



**Baker  
College**

# **Faculty Handbook**

**Revised October 2018**

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**SECTION I:**  
**INTRODUCTION**

## **Welcome**

Welcome to Baker College. We have built our College to be a leader in its field through teamwork, cooperation, and service. Your commitment to these ideals is absolutely necessary for us to continue our mutual success. Faculty members are vital partners in enabling Baker College to achieve its mission of preparing graduates for rewarding careers; this is an exciting and challenging undertaking. Students vary widely in their abilities, viewpoints, and backgrounds. Good teaching does not just happen. It requires hard work, careful planning, knowledge, constant alertness to new developments in your field, and a genuine liking for people. All of these qualities as well as a thorough understanding of students, and their needs, problems, concerns, and differences are essential to teaching success.

This handbook outlines some of the policies, procedures, and expectations applicable to faculty of Baker College. Remember, it is a resource; it does not address every possible situation and does not contain all College policies or include all details regarding any policy. Please ensure you have read the Baker College Employee Handbook found at MyBaker -- Department Resources -- Human Resources. The Baker College Employee Handbook link can be found in the main navigation menu on the left hand side of the Human Resource Department page. In the event that the terms of this Faculty Handbook conflict with the terms of the Baker College Employee Handbook, the Employee Handbook controls.

Baker College reserves the right to modify, alter, amend, change, or terminate any policy, procedure and/or benefit contained or referred to in this handbook at any time upon reasonable notice. Employment at Baker College is “At Will” and may be terminated at any time, with or without cause or notice.

If you have questions, please contact your supervisor, Director of Academic Affairs, or the Human Resource Department.

## **Baker College Mission and Purposes**

The mission of Baker College is to provide quality higher education and training which enable graduates to be successful throughout challenging and rewarding careers.

To this end, the following purposes have been established:

- To prepare students for competency in Business, Healthcare, Education, Human Services, and Technical careers in today's global economy.
- To provide general education, which expands the students' horizons, develops strong communication skills, and encourages critical thinking.
- To provide students with practical experience and training in their chosen field of study.

- To encourage social and classroom-related activities which promote both personal and professional growth.
- To enhance students' success through continuous assessment, improvement of teaching, learning, and institutional effectiveness.
- To assist graduates throughout their careers in securing employment and improving career opportunities.
- To encourage graduates to continue their education, and to lead effectively through service in a world without boundaries.
- To offer graduate programs, which provide students with advanced study, research, scholarly activity, and opportunities for professional development.

### **Guiding Principles**

1. **Quality Academic Programs:** Baker College offers quality academic programs focused on student outcomes and driven by expert faculty utilizing holistic program assessment, research-based pedagogy, and multiple delivery modalities, which lead to employment and career advancements for graduates.
2. **Disciplined Fiscal Management:** Baker College upholds a strong emphasis on prudent and ethical fiscal stewardship ensuring institutional sustainability through commitment to sound business practices as a private, not-for-profit postsecondary institution.
3. **Adapt and Change:** Baker College adapts to environmental conditions by implementing deliberate strategic initiatives aimed at mitigating these forces.
4. **Continuous Improvement:** Baker College engages in ongoing efforts to improve all aspects of the Institution including programs, practices, processes, student outcomes, and services.
5. **Accessible:** Baker College commits to providing accessible higher education. The College admits individuals who demonstrate initiative and have the academic ability necessary to be successful.
6. **Service Excellence:** Baker College supports a student-centric service model providing student services that are prompt, practical, and reliable in an inviting and professional environment.
7. **Strong Image: BakerProud<sup>®</sup>** Baker College aspires to gain wide recognition for the strength and quality of its graduates, curriculum, faculty, staff and facilities.

8. **Accountable for Mission, Values, and Public Trust:** Baker College accepts full accountability for its mission and takes responsibility for the trust and faith placed in the institution by its internal and external stakeholders.
9. **High Work Ethic:** Baker College employs individuals who demonstrate professionalism, commitment, dedication, integrity, and high standards of personal accountability.
10. **Team Oriented:** Baker College recognizes employees are its most valuable resource and fosters a spirit of open communication and teamwork that embraces mutual respect, integrity, trust, and professionalism.
11. **Community-Based:** Baker College commits to being an exceptional corporate citizen by supporting the communities surrounding each campus and building lasting relationships in all of its service areas.

### **Baker College Code of Ethics**

Institutions of higher education are entrusted by society with great resources and commensurately great responsibilities for creation, dissemination, and preservation of knowledge. Baker College faculty, staff, and governing boards play a key role in assuring that high standards of ethical practice attend to the custody and use of these resources. The faculty, staff, and governing boards' personal and professional conduct reflects on his or her institution, the collective profession, and the higher education enterprise at large. To guide faculty, staff, and governing boards in setting and practicing high standards of ethical conduct, the Business Office of Baker College has implemented the following Code of Ethics, which is based upon those recommended by the National Association of College and University Business Officers. The Business Office embraces the values expressed in this Code and advocates their observance by all faculty, staff, and governing boards members.

The faculty, staff, and governing boards' conduct should be characterized by integrity and dignity, and he or she should expect and encourage such conduct by others.

The faculty, staff, and governing boards adhere to and advocate personal values that:

- accord respect to self and others
- preserve honesty in actions and utterances
- give fair and just treatment to all
- accept intellectual and moral responsibility
- aspire to achieve quality
- refuse conflict, or the appearance of conflict, between personal and institutional interests
- engender forthright expression of one's own views and tolerance for the views of others

The faculty, staff, and governing boards members act with competence, and strive to advance competence, both in self and in others.

The faculty, staff, and governing boards members understand and support his or her institution's objectives and policies, are capable of interpreting them within and beyond the institution contribute constructively to their ongoing evaluation and reformation.

The faculty, staff, and governing boards communicate to institutional colleagues the content of this Code of Ethics and strive to ensure that the standards of professional conduct contained therein are met.

