



Faculty Guide to Teaching at Clark University

Updated September, 2019

Office of the Provost

Faculty Guide to Teaching – September 2019

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WELCOME

Welcome to Clark University! We are excited that you will be joining us during the coming academic year.

This Guide is designed to help new faculty find information that you will need as members of the Clark community. It specifically addresses teaching but touches upon other areas as well.

As a new faculty member, you will likely have many questions. If some of these are not answered in this Guide, please seek out either your department chair or an appropriate department staff person. If they cannot assist you, please email [me in the Provost's office](#) or call at x7766. If you have suggestions for information to include in this guide, please contact me as well. I very much appreciate your input.

The accuracy of the information contained in this guide is based upon the latest material available. Please note that all information is subject to change based on events, activities and policy revisions made throughout the year in any department. We'll do our best to keep you apprised of any such changes, and we will revise this Guide as needed.

Again, welcome to Clark University. We are looking forward to a great year!

Sincerely,

Amy Lee

Amy Lee, Academic Affairs Operations Specialist

The Philosophy of Education at Clark

Clark University's mission is to educate undergraduate and graduate students to be imaginative and contributing citizens of the world, and to advance the frontiers of knowledge and understanding through rigorous scholarship and creative effort. For more detail, please read [Clark's Mission Statement](#).

Liberal Education and Effective Practice (LEEP)

At the core of Clark's undergraduate academic program is Clark's model of education called Liberal Education and Effective Practice (LEEP). An overview of LEEP can be found [here](#). In addition, this webpage contains detailed information about the Required Foundational Elements: [First-Year Intensives \(FYI\)](#) and the [Program of Liberal Studies \(PLS\)](#).

Graduate Education

Clark's graduate education is designed to provide students with the opportunity to elevate their careers, lead innovation in their fields, transform their lives and the lives of others, and make their unique marks in the world. Clark's graduate education fosters creative and courageous research that breaks down traditional disciplinary, intellectual, and societal boundaries. Some of our graduate programs promote a model of engaged scholarship that connects rigorous research methodologies and clear academic objectives with pressing societal needs. Students and faculty from these programs work closely with external partners to design projects and strategies that address issues of shared concern and build mutual understanding among scholars, practitioners, and citizens.

Getting Started

Campus Map

An interactive campus map can be found [online](#).

Parking

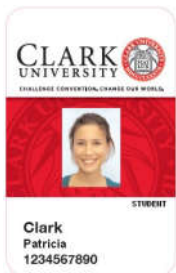
Parking decals are required for the use of all Clark parking lots and must be purchased directly from the Campus Police Office. The "commuter" sticker costs \$40.00 and allows parking from 7:00 a.m. to midnight in any Clark commuter lot. Garage parking is also available to faculty and staff. Detailed information about [all parking policies](#) can be found online. Parking stickers are valid through the full academic year and the following summer.

Clark OneCard

As a faculty member, you are required to obtain a Clark OneCard. It is your official University identification and should be carried when you are on campus.

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To obtain your Clark OneCard, please make arrangements by visiting their office at Alumni and Student Engagement Center, 3rd Floor. Regular hours change throughout the year, so please visit the [OneCard homepage](#) for current information, or call x7109. If you lose your card and need it replaced, there is no charge (for faculty and staff).



Your Clark OneCard looks like an ordinary university ID, but it's much more than that. The OneCard acts as a key to a number of services on campus including:

Access to campus events and buildings: Your card allows access to the Downing St. entrance of Goddard Library, athletic facilities, Dana Commons and other academic buildings after hours (e.g. Jonas Clark, Carlson Hall). Doors equipped with a card reader are accessed by presenting your card to the reader. Please note, only students residing in on-campus housing receive residence hall access.

Access to parking garage: It also allows access to parking garage if you purchase a garage sticker from University Police (located in Bullock Hall).

Library card: The Clark OneCard is your library borrower's card for the University libraries and maintains a history of your transactions. To activate your library barcode, simply present the card at the Library circulation desk.

Cash Card program: The Cash Card program works similar to a bank debit card. You deposit funds into your Cash Card account [online at CU Web](#) or through the Cashier's Office and are then able to use it like cash at a number of locations on and around campus. [Learn more.](#)

Clark's Dining Services offers a "Faculty & Staff Dining Club." [Learn more here.](#)

Text Book Purchasing

The Higher Education Opportunity Act (HEOA): HEOA is a law that requires universities to post their book lists online for students. Prior to each semester you must submit your entire reading list to the online bookstore, regardless of whether students will use the bookstore to purchase your course materials, in order for them to remain in compliance with this law. The law only pertains to publications that students are required to purchase or are recommended to purchase. So, if students are required to purchase an article or case study (i.e. Harvard Business Case Studies) then the online bookstore should be notified. If the publications are free handouts or can be obtained for free then the online bookstore does not need to be notified.

Book orders: Book orders for courses should be placed several months before the beginning of the semester. Starting with the 2016-17 academic year, all book orders are handled online using the [Akademos Textbook Adoption Portal](#). This portal is a software platform that is part of our online bookstore service designed to streamline the process of adopting textbooks and course materials for faculty and administration, improve HEOA compliance and provide faculty insight into the cost of learning materials. More information, including instructions for using the adoption portal, is [available online](#).

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Desk copies of adopted texts: These are usually available at no cost to course instructors. For exam or desk copies, instructors should contact the relevant publishers (contact info is usually available online).

Academic Calendar

The Clark University academic year operates on a 14 week, two-semester system. (Semesters are technically 15 weeks, but the teaching portion is 14 weeks.) Fall semester starts in late August and runs through early December. Spring semester runs from mid-January to late April or very early May. Commencement concludes the academic year in mid- to late-May. Visit the website for the [current academic calendar](#).

In addition to the traditional fall and spring semesters, the Graduate School of Management and the School of Professional Studies (graduate and undergraduate) offer courses during the summer (May – August, 12 week and 6 week course options) and intersession (December to January, 2-3 week course options).

Official Day/Time Schedules

The University has an official day/time schedule for courses and discussion sections, below. Your department chair will work with you to determine the best time to offer your courses, utilizing this schedule into account.

Daytime Classes	Seminars	Evening	Common Times (no classes)
M-W-F 8-8:50 am 9-9:50 am 10 -10:50 am 11-11:50 am 12-12:50 pm	M 2:50-5:50 pm	M 6-9 pm	W 1:15-4:15 pm
M-W 12-1:15 pm 4:15-5:30 pm	T 2:50-5:50 pm	T 6-9 pm	R 11:40 – 1:25 pm
M-R 1:25-2:40 pm	W 9-11:50 am	W 6-9 pm	
T-R 9-10:15 am 10:25-11:40 am 4:15-5:30 pm 5:40-6:55 pm	R 2:50-5:50 pm	R 6-9 pm	
T-F 12-1:15 pm 1:25-2:40 pm 2:50-4:05 pm	F 9-11:50 am 1:25-4:25 pm	M-W 7-8:15 pm T-R 7-8:15 pm	

Note that “Common Times,” when no classes or discussions may be scheduled, are held every week on **Wednesdays, 1:15-4:15** and **Thursdays, 11:40-1:25**. These days/times are reserved for Faculty Assembly, Academic Department meetings, speaker series, etc.

Classrooms

The [Classroom Technology Database](#) contains information on classroom spaces across campus. Many classrooms have moveable furniture. You are allowed to move furniture in your classroom, as teaching

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styles and methods differ and it is not required that you keep desks, tables, chairs, etc. in the position you found them. Out of respect for other instructors, however, it is polite to return the furniture to the set-up before the class, when possible.

Clark Alerts

Clark ALERTS is Clark University's emergency notification system that uses a variety of methods to contact students, faculty, and staff, including:

- Text messages (SMS) to mobile devices
- Voice calls to mobile phones and off-campus phone numbers
- E-mails to Clark and non-Clark addresses

During an emergency situation, the Clark ALERTS system will send you a message with information and/or instructions concerning the emergency situation. This automated system will send you the message to your defined points of contact to deliver the alert. Please click [here](#) for further details.

Classroom Safety

While the chances of an active shooter (or other violent event) occurring at Clark are small, faculty must be prepared. Several times a year University Police, in conjunction with Human Resources and the Business Manager, hold active shooter training sessions. These sessions last about one hour and provide very practical advice on how to react should you ever find yourself or your classroom involved in such a situation. You are strongly encouraged to attend one of these sessions (dates to be announced) as the feedback from those who have attended has been very positive. You should also be sure that you have signed up for Clark's emergency notification system, Clark Alerts – immediately above – for more information. For any concerns in the meantime, please contact University Police at x7575.

