

Bentley University Adjunct Information and Resource Guide

July 2021

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Dear Adjunct Faculty Member:

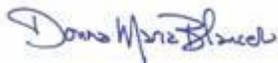
I am delighted to welcome you to Bentley University. This booklet serves as an introduction to the Bentley community and outlines some important resources that you may find useful as you begin your work with students.

I invite you to reach out to my office, and to utilize the many other resources highlighted in the book, whenever you have questions or concerns. Your department chair, the academic coordinator for your department, course coordinators, and the Bentley website will be great resources for you, as well.

I strive to promote a culture of excellence, particularly within the Division of Academic Affairs, and I welcome your feedback regarding this booklet. I truly hope that my colleagues and I are able to equip you with the appropriate information and resources to ensure a smooth and successful transition to campus.

Please know that our adjunct faculty are valuable members of the Bentley community, and I believe in your capacity to provide the best possible experience for our students. I hope that you will find your time at Bentley to be supportive and rewarding, both personally and professionally.

Cordially,



Donna Maria Blancero, PhD
Provost & VP of Academic Affairs
Bentley University
Pronouns: She/Her/Hers
[781-891-2357](tel:781-891-2357) office
[714-206-6412](tel:714-206-6412) mobile

Starting Out

Paperwork

By this point, you have probably already filled out all the necessary paperwork through Human Resources and now have access to e-mail, Workday, the Blackboard course management system, and other resources. If you have any questions about paperwork or have not filled out the requisite forms, please stop by Human Resources in Rauch Administration Center 201 or call them at 781-891-3427.

Important Online Systems and Other Start-up Tasks

Office 365: Bentley uses Office 365 for email and many other cloud-based functions, including SharePoint, where your department may store helpful information and documents for you to access. For information on what Office 365 is and how you can use it, please visit the IT Help Desk on the lower level of the Library, or: <https://www.bentley.edu/offices/it/office-365>. For specific information on how to set up your email through Office 365, you can also visit: <https://www.bentley.edu/offices/it/office-365-outlook-email-and-calendar>.

It is especially important that you regularly check your Bentley email account through Office 365. Your students, peers and administrators will expect to communicate with you through your Bentley email. If you prefer to automatically forward your Bentley email to an account you check more frequently, please do so. Instructions on how to do that, as well as many other email-related activities, can be found here: <https://www.bentley.edu/offices/it/outlook-email-and-calendar-fags>.

Microsoft multi-factor authentication (MFA) Sign-In:

When off campus or accessing Workday, you will be automatically prompted to register and install Microsoft MFA. If you are on campus when you are transitioned and connected to the Bentley network via eduroam wireless or a wired connection, you will not be prompted to register for Microsoft MFA until you leave campus or you login to Workday.

If you encounter any issues during the transition, please contact the Help Desk or refer to the following [knowledge article](#). Until you successfully register for Microsoft MFA, you may not have access to Bentley resources like Workday, Office365, Blackboard, Zoom and ServiceNow.

Please refer to this [knowledge article](#) that includes instructions on how to connect to the Bentley VPN using Microsoft MFA.

Feel free to contact the IT Help Desk if you have any questions or concerns. The Bentley University IT Department will never ask you for your password, and you should never provide it to anyone.

Workday: Workday is the site Bentley uses for most administrative activities. Students use Workday to register for and change classes, check their student accounts, and view their grades. As a faculty member, some of the ways in which you may use Workday include obtaining updated class lists and entering final grades. Pay stubs and tax information are also available through Workday. It is important to become familiar with Workday as soon as you can.

You can sign into Workday through the MyBentley landing page: <https://my.bentley.edu/>. Once logged into Workday, you can access payroll information by clicking on the “Pay” button. For teaching information, such as class lists and entering grades, click on “Teaching and Advising” button.

Parking Registration: Parking decals are required to park in all Bentley University parking lots. Parking decals are issued free of charge by the Card Office, located in the Bentley University Police Station. Bring your valid vehicle registration and a form of ID to the Card Office to get your parking decal and Bentley ID. Check the website www.bentley.edu/offices/university-police/card-office for hours during which the office is open. (If you are unable to come to the Card Office during regular business hours, please call 781-891-2292 to make arrangements.) Be sure to bring your valid driver's license and valid motor vehicle registration.

Special parking permits for people with physical disabilities, supported by medical documentation, must be obtained through the City of Waltham or the Registry of Motor Vehicles; contact University Police (781-891-2201) for details.

Identification Card: When you pick up your parking decal at the Card Office, you can also obtain your Bentley ID card. You need your ID card to borrow materials from the library, use the athletic facilities, make photocopies, etc. Identification cards, coded with appropriate security information, will also enable you to enter buildings during the times when they are normally locked. The Card Office is generally open 8:00 a.m. to 4:00 p.m., Monday through Friday during the school year but has extended hours during the first two weeks of the fall semester. However, it is open for shorter periods during the summer. Check the website www.bentley.edu/offices/university-police/card-office for hours during which the office is open.

Blackboard: Blackboard is a learning management system that provides web-based course sites. For each course you teach at Bentley, a course site is already set up enabling you to post course-related materials including your syllabus, lecture notes, worksheets, assignment instructions, etc. The site also allows you to communicate with students via announcements and email, to provide students with online collaborative tools, and to collect and grade online assignments and tests. Bentley students will expect to find your syllabus and other basic course information on Blackboard before the start of classes.

Go <https://blackboard.bentley.edu> to log in and access your course sites. Although students registered in your courses are automatically enrolled in your Blackboard site, please note that students do not have access to the site until you make it available, so every semester, you must

change the availability setting inside each course site. To make your site available, go to your course and click “Course Management” in the left-hand menu; Select “Customization” and then click “yes” for “Make Your Course Available.”

The Academic Technology Center (ATC) offers regular workshops on how to use Blackboard, and help is provided on the Blackboard website. You may also call the ATC at 781-891-3421 for individual assistance. For more information on what ATC is and how it can help you teach at Bentley, see page 11 of this resource booklet.

Contracts: The Business Service Center issues faculty contracts, handles special projects payments, and is a great overall resource for faculty. Contact Brinda Sood for questions: (781) 891-2966; Lindsay hall 21K.

Adjunct Senate Representative: Since fall 2011, the adjunct faculty have elected a representative to serve on the Faculty Senate. Currently, this representative is Thomas Finn. Feel free to reach out to him at tfinn@bentley.edu if you have any questions or concerns. He will also be able to provide you with information regarding the Bentley adjunct union.

Adjunct Union: Bentley adjuncts are represented by the Service Workers International Union (SEIU) with respect to their wages and working conditions. All adjuncts, except those in Finance, Accountancy, and Law, Taxation and Financial Planning, are required to join the union and pay dues or to pay an equivalent agency fee. For more information about the Union, including to see a copy of the Union contract with Bentley, please contact Ruth Moskowitz, rmoskowitz@seiu509.org and Rachel McCleery (McCleery@seiu509.org).

Bentley is party to a Collective Bargaining Agreement (CBA) with the adjunct faculty elected union, Service Employees International Union Local 509. The CBA governs the terms and conditions of employment of adjunct faculty covered by the agreement.

The CBA includes a clause that requires adjunct faculty, as a condition of continued employment, to either: (1) become a union member and pay dues; or (2) pay an agency fee without becoming a member. This requirement does not apply to adjunct faculty who teach in (a) Accountancy, (b) Finance, or (c) Law, Taxation and Financial Planning, although faculty in those departments may voluntarily join the union. Adjunct faculty covered by the agreement may pay dues or agency fees by authorizing the University to deduct the amounts from their monthly paycheck.

Adjunct faculty and University administrators are encouraged to read and understand the CBA, which can be accessed electronically here: https://drive.google.com/drive/folders/1zBhfSk85oswmjY1cei5GNxYml_7TGo5s. Hard copies can be provided by a union steward. Terms and conditions of employment include course assignments, compensation, and evaluations.

Adjunct faculty with questions may contact the Adjunct Faculty Senator, Tom Finn (tfinn@bentley.edu), or the union. A list of current union stewards and contact information for them as well as for union staff can be found at <https://www.seiu509.org/members/higher-education/bentley-university/>.

Benefits for Adjuncts: A description of benefits available to adjuncts can be found on Page 25, under Appendix A of this resource guide.

In addition to those benefits outlined in Appendix A, adjunct faculty are eligible to apply for grants of up to \$2,500 through the Faculty Development Fund administered by the Faculty Affairs Committee (FAC) and for Professional Development grants of up to \$1,000 per year and are administered through the Deans. Information on the application processes for FAC grants are sent through Bentley email several times each year. For information on Professional Development grants, speak with your department chair.

Other Useful Resources

Client Services: Client Services offers a variety of services and resources for Bentley adjunct faculty. Client Services will assist you with connecting your personal computers to network resources, setting up your personal device(s) with Bentley e-mail and mapping your shared Bentley drives. Discounted software is available through OntheHub. Accounts are created by submitting a request to the HelpDesk.

Adjunct faculty are strongly encouraged to contact the HelpDesk with any University-related technology questions. If we cannot answer your question, we will direct you to the appropriate department. Contact Client Services via phone at (781) 891-2854, e-mail helpdesk@bentley.edu or visit them at the lower level of the Library or through their website: www.bentley.edu/offices/it/client-services.

Information Desk: The Information Desk provides information about campus, the Bentley Shuttle, and local areas such as Waltham Center and Harvard Square. Discount movie tickets are sold for both AMC Theaters and Showcase Cinemas.

Location: Student Center 330

Phone: 781-891-2255

Shuttle Service: Bentley provides two free shuttle bus services: the Harvard Shuttle and the B-Line. The Harvard Shuttle runs between North Campus, Central Campus, South Campus, Waverly Square (Belmont Bus Station), and Harvard Square (connection to MBTA Red Line). A Bentley ID is needed to board the bus. The B-Line runs around Bentley University, connecting the south, central, and north campuses. For shuttle schedules and more information, go to www.bentley.edu/offices/shuttle-parking-safety/shuttle-routes-and-schedules.

Photocopying: There are copy machines available in multiple locations throughout campus, including Adamian Academic Center, all floors of Morison, and the lower level of the Library. These machines provide photocopy, print, and scanning options. A department access code is required for use and may be obtained from your department academic coordinator.

Machines are located in the following rooms:

Adamian 068, 231
Morison 103, 149, 219 (hallway), 331
Library 017

Faculty Lounges: The main Faculty Lounge is located on the third floor of LaCava, just past the Faculty Dining Room. Use your Bentley ID to swipe the keypad to the right of the door to unlock it. The Faculty Lounge has comfortable furniture and complimentary coffee, tea and pastries. Another small faculty service area is located on the third floor of Morison Hall; complimentary coffee, tea and cocoa is available there. Note: Your department may also supply complimentary coffee, tea and cocoa.

Dining Facilities: As a Bentley employee, you are able to utilize all of the university's dining facilities. The facilities available on the upper campus near the Library and the classroom buildings include the Faculty Dining Room on the third floor of the LaCava Campus Center, the Food Court and Express Station in the Food Court on the ground floor of the LaCava Campus Center, and the Deloitte Café, featuring Einstein Bros. Bagels, in the Bentley Library. A Dunkin' Donuts is located in the Student Center along with other facilities which are available in the Student Center and the Dana Center. The hours for all of these facilities, which change depending on the season, can be found on the MyBentley landing page; go to "Dining Info" near the top right-side of the page between to "Campus Map" and "Library".

Faculty and staff have the ability to deposit money into their Falcon Funds account through Workday from on or off campus and all faculty and staff Falcon Funds purchases are given a 10% discount. Simply log into Workday and click on the "Benefits" button; under "External Links" select "Falcon Funds." **Note that transactions take up to 10 minutes for Falcon Funds balances to be updated. If you would like to use cash or check to purchase Falcon Funds, you will need to go to the Card Office in the University Police office to make the deposit.*

Meeting Space: If you have not been assigned an office by your department academic coordinator, or if you need to meet with students at a time when your office is being used by another faculty member, you may reserve a meeting room or classroom online if one is available by going to <https://bentley.emscloudservice.com/web>. If you have any difficulty with the room reservation process, ask your departmental academic coordinator for help or contact the Conference Center at x2273. Among the rooms that can be reserved are six small conference rooms, plus a lounge, on the basement level of LaCava, behind the Lower Café. Although you may reserve one of these rooms using the EMS system, you may also find one

vacant. To access these rooms, you must have your Bentley ID to swipe into the keypad to the right of the main door.

On Campus Events: Throughout the year, various offices and organizations sponsor workshops, speaker series, and other events. These are generally announced via Bentley Email and may also be listed at <http://events.bentley.edu/>. Many of these events are held during the twice-weekly activity period and are open to the entire Bentley community. You can also find an academic calendar at the above events website.