In discharging his or her duties in accordance with this Code of Ethics, the faculty, staff, and governing boards should enjoy the following rights:

- The right to work in a professional and supportive environment.
- The right to have a clear, written statement of the conditions of his or her employment, procedures for professional review, and a job description outlining duties and responsibilities.
- Within the scope of his or her authority and policy, the right to exercise judgment, and perform duties without disruption or harassment.
- Freedom of conscience and the right to refuse to engage in actions that violate the ethical principles contained in this Code or provisions of law.

## **MyBaker Portal**

Faculty will need to be familiar with the MyBaker Portal and use many items within MyBaker to complete their work successfully. MyBaker has information, resources, and contact information for all facets of Baker College. It is expected faculty are familiar with all resources relevant to their role on MyBaker, including, but not limited to:

- *MyBaker Home Items*



- *Faculty Center*



- *Student Services Center*



- *Department Resources*



## **Center for Teaching Excellent (CTE)**

The CTE provides a variety of resources and information relevant to the faculty role and teaching. Faculty should be familiar with the items posted on the Center for Teaching Excellence page accessed through the Faculty Center in MyBaker.

- Faculty Professional Development Calendar and Information
- New Faculty Professional Development/First Year Faculty Experience
- Faculty Newsletters
- Teaching and Educational Technology Resources
- Conference information
- Faculty Ranking information
- JEF Grant information

The CTE is updated as needed with new information, so please check back frequently.

## **Baker College Learning Model**

The purpose of the Baker College Learning Model is to provide a framework to guide a vision of providing a high-quality teaching and learning environment which fosters and promotes student success.

The Baker College Learning Model in its entirety, can be found on the Center for Teaching Excellence (CTE) site by going to MyBaker—Faculty Center—Center for Teaching Excellence:

It is expected all faculty are familiar with and apply the primary tenets of the Baker College Learning Model.

## **Faculty Development**

Baker College is committed to providing quality academic experiences for students and strives to partner with faculty to develop skills and qualities to promote student learning and success. Faculty start their development journey in the First Year Faculty Experience (FYFE) which will provide initial training, observations, coaching and feedback during the initial class session, additional training (AIM), and an end of year evaluation. The end of the year evaluation is a collaborative process that includes both faculty self-reflection and feedback on strengths and opportunities by College academic staff that leads to the development of a professional growth plan (PGP) to promote ongoing faculty development.

**SECTION II:**  
**GENERAL PERSONNEL INFORMATION**  
**AND POLICIES**

## **Faculty Academic Credentials**

The College maintains regional accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools, 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604-1411, 800-621-7440, website: <http://ncahlc.org>

*“HLC’s requirements related to qualified faculty seek to ensure that students have access to faculty members who are experts in the subject matter they teach and who can communicate knowledge in that subject to their students. When an institution indicates that a faculty member is qualified by means of an offer of employment, it is asserting its confidence in the faculty member’s content expertise along with the ability of the faculty member to help position students for success not only in a particular class, but also in their academic program and their careers after they have completed their program. Guidelines apply to all faculty members whose primary responsibility is teaching, including part-time, adjunct, dual credit, temporary and/or non-tenure-track faculty. An institution committed to effective teaching and learning should be able to demonstrate consistent procedures and careful consideration of qualifications for all instructional faculty. This demonstrates academic integrity and is verifiable through peer review processes” - HLC website*

To meet the Higher Learning Commission accreditation standards, the College hires faculty members who have earned advanced degrees (i.e., not honorary) from regionally accredited institutions or the equivalent (if the degree is not from the United States) beyond the baccalaureate level. The list of six regional accreditation commissions are recognized by the U.S. Department of Education, and by the Council on Higher Education Accreditation (CHEA) as the regional authority on the quality of institutions of higher education in the United States and can be found by visiting the website. Refer to the Baker College website on My Baker → Department Resources → Human Resources Department → Teaching Opportunities then click on the Faculty Academic Credential Requirements link.

Faculty are responsible for providing official transcripts to Baker College within the time frame indicated at time of hire. Failure to do so can result in termination and ineligibility to teach at the College. If faculty credentials for a particular content area change, faculty should notify their campus and send documentation to HR. As credentials change, faculty will be notified regarding changes to classes they are eligible to teach.

## **Personal Data and Credentials**

It is important for the Institution to have accurate records for every staff member. Faculty members must keep Human Resources (HR) advised of the following types of status changes:

- Name
- Social Security Number
- Address

- Telephone Number
- Marital Status
- Person(s) to Notify in an Emergency
- License Identification Numbers
- Proof of Citizenship
- E-mail Address
- Attainment of Additional Educational Certificates or Degrees

Employee records are treated with the strictest of confidence, and are accessible only to the appropriate supervisors and other designated personnel. In accordance with state and federal laws, any employee who wishes to review his/her records may do so with the System Human Resource Department by written request. A written request for copies may be directed to the System Human Resource Department. Employee statements, and/or comments will be accepted as additions to the personnel file. It is the responsibility of the employee, as well as the Institution, to keep the records up to date.

It is the instructor's responsibility to make sure he/she has valid credentials covering his/her teaching assignments and personal data on file with HR.

### **Workload Maximums/Teaching Loads**

- *Full-Time Faculty Teaching Load:*

Full-time faculty on a nine-month schedule are expected to teach a total of 30 credit hours per year. Full-time faculty on a twelve-month schedule are expected to teach a total of 33 credit hours per year. Course releases may be granted for specific work.

During the summer semester, instructor schedules shall not exceed one, three-credit course, unless specified otherwise by the Vice President/Director for Academic Affairs or the program designee. Full-time faculty are limited to three credit hours of overload per semester, which must be approved by the Vice President/Director for Academic Affairs or his/her program official/ designee. An exception to this workload for full-time faculty members is defined by the BCEA bargained for agreement on the Flint and Owosso campuses.

For additional details and questions related to full time teaching load, please contact your program official/ designee or director of academic affairs.

- *Adjunct Faculty - 8-Week Courses:*

Adjunct/part-time faculty may teach up to two 3-credit hour courses in an eight-week session (27 hours per week). Adjunct/part-time faculty may work up to 28 hours per week including the combined teaching load, professional tutoring, and other academic duties. If courses taught have atypical credit hours associated with them, the total credit hours per eight week session cannot exceed 6-credit hours. If you have questions regarding the courses you are teaching, please reach out to your program official/ designee.