Academic Expectations/Student Workload

Preparing to teach a course for the first time can raise many questions. What is the academic expectation of Clark undergraduate and graduate students? What is a typical workload for my type of course? What is considered reasonable when thinking about course assignments? How much work should I give students outside of class versus what we cover in class? How do I put a syllabus together? How do expectations of undergraduate and graduate students differ?

Undergraduate Student Course Load

A normal undergraduate course load is 8 course units per year, 4 each semester. A minimum of 32 course units is required for a bachelor's degree. First-year students and sophomores are limited to 4 course units per semester, however under certain circumstances a student may take 5 or 3 courses per semester, or even fewer. These policies can be found in the [Academic Advising "Blue Book."](#)

Typical courses meet for 150 minutes (effectively 3 hours) per week, either in 3-session, 2-session or 1-session formats. At many institutions, these would be counted as "3-credit-hour" courses. However, at Clark they count as 4-credit-hour (= 1 "Clark unit") courses. The assumption is that our students do more work outside of class than is typically expected from a 3-credit-hour course at another institution. Faculty members need to be aware of this, and plan for this extra work expectation as they plan their courses. A typical, "1-Clark unit" (= 4-credit-hours) course should constitute 180 hours of "engaged academic time" (including class time, class-preparation time, reading/writing time, etc.) over the whole

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semester. Faculty members should build these expectations into their syllabi, and the expected time to be spent by students in the course should be explicitly stated in each course's syllabus. (See below for more detail.)

For information on how a student can add or drop a course, withdraw from a course, register for a directed study, honors course or internship, or a fifth course, along with other related registration policy information, please see the [Registration Policies](#) page.

Graduate Student Course Load

Clark uses the unit system to determine course credit, whereby one unit equals four credit hours. Although most courses are worth one unit of credit, some courses (e.g., directed study) may be taken for variable credit. A limited number of half- or quarter-unit courses are also offered. The normal full-time program is determined by the department or program, and is usually three or four units per semester. Full-time status is three or more units, half-time is two units and part-time is one unit.

Undergraduate Independent Academic Work: Internships, Directed Readings/Study/Research, Honors and Peer Learning Assistants (PLAs)

Revised by the Undergraduate Academic Board (UAB) April 7, 2014

Guiding Principles:

- 1) Independent academic work is student driven, and/or collaboratively developed, and is guided by a faculty member. Consistent with all academics at Clark, independent work should be a rigorous experience, for which students are held accountable.
- 2) Academic credit is awarded for independent work that has an academic component, acknowledging that the integration of scholarship and practice may vary depending upon the learning objectives and the discipline.
- 3) Faculty and students should jointly agree upon the academic goals and requirements for independent academic work, including regular meetings, readings/research, written assignments, grading criteria and due dates.
- 4) Letter grades determinations will be based on departmental policy, with the exception of academic internships for which there is a University policy of pass/fail.
- 5) One four credit course ("unit") equals approximately 180 hours of engaged academic time. Variable credit is allowed.
- 6) The transcript should describe the topic being studied.
- 7) Course numbering and terminology should be consistent across campus, when possible.
- 8) Subsequent independent work should deepen, rather than repeat, credit-bearing work done through courses and/or in prior independent studies.

Policies:

- 1) The term Directed Study replaces the former Directed Readings and Directed Research
- 2) All 299 courses will be given a descriptive title in Banner (e.g. Middle School Curriculum Research; Global Entrepreneurship Reading) limited to 30 characters.
- 3) PLAs will register for a 299 course with the descriptor "Peer Learning Assistantship" unless there is already a departmental course number for PLAs. (This is not a policy change but has not been articulated elsewhere.)

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- 4) Faculty and students will jointly decide whether independent work receives a letter grade, with the exception of Academic Internships, which must be taken pass/fail unless an appeal is granted.
- 5) In cases where Independent Work extends beyond a single semester, students will receive a grade each semester, either a letter or pass/fail grade, depending upon the joint decision of the student and faculty member. The IP “in progress” notation is no longer available.
- 6) Variable credit is allowed, ranging from .25 to 1.0 course units. More than 1.0 unit will need approval from faculty adviser, chair, and the relevant Dean (graduate or undergraduate). Requests for any amount beyond 2.0 units will need College Board approval for undergraduates.
- 7) Part-time faculty can sponsor independent work with the approval of the chair/program director and provided that they are compensated. There must be a compelling reason offered by the student and agreed to by the chair/program director.

Fourth Credit Hour & Engaged Academic Time at Clark

Nearly all Clark’s single semester courses constitute **four credit hours**, and are scheduled for **three hours a week** (excluding labs, discussion sections, etc.). Though the norm across the academy is that credit hours equal meeting hours and three credit courses that meet for three hours a week are typical, a number of selective liberal arts colleges and Ivy League universities also offer four credit courses that meet for three hours. However, hours in class are only part of the consideration. It is “**engaged academic time**” that determines how many credit hours a course is worth.

Using Carnegie guidelines (higher education’s gold standard), the time/credit calculus is thus: The credit hour calls for one credit per hour (the “hour” is actually 50 minutes, colloquially known as the psychiatric hour) of faculty instruction and two hours of work outside of class, on a weekly basis, over a 15-week semester. So this totals 45 hours for each credit, each semester. Final exams are included in the 15 weeks. Therefore, Clark’s four credit hour courses should total **180 hours** of engaged academic time.

In some cases, the fourth hour is satisfied by formally scheduled time, as in the case of labs and discussion sections, **or** an additional hour of instruction (e.g. field work, a group project, a performance, or meetings on/off campus.)

Faculty must document the 180 hours of “engaged academic time” in their classes. This means that: The course syllabus should state that Clark classes are worth four credit hours, and faculty should explain this to students. The syllabus should also offer guidelines about engaged academic time pertinent to the specific course. Consult your department chair for examples pertinent to your discipline.

Teaching evaluations currently ask a question about time outside of class, and faculty might consult this as they design or redesign their courses. Faculty might also discuss this with students when outlining expectations and explaining assignments.

Syllabus Guidelines

Your syllabus can be understood as your “contract” with your students – it sets the tone for the course and is essential to its success. At a minimum your syllabus should include goals, expectations, assignments, grading criteria, and contact information (see checklist below). It’s also a way for you to communicate your educational philosophy, intellectual passions, and approach to Clark’s liberal

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education mission. These are also very personal documents, and therefore a variety of excellent models exist.

Resources

The web offers a plethora of resources for syllabus development. We suggest:

- [Center for Research on Learning and Teaching at the University of Michigan](#)
- [Association for Psychological Science - Observer: Creating a Foundation for a Warm Classroom Climate](#)

An excellent book is **The Course Syllabus: A Learning-Centered Approach** by Judith Grunert O'Brien and colleagues, Jossey-Bass publishers.

[The Center for Excellence in Teaching and Learning](#) (CETL) has further advice, as well as a link to a [sample syllabus](#). It was designed for the Innovation & Entrepreneurship program but can be a useful guide for other disciplines.

The Center for Excellence in Teaching and Learning (CETL) offers programs and services to enhance the quality of education at Clark University. These programs are designed to serve faculty and PhD students, are created in response to faculty-identified needs, and are guided by the CETL Steering Committee. The CETL website also serves as a resource for information related to pedagogy and the learning sciences.

Additional Guidance, Particular to Clark

Level of detail: Experience suggests that Clark undergraduates, especially first year students, benefit from a great deal of structure (i.e. specific reading assignments for each class meeting, accompanied by discussion questions to prepare or problem sets), very explicit grading criteria that allow for frequent feedback, and detailed explanations of much that will be obvious to the more experienced students (e.g. use of cellphones during class, attendance).

Upper level and graduate courses can have less detailed syllabi and assignments, though it's a good idea to explain to students that your syllabus is less specific because they are expected to take greater responsibility for their learning at this point in their careers.

Liberal Education and Effective Practice (LEEP)

LEEP is Clark's model of undergraduate education. It combines a robust liberal arts experience with authentic engagement in the world and workplace.

Your undergraduate syllabus should consider and communicate the ways in which your course contributes to one or more of Clark's five [LEEP Learning Outcomes](#).

Your undergraduate syllabus should also communicate how your course contributes to the goals of the major and/or Clark's [Program in Liberal Studies](#) (PLS) designation, and why.

If your course is a [First Year Intensive](#) (FYI), explain how it will embody FYI characteristics and accomplish FYI goals.

If your course is a [Problems of Practice \(POP\) course](#), you will be supervising an internship-like experience that takes place within an academic context. You will lead a team of students to investigate

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complex questions, problems, or challenges that have significance beyond the borders of Clark's campus.