Class-Related Policies and Information

Academic Calendar and Attendance Expectations

The start, end, and withdrawal dates for Bentley classes, official holidays, and final exam periods are set out in the Academic Calendar published by the Registrar's office and found at www.bentley.edu/offices/registrar/dates-and-deadlines. In order to ensure that Bentley remains in compliance with federally mandated credit hour policies, classes must be held in all the periods scheduled in the Academic Calendar and last through the end of the semester. Students are expected to attend all class meetings; there is no "cut allowance." Students who will be absent from class for an extended period of time (one week or longer) because of an emergency situation should immediately contact the Office of the Dean of Student Affairs, Student Health Services, or Counseling and Student Development for assistance. Students, whether registered in the course or not, must start attending full semester classes no later than the first meeting of the second week of classes. A student who has not attended by the first class meeting of the second week will need faculty and department chair approval to enter the class. *Instructors retain the right to deny admission to a course to any student who wishes to enroll after the first week of classes.*

After the second week, students may not register for a course, and may not start attending classes, including those classes for which they are already registered. All instructors must report missing students as "no-shows" to the Registrar at the end of the second week of classes. You can do this through the "verify participation" process in Workday.

Exceptions can be made only in the following cases:

- The student has been attending one section of a course but needs to switch to another section.
- The student has been mistakenly placed in the wrong course and needs to be reassigned.

In such cases the exception will be made by the chair of the relevant department on a case-by-case basis. Because your department chair may have access to information that you do not, please do not make an exception yourself.

For intensive courses, a student who has missed the pre-session meeting must, prior to the first class meeting, get the instructor's permission to attend. Students who are not present at the start of the first class may not attend thereafter.

Grading

At the end of the semester, you will enter final grades in Workday using alphabetical grades, listed below (alongside their numerical equivalents). Near the end of the semester, you will receive an e-mail from the Registrar informing you of the procedures for entering grades and grade submission deadlines. *To ensure grades are submitted properly, it is important for you to follow these procedures and adhere to the deadlines.*

Alphabetical Grade	Numerical Grade
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	below 60

Students are required to earn a passing grade of at least D- in each course.

Incomplete Grades: As a general rule, all coursework must be completed by the end of the semester in which the course is offered. An incomplete grade may be granted to a student, at the discretion of the faculty member, as an accommodation for unforeseen and extraordinary circumstances. It is a temporary designation issued when required work that can be made up is not completed by the end of the semester or term. It is the student's responsibility to work with the faculty member to clear the incomplete grade.

An incomplete grade issued in the fall or winter session terms must be completed no later than March 30 of the subsequent spring semester. An incomplete grade issued in the spring or summer term must be completed no later than November 15 of the subsequent fall semester. Faculty members have the discretion to require outstanding coursework to be submitted earlier than the deadlines stated above.

An incomplete grade not completed within the required period will automatically convert to an 'F'. A faculty member may, at his or her discretion, extend the completion deadline for a student by notifying the Office of the Registrar in writing. A faculty member cannot extend the deadline beyond one year of the issuance of the incomplete grade without permission from the Associate Provost for Undergraduate Education.

When issuing an incomplete grade, a faculty member is expected to adhere to the following practices:

- Discuss the remaining course requirements with the student prior to the completion of the semester. If a student does not or cannot contact the faculty member prior to the end of the semester, an "F" is the appropriate grade; if warranted, this grade can be changed to an "I" at a later date.
- Follow up with the student in writing (e-mail, letter, and faculty designed form) detailing the outstanding requirements, the deadline for the completion of the work, and any additional information pertinent to the completion of the course.
- In order to avoid issues concerning the nature and scope of the outstanding requirements, the faculty member should keep a copy of the communication detailing the work necessary to complete the course requirements and retain this communication consistent with the [Faculty Manual](#) policy on grading.

There are circumstances in which an incomplete grade is considered inappropriate. For example, an incomplete grade should not be issued in the following situations:

- If the student must attend and repeat most of the course in the next semester.
- If the student stopped attending class and did not contact the faculty member.
- To provide a grade in the system when the final grading of the course has not been completed by the grading deadline. If a faculty member is not able to submit grades by the deadline, he or she should contact the Registrar. When a grade designation is required, the faculty member, Registrar, and Department Chair will coordinate such designation.
- To allow the student the opportunity to complete additional work or improve upon previously completed requirements after the semester has ended, when this opportunity was not available to all students during the semester.

These guidelines are not designed to cover every circumstance. *Faculty members are encouraged to seek guidance from their Department Chair or the Registrar when questions arise.* When assigning an incomplete grade via Workday, faculty must provide a reason why the incomplete grade must be given and a date by which the student must submit outstanding work. This is accomplished by a page that will appear when an incomplete grade is entered.

Pass/Fail Option and Grades: As Bentley attracts more highly qualified students and offers a greater range of challenging courses, the pass/fail option has become a way for interested students to risk taking elective courses that are intellectually challenging without jeopardizing

their GPA. Sophomores, juniors, and seniors may use the pass-fail option for one course, with some limits to which courses are eligible, in their curriculum.

Students bear the responsibility for understanding and adhering to all the policies related to using the pass/fail option. Students must submit a form requesting the Pass/Fail option to the Registrar prior to the end of the add/drop period. No faculty member or department chair can waive this deadline. Faculty will submit the regular Bentley grade that will be converted by the Registrar's office.

An academic department may submit a request to the Registrar that a particular course be excluded from the Pass/Fail option. Exclusions will be noted with "not eligible for P/F" along with course prerequisites on the on-line course listings and in the registration booklet. If a course is excluded from the Pass/Fail option, it must apply to every section of the course.

Grade Disputes: *Clear grading expectations and policies outlined in your syllabus along with regular communication with students about their progress in your class will help prevent grade disputes.* Every attempt should be made to preserve confidentiality for all involved in the process. At any point during the process, the student may terminate the process and accept the original course grade. The Bentley University administration, including deans, has no authority to change course grades. The procedures for handling grade disputes, outlined more completely in the Faculty Manual and Student Handbook, are summarized in Appendix B of this document.

Repeating a Course: In rare cases, you may have a student in your class who is repeating the course. In order to repeat a course, the student must have received permission from either the department chair or the Registrar. If you have any question about whether a student has received this permission, please see your department chair.

Academic Integrity

The Academic Integrity System was developed jointly by students, faculty, and administration and endorsed by the Bentley community in 2004. The system requires faculty members to deal directly with cases of academic dishonesty that occur in the courses they teach. Suspected violations of academic integrity may be identified by faculty, other university officials, or students.

At the beginning of each course, every faculty member is encouraged to define clearly the expectations and procedures for academic work in the course, including guidelines for citing sources in written work, for collaborating and/or receiving outside assistance on homework and other assignments, and so on. The faculty member is encouraged to provide academic integrity guidelines in writing in the syllabus and in assignments, and to facilitate a brief class discussion to explain how the Honor Code and the Academic Integrity System relate to issues of ethical and moral behavior in the particular field or discipline.

More information on the Bentley Academic Integrity System can be found in Appendix C and on the Academic Integrity Blackboard site on which all students and faculty are enrolled. If you have any questions or concerns regarding a particular situation, please contact Professor Chris Beneke, Associate Professor of History, who serves as the Academic Integrity Director. Contact Information is 781-891-2844 or GA_AcademicIntegrity@bentley.edu. More information about the systems is available at <http://www.bentley.edu/centers/alliance/academic-integrity>

Student Evaluation of Teaching (SETs)

Before the end of each semester, students are asked to complete an online SET form for each course in which they are enrolled. The Registrar notifies the faculty when these evaluations are available, and provides instructions to students regarding how they can complete the SETs. The SETs include questions about how well the instructor facilitates learning and student interaction, which are reported for all courses and course sections and are available on-line to the community. SETs also include a separate set of developmental questions (what students like the most or the least about the class, etc.); answers to these questions are only available to the individual instructor. SET reports are not available until several weeks after grades have been submitted. The text of the SETs is contained on Page 41 under Appendix D of this resource guide.

Managing Student Behavior

In the classroom, students and faculty are expected to adhere to the Bentley Core Values, which include caring, collaboration, diversity, honesty, impact, learning, and respect. All students are required to comply with a request of a faculty member to ceasing behavior that disrupts the learning environment. Sometimes, however, students are unaware of the impact that their behavior has on the classroom environment. Preventive measures that have proved useful in managing the rare instances of disruptive behavior have included:

- Creating a “contract” regarding general expectations as part of your syllabus that students are made aware of during their first class
- Informing students of the behaviors that are unacceptable in your class
- Reminding students that complying with a faculty request is a Bentley Policy, as stated in the student handbook.

If you have concerns about the behavior of any student in your class, please inform your department chair. Other information and resources related to managing student behavior provided by the Office of the Dean of Student Affairs can be found in Appendix E.

Technology in the classroom: Most Bentley students have laptops and many of them are accustomed to using them in class. However, you may set your own policy regarding the use of laptops and other technologies in class. If you are teaching an evening course, you should be

aware that we have a small adult part-time population who, for the most part, work full-time and are juggling work, family, and school. These students may be less likely to have laptops.

Resources and Centers to Support Your Work in the Classroom

Bentley provides a large number of resources for faculty and students through the Academic Technology Center (ATC), our Library, the Offices of Academic Services for undergraduates, the Office of Graduate Student and Academic Services for graduate students, and our Learning Centers. Please feel free to avail yourself of these resources and the help that their staff can offer as well as to refer your students to them.

The Academic Technology Center (ATC)

The ATC can help you with all pedagogical technology we use here at Bentley. ATC staff offer regular workshops for faculty on topics such as Blackboard, Web 2.0 and software collaboration tools, plagiarism detection and prevention, using Smartboard technology in the classroom, and statistical and qualitative research tools. The ATC also provides classroom presentation technologies and video production and streaming services, as well as support for Bentley's online learning program and various learning labs on campus. Go to <http://atc.bentley.edu> for available resources, ATC staff contacts, and a schedule of workshops, or watch your e-mail for the monthly schedules.

Location: Adamian Academic Center 168

Phone: 781-891-3421

The Bentley Library

The Bentley Library provides space for individual and group study, print and online resources for research, and books, audiobooks and DVDs for recreational reading and viewing as well as classroom use. Library staff members are available to assist faculty with the following services:

- Circulation
- Reserves
- Interlibrary loan
- Research assistance
- Classroom instruction
- Selection of materials for research interests and curriculum development

The library's Web site is <http://library.bentley.edu>.

New books, audiobooks on CD, OverDrive downloadable e-books/e-audiobooks, and DVDs are posted monthly to the library's web page:

<http://library.bentley.edu/research/newmaterials.asp>

Searching for Materials

The library's online catalog, available at <http://library.bentley.edu>, provides basic and advanced search interfaces. Items that can be searched and displayed via the catalog include books, audiobooks and journal articles in both print and electronic formats, DVDs, government documents, and streaming films. Electronic journals containing full text articles may also be searched using the Journals Finder database located on the library's home page.

Using Online Databases - <http://library.bentley.edu/research/databasesaz.asp>

The library's databases feature full-text articles and specialized content including information on countries, companies, industries, economies, and demographics. Databases may be searched from any computer on campus, and most can be used off campus by entering your Bentley University email address and network password where requested. If you encounter a problem while searching the library's databases, please contact the Reference Desk at 781.891.2300 or send an email to refdesk@bentley.edu.

Using Streaming Films

The library offers academic and feature streaming films via the Films on Demand, Kanopy, and Swank Motion Pictures databases. These may be accessed directly via links on the library's Databases A-Z or Databases by Subject pages. Films may be viewed for personal use and/or embedded in a Blackboard course page.

Borrowing Print Materials

Library materials may be borrowed according to the Borrowing Policies section of this Resource booklet. Reference titles and issues of periodicals and journals are generally restricted to library use, but faculty may borrow items for short periods of time on a case-by-case basis. If you wish to borrow these materials, please contact the Reference Desk at 781.891.2300 or send an email to refdesk@bentley.edu.

Library Services to Faculty

Reference Assistance –

http://library.bentley.edu/services/faculty.asp#faculty/research_help.html

Reference service is available during most library hours and is available in person at the Reference Desk, or via email, phone, or chat. Contact the Reference Desk or your library liaison (see below) for help with these and other aspects of academic work:

- Planning a research strategy
- Selecting the most relevant online databases for research
- Searching databases and the Web
- Searching the online catalog for books, films and audiobooks
- Locating books and journals at other libraries

Reference librarians have created a variety of library research guides, designed to help researchers locate print and online sources that are most relevant to their information needs.

Research guides are available for curricular subjects, popular topics and specific classes. The collection may be viewed at <http://libguides.bentley.edu> .

Library Liaisons

Every academic department is served by a reference librarian who acts as a liaison. Liaisons are available for assistance with research questions and/or projects, and can assist with selecting and navigating databases.

Liaisons are also responsible for selecting and purchasing books, DVDs, journals, and online resources within their subject specialties for the library's collection. Faculty may suggest specific titles for purchase by contacting their departmental liaison at:

http://library.bentley.edu/services/faculty.asp#faculty/subject_liasons.html.

