

EASTERN CONNECTICUT STATE UNIVERSITY



2015-16

Part-time Faculty Handbook

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This Part-time Faculty Handbook is provided to students and applicants for their general information and guidance only. It does not constitute a contract, either expressed or implied, and is subject to revisions at the University’s discretion.

General Information

Welcome to Eastern Connecticut State University!

Quality teaching is Eastern's highest priority. This handbook has been compiled to aid you in preparing for your course and in finding the services that you need on campus. All part-time faculty in the Connecticut State University system of which Eastern is a campus, are members of the American Association of University Professors (AAUP).

With your appointment as an instructor at Eastern, you become a representative of the University. You may wish to consult the University catalog at <http://www1.easternct.edu/academicaffairs/> to familiarize yourself with Eastern's Liberal Arts Core Curriculum (LAC) and various major requirements. The Student Handbook, also available at <http://www1.easternct.edu/academicaffairs/> is another useful publication that details campus services, academic standards and procedures and policies on such matters as discrimination, harassment, acts of intolerance and the process by which students are allowed to appeal a final grade.

We encourage you to participate on campus and to assist in our public relations efforts. Please notify the Director of Public Relations, Dwight Bachman at 860-465-5114, of special class activities, projects or guest speakers that might be newsworthy.

President's Message

Welcome to Eastern, Connecticut's only public liberal arts university. Eastern has much to offer our students — a variety of academic disciplines, a faculty committed to teaching, a vibrant campus culture, and a strong connection to the local community and the community at large.

Eastern's focus on undergraduate education in a residential setting attracts students and faculty from across the United States and from around the world. Our educational programs include more than 30 majors and more than 50 minors in the arts and sciences, as well as in professional studies and education.

The core of Eastern's teaching and learning environment is our liberal arts curriculum, which uses an interdisciplinary approach to develop students' analytical and research skills. Eastern students also learn ethics, teamwork, and the ability to adapt to the inevitable changes occurring in today's modern world.

The University's commitment to academic excellence is evidenced by our outstanding faculty, which includes several Fulbright scholars; a past Carnegie U.S. Professor of the Year; endowed chairs; and a number of Connecticut State University Distinguished Professors. A regionally recognized Honors Program and a First Year Program for all incoming freshmen provide additional opportunities for students to experience a unique liberal arts environment.

More than 60 percent of Eastern students live on campus, taking advantage of their proximity to their professors, computing resources, the library, fitness facilities, and each other to maximize their time at Eastern. Resident students and commuters alike enjoy a rich campus culture that brings world-class performers and lecturers to campus on a weekly basis. Students also learn

valuable leadership skills as members and officers of more than 60 student clubs and organizations.

As a public university, Eastern is committed to preparing graduates to be engaged citizens while achieving distinction in their chosen careers and making their own special contributions to society. To that end, an Eastern education is firmly grounded in real-life experiences. Students apply their classroom studies through internships, field study, Study Abroad, service learning, scholarly research, and other active learning opportunities. Using the local Willimantic community as a learning laboratory, Eastern students contribute more than 25,000 hours of service a year to nonprofit organizations and local social service agencies.

I encourage you to learn more about Eastern. In addition to this catalog, you can visit our website or call for an appointment to visit our beautiful campus. We look forward to seeing you!

Elsa M. Núñez
President

Eastern's Mission

The mission of Eastern Connecticut State University, the state's designated public liberal arts university, is to provide high quality undergraduate and select graduate programs to a diverse population of talented students. Eastern's inclusive residential campus, outstanding faculty, emphasis on teaching excellence and exceptional facilities raise students' aspirations and cultivate engagement, inquiry, integrity and social responsibility. In the traditional arts and sciences, as well as in pre-professional programs that are grounded in the liberal arts, Eastern students apply theory in practical settings. Faculty research, scholarship, creative work and community engagement inform teaching and learning, advance knowledge and enrich the liberal arts curriculum. The University is committed to serving the state of Connecticut and the nation by preparing its students for their future personal, professional and public roles, as leaders in both their communities and professional fields.

Vision Statement

Aspiring to be a public liberal arts college of first choice, Eastern Connecticut State University will create an unparalleled college experience for its students and achieve national distinction for its academic programs. Eastern's faculty, students and staff will enhance the University's position as an intellectual community, acknowledged for its engaged teaching, learning, research and creative work. Advancing its position as a model for social responsibility, environmental stewardship, and educational access, the University will be recognized as a resource that is responsive to the needs of the region and the state.

CORE VALUES

As members of a learning and teaching community committed to academic excellence, we, the faculty, students, staff and administration of Eastern Connecticut State University, the state's public liberal arts institution, share this set of values:

ACADEMIC EXCELLENCE

Eastern embraces rigorous academic standards and intellectual inquiry as a benchmark for educational achievement for all of its students, faculty, and staff. This expectation informs every mode of learning on campus, from individual courses and degree programs to university presentations and cultural events.

ENGAGEMENT

Members of the university community develop intellectually, creatively, and socially through active and reflective learning in and outside the classroom, interdisciplinary studies, and individual and collaborative research.

INCLUSION

Eastern is committed to providing educational access while building a campus community that embraces diversity and differences, enriched by a global perspective.

INTEGRITY

Members of the university community are expected to behave ethically and honorably. Learning encompasses both intellectual and character development.

EMPOWERMENT

Eastern fosters a safe, nurturing environment that promotes intellectual curiosity, student achievement, and lifelong learning. Through rigorous inquiry and personal interaction, members of the community grow confident as independent, critical thinkers.

SOCIAL RESPONSIBILITY

Social responsibility is promoted and encouraged at Eastern through serving those in need; being active in the community; protecting our natural resources; and engaging in the democratic political process and other socially responsible actions. Social responsibility includes an ethical commitment to oneself and the community at large.

About the University

Eastern Connecticut State University participates fully in the mission of the Connecticut State University System. For its diverse student body, Eastern provides an education with a strong liberal arts foundation that focuses on developing the full potential of each student. Eastern offers an exemplary undergraduate liberal arts and science curriculum, with distinctive professional and master's programs that grow out of a commitment to intellectual integrity and social responsibility.

Eastern emphasizes life-long learning in a time of social and technological change. The University serves as an important resource for meeting social, economic and cultural needs of the local and regional communities. The University is uniquely characterized by its student/faculty interaction and its campus residential atmosphere.

With an enrollment of approximately 5,440 full-time and part-time students from every region of the state, over half the states and over 30 foreign countries, Eastern is a diverse community of learners and provides opportunities for the pursuit of excellence at every level of academic life. This multicultural student community thrives in Eastern's residential college atmosphere while encouraging academic talent in students with varied social, ethnic and educational backgrounds. The University also serves a large percentage of non-traditional students of all ages, on a full-time or part-time basis, whose interests may include expanding careers, as well as changing or starting new careers. The educational needs of all students are met by courses taught on and off campus during the evening and weekends, as well as during the summer session and January intersession.