[LEEP Capstone](#) projects are completed by students independently or as part of a group. Faculty advisers for LEEP Capstones guide students in advanced work that addresses a significant issue, problem, or theme in their field — or in the world.

Units, Credits, and Hours

As you develop your syllabus, keep in mind that nearly all Clark's single semester courses are granted 1 Clark unit, or four credit hours, and the expectation is that a four credit hour course will require a minimum of 180 hours of engaged academic time for the student (including time in class and outside of class). Your syllabus should offer guidelines about such time expectations as are pertinent to the specific course you are proposing. Discipline-specific examples can be obtained from your department chair.

Suggested syllabus elements: While Clark has no explicit syllabus requirements, we strongly suggest that each syllabus include language pertaining to academic integrity, students with disabilities, the faculty member as a "Responsible Employee," and the instructor's right to modify the syllabus. Sample language for each of these is below.

Syllabus checklist:

- 1) Basics: instructor name, contact info, office hours and location; course name and semester
- 2) Overall description of course (similar to what's in course the catalog)
- 3) Prerequisites
- 4) Learning objectives (tied to [LEEP Learning Outcomes](#) for undergraduates)
- 5) Role in the curriculum and/or major
 - a) If requirement, foundational course, or capstone: why?
 - b) If PLS ([Program of Liberal Studies](#)) course, which perspective, why and how
 - c) If hybrid course (combining graduates and undergraduates), how expectations and assignments will differ for undergraduates and graduate students.
- 6) Books, readings, etc. that students need to obtain (Note that all materials should be placed on Reserve at the library)
- 7) Format of the course - role of lecture, discussion and other activities (how student should learn)
- 8) Assignments and Assessment Percentage
 - a) Attendance and participation
 - b) Homework assignments
 - c) Exams, quizzes
 - d) Papers, projects, presentations
- 9) Calendar of readings, topics and assignments with due dates
- 10) Explanation of 180 hours of engaged academic time (if a one unit/four credit hour course)
- 11) Grading criteria
 - a) Percent distribution among requirements
 - b) Explanation of group/team assessment, if any
 - c) Any extra credit possibilities
 - d) Policy on late work, missed exams, etc.
- 12) Use of Moodle in the context of the course

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- 13) Academic integrity
- 14) [“Responsible Employee” language](#)
- 15) [Students with disabilities \(Student Accessibility Services\)](#)
- 16) Information on academic support centers (the [Writing Center](#) and the [Academic Advising Center](#))
- 17) [Disclaimer \(e.g., subject to revision as deemed necessary or appropriate\)](#)

Suggested Syllabus Language

*Academic Integrity/Cheating & Plagiarism [**language taken from Academic Advising website]:*

Academic integrity is a basic value for all higher learning. Simply expressed, it requires that work presented must be wholly one's own and unique to that course. All direct quotations must be identified by source. Academic integrity can be violated in many ways: for example, by submitting someone else's paper as one's own; cheating on an exam; submitting one paper to more than one class; copying a computer program; altering data in an experiment; or quoting published material without proper citation of references or sources. Attempts to alter an official academic record will also be treated as violations of academic integrity.

To ensure academic integrity and safeguard students' rights, all suspected violations of academic integrity by undergraduates are reported to the College Board. Such reports must be carefully documented, and students accused of the infraction are notified of the charge. In the case of proven academic dishonesty, the student will receive a sanction, which may range from an F in the assignment or course to suspension or expulsion from the University. The complete academic integrity policy is available with Academic Advising [here](#). For graduate students, please consult the [Graduate Student Handbook](#).

“Responsible Employee” syllabus language, one sample: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a responsible employee. I am required to share information regarding sexual misconduct or information about a crime that may have occurred at Clark. Students may speak to someone confidentially by contacting the Center for Counseling and Personal Growth at (508) 793-7678 or our faculty confidential sources: Kathleen Palm Reed, James Cordova, or Andrew Stewart. If you would like to pursue a formal complaint through university procedures, contact [Lynn Levey](#), Title IX Coordinator by email or at (508) 793-7194. If you would like to pursue a criminal complaint you can contact University Police at (508) 793-7575 or work with Lynn Levey to arrange for a meeting with Worcester Police.

Students with disabilities: If a student requires accommodations due to a disability, they must be registered with Student Accessibility Services. For information, please call 508-798-4368.

Disclaimer: The instructor reserves the right to make changes to any information contained in this syllabus at any time during the semester. Changes will be announced, and an updated version of the syllabus will be posted on Moodle and/or distributed to students.

Human Subjects/Institutional Review Board: Clark University has an Institutional Review Board (IRB) which is responsible for ensuring that research conducted by faculty, staff, and students, protects the rights and welfare of human subjects. For students performing research within courses, there is a specific form that the faculty member needs to fill out, which can be found [here](#). The point of contact

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for IRB matters is Linda Cote, Assistant in the Office of Sponsored Programs and Research, at x3880. More information is [here](#).

Once You've Started Teaching

Creating a Welcoming Environment for Students' Preferred Name/Pronoun Use

Many students seek to utilize a preferred name or pronoun(s) that differs from their official/legal name or assumed gender. For instance, many students prefer to use a nick-name, while others seek to go by a different name altogether. Attention to this issue creates a sense of belonging for all students, and it can have particular import for students who identify as transgender or gender non-conforming.

To create a welcoming environment in your classroom around this issue, you can learn students' preferences by handing out an index card on the first day of class (or sending an electronic communication in advance of class) to ask students to let you know what name they prefer to be called by in class, as well as what pronouns they use. It is important that you practice using these names/pronouns whenever possible, and it is critical that you avoid outing a student's legal name by seemingly harmless acts, such as posting a roster for all to see, or by calling out student's names for attendance.

You may make a mistake mis-naming or mis-gendering a student in class. This happens. Your modeling a sincere, quick apology and correcting yourself goes a long way in engendering a sense of mattering and belonging, particularly for transgender or gender non-conforming students. For more information on this topic, you can reach out to the Office of Diversity and Inclusion or the Dean of Students office.

Academic Integrity

[Academic integrity](#) is a basic value for all higher learning. Simply expressed, it requires that work presented must be wholly one's own and unique to that course.

Academic integrity is highly valued at Clark. Research, scholarship and teaching are possible only in an environment characterized by honesty and mutual trust. Academic integrity requires that your work be your own. Because of the damage that violations of academic integrity can have to the intellectual climate of the University, they must be treated with the utmost seriousness and appropriate sanctions must be imposed. The maintenance of high standards of academic integrity is the concern of every member of the University community.

Students should be guided by your expectations for referencing sources and what sources you expect them to use in their assignments. If you want written assignments to have two peer reviewed journals in addition to all other resource material, or you only want resources referenced using the MLA citation style, you have the ability to set those conditions. However, to avoid confusion, your referencing guidelines should be specified for students in your syllabus or in the writing assignment, and reviewed with students at the beginning of the semester and again just before the paper is due. Another good resource is the [Writing Center's page](#) about citation and plagiarism.

The College Board has [procedures to deal with accusations of violations of academic integrity for undergraduates](#). For graduate students, please consult the [Graduate Student Handbook](#).

Faculty Office Hours

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Students appreciate being able to know when and how to reach their instructors. Contact information and office hours should be posted on your syllabi and on your office door. At a minimum you should be available two hours per week on campus for office hours. You should also be available by appointment in case students are not free during your office hours.

Your Clark Account

Your Clark Account is the starting point for access to and services provided via Clark's network. Network resources accessed with your Clark Account include campus Wi-Fi, email, network file storage, ClarkYOU, Moodle, CUWeb, use of campus computers and printing. You will find that you need to login to a variety of web pages on the Clark site to check (or enter) grades, fill out forms, request additional services, etc.

Use of your Clark Account indicates that you agree to abide by the Policy for [Appropriate Use of Clark's Information Technology System](#).

Activating your account: New Clark Accounts have to be activated by you before they can be used for all network services. If you haven't done this already, you should activate now at the Clark Account [Activate Your Account](#) web page.

Password security: **NEVER** give your Clark Account password to anyone - even Information Technology Services (ITS). **NEVER** login to a computer and allow someone else to use the resources you have access to. This is a violation of the [Policy for Appropriate Use of Computing Resources](#). Choosing a password is key; click [here](#) for help in selecting a strong password.

What is a domain? At Clark, all users belong to the CLARKU domain. When you login to some resources, you may be asked for your domain either in a drop-down box or you may need to supply it as a prefix to your username, like so: CLARKU\username.

Clark Email

Faculty and staff have mailboxes on one of Clark's electronic mail servers. Clark University sends you electronic communications using this account, so please check it often. Clark-owned and managed computers have Outlook installed for your use. When off campus, you have a number of different options for checking your Clark email.