Library Instruction

The Reference Department maintains an active library instruction program available to all faculty members for their classes. Instruction may be arranged at the convenience of the instructor for small groups or entire classes. Classes are usually taught in the library's Research Instruction Center located on the lower level of the Library. Faculty members requesting library instruction should contact the Reference Department at least two weeks in advance to ensure room and staff availability. More information may be found here:

<http://library.bentley.edu/services/faculty.asp#faculty/research-instruction-classes.html>.

Interlibrary Loan – <http://library.bentley.edu/research/interlibraryloan.asp>

Faculty may request books, articles, and other materials that are not owned by the Bentley Library through Interlibrary Loan (ILL). All interlibrary loan requests must be placed online using ILLiad, the InterLibrary Loan internet accessible database, which is used worldwide. This service is free to the Bentley community and fills thousands of requests for books, journal articles, and other materials every year.

Course Reserves

Library Services staff members are available to assist faculty in placing items on course reserve. Reserve material can either be library-owned or personal copies of physical items kept in the reserve stacks for student access, or digitized material posted to your Blackboard site. All submitted requests will undergo a thorough evaluation to determine copyright compliance. For detailed information on submission procedures and guidelines, please visit our faculty course reserves page - <http://library.bentley.edu/research/coursereserves.asp>

Borrowing Policies

Your Bentley ID acts as your library card. You must bring your Bentley ID with you to borrow materials from the circulating collection and those that have been placed on reserve at the Library Services desk. Your Bentley ID is also used when you want to print using the Library's networked printers. With your Bentley ID you are also able to access your library account online. Your library account lists all of the materials currently on loan to you and allows you to renew materials, place holds on materials you would like to borrow, and save catalog searches for future reference.

Borrowing privileges for faculty vary depending on the type of item borrowed. Items can be recalled for use by another patron after it has been checked out for three weeks. In this situation a notice is sent to the current borrower requesting its return, and alerting the borrower to a new shortened due date; a prompt return is appreciated, and a fine will be assessed if the item is not returned by the new due date.

For more information on the types of items you can borrow and how long you have them out, please visit:

http://library.bentley.edu/services/faculty.asp#faculty/loan_periods_and_overdue_fines.html

Additional Borrowing and Visiting Privileges

Faculty may use the Brandeis University borrowing card to check out material from the Brandeis Library. The borrowing cards are circulated through the Library Services Desk. Find more information on borrowing privileges from other libraries here

<http://library.bentley.edu/research/borrowingprivileges.asp>

Library Facilities

Library Hours

Library hours vary during the semester, during breaks and holidays, and during final exam times. Hours may be viewed on the library's homepage.

Group Study Rooms

The library provides 24 state-of-the-art collaborative study spaces, which may be reserved online in advance or on an impromptu basis via touchscreens mounted outside each room. Designed to support the need for collaboration in a business university, 19 rooms feature large-screen LCD displays which automatically switch between room PCs and student laptops. Phones for conference calls are available for 2-hour loan at the Library Services desk for use in the study rooms. *Group study room use is reserved for current Bentley students ONLY.*

Periodical and Newspaper Browsing Area

The Periodical and Newspaper Browsing Area is located on the main floor of the library. This area consists of current issues of over 700 journal titles and approximately 20 newspaper titles. Older issues and bound periodicals are shelved in the lower level. Periodicals are for use within the library only, but on occasion can be checked out by special request.

Printers, Scanners, Copiers, Microform, Fax Machine

The Library has networked high-speed black/white printers located in printing rooms on each floor of the building. Two color printers are available in the upper-level printing room. Three scanners are available for use at no charge, and are located in the lower- and upper-level printing rooms. Copiers and a fax machine can be found in the printing room on the lower level of the Library; the phone number for the copy machine is (781) 891-3140. Copies cost 10 cents each and payment can be made with cash only. Faculty and staff may also use a second copier in that room using a departmental access code.

A microfilm machine, located in the Bowles Room on the Library's lower level, is available for viewing microfilms in the Library's collection. It is linked to the Library print network.

Off-Campus Access to the Library's Catalog & Online Resources

Faculty may access the library's extensive collection of electronic resources from off-campus using their Bentley network ID and password. If you need assistance with using resources remotely, phone the Reference Desk at 781-891-2300, or email refdesk@bentley.edu.

Academic Support Services

Office of Undergraduate Academic Services

Location: Jennison 336

Phone: 781-891-2803

The Office of Academic Services (UAS) offers information central for all full- and part-time undergraduate students. UAS staff members interpret and implement university policies and procedures, coordinate first-year programs, and offer tutoring and comprehensive academic services for "at risk" students as well as academic support for all students. The staff is committed to working with every student throughout their academic career to help create an individual education plan that will help them attain all their goals. Please feel free to refer any students who are having difficulty with your course, or academics in general, to UAS. You should also feel free to call or stop by the office to speak with any of the advisors about a student concern or for clarification of academic policies. In addition, you may refer to the UAS website at <http://www.bentley.edu/offices/academic-services> to learn more about the UAS advising philosophy, and academic policy and procedure information.

First Year Seminar: If you are teaching first-year students, you should be aware that although these students are assigned an academic advisor from the full-time faculty through their First Year Seminar section, the UAS professional advising staff is more knowledgeable about the minutiae of the curriculum and more adept at long-range planning. However, all faculty members can make significant contributions to student development and help students shape their personal and academic goals, and you are encouraged to participate in this development.

Contacts: Although you can call the main UAS number for help at any time, keep the following in mind: First year issues are best referred to PJ Dickson (ext. 2898); all other questions are best referred to Leslie Doolittle (ext. 2903).

Graduate Academic Services

This office offers services to graduate students similar to those described above for undergraduates. If you are teaching a graduate course and have any concerns about a student or questions about the graduate curriculum, the staff here are an excellent resource. More

information is available on their website: www.bentley.edu/offices/academic-services/graduate-students.

Location: Jennison 336

Phone: 781-891-2348

Email: gradvising@bentley.edu

The Bentley CARE Team

The Bentley CARE Team (<https://www.bentley.edu/offices/student-affairs/care-team>) is a group of professionals that provide support, guidance, or feedback to students who may be in crises or are engaging in behaviors that are perceived as concerning (either to the student individually or to others). The Bentley CARE Team accepts referrals and responds to students, families, faculty, and staff when concerns for a student's health and safety are identified.

The CARE Team supports all members of the Bentley community who interact with students by assessing and evaluating concerning situations, communicating with individuals involved or impacted by a student's behavior, and providing referrals and resources to assist and address behavioral or health concerns.

The CARE Team is composed of individuals from the Residential Center, Office of the Dean of Student Affairs, Health Center, Counseling Center, Academic Services, and University Police. Community members who are concerned about a student are encouraged to talk with the student whenever feasible and then make a referral to an appropriate resource if necessary. Any direct conversation with a student can be supplemented by a referral to the CARE Team and/or any resource on campus.

In cases of emergency, reporters must contact University Police (781.891.3131) for on-campus emergencies or 911 for off-campus emergencies **first** if the person of concern poses an immediate threat to self or others or if the individual experiences a medical emergency (e.g. seizure, loss of consciousness). The CARE Team plays a secondary role to all urgent circumstances and should be contacted only after initial emergency notifications are made.

To submit a CARE report, please visit: <https://www.bentley.edu/offices/student-affairs/bentley-cares>

The Counseling Center

The Counseling Center exists to help all students function more effectively in the Bentley community and to address relevant issues surrounding college student development. Providing confidential and free counseling to any Bentley student, a professional staff of psychologists and counselors help students address a wide variety of issues, such as self-confidence, peer relations, family life, stress, anxiety, loneliness and depression. Individual and group counseling, as well as consultation to faculty, staff and students on any mental health issues,

are included. The office is located on the second floor of the Michael A. Callahan Building (University Police are on the first floor). If you have reason to believe that a student is having psychological difficulty or could benefit from counseling, please encourage him or her to make an appointment with a member of the Counseling Center staff. Additional information is available on their website: www.bentley.edu/university-life/student-health/counseling-center and they can be reached at 781-891-2274.

Center for International Students and Scholars

The Center for International Students and Scholars (CISS) offers resources for international students and promotes interactions between domestic and international students. CISS makes it possible for all Bentley students to gain both a global perspective and a broadened world view.

If you have questions or concerns about an international student, feel free to contact CISS for help.

Student Center, Room 310

Phone: 781-891-2829

Email: ga_ciss@bentley.edu

<https://www.bentley.edu/offices/center-international-student-scholars>

Office of Disability Services

Bentley University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate no student shall be denied the benefits of an education solely by reason of a disability. If students have a hidden or visible disability which may require classroom accommodations, please encourage them to call Disability Services within the first 4 weeks of the semester to schedule an appointment. Disability Services is responsible for managing accommodations and services for all students with disabilities.

The Office of Disability Services provides equal educational opportunities for all full and part-time students with diagnosed disabilities and impairments through an accessible, equitable and inclusive learning environment. Accommodations and services are designed to promote individual growth and self-advocacy for students with all types of disabilities, including (but not limited to):

- Learning disabilities
- Attention Deficit/Hyperactivity Disorder
- Psychiatric/psychological disabilities
- Physical disabilities (hearing, vision)
- Mobility/orthopedic disabilities
- Systemic disorders and medical conditions
- Temporary disabilities

The Office will work with each qualified student to ensure their accommodations give them equal access while at Bentley University.

Reminders about students with disabilities

1. Please request students who are registered with ODS to (privately) identify themselves to you as soon as possible to go over their accommodation plan to ensure you have advance notice. Please expect to receive accommodation letters throughout September and October. Please work with students on an individual basis to put their unique accommodation plan in place.
2. Once a student passes in an accommodation letter, it means:
 - The student has submitted comprehensive documentation regarding his/her disability and it has been thoroughly reviewed and accepted
 - He/she is covered under the Americans with Disabilities Act as well as Section 504 of the Rehabilitation Act, which states no one can be discriminated against on the basis of disability, and mandates equal access to all school programs by way of reasonable accommodation
 - He/she is legally approved for the accommodations marked on the accommodation form
3. Extra time for exams is based off the longest time *other* students have to take the exam. For example, if you have an 80-minute class but give students 90 minutes to take the exam, someone with time-and-one-half will receive 135 minutes (based on the 90 minutes). There have been legal rulings regarding how colleges provide extra time, so it is important we as a university follow these guidelines.
4. Please remember to guard your student's confidential information. Some helpful tips include: Addressing accommodation arrangements/requests/issues in private, making referrals in private and writing initials on documents instead of full names. *Also please remember diagnoses are confidential information and students should not be asked what their disability is.* If you have any questions or want to discuss how we protect our student information, please do not hesitate to contact us.

For more information, please feel free to contact the Office of Disability Services:

Stephanie S. Brodeur, CRC, LRC

Director, Disability Services

Jennison 336

781.891.2004

sbrodeur@bentley.edu

<https://www.bentley.edu/offices/disability-services>

Academic Learning Centers and Labs

The following centers focus on providing help to students in course-related work. For a full list of learning centers on campus, see the Undergraduate Catalog:

The Writing Center

The Bentley Writing Center, located in room 023 (ground/basement level) of the library, offers students one-to-one assistance with writing skills. Students may come to the Center at any stage of the writing process: to use a peer tutor as a sounding board for their ideas before they start writing; to discuss a draft; for help in understanding their teachers' comments on past papers; to discuss their writing in general. Please encourage your students to use the Writing Center. You may also arrange for a tutor and/or the Writing Center director to come to your class to provide an overview of what the Writing Center has to offer.

Drop-ins are welcome, but appointments are encouraged. For an appointment, students may call 781-891-3173, or visit: <https://bentley.mywconline.net/>.

The Writing Center also offers regular workshops on topics such as getting started on papers, organizing ideas, writing introductions and conclusions, citing sources and business writing. You will receive e-mails announcing these workshops, so you can recommend them to your students as appropriate.

Writing Center Director, Greg Farber, gfarber@bentley.edu; 781-891-2978.
www.bentley.edu/centers/the-writing-center.

ESOL Center

All Bentley University students who are English Speakers of Other Languages (ESOL) can receive English language support for courses across the curriculum. Faculty tutors who specialize in working with multilingual learners offer feedback and strategies for writing at any stages from early brainstorming through the drafting and organizing process. Additionally, students can receive help related to research, documenting sources, PowerPoint slides, pronunciation and oral presentations.

The ESOL Center is located in Room 026 of the Bentley Library (lower level). Students can make an appointment by going to <https://bentleyesol.mywconline.net>, by calling 781-891-2021, or by dropping by the ESOL Center during the hours of operation to see if a tutor is available.

Please consider including information regarding the ESOL Center on your syllabi and Blackboard sites. Although no referrals are necessary, it is beneficial when instructors regularly encourage students to take advantage of the ESOL Center services.

For further information about the ESOL Center or if you have concerns about any students, you can contact Casey Hayward at <mailto:chayward@bentley.edu>. In addition to the ESOL Center's support for international undergraduate and graduate students, Mary Wright provides ESOL

services targeted to graduate students and may be reached at mwright@bentley.edu or x2055. Their website is: <https://www.bentley.edu/offices/academic-services/esol>

Mathematics Learning Center

The Mathematics Learning Center provides drop-in tutoring to all students enrolled in undergraduate mathematics courses at Bentley. The goal of the center is to have students leave a tutoring session with increased understanding and confidence in their own ability to do mathematics.