- *Adjunct Faculty - 12 or 16-Week Courses:*

Adjunct/part-time faculty may teach up to nine credit hours (20.25 hours per week) per 12 or 16 week session. Adjunct/part-time faculty may work up to 28 hours per week, including the combined teaching load, professional tutoring, and other academic duties. If you have questions regarding the courses you are teaching, please reach out to your program official/ designee.

- *Independent Study Courses:*

Independent Study courses count as 50% of the credit hour load for the course.

- *Lab Hours, Tutoring, and Other Academic Duties:*

Lab hours associated with a course, tutoring, and other academic duties are calculated on an hourly basis and as straight time. Adjunct faculty who are hired to teach labs, perform professional tutoring, or other academic duties such as curriculum development, must also consider these hours along with their teaching load and must ensure they do not exceed 28 hours per week with the combined teaching load, professional tutoring, and other academic duties.

### **Teaching for Multiple Campuses**

Adjunct/part-time faculty who teach on multiple campuses (including Online) must combine all courses/credit hours in each session as a single count, and it must not exceed the maximums indicated above. Adjunct/part-time faculty may work up to 28 hours per week including the combined teaching load, professional tutoring, and other academic duties. Faculty have a shared responsibility to ensure they do not exceed maximum teaching loads/working hours. If you have questions regarding the combination of courses you are teaching, please reach out to your program official/ designee.

### **General Faculty Expectations and Information**

Faculty members report directly to the program official or his/her designee of the division for which they are teaching. They are supervised and evaluated by the program official or his/her designee for that division. The faculty member is expected to:

1. Demonstrate a commitment to Baker College, its mission, purposes, and guiding principles.
2. Maintain the professional image of a Baker College employee.
3. Meet all Baker College and operational responsibilities and expectations indicated in this Faculty Handbook and Section III of the Employee Handbook.
4. Support Baker College by attending and participating in activities such as professional development sessions when offered, divisional meetings, department

meetings, faculty meetings, graduation exercises, and other official College functions when invited.

5. It is the responsibility of the faculty member to report in advance any anticipated or unexpected absence to the appropriate program official/designee. Classes should not be accepted if you are aware in advance of an anticipated absence. This should not affect future course offerings, but please verify this process with your program official/designee.
6. The baker.edu email address must be used for all official email communication related to employment/teaching at Baker College. Faculty must provide their Baker College email address and contact number to students in the Faculty Information area of courses in the LMS.
7. During the semester, due to the asynchronous nature of courses, Baker College Graduate and Online does not observe any scheduled time off, including holidays.
8. During scheduled class time, instructors must refrain from doing outside work/coursework.
9. If your course contains direct measure assessments, they must be completed as indicated. Please review the direct measure schedule as found at the Assessment portal using the following link:  
  
[https://my.baker.edu/ICS/My\\_Services/Department\\_Resources/Academic\\_Department/Assessment.jnz](https://my.baker.edu/ICS/My_Services/Department_Resources/Academic_Department/Assessment.jnz)
10. Certain programs may have additional expectations or requirements for faculty.

## **Compensation**

Employment is at-will and prior teaching experience at Baker College is no guarantee of future opportunities.

Part-time faculty are issued a single contract for each course. Course contract amounts are based on degree level, credit hour, and workload (i.e. independent study). Lab courses are paid per contact hours. Please contact your program official/designee for additional details.

Part-time faculty members may be eligible for additional compensation for work performed on curriculum development, assessment, and special projects. This work and compensation is assigned and must be approved prior to the work occurring. Part-time faculty members should contact their program official/designee for details.

## **Expense Reports**

All anticipated expenses require pre-approval by the Director of Academic Affairs or the supervisor. Any expense reports turned in must be accompanied by itemized, original receipts to cover the charges listed using forms provided and following expense reimbursement policy provided by HR. Expense reports must be turned in to Accounts Payable by the last business day of the month following the month the expense was incurred.

Information on expense reports, mileage reimbursement, and forms can be found in Human Resources at:

[https://my.baker.edu/ICS/My\\_Services/Department\\_Resources/Human\\_Resources\\_Department/Internal - Forms.jnz](https://my.baker.edu/ICS/My_Services/Department_Resources/Human_Resources_Department/Internal_-_Forms.jnz)

## **Termination of Service**

Employee termination may occur due to any of the following:

1. **Resignation**--If you find it necessary to resign, hourly/part-time employees are expected to give a minimum of two (2) weeks' notice of resignation in writing. Employment agreement employees are expected to give notice as required by individual employment agreement.
2. **Discharge**--Baker College is an at-will employer. Employment may be terminated with or without cause.

## **Solicitations**

Baker College does not permit anyone to sell or solicit or distribute materials on the premises except as authorized by the President or his/her designee. This includes any virtual space or any media belonging to the college.

## **Professional Interactions with Students**

Baker College prohibits romantic relationships between supervisors and their subordinates, between an employee and a student, and prohibits any such conduct between peers if it is unwelcome. Should such a relationship develop, Baker College may transfer, reassign, or discharge one or both of the individuals involved.

Instructors shall not allow any students, with whom they have a personal relationship (including romantic, dating or sexual relationships and any type of familial relationship), to enroll or remain enrolled in any course they teach without the written approval of the program official. Instructors must avoid interpersonal relationships with the students they teach which could give rise to questions of conflict of interest or any appearance of impropriety.

Occasionally, students may seek professional help or advice (legal, medical, counseling) from an instructor. Faculty must remember that they are filling the role of instructor only and should refrain from engaging in conversations or interactions with students which may be seen or perceived as giving personal or professional advice, information, or therapy.

## **Social Networking Policy**

Baker College recognizes that social networks are fundamentally about relationships. Each site, system, and network represents a distinct online community with its own unique culture, expectations, and acceptable behaviors.

The key principles guiding our efforts are:

- Recognizing that these networks are communities of people and not merely channels through which we can broadcast sales, marketing, or PR messages.
- Engaging individuals in an open, honest, and personal dialogue online, focusing on listening and understanding.
- Establishing a mindful approach to our efforts, making sure that we're always contributing to the ongoing conversation in meaningful ways.

