



Adjunct Faculty Handbook

ACADEMIC YEAR 2023-24

SPRINGFIELD
COLLEGE



SPRINGFIELD COLLEGE



SPRINGFIELD COLLEGE ADJUNCT FACULTY HANDBOOK TABLE OF CONTENTS

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Section I

WELCOME



Office of the Provost and
Vice President for Academic Affairs

Dear Colleague,

Welcome to Springfield College! If you are new to our College, we want to be sure that you feel comfortable and that you receive support needed to be an effective classroom teacher. If you are returning to the College, we want you to know that we appreciate your past efforts, and are here to assist you in continuing to provide an excellent educational experience for Springfield College students.

The Adjunct Faculty Handbook has been prepared to assist in your integration into the academic life at Springfield College and to aid you in obtaining the necessary support for classroom teaching. The handbook includes the following: useful academic policies and guidelines, information on various academic support services, calendars, syllabi, policy and guidelines, and institutional employment policies and procedures. I urge you to review and become familiar with the information included in the handbook. We certainly welcome your suggestions for enhancement.

Adjunct faculty are hired to bring certain professional resources and expertise to our classrooms and to supplement our full-time faculty. We value your contributions to our students and to our educational community. You are welcome and encouraged to participate in department and school meetings and professional development activities to the extent that your time and our resources permit. You will be kept informed of such activities and meetings. We hope that you will be able to join us.

The mission of Springfield College is the education of students in spirit, mind, and body for leadership in service to humanity. This is the foundation for Springfield College's curriculum and co-curriculum. We want you to feel engaged in the life of our academic community. If you have specific informational or policy questions which are not addressed by the Adjunct Faculty Handbook, please communicate with the Chair of your department. Your ideas and suggestions for continually improving Springfield College and its educational programs will be received with interest and appreciation.

Welcome and have a great year.

Sincerely,

A handwritten signature in blue ink that reads "Mary Ann Coughlin".

Mary Ann Coughlin, DPE
Provost and Vice President for Academic Affairs

Section II

GENERAL INFORMATION AND GUIDELINES FOR ADJUNCT FACULTY

ACADEMIC AFFAIRS DIRECTORY – FALL SEMESTER 2023

Office of Academic Affairs

		Ext.	Bldg.
Provost and V.P. for Academic Affairs	Mary Ann Coughlin	3959	Marsh
Associate V.P for Academic Affairs	Elizabeth Morgan	3959	Marsh
Associate Director of Grants and Sponsored Research	Anthony Motyl	3654	Hickory
Coordinator of Academic Affairs	Cindy Herlihy	3197	Marsh
Administrative Coordinator	Nancy Bermudez		ngonzalez7@springfieldcollege.edu
Director of Institutional Research	TBD		
Director of the Core Curriculum	Lisa Bromberg	3117	Schoo/Bemis
Director of the Honors Program	Rebecca Lartigue	3189	Blake Hal
Coordinator of Student Research	Matthew Ferrari	3818	Hickory
Director of Regional and Online Admin.	Elyane Harney	3977	Blake Hall

School of Arts and Sciences

Dean Rachel Rubinstein 3713 Hickory

School of Arts and Sciences Department Chairs

Business Management	Laura Katz	3200	Locklin
Biology/Chemistry	Hai Kinal	3690	Schoo/Bemis
Criminal Justice	Francesca Spina	3646	Blake Hall
Education	Stephanie Logan	3356	Blake Hall
Humanities and Social Sciences	Katherine Dugan	3665	Blake Hall
Literature, Writing and Journalism	Anne Wheeler	3606	Weiser
Math/Physics/Computer Science	James O'Brien	3713	Schoo/Bemis
Visual & Performing Arts	Christopher Gagne	3490	Blake Hall

School of Physical Education, Performance and Sport Leadership

Dean M. Susan Guyer 3385 PEPSL/Wellness

School of Physical Education, Performance and Sport Leadership Department Chairs

Exercise Science and Athletic Training	Elizabeth Mullin	3800	AT/Exercise Science
Physical Education and Health Education	Michelle Moosbrugger	3486	PE Complex
Sport Management and Recreation	Heather Gilmour	4751	Fieldhouse

School of Health Sciences

Dean Brooke Hallowell 3820 Health Sciences Center

School of Health Sciences Department Chairs

Public Health and Health Professions	Debra Burnett	3633	Locklin
Occupational Therapy	Scott McNeil	3785	Health Sciences Center
Physical Therapy	Julia Chevan	3590	Health Sciences Center
Physician Assistant	Meghan Migeon	3558	Health Sciences Center

School of Social Work and Behavioral Sciences

Dean Wesley Church 3065 Brennan

School of Social Work and Behavioral Sciences Department Chairs

Counseling	Allison Cumming-McCann	3025	Locklin
Social Work	Lisa Watson	3045	Brennan
Human Services	Mallory Struggs Co-Chair		mstruggs@springfieldcollege.edu
	Cecilia Willis, Co-Chair		cdwillis@springfieldcollege.edu
Psychology	Maysa DeSousa	3075	Locklin

Academic Services

Registrar	Marshall Bradway	3530	Administration
Academic Advising Center	Leigh-Ann Gomes	3465	Administration

Academic Success Center

Andrew Wilcox 3720 Learning Commons

Benjamin Taylor 750-5011 East Campus

Valarie Annear 3146 Administration

Heather St. Germane 3215 Campus Union

Andrea Taupier 3609 Learning Commons

Christopher Hakala 4732 Learning Commons



Associate Vice President for Academic Affairs
(Academic Advising, Academic Success, Center for Excellence In Teaching, Learning, and Scholarship, Core Curriculum, Institutional Research, Library Services, Registrar, Student Research)

Director, Educator Preparation and Licensure

Director, Honors Program

Director, Regional and Online Administration

Associate Director, Grants and Sponsored Research

Director, International Center

**Dean
School of Arts and Sciences**

Biology/Chemistry

Business Management

Criminal Justice

Education

Humanities and Social Sciences

Literature, Writing and Journalism

Math/Physics/Computer Science

Visual and Performing Arts

**Dean
School of Health Sciences**

Public Health and Health Professions

Occupational Therapy

Physical Therapy

Physician Assistant Studies

**Dean
School of Physical Education,
Performance and Sport Leadership**

Exercise Science and Athletic Training

Physical Education and Health Education

Sport Management and Recreation

**Dean
School of Social Work and Behavioral Sciences**

East Campus

Counseling

Social Work

Human Services

Psychology

DEPARTMENT OF PUBLIC SAFETY – Emergency Number 748-5555

The Springfield College Department of Public Safety is located at 25 Portsmouth Street. All police officers are fully trained and are available 24 hours a day, seven days a week. In addition to the officers, the Department of Public Safety also has a dispatch center as well as community service officers (CSO) who patrol the campus on foot and can also assist with medical emergencies when needed. Make us your first point of contact in any on-campus emergency situation by calling (413) 748-5555. If you are off campus, call 911. In addition, we encourage you to utilize SC Alert and the Rave Guardian app.

Emergency “Blue Light” Phones and call boxes are located throughout the campus. Current locations are shown on the map on page 26. Pressing the “emergency” button will activate the box and connect directly to the Springfield College Department of Public Safety.

SC Alert serves the as the College-wide emergency notification system for students, faculty and staff. By signing up for SC Alert, you will receive emergency notifications directly to your phone. As a Springfield College adjunct faculty member, you are automatically enrolled in this service. However, we encourage you to login to the system using your PrideNET user name and password to check and/or update your information (<https://springfield.edu/department-of-public-safety/sign-up-for-sc-alert>).

Rave Guardian App. While SC Alert allows Springfield College to notify you of an emergency, the Rave Guardian app can help you notify Springfield College of an emergency. The Rave Guardian app essentially transforms your cell phone into a personal safety device. The SC Alert and Rave Guardian app are not connected. You must sign up for each separately (<https://springfield.edu/department-of-public-safety/rave-guardian-app>).

Rules and Regulations for On-Campus Parking

This summer, parking lots and entrances were evaluated into a new color-coding system to designate parking. The designations are included on the campus parking map on page 27.

Vehicle Registration

All students, faculty and staff of Springfield College who park on college-owned property are required to have a Permit Decal. Before registering your vehicle, the rules and regulations must be ready to understand what Springfield College expects in terms of parking. The link to registrar you vehicle is: <https://springfield.edu/department-of-public-safety/vehicle-registration>. All vehicles with out-of-state license plates are required to obtain a secondary non-resident permit.

Safe Rides Shuttle (AKA Pride Ride)

The Springfield College shuttle services are available for students, faculty and staff to use throughout the academic year. These services are available to provide safe and convenient on-campus travel. The shuttle operates on a fixed route and is available seven nights per week. This service operates Sunday-Thursday 6 p.m. to midnight and 6 p.m. to 2 a.m. Friday and Saturday.

Springfield College Center for Excellence in Teaching, Learning and Scholarship

Our Mission:

The mission of the Springfield College Center for Excellence in Teaching, Learning and Scholarship is to foster intellectual engagement across the curriculum through evidence-based programs and services that increase collaboration, communication, and community to promote the enhancement of student learning.

The Guiding Principles:

- **Principle One:** *To promote innovation in teaching pedagogy in support of student learning.* The Center will promote and facilitate innovations in teaching methods. Activities will support instructional design and innovative uses of technology. Further, the Center will assist faculty in creating supportive classroom environment and using authentic assessment techniques.
- **Principle Two:** *To foster the development of faculty in spirit, mind, and body for leadership in service to others.* The Center will promote work/life balance through programs that develop and strengthen our understanding of community including the larger campus community as well as connecting to the communities beyond Springfield College. The Center will foster the development of faculty by showcasing the work of faculty and staff, and promoting opportunities for leadership.
- **Principle Three:** *To support faculty scholarship.* The Center will provide broad-based support for faculty scholarship. This includes all forms of faculty scholarship including research, creative projects and grant opportunities. The Center will provide resources and services that will bring faculty together to promote collaboration across schools and programs. The Center will provide support for scholarly and creative activities in the form of grants and consultation on research design, publication, presentation, and dissemination.

Chris Hakala

Director

M.A./Ph.D., Experimental/Cognitive Psychology, University of New Hampshire

B.A. Psychology, Castleton University

chakala@springfield.edu

Visit us in the Learning Commons

cetls@springfield.edu

413-748-4737

Adjunct Appointment Letter

Appointment letters are issued by the School Deans or the Provost/Vice President for Academic Affairs. You will receive two copies of your appointment letter and will be requested to sign one copy and return it to the office from which your appointment letter was sent.