Throughout the academic year, the center is open most days and evenings. During all hours of operation, students may get help with all first-year mathematics courses, and there are selected hours when students may come for help with electives, including GB213 (Business Statistics). Computer assistance as it relates to a mathematics course is also provided. The center is directed by a full-time faculty member and is staffed entirely by Bentley undergraduate students.

Zsuzsanna Maar, Director: zmaar@bentley.edu

Location: Jennison 218

Phone: 781-891-3180

<https://www.bentley.edu/offices/academic-services/mathematics-learning-center>

The Howard A. Winer '58 Lab for Economics, Accounting and Finance (LEAF)

The goal of the LEAF is to provide a welcoming and inclusive learning environment where students can seek academic support for their accounting, economics and finance courses. Here, students will find peer tutors knowledgeable in accounting, economics and finance, ready to help and prepare them to thrive in the Bentley business curriculum. The LEAF is designed to allow students hands-on experience by integrating technology into their areas of study. It's also a collaborative space to work together on group projects and case studies. Additionally, students will find peer-led tutoring for the subject areas covered by the lab.

Location: Lindsay Hall 21

Contact: Prof. Steve Wasserman (swasserman@bentley.edu)

Phone: [781.891.2536](tel:781.891.2536)

<https://www.bentley.edu/centers/leaf>

Computer Information Systems (CIS) Sandbox

The CIS Learning and Technology Sandbox is available to all Bentley students to receive help, to study, to collaborate, and to explore information technologies addressed both in and outside CIS coursework. The CIS Sandbox is staffed by undergraduate and graduate students trained in these technologies serving as tutors and mentors. The CIS Sandbox also presents occasional speakers on tech topics and career information.

Location: Smith 234

Phone: 781-891-3491

Ga_cis_sandbox@bentley.edu

Center for Languages and International Collaboration

The Center for Languages and International Collaboration (CLIC) seeks to enhance course curricula in Modern Languages and International Studies through the use of state-of-the-art technology. The CLIC staff, composed of undergraduate Bentley students who speak two or more languages, work with students enrolled in Modern Language classes to help improve their oral competencies and global worldview.

Alessia Dalsant, Director; adalsant@bentley.edu

Location: AAC 162

Phone Number: 781.891.2019

<https://www.bentley.edu/centers/clic>

Bentley Service-Learning and Civic Engagement Center (BSLC)

The Bentley Service-Learning and Civic Engagement Center promotes academic learning through community engagement. There are three types of classes that are offered to service-learning students:

- An embedded class is one in which the instructor designs a service-learning project that all students are required to engage in as part of the course. This project usually takes the place of another, more traditional assignment such as a term paper or an exam. The students do not receive extra credit for participating in the project, but if they are seeking to receive the Service-Learning Certificate when they complete their undergraduate education, they are credited with up to 20 service hours for their work.
- An embedded track is an arrangement whereby an instructor designs a service-learning project that is offered to all students as one of two or more possibilities in a class. Thus, a student might have the choice of doing a service-learning project or a traditional research paper for the same percentage of the course grade. The students do not receive extra credit for participating in the project, but if they are seeking to receive the Service-Learning Certificate when they complete their undergraduate education, they are credited with up to 20 service hours for their work.
- A 4th-credit option is an elective arrangement whereby an instructor allows students to enroll in a service-learning project for an additional, 4th credit. The instructor supervises the student, but there is a separate course registration that must be completed through the BSLC, as well as a separate grade. Students must complete a minimum of 20 hours of service and 10 hours of related academic engagement (journals, papers, presentations) for the 4th-credit option. Instructors may devise their own 4th-credit project or draw upon a project regularly offered by the BSLC. However, in the latter case, it is essential that the project be tied substantively to the sponsoring course. Examples: (1) A writing class that includes a project on researching and writing

about family history offers a 4th-credit option in which students work with residents of a senior housing complex to record their family histories. (2) An environmental science class offers students an opportunity to do research on energy efficiency resources created for small businesses and to advise a government office about the effectiveness of those resources. (3) An organizational behavior class allows students to use developing management skills to create activities for children in after-school programs. If students are seeking to receive the Service-Learning Certificate when they complete their undergraduate education, they are credited with up to 20 service hours for their work.

If an instructor wishes to offer either an embedded or 4th-credit option to his/her students, the instructor should consult with Jonathan White, BSLC Director, to determine what site or sites are appropriate for the sponsoring course. There is no extra payment for teaching an embedded service-learning class/class track. However, for offering the 4th-credit option, instructors receive \$100 for each student they supervise, up to a maximum of \$1000 per semester.

Location: Morison 101

Phone: 781-891-2170

<https://www.bentley.edu/centers/service-learning-center>

Core Bentley Values

The behavior of all students, faculty, and staff at Bentley is guided by the Bentley Core Values, which include caring, collaboration, diversity, honesty, impact, learning, and respect. The complete text of these beliefs can be found at <https://www.bentley.edu/about/mission-and-values>. Programs designed to promote the Bentley Core Values are the following:

- **Diversity Retreat:** Bentley University is committed to creating an inclusive campus community and the Diversity Retreat, offered for more than 25 years, is a central part of achieving this goal. The retreat provides a forum for members of the Bentley community to explore their own identity, learn about other identities, and share in rich conversation about diversity and inclusion with members of the community. The retreat is highly interactive and discussion based. It is designed to deepen awareness and understanding of how our different identities and backgrounds impact our experiences at Bentley. Participants engage in experiential exercises followed by small and large group discussions that focus on concepts related to diversity and inclusion like individual and group identity, bias, privilege and equity. The retreat includes a half-day session on campus, followed by 2 days (8:30 – 5:30) at an off-campus conference facility. For more information please contact the Office of Diversity & Inclusion (x3475).
- Bentley University **Ally Training**, sponsored by the **LGBTQ Steering Committee**, designed to identify and train staff and faculty who support the Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) population, foster an understanding of issues facing

LGBTQ individuals, and create awareness of the various LGBTQ resources both on and off campus. Individuals who complete the training are asked to post an Ally Sticker indicating that they are comfortable with LGBTQ students, faculty and staff approaching them to talk about LGBTQ related issues; able to help students find campus or local resources; willing to model behaviors that are inclusive; to strive to be free of bias, heterosexist assumptions, and homophobic comments or remarks at all times; and to practice the skills and tips presented through the training during their everyday lives. Ally workshops to which all faculty and staff are invited will be announced through e-mail.

- **Sexual Harassment Policy and Procedures:** Bentley has detailed policies about sexual harassment. Please refer to <http://www.bentley.edu/offices/human-resources/employment-policies-and-practices> for more information about these policies and avenues for addressing complaints.

Sexual Assault Support: As a faculty member, you may develop close relationships with students who may confide sensitive information about sexual harassment or assault. As a member of the Bentley community, you have an important responsibility to help the student access appropriate resources. Remember that your role in this situation may be different than your professional role with students. As the student decides his/her next steps, it may be hard not to tell the student what to do, but these decisions **must** be left up to the student. For some students, accessing resources after an assault can be overwhelming. You may offer to walk them to offices such as the Office of Counseling and Student Development (second floor of the Callahan Police Station), University Police (Michael Callahan Police Station) or the Center for Health and Wellness (Rhodes Hall ground floor). This small step can make an enormous difference for a student. If you have questions on whether you in your role on campus are required to report a sexual assault, call University Police at 781-891-2201. Whether you are required to or not, you can report a sexual assault without names by calling University Police (emergency line: 781-891-3131). To receive information about how to access personal support for yourself, you may wish to contact Human Resources (781-891-3427) or the Boston Area Rape Crisis Center (<https://barcc.org/>). More information about resources can be found at www.bentley.edu/university-life/student-health/sexual-assault-relationship-violence.

Appendix A: Adjunct Faculty Benefits



BENEFITS SUMMARY **Adjunct Faculty Union** *EFFECTIVE JANUARY 1, 2020*

BENTLEY IS COMMITTED TO:

- Offering a comprehensive, competitive and affordable benefits package that is part of your Total Rewards package,
- Helping you and your family enjoy the best possible health and wellbeing,
- Providing you with meaningful options so that you have the flexibility to make choices that best meet your needs, and
- Making decision-support tools available so you can make informed decisions and have greater cost transparency.

IMPORTANT BENEFITS INFORMATION:

- Coverage is effective the first day of the month, if it's your date of hire, or following your date of hire.
- You may choose to cover your spouse or domestic partner, children to age 26, or unmarried disabled dependent children of any age under your medical, dental, vision and life insurance.
- Your elections will remain in effect through December 31. Certain benefits may be revised during the annual open enrollment period or if you experience a change in status event, such as marriage or divorce; birth or adoption of a child; change in your/your spouse's employment status or cost of coverage; change in a dependent's eligibility for benefits, etc.
- Benefit elections must be made through Workday, Bentley's HRIS. If you have questions or need paper copies of plan summaries, visit the HR webpage at or <https://www.bentley.edu/offices/human-resources/benefits> or contact Sandy Smith, Sr. Benefits Specialist at ssmith@bentley.edu or at 781-891-2817.

MEDICAL INSURANCE:

Harvard Pilgrim – 3 Plans: HDHP (High Deductible Health Plan), Best Buy HMO, or HMO. The employee is responsible for the full cost of the plan. Premiums will be billed and payable to

Sentinel Benefits.

DENTAL INSURANCE:

Delta Dental Premier – Standard plan or High plan

The High plan provides a higher annual benefit as well as orthodontia coverage for children and adults covered on the plan. The employee is responsible for the full cost of the plan. Premiums will be billed and payable to Sentinel Benefits.

VISION INSURANCE:

Bentley offers the opportunity to purchase vision coverage through EyeMed. Coverage is in addition to any vision benefits included in the medical plan. The employee is responsible for the full cost of the plan. Premiums will be billed and payable to Sentinel Benefits.

VOLUNTARY RETIREMENT

Employees are eligible to make voluntary contributions to the

SAVINGS:

Retirement Plan up to the limit specified by IRS guidelines. Voluntary contributions may be made prior to eligibility for Bentley's contribution and are not required in order to receive Bentley's contributions. Such contributions and any earnings are deferred from state and federal taxation until collected as income.

Automatic Enrollment: You will be automatically enrolled in the retirement plan at a pretax contribution rate of 1%. Your contribution will be invested in the Fidelity Freedom Fund closest to your anticipated retirement date (assuming retirement at age 65).

Automatic Increase: Your contribution rate will be increased by 1%. Then, each year on January 1st, participants who are contributing less than 5% will have their rate automatically increased by an additional 1% of their pay, until they reach a 5% contribution rate.

If you do not wish to be automatically enrolled in the plan or have your contributions increased, you can opt out within 45 days via Fidelity's website.

TUITION REMISSION POLICY:

Adjunct Faculty are eligible for tuition remission in any semester in which they teach a credit-bearing course(s). One course earns 25% and two courses earn 50% tuition remission in that semester.

HEALTH ADVOCATE:

Bentley provides a free and confidential service to employees and their eligible family members to assist with health and eldercare related matters. Health Advocate is staffed with registered nurses, experts in the healthcare and insurance fields, who can assist with claims, appeals, finding a specialist, second opinions etc.

EMPLOYEE ASSISTANCE PROGRAM:

Bentley provides a free and confidential EAP through KGA, Inc. for employees and their family members. The program includes short-term counseling and support on topics like emotional well-being, financial issues, legal problems, addiction and recovery services, parenting and other family related problems.

CRITICAL ILLNESS:

Provides a lump-sum benefit payment through MetLife, either \$10k or \$20k—paid directly to the employee—upon diagnosis of certain covered conditions which include cancer, heart attack and stroke. Critical illness premiums are 100% paid by the employee on a post-tax basis and are based on age.

PERSONAL ACCIDENT:

Supplements your primary medical plan by providing cash benefits—paid directly to you—in cases of accidental injuries. Accidental injuries include things like fractures, concussions, cuts and ambulance services. The benefit is provided through MetLife and premiums are 100% paid by the employee on a post-tax basis.

HYATT LEGAL PLAN

The Hyatt Legal Plan provides you, your spouse/domestic partner, and your dependent child(ren) with fully covered legal services from attorneys experienced in estate planning, civil suits, adoption and much

more. The benefit is provided by MetLife and premiums are 100% paid by the employee on a post-tax basis.

IDENTITY THEFT PROTECTION PLAN Get peace of mind and protect yourself against privacy breaches and fraud with Identity Theft Protection from InfoArmor. The protection provides full identity monitoring, proactive alerts, and full-service restoration if your identity is stolen. Premiums are 100% paid by the employee on a post-tax basis.

CREDIT UNION: Employees may join at any time of the year for savings through payroll deduction. The credit union offers a wide range of financial services similar to a full service bank.

BANKING: Banking programs may be available to employees. The ATM for Santander is located in the Student Center and for Bank of America in LaCava and Collins.