Eastern offers a wide range of traditional academic programs, and degrees on three academic levels: Associate of Science; Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, Bachelor of General Studies; and Master of Science.

Founded in 1889, Eastern is the second oldest of the Connecticut State Universities. The campus is located in the heart of eastern Connecticut, in a residential section of Windham County. The University is midway between New York and Boston, and only a short drive to Hartford, the state's capital.

The Eastern campus, spread over 182 acres, is divided into three areas: South Campus, North Campus, and the University Baseball Complex. South Campus is the historic part of the University. Henry T. Burr and Frederick R. Noble residence halls, and George H. Shafer Hall, which houses classrooms, offices, art and music studios, the campus theater, and Shafer auditorium, are located on south campus. North Campus, the newest part of the University, is home to the new Science Building, the J. Eugene Smith Library, Wickware Planetarium, Student Center, Sports Center, the Media Building, which houses the campus radio and television stations, and Charles R. Webb Hall classroom building. In addition, North Campus is home to several residence halls, including the Occum Hall apartments and the North and South Residential Villages. The Administration Building is centrally located adjacent to the Alvin B. Wood Support Services Center on North Campus.

Eastern Connecticut State University is accredited by the New England Association of Schools and Colleges.

The Academic Program

Eastern's academic program provides students with a strong foundation in the liberal arts and a solid knowledge of an academic discipline or preparation in a profession. Students are encouraged to make connections across the curriculum and to achieve an effective balance between individual and collaborative effort. Modern technologies are incorporated in teaching, learning, and research activities.

New students make an effective transition to the university community by participating in a *first year program*. This program encourages academic excellence, creativity, student involvement and self-understanding, and fosters a commitment to diversity and civility.

Eastern's LIBERAL ARTS CORE CURRICULUM (LAC)

Eastern is Connecticut's public liberal arts university. A liberal arts education teaches students to be critical thinkers who understand the past and are prepared for the future. Eastern's liberal arts core curriculum is a unique educational program that supports students' major studies and elective courses. The study of the liberal arts at Eastern is rigorous and creative, disciplinary and interdisciplinary, theoretical and applied, which taps the resources of all members of Eastern's faculty, regardless of discipline. The liberal arts provide the knowledge and skills students need for life within and beyond the University. Each course in every category of the LAC should require the integration of four curricular elements: communication: oral, visual and written; critical thinking; information literacy; and ethics.

Students take their liberal arts core sequentially in three stages, with introductory courses preparing students for more advanced learning. The curriculum is designed in steps that progress logically from the first, second, third or fourth year. Eastern students build foundation methods and concepts in the first step, synthesize their learning and apply this knowledge in the second step, then conclude their liberal arts education in the third step with a capstone experience such as a research paper, thesis, performance, or internship. Students develop complex ways of knowing the social and the natural worlds, as well as the arts and literature; this knowledge is combined with action and interaction. Eastern expects its students to apply their learning to real problems to become effective problem-solvers whether they work alone or as part of a team. Learn more about Eastern's Liberal Arts Core Curriculum at <http://www1.easternct.edu/lapc/>, especially if you are teaching a Liberal Arts Core course.

The Liberal Arts Core Curriculum is as follows:

LAC TIER I METHODS AND CONCEPTS

26/28 CREDITS

TIER I exposes students to the main branches of knowledge that Eastern faculty have determined to be essential to a strong liberal arts education. Students will select courses in which they will be required to master a body of introductory-level knowledge within a particular field, and become familiar with the history, ethics, values, methods, and academic standards of inquiry and analysis within that field. In order to achieve these goals, it is necessary that students engage curricular material presented in TIER I courses actively, and when possible, experientially. While modes of learning will vary in each discipline, TIER I courses will hold as a central learning objective the development of critical and analytical modes of thinking, and will provide ample opportunities for students to communicate and demonstrate their acquisition of material and ideas.

A core element of TIER I is the First Year Liberal Arts Colloquium, which may be offered by faculty members from any academic discipline. Each Colloquium represents a unique exploration of aspects of the human condition from the diverse perspectives of the instructor, the students, and the field of inquiry. The Colloquium will introduce students to academic standards and practices that are foundational for a successful university career and life-long learning. Students will also complete a course in College Writing and select one course from each of seven

Tier I disciplinary categories: Arts and Humanities: Literature and Thought; Arts and Humanities: Arts In Context; Health and Wellness; Historical Perspectives; Mathematics; Natural Sciences; and Social Sciences.

As a result of completing TIER I, students will be able to:

- Recognize and articulate the major concepts and ideas that are foundation to a range of liberal arts disciplines;
- Comprehend distinctions and similarities among fields of study;
- Understand and employ multiple modes of inquiry and analysis;
- Effectively communicate ideas orally, visually and in writing;
- Demonstrate the value of rigorous inquiry and research, academic integrity, and active engagement in the Eastern learning community and beyond; and
- Discern the ethical dimensions of the production and acquisition of knowledge within disciplines.

LAC TIER II SYNTHESIS AND APPLICATION 15/16 CREDITS

TIER II builds upon the rigors of students' prior learning experiences as they apply concepts and principles to new and more advanced sets of problems and contexts. While TIER I emphasizes disciplinary knowledge and academic systems and methods, TIER II fosters higher-order thinking and advanced problem-solving capabilities through applied research, collaborative projects, creative problem-solving, and original and innovative modes of expression. Students will apply a range of methodologies to the production, synthesis, and communication of knowledge and inquiry into human affairs.

Upon completing certain foundational TIER I courses students will select one course from each of the following TIER II categories: Application of Information Technology; Creative Expression; Cultural Perspectives; Natural Sciences; and Individuals and Societies. Students will generally complete TIER II courses in their sophomore or junior year. Most offerings will be designated at the 200 and 300 levels.

Upon completion of all TIER II courses, students will be able to:

- Identify and apply diverse methods of inquiry and ways of knowing in making and evaluating decisions in human affairs;
- Develop the ability to think creatively, and come to value ingenuity and originality by engaging in multiple modes of problem solving; and
- Apply ethical principles to practical problems of life and work.

LAC TIER III INDEPENDENT INQUIRY 3 CREDITS

Students must have passed at least two Tier II courses prior to enrolling in a Tier III course.

As the culminating, integrative liberal arts experience, TIER III represents a critical component of the Eastern Liberal Arts curriculum. TIER III affords students the opportunity to reflect on and apply knowledge and skills acquired in the first two tiers and in their major. Departments may recommend specific options for their majors to complete TIER III or allow students to choose from a variety of options within or outside the major.