If you are a new faculty member, your appointment is subject completion of the New Adjunct Information Form, successful completion of the appropriate criminal history check, and attendance at the New Adjunct Orientation Program. You will be invited to the orientation program managed by Christopher Hakala, Director of the Center for Excellence in Teaching, Learning and Scholarship. This orientation will be held during the week prior to the start of classes and will cover topics such as PrideNET, Springfield College Email, and Brightspace. Additional details will be sent to you directly from Dr. Hakala or you may contact him directly at chakala@springfieldcollege.edu. Listed below are forms that should be completed:

- Completion of the New Adjunct Information Form- Please complete your section of the form, as indicated, and return it to the Department Admin you received the packet from. Earlier is always appreciated. This form “kicks off” the background check process, which can take up to 2-weeks to complete during peak periods. Return only this form to the Department Administrative Assistant.
- Payroll and Employment Forms: Please complete your section(s) of the forms, as indicated, and bring all forms to Human Resources. Human Resources is open Monday-Friday, 8:30-4:30. The office located in the Administration Building, 2nd floor, room 201.
- You will need to show HR your original ID(s) as indicated on page 3 of the I-9 form. Copies are not acceptable. Without this form and accompanying ID(s), we are unable to complete the new hire paperwork and you will be unable to obtain your email and systems login information or your ID card. It will also delay your start date and payroll.
- Only complete page 1 of the I-9 form. Sign and date on or before your start date. Page 2 will be completed by a member of the HR team upon verification of your identification. Emailed copies of identification will not be used as proof of identification.
- All payroll forms, along with your completed online background check authorization (which you will receive via email, please periodically check and watch your SPAM filter), must be completed and returned to Human Resources, to ensure you are able to start timely. A third party, Creative Services Inc. processes the background checks. Human Resources will remain in touch with you during this time, but ultimately the responsibility is yours to complete the paperwork as instructed above. Should you have any questions, please do not hesitate to reach out to Human Resources at 413-748-3964.

Springfield College appreciates the service of its adjunct faculty members and we will make every reasonable effort to contact you should changes to your appointment be necessary prior to the start of the semester. Should fewer than 10 students register for this course, we will not be able to offer it at this time and the contract will be cancelled. Likewise, since adjunct faculty members may teach no more than 9 credit hours per semester at Springfield College, we will contact you and the

appropriate School Dean to determine what courses need to be reassigned if you are offered appointments that exceed the 9 credit limit in multiple departments or schools. All adjunct faculty teaching nine (9) or fewer total credits hours in the semester are expected to perform their classroom teaching and all other duties and responsibilities within a regular weekly schedule of less than 30 hours of total work time per week. No adjunct faculty may perform employment services for Springfield College of 30 or more hours in a work week without prior written authorization from the Vice President for Academic Affairs.

Salary

- Your salary will be issued in four monthly installments: September – December in the Fall Semester and February – May in the Spring Semester.
- Monthly checks are issued on the last Friday each month.
- Direct deposit of your check can be arranged through the Office of Human Resources. If you do not have direct deposit, your check will be mailed to you.

Expectations for adjunct faculty members at Springfield College:

Adjunct faculty members are hired by the College to provide students with the special benefits of their particular expertise and experience. In many fields, our adjuncts bring a professional perspective to the classroom that regular full-time faculty members cannot provide. Our expectation of adjunct faculty members reflects this and it is our assumption that adjunct faculty members will:

- Complete 4 trainings that all employees are required to do, some by law and some by policy to ensure compliance and that employees understand their obligations.
 - Title IX/Sexual Harassment (1 time upon initial hire)- takes about 1 hour
 - Bias Training (1 time upon initial hire)- takes about 40 minutes
 - FERPA Training (1 time upon initial hire)- takes about 45 minutes
 - Information Security (1 time upon initial hire)- takes about 40 minutes
- This position has been designated as forward facing and therefore, will require the incumbent to be vaccinated against COVID-19. Excluding a request for an ADA accommodation or religious exemption, you will be required to show proof of vaccination on or before your first day of employment. Upon accepting this offer, please email a copy of your vaccine information to hroffice@springfield.edu. This information will not be retained within Human Resources. However, proof of vaccine will need to be provided to the Health Center prior to arriving on campus. Details on submitting proof of vaccination to the Health Center will be included in your Day 1 information;
- Prepare and present their courses in a professional manner based on the latest information and research in the field and good principles of effective pedagogy;
- Interact with all students, faculty, and staff at the College in an appropriate manner, respecting the rights of individuals;
- Prepare course syllabi and materials using the College's guidelines (see below for course syllabus guidelines), and make these materials available to all students in a timely way;
- Develop courses and assignments that are based on the needs of the curriculum of the College and that reflect the appropriate course outcomes for that course;
- Meet with their students at the published class meeting times and during personal office hours that are listed on the course syllabus;
- Provide students in each class with information (phone, email, etc.) that will allow the student to contact the faculty member in case of an emergency;
- Contact their department in advance to arrange class coverage and/or an alternative meeting time if they need to cancel a class due to a medical or other emergency;
- Submit mid-term and final grades for all courses on or before scheduled due dates; final paychecks will not be submitted until such grades have been received;

- Read, understand, and follow the critical employment policies of the College described in Section IV of the Manual.

In support of their efforts, adjunct faculty members will receive secretarial support from their department, office space if available and requested, and invitations to participate in all appropriate campus, school and department events.

FACULTY RESPONSIBILITIES

While individual campuses or departments vary according to their size, course offerings, and other pertinent characteristics, faculty members across the College's four schools share general responsibilities. The following general policies and procedures outline those responsibilities when approved by the Dean of the School in consultation with the Vice President for Academic Affairs. These policies do not preclude sensible adaptation to particular circumstances.

GUIDELINES FOR THE PREPARATION OF COURSE SYLLABI

All Springfield course syllabi are required to include the following information:

- The name of the course, the course prefix and number, and the number of credits earned by completing the course
- The name of the instructor and details about where and how a student can reach the instructor, including the instructor's office location, College email address, College phone number
- A list of regular office hours, or, if variable, information about where office hours are posted (note that five hours of availability per week are required for full-time faculty)
- The course prerequisites if any exist; these may be specific courses or skills/ competencies
- A course description consistent with that printed in the College Catalog (note that course descriptions must be written in the present tense)
- A description of the classroom format (e.g., lecture, discussion, field work, online, blended, etc.), especially as it is important for an individual course
- A list of course outcomes (i.e., what is it that the student should demonstrate knowledge of or be able to do at the end of the course that they could not accomplish at the start of the course) as well as information about how each outcome will be assessed (i.e., which course assessments measure which outcomes)
- The course textbook and/or associated readings for the course (e.g., course bibliography or selected readings)
- Assignment values and grading procedures for examinations, papers, and any other assignments or assessments used in the course
- Syllabus includes course learning outcomes that meet Springfield College's criteria for outcomes assessment (available at <https://springfield.edu/academic-affairs/outcomes-assessment>)
- A description of how final letter grades will be assigned (e.g., a rubric aligning numeric grades to the letter grades that will appear on student transcripts)
- A course outline or schedule including actual or approximate assignment and exam due dates, as applicable, including the date and time of the final exam
- A statement on the policy/grade penalty for late submission of assignments, as appropriate

- A statement on attendance policy, consistent with college, school, and department policies (note that all course Brightspace spaces will be populated with the College Attendance Policy automatically; at a minimum, course syllabi should direct students to find this policy on the course Brightspace page)
- A statement on academic honesty, particularly plagiarism, consistent with college policy on academic honesty and integrity (note that all course Brightspace pages will be populated with the College Academic Honesty and Integrity Policy automatically; at a minimum, course syllabi should direct students to find this policy on the course Brightspace page)
- A statement on classroom decorum and/or professional behavior, as appropriate
- The following statement about Brightspace: “Springfield College uses Brightspace as its Learning Management System. It supports teaching and learning. You can find basic course information there such as syllabi and faculty open office hours, as well as academic policies and information about academic assistance and disability-related accommodations that are available through the Academic Success Center. Brightspace is also a critical tool to provide communication and course instruction during campus emergencies and emergency recovery.”

All course Brightspace pages will be populated with the remaining statements below automatically; at a minimum, course syllabi should direct students to find this statement on the course Brightspace page (see above statement). We include those on this document as a reminder to please call attention to these policies when reviewing your syllabus.

- The following statement on class recordings and transcriptions: “This class may be recorded or transcribed if an enrolled student has been approved for this service as an academic accommodation by the Academic Success Center's Disability & Accessibility Services. Recordings are for the approved student's individual access only, and are not to be shared, copied, or distributed to others. For questions or concerns about acceptable use, please contact the Academic Success Center: 413-748-3389, asc@springfield.edu, or Learning Commons 300.”
- The following statement on language support services may be included in the syllabus at the discretion of the instructor: To assist our international students as they transition into an English language academic environment and to support native-born multilingual speakers, the College offers a variety of supports. The Academic Success Center offers English language support through its [Writing & Reading Support Services](#), which offers students help with all aspects of the writing and reading processes. Another support is the [Conversation Partners Program](#), which provides support for non-native speaking students wishing to improve conversation and comprehension skills. Pending approval of the course instructor, the International Center offers students who are English Language Learners or multilingual speakers [ELL Test Proctoring](#) with extended time for course exams in an alternative location.
- The following statements on Academic Assistance and Disability Related Accommodations:

Academic Assistance

A wide variety of academic assistance is offered through the [Academic Success Center](#) in the Learning Commons, Suite 300 (3rd floor). To contact the ASC, please call 413-748-3389 or email

asc@springfield.edu Students can request ASC services on this page:
<https://springfield.edu/academic-success-center/request-page>

Tutorial Services

- [Writing & Reading Support Services](#) offers students help with all aspects of the writing and reading processes. [Request a writing & reading tutor.](#)
- [Math-Science Support Services](#) provides assistance to students taking courses in Mathematics, Physics, Computer Science, Biology and Chemistry. [Request a math-science tutor.](#)
- The [Content Tutorial Program](#) delivers support for course work that is outside what is covered by Writing & Reading Support Services and Math-Science Support Services. [Request a content tutor.](#)
- The [Conversation Partners Program](#) provides support for non-native speaking students wishing to improve conversation and comprehension skills. [Request a conversation partner.](#)

Disability & Accessibility Services

- [Disability & Accessibility Services](#) works with students with disabilities to provide appropriate accommodations, auxiliary aids, and services that facilitate equal access and meaningful participation in their educational experiences at Springfield College. [Register with DAS Online](#) to request academic accommodations for the first time at Springfield College.

Academic Coaching Program

- The [Academic Coaching Program](#) is available to help students improve time management and learning strategies. [Request an academic coach.](#)
- The [Academic Progress Program](#) provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.
- The [ASC Power Hours](#) are 1-hour sessions that present skills and tactics to help you master your academics and manage college life with confidence.

MTEL Assistance Program

- The MTEL Assistance Program provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.

Academic Resource Connection (ARC)

- The ARC is designed to provide students access to asynchronous academic tools through Brightspace available at all times. In the ARC, you will find videos, electronic links, and documents that address the following areas:
 - Research
 - Writing
 - Academic Success Strategies
 - Academic Technology
 - [Visit the ARC](#)

The Writing Hub

- The Writing Hub serves all Springfield College students traditional and ROCE undergraduates and graduate students in all schools and on all campuses. Our programming is currently fully online.

We offer process-based writing support. This means that we emphasize the improvement of individual writing assignments through the development of transferable writing knowledge.

We do not proofread, copy edit, or weigh in on the correctness of content.

Students can meet with us in 30-minute one-on-one sessions or submit 3-5 pages of writing for asynchronous feedback.

Our staff members hold terminal degrees in writing or closely related fields and are members of the College Writing faculty.

Our Hours

- Sunday, 1 PM to 7 PM
- Monday, 7 PM to 10 PM
- Tuesday, 7 PM to 10 PM
- Wednesday, 7 PM to 10 PM

Contact the Hub!

- Web page: springfield.edu/writinghub
- Email: writinghub@springfieldcollege.edu
- Contact Anne: awheeler2@springfieldcollege.edu or 413-748-3606

Disability-Related Accommodations

Springfield College is committed to an inclusive and accessible educational environment for students with disabilities. If you need academic accommodations due to a disability or disabling medical condition (including temporary disabilities), please contact the Academic Success Center's [Disability & Accessibility Services](#) (DAS).

