to advise student majors. Refer non-declared majors to 102 Education and declared majors to their assigned full time faculty advisor for advising issues.

4.12 Final Examinations
Final Examination Policy
a) All faculty must conduct class during their assigned final examination time slot. In those courses where a final examination is deemed
inappropriate, faculty shall conduct other appropriate course-related activities during the period scheduled for final examination.

b) Consistent with traditional principles of academic freedom, the faculty member or group responsible for a course shall determine whether a final examination is or is not appropriate (such as in graduate seminars).

c) Ohio Board of Regents specifies that an academic semester consists of sixteen weeks. The sixteenth week of the semester at BGSU is reserved for the scheduling of final examinations.

4.13 Family Educational Rights and Privacy Act (FERPA)
Congress passed the Family Educational Rights & Privacy Act (FERPA), also known as the Buckley Amendment, on August 21, 1974 to protect the privacy of student education records. Within the context of higher education, FERPA provides students the right to review these records and prohibits unauthorized dissemination of educational information by the institution or its employees. BGSU, like most institutions of higher education, falls under FERPA regulations and is obligated to develop policies for the protection and restricted dissemination of records related to each student's education.

However, FERPA also affords BGSU some latitude in establishing its own policies, defining relevant terms, and conveying critical information for the health and safety of individual students and other members of the institution within the legal parameters of the Act. When responding to an emergency, or in some cases preventing a potential emergency from occurring, health and safety issues assume priority over student education privacy rights.

4.14 Student Misconduct
Students are expected to abide by the BGSU Codes of Academic & Student Conduct. More information can be found at:


Students are expected to maintain the highest level of integrity in their academic work. From time to time, however, issues such as cheating, fabrication, or plagiarism in an academic exercise arise. The original jurisdiction and penalty both vary depending on the offense and when it is discovered. Also, there are specific requirements for record keeping and notification of the student and
academic dean. The official policy is included in the Faculty Handbook (Academic Charter). The policy is also available in the Student Handbook (Codes of Conduct).
5. SUPPORT SERVICES FOR FACULTY

5.1 Canvas Training
Faculty members are expected to use the Canvas learning management system. Several different dates and times are available to be trained in the use of Canvas. 
Go to http://www.bgsu.edu/provost/canvas-implementation/training.html for more information.

5.2 Academic Calendar
Fall Semester 2014

August 25 — December 19, 2014: Fall Semester
September 1, 2014 (Monday): Labor Day, No Classes
October 9 — 10, 2014: Fall Break
November 11, 2014 (Tuesday): Veterans’ Day, No Classes
November 26 — 28, 2014: Thanksgiving Break
December 12, 2014 (Friday): Last Day of Classes
December 15 — 19, 2014: Exam Week
December 19, 2014 (Friday): Graduate/Undergraduate Commencement
December 20, 2014 (Saturday): Undergraduate Commencement

Spring Semester 2015

January 12 — May 8, 2015: Spring Semester
January 19, 2015 (Monday): Martin Luther King Jr. Day, No Classes
March 9 — 13, 2015: Spring Break
May 1, 2015 (Friday): Last Day of Classes
May 4 — 8, 2015: Exam Week
May 8, 2015 (Friday): Graduate Commencement
May 9, 2015 (Saturday): Undergraduate Commencement

5.3 Mailboxes and Campus Mail
See your school secretary for information on individual mailboxes, mail pick-up and delivery times, as well as package pick-up and delivery information.

5.4 Keys
Your school secretary can help you obtain room and computer cabinet keys. You will be given a blue authorization card after a key request has been made. Take this to BGSU Facilities Services (816 East Poe Road) to pick up your key(s). Keys must be picked up within two weeks.
5.5 Email Accounts
A BGSU email account is a free account available to all current and
admitted BGSU students, faculty and staff. With your account, you will
have access to your email, contacts and calendar on the BGSU’s
Exchange server. As a member of the BGSU community, you will also need
this account to get access to various online resources, including the
MyBGSU web portal, MyFiles and ePortfolio. Your BGSU User ID and
password are also called your Authentication User ID and password.
If you have a BGSU ID number and a computer with Internet access, you
can register for a BGSU account using a current version of Internet
Explorer, Firefox or Safari.

After you complete the registration process, your BGSU email account will
be functional in approximately one hour. The eLearning resources, such as
Canvas, should be available at the same time. If you need help, please
contact the TSC (419-372-0999) and a staff member will assist you.