Upon completion of this requirement, students will be able to:

- Demonstrate the ability to engage in independent inquiry;
- Apply current and critical thinking in a focused area of study;
- Reflect on the context of their independent inquiry or artistic creation; and
- Reflect on this work as an outcome of their liberal arts education.

Academic Majors

Academic majors offer experiential learning opportunities that encourage independent thought and decision-making and prepare students for a career, a profession, or advanced study. Both traditional majors and interdisciplinary majors are available.

Admission to the University

Undergraduate admission to the University is selective, based on academic performance and professional promise. The University is interested in applicants whose academic achievements, interests, and character demonstrate commitment to success. While no single characteristic is required for admission, each applicant's overall academic record is thoroughly and individually reviewed for school class standing, completion of challenging subjects, curricular levels, and grade point average. Leadership and non-traditional, extra and co-curricular experiences are also considered in the decision. Although the strength of an applicant's academic record is viewed as the best measure of readiness for college, personal qualities such as maturity, intellectual curiosity, relevant experiences, and motivation to succeed are important as well. The Office of Admissions reviews applications and admits students for two semesters during the academic year: Fall/September or Spring/January. All students who believe they meet the spirit and intent of the University's liberal arts mission are encouraged to apply and can be certain their applications will be given full and thorough consideration.

Registration Policies and Procedures

Continuing students register for courses during the current semester for the next semester. Times and locations of registration are announced by the Registrar's Office. Following such announcements, students should obtain registration materials, plan a tentative schedule, and make an appointment with their advisor to go over the plan, to address any questions, and to secure the advisor's approval of the plan.

New students are notified of registration dates by mail, and special advising arrangements are made for them. A student may register for courses at a time other than officially scheduled only with the permission of the Registrar. Before attending registration sessions, students should see to any outstanding financial obligations and obtain any necessary special approvals or written permissions.

Undergraduate students wishing to register for graduate courses must obtain the permission of the Dean of Education and Professional Studies.

Course Changes or Cancellations

The University reserves the right to change the time a course is offered, and it reserves the right to cancel any course listed for the semester if there is insufficient student demand or resources

for the course.

Student Course Schedule Changes

Eastern encourages students to plan their studies carefully and to register in advance for courses during official registration periods. For those exigencies that require students to alter their schedules, the following means are available:

Adding Courses

Students may add full-semester courses through the first week of the semester without written approval. During the second week, courses may be added with written approval from the instructor. Students may add less than full-semester courses prior to the first day of the class. During the first week, the course may be added with written approval from the instructor. In all cases, it is the responsibility of students to confer with their advisor before making changes to their schedule. In all cases add requests are only official with final approval by the Registrar's Office.

Dropping Courses

Dropping a course or courses should be carefully considered and undertaken only after discussion with the student's academic advisor. Any reduction in course load may affect a student's eligibility for financial aid, participation in intercollegiate athletics, health insurance, etc.

- Students may drop full-semester courses through the first two weeks of the semester.
- Students may drop less than full-semester courses within the first week of class.

After the first week of the semester, a full-time student for whom dropping a course would reduce their credit course load to fewer than 12 credits must request a withdrawal from the course. In all cases, it is the responsibility of students to confer with their advisor before making changes to their schedule. Due to immigration regulations, international students should consult with the coordinator of international programs.

In all cases drop requests are only official with final approval by the Registrar's Office. Courses dropped by the established dates will not appear on a student's permanent academic record. Courses not dropped officially by the deadline will appear on a student's academic record with the appropriate grade assigned.

Withdrawing from Courses

If students wish to reduce their course load after the deadline for dropping the course, they must obtain a withdrawal form from the Registrar's Office. Full-time students who wish to withdraw from all of their courses must follow the Withdraw from the University process.

The withdrawal form requires the signature of the student's academic advisor as well as a grade from the instructor. The instructor will indicate a grade of W on the form. The W grade will be recorded on the student's permanent transcript but will not be used in calculating the grade point average. The completed form must be submitted to the Registrar's Office. Withdrawing from a course does not change your enrollment status. However, it may affect a student's eligibility for financial aid, participation in intercollegiate athletics, health insurance, etc. Due to immigration regulations, international students should consult with the coordinator of international programs

prior to withdrawing from a course.

The course withdrawal deadline for full-semester courses is no later than the tenth week of the semester. The course withdrawal deadline for less than full-semester courses is no later than the end of the second third of the course. If students have not withdrawn officially from a course before the deadline, the course will appear on their academic record, with the appropriate grade assigned.

Repeating Courses

- An undergraduate course in which a student earned a grade of C or higher cannot be repeated for a letter grade. It can only be audited.
- If the student earned a C-, D+, D, F, CR or NC in a course, the student can repeat the course for a letter grade, but cannot place it on credit/no credit.
- The following rules apply to each of the first three (3) different courses repeated for a first time:
 - a) If the first grade was C-, D+, D, or F, then the higher of the two grades earned in the repeated course will be calculated in the grade point average, and credits will be earned only once.
 - b) If the course was placed on credit/no credit when taken the first time, then the letter grade earned from the repeat will be calculated in the grade point average, and credits will be earned only once.
- All grades earned in subsequent course repeats, whether they pertain to courses repeated once already or courses repeated for the first time, will be calculated in the grade point average. However no course may be counted more than once toward the credits needed for a degree.
- The transcript will show all grades earned, both those calculated in the grade point average and those not calculated.

About Eastern Students

Eastern is primarily an undergraduate institution, serving approximately 5,300 students. The student body is 53% female, 47% male and approximately 24% minority. Of the full-time students, approximately 60% live on campus and are traditional age. Among the part-time students, most live off campus, are older and bring more varied experiences to the classroom. Eastern has a growing number of international students who come to us from more than 50 countries.

The Office of Continuing Studies & Enhanced Learning (CSEL) at Eastern has, as its special mission, outreach to adult students. CSEL makes it convenient for working adults to return to school by offering an extensive range of evening and off-campus courses. Also, the Office of Continuing Studies & Enhanced Learning administers summer sessions and winter session. All part-time students (those carrying fewer than 12 credits) are under the aegis of the Office of Continuing Studies & Enhanced Learning.

You can expect to have a mix of age groups in your courses. Faculty teaching in the evening will tend to have older, non-traditional, part-time students in their classes. You may find a fairly wide range of abilities and aptitudes among your students. Your students may be recent high school graduates, college “stop-outs” coming back to complete a degree or adults starting college for the first time. This variety of learners will require you to attempt to find a common meeting ground; however, we expect the same caliber of work in evening courses as in day courses.