Please note: faculty are not obligated to modify course policies or provide accommodations without official notification from DAS. It is the student's responsibility to follow any procedures outlined by DAS for determining eligibility and for requesting accommodations in advance of anticipated need. Accommodations cannot be provided retroactively.

To request academic accommodations for the first time at Springfield College or to receive eligible accommodations in this class, start by logging in to the DAS student portal at accessiblelearning.com/springfield.

College Learning Management System

The Faculty Senate requires the use of the Springfield College Learning Management System (LMS) by all faculty. In addition to providing a platform to support teaching and learning, the LMS can be used as a critical communication tool and one that allows continued communication and course instruction during campus emergencies and emergency recovery. As a basic

responsibility, all faculty must be trained and maintain a minimal presence in the current LMS. A minimal presence includes posting a course syllabus and relevant faculty information including a basic profile listing office hours. Further, all faculty should have a basic proficiency with common functions of the LMS, so that they could continue to provide instruction from a remote location for periods of up to 2 weeks. This knowledge includes: the ability to communicate with students through the current LMS (posting course announcements and materials) and the use of LMS activities (forums, assignments, quizzes.)

College Policies on Attendance and Academic Honesty:

The College policies on attendance and academic honesty are printed in their entirety in the *College Catalog* and the *Student Handbook* and faculty members should read each policy before the start of the semester to ensure that consistent standards are used throughout the college. Faculty are required to track attendance and report via PrideNet. While instructors may not wish to print the entire policy statements included in these documents in their syllabus, (*they are lengthy!*), each instructor should print a statement concerning these matters in their syllabus, and should refer students to the *College Catalog* and *Student Handbook* for the complete text of each of these college documents. Since each instructor may not have a copy of the *College Catalog* readily available when they are developing their syllabus, an excerpt of each policy is provided below for the convenience of our instructors:

Class Attendance Policy

Students are expected to attend classes; for online and blended courses, participate in weekly activities. In some circumstances, a student may be absent from classes for College-excused absences noted below. Beyond those College-excused absences, each instructor has the freedom to set a specific attendance policy for his or her class and is responsible for communicating that policy to class members via the syllabus.

If a student misses a class meeting or does not complete required activities in a blended or online class for any reason, including illness, emergency, or College-excused absences, he or she is still responsible for the material covered and any assignments due.

Faculty are required to report student attendance for face-to-face courses and engagement in online or hybrid courses at the beginning of the semester and again as part of mid-term grading. Financial Aid will only be disbursed after a student satisfies the following attendance expectation as reported by faculty at the beginning of the semester:

- For face-to-face courses, a student must be present in the classroom to be considered as "attending".
- For online courses, a student who has completed the required online activities is considered as "attending".
- For blended courses (which consist of a combination of online and face-to-face sessions), completion of online activities and/or attendance of the in-class meeting is considered as "attending".

Federal regulations require Springfield College to accurately track students who may or will be withdrawing from courses or from the College. Therefore, if at any point during the semester, a student stops regularly attending a face-to-face course or stops completing required online activities in a blended or online course, faculty are required to immediately notify the Registrar's Office.

Absences Due to Illness or Emergency

In the event of an absence due to illness or emergency, students should notify their professors as soon as possible via email, through the LMS and/or via phone. Students should ask about options for obtaining missed material and whether it is possible to make up missed work. In the event of an extended illness or emergency, students should also notify the Dean of Students (studentaffairs@springfield.edu or 413-738-3922).

College-Excused Absences

The following situations should be recognized as College-excused absences from class, providing the student follows the guidelines listed below:

1. Participation in intercollegiate athletic contest (including travel time) approved by the athletic director and posted on the Springfield College Athletics website.
2. Participation in a scheduled curricular or co-curricular activity approved by the appropriate dean or vice-president and on file in the dean of students' office.
3. Observation of religious holidays.

If possible, the instructor should allow the student to make up the class work or complete an alternative assignment. A student who anticipates absences of this nature:

- Must provide his or her instructors with a list of dates of expected absences by the end of the first week of class and discuss with each instructor the impact of such absences. If the instructor deems that the absences will interfere with the student's ability to successfully complete the objectives of the course, the student must seek to reduce the absences or drop or withdraw from the course.
- Should arrange in advance of the absence for make-up of any work that will be missed and for submission of any assignments due.
- Should notify the instructor as soon as possible in the event of a sudden change of schedule (for example, participation in a game rescheduled due to rain or joining a team mid-season) and provide documentation if requested. Again, impact of the absence(s) must be discussed with the instructor.

Academic Honesty and Integrity Policy

Basic Policy

Springfield College students are expected to be honest in all elements of the academic process, including coursework, use of College documents, and when serving as representatives of the College. Cheating, plagiarism, misrepresentation of facts, omissions, or falsifications in any connection with the academic process are violations of the Academic Honesty Policy (hereafter referred to as the Policy). Students found to be in violation of this Policy are subject to a range of sanctions, including, but not limited to, a reprimand, failing a course, and suspension or expulsion from the College.

The Practice of Academic Honesty

The information below is intended to help students understand the practice of academic honesty and potential offenses against the Academic Honesty Policy. Misunderstanding these practices or the Policy will not be accepted as an excuse for a violation of it. If a student is in

doubt about how to practice academic honesty in a course or in conduct, he or she should consult with the course instructor, the chairperson of the department, or the dean of his, her or their school.

Academic Honesty in Course Exercises

A student's name on any course exercise (which term shall include, but not be limited to, an essay, oral presentation, notebook, report, computer program, paper, quiz, examination, or any other assignment related to a course or internship) is regarded as assurance that the exercise is the result of the student's own thoughts and study, stated in his, her or their own words, and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of printed sources or other outside help. In some instances, an instructor or department may authorize students to work jointly in solving problems or completing projects. Such efforts must be clearly marked as the results of collaboration. Where collaboration is authorized, students should make sure that they understand which parts of any assignment must be performed independently. Also, students are not allowed to present the same exercise previously or concurrently completed for another course, without the permission of the instructor(s) of the current course(s) in question. Students who perceive the possibility of an overlapping assignment should consult with their instructors before presuming that a single effort will meet the requirements of both courses. Withholding, removing, or destroying materials needed by other students for class exercises is also an offense against the Policy.

Use of Sources

In preparing assignments, a student is encouraged and often required to consult outside sources of information or opinion. All such sources should be listed in the bibliography/reference section. Commercial research or writing companies are not considered legitimate sources and their use, in whole or part, is cheating and constitutes a punishable offense. For citations, references in text are required for all specific facts that are not common knowledge. New discoveries or debatable opinions must be credited to the source with specific references to edition, page, or Web page even when the student restates the matter in his, her or their own words. Word-for-word inclusions, even if only a phrase or sentence, from the written or oral statement of someone else (including the Internet) requires citation in quotation marks and using the appropriate conventions for attribution. Paraphrasing or summarizing the contents of another's work is not dishonest if the source or sources are clearly identified (author, title, edition, page), but such paraphrasing does not constitute independent work and may be rejected by the instructor. Graduate students and others presenting their own previously published documents must avoid issues of self-plagiarism. Students should be clear to appropriately reference their previous document and to create a new document that appropriately contributes and adds to their original work.

Laboratory Work and Assignments

Notebooks, homework, and reports of investigations or experiments must meet the same standards as all other written work. If any of the work is done jointly or if any part of the experiment or analysis is made by anyone other than the writer, acknowledgment of this fact must be made in the report submitted. It is dishonest for a student to falsify or invent data.

Creative Work

A piece of work presented as the individual creation of the student is assumed to involve no assistance other than incidental criticism from any other person. A student may not knowingly

employ artwork, story material, wording or dialogue taken from published work, the Internet, motion pictures, lectures, or similar media, without full acknowledgment.

Examinations, Quizzes, and Tests

When completing examinations and quizzes, the student is required to respond entirely on the basis of his, her or their own memory and capacity, without any assistance whatsoever except such as is specifically authorized by the instructor.

Cheating on examinations and quizzes can take many forms including, but not limited to, using another individual to take an examination in one's place, bringing into the exam room unauthorized materials from which one gains assistance, appropriating an exam or exam materials without authorization, unauthorized or inappropriate use of technology, purposely missing an exam in order to gain an advantage, copying during an examination, improper collaboration or unauthorized assistance on take-home examinations, or other actions that undermine fairness reduce the objectivity of evaluation of student work.

Internships or Fieldwork

Students involved in community projects, practica, independent studies, or fieldwork experiences related to their academic program should be aware that their behavior is a reflection of themselves and the College; their behavior related to such experiences should be appropriate and professional and is subject to this Policy. Violations of this Policy in such circumstances include, but are not limited to, misrepresenting oneself, misrepresenting the College, misusing a position of authority, or failure to honestly report the results of their experience or research.

Learning Portfolios

In writing and compiling a learning portfolio, including a prior learning portfolio (only for selected programs that accept prior learning), the student must submit only his, her or their own written work, identify any sources used (see "Use of Sources" above), and ensure that all information included is accurate. Violations of this Policy include, but are not limited to, failure to submit original work (e.g., uncited passages from published materials, including any part of another student's portfolio or claim), falsification of any information or source, or forgery of any letter of documentation. Sharing or exchanging claims for credit with another student for any purpose, including their use as examples or models, is also not permitted; both students involved in such an incident will be considered in violation of this Policy.

College Documents and Records

Any misuse of official College documents connected with the academic process constitutes a violation of this Policy. Such documents include, but are not limited to registration forms, change of schedule forms, applications to change majors, grade report forms, applications for internships or fieldwork, transcripts, and diplomas. Misuse of such documents includes, but is not limited to, unauthorized alteration of a form, forging of signatures, misrepresentation of personal or academic information requested, or gaining access to a recommendation (without permission) once rights have been waived. Any falsification of records or routines for grading is also dishonest, whether before or after graduation.

Procedures for Suspected Violations of the Academic Honesty Policy

A student, faculty, or staff member who suspects a student of violating the Academic Honesty Policy is urged to report the incident to the instructor of the relevant course, or if the incident is not related to a course, to the Associate Vice-President of Academic Affairs (AVPAA).

A. Course-related Violations

1. All suspected violations of the Academic Honesty Policy related to coursework shall be dealt with initially by the instructor of the course in which the alleged offense occurred. The instructor is responsible to investigate the allegation and determine whether a violation of the Policy occurred. If the student is found to be in violation of the Policy, the instructor must document the incident and evidence, write a letter of sanction, and meet with the student to discuss the incident and sanction. The letter of sanction should include:
 - A brief explanation of the violation.
 - Identification of the sanction.
 - An explanation of the appeal process.
 - A statement that "a report of this incident and my sanction will be forwarded to the Associate Vice-President of Academic Affairs and may be subject to further action."
2. If the student is found to be in violation of the Policy, the instructor may penalize the student with one of the following course-related sanctions.
 - Reprimand - The student will be allowed to repeat the exercise or complete an alternative assignment. Responsibility for evaluation of the student's work in the course continues under the authority of the course instructor.
 - Loss of credit in the exercise - The student will forfeit all or partial credit for the exercise, at the discretion of the instructor. The student may be required to repeat the exercise or complete an alternative assignment, with proportion of credit awarded at the discretion of the instructor. The student will be allowed to continue in the course.
 - A grade of "F" in the course - The student will no longer participate in the course, and the instructor will assign a grade of "F."

Note: Any accusation of a violation of this policy must be investigated and acted upon by the instructor-no student may withdraw from a course to avoid investigation or adjudication. If it is determined that a violation occurred and the student wishes to withdraw from the class, he or she may only do so with the instructor's approval (and within the withdrawal period).