Our approach to social networking is focused on serving the needs of our students by:

- Maintaining a positive, active, and meaningful presence.
- Providing relevant, helpful, and accurate information.
- Making our resources available across the key networks and sites.

When choosing to use social networking sites with your students please remember that course information of any kind (materials, pictures, events, etc.), including information from clinical and work sites, cannot be shared or discussed on any social network or electronic account outside of those required by the instructor for class participation. Additionally, the use of a social networking site should never supplant the functions and features of the system's learning management system (currently Canvas), i.e. assignment submission, grader feedback, discussions for engagement credit, etc.

Violation of this policy would result in expulsion from the college. Baker's Social Networking Policy outlines best practices for an online presence as well as recommended practices for specific social networking services.

## **Surveys**

This policy establishes the guidelines by which educational/other surveys may be distributed on Baker College campuses.

It is the policy of Baker College that any employee wishing to distribute a survey must first obtain permission. If the information is to be distributed on a specific campus, the campus

president must approve the distribution. If the survey is to be distributed throughout the Baker College System, the System Executive Committee must approve the distribution. The survey and its explanation need to be submitted to the program official/designee to start the process.

### **Confidentiality of Information**

All information about students (including identity) must be treated with strictest confidence according to state and federal regulation. The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older, or who attends a postsecondary institution.).

State law mandates that an individual employee may be sued for breach of confidentiality, rather than the entire institution. Verification of student identification must be given before any information is given out.

Violation of this trust may be cause for immediate disciplinary action. Employees should particularly guard against inadvertent breach of confidentiality through careless work-related conversation around students and visitors within the facility.

Employees who violate the confidentiality of these records will be disciplined. Each case will be evaluated separately. The disciplinary action taken may range from a verbal and/or written warning to termination of employment.

### **Legal Documents**

Instructors may not become involved as witness to, or as instruments of, legal procedures with students, unless subpoena power of the court commands them to give testimony. All staff members must notify the campus president of any pending or threatened legal actions.

**SECTION III:**  
**ACADEMIC INFORMATION AND**  
**POLICIES**

## Teaching and Learning Modalities

Baker College provides students the opportunity to learn in a variety of delivery modalities. Each modality requires unique training and has guidelines and expectations to ensure quality teaching and learning environments. For more information or questions, please reach out to your Academic Affairs staff or Center for Teaching Excellence personnel.

1. **On-Ground:** On-ground classes meet at designated times and are held face-to-face with Baker College's learning management system (LMS) used to enhance the class. Please see the LMS Professional Expectations section for more information on how to use the LMS to support face-to-face teaching. On-ground classes are typically 16 weeks in length, though there are alternate calendars for some courses/programs.
2. **Online:** Online classes emphasize asynchronous instruction and communication, allowing instructors and students to submit and receive course content and materials on a structured, but flexible, schedule. Online courses are typically 8 weeks in length, though there are some alternate calendars for some courses.
3. **Blended:** Blended Learning classes utilize a combination of delivery modes where students participate in both face-to-face and online classroom experiences. Blended courses must be approved before offering.
4. **Distance:** Distance Learning is a course in which students and faculty from different sites interact using a web-conferencing tool throughout the duration of the course. Distance Learning courses must be approved before offering.

## Academic Activity

Baker College is a non-attendance taking institution. Instead, the College has chosen to focus on academic activity, which has a greater emphasis on student success and engagement in their learning. Faculty must monitor student academic activity throughout their course and report when students are not academically active. Reporting will typically occur at certain intervals including week one academic activity, periods of non activity and student is unresponsive to outreach attempts, and when reporting final course grades at the end of each session.

Activity can take many different forms:

- Physically attend class
- Engage in online discussion or other asynchronous online activities
- Submit an assignment submission or complete an assessment
- Participate in an interactive tutorial, or computer-assisted instruction (i.e. online lab and software products)
- Initiate contact with faculty regarding the course content (i.e. phone or email) that demonstrates the intent to be engaged or active in the class

## **Academic Integrity Philosophy**

Integrity and acting honorably are essential components of professionalism and citizenship that continue well beyond courses at Baker College. They are the foundation for ethical behavior in an ever-evolving workplace. Academic integrity must be understood, appreciated, and upheld for students to be successful in their academic pursuits and prepared for the challenges of skills-intensive careers in an information-based global society. To support this vision, Baker College has created an Academic Integrity Philosophy.

To promote this philosophy, all members of the Baker College academic community (students, faculty, and staff) affirm and share the belief that values of honesty, trust, and accountability will be adhered to by all. Students, faculty, and staff have a shared responsibility to build mutual trust and ensure their ideas and work will be respected. Members of an academic community practice consistency and professional conduct even in the face of adversity. Demonstrating academic integrity is an individual choice to be responsible for one's own work, make ethical decisions, and be accountable for one's own actions and choices. In the pursuit of achieving and maintaining academic integrity, all members of the academic community must understand and exhibit attitudes and behaviors consistent with three critical core ideals. All members of Baker College can exemplify the Academic Integrity Philosophy.

The **three core ideals** crucial to academic integrity include the following: mutual honesty, trust, and respect; responsibility for professional and ethical conduct; and fairness, transparency, and exemplary behavior.

1. **Mutual Honesty, Trust, and Respect:** Education involves the exchange and transference of knowledge and ideas. Because learning is a collaborative process, all stakeholders at Baker College have a reciprocal responsibility to ensure the academic community is grounded in honesty, trust, and respect.
2. **Responsibility for Professional and Ethical Conduct:** Academic integrity involves a personal and individual ethical choice to be committed and accountable for one's own behavior and work. Beyond the individual choice, academic integrity can only be upheld and maintained when all members of Baker College accept the responsibilities involved with their roles and are accountable for their conduct in the academic community.
3. **Fairness, Transparency, and Exemplary Behavior:** Fostering a commitment to fairness is an ongoing process, maintained by continuous practice, as well as consistency and assured professionalism even in the face of adversity. Students, faculty, and administration at Baker College all have a right to be treated fairly by each other and will work in the best interest of one another while adhering to practices that promote exemplary behavior, impartiality, and transparency.