Outlook: You may use Outlook both on and off-campus. If you need assistance configuring Outlook on your computer for off-campus use please contact the ITS Help Desk at 508-793-7745 or [HelpDesk](#).

Web-based email: Outlook Web App (OWA) allows you to access your email account via a web browser without configuring any settings or software. Outlook Web Access works in most browsers. You may access OWA at <https://outlook.office365.com/clarku.edu>.

Via your smartphone: The mail client on your smartphone can be configured to access your Clark email and calendar. Some phones ask what kind of service you want to configure. If prompted, select Microsoft Exchange.

Email forwarding: While your @clarku.edu address is your official Clark address, you may choose to forward the mail sent to it to another service/email account. Email forwarding will take all email sent to

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your Clark University email address (@clarku.edu) and forward it to another email address you specify. However, Clark cannot guarantee the delivery of email that is forwarded to a non-Clark email address and does not automatically add non-Clark email addresses to listserves or other notification channels.

How long you can keep your Clark email account: Faculty who leave the University before retirement will maintain access to their account for six months after their final date of employment. To read the policies that govern this, click [here](#) and [here](#).

CU Web (Web for Faculty)

All faculty who are teaching and/or are serving as faculty advisors for a given semester will have access to **CU Web for Faculty**. In order to access this system, you must have activated your Clark Account and have your Clark Account credentials available. Below is a general overview of CU Web for Faculty; specific step-by-step instruction related to grade submission, electronic permissions, registration PIN release, and viewing a class roster, can be found on the [Registrar's Office webpages](#), under the Faculty Resources menu. If you encounter any errors or have questions, please do not hesitate to email the [Registrar's Office](#) or call at 508-793-7426.

Accessing the system:

After you login to [ClarkYou](#), to access the faculty and advising services screens, follow these few steps:

- 1) Select "Main Menu" under the CU Web section on the left options menu.
- 2) Once on the main menu, you will have options to access either the Advising Services tab or the Faculty tab depending on what function you wish to perform.

Faculty menu:

The Faculty tab includes several options for faculty related to their assigned courses and the registered students; the menu options include:

- 1) Class roster
- 2) Final grade submission
- 3) Faculty teaching schedule
- 4) Student record information, including the electronic permission override process
- 5) Request Directed Study
- 6) Bookstore link for viewing and ordering textbooks
- 7) Faculty Feedback Menu

Advising Services menu:

The Advising Services tab provides access to the record information of your assigned advisees; the menu options include:

- 1) Current curriculum and program information
- 2) Unofficial transcript
- 3) Registration PIN release for primary advisees
- 4) Student registration schedule
- 5) Contact information, including email, address, and telephone
- 6) Test scores/placement
- 7) Probation information
- 8) Comprehensive administrator/advisor/counselor listing
- 9) Basic hold information
- 10) Undergraduate PLS progress audit

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- 11) Expected date of graduation
- 12) Active FERPA authorizations

Absences

Faculty absences: If you are going to miss class for any reason you should notify your department chair and/or his or her staff support person.

Student absence policy: There is no university-wide class attendance policy. However, as an instructor you can set your own attendance requirement for your courses and this should be clearly indicated on your syllabi. When students enroll in your course, they are expected to abide by the policies you have established regardless of what is expected in other courses.

After the tenth week of class, if you have a student who is no longer attending class you should contact Academic Advising (x7468) and/or the Dean of Students office (x7423) to check on the student's status. Undergraduate students compelled to withdraw from a course due to exceptional circumstances (e.g., serious illness) may petition the College Board for a WR grade (withdrawal with reason.)

Student absence due to illness: If students miss one or two classes due to illness, they are advised to discuss this with you and make arrangements to make up missed work. You may request medical confirmation from a physician. **Confirmations are typically not provided by the Dean of Students Office, Academic Advising Center, or Health Services for short illnesses during the semester or other non-crisis circumstances.**

If an undergraduate student contacts the Dean of Students office to let them know they will be out of class for two weeks or more for a major problem (e.g., surgery, major illness), you will receive notification from that office. It is up to the student to make up any missed work when they return.

Student absence due to religious beliefs: According to Massachusetts state law, any student who is unable to attend classes or to participate in any examination, study or work requirement on a particular day because of his or her religious beliefs, will be excused from that requirement. He or she will have an opportunity to make up any examination, study or work requirement missed because of such absence, provided the makeup examination or work does not create an unreasonable burden on the University. No fees will be charged by the University for making such opportunities available. No adverse or prejudicial effects will result to any students availing themselves of these provisions.

Athlete absences: Athletes may periodically need to leave a class early due to a game, scrimmage, etc. They are responsible for notifying you of a conflict with their class schedule and for making arrangements with another classmate for notes, etc. If they are missing an exam, quiz or presentation, the athlete is responsible for making arrangements with you for the missed work.

Course Evaluations

Near the end of each semester, Clark conducts University-Wide Teaching Evaluations (UWTEs) for all classes.

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The UWTE survey results become part of a permanent campus record for both you and the university. Results will be compiled by the Provost's Office, and data about your courses should be available in written format within a month or so. These results will be shared with your department chair, who is expected to discuss them with you on a yearly basis. You will receive information that allows comparison to other courses within your discipline and across the university.

Grading

Grades are an indication of individual performance in each course taken at the University. At Clark, **two** grading options are currently in use – **graded courses, and pass/fail. Noncredit audit status is also available.**

For detailed undergraduate academic policies, look to the [catalog](#). For information about grades specifically, scroll down on that page. Below are grading considerations you may want to note:

For Undergraduates

Due dates for grades: Grades for graduating students are due approximately one week earlier than grades for continuing students. You will be notified of these dates each semester. If it is possible, submitting your grades ahead of the deadline is both helpful and appreciated. University policies do not permit a “no-grade” to be assigned.

Submitting grades: Information on how to submit grades can be found on the [Registrar's site](#).

Incompletes: A record of incomplete may be permitted by approval of the College Board only when sickness or some other unavoidable circumstance prevents completion of the course. **Individual instructors may not assign incompletes without College Board approval.** Both the student and the professor must complete their respective portions of the [Incomplete Petition](#). A record of incomplete incurred in the fall semester must be made up no later than the following April 1; if incurred in the spring semester, it must be made up no later than the following Oct. 1. If a course is not completed within the specified time, the record of incomplete is changed to F.

Change of grades: Instructors may change/correct a final grade for continuing students directly with the Registrar's office **for approximately 10 days after grades are due**, without explanation or further approval. (Except for graduating students, whose records are frozen once grades for their final semester have been received.) Grade changes after this time will need approval of the Dean of the College. Faculty should submit grade changes to the Registrar's Office who will coordinate the approval with the Dean. Grades may be changed only through the end of the term following the initial submission. Please see full policy under Academic Policies in the University Catalog.

Appealing a grade: An undergraduate student who wishes to appeal a grade must first discuss the grade with the professor. If the student feels that the issue is not resolved at this level, the next step is a review by the department chair. A final appeal may be brought to the Dean of the College after a review by the department chair. The decision of the Dean will be the final action taken.

Repeating courses: It is the policy of Clark University to allow undergraduate students to repeat a course if they have done poorly in it. However, they will only get credit for **one** of the courses. Both courses will appear on their transcript but only the higher grade will be computed into the GPA.

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For Graduate Students

Incompletes: Instructors may assign incomplete grades to **graduate** students at their discretion. Incomplete grades that remain unchanged after the end of the following semester are converted to F grades by the Registrar's Office.

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Changes of grade: Instructors may change/correct a final grade for continuing students directly with the Registrar's office **for approximately 10 days after grades are due**, without explanation or further approval. (Except for graduating students, whose records are frozen once grades for their final semester have been received). Change of grades after the 10 day period must be approved by the Dean of Graduate Studies.

Pass/Fail: Note that for GSOM graduate students, the pass/fail option is not available.

Final Exams for Undergraduates

Many but not all courses will have a final exam – it's up to faculty to decide. Faculty are expected to inform their classes of their final exam schedule at the start of every semester, and may only change the date or time of a scheduled final exam if they obtain the consent of the entire class.

Scheduling

Final Exams are prescheduled and will appear on the [Registrar's website](#) at the start of each semester. Approximately one week is set aside for each examination period, and an attempt is made to distribute examinations for individual students evenly throughout this period. Final exams may not be given during regularly scheduled class times.

It is acceptable (but not required) for faculty to offer the option of an early exam to individuals who have unavoidable conflicts. No student can be required to take an early exam or to attend any classes scheduled during the reading period.

Take-home Exams or Final Term Papers

Take-home exams or final term papers must not be due prior to the beginning of the official final exam period. Please remember that students use the period between the end of classes and their regularly scheduled final exams to prepare their end-of-the-semester work for ALL of their courses.