3. Within five business days of meeting with the student and imposition of the sanction, the instructor must forward documentation of the incident and a copy of the sanction letter to the Associate Vice-President for Academic Affairs (AVPAA).
4. The AVPAA serves as the central repository for all reported violations of academic integrity. Upon receipt of any report, the AVPAA shall notify the student that the violation and sanction report has been received and will be kept on file.
5. In case of an egregious violation, as determined by the AVPAA, or a history of previous violation against the Policy, the AVPAA may initiate additional action by referring the case to the Academic Integrity Committee. The AVPAA has 60 class days from being

notified of a violation and sanction to make such a referral and will notify the student of the referral.

a. If a case is referred to the Academic Integrity Committee for additional action, the Committee has 60 business days (following a referral from the AVPAA) to schedule a hearing with the student. Following the hearing, the Committee will make a decision regarding whether one of the following sanctions should be imposed, above and beyond sanctions that may have been imposed by the instructor(s).

1. Any other sanction deemed appropriate by the Committee based upon the circumstances of the case.
2. Expulsion - The student may be expelled from the College and will not be eligible to return to the College.
3. Suspension - The student will be suspended from the College for a minimum of one semester and a maximum of two semesters. The student may be restricted from transferring in courses taken elsewhere during the suspension.
4. Academic Honesty Probation - The student would receive a notification that he or she is on academic honesty probation; any additional incidences may result in suspension or expulsion from the College.

b. The decision of the Academic Integrity Committee will be communicated to the student in writing by the AVPAA, with copies to the instructor, advisor(s), the appropriate dean(s) and the Provost and Associate Vice-President for Academic Affairs.

B. Non-course-related Violations & Violations Identified Following Degree Conferral

Alleged violations of the Policy related to misuse of College documents or other charges not related to courses and alleged violation of the Policy by a student whose degree was already conferred should be reported directly to the AVPAA, who will conduct an investigation.

If evidence of a violation is found the AVPAA will:

1. In the case of non-egregious, first time violations, provide a letter of sanction to the student that will provide documentation of the violation and be kept on file.
2. if a current student, in the case of egregious violations, as determined by the AVPAA, the AVPAA will make a decision regarding whether one of the following sanctions should be imposed.
 - a. Academic Honesty Probation - The student would receive a notification that he or she is on academic honesty probation; any additional incidences may result in suspension or expulsion from the College.
 - b. Any other sanction deemed appropriate by the AVPAA based upon the circumstances of the case.
 - c. Expulsion - The student may be expelled from the College and will not be eligible to return to the College.
 - d. Suspension - The student will be suspended from the College for a minimum of one semester and a maximum of two semesters. The student

may be restricted from transferring in courses taken elsewhere during the suspension.

The student will be notified of any action taken by the AVPAA and may appeal the decision of the AVPAA (see Appeal Process)

- for a student who has graduated, in the case of egregious violations, as determined by the AVPAA, that may warrant a degree revocation the matter will be referred to the Academic Integrity Committee to consider a recommendation to the Provost that the student's degree be revoked or other appropriate sanction. The decision of the Provost in such a case is final.

Appeal Processes

1. Students may appeal any decision or sanction for a violation of the Academic Honesty Policy made by either a faculty member or the AVPAA. To do so the student must notify the Associate Vice-President for Academic Affairs no later than ten business days following the notification sent to the student. The AVPAA will refer the appeal to the Academic Integrity Committee for consideration. The decision of the Academic Integrity Committee will be communicated to the student, instructor, the appropriate dean(s) and the Provost and Vice-President for Academic Affairs. The decision of the Academic Integrity Committee is final.
2. In the case of sanctions applied by the Academic Integrity Committee, students may appeal any decision or sanction for a violation of the Policy taken by that Committee by notifying the Associate Vice-President for Academic Affairs no later than ten business days following the notification sent to the student from the Committee. The appeal will be forwarded to the Provost for consideration. The decision of the Provost is final.

Academic Integrity Committee

The Academic Integrity Committee is empowered to:

1. Consider a student's appeal of an instructor's findings of academic dishonesty or an instructor-imposed sanction.
2. Consider a student's appeal of the AVPAA's finding of academic dishonesty for a violation of the Policy relative to College documents or other offense not related to a course.
3. Hear charges of repeated violations of the Policy.
4. Hear charges of an egregious violation as determined by the AVPAA, for a student who has graduated, to consider a recommendation of degree revocation to the Provost.

As part of its deliberations, the Committee may consider a student's prior violations of the academic honesty policy.

The Associate Vice-President for Academic Affairs will also convene the Committee at least once an academic year to provide a report on the number and severity of all policy violations. The report shall be distributed to the Provost and to the school Deans for additional distribution at the school level.

The Committee shall consist of a total of eight faculty members, two from each of the College's schools. The dean of each school will appoint two faculty members to represent his, her or their school. The faculty members appointed should provide

representation for both the undergraduate and graduate level. The AVPAA will chair the committee as an ex-officio (non-voting) member.

Cancellation of Class: A faculty member should not cancel a class without prior notification and approval of the chairperson. (Classes should always be held whenever possible.) The responsibility and supervision for all assigned courses lies with the faculty member.

When a faculty member is unable to meet his/her class for any reason, the department chairperson or designee should be notified concerning arrangements which are proposed for covering the class. These arrangements, whether involving the securing of a substitute instructor, administration of special assignments, or the cancellation of the class, must be approved by the department chairperson. If for any reason the department chairperson or designee cannot be reached, the Dean should be notified.

A faculty member who arrives at class more than ten minutes late is considered to have missed the class unless he/she has made acceptable arrangements in advance.

On the days when the start of class is postponed (a.k.a. "snow days"), classes should start when the postponement is over. If a faculty member believes that coming to or remaining at the College when it is in session is dangerous, s/he should notify the department chair/program coordinator and should expect to use all or part of one of the floating holidays or sick days available per year.

Faculty have an obligation to hold all classes scheduled, particularly prior to the Indigenous People's Day Weekend, the Thanksgiving Break, and March Spring Break. In addition, faculty need to hold a final examination or an alternative academic experience during their regularly scheduled exam times as posted by the Registrar.

A faculty member who is called to serve on jury duty must notify the department chair and the school dean at the time he/she receives the call to serve. Discussion will occur to determine the impact of such service on one's assigned responsibilities. If it is deemed that the absence of the faculty member will have a negative impact on the unit and result in a "hardship", the College will seek to gain a delay in jury service for that faculty member. This policy is particularly relevant for "grand jury" service that currently entails 10:00 a.m. to 2:00 p.m. three days a week with a three-month commitment.

Students are encouraged to work with the Career Center as early as their first year. The experienced staff members are committed to student learning and development and offer a variety of opportunities for students and alumni to reach their professional goals. Services are available to students and alumni. Both the PrideNET portal and the [Career Center website](#) profile a plethora of employment and career development materials and resources for all learners and alumni. Counselors work to assist individuals with identifying career options, exploring career-related engaged learning opportunities, enhancing job searching skills, preparing for admission into graduate school, recognizing employment opportunities, and networking opportunities. Faculty can connect with the Career Center to collaborate by calling (413) 748-3222 or via email: career@springfield.edu.

In accordance with the mission of Springfield College the mission of the Career Center is to educate, inspire, and empower students and alumni to effectively make well-informed career decisions. The Career Center promotes an atmosphere where students are actively engaged in

career explorations that lead to employment and post-graduation opportunities and enhance lifelong learning. The center is committed to providing comprehensive resources, programs, and counseling that foster professionalism and meaningful learning experiences that enable students to function successfully in a global society.

School and Department Meetings: Schools and Departments hold regularly scheduled meetings for the purposes of communication, discussion, and action on school, department and College issues. Faculty are expected to attend all regularly scheduled department meetings. Adjunct faculty and teaching assistants are invited to attend regularly scheduled school and department meetings.

Class Schedules: Class schedules and classroom assignments for the regular academic year are established by the Registrar. No change of class time or location of class meetings is authorized without the approval of the Registrar.

Book Orders: Faculty are expected to submit book orders prior to each semester and summer school. Several methods exist to submit book orders or adoptions to the bookstore. Information about book orders is distributed to faculty via email. Questions can be directed to the bookstore by emailing 0551txt@follett.com or calling (413-748-3598). Book adoptions can be completed online at https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=551&langId=en_US.

Book orders must be submitted by the due date to ensure availability at the beginning of the semester. Please order carefully as there is a strict return policy with some publishing companies.

Springfield College Weather Notification

College Closing, Cancellation, or Delay of Classes

When there is a closing or delay due to inclement weather, information will be posted at:

<https://springfield.edu/department-of-public-safety/inclement-weather-notification>

Springfield College wishes to keep safe its community members during periods of inclement weather. This page will provide updates regarding weather-related class and event cancellations and office closings before and during inclement weather occurrences.

In the event that inclement weather presents a risk to members of the College community, the Senior Vice President for Finance and Administration, in consultation with the President, Executive Director of Public Safety/Chief of Police, the Director of Facilities Management, and others as appropriate, will make a determination on whether to cancel or delay classes and/or to close certain offices and campus services. The essential factor in the decision will be the safety of our students, staff, faculty, and visitors.

For the Department of Social Work: If the College has established closure or delay for the main campus, the same plan applies to classes held at the Brennan Center on 45 Island Pond Rd., Springfield, Mass. Students and faculty should consult the 'Forms of Notification' listed below

for information about classes held on Saturdays and Sundays at the Brennan Center and on Saturdays and Sundays at St. Vincent Hospital, Worcester, Mass.

Typically, determination on whether a closing, cancellation, or delayed opening is necessary will be made by 6 a.m. with notifications in place by 6:15 a.m. Broadcast media usually post the information shortly after that. Please keep in mind, however, that every situation is unique.

When a snowstorm or other weather event occurs during the workday, updated information regarding cancellation of the remainder of day classes, evening classes, and campus activities will be posted on the weather emergency notification page during the day.

Regional Campus Information

For regional students, faculty, and staff: Closures, cancellations, or delays specific to one or several regional campuses are posted on **individual campus home pages**.

Main Campus (Springfield, Mass.) Notifications

When inclement weather necessitates that the main campus of Springfield College close, cancel, or delay events, the College undertakes the following forms of notification:

- The Springfield College Weather Emergency Notification page
- The Springfield College RAVE Alert notification system (text and email)
- The Springfield College website
- The Springfield College internal website, [PrideNET](#)
- [Facebook](#)
- [Twitter](#)
- [Instagram Stories](#)
- [Snapchat](#)
- Local television -- WWLP-NBC TV 22, WGGB-ABC TV 40, WSHM-CBS TV 3, WGGB-FOX TV 6, and WVIT-NBC Connecticut

Athletic Events

The cancellation of athletic events will be determined by the Director of Athletics. The determination is made independently of a decision about classes. The safety of students, staff, and faculty will be factored into all decisions regarding travel.

Classroom Safety Issues: Please ensure that the back door emergency exit in your classroom is not blocked. It would be helpful to check the exit doors of your classroom every time you start to teach. Prior to the start of each class, remove chairs or tables blocking the doors. Fire drills and building evacuations are conducted periodically on campus. You are expected to know the evacuation route from your classroom. At the beginning of each new class session/semester, please take a moment to note the locations of the exits in the rooms and nearest exit from the building for your students. Faculty who have questions about evacuation routes should contact Facilities Management or Public Safety.