## **Academic Honor Code**

Academic honesty, integrity, and ethics are required of all members of the Baker College community. Academic integrity and acting honorably are essential parts of professionalism that continue well beyond courses at Baker College. They are the foundation for ethical behavior in the workplace. Attending Baker College is a privilege, and students are expected to conduct themselves in a manner reflecting the ideals, values, and educational aims of the College.

Academic integrity requires that work for which students receive credit be entirely the result of their own effort. Acting honorably in an academic setting requires more than simple honesty. Academic dishonesty takes place whenever students undermine the academic integrity of the institution or attempt to gain an unfair advantage over others. Ignorance of the College's Honor Code is not accepted as a valid excuse for prohibited conduct.

The following lists include some examples of honor code violations; they are not intended to be exhaustive:

### **Cheating**

- Using unauthorized materials such as books, notes, or crib sheets to answer examination questions.
- Taking advantage of information considered unauthorized by one's instructor regarding examination questions.
- Copying another student's homework, written assignments, examination answers, electronic media, or other data.
- Assisting or allowing someone else to cheat.

### **Plagiarism**

- Representing the ideas, expressions, or materials of another without due credit.
- Paraphrasing or condensing ideas from another person's work without proper citation.
- Failing to document direct quotations and paraphrases with proper citation.

### **Other Forms of Academic Dishonesty**

- Fraud, deception, and the alteration of grades or official records.
- Changing examination solutions after the fact, inventing, changing, or falsifying laboratory data or research.
- Purchasing and submitting written assignments, homework, or examinations.
- Reproducing or duplicating images, designs, or Web pages without giving credit to the developer, artist, or designer.
- Submitting work created for another course without instructor approval. This would also include previous attempts at the same course.

- Misrepresenting oneself or one's circumstance to gain an unfair advantage.
- Collaborating with another person(s) without instructor approval.
- Selling or providing term papers, coursework, or assignments to other students.
- Posting, uploading, using, or exchanging term papers, coursework, tests, or assignments to/from an Internet site.

There are four possible consequences for violating Baker College's Honor Code:

1. Failure of the assignment.
2. Failure of the course.
3. Expulsion from the College.
4. Rescinding a certificate or degree.

A student is prohibited from withdrawing from a course in which an "F" grade is received due to a violation of the honor code. For more information, review the Student Handbook found on MyBaker or reach out to your Director of Student Affairs (DSA).

### **Reporting Academic Honor Code Violations**

In cases involving academic honor code violations (AHCVs), determination of the grade, and the student's status in the course, are left solely to the discretion of the instructor. The instructor may seek guidance from College administrators. The instructor will report the incident to the College's administration to establish, investigate, or determine potential patterns of dishonesty. Please note that grades due to AHCVs are not appealable by the student.

Faculty can report academic honor code violations using Early Alerts. To submit an Early Alert, go to My Baker -- My Services -- Faculty Center -- Advising -- Submit an Early Alert (found in left side navigation menu).

Once received, the College will review the AHCV form and contact the appropriate parties to validate the information. The Director of Student Affairs (DSA) may contact the student, and the violation will become a permanent part of the student's academic record.

### **Baker College Position on Plagiarism**

The rising issue of student plagiarism at postsecondary institutions continues to be a highly debated topic. Plagiarism is a complex and controversial topic for both faculty and administrators. Baker College recognizes there are many challenges and struggles surrounding this issue. The Baker College Academic Honor Code clearly denotes the definition and consequences of plagiarism. However, it does not provide guidance for understanding plagiarism in the context of teaching and learning. As a result, Baker College has turned to the Council of Writing Program Administrators (WPA) for guidance regarding plagiarism in the context of teaching and learning.

The WPA is a national association comprised of college and university faculty which provides a venue for, and cultivates widespread discussions, regarding college writing. The WPA has produced a position statement which defines plagiarism in an instructional setting, and provides best practices for students, faculty, and administrators. Baker College believes the following excerpts from the WPA's position statement contain critical elements intended to provide faculty and administrators common ground for understanding plagiarism in the context of teaching and learning.

*“In an instructional setting, plagiarism occurs when a writer **deliberately** uses someone else’s language, ideas, or other original (non common-knowledge) material without acknowledging its source.”*

*“Most current discussions of plagiarism fail to distinguish between:*

- 1. submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and*
- 2. carelessly or inadequately citing ideas and words borrowed from another source.”*

*“A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.”*

*“Students are not guilty of plagiarism when they try in good faith to acknowledge others’ work but fail to do so accurately or fully. “*

Reference: <http://www.wpacouncil.org/positions/WPAplagiarism.pdf>

Baker College believes it is necessary to adopt a position regarding student plagiarism beneficial to the teaching and learning process. Our goal of this communication is to articulate a philosophy that distinguishes between deliberate and unintentional violations. It is important to remember that quoting, paraphrasing and citing sources appropriately are not well mastered by many students. Thus, it is our responsibility as educators to provide students instruction and coaching regarding proper acknowledgement of sources.

Baker College understands the complexity of this issue and we believe the aforementioned position will aid in maintaining academic integrity throughout our educational community.

### **Academic Freedom Statement**

Baker College accepts the following statement of principles from the American Association of University Professors regarding academic freedom as it applies to faculty:

- Faculty members are entitled to freedom in the classroom in discussing their subject matter, but must avoid persistently interjecting material which has no relation to their subject.
- Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but all research must be based upon an understanding with the authorities of the institution.
- As members of their community, faculty members have the rights and obligations of other citizens. Faculty measure the urgency of these obligations in light of their responsibilities to their subject, to their students, to their profession, and to their institution. However, when they speak or write as citizens, they must avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>.

### **Intellectual Property/Ownership of Work Products Policy**

- *Faculty Policy:*

The purpose of this policy is to detail ownership of products produced as a portion of activities at Baker College, both within the normal activities of the employee as well as additional activities contracted above and beyond the normal course of duties.