Faculty are expected to help motivate students to more fully develop their potential. There is a delicate balance to be achieved in the classroom between challenge and support. For example, students will respond better to challenging assignments if they have the support of a clear syllabus, clear standards for grading and so on. Each instructor must strive to find that balance of challenge and support which will be effective with each class of diverse learners who may have full-time jobs, family obligations, and occasionally, inadequate preparation.

Please remember that if you discover students whose basic skills are clearly weak, you may refer them to Eastern’s Academic Services Center (ASC). The ASC offers assistance with Writing, Mathematics and in many other subjects.

Organization of Academic Affairs at Eastern

Academic officers of the University include the Provost and Vice President for Academic Affairs and the Deans of the schools of: Arts & Sciences and Education & Professional Studies.

The School of Arts and Sciences encompasses the arts, humanities, and the social and natural applied sciences. The academic disciplines in the School of Arts and Sciences share methodologies which encourage the student’s ethical and intellectual development, concern for and understanding of other cultures and peoples, knowledge of the past, sense of responsibility for the future, competence in communicating ideas and values, and the integration of theory with practice through internships, field work and practica. A commitment to lifelong learning is the ultimate goal of the liberal arts baccalaureate degree. Students who acquire a sound, liberal arts and sciences foundation as well as the ability to pursue knowledge and confidence to take risks are competitive in a wide range of career opportunities in business, the professions, government, and graduate studies.

The School of Education and Professional Studies builds on a strong foundation in liberal arts and offers a variety of academic programs and experiences for students to acquire the skills, knowledge, attitudes, and values necessary for successful performance in the professions. The program at Eastern is designed to encourage students to develop a theoretical base as well as to be engaged in practical experiences, which will serve as a basis for continued development in a complex and rapidly changing society.

The Office of Continuing Studies & Enhanced Learning (CSEL) is an administrative department whose mission is to provide opportunities for lifelong learning to individuals and organizations throughout the region. CSEL provides access to a diverse population, including individuals beginning or returning to college and current Eastern undergraduates who take advantage of Global Field Courses, Study Abroad and summer and winter sessions which are administered by CSEL. In addition, the regional workforce is served through a variety of noncredit programs.

The Associate of Science degree and the Bachelor of General Studies (BGS) degree are offered by the Office of Continuing Studies & Enhanced Learning. The Credit for Lifelong Learning program and opportunities to earn credit through the College Level Examination Program (CLEP) and Dante's Subject Standardized Test (DSST) provide opportunities for students to earn college credit for learning acquired outside the classroom.

The Office of Continuing Studies & Enhanced Learning offers off-campus courses at the Groton Site and at Manchester Community College. Visit www1.easternct.edu/ce for additional information.

The Office of Continuing Studies & Enhanced Learning, is located in Wood Support Services Center near the Registrar's Office, and is open until 7:00 P.M. on Tuesdays and Thursdays and regular business hours on Monday, Wednesday, and Friday. Do not hesitate to call on the staff in CSEL if you are on campus in the evening. Phones and **emergency** copy service are available there.

Emergencies and Cancelled Classes

Eastern Police Emergency

—from a university phone, dial extension **888 or 911**.

—from a non-university phone, dial **860-465-8888 or 860-465-5310**.

The University Police have 24-hour coverage and is housed at 44 Charter Oak Road

Willimantic Emergency (Police, Fire, Ambulance)

— **Dial 911**.

Emergency Response/Medical Assistance Guidelines

With respect to the need for medical assistance, faculty, staff and students should act immediately to a request for such assistance. The request for emergency medical assistance should be made by dialing 911 from a public phone or a campus phone. *A request from a student is not to be denied or restricted in any way.*

Should a police officer reach the scene of the medical emergency, control of the situation is immediately relinquished to the officer and any instructions given by such individual are to be followed immediately. If an officer has not yet arrived but an emergency medical technician is present, University personnel shall be guided by instructions of the EMT.

Campus police officers and certified EMT personnel are specifically trained to deal with emergency or medical assistance situations. University personnel and students should provide appropriate assistance and support to help them deliver service.

Eastern Alert

Eastern Connecticut State University has established an emergency notification system (“EASTERN ALERT”) in conjunction with MIR3, in continuing efforts to enhance the safety and security of the University community. This system will permit the University to distribute emergency information via telephone, e-mail, text message, and/or voice message.

The University will employ the EASTERN ALERT emergency notification system:

- In the event of an emergency which poses a substantial threat to the health and/or safety of members of the University community;
- To alert members of the University community of weather-related closings; and
- During routine testing. Any message sent during such routine testing will be identified as such.

Although the system is optional and voluntary, the University strongly urges each member of the University community to take advantage of the EASTERN ALERT emergency notification system. Should you decide to do so, it is your responsibility to:

- Provide accurate contact information using the EASTERN ALERT emergency notification system data input page; and
- Update that information as necessary.

In determining the method by which notification is to be made, please be aware that, depending on your cellular service plan, you may incur charges for receiving voice mail and text messages

sent via the EASTERN ALERT emergency notification system. By providing contact information for purposes of receiving emergency notifications via the EASTERN ALERT emergency notification system, you are acknowledging that you will be responsible for the payment of any charges assessed by your carrier.

The University has arranged to provide the EASTERN ALERT emergency notification system as part of a broader system for notifying members of the campus community of emergencies by which they may be affected. However, the University cannot and does not guarantee that any particular message will be received by every person who has provided contact information. In addition, while the EASTERN ALERT emergency notification system is a method of enhanced communication, it is not intended to be part of a security system, and it is not a guarantee of safety.

The effectiveness of the EASTERN ALERT emergency notification system depends upon individuals providing accurate and up-to-date personal contact information. Please be sure to update your information whenever your data changes (i.e., phone numbers, e-mail addresses, etc.), so that the EASTERN ALERT emergency notification system will have the most current information with which to contact you.

Please visit the following link to sign up for Eastern Alert.
<http://www1.easternct.edu/easternalert/facsignup.htm>

Weather Cancellations

Call Eastern's 24-hour Weather Hotline for closings and delays: **860-465-4444** or **1-800-578-1449**.

The decision to cancel evening classes will usually be made by the administration prior to 2:00 P.M. on the day of the storm. *The cancellation of day classes will **not** automatically cancel evening classes.* Class cancellation notice will be made over radio stations in Willimantic, Hartford, Norwich, and New London, and on local television stations.

Missed Classes & Communication Systems

Missed classes pose a real hardship for students and for staff. It is your responsibility to cover all class sessions.

Should you find it necessary to deviate from the official class schedule or be absent from any class meeting or assignment, please obtain approval in advance. When advance approval is impossible, please notify the Department Chair as soon as possible.