Please respond quickly to the fire alarm, and, in an orderly fashion, move your students and yourself out of the building to a location away from the building. Insure that all students who were in class are with you prior to going back in the building or dismissing them, as the case may

be. Please do not allow anyone from your class to re-enter the building until after a campus authority, has given an all clear for the location. A copy of the College's *Emergency Procedures Manual* is posted in each classroom. In addition, a copy will be posted to the college web site with links on the Public Safety, Facilities, Human Resources, Communications, Residence Life, Faculty, and Student Life web sites, directing interested parties to the information. Print copies will be supplied to all of the locations listed above, and upon an email request to the Public Safety Office.

SC ALERT: SC Alert is where the College sends emergency notifications to your mobile or smart phones and e-mail addresses.

Safety continues to be the highest priority of Springfield College. The College has contracted with the emergency notification system company Rave Mobile Safety to provide the service, which enables students, faculty, and staff to be notified via text message, email, or phone call in the event of an emergency or a security alert.

The system enhances and improves the College's existing campus communications to effectively send time-sensitive information—wherever you are. SC ALERT will be used only for emergency contact purposes. SC ALERT will not be used to distribute advertising or other unsolicited content and will not be used to communicate routine notifications.

Subscribers to SC ALERT will pay no fees for the service, other than any regular fees associated with text messaging services by your provider. Springfield College has already signed you up for SC Alert. Manage your account and update your current SC Alert contact information at <https://www.getrave.com/login/springfieldcollege>.

Examinations/Examination Schedule/Term Papers: Each faculty member is responsible for determining the nature and content of mid-term and final examinations, subject to departmental regulations. Students are entitled to know at least a week in advance that an examination is scheduled during the semester. Students are entitled to know at the beginning of the course the weight which the faculty member will give to examinations, term papers, the final examination and other assignments in determining the final course grade. With the exception of final exams which are allowed a two-hour block, exams given during class time in the semester should be designed so that they can be completed within the standard class meeting time.

Final Examinations: The Registrar is responsible for preparing and announcing the Final Examination Schedule. No change may be made in this schedule to the date, hour, or location unless authorized by the Registrar. Any such change should be reported to the Department Chairperson and the Dean. Final examinations in the form of a written test are not mandatory. Faculty are expected to meet with their classes during scheduled final examination periods. If you do not expect to administer a final examination during the scheduled time, faculty must meet with their class during the exam period and plan an appropriate alternate learning experience for students. If you will not be participating in coursework with students at a scheduled final examination time and place, please inform the Dean in advance of the reason(s). **Failure of some faculty to meet with classes during final examination periods "shortchanges" students and disadvantages faculty who do meet their obligations.** Any student requesting a change in the time announced for an examination due to exceptional circumstances may be referred to the Vice President for Student Affairs or Dean of Students for verification, if so warranted. It is recommended that the week before the final examination period be kept free from tests.

Reporting Grades: Grade rosters are available throughout the semester via PrideNet. Both midterm and final grades are entered via PrideNet according to dates designated by the Registrar during the course of each semester. Due dates for grades are important as grade information is available to students immediately upon grades being entered by faculty. Grades are generally due within seventy-two hours after the last class meeting or the final exam, whichever comes later. Any grades not submitted by the due date will be posted as "NR" (not reported), and Deans and Department Chairs will be notified by the Registrar's Office. Any student questioning a posted final grade will be directed to the respective faculty member. Please adhere to the following grading guidelines:

1. A grade **must** be issued to each student listed on the grade roster
2. If a student's name does not appear on the list, the student must see the Registrar before an official grade can be issued.
3. Valid letter grades that may be given by the instructor as appropriate are: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I.
4. Instructors **may not** issue grades of 'W' (Withdrawn) or 'X' (Audit). The 'W' grade will be printed on the grade roster, grade report and transcript if the student is officially withdrawn from the class between the third and twelfth week of class. The 'X' notation will be printed on the grade roster, grade report and transcript if the student registered to audit the course or changed to an audit status between the third and twelfth week of class.
5. An instructor may give a grade of incomplete following a student's request in situations where incapacitating illness or exceptional circumstances beyond the control of the student prevent the student from completing course requirements as determined at the sole discretion of the instructor. A student must complete the incomplete work and have a valid grade entered by the instructor no later than the last day of classes subsequent to the term in which the "I" was received. All work must be completed prior to graduation. A contract for incomplete grades **must** be completed by the faculty member and submitted to the Registrar's Office within five days after the submission of on-line grade entry. A copy of this contract will remain with the student, the instructor, the registrar, and the academic department offering the course. If the student does not meet the conditions of the contract for the completion of the incomplete by the time specified or prior to graduation, the registrar will automatically change the 'I' grade to an 'F' grade or an alternate grade designated by the instructor that is based on the work completed.
6. The College's Extra Credit Policy indicates that extra credit opportunities, if offered, must be offered to all students in the class. No extra credit can be awarded after the class has been completed.

Academic Progress ~ Mid Semester Grades: During the 7th week of the semester (approximate), faculty must submit mid-semester grades for all undergraduate students. (See academic calendar for actual dates.) These mid-semester grades are submitted on-line through PrideNet according to dates posted by the Registrar's Office in accordance with the Academic Calendar. The same grading guidelines apply to the entry of mid-semester grades as listed for final grades with the following exceptions:

1. A grade of 'I' should not be entered as a mid-semester grade.
2. For students who are failing at mid-semester due to non-attendance, a grade of 'FN' should be entered.
3. Although graduate mid-semester grades are not required for graduate students, they may be entered at the discretion of the instructor. An exception to this is that any graduate student deemed to be failing at mid-semester due to non-attendance should have a grade of 'FN' entered.

Attendance Tracking

In accordance with Federal financial aid regulations, the College is required to track, and report on as necessary, students who are registered, but not attending or actively engaged, in classes. In addition, we need to be made aware of students who may be attending classes but are not registered.

To address these issues in an efficient and effective manner, the College utilizes an

Attendance Tracking feature in PrideNET which allows faculty to access their class list and notate each student's attendance status. Attendance Tracking takes place at the end of the add/drop period in each semester (fall, spring and summer). Based on feedback from faculty, the Registrar's Office will maintain the data, communicate to students and report to Financial Aid as necessary.

Faculty are notified by the Registrar's Office via email regarding the beginning of the Attendance Tracking data entry period. Faculty are required to report attendance using the following steps:

- Logon to PrideNET via the College Web site.
- Select the "My Profile" Tab
- In the left hand column, select the "My Attendance" tab.
- A "My Attendance" screen will appear displaying a link to each of the courses for which you are listed as the instructor.
- When you click on the link for a class, the screen will display a default of today's date and a link to "Enter Attendance".

- When you click on “Enter Attendance”, a screen will appear displaying the selected class list including the student’s ID and Name. The grade column will be blank unless the student has withdrawn from the course. You do not need to report attendance for students who have withdrawn from your course.
- Note that the “Enter Attendance” defaults to a status of “Attending”. For each student on the roster who has been attending regularly, open the drop down box and click on the appropriate status. Clicking on the arrow next to “Attending” will display a drop down box that includes options of “Stopped Attending” (Student has attended at least one class but is longer attending) and “Never Attended”.
- When you have completed your entries, click on the “Submit Attendance” link at the bottom of the page.
- Upon clicking the “Submit Attendance” link, an email, noting an “Attendance Warning” will be sent from you, the instructor, to any student noted as “Irregular Attendance” or “Never Attended” providing them with direction to speak to you or take the necessary steps to withdraw from the course. In addition, an email will be sent to the student’s advisor so that steps may be taken to assist students academically as necessary.

At this checkpoint, the Registrar’s Office will also ask for any updated information on students who are attending classes but still are not appearing on a faculty member’s official class list.

In addition, all faculty will be required to submit midterm grades for all undergraduate students during the 6th - 7th week of the semester. There will be a special grade in effect for midterm grading, denoted as 'FN'. This grade will be used to identify students who are failing due to nonattendance. This will allow the Registrar's office to extract information on students who are registered but not attending and communicate and report as necessary.

Faculty will be required to report midterm grades on graduate students who are not attending or not actively engaged in a registered course by reporting a midterm grade of 'FN'.

Enrollment Status

In compliance with Federal Financial Aid regulations and present reporting practices, Springfield College only counts courses toward enrollment for a student in a term if the courses are actively registered or billed for that term. A student is not considered to be actively enrolled if their only connection with the College in a given term is working on an incomplete course or project that was carried forward from a prior term, typically, but not limited to, practicums, fieldwork and internships. Those courses also do not count toward enrollment status (full time/part time) if a student is actively enrolled in other course(s) during that term. Students with concerns about their financial aid, student loan deferments, etc. should be directed to the Financial Aid office to discuss what options may be available to them. Students who withdraw from a course after the add/drop period will lose access to the course Brightspace page.

Course Information File: A file of all accepted and proposed courses, with correct titles and numbers, semester hour credits, and prerequisites is maintained in the Office of the Registrar upon approval by the Undergraduate Academic Affairs Committee, the Graduate Academic Affairs Committee and the Vice President for Academic Affairs.

Commencement Policy

Degrees are conferred three times per calendar year, once at the annual in person commencement ceremony following spring semester and again following both the summer and fall academic terms. All students must complete a Degree Application and submit it to the Registrar's Office in order to participate in the commencement ceremony. The College reserves the right to prohibit a student from participating in the commencement ceremony in the event that any disciplinary proceedings have been or are being commenced against the student.

Eligibility to participate in Commencement Ceremony

Undergraduate Students

Undergraduate students who complete degree requirements during the prior December or are scheduled to complete in the spring semester are eligible to participate in the commencement ceremony in May. Students who plan on completing in August are eligible to participate in the commencement ceremony only if they are within 12 credits of completion and have a minimum GPA of 2.0. If a student needs to complete more than 12 credits, on an exceptional basis, the student may petition for Permission to March Early.*

Graduate Students

Graduate students who have completed requirements for a Master's degree, Doctoral degree, or Certificate of Advanced Graduate Study during the spring semester or the previous summer or fall sessions are eligible to participate in the annual May commencement ceremony. Graduate students must have successfully defended their thesis, dissertation, capstone project, or independent study in programs where such requirements exist and be registered for any remaining requirements in the subsequent summer term are eligible to participate in the commencement ceremony. Graduate students who have successfully defended their thesis, dissertation or independent study, but are not registered for remaining requirements in the subsequent summer term, will need to complete a Permission to March Early Request*, documenting their plan for completion. The form will be distributed by the Office of the Registrar and must be signed by the student, the student's academic advisor, and program director / department chair, and approved by the Associate Vice President for Academic Affairs.

*For students who have been granted permission to march at commencement, the conferral of the degree will occur at the end of the academic term in which all degree requirements are completed.

Notwithstanding the foregoing and the successful completion of all academic requirements, a student may not be entitled to participate in commencement exercises and/or receive a diploma if he/she is involved in any disciplinary proceedings, and is sanctioned as such.

Transcripts: An official copy of a student's Permanent Record at Springfield College will be released only upon written request of the student. A student desiring to have a transcript mailed must file a transcript request form with the Office of the Registrar. Transcripts may also

be ordered through the National Student Clearinghouse, accessible from the Registrar's Office home page, heading Transcripts and Diplomas. Transcripts will be issued only for students whose financial obligations to the College have been met. For academic advisement purposes, a faculty member can get access a student's permanent record by logging onto PrideNet.