Multiple Finals on the Same Day

Students who have **three final exams** scheduled on the same day may have the middle exam rescheduled. The student should contact the instructor of the second exam to make arrangements to take the exam on a different day.

Student Absence from Finals

Students who are absent from a final exam due to medical or personal reasons must notify you, preferably before the exam, to explain the reason for their absence. If the reason is medical, the student will be expected to provide you with a doctor's note confirming the medical condition. If the exam will need to be rescheduled for a date after the exam period, the student must file a petition for incomplete with Academic Advising.

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Academic advising will notify you if an undergraduate student has successfully been granted an opportunity to have an incomplete for your course. Absence from a final examination, except for the most compelling reasons, may result in a failure for the course.

Guidance on Take-home Finals

If you are assigning take-home final exams and do not want your students to seek Writing Center assistance with them, notify [Jennifer Plante](#), Director of the Writing Center and Writing Program.

Concerns about Students

Academic Performance

If you have concerns about a student's academic performance, first you should address your concern directly with the student. If appropriate, you can consult with your department chair for next steps. If an undergraduate student routinely misses class and does not respond to your attempts to get in touch, you can fill out a CARE Report to notify the Dean of Students office about your concern. In this report, you should provide as much detail as possible about the issue, your action steps, and your sense of what may be going on. You can also email dos@clarku.edu or call the Dean of Students office at x7423.

If the concern involves a graduate student's academic performance, appropriate steps are to work with the student's department or school administration to develop interventions in line with the graduate program.

Note that if your concern is imminent about any student's safety (undergraduate or graduate), or the safety of anyone else, you should immediately call University Police at x7575 (on-campus) and 508-793-7575 (off-campus). This office is open 24 hours a day, 7 days a week.

General circumstances for which you would contact the Dean of Students office about a student:

- Significant negative changes in class performance
- Obvious signs of personal distress
- Prolonged absences from classes
- Disruptive or inappropriate behavior in class or inappropriate or disturbing class submissions (again, if anyone is in immediate danger, call University Police (see above).

General circumstances in which the Dean of Students Office would contact faculty:

- Knowledge of reasons for student absences
- When a student is having difficulties that interfere with his/her/their ability to get work done
- When a student needs personalized support from the department/school

Other Concerns

Undergraduate life can be an exciting time for young adults. However, some students face unexpected challenges that interfere with their ability to focus on their academics. Further, new students may find difficulty transitioning to college life and expectations. As a faculty member, you may encounter a student who will tell you something, confide in you, abruptly change behavior during the semester, etc. If you are concerned about a student, it is absolutely appropriate and expected of you to find assistance

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for the student. If a student is missing classes, submitting work that is concerning in its content, being disruptive in class, or any other concerning behaviors, please complete a CARE Report so that the Dean of Students CARE Team can develop an intervention and support plan for the student.

If the concern involves a graduate student, the Dean of Students office may partner with a member of the student's department or school to provide appropriate localized support.

If you believe that a student is in danger, to her/him/themselves or others, you should immediately call University Police at x7575 (on-campus) or 508-793-7575 (off-campus). This office is open 24/7 and is positioned to respond to student crises in collaboration with campus partners as appropriate.

The Division of Student Affairs has the primary responsibility for the coordination of social and emotional support services and programs relating to undergraduate students' experience outside the classroom. Student Affairs units focused on supporting undergraduate student life include the [Dean of Students Office](#); [Office of Student Leadership and Programming](#), and [Office of Multicultural and First Generation Student Support](#). The offices of Residential Life and Housing, [Counseling and Personal Growth](#), and Health Services provide some support services to graduate students as well. In cases where a graduate student needs assistance with personal issues in order to meet with success in his/her/their coursework, the Dean of Students office may partner with faculty and staff in the student's department or school in the delivery of support.

Working closely with administrative staff from the listed areas above, the Dean of Students staff is responsible for providing a variety of programs, experiences, services, and leadership opportunities that support and complement undergraduate students' academic experience. The Dean of Students office works closely with the Office of the Dean of the College to provide support for students who are needing academic assistance.

The Dean of Students' office also advises the University Conduct Board, which oversees behavioral conduct for both undergraduate and graduate students. In addition, the Dean of Students serves as the University liaison with University of Massachusetts - Memorial Hospital, servicing our Health Services. The deans in the Dean of Students office are a resource for students who are unsure about how to resolve an issue or problem. If a student is unsure of where to go to for assistance the Dean of Students office is an appropriate place to go for guidance. For graduate student support, the Dean of Students office may partner with a student's program in assisting students.

The Dean of Students office is located in the new Alumni and Student Engagement Center, across Main Street. They can be reached by [email](#) or phone at x7423.

Student Support Services

LEEP Student Success Network

Clark's LEEP curriculum is supported by the **LEEP Student Success Network**, a constellation of academic advising and support staff that complements the work of faculty advisers. The following offices in the LEEP Student Success Network provide sustained and coordinated guidance to students through their academic experience and career development:

- ◆ Academic Advising Center (ASEC 2nd floor)

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- ◆ Academic Support Center (Academic Commons 1st floor, Suite 104)
 - The Writing Center
 - The Quantitative Skills Center
 - Peer Success Advising and Tutoring
- ◆ Career Connections Center (ASEC 1st floor)
 - Career Development
 - ClarkCONNECT
 - Project, Internship, and Research Funding
 - Employer Engagement
- ◆ Community Engagement and Volunteering (ASEC 2nd floor)
- ◆ Prestigious Fellowships and Scholarships (ASEC 2nd floor)
- ◆ Student Accessibility Services (ASEC 2nd floor)
- ◆ Study Abroad and Away (ASEC 2nd floor)
- ◆ Online access to all of the services and contact information are now available at the [LEEP Student Success Network](#)'s landing page. A drop-down menu of all of the Network's services will take you to each office's webpage.

Academic Advising Center

The [Academic Advising Center](#) helps undergraduate students plan their academic programs through a coordinated set of activities and services. All incoming first year students are assigned a summer adviser who helps them select first semester courses, including a First Year Intensive (FYI) course. After a student has registered for classes, the FYI professor becomes the student's pre-major adviser. When the student has formally declared a major, typically in the sophomore year, the pre-major adviser is replaced by a faculty adviser in the student's major department.

Academic Support Center

The Academic Support Center (located in the Academic Commons, Suite 104) houses the Writing Center, the Quantitative Skills Center, Peer Success Advising and Tutoring, and the Office for Academic Support. The Academic Support Center helps students reach their full academic potential by offering support in writing, math, statistics, time management, and study skills. Students are encouraged to make an appointment or drop in to learn more about how they might take advantage of these resources.

The Writing Center

The Writing Center offers students one-to-one assistance with any piece of writing at any stage of the writing process. Conferences can focus on all aspects of writing: from grammar and style to thesis development and overall organization. Visit <https://clarku.mywconline.com> to make an appointment. For more information, contact Jennifer Plante, Director of the Writing Center | jplante@clarku.edu.

Quantitative Skills Center

The Quantitative Skills Center (or "Q Center") provides drop-in one-on-one peer tutoring in math and statistics subjects. The center is located within the Academic Support Center (Academic Commons 104), and a detailed schedule is available on the Office for Academic Support website. For more information, contact Cherilyn Bonin, Director of the Office for Academic Support | cbonin@clarku.edu.

Peer Success Advising & Tutoring

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Peer Success Advising & Tutoring provides drop-in support in academic skill building for students who are seeking to improve time management, organization, and study skills. This program also provides support for additional non-quantitative courses such as Biology, Chemistry, and Computer Science. These services are available in the Academic Support Center (Academic Commons 104), and a detailed schedule is also available on the Office for Academic Support website. For more information, contact Cherilyn Bonin, Director of the Office for Academic Support | cbonin@clarku.edu.

Community Engagement and Volunteering

The [Community Engagement Office](#) connects students with local organizations to find volunteer or internship opportunities that fit their interests and schedules.

Prestigious Fellowships and Scholarships Office

Clark University encourages students to apply for competitive fellowships and scholarships to advance their research, teaching, and career trajectories. The [Prestigious Fellowships and Scholarships Office](#) will advise and assist interested students in the various phases of the application process, from planning, writing personal statements and proposals, to interviewing.

Study Abroad and Away

The [Office of Study Abroad and Away Programs](#) helps to connect students with opportunities that align their academic and co-curricular interests with credit bearing experiences beyond the Worcester campus.

Student Accessibility Services

Clark University's [Student Accessibility Services](#) serves undergraduate and graduate students who have documented any disabling condition. Student Accessibility Services is located in the Alumni and Student Engagement Center. Its purpose is to insure equal access and reasonable and appropriate accommodations for students with documented disabilities.