DIRECT DEPOSIT: Employees must have their checks direct deposited at one or more banks of their choice. A direct deposit form is required.

ATHLETIC FACILITIES: Employees are invited to use the Dana Center athletic facilities, including the fitness room and pool, free of charge.

LIBRARY: Employees have full use of the library, including the withdrawal of books, video tapes and DVDs, and the use of research facilities.

PHOTO ID: Employees need to make arrangements with University Police for a photo ID. The ID gives employees a 10% discount on most items at the Bentley Bookstore, and access to the athletic facilities and library, and may be required for access to certain work areas. Falcon Funds may also be stored on the card through **MyBentley**.

PARKING:

Parking is available at no cost to employees. Employees need to obtain a parking sticker through the University Police Department.

ADDITIONAL BENEFITS:

Meal Discounts
Discount Movie Tickets & Museum Passes
Religious Services
Auto/Home Insurance Discount Program
Campus Connections Employee Activities
On-campus retirement and investment counseling
Verizon and AT&T Wireless cell phone discount
Real Estate Program
Mortgage Service Program
Health and Wellness Programs

THIS DOCUMENT HIGHLIGHTS THE CURRENT BENEFITS PROGRAM. THE TERMS OF THE PLAN DOCUMENTS AND POLICIES WILL GOVERN. BENTLEY RESERVES THE RIGHT TO AMEND, SUPPLEMENT, OR RESCIND ANY BENEFIT PROGRAMS AS IT DEEMS APPROPRIATE. NOTICE OF CHANGES WILL BE PROVIDED WHENEVER POSSIBLE.

Appendix B: Grade Disputes

The following information is also available in the Faculty Manual, section 7.4.2

In very rare instances, undergraduate or graduate students may dispute a course grade. Such cases will be considered by a faculty-led review process described below. Every attempt should be made to preserve confidentiality for all involved in the process. At any point during the process, the student may terminate the process and accept the original course grade.

The Bentley University administration, including Deans, has no authority to change course grades.

1. All grading disputes shall begin with the student arranging a conference with the instructor. The student must initiate the dispute resolution process within 30 days of the posting of the final course grade.
2. If the dispute has not been resolved after the student instructor conference, the student may choose to request a conference with the Department Chair of the instructor's primary department, which is normally the department in which the course is offered. If the course in question has a Course Coordinator, such as for General Business courses, the Course Coordinator shall be included in this meeting, even if the Course Coordinator is from a different academic department.
3. If the instructor for the course with the disputed grade is the Department Chair, the student should contact the Chair of the Faculty Senate to request that a Hearing Committee be convened.
4. Prior to the conference with the Department Chair, a written detailed explanation of the complaint, along with supporting documents, will be submitted by the student to the Department Chair.
5. After the conference with the student, the Department Chair shall consult with the instructor. a. If the Department Chair believes that the instructor graded correctly, the process ends and the course grade will not be changed. b. If the Department Chair believes that the student may have been graded incorrectly, the Department Chair will suggest that the instructor consider reevaluating the course grade.
6. If the instructor still does not believe a course grade change is warranted, the Department Chair shall request that the Chair of the Faculty Senate convene a Hearing Committee of three tenured faculty members to resolve the case.
7. The Chair of the Faculty Senate is directed to choose by lot three tenured faculty members from all eligible faculty members. Members of the instructor's primary academic department are ineligible. The Chair of the Faculty Senate will ask the three-member Hearing Committee to

select a committee chair, who will inform the instructor's Department Chair that the Hearing Committee has been formed, except in the case where the instructor is the Department Chair.

8. The Hearing Committee will examine all evidence from the instructor and from the student disputing the course grade. Within one week of the Hearing Committee's final decision, written findings and the Hearing Committee's decision will be forwarded to the student, instructor, Department Chair, and Course Coordinator, if appropriate.

a. If the Hearing Committee rejects the assertion by the student that the course grade is incorrect, the process ends and the course grade will not be changed.

b. If the Hearing Committee decides in favor of the student, and the instructor is unwilling to follow the Hearing Committee's recommendation, the Hearing Committee shall direct the Registrar to replace an F or other grade with an S grade. The course will count towards graduation, but will not be included in the student's grade point average.

9. Within 10 days of receiving the Hearing Committee's written decision, the student must respond in writing to the Hearing Committee Chair, accepting either the Hearing Committee's decision or the original grade. If the student does not respond, the original grade stands. Then the Hearing Committee Chair will inform the Registrar, Department Chair, instructor, course coordinator, and student of the outcome of the dispute process.

Appendix C: Academic Integrity Process

For more information on Bentley's Academic Integrity Process, please see sections 7.1.1-7.1.5 of the Faculty Manual.

The underpinning of the Academic Integrity System is the Bentley Honor Code, by which all students are expected to maintain academic integrity in their own work and take responsibility for their own ethical behavior. Students are also expected to take responsible action when there is a reason to suspect academic dishonesty by others.

Bentley's Honor Code

As a Bentley student, I promise to act honorably in my courses and my professional endeavors, adhering to both the letter and spirit of Bentley's academic integrity system. I will neither take advantage of my classmates nor betray the trust of my professors. My work will be honest and transparent, and I will hold myself and my peers accountable to the highest ethical standards.

A. Faculty Responsibilities and Rights

All faculty members are responsible for promoting academic integrity by managing their classes, assignments, and examinations so as to reduce temptation and opportunity for plagiarism and cheating. Faculty are required to clearly define the expectations and procedures for academic work, either as part of the individual assignment or in the syllabus or other document that presents coursework guidelines. These include, for example, overall classroom assessment procedures; examination protocols; and guidelines for citing sources in written work, for collaborating and/or receiving outside assistance on homework and other assignments.

Each faculty member is expected to abide by the principles and procedures established in Bentley's Academic Integrity System. A faculty member who believes an academic integrity violation has occurred must file a Report. Staff members who become aware of a possible violation must notify the Director. **No sanction can be imposed on a student without a Report first being filed with the Director.**

The faculty member who alleges an academic integrity violation is entitled to ask the Director for additional resources to support the investigation of the violation and may question relevant students about an alleged violation.

B. Student Responsibilities and Rights

Each student is expected to become familiar with and at all times adhere to the Bentley Honor Code and Academic Integrity System, including standards and expectations set out in each course syllabus, assignment, and/or examination concerning collaboration, methods of

research and data collection, and other practices. Students are also expected to uphold the Academic Integrity System. Therefore a student who is aware of a possible violation of the standards established in the Academic Integrity System is expected to report the suspected violation to a faculty member or the Director. A student who is suspected of committing a violation must respond promptly and honestly when informed of a suspected academic integrity violation and must provide information that may aid in the investigation of an alleged violation.

A student charged with an academic integrity violation is entitled to ask the Director for a list of student support services and will be allowed to respond to an alleged violation before the faculty submits the Report to the Director.

C. Role of Observers

If a member of the Bentley community believes that s/he has observed behavior related to a faculty member's class that violates academic integrity, it is the observer's responsibility to bring the matter to the faculty member's attention. If the observer is not satisfied with the faculty member's response, the observer has the right to bring the matter directly to the Director's attention for possible action. The Director will consult with the faculty member and investigate the incident to determine whether or not a Hearing is warranted. The Director may arrange a Hearing, with or without the faculty member's explicit consent, if there is sufficient evidence to suggest a violation may have occurred.

Violation Levels Defined and Recommended Sanctions

Violations are categorized as either Level I or Level II based on severity. The level of an alleged violation determines the appropriate steps in the academic integrity process and recommended sanctions.

A. Levels Defined

A Level I violation is a minor infraction, generally confined to student work within an individual course, including but not limited to 1) failing to apply appropriate conventions for citing and documenting sources; 2) giving assistance to or receiving assistance from another student or any other person on an assignment or exam when such collaboration is prohibited; or 3) accessing prohibited materials during an examination.

Any violation not categorized as Level I is a Level II violation. Level II violations are serious breaches of academic integrity. They include, but are not limited to, the following examples:

- i. committing any violation such as those listed under Level I that pertain to more than a small portion of the course grade;
- ii. submitting the same work or major portions thereof to satisfy the requirements of more than one course without written permission from each faculty member (including Honors and Capstone requirements);

- iii. using illicit means of acquiring data, fabricating evidence, falsifying data, or fabricating sources;
- iv. collaborating to exchange information during an examination or engaging in any action during an exam prohibited by the instructor, such as copying another student's work, utilizing prohibited materials (e.g. books, notes, calculators, cell phones, or other electronic devices), helping other students to copy another student's work on an examination;
- v. altering a graded assignment or examination and asking for it to be re-graded;
- vi. stealing and/or distributing an examination;
- vii. purchasing or otherwise illicitly acquiring and submitting a paper or any other course materials as your own work;
- viii. creating a paper or other course materials for sale and/or distribution; reproducing or distributing university course materials without instructor permission;
- ix. stealing another student's work;
- x. intentionally impeding an investigation of an academic integrity incident or giving false witness in a Hearing;
- xi. engaging in actions designed to hinder the academic success of another student or students, for example, by impeding access to course materials, hiding or removing library resources;
- xii. using improper means to access computer files;
- xiii. forging or falsifying a grade, transcript or diploma. Any alleged violation involving a student who at the time has an earlier Report on file or under investigation must go to a Hearing.

B. Recommended Sanctions

Level I sanctions may include, but are not limited to: 1) a make-up assignment at a more difficult level than the original; 2) failure or other reduced grade on the examination or assignment.

Level II sanctions may include, but are not limited to: 1) any sanctions for Level I violations; 2) course grade of F; 3) course grade of F being permanently calculated into the Grade Point Average; 4) exclusion from activities such as study abroad, honors societies and programs, and varsity athletics; 5) suspension from Bentley University; 6) expulsion from Bentley University.

Academic Integrity Incident Reports and Consequences

The relevant faculty member should meet with the student(s) to discuss an alleged violation. If the faculty member still suspects that a violation has occurred, a Report must be filed promptly.

A. In the case of an alleged Level I or Level II violation, if the student(s) does not agree that a violation has taken place, the Director will schedule a Hearing.

B. In the case of an alleged Level I or Level II violation, if the student(s) agrees the incident is a violation of academic integrity, the faculty member shall propose a sanction(s) in consultation with the director.

a) For a Level I violation, if the student agrees to the proposed sanction(s), both the faculty member and the student sign the Report and it is forwarded to the Director. The faculty member implements the proposed sanction(s) only after the report has become the official record in the office of the Director. In this instance, no Hearing is required. If, however, new information becomes available, the Director will schedule a Hearing.

b) For a Level II violation, if the student agrees to a proposed sanction(s) of lowering an assignment or grade for that course, both the faculty member and the student sign the Report and it is forwarded to the Director. No hearing is required but the faculty member implements the 63 proposed sanction only after the Academic Integrity Council reviews and approves the sanction. Proposed sanction(s) that are more severe require a Hearing.

c) For Level I and Level II violations, if the faculty member and student cannot agree upon a sanction(s), the Report is sent to the Director who will schedule a Hearing. The student(s) is not, in this instance, required to sign the Report.

C. Regardless of level, second violations must go to a Hearing.

D. Regardless of level or prior agreement, the Director has the authority to call a Hearing with the agreement of the student to resolve the incident in the interest of academic integrity.

E. If a Hearing determines that the allegations were unfounded, the Report is destroyed.

F. At a Hearing, only the current Report and related information will be disclosed when determining whether the student is responsible for the violation. Once a Hearing has found a student to be responsible for a violation, the Director will disclose prior Report(s), if any, to the Hearing members before sanctions are determined. Only records filed with the Director are actionable.

G. Within the university, the existence and contents of all Reports are confidential and will be maintained by the Director for seven years.

Academic Integrity Hearing

A Hearing is convened by the Director. The Hearing members review evidence of an academic integrity incident, decides if a violation has occurred, and sets sanctions with consideration given to the faculty member's proposed sanction.

A. Student and Faculty Rights: When a Hearing is convened, both faculty and students are entitled to: 1) a fair Hearing in a reasonable amount of time; 2) ample notice of the Hearing, a summary of the violation to be discussed, and an explanation of the Hearing process; 3) access to the Director to prepare for the Hearing; 4) the presence of witnesses accepted by the Director to give pertinent testimony; 5) the opportunity to hear all testimony presented in the Hearing, and to respond to all testimony presented in the Hearing; 6) the opportunity to speak on one's behalf; 7) the presence of one person, who is not an attorney, to provide support; 8) written notice, within a reasonable amount of time, of the Hearing's findings and any sanctions; and 9) notification of appeal decisions, if any.

B. The Hearing: A Hearing requires five voting members: three full-time faculty members, of whom at least one is tenured, and at least one is a member of the Academic Integrity Council. The Director solicits students from graduate and undergraduate student government. Student members are either graduate or undergraduate, corresponding with the student(s) subject to the incident review. One faculty member serves as Chair of the Hearing. The Director attends all Hearings in a neutral supporting role and is not a voting member of the Hearing. The Hearing membership hears evidence, determines the presence or absence of an academic integrity violation, and sanctions a student, where appropriate.