In cases of unexpected absence, contact the Department Secretary, who will notify the Provost/VP of Academic Affairs and arrange for the posting of a notice to students. *Evening faculty (anyone teaching a 4:00 P.M. or later class) must notify the Office of Continuing Studies & Enhanced Learning Office as soon as possible at 860-465-0206.*

If you are amenable to having your students call you at home or at your place of employment, please give the appropriate phone numbers to your class. *Campus offices are prohibited from giving out faculty home phone numbers to individuals who are not employees of the University, including students.* Faculty are strongly urged to set up class phone trees and email lists of students for cases of individual emergency.

Preparation for Teaching at Eastern

Syllabus Preparation

Please be reminded that during the first week of classes all faculties are required to inform students *in writing* via a syllabus, of the following eight policies, practices, and requirements:

1. Instructor's grading practices (method of evaluation)
2. Attendance policy
3. Number of examinations
4. Textbooks
5. Written assignments
6. Office hours
7. Special requirements
8. Objectives of course

If you would like to look at course outlines developed by other faculty for the course you are teaching, ask at the Circulation Desk of the Library to look through the course syllabus file kept on Reserve. Refer to Appendices A & B in this document to see a sample syllabus format and a sample syllabus.

In preparing your course outline you will want to refer to the Academic Calendar and to the final exam schedule that should be mailed to you with your contract.

The course syllabus is an important teaching document. It details course requirements, goals, objectives and expectations. A syllabus represents a formal agreement between an instructor and the students. A good syllabus presents students with a clear delineation of course objectives and rationale. It explains grading criteria and methodology in a straightforward manner. It provides both students and instructors with a framework within which to work. Please refer to the sample syllabus format and the model of an actual syllabus. See Appendices A and B.

From the instructor's standpoint, the syllabus is a written confirmation of the instructor's goals and teaching philosophy. It outlines attendance, grading, and makeup policies. It states all required coursework in writing and clarifies the instructor's plans for the entire course. By preparing a detailed syllabus and distributing it at the start of the course, the instructor ensures that each and every student has received a written statement of policy. If questions regarding grading, course schedule, or requirements arise, the instructor can refer the student back to the syllabus. As questions arise regarding incomplete work and attendance policies, the syllabus provides a clear statement to which students and the instructor can refer.

From the student's standpoint, a complete syllabus answers many important questions about the goals of the course, its focus, content, schedule and objectives. Students should be encouraged to consult their syllabus throughout the semester. By using the course syllabus, a student can plan her/his coursework. The course syllabus should also help the student to understand the instructor's teaching philosophy and classroom policies.

From an administrative standpoint, the syllabus provides a basis upon which to resolve student/faculty misunderstandings as they occur. For example, when questions relating to grading criteria arise, one may refer to the course syllabus as an important source upon which to base a decision. Therefore a syllabus, which does not cover the instructor's grading criteria—or which defines it in vague terms—would not provide the instructor with verification of his or her

policy. As a result, a vague or incomplete syllabus leaves such issues open to question. To ensure that all requirements and course expectations are honored, it is the instructor's responsibility to include them in the syllabus.

The importance of preparing a complete, detailed syllabus cannot be underestimated. It is an official agreement, made at the start of each semester, between the faculty and their students. Without such a detailed record, misunderstandings between students and faculty can arise.

Statement About Students with Disabilities

It is also advisable to include the following statement in your syllabus regarding accommodations for students with disabilities.

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 860-465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Statement about Student Academic Misconduct

Please strongly consider placing this statement about academic misconduct in your class syllabus. Thank you in advance for your assistance.

Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the Eastern Student Handbook at <http://kb.easternct.edu/article.aspx?article=1522&p=11>. Students are expected to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose work and thought are drawn upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism, and to avoid all forms of cheating and plagiarism. Students may not engage in any form of academic misconduct, and are responsible for learning how to present the ideas of others in their own work, and avoid all other forms of academic misconduct. For current documentation practices, consult the instructor or a style manual (e.g., APA, MLA). All violations will be handled under the procedures established in the Academic Misconduct Policy.

Attendance Policy/Class Breaks

Eastern's statement on student attendance appears in the current catalog, "Students should observe attendance policies as announced by the instructor." Individual instructors may establish attendance policies for their classes, but students must be informed in writing, on the first day of class, of any attendance policy.

There is no official policy regarding class breaks. Three credit courses normally meet for 150 minutes per week. Class breaks of 15 minutes per week can be built into your schedule. The Snack Bar in the Library and the Food Cart in Webb Hall are open evenings for coffee and

snacks until 8:00 P.M. Vending machines are available in Webb Hall, Goddard Hall and Shafer Hall.

Please submit your course syllabus/course outline to the appropriate dean (Arts & Sciences or Professional Studies) within two weeks of the first class meeting. A master file of course outlines is maintained in the Campus Library.

Ordering Textbooks and Desk Copies

Where:	Campus Bookstore, Student Center
Hours:	Monday-Tuesday, 9:00 A.M. - 7:00 P.M.; Wednesday-Thursday 9:00 A.M. 5:00 P.M.; Friday, 9:00 A.M.–4:00 P.M.; Saturday, 12:00 P.M. – 4:00 P.M.
Summer Hours:	Monday – Thursday, 9:00 A.M. – 4:00 P.M.; Friday, 9:00 A.M. – 2:00 P.M.
Manager:	Allyson Hall, (860) 465-5283
Email:	hallall@easternct.edu
Website:	http://ecs.bncollege.com/

Textbook order forms are available from your Department Secretary or the Bookstore. Consult with the Chair of the Department to see if a text has already been ordered for your class. All required books must be ordered through the Campus Bookstore, and you should also advise the Bookstore of any course(s) for which a textbook(s) is not being requested. You can order your textbook online at <http://ecs.bncollege.com>.

Deadlines for textbook orders are April 7 for Fall and Summer, and November 1 for Spring and Winter-session.

Eastern's bookstore has a new feature called, "Faculty Enlight". This is a resource for faculty to review college-level textbooks and make informed decisions about textbook adoption. Visit the Center by going to <http://ecs.bncollege.com/> and clicking on "faculty".