The Director of Student Accessibility Services acts as an adviser to and as an advocate for students who choose to take advantage of the services. The goal of Accessibility Services is to make sure that the university environment gives students the opportunity to achieve their potential both in and out of the classroom.

Disabling conditions can occur in the physical, psychological, environmental, medical or cognitive areas. These may include students with visual, hearing, or mobility impairments, or psychological or cognitive disabilities. Other examples are students who may have a traumatic brain injury, attention deficit disorder, chronic medical conditions, attention deficit hyperactive disorder, a chemical sensitivity, or Tourette's Syndrome.

Confidentiality is assured for students who utilize Disability Services. No information is shared unless the student authorizes it.

The process: The individual accommodations recommended are dependent upon the documentation presented and the disability. Faculty members are sent a memo indicating what accommodations the student requires. The student then schedules a meeting with the faculty member to discuss in greater detail how the disability impacts the particular course and its requirements.

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Depending on the documentation, accommodations may include:

- 1) Extended time for exams.
- 2) A distraction-reduced environment for exams.
- 3) Adaptive technology
- 4) A student note taker to share notes.
- 5) Use of a recording device to record a lecture.
- 6) Use of a laptop computer for note taking and/or exams.
- 7) Changing the location of a class to meet accessibility needs.

Legitimacy: If a student approaches you in class and asks for classroom or testing accommodations due to any disability (and you have not been sent a letter from Student Accessibility Services), you should ask the student to contact Accessibility Services to discuss the disability and the accommodations requested. The proper documentation needs to be on file and evaluated. There are guidelines regarding documentation that need to be adhered to relating to who must provide the documentation and the date of the formal evaluation.

Student responsibilities: Each semester, students need to request accommodations in a timely manner so that sufficient time is given to arrange for logistics and to inform the faculty and administrative offices involved. The adjustments that the campus needs to make vary with the disability. They can range from simply providing a distraction- reduced environment to take a test, to hiring interpreters for a deaf student.

Reasonable accommodations: The law that guides disability issues is intentionally vague when it uses the terms "reasonable and appropriate." Actual accommodations are arrived at in discussions with the student and Accessibility Services. Consideration is given to the disability, class structure and requirements, student preference, alternative solutions and the prevailing practice at comparable institutions.

Talking with students about disabilities: Legal guidelines state that a representative of the college or university may not ask a student if he/she has a disability. It is appropriate to make an announcement in class regarding accessibility services and to include instructions on your syllabus about how to contact the accessibility services office.

Other Support Services

Pre-Health Advising

Pre-health includes a wide range of fields. For more information about pre-health advising, please see their [webpage](#).

Center for Counseling and Personal Growth

Personal issues can affect academic performance. Clark's [Center for Counseling and Personal Growth](#) is located at 501 Park Avenue, (508) 793-7678 (leave a message on mailbox 1), or send [email](#). The office is open 9 am – 5 pm, Monday through Friday, though no services are available during the summer. Licensed mental health professionals and clinical interns staff Counseling Services. Services are available

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to both undergraduate and graduate students. Consultations and training are available for faculty and staff by appointment.

Technology

Getting Technology Support

As part of Information Technology Services (ITS), [Academic Technology Services](#) (ATS) facilitates the use of technologies to enhance and strengthen teaching, learning and scholarship at Clark. ATS actively partners with faculty, staff, and students to imagine ways to use technology to meet academic goals. While not an all-inclusive list, academic technologists are available to:

- 1) Work with you to select technologies to enhance your work and courses;
- 2) help you to "Flip" your classroom;
- 3) provide instructional design assistance (with or without technology);
- 4) help create or implement assignments focused on students learning and reflection-- especially in "LEEPy" ways
- 5) design and implement web-based surveys and collaborative experiences;
- 6) help with Moodle and other web-based course tools;
- 7) reserve equipment for classes and events; and much more.

When you need help, who should you contact? The best starting points are as follows:

- When you have an issue with your username/password, your Clark computing equipment, or have software questions, you should call, email or visit the Help Desk (Academic Commons at Goddard Library, helpdesk@clarku.edu, x7745).
- For audio/visual equipment needs, whether it's equipment installed in a classroom or borrowing equipment to take to a presentation on or off campus, contact Media Services by [email](#), by phone at x7724, or by stopping by their office on the ground floor of Jonas Clark Hall.
- As you consider the integration of technology and the teaching/learning/research environments you create, you need support with Moodle, or have questions about curriculum-oriented software, you should contact the Academic Technologist assigned to your department (see below).
- If you aren't sure who to contact, you can reach out to any member of the team and we will help you get the support you need. Below is a listing of contact information:

- **ITS Help Desk**
(508) 793-7745 | helpdesk@clarku.edu | Academic Commons
- **Joanne Dolan**, Director of Academic Technology Services
(508) 793-7472 | jodolan@clarku.edu | Goddard 407
Primary contact for faculty in English, GSOM, History/CHGS, IDCE, Online Faculty, Political Science, Sociology, and SPS.
- **Michael Krikonis**, Academic Technologist
(508) 793-8807 | mkrikonis@clarku.edu | Goddard 407
Primary contact for faculty in Biology, Chemistry, Economics, Geography, LLC, Math/CompSci, Philosophy, Physics, Psychology, and Psychology.
- **Tim Johnson**, Academic Technology Associate
(508) 793-7214 | tjohnson@clarku.edu | Goddard 407
Primary contact for faculty in Education & V&PA.

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- **Jim Cormier**, Manager for Campus Media Services
(508) 793-7724 | jcormier@clarku.edu | Media Services, Ground Level, Jonas Clark

Moodle – Online Course Management System

Moodle is the University's online learning management system. Moodle is a tool that allows faculty and students to have an online, personalized, teaching and learning environment. It can be accessed anywhere, as long as the student or faculty member has internet access.

Access to the Clark Moodle is available:

- Directly: <https://moodle.clarku.edu/>
- Via [ClarkYou](#) (in the menus on the left)

Assistance using Moodle is provided by Academic Technology Services team members (see above).

Clark WiFi

Nearly 100% of Clark's campus has Wi-Fi coverage. For all the information you need to get connected wirelessly, go to the [ITS WiFi webpage](#).

Computing Labs and Resources

Information Technology Services maintains a variety of computing facilities for use by the Clark community. These range from general purpose labs to teaching labs and digital media production spaces. Computer labs include the following:

- 1) Academic Commons Lab at the Help Desk
- 2) 2nd, 3rd & 5th floors of the Goddard Library
- 3) Fuller Multimedia Center in the Traina Center
- 4) Jonas Clark 103 and Jonas Clark 105 Teaching Clusters
- 5) BioPhysics (BP) 310 Teaching Cluster

Each lab or area has specific resources, usage requirements and potential availability restrictions. To find specific information related to a specific area noted above, consult links on the [ITS web pages](#).

Media Enabled Classrooms

Many classrooms are media enabled. Academic Technology Services staff aims to provide you with technology in classrooms and learning spaces on campus that is flexible, easy to use, and reliable. The Academic Technology team would be happy to work with you one-on-one to consult about your classroom technology needs, show you how to use classroom resources, or design learning experiences for students that make use of classroom technologies.

If you would like to review classroom capabilities or look for a room that meets a particular need, check out the "Classroom Viewer" that has profiles of most [media-enabled classroom/teaching spaces](#).

Poster Printing

In support of Clark University faculty and student research collaborations, ATS provides large format poster printing services. Complete guidelines and costs can be found at the [Academic Technology Services website](#).

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ClarkYou

ClarkYou is your one-stop, online portal to all Clark resources from any computer, anywhere. Simply go to the [Clark homepage](#). Click on the *ClarkYOU LOGIN* under Quicklinks at the top of that page and sign in using your Clark Account credentials. Once logged in, your personalized ClarkYou portal gives you access to email, your Outlook calendar, Moodle, CU Web, important campus announcements, your OneCard balance, a Clark athletics schedule and scoreboard and so much more. You can personalize the channels you view, email-subscribe to various campus-related newsfeeds, change the background of your page and a lot more.

Resources

Copying/Printing

The Clark Copy Center is located in the lower level of the University Center, and provides a full list of services. The Center is currently staffed by students, and has limited hours. You can download a [pricing list](#), or contact call them at x8853 for quotes or answers to questions.

Goddard Library/Academic Commons

Named for Dr. Robert Goddard, the Clark physicist who invented the rocket technology that makes space travel possible, the University's [main library](#) consists of a cutting-edge facility for research, teaching and learning by centralizing academic and research support services for students and faculty. Services and resources are noted below.