C. Scheduling: The Director reserves the right to schedule Hearings in a way that accommodates extenuating circumstances and minimizes the impact on academic schedules of all involved parties.

D. Sanctions for Special Circumstances: Sanctions may involve restrictions on or disqualification from participation in University programs or extracurricular activities only with a Hearing. When such a sanction is imposed, the Director may disclose only those sanction restrictions involving that program or activity to the relevant campus official.

E. Sanctions Involving Grades and Graduation: The timing of the filing of Reports may result in investigation procedures that cannot be concluded before grade reporting or degree auditing for graduation. In the case of incidents that may reasonably be expected to affect a course grade, the faculty member of the course will post a grade of Incomplete, pending the completion of the academic integrity investigation. In the event that this Incomplete affects a graduation requirement, the student shall remain otherwise eligible to "walk at graduation." The right of an Honors Program student to walk with the Honors Program cohort at graduation is governed by Honors Program guidelines. The awarding of the degree and final transcript must await the result of the investigation. In cases where the incident cannot be addressed prior to grade reporting or prior to awarding the degree and final transcript, relevant sanctions may be applied retroactively, including transcript modification and/or rescinding the degree, as determined by a Hearing.

F. **Appeals:** A student may appeal the outcome of a Hearing only when: 1) new material or information 64 unavailable at the time of the Hearing becomes available or 2) evidence is provided that fair process has not been followed.

a) An appeal of Hearing decisions must be submitted in writing to the Provost and must explain in detail the reason for the appeal. It must be submitted no later than five (5) working days from the date of the written notification from the Director informing the student of the Hearing outcome. The student will be notified within a reasonable time whether the appeal will be granted. Sanctions determined by a Hearing will stand until decision on the appeal is made.

b) The Provost's decision as to whether an appeal will be granted is final. If the appeal is denied, the sanction is implemented and the academic integrity process ends. The student cannot appeal the Provost's decision.

c) If an appeal is granted, then the Provost will either determine an appropriate sanction or refer the case to a new Hearing. If the case is to be heard again, the student will be notified within a reasonable time as to the date and time of the Hearing.

d) The Provost, or a designee, will inform the Director of the outcome of any student appeal.

e) The Director will notify other college officials as necessary.

Bentley's Academic Integrity Process Map

Our system works like this:

1. A violation is suspected.
2. The instructor or university official (hereafter just "instructor") collects evidence.
 - Collect all the evidence you can
 - You may want to use Turnitin for papers (The ATC department can help you learn the Turnitin system).
 - Invite the student to meet with you to discuss the allegations (
3. The instructor discreetly contacts the student(s) and they meet to discuss the perceived violation. Please do not confront the student in class or in front of others).
4. If the instructor is persuaded that an Academic Incident Report is warranted, the instructor and student(s) each describe the incident and sign the form (available on the Academic Integrity webpage and Blackboard). In consultation with the Director of Academic Integrity (GA_AcademicIntegrity@bentley.edu; x2813), the instructor proposes an appropriate sanction

for the incident. The instructor signs that portion of the form. The student can then either sign (agreeing to the sanction) or not (rejecting the sanction). If the student doesn't agree to the sanction, the instructor should notify the Director of Academic Integrity and a hearing panel will be convened.

5. Whether the student agrees to the sanction or not, the Incident Report, along with all supporting evidence, is sent to the Academic Integrity Administrator, Karen Hovsepian (SMI 417) OR via scanned electronic file to GA_AcademicIntegrity@bentley.edu. Only records kept in the AI office are considered official, though the instructor may keep a copy for his or her records.

6. Sanctions assigned to Level 2 violations are reviewed by the Academic Integrity Council. Once it approves, a Level 2 sanction may be applied.

7. If an Academic Integrity hearing is required, the AI office arranges for the hearing date and time, convenes a board of three faculty and two students. The instructor, student, hearing panel, and Director of Academic Integrity meet to discuss the situation. After the instructor and student leave the hearing room, the panel deliberates and issues a decision. The Director then writes a formal, board approved letter to the student.

8. If there is a record of a prior violation on file for that student, a hearing is also required and the process described in #7 is followed.

BENTLEY ACADEMIC INTEGRITY INCIDENT REPORT
To be filled out by faculty member or university official

Student name _____ **Student**
ID# _____

Undergraduate ___ **Grad student** ___ **Other** ___ **Semester** _____ **Date of alleged violation** _____

Faculty Member/University Official name _____

Student email _____ **Faculty Member/University Official email** _____

Course name and # in which alleged violation occurred _____

Violation level designated by the Faculty Member/University Official _____ (Level I or II; must be indicated by Faculty Member/University Official)

Part I – Faculty Member/University Official’s summary of the nature and relevant circumstances of the alleged violation. Please attach all relevant materials, such as Turnitin reports, web source, etc. **(Faculty Member should read Guidelines for Handling Academic Integrity Violations on the Blackboard Academic Integrity page)**

Student’s Response **(Student should be instructed to read Student FAQs on the Academic Integrity Blackboard site before writing/signing)**:**

The undersigned are in agreement on the nature and relevant circumstances of the alleged violation:

<hr/> <hr/>	<hr/> <hr/>
Faculty Member/University Official	Student
<hr/> <hr/>	<hr/> <hr/>
Date	Date

Part II – Faculty Member/University Official’s sanction or penalty (if any):

The undersigned are in agreement on this sanction:

Faculty Member/University Official

Student

Date

Date

** If the student has a prior violation on file, the case will be reviewed by an Academic Integrity hearing panel.

**Please return this completed form via hard copy to the Academic Integrity Administrator,
Karen Hovsepian, SMI 417 OR via scanned electronic file to
GA_AcademicIntegrity@bentley.edu.**

Appendix D: Student Evaluation of Teaching Questions

Course Name: Department: Responsible Faculty:

The following questions measure how well the instructor facilitated your learning. Please offer your best judgment on the instructor's performance using the 6-point scale below.

Facilitating Learning Questions (Orange Questions)

1. The Instructor explains the material well and provides useful examples
 - Strongly Agree
 - Agree
 - Somewhat Agree
 - Somewhat Disagree
 - Disagree
 - Strongly Disagree
2. The Instructor shows how the individual elements or components of the course fit together.
3. The Instructor creates an inclusive environment conducive to learning.
4. The instructor provides new knowledge, understanding or insight.

Student Interaction

The following questions measure your perception of the instructor's interaction with students. Please offer your best judgment on the instructor's interactions using the 6-point scale.

5. The Instructor shows enthusiasm about teaching.
6. The Instructor shows concern for students' learning.
7. The Instructor challenges students intellectually and stimulates students' thinking.
8. The Instructor provides opportunities for students to ask questions.

Developmental (Blue Questions)

The following questions will allow you to comment about your learning experience. Your thoughtful responses and constructive criticisms will be appreciated. Your comments will not be made available to the faculty member until after all of the course grades have been submitted.

9. What did you like MOST about the class?
10. What did you like LEAST?
11. What specific incidents/actions most affected your opinion of the class?
12. How could this class be improved?

Appendix E: Managing Student Behavior

Preventative Recommendations: Often students are unaware of the impact that their behavior has on the classroom environment. Preventive measures that have proved useful at other colleges and universities have included:

- Establishing general expectations of student behavior as part of your syllabus that students are made aware of during their first class
- Informing students of the behaviors that are unacceptable in your class
- Reminding students that complying with a faculty request is a Bentley Policy, as stated in the student handbook:

Compliance with Administrative/Faculty Requests: All students are required to comply with a request of a faculty member, administrative staff member, or student employee. These requests include but are not limited to: ceasing disruptive classroom behavior, leaving a certain area, providing identification, and ending conduct (physical or verbal) that may be a violation of a university policy or rule.

The University will not tolerate behavior (whether physical or verbal) that includes, but is not limited to, threats of injury, obscenities, harassment, disruption of the academic environment or conduct that attempts to or prevents administrative personnel or faculty from carrying out their responsibilities or enforcement of university rules.

Resources for Faculty: If you are concerned about a student whether they are displaying any of the concerning behaviors above, or because they have presented with another issue, know that the following resources are available to you:

- Office of the Dean of Student Affairs-781.891.2161
- Office of Academic Services 781.891.2803
- The Counseling Center 781.891.2274
- Bentley CARE referral form <https://www.bentley.edu/offices/student-affairs/bentley-cares>

Appendix F: Shell Syllabus

Provided by the Curriculum Implementation Committee and updated July 2019

Course Designator & Course Title

Instructor:

Office Phone:

Office:

E-mail:

Office Hours:

Class Meeting Day & Time:

Class Location:

COURSE DESCRIPTION

A statement about the course topic and why it is important. This should be the description that appears in the Course Catalogue and on the web.

COURSE PREREQUISITES: *If none, write "None." Otherwise, list prerequisite(s).*

COURSE GOALS

What are the teaching intentions of this course? What specific topics will the course cover? What should students gain from taking this course? NB: all sections of a multi-section course should have the same learning goals.

STUDENT LEARNING OBJECTIVES

What are the desired learning outcomes that students should be able to demonstrate as a result of taking this course? These can be listed in bullet or paragraph form. They can also be separated into: Knowledge – demonstration of what students know, Skills – demonstration of what students can do; and Perspectives – demonstration of students' view of the world. NB: all sections of a multi-section course should have the same learning outcomes.

COURSE MATERIALS

- Text(s)
- Other readings
- Software
- Other

ASSIGNMENTS AND GRADING

The syllabus should make clear to students how their course grade will be determined. You should list each graded deliverable and the percentage attributable to each. If Participation is listed as a component of the grade, you should explain in the syllabus how that participation will be evaluated.

IMPORTANT COURSE EXPECTATIONS

You should include items that you want students to be aware of. For example: What is your attendance policy? Do you accept late work? If work is late, will there be a penalty? What will that penalty be? Will make-up exams be permitted?

ACADEMIC INTEGRITY

Your syllabus may include language on academic integrity and link to the Bentley Policies.

The policies can be found at:

<http://www.bentley.edu/centers/alliance/academic-integrity>

BENTLEY CORE VALUES

You may include a link to the Bentley Core Values.

This class will be conducted in full accordance with The Bentley Core Values. Please reread the Values, which can be found at <https://www.bentley.edu/about/mission-and-values>.

DISABILITY SERVICES

Your syllabus should include the most recent update of the disability language. This is sent to faculty every semester via email from the Director of the Office of Disability Services.

Bentley University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate no student shall be denied the benefits of an

education solely by reason of a disability. If you have a hidden or visible disability which may require classroom accommodations, please call Disability Services within the first 4 weeks of the semester to schedule an appointment. **Disability Services** is located in **Academic Services (JEN 336, 781.891.2004)**. Disability Services is responsible for managing accommodations and services for all students with disabilities. For additional information, please go to <https://www.bentley.edu/offices/disability-services>

WRITING CENTER

The Writing Center offers one-on-one tutoring to students of all years and skill levels. Located on the lower level of the Bentley library (room 023), the Writing Center provides a welcoming and supportive environment in which students can work on writing from any class or discipline. Writers are encouraged to visit at all stages of the writing process; they can come with a draft, an outline, or just some initial thoughts and questions.

Staffed by highly skilled student tutors, the Writing Center is open six days a week. Drop-ins are welcome, but appointments are encouraged and can be made online at bentley.mywconline.net or by phone at 781.891.3173. For hours and additional information, visit our website at www.bentley.edu/centers/the-writing-center.

ESOL

The ESOL Center offers writing and English language support to students who are English Speakers of Other Languages (ESOL). Our faculty tutors specialize in working with multilingual writers and can provide feedback and strategies on writing for all your course and career-related writing. You're welcome to come in for help at any stage of the writing process, from the brainstorming and organizing point through the final drafting stage. In addition, you can receive support related to source documentation, Power Point slide reviews, oral presentation practice, and pronunciation along with conversation fluency and enrichment.

The ESOL Center is located on the lower level of the Bentley Library, room 026. Day and evening appointments can be scheduled through <https://bentleyesol.mywconline.net> or by dropping by the ESOL Center to see if a faculty tutor is available. Because of the high demand for appointments, however, we encourage scheduling a time in advance whenever possible. For more information, please visit: <https://www.bentley.edu/offices/academic-services/esol>.

COURSE SCHEDULE (May be modified at instructor's discretion) Please note that additional supplemental lectures on campus may be assigned depending upon campus schedule.

List plans for each class meeting.

Appendix G: Model Syllabus

Provided by the Curriculum Implementation Committee and updated July 2019

Course Designator & Course Title

Instructor:

Office Phone:

Office:

E-mail:

Office Hours:

Class Meeting Day & Time:

Class Location:

If you are teaching a hybrid or synchronous remote learning course, please consider including some of the following language in your syllabus:

ZOOM PROTOCOL

Students must join classes through their Bentley Zoom account. Go to Bentley.Zoom.Us and enter the course meeting number to join the session.

CAMERAS

Online students are expected to attend class with a functioning microphone and camera. Cameras should be on to effectively engage in class and participate throughout the course. If you have an impediment to keeping your camera on, please work with the instructor individually to arrive at a mutually agreeable solution.