Contact your Department Secretary or the Bookstore regarding desk copies. In an emergency you may purchase a desk copy at full list price from the Bookstore. The Bookstore will refund the full list price if the desk copy is returned in clean condition within thirty days from the beginning of classes.

eWeb: Eastern's Online Services

This service is available from anywhere that you have internet access. Some of the self-service options available to faculty through eWeb are:

- Student Search by Name
- Summary Class Lists (rosters)
- Entering midterm and final grades
- Faculty schedules
- Faculty & Advisor Student Information
- Student transcripts
- Student degree evaluations
- Student address, phone number and email address
- Emailing an entire class at once
- Entering Academic Performance Notifications

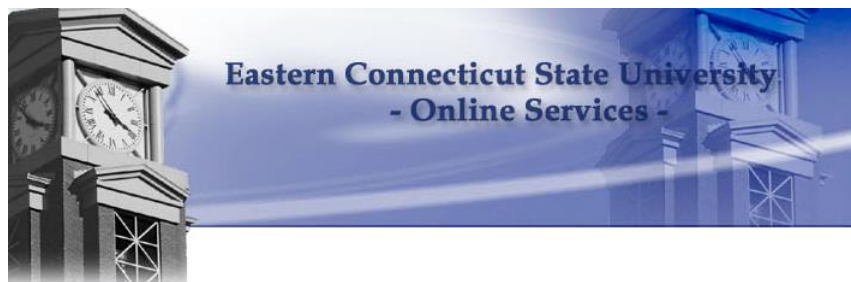
For more detailed documentation visit: <http://www1.easternct.edu/facultyhandbook/>

Getting Started:

Go to Eastern CT State University's homepage: www1.easternct.edu and click on Faculty and Staff. Scroll down and Click on **eWeb Online** or go directly to: <http://eweb.easternct.edu/>.

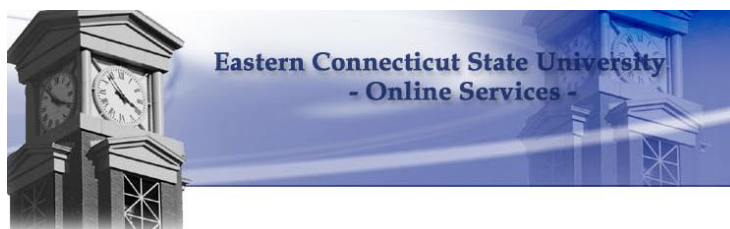
Note: Do not bookmark the eWeb homepage.

Login:



Login - Access Secured Area of eWeb
Class Schedule - Search Course Offerings & Availability
Course Catalog - View Course Offerings & Prerequisites
Admissions - Information Regarding Admission to Eastern
Admissions - Apply for Admission
Financial Aid - General Financial Aid Information
Student Employment - Student Job Opportunities
Alumni and Friends - Information Regarding Donations & Alumni Activities
ECSU Homepage - University Homepage
MyECSU Student Portal - University Student Portal Page
Make a Donation

RELEASE: 8.4



 Enter your Eastern ID and PIN, Click Login.

- * For additional information regarding IDs and PINs [click here](#).
- * To protect your privacy, exit and close browser when finished.
- * Forgot your PIN? Enter your Eastern ID, click 'Forgot PIN?'.
- * For further assistance, call 860-465-4346.

Eastern ID:
PIN:

RELEASE: 8.4

You have been assigned an 8-digit Eastern ID. Your PIN is initially set to your date of birth in the format mm/dd/yy. For example, if your date of birth is January 4, 1965, your PIN is 010465. The first time you login, you will be prompted to change your PIN.

Note: If your birth date was not on file at the time of your PIN creation, your PIN will be the last six digits of your Eastern ID. For assistance, contact the Help Desk at 860-465-4346.

You will be prompted to choose a security question and create the answer. If you forget your PIN in the future, this will enable you to reset your own PIN and gain access to your information. You would enter your ID and click the 'Forgot PIN' button. By answering your question correctly, you can then change your PIN. It is very important when you are finished using eWeb to remember to click **EXIT** in the upper right corner of your screen and close your browser.

eReports

eReports can be accessed via your web browser from any Eastern networked computer. This provides access to a variety of canned reports designed specifically for faculty. Most reports allow the ability to export data to Excel, produce labels or create e-mail distribution lists.

To access:

From the Eastern Homepage, click on Faculty and Staff. Click on **eReports** in the center of the page. You may also type eReports in the address line of a browser and click Enter. Your login *Username* and *Password* (both are case sensitive) are the same credentials that you use to access your Email, Blackboard and to log on to any campus computer.

For assistance getting started with **eReports** please contact Trudy Hyatt 860-465-5532 or hyattt@easternct.edu

For more information or assistance, please contact:

- Trudy Hyatt, 860-465-5532 or hyattt@easternct.edu
- Mary Jean Wakefield, Programmer Specialist (eWeb), 860-465-5545 or wakefieldm@easternct.edu
- Trudy Hyatt, Banner Information Specialist (eReports), 860-465-5532 or hyattt@easternct.edu
- ITS Documentation <http://www1.easternct.edu/its/>
- Your Department Secretary
- University Help Desk, 860-465-4346

Class List

Class rosters are no longer distributed through campus mail. If you are unable to view your roster online contact the Registrar's Office at 860-465-5224.

If a student appears in your class who is not on your class list or does not have an add slip, have the student contact the Registrar's office in the Support Services Center. If your name is incorrect on the roster, contact the Department Chair and the Registrar's Office.

Classroom Assignment

All requests to change a room assignment must be cleared through the Information Management Specialist at 860-465-1490.

Grading

It is important to keep students informed of their progress and the quality of their work through reporting of grades. Feel free to consult with your Department Chair regarding the determination of grades.

Instructors are obliged to provide students, at the first class meeting, with specific information concerning their method of evaluation (grading policy).

Grades for students enrolled in any undergraduate program of the University are reported on the following scale.

Quality Points

A	=	4.0
A-	=	3.7
B+	=	3.3
B	=	3.0
B-	=	2.7
C+	=	2.3
C	=	2.0 satisfactory
C-	=	1.7
D+	=	1.3
D	=	1.0 minimum passing performance
F	=	0.0 failure, no credit
I	=	0.0 incomplete
CR/NC	=	0.0 credit/no credit
AU	=	0.0 audit
W (Withdraw)	=	0.0 (without penalty)
WP/WF	=	0.0 Withdrawn passing/Withdrawn Failing
*NR (No Report)		

**Only the Registrar can assign this grade symbol.*

Mid-Semester Grades

All instructors of undergraduate courses are encouraged to submit mid-semester grades based on a meaningful evaluation of students' progress. The deadline for submission of mid-semester grades is listed in the academic calendar mailed with your appointment letter.

Instructional faculty enter grades via E-web, Eastern's Online Services application. Using the secured "Login" icon at <http://eweb.easternct.edu>, you will be able to enter grades from anywhere you have Internet access during the grade entry period. Please note that you may change a student's grade at any time during the grade entry period. If you are experiencing difficulty with your grade submission please contact the Registrar, Jennifer Huoppi at 860-465-5224.