If you have questions about the Library you can call the reference librarians (x7579), circulation desk (x7461) or, best of all, drop by and talk with them! They are happy to answer questions and help out any way they can.

Online resources: While the Library still has many print resources that need to be used on-site, many of its resources are available to you online 24/7 - the catalog, databases, electronic references books, and full text journals. Resources include over 650,000 print volumes, 340,000 monographs, subscriptions to 1,200 journals, full Internet access, over 100 subject-specific databases and a public online catalog.

Appointments for class instruction sessions, heavy-duty reference questions, and collection requests: These can be directed to Library staff virtually or in-person, but they are best handled during the hours that reference librarians are available, Sunday-Friday.

Moodle and course materials: If you have course material that is accessible through the Goddard Library (e.g., journal article, research material, etc.) you can create links to the material in Moodle for your students. Your Academic Technologists in ITS can assist you in creating imbedded links to the resources directly from the library's online systems.

How to take out a book: Students, faculty and staff can check out any of the Library's many scholarly, circulating books as well as titles from a small recreational reading collection. You will need your Clark OneCard to check books out of the library. For specific details on checking books out of the library you can visit the [library's website](#).

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Inter-library loan: Books and articles are not always available at the Goddard Library. After searching for your item and learning it is not available at the Goddard Library, you can place an inter-library loan request. [Click here](#) for more information on inter-library loan procedures.

Reserve Desk: The reserve desk at the library is a resource for students who wish to read course materials but have not purchased or rented a textbook for your class. Books, articles, DVDs, video cassettes, etc. can be put on reserve. To put materials reserve, you must notify [Catherine Stebbins](#) (x7132). She will need to know your name, course number and section, and the material you would like to put on reserve. If you are using an academic textbook, the library will ask that you provide a desk copy from your collection (see below). The library is willing to order most books (excluding textbooks) and add them to their permanent book collection. They will put the material on hold for the semester so students can sign it out for a two hour period and read it in the library. The Library adheres to copyright laws.

Rooms to use (including teleconference space): The library has multi-purpose conference rooms available by reservation for meetings and trainings. One of the rooms is equipped with video teleconferencing equipment. If you anticipate a need to reserve this space, please ask your department staff person to check availability for you.

Desk copies: When putting course materials together, it is not uncommon to read and review a number of textbooks and topic-focused materials. As a faculty member, many publishers often provide a review copy, or desk copy, of the publication to instructors at no charge. This may mean establishing an online account with a publisher. You are encouraged to set-up these types of accounts with publishers and your department office can provide back-up documentation to support your position as a visiting or part-time faculty member if necessary. Some publishers may have a desk copy subscription service where you could also sign up for desk copy reviews on a subject matter automatically. One you receive your desk copies, if you do not want to keep them and are not required to return them to the publisher, you may leave them with your department office.

Security

The Clark campus is protected around the clock by its own police force. The University Police office is located on the ground level of Bullock Hall; the emergency telephone number is x7575 (on-campus) and 508-793-7575 (off-campus).

Clark maintains a network of indoor and outdoor emergency telephones. These telephones have been placed in areas where members of the University community could find themselves isolated or without method of communication, and thus more vulnerable. The outside emergency phones are on [blue poles](#) or boxes, and so are easily recognizable.

To use the outdoor phone, students, faculty and staff should push the emergency button on the blue pole or inside the blue box (open the steel door first) to create an automatic connection to University Police that cannot be disconnected. University Police automatically know which box has been used. A microphone in the box allows University Police to hear anyone using the phone.

Indoor emergency phones are [red](#) and are located throughout campus buildings and in all elevators. To use the indoor phone, students, faculty and staff should simply pick up the receiver, and the call will immediately ring in University Police on an emergency line.

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University Police is constantly evaluating the effectiveness of the emergency telephone system and is evaluating possible sites for additional phones.

Escort Service

The [Clark Safety Escort Service](#) is staffed by both undergraduate and graduate students and offers three to four vans that provide rides to our community from 4:00 pm – 4:00 am daily throughout the academic year. These vans will take riders (students and other community members) up to a quarter mile away from campus. For the Escort Service boundary map, click [here](#).

The Clark Safety Escort Service headquarters is located within the Academic Commons, on the plaza level of the Goddard Library. To access the Clark Safety Escort Service, dial x7777 on-campus or (508) 793-7777 from an outside line.

Emergency Medical Services

[Clark University EMS](#) is a student run organization comprised of both EMTs and First Responders. The Emergency Medical Technician Squad is a group of volunteer medical technicians, professionally trained and certified by the Massachusetts Department of Public Health, who are on call 24 hours a day, seven days a week during the academic year. When on campus, if you believe you or someone near you needs medical attention, the EMS squad can be paged by calling **x7575**.



Faculty Development & Support

Office of the Dean of the Faculty

The office of the Dean of the Faculty offers a number of professional development opportunities for faculty at various career stages. The dean of the faculty is also available for individual consultation, advice, and other supports for faculty navigating the institutional processes at Clark. The division hosts the Center for Excellence in Teaching & Learning, and collaborates with the Dean of Research and Graduate Studies for efforts related to research development and productivity. Refer to the [Dean of the Faculty web page](#) for information on the latest faculty development opportunities.

The Center for Excellence in Teaching & Learning (CETL)

[The Center for Excellence in Teaching and Learning](#) (CETL) offers programs and services to enhance the quality of education at Clark University. These programs are designed to serve faculty and PhD students serving as instructors of record, are created in response to faculty-identified needs, and are guided by the CETL Steering Committee. The CETL website also serves as a resource for information related to pedagogy and the learning sciences.

Office of Sponsored Programs and Research

The Office of Sponsored Programs and Research (OSPR) is the institutional office at Clark University responsible for the review, submission and acceptance of University-based research grants, educational, training, or technical assistance projects involving funds, materials, or other compensation from outside sources. The Dean of Research and Graduate Studies provides primary oversight of this office, and at

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times works with the Dean of the Faculty to develop research-related development opportunities. For more detail, including funding opportunities, visit their [webpage](#), send [email](#) or call x7765.

Selected Dates/Events

The selected events below are primarily university-wide student-facing events. Please visit the Dean of the Faculty web page for faculty-focused events and workshops.

Fall Activities

Family Weekend: Families of undergraduate students visit campus one weekend early in the fall semester each year. Find more information [here](#).

Fall Fest/Salute to Student Scholars: **Fall Fest** is similar to but smaller in scope than Academic Spree Day (see below under “Spring Activities”). It provides an opportunity for students to showcase the great projects and research they are working on. Submissions come from the students (with guidance from the faculty) and have a deadline about one month prior to the actual event. You will be notified of that date by email. **Salute to Student Scholars** recognizes students who have been awarded departmental prizes and fellowships or who have been newly inducted into one of the two University honor societies.

Thirsty Thursdays: Several years ago, the Provost (who is now the President) initiated a series of First Friday receptions. These are held during the late afternoon on the first (though sometimes the second or even third) Friday of each month throughout the academic year, and are meant as a time to unwind from the work week, socialize with your colleagues, enjoy some snacks and, if you choose, have a glass of wine or beer, gratis. All faculty and staff (but not students) are invited, by email earlier in the week of the event.

Spring Activities

Spree Day: Undergraduate classes are cancelled and undergraduates are given a “day of fun.” The administration will let you know which date is chosen (typically mid-week in early or mid-April) so that you can rearrange your class plans if necessary.

Academic Spree Day: Students are asked to display their research or capstone projects. This is great recognition for students, if you find it appropriate for your class(es). Academic Spree Day is held one day in late April, usually, with a submission deadline sometime in March. You will receive email notification of that date. More information [here](#).

Graduate Interdisciplinary Conference: The Graduate Student Council organizes an interdisciplinary conference each year, and all graduate students are encouraged to participate. The conference is a one-day event and is held in early April. It features a mix of poster sessions and presentations throughout the day. It concludes with a keynote speaker from either the Clark community or the broader Worcester community. Information on the event will be posted [online](#) later in the fall semester.

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Admitted Undergraduate Student Open House(s): Admitted undergraduate students are invited to campus for a full-day of sample classes, presentations, an academic fair and display tables by student groups. Faculty frequently participate in recruitment at these events. Dates will vary, but typically include weekends and weekdays in February, March, and April. Look to the [Admissions open house page](#) for more information when available.

Admitted Graduate Student Open House(s): These are arranged by the Graduate Admissions Office. Please contact [Graduate Admissions](#) for more information.