Transportation of Classes: The educational benefit of off-campus offerings, trips, observations or other academically sound experiences is acknowledged and encouraged. The group travel motor vehicle fleet is managed by the Transportation Coordinator and is overseen by the Department of Public Safety. The Transportation Coordinator is responsible for scheduling and maintaining a vehicle pool of College-owned vehicles and supplementing the pool, when necessary, by arranging services with an authorized commercial rental agency. Vehicle safety is the responsibility of every driver. All drivers of vehicles are expected to follow the rules and procedures established by the Transportation Committee and to abide by all campus regulations and all local, state, and federal laws.

Vehicles are available for use by faculty, staff, and students in order to facilitate official academic, athletic, and student life activities. Personal use is not allowed. The vehicles are for official College business only. Official College business includes community service transportation, academic class trips/projects/needs, authorized student groups, and intercollegiate athletics. A driver's safety program is provided by the Department of Public Safety. All drivers must contact the Department of Public Safety and complete all required paperwork and driver history forms prior to attending the Defensive Driving Program. Completion of this program is mandatory for all faculty, staff, students, or volunteers who operate any college owned, rented or leased passenger vehicles.

Policies governing student transportation to such off-campus experiences are as follows:

1. When seeking transportation, all vehicles should be requested through the Office of Transportation (Group Travel) by filing an online Transportation Request Form. Any questions regarding a request should be directed to the Transportation Coordinator at ext. 5553 or e-mail at transportation@springfieldcollege.edu
2. In arranging for transportation for large groups to one location, the use of student owned and/or operated vehicles is not encouraged. The recommended means of transportation is by way of public carriers (buses) to insure professional equipment, operation and insurance coverage for the entire group.
3. Vans are available for transportation of smaller groups (usually less than 14 people total). College vans may only be driven by individuals authorized to drive by the College in accordance with the Transportation Policy.
4. When the course or course-related experience involves small groups or transportation to several different locations, the legal responsibility for transportation must rest with the individual providing the transportation. That is, the driver and/or owner of the vehicle is obligated to assume all responsibility for his or her actions related to transportation.

Whenever possible, the use of Springfield College vehicles is encouraged.

Research Supervision: Faculty members may be called upon to supervise student research projects (dissertations, theses, projects, and guided individual studies.) The College requires the use of APA format for thesis and dissertations. Duties and responsibilities of dissertation and thesis committee chairpersons are also available in the Office of the Associate Vice President for Academic Affairs.

Institutional Review Board: The Institutional Review Board is chaired by the Associate Vice President for Academic Affairs and exists to ensure the protection of human subjects in research studies. All Springfield College personnel (faculty, students under faculty supervision, and administrators) who conduct research studies under Springfield College auspices utilizing human subjects must apply to the IRB for approval to conduct the study. Policy statements and applications are available in the Office of the Coordinator of Student Research.

Student Opinion Questionnaire:

The college will collect student evaluations of adjunct faculty teaching using a course evaluation provider, IOTA 360. The Office of Institutional Research will coordinate the administration process, which will be conducted online and accessible to faculty and students in Brightspace. Faculty and students will be notified via e-mail when the course evaluation period opens, approximately two weeks prior to the last day of classes. The course evaluation system will be open for two weeks and will close prior to the final exam period. Faculty members should encourage their students to complete the evaluations during class time and will be able to monitor the student response rates of their courses during the evaluation period via the IOTA system. Reports will be available to faculty within two weeks after the semester has ended.

Section III

ACADEMIC POLICIES

ACADEMIC POLICIES:

Academic life at Springfield College is governed by a series of policies and regulations that ensure consistency and permit fairness to all students. These policies are under the auspices of the Office of Academic Affairs and are managed by the Office of the Registrar. Questions regarding an academic policy should be directed to the Office of the Registrar. The Office of the Registrar is located on the First Floor in the Administration Building and is also responsible for preparing class schedules and room assignments, assisting in the student enrollment process, compiling and maintaining grade reports and records, maintaining and issuing student transcripts, and certifying and/or verifying both enrollment and degree statuses for various stakeholders.

[Academic policies](#) and course descriptions are subject to change and enrolled students are bound by the language within the current academic year's catalog. As such, students should always review this language within the most current catalog so they are making decisions and/or taking actions from up-to-date information.

Separately, students are bound to the degree requirements listed within the catalog from the year in which they entered the College for the duration of their program. Students who did not enter the College this academic year can use the online repository of Springfield College Catalogs to review their degree requirements in the appropriate catalog.

- [Academic Classifications](#)
- [Academic Credit](#)
- [Academic Grievance Policy \(Grade Appeal\)](#)
- [Academic Honesty and Integrity](#)
- [Academic Load](#)
- [Academic Progress - Graduate](#)
- [Academic Progress - Undergraduate](#)
- [Adding and Dropping Courses](#)
- [Auditing a Course](#)
- [Cancellation of Classes](#)
- [Catalog Year](#)
- [Change of Major](#)
- [Class Attendance](#)
- [College Consortium Agreements](#)
- [Continuous Registration](#)

- [Course Registration](#)
- [Course Withdrawal](#)
- [Credit Overload](#)

- [Cross Registration for courses between Regional Campuses, Online, and Main Campus](#)
- [Dean's List](#)
- [Exiting the College](#)
- [Fresh Start Policy](#)
- [Grade Change](#)
- [Grading and Grade Point Average Computation](#)
- [Graduate Credits taken as an Undergraduate](#)
- [Graduation and Commencement Eligibility](#)
- [Incomplete and Credit Pending Grades](#)
- [Late Registration](#)
- [Masters Along the Way](#)
- [Non-Matriculated Students](#)
- [Pass-Fail Grading](#)
- [Posthumous Degree](#)
- [Prior Learning Assessment - Graduate](#)
- [Prior Learning Assessment - Undergraduate](#)
- [Repeating a Course](#)
- [Residency Credit Requirement](#)
- [Second Bachelor's Degree](#)
- [Study Abroad](#)
- [Transcript of Academic Work](#)
- [Transfer Credit – Graduate](#)
- [Transfer Credit - Undergraduate](#)

Also included in this section of the *Faculty Handbook* are College policies and procedures that are an important part of the responsibilities for faculty members:

- Policy for Meeting Federal Credit Hour Guidelines
- Internship Guidelines
- Springfield College Best Practices and Expectations for Online Teaching
- Confidentiality of Student Records
- External Funding for Research at Springfield College
- Copyright Policy

- Seal and Logo Policy

Policy for Meeting Federal Credit Hour Standards
Adopted May 2, 2012

Federal Credit Hour Definition:

The U.S. Department of Education has created a series of new regulations for institutions that wish to retain their title IV financial aid eligibility. One regulation requires that institutions develop and adopt guidelines to ensure that all courses offered by the institution meet newly stated federal credit hour regulations. The federal regulation defines the credit hour as follows:

“A). Credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1). One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or:

2). At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

As part of their regular review of institutions, accreditation agencies will be responsible for ensuring that such institutional policies exist and that they are used to ensure that the institution’s award of credit meets these standards.

Credit hour Equivalencies for Different Teaching Formats:

In the new federal definition of the credit hour, the formula is quite specific in determining the numbers of hours of direct instruction required plus the hours of student work needed beyond direct instructional hours in order to earn academic credit.

Converting the new definition into a table, the hours required are:

Number of Credits per Course	Hours of Direct Faculty Instruction	Hours of Student Work in Addition to Direct Instruction	Total Instructional Hours
One credit	15 hours	30 hours	45 hours
Two credits	30 hours	60 hours	90 hours
Three credits	45 hours	90 hours	135 hours
Four credits	60 hours	120 hours	180 hours

Springfield College recognizes and adheres to these Federal Guidelines. In doing so, faculty members are expected to adhere to the following guidelines on contact hours for the following types of course formats:

Web-Supported Classes, i.e. traditional classes:

These are the traditional, face-to-face classes where the full credit hour equivalent is achieved through faculty-student class meetings (1 hour per week per credit) and out of class assignments completed by students (2 hours per week per credit). These classes are offered in a traditional classroom format and D2L Brightspace is used as part of the course pedagogy to increase student engagement, to provide students with convenient access to digital course materials, and to enhance interaction among students. In a web-supported instructional format, the faculty member should not replace regularly scheduled class meetings with faculty-student interaction within D2L Brightspace. On the rare occasions when a faculty member must cancel class due to illness, they must still follow the *Faculty Handbook* policy indicating that they should not cancel a class without the prior notification and approval of their Chair/Dean. On some occasions, but only if approved by the Chair/Dean, the faculty member may be able to replace class meeting time with activities that provide direct faculty-student interaction using D2L Brightspace.

Web-Enhanced Classes:

These are classes where the full credit hour equivalent is achieved through faculty-student interactions that occur through a combination of a specific number of regular class meetings and a specific quantity of faculty-student interactions completed via D2L Brightspace. Currently, in Regional, Online and Continuing Education, the 8 hour class meeting times on 4 weekends per term provides 32 hours of direct faculty-student interaction, with the balance of the hours required for each 3 credit course provided via a series of School defined learning activities appropriate for students within the school. In similar fashion, any program that proposes to move to a web-enhanced format would need to document in their proposal how the required direct faculty instructional hours would be completed through a combination of a defined number of regular class meetings and specifically identified hours that would be completed via appropriate D2L Brightspace activities. Individual faculty members who are providing instruction in a web-enhanced program will teach in the format approved for that program.

Online Classes:

These are classes where the full credit hour equivalent is achieved through faculty student interactions that occur via D2L Brightspace. Online courses can only be offered with the approval of the Chair/Dean by faculty members who have completed specialized training and received certification as an online instructor. Faculty members teaching an online course will document how the direct faculty instructional hours required to meet federal guidelines would be provided. In addition, any program that proposes to provide more than 50% of the program requirements online must be approved by the NEASC in advance and must show evidence that all necessary academic, administrative and student services support for students can be provided via the College's portal system.

Identifying Direct Faculty Instructional Activities:

The key element in the credit hour definitions is the requirement that a full 15 hours of direct faculty instruction is required for each credit hour regardless of how that instruction is provided to the student. Work done by the student on their own by reading assigned materials or completing course projects with other students does not qualify as faculty instructional time. So, while these types of activities are necessary, and should provide a full 30 hours of student learning activities for each credit hour of the course, faculty members should be clear about the D2L Brightspace activities needed to replace an hour of class time with an hour of "D2L Brightspace time".

The table below shows how standard assignments for students completed with D2L Brightspace would be classified in terms of the credit hour definition. The table is by no means meant to reflect the only options available. You will notice two key distinctions between the types of activities in the different columns. First to be considered to be direct faculty instruction, the activities should be related directly to the objectives of the course, should have some direct oversight or mediation by the faculty member and should in some form be equivalent to the types of instructional activities conducted in the classroom. Second, direct faculty instruction may not be considered to be focused on time that the student spends accomplishing homework assignments or other tasks.

Direct Faculty Instruction	Out of Class Student Work
Providing direct faculty instruction using Zoom or other conferencing tools	Completion of reading assignments in hard copy or via D2L Brightspace resources
Facilitating group discussions using Zoom or other conferencing tools.	Watching video or you tube clips embedded in D2L Brightspace course
Using forums to provide direct guided or mediated discussion of course materials. Forum discussions should be instructor facilitated and have specific expectations for student participation	Studying for exams or quizzes
Using collaborative tools to work with student groups on project, for example, creating blogs or Wikis.	Writing papers or submitting assignments to the instructor
One on one student conferences scheduled for Zoom conference calls, text or email discussions	Working in student teams on class projects

Other Teaching Formats:

While regularly scheduled classes at the College will be taught in one of the formats described above, there are special situations where there may be more flexibility in meeting credit hour requirements. These situations include:

- *Independent Study Classes:*
 These are classes where the student is expected to engage in a unique independent learning/research experience, although one still guided by the instructor to ensure the student meets the educational objectives and expected outcomes of the course. To maintain the academic integrity of these courses, the student is expected to complete a similar number of total instructional hours per credit hour, as defined above. Due to the nature of these experiences, the instructor will have the flexibility and discretion to negotiate the specific format and hours of direct contact, in a manner appropriate for the project or experience.