ACCESS TO COURSE MATERIALS

You are expected to be able to access all electronic course materials. It is your responsibility to review the course syllabus *as soon as possible* to determine what resources or materials your instructor expects you to use in the course. If you are a student in an international location that may limit access to certain internet resources let your instructor know immediately so you can find a solution.

SYNCHRONOUS ATTENDANCE

Students are expected to attend classes synchronously despite potential time zone hurdles. Solely watching recorded classes is not deemed to be acceptable course participation or completion. Course recordings are for the benefit of students who miss an occasional class or would like to watch the recording for further edification of materials.

Class recordings that are posted to BB are for the sole purpose of this course. Disseminating any portion of this video in any manner is strictly prohibited.

SYNCHRONOUS EXAMS

Exams are expected to be taken synchronously unless other arrangements are made at least one week in advance of the exam.

Hybrid Courses should include the following HYBRID COURSE language

HYBRID COURSE

This course is scheduled for hybrid delivery. While I hope to teach this course in hybrid format until Thanksgiving break (when all in-person instruction at Bentley will shift to online delivery), conditions related to the COVID-19 pandemic may require me to move our class to an online synchronous format sooner. Be assured that this will not affect the continuity of this course nor will it impact the learning objectives we are working toward.

COURSE DESCRIPTION

A statement about the course topic and why it is important. This should be the description that appears in the Course Catalogue and on the web. Please limit to 150 words.

Example:

This course explores the nature of environmental problems and global energy issues through chemistry. Students examine the movement and change of matter in order to understand the relationships among air pollution, water pollution, greenhouse gas emissions, climate change, and energy production. In the laboratory, students conduct analyses of water samples and produce alternative fuels like ethanol and biodiesel.

COURSE PREREQUISITES: *If none, write "None." Otherwise, list prerequisite(s).*

COURSE GOALS

What are the teaching intentions of this course? What specific topics will the course cover? What should students gain from taking this course?

Example:

The overall goal of this course is to expose you to current environmental issues and provide a working knowledge of the chemistry to understand them. All environmental, energy, and natural resource issues can be understood in terms of how matter (elements, molecules, and "stuff" in general) **moves** and **changes** on Earth, as well as the energy losses or gains that accompany those changes. You will be able to apply this understanding of the natural world to your career in the business world.

STUDENT LEARNING OBJECTIVES

What are the desired learning outcomes that students should be able to demonstrate as a result of taking this course? These can be listed in bullet or paragraph form. They can also be separated into: Knowledge – demonstration of what students know, Skills – demonstration of what students can do; and Perspectives – demonstration of students' view of the world.

A few different examples that may be helpful:

Example One:

By the end of the course, you should be able to:

1. Identify the different reservoirs for water, carbon, and other natural and synthetic chemical compounds on Earth.
2. Know the chemical and physical processes by which matter moves from one reservoir to another in the water and carbon cycles.
3. Describe the change in energy that accompanies the movement of matter from one reservoir to another.
4. Construct representations of complex systems using box model diagrams.
5. Name common and environmentally important organic and inorganic compounds.
6. Describe the structures of atoms and molecules, types of chemical bonding, and nuclear reactions used for energy production and weapons.
7. List the sources of energy for electricity and transportation in the U.S. and worldwide, including nuclear power, fossil fuels, and renewable energy sources.
8. Define pollution and identify the major sources of natural and anthropogenic pollution.
9. Analyze environmental samples and prepare alternative fuels following standard safety and laboratory protocols.
10. Create spreadsheets and graphs to represent data clearly and appropriately.
11. Illustrate the importance of personal and professional decision-making on the environment.
12. Compare the strengths and limitations of different sources of energy in terms of balancing society's energy needs with environmental quality.
13. Demonstrate how different physical and chemical processes move and change matter over time.

Example Two:

Students will be able to:

- Identify legal issues in time to seek appropriate legal advice.
- Analyze the legal and ethical ramifications of managerial decisions and actions in both domestic and international environments.
- Practice critical thinking as well as written and oral communication skills by identifying legal and ethical issues and expressing the analysis in several different kinds of written formats.

- Identify diversity issues in the workplace and analyze their legal and ethical consequences.
- Implement the knowledge of the law as a strategic asset in business decision making.
- Identify ethical issues and social corporate responsibility and their interrelationship to legal issues in business decision-making.

Example Three:

At the end of this course, students will be able to:

Knowledge

Part I: The Science and Applications of Innovative Technology

- Identify the scientific characteristics of an innovative technological advance that imparts unique properties.
- Describe the physical and chemical basis of new materials and fabricated technologies.
- Summarize the diverse types of technologies and assess their potential commercial uses.
- Describe the current and future applications of innovative technologies.

Part II: The Business of Innovative Technology

- Illustrate the business applications of innovative technologies through case studies.
- Describe the technological product development lifecycle and financing during various stages of development.
- Assess the legal and business landscape surrounding technology-based businesses.
- Summarize the regulatory steps required to commercialize and innovative technology.

Part III: The Societal Implications of Innovative Technology

- Interpret the benefits and risks of innovative technologies from a science perspective and a societal perspective.
- Assess the public perceptions of innovative technologies and media portrayals.
- Identify the potential roadblocks to advances in innovative technologies resulting from policy and legislative regulation.

Skills

- Identify the specific properties of new materials and devices that can be utilized for various applications.
- Evaluate recent advances in innovative technologies for their commercial potential.
- Demonstrate evidence-based, critical reasoning skills in analyzing the ethical, legal, and social implications of technology-based products.

Perspectives

- Explain the significance of innovative processes relating to product performance, speed, capacity, and efficacy.
- Identify the current and potential uses of innovative technologies in everyday life.
- Decipher the presence or absence of evidence-based reasoning in media, marketing, or political discussions about innovative technologies.

COURSE MATERIALS

- Text(s)
- Other readings
- Software
- Other

ASSIGNMENTS AND GRADING

The syllabus must make clear to students how their course grade will be determined. You should list each graded deliverable and the percentage attributable to each. If Participation is listed as a component of the grade, you must explain in the syllabus how that participation will be evaluated.

Example One:

Final grades and grading throughout the semester will conform to the system outlined in the Bentley Student Handbook (<http://www.bentley.edu/offices/registrar/grading-policy>). Grades are non-competitive (i.e. there is no curve, where the highest score is set as the top of the grading scale). *However, I reserve the right to add points or increase grades uniformly across the class at my discretion.*

Basis for determination of final grade:

In-class exercises, quizzes and other assignments	20%
Laboratories	20%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Final Exam	15%
TOTAL	100%

Specific information on grading, assignments and exams:

(A) I expect you will attend every class and laboratory; regular attendance and engagement are imperative to performing well. I do not grade on attendance *per se*, but I incorporate **in-class exercises (ICE)** and **quizzes** into class meetings. ICE and quizzes are based on the material we are covering that day or material we covered in the previous meeting. I will also post assignments to be completed after watching selected video lectures. Combined, ICE, quizzes, and other assignments are worth 20% of your final grade. At the end of the semester, I will drop the lowest three (3) ICE/quiz scores. This allows for an absence if absolutely necessary, but also requires regular attendance to excel. ***You may not make-up any in-class work, quizzes or labs (see specific course policies below).***

(B) Exams are mixed-format (multiple-choice, problems, short answers and essay). I will give you specific information and a list of topics before each exam.

Example Two:

Written Assignments:

Ethics Assignment	10%
Current Events Blog	10%
Research Paper	15%
Exams (2 exams @ 15% each)	30%
Final Exam	35%

Specific information on expectations of each deliverable will be provided in each assignment.

Example Three:

Formal evaluation of your work in this seminar will be based on your preparation, organization, reasoning, clarity of writing and analysis. Policy-making to protect human health, ecosystems, resources and the environment is all about complexity. Although there is basic content knowledge, evaluation will be based *less on memorization of facts and more on your analysis of the process and issues.*

Basis for determination of final grade:

A. Mid-term Exam	20%
B. Final Exam	20%
C. Mock Congressional Hearing with GLS 405	10%
D. E&E News Notebook (3 submissions @10% each)	30%
E. Attendance	10%
F. Class Engagement and In-Class Exercises	10%
TOTAL	100%

Notice that in Example Three the professor is allocating 10% of the grade for participation. It is therefore necessary to explain to students how their participation will be evaluated. You can place that explanation either in this Assignments and Grading section or a separate section on Participation, but please include the information somewhere in the syllabus. Here is how this particular professor explained his evaluation of performance:

Participation and Engagement. Showing up is necessary but not sufficient to demonstrate your engagement in class. You will earn 10% based on your preparation for class, completion of in-class assignments, and sharing of questions, answers, and ideas in class discussions. I keep track of your participation and other forms of engagement after every class. You need not always be asking or answering questions to be engaged during class, but whenever I gain some insight into your thinking, I record it. We will also often pair up for discussion or activities. Or have short check-in assignments on the readings. Enthusiasm in interactions goes a long way. For the full 10% I expect you to meet me outside of class at least once during the semester. One final way to boost your engagement score: attend one or more of these optional events for bonus points. I'll add the equivalent of one in-class exercise or "check" for participation for each you attend. Other opportunities will be announced in class.

Example Four

One professor counts Attendance/Participation/Professionalism as 10% of their course grade. They grade this out of a total of 200 points and provide students with the following rubric right in the syllabus so that students are aware of the evaluation criteria:

ATTENDANCE, PARTICIPATION, AND PROFESSIONALISM SCORING RUBRIC

ITEM	EXCELLENT (40 pts)	GOOD (30 pts)	FAIR (20 pts)	POOR (10 pts)
ATTENDANCE				
ATTENDANCE	Student was present for every class OR Student was absent for very few classes but provided instructor with a reasonable excuse.	Student was absent for few classes but provided instructor with a reasonable excuse.	Student was absent for many classes but provided instructor with reasonable excuses.	Student was absent for many classes and/or did not provide instructor with reasonable excuses.
PARTICIPATION				
PARTICIPATION	Student brought original thought and perspective to class discussions.	Student often participated freely in class, asked questions,	Student sometimes participated in class	Student rarely participated in class discussions or

	Student was fully engaged and actively involved during every class. They also worked cooperatively and well with all of their peers.	and participated in discussions/work with peers cooperatively.	without being prompted but was reluctant to join in discussions/work with peers.	asked questions. Interaction with peers was minimal.
PROFESSIONALISM				
PROFESSIONALISM	Student is always prepared for class with completed assignments and necessary materials. Student has also sought additional help between classes if necessary.	Student is usually prepared for class with completed assignments and necessary materials. May have had a few assignment questions left to answer at the beginning of class.	Student is sometimes prepared with most of the assignment completed and with the required materials. May have needed extra time to complete assignments before turning them in.	Student is almost always unprepared for class. Assignments are not fully completed and/or they do not have other required materials.
PUNCTUALITY	Student was always on time for class and often arrived early.	Student was usually on time or early for class.	Student was sometimes on time, but rarely arrived early.	Student was rarely on time or early.
GROUP WORK	Student provided useful ideas and relevant information. Student also listened, shared, and worked well with peers. Student stayed focused on the task and what needed to be done.	Student provided some useful ideas and relevant information. Student also listened, shared, and worked moderately well with peers. Student	Student provided few useful ideas and relevant information. Student rarely listened, shared, and worked well with peers.	Student rarely provided useful ideas and relevant information. Student never listened and shared, and worked poorly with peers. Student was

		sometimes stayed focused on the task and what needed to be done.	Student lacked focus on the task and what needed to be done.	not focused on the task and what needed to be done.
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IMPORTANT COURSE EXPECTATIONS

You should include items that you want students to be aware of. For example: What is your attendance policy? Do you accept late work? If work is late, will there be a penalty? What will that penalty be? Will make-up exams be permitted?

Here are examples of Attendance and Assignments policies that professors have included in their syllabi.

ATTENDANCE

Example:

Expectations about Attendance and Professional Etiquette

This syllabus is a contract, stating that we expect professional and respectful conduct from one another.

1. I expect you to attend every class. Since attendance and participation are part of your grade, only legitimate, *pre-notified* absences will be excused (e.g. illness). Except for extreme cases, you must contact me before missing class. Regardless of your reason, contact me before class.
2. **Likewise, I do not accept late work for credit unless you have made prior arrangements with me.** I understand that life happens, but if you need to miss class for a legitimate reason, ***contact me before class.*** With the availability of real-time communication, there is no reason for not contacting me in advance of class. If there is an absolute emergency, do what you need to do and then contact me as soon as possible. **As long as you are respectful and contact me as soon as possible, I will be flexible and work with you on making accommodations.**

3. Arrive early or on-time for every class and do NOT leave early unless you have spoken with me in advance. Both are distracting, especially in a small class with lots of discussion.
4. Put your phone on do not disturb. Do NOT text or otherwise use your phone when you should be engaged in class. I will respectfully remind you if it's an inappropriate time.
5. It's old school, but laptops should remain closed unless instructed for particular activities. It's too distracting in a small seminar to be glued to the screen.
6. Drinks in the collaboratory are OK, **but no food**. Do not eat during class.
7. I expect that you are proficient in basic Office software. Back up anything you do for class, just as you would in a professional position.
8. Some materials for class may be posted on Blackboard. If I expect you to read and/or print materials, I will e-mail you at least 24 hours before class to let you know.