It is anticipated that as a portion of the normal activities of employment in an academic setting, individuals will create a variety of scholarly material, based upon their own expertise and knowledge. Traditional works of scholarship and instructional materials that are developed within the standard employment duties of the employee are considered products of the employee and the individual will retain copyright for such materials, and will have the option to use and distribute such materials as they deem appropriate.

If the individual chooses to leave Baker College, they retain the right to take these products with them and to use them in a new setting as they deem appropriate.

Notwithstanding the above as a portion of their duties within the College, employees may from time to time be asked specifically to develop materials not for their own classes alone, but to be used for broader distribution to other faculty, including part-time faculty, to be included in master or shell courses, to aid in the instruction of students not enrolled in the developer's own class or section. In this case, copyright for the material developed will remain with the faculty member, with the agreement that the College maintains the option to use material within the educational structure of the Baker College System as

administration in the system determines is necessary to best meet the needs of Baker College, Baker College Center for Graduate Studies, and the various subunits of the Baker College system.

If the individual chooses to leave Baker College, they retain the right to take these materials, to be modified and used in future employment settings, or to present them as their own professional product in scholarly forums including conferences and published works.

Baker College may choose to employ full- or part- time faculty for the specific task of course development. In such cases, this development will be considered to be outside of the normal teaching and scholarship responsibilities of the faculty member as demonstrated by the additional compensation provided to the faculty/developer for this material.

In the case where an individual or group of individuals receive specific compensation assigned to the development of specified course, instructional or other materials, Baker College will become the sole copyright holder, as this copyright is "purchased" as a portion of the compensation agreement provided to the material developer.

If a portion of the development team, or an entire development team chooses to leave Baker College, the copyright for these materials remains within the Baker College system, and individuals are not permitted to take the materials or to use materials in whole or in part in other settings without the express written permission of the President of Baker College.

At times, faculty may choose to create scholarly, creative, or other products which require the use of resources, equipment, and/or material beyond that which is normally used as a portion of the individual's employment responsibilities. When these additional resources are supplied by the institution, then the institution maintains a legitimate interest in the final product. Unless otherwise agreed upon in advance the substantial use of institutional resources will create a joint (50/50) ownership of both the final product and the copyright. In such a case, the institution may choose to exercise its control over the product by using the product to further the institutional mission of the College without further permission of the individual developer. The individual developer retains the right to use the product in his/her own teaching, to present the product as the result of his/her work in appropriate settings, and to keep a copy of the product to be used in other institutional settings if he/she chooses to leave Baker College.

If the individual developer or development team, chooses to seek commercial outlet of these materials, he/she may only do so with the express written permission of the President of Baker College. Any proceeds that result from commercial development of such materials will be divided such that the institution maintains a 50% share of proceeds, to compensate for the cost of equipment, materials, and investment. The remaining 50% of proceeds will be distributed equally among all co-developers.

- *Student Policy:*

The purpose of this policy is to detail ownership of student works, produced as a portion of their scholarly activities while a student in Baker College, including all work submitted as a portion of a class, to fulfill a course requirement, or as fulfillment of any requirement within a degree program at Baker College.

All work created independently by a student, in his/her role as a student at Baker College will be considered the sole property of the student, and the student will maintain copyright over the material and control over the material, except as detailed below.

All work created by a group of two or more students, in their roles as students at Baker College, will be considered the sole property of the students, and the students will maintain copyright over the material and control over the material, except as detailed below.

Baker College acknowledges student copyright over any material eligible for copyright under applicable law, but retains the right to property ownership over electronic or physical copies of the actual submitted work. Additionally, Baker College retains the right to maintain copies of all student work as a portion of the System Library collection, to circulate the work to further the mission of the institution, and to submit electronic or paper copies of any student material to select documentation services, including originality verification platforms (i.e. Unicheck or Turnitin) where an electronic or paper copy may be maintained as a portion of a database intended to protect the copyright of the student's work or to guard against acts of plagiarism.

Baker College may reproduce student work, for use within the Baker College System, to provide examples of student work as a means to further the educational process of the institution. All student work made available for review to any students, faculty, staff, or member of the public will include notification that the work was produced by a Baker College student.

Student works made available for public review will not contain specific identifying information or the name of the student(s) who produced the work, without the express permission of the student(s). Baker College reserves the right to publish the abstract of any student work that is a thesis, to circulate a copy of the work as a portion of the library collection, and to make available to other lending institutions through interlibrary loan, a copy of any thesis submitted to the system as a portion of degree requirements.

Students who are employed by Baker College, and who produce scholarly or creative products as a portion of their employment at Baker College, will be subject to policies governing employee intellectual property rights. When these same students produce scholarly or creative works in connection with their role as students, the policy on Ownership of Student Intellectual Property will apply.

## **Student's Right to Record a Class Session**

Students have the right to audio record, for personal use, a lecture or mini-lecture within a class session, but must first inform the instructor. Students are required to gain authorization from the instructor to video record a class session for personal use.

## **Field Trips (On-Ground Classes Only)**

Field trips for individual classes are encouraged but should not exceed three per semester unless specific permission is granted by the Director of Academic Affairs (DAA) or the program official/designee. Day trips should be scheduled during the class period or at times when no classes are scheduled, unless specific permission is granted by the DAA or the program officials/designee.

- *Instructor Responsibilities:*
  1. The Director of Academic Affairs (DAA) or the program official/designee must be notified at least one week in advance of the field trip by submission of the Field Trip Information form (Attachment 20; [Field Trip Information form](#)) and a list of students participating.
    - a) Prior to field trip, instructor must have a signed and approved copy of the Field Trip Information form from the Director of Academic Affairs (DAA) or program official/designee.
    - b) Provide copies of the request and class list to the program official/designee if applicable or requested.
  2. Instructors must be present for the entire duration of the field trip.
  3. Instructors should explain the following to the students:
    - a) Transportation for the field trip is not a responsibility of the College.
    - b) It is the student's responsibility to inform any other instructors of classes that will be missed due to the field trip. It is also the student's responsibility to make up any work missed within limits set by his/her instructor(s).