Key Contacts and Offices

Shorthand Chart of Contacts for Student Issues, Academic and Non-Academic

Question/Issue	Contact	Extension
Undergraduate Academic Good Standing	Evette Walters, Academic Advising Center	7468
Graduate Academic Good Standing	Denise Robertson	7676
Undergraduate Academic Integrity	Evette Walters, Academic Advising Center	7468
Graduate Academic Integrity	Denise Robertson	7676
Undergraduate Adviser/Advisee Changes	Evette Walters, Academic Advising Center	7468
Billing Questions	Student Accounts	7564
Career Exploration	Career Connections Center	7258
Consortium Courses	The Registrar's Office	7426
Counseling	Counseling Services	7678
Accessibility Services	Student Accessibility Services	4368
Discrimination	Affirmative Action, David Everitt, Director of Human Resources	7397
Emotional Difficulties	Dean of Students Office	7423
Fifth Course Request/Incompletes (undergraduates)	College Board/Academic Advising Center	7468
Final Exam Conflicts	Evette Walters, Academic Advising Center	7468
Financial Problems	Financial Aid Office	7478
Financial: Short-term emergency loans	Dean of Students Office	7423
Undergraduate Grade Disputes	Office of Dean of the College	7671
Undergraduate Grading Option Changes	College Board/Academic Advising Center	7468
Graduation Clearance	The Registrar's Office	7426
Illness	Health Services	7467
Illness: Excuses (major illness only)	Dean of Students Office	7423
Undergraduate Internships	Career Services, LEEP Center	7258
Jobs (part-time and work-study)	Career Connections Center	7478
Learning Disabilities	Student Accessibility Services	4368
Undergraduate Leaves of Absence	Dean of Students Office	7423
Legal Problems	Dean of Students Office	7423
Undergraduate Major Declaration	The Registrar's Office	7426
Historically Under-represented Groups Concerns	Office of Diversity and Inclusion	7350
Undergraduate Part-time Status	Dean of Students Office	7423
Program of Liberal Studies (questions/waivers)	College Board/Academic Advising Center	7468
Prehealth Professions Advising	Denise Larochelle	
PreLaw Advising	Professor Mark Miller	7233
Quantitative/Math Skills Support	Office of Student Academic Success	7522

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Registration Issues	The Registrar's Office	7426
Undergraduate Scholarships/Fellowships	TBD	7287
Sexual Harassment	Title IX Coordinator, Lynn Levey	7194
Student-Designed Majors	Evette Walters, Academic Advising Center	7468
Study Abroad/Study Away Programs	Study Abroad	7363
Transfer Course Approval	Evette Walters, Academic Advising Center	7468
Transcripts	The Registrar's Office	7426
Transfer Credit Evaluations (undergraduate)	Evette Walters, Academic Advising Center	7468
Tutoring	Individual Academic Departments	
Undergraduate Withdrawals (voluntary)	Dean of Students Office	7423
Undergraduate Withdrawals (required)	College Board	7468
Graduate Withdrawals (required and voluntary)	Denise Robertson	7676
Writing Support	Writing Center, LEEP Center	7405

The President and the Academic Administration

Name & Title	Contact Information	What They Do
David Angel President	Geography Building, 2 nd Floor http://www.clarku.edu/offices/president/	Chief executive officer of Clark University.
Davis Baird Provost	Geography Building, 2 nd Floor (508) 793-7673 http://www.clarku.edu/offices/academicaffairs/	Chief academic officer. Oversees all academic programs.
Betsy Huang Associate Provost & Dean of the College	ASEC Building (508) 793-7671 http://www.clarku.edu/offices/academicaffairs/deanofcollege/	In addition to supporting the work of the Provost, the Associate Provost and Dean of the College is responsible for the development and implementation of undergraduate academic programs and policies.
Esther Jones Associate Provost and Dean of the Faculty	Geography Building, 2 nd Floor (508) 793-7673	In addition to supporting the work of the Provost, the Associate Provost and Dean of the Faculty oversees faculty mentoring and professional development.
Yuko Aoyama Associate Provost & Dean of Research and Graduate Studies	Jonas Clark Hall http://www2.clarku.edu/offices/academicaffairs/deanofresearch/	In addition to supporting the work of the Provost, the Associate Provost and Dean of Research and Graduate Studies is responsible for overseeing Clark Research Institutes and Centers, the Office of Sponsored Programs and Research, and for the development and

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		implementation of graduate programs and policies.
<u>John LaBrie</u> Associate Provost for Professional Education & Dean of the School for Professional Studies	Jonas Clark Hall, first floor (508) 793-7218 https://www.clarku.edu/schools/sps/	In addition to supporting the work of the Provost, the Associate Provost for Professional Education and Dean of the School for Professional Studies oversees all professional education programs for the University.
<u>Francy Magee</u> Dean of Students	Alumni and Student Engagement Center (ASEC), 2nd Floor (508) 793-7423 http://www.clarku.edu/offices/dos/	Responsible for coordinating student support services. Oversees the Division of Student Affairs including the Dean of Students Office, Residential Life and Housing, Student Leadership and Programming, Counseling and Wellness Center, Health Services, New Student Orientation and the judicial system. Also processes all leaves of absences and readmissions to the university.
<u>John R. Ohotnicky</u> University Registrar	ASEC Building, Room 305 (508) 793-7426 https://www2.clarku.edu/offices/registrar/	General over-site of student academic records (including grades, transcript, curriculum changes), support for faculty (including CUWeb and grading), and guidance to the entire University community concerning academic policy and procedures relative to student records.

Selected Policies

Affirmative Action

Clark University declares and reaffirms a policy of equal employment opportunity, equal educational opportunity, and non-discrimination in the provision of educational and others services to the public. [The University's Affirmative Action Plan](#) includes specific policies, procedures, and administrative structures directed toward the implementation of the general policy. We have established an [Office of Diversity and Inclusion](#) with a Chief Officer of Diversity and Inclusion (CODI), [Sheree Ohen](#). Please visit the website or contact Sheree if you have questions.

Copyright Policy

Clark University expects all members of its community to respect the rights of intellectual property ownership by adhering to the United States copyright laws, including amendments made to the laws by

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the Digital Millennium Copyright Act (DMCA) and the Technology, Education, and Copyright Harmonization (TEACH) Act. Clark University also expects all members of the community to be mindful of the limited rights conferred on them by the “fair use” exemption and other exclusions to the copyright laws. For the full policy and standards, please see Clark’s [copyright policy webpage](#).

Drug-Free Workplace

In accordance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1986, Clark University prohibits the unlawful manufacture, dispensing, distribution, possession, use, or sale of illicit drugs and alcohol in the workplace. Please read the full policy on the [Human Resources webpage](#).

FERPA (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act of 1974 (FERPA), better known as the Buckley Amendment, requires that institutions of higher education strictly protect the privacy rights of all students who are or have been in attendance. In practice, this means that information contained in the student’s educational record can be shared only with school officials who have a legitimate educational interest and a legitimate need to know such information to fulfill their professional responsibilities. The entire [Clark University FERPA Policy](#) can be found online.

Non-Smoking Policy

The Clark campus is an official smoke-free workplace. No smoking of any type is permitted inside any University building. Smoking outdoors is permitted at least **twenty feet from an entrance, exit of window** only. Clark respects the rights of non-smokers to live free of environmental tobacco smoke.

Social Media

Social media are powerful communications tools that have a significant impact on institutional and professional reputations. Because they blur the lines between personal voice and institutional voice, Clark University has crafted a policy to help clarify how best to enhance and protect Clark University’s reputation when participating in social media. Find the full guidelines [here](#).

Sexual Harassment

Clark University seeks to prevent the sexual harassment of members of its community and reminds the community that its members themselves are responsible for maintaining a learning and working environment free from sexual harassment. The complete [sexual harassment policy of Clark University](#) can be found online. The [Title IX Office](#) at Clark University is a valuable resource. Lynn Levey, Title IX Coordinator, can be reached by email at LLevey@clarku.edu or by calling 508-793-7194.

University Catalog

[Clark University’s Catalog](#) contains all undergraduate and graduate curriculum and academic policies.

Higher Education Consortium of Central Massachusetts (HECCMA)

[HECCMA’s twelve member colleges and universities](#) offer a diverse set of courses in many academic disciplines, adding to the rich cultural fabric of Worcester and Central Massachusetts. From humanities offerings such as languages, history, and literature, to arts programs such as music performance, visual

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art, and theatre, to engineering, math, veterinary, medicine, and sciences courses, the HECCMA community has many opportunities to explore and learn in our academically engaging region.

Helpful Links

1. [Student Handbook](#) (from the Dean of Students Office)
2. CETL (Center for Excellence in Teaching & Learning) Web Page
3. [Course Listings](#)
4. [Academic Catalog](#)
5. [Athletic Facilities and Sports Information](#)
6. [Campus Virtual Tour](#)
7. [Discounts and Special Services through Business and Financial Services](#)