ASSIGNMENTS

Example One:

Written Assignments. You will be given written assignments in this course. Each written assignment must be completed by its due date. Late papers will be penalized 10% for each day late unless you have an emergency or have given me a **valid, documented** excuse **in advance** of the due date. Assignments that are more than three days late will not be accepted and will receive a grade of zero.

Quizzes and Exams. Exams will cover concepts discussed in class and/or contained in the text as well as any supplemental materials that have been assigned. Exams are to be taken when scheduled. Make-up exams are not an automatic right of students. Make-up exams are only given in **well-documented** and exceptional cases. **The final exam must be taken on the date scheduled by the Registrar - Thursday, December 13, 2018 at 8:30 am. Please keep this date in mind when you make your end-of-semester travel plans.**

Example Two:

Assignments

Students will receive four (4) in-class assignments (**200 points total**) throughout the semester. These assignments will be completed during a class period, and are intended to reinforce concepts presented in class and give students a chance to analyze innovative technologies. The assignments are also meant to be preparation for take-home exams of the course. The assignments will be graded according to the rubric posted on Blackboard.

All assignments must be received by the *indicated deadline* to obtain full credit (see “**Due Dates**” above for exact dates). Assignments received late may be penalized 10% (*one letter grade*) for each day of delay. The late penalty will be waived only if arrangements are made at least 24 hours before the due date.

DIVERSITY AND INCLUSION

Include your personalized and reflective diversity and inclusion statement here.

Below are some resources that will help make your syllabus and your classroom more inclusive to all students. Much of this information was taken from the USC Center for Urban Education (CUE). The CUE has many more free resources on their [website](#) as well as tools for faculty to review their own syllabi for inclusiveness. While the focus of the CUE materials is on racial and ethnic equity, their principles can be applied to social differences of all kinds.

Bentley also has resources to assist with this on the [Inclusive Teaching and Scholarship Sharepoint Site](https://bentleyedu.sharepoint.com/sites/inclusiveanti-racistpedagogy): <https://bentleyedu.sharepoint.com/sites/inclusiveanti-racistpedagogy>

How to be equity-minded in your class?

Equity-minded practitioners are willing to take responsibility for the success of students from all backgrounds: minoritized racial/ethnic groups, students with disabilities, LGBTQ students, international students, older students and students with other differences. Equity-minded practitioners critically assess their own beliefs and practices. Claiming not to ‘see race’ or other social differences and denying students’ experiences with discrimination and inequality are actions that demonstrate a lack of equity-minded competence and undermine goals towards social equity.

Review your syllabus:

- 1. Imagine you’re a student reading the syllabus on the first day of class. Do you feel that the instructor is willing to provide opportunities and resources for you to do well in the course? Why or why not?*
- 2. Imagining yourself again as a student reading your syllabus, do you feel the instructor assumes that you want to learn and cares for your development as a scholar and human being? Why or why not?*
- 3. Imagine you are a student from a racially minoritized group, a student with a disability, or an LGBTQ student reading your syllabus on the first day of class. Do you feel the instructor and the course speak to your experiences? Do you feel like the instructor is an advocate for social equity?*

Here are some questions to think about when drafting a statement on classroom Inclusion in your syllabus:

- How do you feel when you think about social differences in your classroom and discussing social differences with your students?*
- What kinds of feelings would you like to have when discussing social differences with your students?*

- *What is your teaching philosophy and does the incorporation of diverse perspectives in the classroom influence that philosophy?*
- *How do you think students with varying backgrounds will respond to your syllabus and your pedagogical style?*
- *What can you do to demonstrate to your students that respecting differences of thought in the classroom fosters positive learning outcomes?*
- *When drafting your inclusion statement, have you included various types of diversity including race, sex, age, disability, veteran status, religion, sexual orientation, national origin, and socioeconomic status?*
- *What classroom environment would you like to create for your students?*

You might find the following two examples helpful starting points in drafting the Diversity & Inclusion language for your course:

Example One

"I hope that some of the ideas we discuss in the class will challenge you and I hope you will be uncomfortable, but discomfort should come from ideas, not from individuals. I assure you that you will be respected in our classroom. If you do not feel respected, tell me immediately. I will not be offended. This is part of my job and I take it very seriously."

Example Two

"Our university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. Personal and professional courtesies are especially important to me. My class roster has your preferred name, but I will happily address you by an alternate name and/or pronoun. Just let me know your preference early in the semester."

BIAS INCIDENT REPORTING

The Bias Incident Response Team (BIRT) provides students affected by bias or bias-related incidents with access to appropriate resources. Where appropriate, BIRT assists the University in its response to situations that may impact the overall campus climate related to diversity and inclusion. Working closely with appropriate students, faculty, committees, organizations, and staff, BIRT plays an educational role in fostering an inclusive campus community and supporting targeted individuals when bias or bias-related incidents occur. More information about BIRT and how to file a bias incident report can be found at: <https://www.bentley.edu/offices/student-affairs/birt>

ACADEMIC INTEGRITY

The policies can be found at:

<http://www.bentley.edu/centers/alliance/academic-integrity>

Here are two examples of how professors handle this:

Example One

This class will be conducted in full accordance with Bentley's policies about academic integrity and the Bentley Honor Code. *All students are expected to adhere to Bentley's Academic Integrity policy* which includes Bentley's Honor Code (details on the policy can be found in the Undergraduate Student Handbook, the Graduate Catalog, and Bentley's academic integrity course page on Blackboard into which all students and faculty are enrolled). The essence of the policy is that you should not represent someone else's work as your own (no plagiarism, no cheating on exams, no illicit collaboration on projects, etc.). Failure to adhere to the policy can have serious consequences, including course failure, suspension, or even expulsion from the university. The best way to avoid a problem is to consult with me before taking an action that might constitute a violation."

The policies can be found at:

<http://www.bentley.edu/centers/alliance/academic-integrity>

Example Two

All students are expected to adhere to Bentley's Academic Integrity policy, which includes Bentley's Honor Code (details on the policy can be found in the Undergraduate Student Handbook, the Graduate Catalog, and Bentley's academic integrity course page on Blackboard into which all students and faculty are enrolled). The essence of the policy is that you should not represent someone else's work as your own (no plagiarism, no cheating on exams, no illicit collaboration on projects, etc.). Failure to adhere to the policy can have serious consequences, including course failure, suspension, or even expulsion from the university. The best way to avoid a problem is to consult with your instructor before taking an action that might constitute a violation.

The Bentley University Honor Code formally recognizes the responsibility of students to act in an ethical manner. It enjoins all students to maintain academic honesty in their own work (recognizing that most will do so because of their own high standards), to promote ethical behavior throughout the Bentley community, and to take responsible action when there is a reason to suspect dishonesty. It reads:

As a Bentley student, I promise to act honorably in my courses and my professional endeavors, adhering to both the letter and spirit of Bentley's academic integrity system. I

will neither take advantage of my classmates nor betray the trust of my professors. My work will be honest and transparent, and I will hold myself and my peers accountable to the highest ethical standards.

Plagiarism and Citation of Work

Plagiarism is often the least conspicuous, most poorly understood, and most insidious form of academic dishonesty. Plagiarism is representing another entity's work or ideas as your own. It's fraud. And it's a serious academic offense. Something as simple or apparently innocuous as copying or paraphrasing from Wikipedia without citation is plagiarism. Good intentions or misunderstanding do not excuse plagiarism, but there are cases where it's difficult to say if something is strictly plagiarism. So it is important that you learn about it (<http://www.plagiarism.org/>) and if you are ever in doubt about whether something is plagiarism, ask me. **DO NOT wait for any your instructors to find plagiarism. Any idea or language that did not originate from you at the time of writing must include a citation.**

If you use someone else's idea or language in an assignment in this class, you should use parenthetical citations (e.g. Smith, 2018) in the text of your writing with a "Works Cited" entry for the citation at the end. Your own work in other classes is considered original work and must be cited if you use it. Cite everything. **Not knowing how to cite an idea or reference is not an excuse.** I will never reduce a grade based on the formatting of "Works Cited" or references unless I have given you feedback previously.

Similarly, although collaboration with other students inside or outside of class is encouraged – especially in lab work – the wholesale copying or even tweaking of another student's answer is prohibited in every original response or calculation. Unless you are sharing data you collected together, it's plagiarism. **Do NOT put yourself in the awful position of having to defend the originality of your work.** I hate filing academic integrity reports and I hate assigning 0.0 grades; they are earned but they are preventable.

BENTLEY CORE VALUES

This class will be conducted in full accordance with The Bentley Core Values. Please reread the Values, which can be found at <https://www.bentley.edu/about/mission-and-values>.

DISABILITY SERVICES

Your syllabus should include the most recent update of the disability language. This is sent to faculty every semester via email from the Director of the Office of Disability Services.

Bentley University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 which stipulate no student shall be denied the benefits of an education solely by reason of a disability. If you have a hidden or visible disability which may require classroom accommodations, please call Disability Services within the first 4 weeks of the semester to schedule an appointment. **Disability Services** is located in **Academic Services (JEN 336, 781.891.2004)**. Disability Services is responsible for managing accommodations and services for all students with disabilities. For additional information, please go to <https://www.bentley.edu/offices/disability-services>

LIBRARY

The Bentley Library supports the research and learning needs of the Bentley community through our spaces, technology, collections, teaching, and expertise. Open 96+ hours per week during the semester, we provide spaces for quiet study, as well as computers and printers. Research assistance is available until 9:00 p.m. most nights via email (refdesk@bentley.edu), live chat (<https://libguides.bentley.edu/reference-chat>) and text (781.728.0511). Reference Librarians can help you develop research questions and topics, select databases and other resources, evaluate information, and properly cite sources. Research consultations for individuals and small groups are available by appointment via Zoom. For more information about the Library's hours, services, and resources visit our website library.bentley.edu.

WRITING CENTER

The Writing Center offers one-on-one tutoring to students of all years and skill levels. Located on the lower level of the Bentley library (room 023), the Writing Center provides a welcoming and supportive environment in which students can work on writing from any class or discipline. Writers are encouraged to visit at all stages of the writing process; they can come with a draft, an outline, or just some initial thoughts and questions.

Staffed by highly skilled student tutors, the Writing Center is open six days a week. Drop-ins are welcome, but appointments are encouraged and can be made online at bentley.mywconline.net or by phone at 781.891.3173. For hours and additional information, visit our website at www.bentley.edu/centers/the-writing-center.

ESOL

The ESOL Center offers writing and English language support to students who are English Speakers of Other Languages (ESOL). Our faculty tutors specialize in working with multilingual writers and can provide feedback and strategies on writing for all your course and career-related writing. You're welcome to come in for help at any stage of the writing process, from the brainstorming and organizing point through the final drafting stage. In addition, you can receive support related to source documentation, Power Point slide reviews, oral presentation practice, and pronunciation along with conversation fluency and enrichment.

The ESOL Center is located on the lower level of the Bentley Library, room 026. Day and evening appointments can be scheduled through <https://bentleyesol.mywconline.net> or by dropping by the ESOL Center to see if a faculty tutor is available. Because of the high demand for appointments, however, we encourage scheduling a time in advance whenever possible. For more information, please visit: <https://www.bentley.edu/offices/academic-services/esol>.

RELIGIOUS ACCOMMODATIONS

Bentley University is committed to supporting a diverse and inclusive campus culture. We recognize the diversity of religious traditions represented in the campus community and affirm the rights of students to receive reasonable accommodations when their sincerely held religious observances conflict with an academic requirement, except when such an accommodation would create an undue hardship. We offer reasonable religious accommodations in accordance with Massachusetts state law and the Bentley core values.

If a student anticipates being unable to attend class, take an exam, or turn in an assignment because of a religious observance, they are strongly encouraged to discuss their needs with their professors at the outset of the semester, but not less than two weeks before the day of the religious observance in order to ensure that the faculty member and the student can adequately determine an appropriate accommodation. Students are expected to work with the faculty member to identify an accommodation that satisfies the need of the student while maintaining the necessary academic requirements. In general, reasonable religious observance accommodations will be made for the day of the religious observance but not for any days preceding or succeeding it.

Academic Services is a resource to students and faculty when determining reasonable accommodations for religious observances. Students and faculty can reach out to Academic Services at any time with questions regarding how to agree upon a reasonable accommodation. A student is encouraged to work with their professors directly, but they may also choose to work solely with Academic Services, who will then liaise with their professor. Once an accommodation is agreed upon, that agreement should be documented in writing; an email between the student and the professor can serve as such documentation.

For more information on religious observances, please see:
<https://www.bentley.edu/offices/registrar/religious-accommodations>

COURSE SCHEDULE (May be modified at instructor's discretion) Please note that additional supplemental lectures on campus may be assigned depending upon campus schedule.

List plans for each class meeting.