Final Grades

Each semester, specific directions for the final grading period are sent to faculty members by the Registrar's Office. Deadlines are listed in the academic calendar. Instructional faculty enter grades via E-web, Eastern's Online Services application. Using the secured "Login" icon at <http://eweb.easternct.edu>, you will be able to enter grades from anywhere you have Internet access during the grade entry period. Please note that you may change a student's grade at any time during the grade entry period. If you are experiencing difficulty with your grade submission please contact the Registrar, Jennifer Huoppi at 860-465-5224.

Final Examination Schedule

You should have received the final examination schedule with your contract.

Please note the following policy, which prohibits the administration of early final exams. By vote of the Faculty Senate and approval by the Vice President of Academic Affairs, “No examinations shall be given during the final week of scheduled classes of a full semester course”. Any changes in time and location must receive prior approval from the Vice President for Academic Affairs. The final week of classes is defined as the last five days of classes.

Incompletes

Students may be given an “Incomplete” when they are temporarily unable to fulfill course requirements due to illness (documented) or other extenuating circumstances of an emergency nature. The instructor must submit a grade of I using eWeb within six weeks after the beginning of the next semester (not including summer). In unusual cases, an instructor may request an extension from the appropriate academic dean. To assist students and instructors in evaluating circumstances for the granting of an “Incomplete”, the following represents situations in which an “Incomplete” will not be granted:

- a. A student missing the final examination and carrying an “F” in the course at that time.
- b. A student asking to improve his/her grade by doing extra work.
- c. A student requiring additional time to complete regularly assigned work, in the absence of a clearly defined emergency situation.

If final grades are not submitted by the deadline, an official grade of “F” will be recorded.

Changing of Grade

Faculty members may change a final grade. A form for this is available in the Registrar’s Office. The faculty member fills out a Change of Grade form and forwards it to the appropriate Academic Dean for approval. The Dean then forwards Change of Grade form to the Registrar’s Office.

Rights and Responsibilities

Your Rights and Responsibilities as a faculty member in the Connecticut State University System are detailed in excerpts from the AAUP Contract. You can review the contract at http://www1.easternct.edu/humanresources/files/2014/04/aaup_contract.pdf. Call the Human Resources Office if you would like a copy.

The Policy on Appeal by a student for a change in a Final Grade, an excerpt from Eastern’s Student Handbook, is detailed in Appendix C.

Professional Development

Course Preparation

Each instructor should spend a portion of the time during the first one or two class meetings orienting the students to the course. It is expected that the following points will be covered:

- a. Identify the aims, purposes, goals and instructional or performance objectives of the course and how they are related to the college curriculum.

- b. Explain how the text(s) and any outside readings are to be utilized by the instructor and how the students are expected to utilize them.
- c. Identify how evaluation of student's work is to be accomplished in the course.
- d. Provide the students with information about quizzes, tests, projects or papers, in line with the objectives of the course.
- e. Discuss study methodology for the course, if appropriate.
- f. Provide an overview of the subject matter of the course.

(This section on "Student Orientation to Courses" was adapted, with permission, from the *Associate Faculty Policy Manual* at Mitchell College.)

Use of Class Time

The amount of time allotted to each class and the number of sessions are computed as the minimum required for accreditation. The instructor, therefore, *does not have the prerogative of early dismissal or cancellation of any session except in emergencies.*

Motivating Your Students

Motivational teachers generally share several key characteristics. They know their subject matter thoroughly and can help students relate the content of the course to their own lives. Concrete, real life examples, when appropriate, will be appreciated by all of your students.

Research has found that enthusiasm is one of the most important qualities of a motivating teacher. Enthusiasm about the content of the course and about teaching the course are critical elements for successful teaching. Also, effective teachers usually organize their course in a clear and logical way. And motivating teachers have empathy and appreciation for the students as people. The simple act of learning each student's name, as you probably know, can be a powerful motivating force in the classroom.

Support Services for Faculty

Center for Instructional Technology (CIT) – 860- 465-1248

CIT Resource Center, located in the J. Eugene Smith Library, Room 420, is open to all faculty and staff to assist you with instructional needs via technology. If you have a project or a process and you think there is an easier way, technology probably makes it possible. CIT staff members can show you how to best use the latest technology. You can explore new technology that you might later use in the classroom or work on projects with other faculty members. Using the Resource Center does not require an appointment, though you can arrange one if you want to work with a particular staff member.

A number of workstations are available and are equipped with the latest software and hardware for working with a variety of media including:

- Scanners
- Slide Scanner

- Printers
- CD Duplication and Label Printing
- VHS/DVD Conversion DVD burning
- Web and Graphic Software
- Video/Sound Editing Software

If it's more convenient for you, come before and after your classes, use the machines, check email, or simply catch up on your work.

Copy Services – 860-465-5119

Duplication of materials for use in your class is to be handled through the department secretary or, if you are on campus during the day, through the Copy Center located in the Wood Hall Support Services Center. Please allow adequate time for copy services, especially if you will be sending material to be copied through the mail.

Limited copying services are also available at the J. Eugene Smith Library for full-time and part-time faculty wishing to make copies of Library materials for professional use. It is important that faculty using the Library's copying machine insure that such usage is recorded at the Library Circulation Desk.

Copyright

Eastern's Media Services will not knowingly violate the law by unauthorized copying, use or performance of copyrighted material. This includes editing and/or storage of inappropriate material. Your cooperation is appreciated. Please consult the copyright guidelines in Appendix D.

Library Services - <http://www1.easternct.edu/smithlibrary/>

Library Hours

M-TH 8 a.m.-12 a.m., F 8 a.m.-6 p.m., Sat. 10 a.m.-6 p.m., Sun. 12 p.m.-12 a.m.
Call the Library Circulation Desk at 860-465-4506. Toll Free 1-877-587-8693.

Library use and Information Literacy Instruction

Faculty may arrange for a class instruction session by contacting Carol Reichardt, Information Literacy Coordinator, 860-465-5566 (reichardtc@easternct.edu), or Janice Wilson, Reference Coordinator, 860-465-5550 (wilsonj@easternct.edu).

The University ID card also serves as a library card. Eastern faculty are given extended loan periods for most of Eastern's library materials, but not from other CSU libraries. Fines are charged to faculty for overdue library materials from all CSU libraries. Faculty may request either in person or online that library materials or their own personal copies of books and other materials be placed "on reserve" for the use of students in their courses. Reserve materials can be designated "Library Use Only," and circulation limits can be set on individual items. Journal articles, excerpts, and individual book chapters can often be digitized to permit 24/7 access, on or off campus. Although Library staff attempt to accommodate reserve requests within three (3) weekdays, greater lead-time may be necessary to meet course deadlines. Copyright restrictions apply to all copied materials. Questions regarding copyright adherence can be directed to Greg Robinson, Head of Public Services, at 860-465-5553 (robinsong@easternct.edu).