5.6 ID Cards
First, go to the school secretary to fill out the necessary forms.
Then, go to room 130 of the Bowen Thompson Student Union to have your
picture taken and your ID created.

5.7 Parking
You may register for your parking pass through MyBGSU under “Manage
Parking Account.” See your school secretary before registering for a pass.

5.8 Online Courses
As an adjunct faculty member teaching an online course for BGSU, there
are several resources available to simplify the transition from traditional
face-to-face learning to a virtual learning environment.

Visit the Center for Faculty Excellence (CFE)
http://cobl.bgsu.edu/index.php
Visit this website for details about getting started in the online teaching &
learning space. Specific items related to faculty needs is located
http://cobl.bgsu.edu/faculty_res.php. Be sure to confirm with department
chair-person that the course being assigned for online delivery has been
approved through the BGSU online course approval process. COBL also
recommends various media technology tools for delivery of content. Visit
http://cobl.bgsu.edu/tl_software.php for details about applications
(blogs, wikis, Web 2.0). Read the article “What to expect from an online
course” by Terrence Armetano http://cobl.bgsu.edu/whatto_expect.php
Online Course Development
This document should be completed at least one semester prior to the semester you will be teaching online. Initial Course Development Checklist is available:
https://docs.google.com/a/bgsu.edu/document/edit?id=196W20xzlsrtg9qWk3Gm0sM1KszbER_LWANUAWEmom3Y&hl=en

Advising Online Students
Students in the virtual environment require ongoing support for learning. Instructors who are facilitating a web-based learning environment for the first time may need to seek additional information about BGSU online programs and resources for support. Online student resources for technical and academic support are located http://www.bgsu.edu/distance-learning.html

Additional student resources related to being an online student are located at http://www.bgsu.edu/distance-learning/browse-programs.html

Remote access to BGSU Library Resources
Faculty Support - http://libguides.bgsu.edu/facultysupport
Student Support - http://libguides.bgsu.edu/newstudents

See your program coordinator to gain access to classes previously taught using distance platforms.

5.9 Technology Resource Center
The College’s Technology Resource Center contains a fully equipped computer lab as well as many other resources for students and faculty. Knowledgeable persons ready to help with your next project staff the Technology Resource Center. Visit the lab on the second floor (215) of the Education building. Phone: 419-372-6791

5.10 Library
The William T. Jerome library is home to numerous resources for faculty staff and students. Visit http://www.bgsu.edu/colleges/library/ to learn more.
5.11 Important Contact Information

**School of Teaching & Learning**
Dawn Shinew  School Director  419-372-7364  dshinew@bgsu.edu

**School of Intervention Services**
Mary Murray  Interim School Director  419-372-7288  mmurray@bgsu.edu

**School of Family & Consumer Sciences**
Deborah Wooldridge  School Director  419-372-7282  dgwoold@bgsu.edu

**School of Human Movement Sports & Leisure Studies**
Stephen Langendorfer  School Director  419-372-7595  slangen@bgsu.edu

**Higher Education & Student Affairs**
Maureen Wilson  Chair  419-372-7321  mewilso@bgsu.edu

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6. STUDENT INFORMATION AND SERVICES

As an adjunct faculty member, you may be asked to assist students with various issues. Use the chart below to help guide them.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Health</td>
<td>Health Center 419-372-2271</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Counseling Center 419-372-2081</td>
</tr>
<tr>
<td>Scholarships</td>
<td>444 Education 419-372-1003</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>231 Administration 419-372-2651</td>
</tr>
<tr>
<td>Scheduling</td>
<td>102 Education 419-372-7407</td>
</tr>
<tr>
<td>Transcripts</td>
<td>231 Administration</td>
</tr>
<tr>
<td>Veterans Affairs</td>
<td>110 Administration 419-372-8413</td>
</tr>
<tr>
<td>Disability Services</td>
<td>College Park Building 419-372-8495</td>
</tr>
<tr>
<td>Learning Commons (tutoring)</td>
<td>140 Jerome Library 419-372-2823</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>See student handbook</td>
</tr>
<tr>
<td>Office of the Bursar</td>
<td>132 Administration 419-372-2815</td>
</tr>
</tbody>
</table>

If there is an issue of significant concern, please share the pertinent information with your respective school director.