## **Guest Speakers (On-Ground, In-Person Visits)**

Guest speakers may be invited to speak or lecture to a class when appropriate. Arranging for a guest speaker does NOT excuse the instructor from his/her responsibility for the class, and attendance by the instructor is required. Instructors who schedule speakers must:

1. Notify the Director of Academic Affairs (DAA) or the program official/designee.

2. Make arrangements for someone to escort the speaker to the classroom.
3. Follow-up the speaker's visit with a thank you letter, including a copy to the Director of Academic Affairs (DAA) or the program official/designee.

### **Canceling/Rescheduling of Classes (On-Ground Classes)**

Instructors may not cancel or reschedule classes without the permission of the Director of Academic Affairs or the program official/designee. If approved, the instructor must provide a written communication identifying the details of why the class was canceled and how the class will be rescheduled to ensure student learning outcomes and contact hours are met.

### **Reinstatement Policy**

Students can be administratively withdrawn from a course for any of the following reasons:

1. No academic activity during the first week of the course.
2. The student is not progressing academically in the course following faculty submission of an Early Alert.
3. Violation of the Basic Principles of Student Responsibility Policy or other reasons on a case-by-case basis.

Faculty **cannot** reinstate students into a class. In cases where a student contacts an instructor for consideration to be reinstated into class, refer the student to contact the Director of Student Affairs (DSA) for the campus in which the course is located. Reinstatement to a course is up to the discretion of the DSA in consultation with the instructor.

### **Incomplete Grade Policy**

An instructor may agree to issue an Incomplete (I) grade for a course only if all of the following conditions are met:

- a. The student requests the Incomplete (I) grade before the end of the course.
- b. The student has completed 80% of the total coursework and has a chance of a passing grade in the course.
- c. The student is unable to complete the course requirements within the regular time frame due to significant, extenuating circumstances. Documentation may be required.

- d. The student and instructor have signed a contract, which clearly states the requirements to be completed and the due date for the completion of each requirement. The due date may not exceed the last day of the following semester.
- e. If the coursework is not completed by the agreed upon due date, the final course grade will be based on the work that was completed by the end of the semester in which the course was taken.

### **Student Recommendations and References**

Students may ask for a recommendation or reference for graduate school and/or employment. Faculty must notify administration and get permission to write a recommendation, or be a reference, for a student who has been involuntarily dismissed from the College. For all other students, faculty are to use their discretion when determining whether to be a reference, or write a letter of recommendation, based on their level of comfort and knowledge regarding the request. It is important to only speak to characteristics, skills, and information with which you are directly knowledgeable, and based on your interactions with the student. If they cannot provide a positive recommendation, or support the individual, they should decline to assist the student rather than provide information that isn't positive or neutral in nature.

**SECTION IV:**  
**PLANNING AND PREPARING FOR**  
**TEACHING**

## Ordering Textbooks

- *On-Ground Courses:*

Discuss textbook acquisition process with your program official/designee.

- *Online Courses:*

A copy of the course textbook(s) can be obtained by filling out the faculty book request form. The faculty book request form can be found in the BC Online Faculty Central community, which is located in the Canvas.

## Initial Course Set-Up

As a general practice, courses will load 14 days prior to the start of the course. Faculty are expected to have the initial course set up seven (7) days prior to the first meeting date of the course, to include the following items:

- Announcement
- Faculty Information
- Posted engagement expectations
- Initial discussion thread for Module One
- On-Ground Courses Only: Update Assignment Summary, Modules, and Gradebook with discretionary items
- Online/Blended Courses Only: Introduction thread

Use the following [Initial Course Set Up Checklist](#) for more details and Canvas resources on the above items, as well as best practices to keep in mind while planning teaching.

Course shells have several stable items that are not to be changed. No changes are permitted to the syllabus, student learning outcomes, or existing module content. Faculty can supplement module content through the addition, or clarification, of items, but not remove existing items (reading, assignments, assessments, etc.). If upon review of standardized content, issues/errors are found, faculty should complete a “Course Fix Request”, located in the “Instructor Resources” folder within the Canvas classroom.

All courses are based on a 1000 point grading scale.

- Online and Work Experience course shells are pre-loaded with 1000 points of content and **no** additional assignments/assessments need to be added.
- On-Ground course shells will load with 700 to 1000 points of content. Faculty will need to add additional graded activities and assignments to equal a total of 1000 points in the course.
  - a) Content information and rubrics can be added to the Modules area for these additional items.
  - b) Assignment Summary must be updated to show all assignments, due dates, and points (totaling 1000 points).

The areas which instructors are able to customize in the Canvas course include:

- Announcements
- Faculty Information
- Discussions
- Pages

Faculty are encouraged to augment the existing curriculum with supplemental materials to enhance the learning experience (i.e. lectures, podcasts, multimedia resources, resources to enhance student success on major assessments, templates/guides/tips, etc.). Supplemental material can be added to the announcements area, discussions, module folders, or pages.

Please note the following items should **not** be altered:

- Information that appears in the “Start Here” area
- Assignments and assessments
- Points and/or rubrics associated with assignments

Review all course modules. Plan engagement and discussion activities that align with course Student Learning Outcomes (SLOs) to promote learning and mastery of assessed content. Ensure all supplemental content added to the course aligns with the Initial Course Set Up Checklist. This will ensure that all course content aligns with the Quality Matters standards and ADA accessibility best practices.

If you have questions regarding the standardized curriculum, or need help with any of the items above, please contact your program official/designee.