- *Courses by Arrangement (CBA):*
 By definition, these are classes that exist to fulfill a unique and individualized student need in exceptional circumstances and are not to be standard offerings. To maintain the academic integrity of these courses, the student is expected to complete the total number of instructional hours per credit hour, as defined above. As for independent studies, flexibility is needed in CBA courses in terms of the ratio of direct faculty contact hours to total instructional hours. However, instructors

are expected to meet regularly with the student throughout the semester/term to ensure he/she meets the course educational objectives and expected student outcomes. Faculty members may achieve this balance by following the guidelines for a web-enhanced format of instruction. Students may not register for CBA courses after the normal add/drop period.

Guidelines for Internships and Field Experiences at Springfield College Approved February 20, 2015

Introduction:

The new Federal Credit Hour requirements make it clear that each institution must have a consistent way of awarding academic credit for both classroom based and experiential learning experiences. Springfield College has adopted such guidelines for classroom based courses, identifying 15 hours of direct faculty instruction and 30 hours of additional student work for a total of 45 instructional hours as the basis for each credit hour awarded to a student in “regular” classes, (see page 104 of the *Faculty Handbook*). The federal guidelines indicate that these same standards must also be applied to non-classroom experiences, so that students completing an internship or fieldwork experience complete at least an equivalent amount of work in order to receive equivalent academic credit.

A number of specialized fieldwork experiences at the College already follow guidelines for the award of credit, faculty supervision and faculty workload that are mandated by a Council for Higher Education Accreditation recognized accreditor or by a state agency, (e.g. student teaching practica; clinical fieldwork in accredited programs, etc.). These guidelines are not intended to supersede those accreditors, who are also required to meet federal credit hour policies and utilize a Clinical rather than an Internship Affiliation Agreement. Instead, these guidelines are designed to provide guidance for students and faculty in non-clinical programs where there are not such recognized external standards. The guidelines describe how the College’s existing credit hour policy should be implemented in the c

Because these guidelines are designed to apply to experiences in a variety of disciplines, they have been informed by the position statement on internships developed by the National Association of Colleges and Employers to ensure that an experience is educational in nature by meeting the following standards:

- The experience must be an extension of the classroom and provide a learning experience that provides for applying knowledge gained in the classroom. It must not be simply to advance the operations of the employer or be work that a regular employee would routinely perform.
- The skills and knowledge learned by the student during the experience must be transferable to other employment situations and/or employers.
- There are clearly defined learning objectives/goals for the internship related to the professional goals of the student’s academic program.
- There is clear supervision of the student by a professional with expertise and educational and/or professional background in the field of the experience.
- There is routine feedback by the experienced supervisor.
- There are resources, equipment and facilities provided by the host employer that support the student’s learning objectives and goals.

Based on these standards and the College’s Policy for Meeting Federal Credit Hour Standards, internships and field experiences should meet the following guidelines:

Award of Credit Hours:

Recognizing that institutions cannot award credit simply for hours worked, students completing internships and field experiences can only earn academic credit if their experience meets the following guidelines:

- The student's participation in the experience must be pre-approved by their faculty supervisor; students in some programs may need to meet certain eligibility requirements to participate;
- The internship or fieldwork site must be pre-approved by either the sponsoring Department or by the Career Center; some sites may not be appropriate;
- Internship experiences completed for 1-3 credit hours will require the student, at minimum, to complete regular reports to the faculty supervisor, and a final assignment that requires critical thinking and reflection; evaluations from the on-site supervisor will also be required and considered as part of the student's evaluation;
- Internship experiences completed for more than 3 credit hours must meet the requirements outlined above, and include a substantial additional course assignments as designed by the departments that is completed on site and is evaluated by both the faculty member and the on-site supervisor;
- The credit hours earned for the internship or fieldwork experience will depend on the academic work completed (see above) and the completion of adequate time on site. For each credit hour awarded, the student must complete a minimum of 45 hours on site or on campus working with their faculty supervisor on work related to the internship.
- Students must register for the internship and complete the entire internship experience during the semester for which they registered. Summer session internships require summer registration and cannot be included as part of the student's fall or spring course load if the internship work will be completed during the summer session.

Approved Internship Sites:

Students seeking to complete an internship or fieldwork experience may only complete this academic work at an approved internship or fieldwork site. Approved sites will:

- Meet the standards of the College as expressed in the College's Internship Affiliation Agreement, (see Faculty Resources section in PrideNet). If a site will not agree to these standards, students should not be placed at that site without the written agreement of the VPAA.
- Ensure that there is a specific on-site supervisor who will be responsible for ensuring that the student's experience meets the educational goals determined by the faculty supervisor and will provide feedback to the faculty member as part of the evaluation of the student's work.
- Be described and listed in materials available to students in their departments and be on file with the Career Center.

Faculty Supervision:

Faculty members who are supervising an internship or fieldwork experience for students should ensure that:

- Students are adequately prepared for the internship experience including career preparation seminars provided by the Career Center as necessary, and a clear understanding of the faculty member's expectation for the student's learning experience while on-site.

- Faculty members should carefully monitor the student’s learning experience. For internship or fieldwork placements of 1-3 credits, the faculty member will require students to submit weekly reports. For internship or fieldwork placements of over 3 credits, a site visit will be made, or such a meeting will be done in other ways, i.e. via remote access technology.
- Faculty supervisors should be sure to contact the site supervisor no later than the second week of the semester to ensure there is good communication between them during the student’s learning experience. The faculty supervisor will make regular contact with the site supervisor throughout the internship to ensure that the student is having a successful experience and will document these contacts appropriately, recognizing that such records are considered educational records under FERPA standards and they are subject to subpoena.
- The faculty member should remove a student from a site at any sign that the student is experiencing unsafe conditions or if the learning experience promised by the site is not being provided. Student interns should not be used by a site as unpaid employees.
- Workload considerations for faculty members supervising internships will depend on the number of students being supervised/credit hours and finalized with the chairperson/campus director and the School Dean to ensure workload equity. As a general guideline, a faculty member who is assigned to supervise 30-60 student-semester hours will receive 3 workload credits for this assignment (equivalent to 10-20 students in a 3 SH course). Faculty members supervising individual students will receive payment for supervision using the pay scale previously established for Adjunct/Overload Payments.

Springfield College Best Practices and Expectations for Online Teaching

Springfield College online programs will provide greater access to our academic programs. It is important that our programs utilize best practices in online learning and optimize cutting-edge technologies to create a personalized Springfield College educational experience in the online environment. Online courses and programs will have the same level of quality as our on-campus course offerings, will meet the same learning outcomes, and will support the College’s mission and philosophy of spirit, mind, and body.

Faculty who teach online are expected to follow faculty expectations as defined in the faculty handbook and in the Guidelines and Policies for Online Teaching. The following guidelines reflect best practices in online teaching. As a course instructor or facilitator, it is expected that you will demonstrate these practices in your online courses.

Establish a welcoming and inviting online environment:

- Provide a warm welcome to the course. A welcome announcement helps with orientation and creates a positive online environment critical to online course success. It is highly recommended that you create a welcome video so that students can put a “face to a name”.
- Include a faculty bio/introduction which includes your credentials and other relevant information about yourself, as well as your contact information, office hour availability, and your anticipated turnaround time for student inquiries.
- Foster community building and interaction by providing an introductory forum and icebreaker in the first lesson.
- Provide a reasonable amount of online text in your course LMS pages, trying to balance the need to share information with the awareness that students will not necessarily read everything

if the amount of text is overwhelming. Consider using print textbooks, audio lectures, slides, videos, pictures and other ways to convey information in addition to online text.

- Consider sharing the “netiquette” guidelines provided by the Center for Excellence in Teaching, Learning, and Scholarship. These guidelines clarify expectations in terms of online communication and collaborations standards. Remember that some students will not have had much online experience, so sharing these guidelines at the beginning of the course will help to minimize the potential for miscommunication or conflict during the semester.

Establish an engaged online presence:

- Log in to your course learning management system (LMS) and check your email regularly and on an established schedule, keeping in mind that many online learners are balancing academics with work and family obligations, and appreciate opportunities for communication outside of traditional academic hours. Online expectations suggest that all instructors log in to their courses at least four days each week.
- Provide clear information about what students can expect from you during the semester. Let them know how to reach you, when you are available, how you engage in course discussions and other activities, and when to expect feedback on assignments.
- Let your students and your department chair know if you will be unable to log into your course for several days or more (e.g., during professional travel). In cases of personal emergency that require you to be away from your course, notify students and your department chair as soon as possible.
- Consider finding coverage for your online course if you are going to be out of contact with students for more than a couple of days, especially if they will be working on assignments while you are gone.

Provide timely responses to students:

- Aim to provide a response to student inquiries within 24 hours. If you cannot provide a detailed response within 24 hours, it can be helpful to send the student a brief response letting them know when you’ll be able to respond fully.
- Communicate to your students, in advance, when you will grade and return all assignments and exams.
- Provide students with grades and feedback in an accessible format. Use of the LMS gradebook is strongly encouraged.
- Provide timely and meaningful feedback on student work using clear and concise language. Your feedback is the most personal contact many students will have with you, so making the feedback meaningful and informative will help students stay connected with the course.
- Ensure that you are consistently involved in any online discussions. This may include providing timely responses to questions, providing encouragement, initiating new discussion topics, and identifying students who might need additional assistance. Whether the instructor makes a few or many comments, students need to feel the continual presence of the instructor in the online classroom and discussion.

- Monitor assignment submissions and contact individual students about missed deadlines. This is best accomplished via a private email to students who have missed assignments.

Provide clear course structure and guidelines:

- Let your students know what technology they must have in place to effectively participate in your online courses. Make sure that your expectations are aligned with those of the program you are teaching in.
- Follow the established course start and end dates. The course LMS page should be complete and available to students at the start of the preview period before the first week of the semester.
- Clearly state expectations, including grading assignment expectations. Instructors should make all expectations very concise and clear. Expectations should be posted well in advance and in a highly visible location (syllabus, announcement, with assignments, etc.), and reiterated as needed.
- Where appropriate, provide grading rubrics where points or guidelines for assignments are clearly stated. Expectations for online discussions, assignments, participation and other assessments should be clearly stated so every student knows what is expected.
- Post weekly (or more frequent) announcements and updates, including reminders of any upcoming due dates or important course or college information.

Springfield College Policy Pertaining to Confidentiality of Students Records / Annual Notice to Students Regarding Education Records:

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Springfield College ("School") receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The School official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the School official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the School to amend a record should write the School official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the School decides not to amend the record as requested, the School will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the School discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes

disclosure without consent.

The School discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A School official is a person employed by the School in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A School official also may include a volunteer or contractor outside of the School who performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another School official in performing his or her tasks. A School official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the School.