### **Teaching Expectations**

- Use the class announcement feature in Canvas to highlight pertinent policies from the syllabus as well as student expectations (i.e. expectations on student engagement).
- Use weekly announcements to provide summary and transitional information to connect content from module to module (i.e. inform students of upcoming content, assignment due dates, etc.).
- Faculty are required to consistently engage in a quality way with their students on most days of the week. Engagement should include the use of strategic instructional strategies during the beginning, middle, and end of each week such as those listed in the following [discussion board best practices](#). Engagement can occur via the main discussions or conferencing.
- Instructors are required to respond to all student questions promptly
  - 8-week courses - reply within 24 hours

- 16-week courses - reply within 48 hours
- Instructors are required to report lack of student academic activity per the academic activity policy included in the previous section of this handbook.
- Instructors are expected to follow the College's standardized late policy:
  - Project planning, time management, and contingency planning are essential in all professional activity, not just academic coursework. As a standard, late work will not be accepted.
  - As a general practice we do not accept late work. This means there is not a deduction due to turning in an assignment late due to needing more time. That said, there are exceptions to the policy made due to extenuating circumstances at the instructor's discretion (i.e. death in the family, medical emergencies, power outages, etc.). In these cases, it is up to the student to contact the instructor as soon as possible and provide any supporting documentation the instructor may need. It is recommended that new due dates for late work and exceptions to the late policy be documented in case needed at a later date. *(Students with special accommodations subject to the Americans with Disabilities Act must provide an accommodation letter from the College to their instructor. For additional information, please refer to the section in this handbook titled Student Accommodations.)*
  - Learning Management System (LMS) outages will occasionally occur. Please adjust assignment due dates, within reason, based on the duration of the LMS outage.
- Grades and individualized feedback for submitted assignments must be posted in the Canvas Gradebook.
  - 8-week courses - Grades and feedback must be posted within 72 hours of the assignment due date.
  - 16-week courses - Grades and feedback must be posted within 1 week of the assignment due date.
  - If an assignment has a pre-loaded rubric, it must be completed along with feedback comments.
  - As a general practice, Baker College does not permit extra credit work.
- If the course has direct measure assessments (used to collect data relevant to course or program outcomes), those assessments need to be completed, and the student assessment data on these assessments needs to be recorded (i.e. rubrics). Direct measure items cannot be altered or deleted. A complete list of courses with direct measures can be found on the Center for Teaching Excellence (CTE) website. If you have any questions on direct measures, please reach out to your program official/designee.
- Final course grades are due by Tuesday at 11:59 pm ET following the end of a session. Submit final course grades through the Faculty Center---Course Information area of MyBaker.

- Grade Changes - If a final course grade needs to be changed after initial submission, the Grade Change Form in the Faculty Center -- Course Information area of MyBaker must be completed.
- Complete the Course Evaluation by Faculty survey deployed at the end of each session to provide feedback on the course content and identify any curriculum issues or suggested changes. This information is reviewed annually by the Dean who oversees the curriculum for the course as part of program assessment and continuous improvement planning.

**SECTION V:**  
**SUPPORTING STUDENT SUCCESS**

## **Student Responsibilities and Expectations for Student Behavior**

Enrollment at Baker College is a privilege, and it is expected that students will conduct themselves in a manner that reflects the ideals, values, and educational aims of the College. Students are expected to treat fellow students, faculty, and staff with good manners and respect. Use of language that is abusive or offensive will result in disciplinary action.

Instructors should discuss inappropriate behavior individually with each student whose behavior is inappropriate. Repeated or serious incidents of disruptive or threatening student behavior or offensive or inappropriate language should be reported to the school. Inappropriate behavior can be reported using the Early Alert system. Please contact your program official/designee with questions or concerns regarding inappropriate behavior.

The complete Baker College Catalog and Student Handbook can be found on the Home page of My Baker.

## **Faculty Advising Students**

The ultimate success of meeting the needs of students who are working toward educational and career goals at Baker College depends upon a team effort. Guidance areas in which faculty members can provide a real service to students include:

1. Assisting students with study problems.
2. Helping students evaluate their potential for successful achievement in their chosen fields.
3. Providing information to them regarding career selection and advancement, professional preparation, and employment projections.
4. Referring students to appropriate resources (i.e., OneStop, Academic Resource Center, Academic Office, etc.) for information and guidance that the instructor cannot provide.
  - a. Faculty are mandatory reporters for Title IX. If a student reports that he or she may have been a victim of sexual, domestic, or dating violence or harassment or stalking, you are required to report the matter to your campus Director of Student Affairs. Additional information on Title IX can be found in the Employee Handbook.

## **Integrated Student Services**

Baker College's Integrated Student Services includes one stop advisors, financial and academic advising specialists, and disability services advisors.

Students can initiate any of the above services by contacting the One Stop, which is accessible on the homepage of My Baker, by phone - (833) MY1-STOP, or by email - [onestop@baker.edu](mailto:onestop@baker.edu).

One Stop advisors can assist students with a variety of questions and operations including but not limited to:

- Registration questions
- Withdrawals
- Academic planning
- Transcripts
- Financial aid
- Graduation

Financial and academic advising specialists are available to assist students with more complex questions, processes or specialized needs. Disability services advisors work with students who may need special accommodations.

### **Student Accommodations**

Students with special accommodations must provide an accommodation letter from the College to their instructor. Accommodation letters are dated and semester specific. Faculty cannot ignore or modify the accommodations. If a student requests accommodations, but does not have a letter, or the accommodation is not indicated in the provided letter, refer the student to contact a disability coordinator via the OneStop or by emailing [disability\\_specialists@baker.edu](mailto:disability_specialists@baker.edu)

### **Academic Resource Center (ARC)/Learning Support Services**

The ARC provides a variety of services to support student learning and student success including:

- Tutoring
- Writing Center
- Math Center
- Career Advising/Consultations for ACE assignments (see info on ACE assignments below)
- Library

ARC and Library services are also available for instructors to use. More information on the types of services the Library and ARC can provide for instructors can be found on their page within MyBaker.

## **Career Support Services**

Career Services assists students by connecting students with potential internship sites and employers using the Handshake platform, hosting and providing information on career fairs, and helping students with work experience/internship program requirements.

For more information, students can access Career Services resources within My Baker -- Student Services Center. Faculty can access Career Services resources within My Baker - My Services.

## **Achieving Career Excellence (ACE) Assignments**

- ACE is a series of assignments and activities integrated throughout a student's academic experience.
- They will work on these assignments using a self-paced approach.
  - Assignments may also be incorporated into a program course, specific to their field of study.
- ACE has comprehensive resources designed to improve abilities in the areas of:
  - Resume and Cover Letter guides
  - Tools to assist in Career Exploration
  - Researching Professional Organizations
  - Developing Professionalism & Interview Skills

For more information on ACE assignments, please review the following presentation: [ACE Presentation for Faculty](#)