Upon request, the School also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the School to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining the prior written consent of the student:

- To other School officials, including teachers, within the School whom the School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the

enforcement of, or compliance with, Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

Directory Information: At its discretion, the School may provide directory information in accordance with the provisions of FERPA to include, but is not limited to:

- Student's Name
- Address
- Telephone Listing

- Electronic Mail Address
- Photograph
- Date and Place of Birth
- Major Field of Study
- Grade Level
- Enrollment Status
- Dates of Attendance
- Participation in Officially recognized Activities and Sports
- Weight and Height of Members of Athletic Teams
- Degrees, Honors and Awards Received
- Most Recent Educational Agency or Institution Attended

Students wishing to withhold this information from public disclosure must complete a "Request To Withhold Directory Information Form" with the Registrar's Office within the first two weeks of the start of the fall semester.

Additional Resources: The FERPA regulations referenced above are available here: <https://www.ecfr.gov/cgi-bin/text-idx?rgn=div5&node=34:1.1.1.1.33>

Copyright Policy: Copyright is a very complicated issue. It is a form of legal protection for authors of original works and intellectual products. Historically, the well known symbol © designated copyrighted materials. However, this traditional symbol does not need to be placed in a work for copyright protection. Section 106 of the U.S. Copyright Act of 1976 gives the creator of the material copyright and exclusive right to do and to authorize others to do the following:

1. *Reproduce* copies of the work.
2. *Prepare derivative works* based on the copyrighted work.
3. *Distribute* copies of the work by sale, rental, lease, or lending.
4. *Publicly perform* the work (if it is a literary, musical, dramatic, or choreographic work or pantomime, motion picture, or audiovisual work).
5. *Publicly display* the work (if it is a literary, musical, dramatic, choreographic, sculptural, graphic, or pictorial work - including the individual images of a film - or a pantomime).

The copyright owner retains these rights, however there are circumstances when works can be used without permission. The Fair Use limitations to the copyright are those that are most applicable to faculty at Springfield College.

Fair Use: The Doctrine of Fair Use, embedded in section 107 of the Copyright Act of 1976, is designed to balance the needs of scholars and students with those holding the copyright by mitigating the rights of copyright ownership. However, what constitutes fair use is expressed in the form of guidelines rather than explicit rules. Examples of fair use include use for personal reasons, quotations, criticisms, parodies, news reporting clips, spontaneous classroom use, scholarship, and research. There are four factors that are used to determine fair use:

1. The *purpose and character* of the use, including whether the copied material will be for nonprofit, educational, or commercial use.
2. The *nature* of the copyrighted work, with special consideration given to the distinction between a creative work and an informational work. For example, photocopies made of a newspaper or newsmagazine column are more likely to fall within fair use than copies made of a musical score or a short story. Duplication of material originally developed for classroom consumption is less likely to be a fair use than is the duplication of materials prepared for public consumption. For example, a teacher who photocopies a workbook page or a textbook chapter is depriving the copyright owner of profits more directly than if copying one page from the daily paper.
3. The amount, substantiality, or portion used in relation to the copyrighted work as a whole. This factor requires consideration of 1) the proportion of the larger work that is copied and used, and 2) the significance of the copied portion.
4. The effect of the use on the potential market of the copyrighted work. This factor is regarded as the most critical one in determining fair use; and it serves as the basic principle from which the other three factors are derived and to which they are related. If the reproduction of a copyrighted work reduces the potential market and sales and, therefore, the potential profits of the copyright owner that use is unlikely to be found a fair use.

If there is any question about whether a situation is covered by fair use, it is always best to obtain permission from the copyright holder. Not understanding the copyright law is not a legal defense under fair use. There are several departments on campus that can assist faculty in this area including the Print Shop, Media Services, Information Technology Services (ITS), the Center for Excellence in Teaching, Learning, and Scholarship (CETLS), and Library Services. and the Library.

Digital arena: The copyright law most familiar to faculty, staff, and students is the law related to print materials established by the 1976 copyright law. More recently this law has been supplemented by laws designed for issues that have arisen in the digital arena. The ease of digital reproduction has greatly complicated the issue of copyright. The Digital Millennium Copyright Law of 1998 and the TEACH Act of 2002 have added to the complexity of complying with copyright law. In fact, it is not unfair to say that the technology which allows digital reproduction is evolving much faster than the U.S. Congress can pass laws.

Digital Millennium Copyright Act of 1998

This law makes it a crime to circumvent any anti-piracy measures built into commercial software. It outlaws the manufacture, sale, or distribution of code-cracking devices used to illegally copy software. It does provide some exemptions for nonprofit libraries, archives, and educational institutions from anti-circumvention provisions under certain circumstances. The Digital Millennium Copyright Act (DMCA) limits internet service providers from copyright infringement liability for simply transmitting information over the Internet. It does, however, require them to remove material from websites that appears to constitute copyright infringement. In addition, the DMCA heightens the penalties for copyright infringement on the internet but limits liability of nonprofit institutions of higher education - when they serve as online service providers and under certain circumstances - for copyright infringement by faculty members or graduate students.

TEACH Act of 2002

The TEACH Act sets forth conditions under which government bodies and accredited nonprofit educational institutions can use copyrighted works in distance education courses conducted over the Internet. The act contains a variety of procedural safeguards to ensure that the interests of the copyright owners are not harmed. For example, e-reserves and course management systems require a limitation to small portions of copyrighted works such as a single article or chapter. This is not to be used as a substitute to purchase of materials and requires that these items be accessible only to registered students in the class. Additionally, these digital materials must be taken down at the end of each term.

Copyright Compliance: Springfield College participates in a variety of contractual arrangements that require licensing fees to copyright owners in exchange for the use of their content. Faculty are expected to be aware of and in compliance with these as they relate to copyright law.

Additionally, the following notice should be posted at all public photocopiers, printers, computers, digital recorders, scanners, etc., that are used to make copies in an unsupervised setting:

The Copyright Law of the United States (title 17, U.S.C.) governs the making of photocopies or other reproductions of copyrighted material.

Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopying or reproduction is not to be “used for any purpose other than private study, scholarship, or research.” If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of “fair use,” that user may be liable for copyright infringement.

The College reserves the right to refuse to accept a copying order if, in its judgment, fulfilling of the order would involve violation of copyright law.

“Notice: Making copies may be subject to copyright law.”

Logo and Seal Use:

Springfield College, the Springfield College seal, and the Springfield College logo are registered with the U.S. Patent and Trademark Office and may not be used or reproduced without permission. Springfield College owns and controls the use of its logos, insignias, seal, symbols, service marks, trade names, depictions of campus buildings used commercially, and other trademarks, including Athletics trademarks, collectively called “trademarks,” which are associated with the College and/or any of its campuses, whether registered or not. The use of any College trademark must be reviewed and approved by the Office of Marketing to ensure College-wide consistency and appropriate usage.

Email Signature Guidelines

Springfield College continues to possess a strong reputation as an institution of high academic standing. Our brand is credible and secure. Consistent email signatures throughout departments and programs across the campus are an important way to promote a strong organization. They assist in ensuring that all email on behalf of Springfield College meets professional standards, provides relevant information to support the institution, and is consistent with the College brand.

Email signatures should reflect a professional and consistent appearance for conducting college business through email.

Guidelines

The following guidelines should be followed for official college email signatures from your @springfield.edu email account.

- The use of personal or favorite quotes or epigraphs in email signatures is inappropriate in a professional setting. Please reserve those for your personal email accounts. The professional electronic signature is comparable to a business card or letterhead. A quote has the unfortunate potential of causing confusion with external audiences assuming a particular statement represents the College's official slogan and mission.
- Any images, photos, or social media icons within the email signature can come across as attachments and add to the complexities of downloading a recipient's email and appear chaotic. It is one reason why it is not recommended to include the College's logo in your email signature. You may continue to use such items provided they are related to official Springfield College communications and believed to be essential.
- If you have a specific campaign or event, such as a prospective student open house, or giving day, where you'd like to drive traffic by placing information below your signature, please contact the Office of Communications for proper guidelines and to ensure consistency of messages.

Creating Your Signature

The Office of Communications and the Office of Information Technology Systems provide the template below for faculty and staff to use in their Springfield College email accounts. You may clip and paste the template below into your signature email settings and then change it to include your specific information and save it there.

To create your signature, open your College email account. Click on the settings (gear wheel) icon near the upper right of the screen, and then click on the word "settings." On that page, scroll down to the "Signature:" heading. Select the signature box, and paste the template inside the box. Change the information to include your details, then click "save changes" at the bottom of the page to save your signature. To set up signatures through your mobile phone, please [contact the Office of Marketing at marketing@springfield.edu](#) for assistance. Thank you for helping us maintain our professional and consistent brand.

Sample Email Signature

Full Name | Full Title

Springfield College
Office of (Name of Office)

263 Alden Street
Springfield, MA 01109

springfield.edu | p: (413) 555-5555
example@springfield.edu

Disruptive Behavior Policy

Disruptive behavior is prohibited in the classroom or during any other educational and/or extracurricular experience, including both in-person and online formats. Disruptive behavior includes conduct that undermines the integrity of the learning or extracurricular space, and significantly interferes with or obstructs teaching and/or learning processes. Civil expression of disagreement, or expression of views opposing those of the course instructor and peers are not considered disruptive behavior.

The course instructor or presenter is authorized to establish norms and other parameters for students' behavior and participation during the course or other educational and/or extracurricular experiences. The Academic Success Center's Disability & Accessibility Services may determine that a reasonable accommodation/modification of the instructor's norms and parameters is required for a student with a disability. Behaviors related to disability, including the use of assistive technology or any other accommodations and/or modifications, are not considered disruptive. Determinations are made on an individualized, case-by-case basis, following the standard disability accommodation request process, and will be communicated to faculty formally through an accommodation letter. Accommodations are not meant to excuse disruptive behavior, but to facilitate meaningful participation for the student with a disability in the course. Students with disabilities will be held to the same behavioral standards as their peers when concerns arise that appear unrelated to their disability.

If a student, acting individually or in concert, disrupts or attempts to disrupt a class session or any other educational and/or extracurricular experience, the course instructor or presenter is authorized to follow several options, depending on the severity and/or frequency of the offending behavior (see graphic below). If any of the following scenarios occur, faculty should submit a [Students of Concern](#) report so that the appropriate campus office such as the Counseling Center and/or Academic Success Center's Disability & Accessibility Services may follow up to provide additional support and services to the student.

If the student is removed from class for disruptive behavior with or without the assistance of public safety, the instructor must notify their supervisor (Chair, Dean, or Director) that a student has been asked to leave a class. The Chair/Dean/Director will organize a reparative meeting with the instructor and student to determine appropriate steps for the student to reenter the class. The instructor should check in with the rest of the class impacted by the situation in a way they deem appropriate. AVPAA, Dean, and/or Chair may be involved as needed.

Additionally, in the case of severe and/or frequent disruptive behavior, the applicable academic Dean or the Associate Vice President for Academic Affairs (AVPAA) may, upon request from the course instructor, temporarily remove the student(s) from the class or educational experiences pending action guided by the College's academic policies or adjudication based on the Student Code of Conduct.

In event of an immediate threat in which behavior is aggressive and/or violent:

the instructor will ask all students to remove themselves from the situation and will call Public Safety.

threatening behavior includes but is not limited to: use of weapons, violence or threats, aggression

For non-immediate threats or other disruptive behaviors:

the instructor will request that the student discontinue disruptive behavior and will attempt to resolve the disruptive situation, if safe and possible.

If behavior continues:

the instructor may ask the student to leave the classroom.

the instructor must notify their supervisor and submit a *Student of Concern* report when a student has been asked to leave.

Intervention (optional):

Faculty may attempt to work through intervention strategies within their level of skill and comfort to de-escalate the situation as appropriate



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