Internet and Other Online Reference Services

The J. Eugene Smith Library is a modern facility with wireless connectivity to the campus network and computers and servers in the Library providing access to CONSULS (the Connecticut State University Library System) as well as a variety of Web-based digital resources. Most of the digital resources are easily accessed campus-wide as well as via any Internet connected computer off campus. Faculty use Eastern's username and password to access most digital library resources from off-campus. The Library includes a Curriculum Center; Canadian, Connecticut and U.S. Government Documents collections, and the University Archives, Special Collections and Connecticut Studies collections.

CONSULS is a shared library information system providing an online catalog to the collections and resources of the four CSU university libraries, and the Connecticut State Library. Smith Library's Web page (www.easternct.edu/smithlibrary) also provides links to a variety of subscription research databases and electronic resources - including many full text, image and statistical resources - most of which can be accessed both on and off campus with an Eastern username and password. In addition to databases and resources provided through the Connecticut's Digital Library initiative (iConn), the Library subscribes to resources from a wide variety of vendors which allow access to over 47,000 periodical titles, many of them full-text.

The Library has approximately 90 computers for faculty and student use which provide access to all the research databases, the campus network, email, Blackboard and full Internet connectivity to meet researchers' needs. For more detailed information, please call the Reference Desk (860-465-4699). The Library's Web page also has links that allow anyone to email questions, to chat live online or exchange text messages with a reference librarian

Interlibrary Loan and Document Delivery

Books, journal articles and other materials not available at Eastern or in the CSU system may often be obtained for Eastern faculty and students through Smith Library's ILLiad interlibrary loan service. Eastern faculty and students can request van delivery of books and AV materials from the other CSU libraries via the CONSULS online catalog. Smith Library also participates in several regional, national and international networks via OCLC (Online Computer Library Center). These programs offer interlibrary loan of books and articles from thousands of participating libraries, usually at no cost to faculty members. ILL requests can be initiated by registering and requesting materials online via a link on the Library's Web page and through links embedded in various research databases.

Eastern faculty and students may apply (at no cost) for a public borrowing card to use the Homer Babbidge Library at the University of Connecticut /Storrs. Application for a public borrowing card should be made at the Babbidge Library Circulation Desk. You will be required to present your Eastern ID card. Eastern faculty and students may also bring a wireless device to Babbidge Library and obtain a wireless guest pass which enables you to access UConn academic databases.

Mail Delivery

Please arrange for delivery of your mail through your Department Chair or Department Secretary.

Media Services – 860-465-5304

Equipment Reservations

Contact the Media Services office at 860-465-5304.

Hours of Operation

8:00 A.M. to 10:00 P.M.—Monday through Thursday

8:00 A.M. to 4:30 P.M.—Friday

Media Services is located on the ground floor of the Communication building on Eastern's North Campus. The office phone is 860-465-5304.

Services Available

- Equipment loans—Video camcorders, LCD projectors, audio systems
- Videography for campus events, instructional support
- Media Duplication—Audio, video
- Workshops and instruction in equipment operation
- Instructional multimedia production
- Multimedia classroom/system support

Procedures for Obtaining Media Services

Please email all requests for services to: mediaservices@easternct.edu. A staff member will contact you with a confirmation or if additional information is needed for your request.

Detailed information regarding Media Services can be obtained on their website by following the Faculty/Staff, ITS, Teams link on Eastern's homepage.

Parking

You *must* obtain a faculty parking sticker from University Police, 44 Charter Oak Road. The office is open on a 24-hour basis for your convenience. When you pick up your parking permit, a pamphlet will be given to you denoting available parking areas.

Paychecks

Please make sure you have received a contract from the Human Resources prior to the start of the semester. If not, please contact your Department Chair immediately. The Department Chair initiates your paperwork that then goes to the Human Resources.

Adjunct faculty are usually paid according to the following schedule:

Summer—Calendars vary from year to year. Human Resources should be consulted for specific pay schedules.

Fall—Paid bi-weekly from early October through late December.

Spring—Paid bi-weekly from February through May.

Travel

Part-time faculty are appointed to teach a specific course at a specific site. Mileage is not paid for part-time faculty teaching off-campus just as mileage is not paid for part-time faculty teaching on-campus.

Please consult the CSU-AAUP Collective Bargaining Contract regarding guidelines concerning travel funds for conferences.

Sports Center Privileges

Part-time faculty are eligible to use the Sports Center facilities, including the pool, weight room, cardio room and racquetball courts, during open recreation hours. To use the Sports Center you must have a valid Eastern ID card. Cards are issued by the Card Services Office located in Wood Support Services. Open recreation hours are posted on the athletic web page.

Vehicle Assistance

Assistance from University Police is available 24 hours a day. Jumper cables and car unlocking service are available.

Referrals for Students

Center for Internships and Career Development—860-465-4559

<http://www1.easternct.edu/career/>

The Center for Internships and Career Development helps meet the career development needs of all Eastern students, from freshman year through graduation. Programs and services are designed to guide and support while fostering self-direction and personal responsibility in career and life planning. The office helps students:

- identify and evaluate skills, interests, abilities, and values
- relate academic pursuits to career goals and objectives
- gather factual information about occupational fields
- build an awareness of the world of work
- define personally meaningful career objectives
- develop job-seeking skills
- explore cooperative education and internship opportunities
- find rewarding employment after college

Career Counseling—Counselors help students clarify career goals, explore options, and examine interests, abilities and values. Self-assessment tools, essential to career development are available online and in the Office of Career Services.

Resume Review—Counselors will review and provide constructive feedback on resumes and cover letters.

Workshops—Group sessions on career exploration, résumé preparation, interview techniques and job search strategies are conducted throughout the academic year.

Employer Information Sessions—Information sessions are held throughout the year where employers discuss company information, career opportunities, and industry information.

On Campus Recruitment—Students can participate in on-campus interviews and recruiting programs with employers from various industries, businesses, government agencies, and school systems. The office also hosts a Graduate School, Internship and Career Fair during the school year. Check the Career Services calendar at <http://www1.easternct.edu/career/> for more information.

Experience—Experience is a web-based system which allows students and alumni to search for internships, co-ops, and full-time jobs. Registering and posting a resume online provides access to career information and resources, as well as many employment posting. Go to <https://eastern.experience.com/experience/login>, for more information.

TypeFocus—TypeFocus is a web-based personalized career and educational planning system. Students can use TypeFocus to help them select a major, explore career options and design a career plan for success. Go to <http://www1.easternct.edu/career/type-focus/> for more information.

Optimal Resume—Optimal Resume is a web-based online interactive software program that guides users through the process of creating and editing a professional resume. For more information please go to <https://easternct.optimalresume.com/>.

InterviewStream—InterviewStream is a web-based mock interview program to assist users in preparation for upcoming interviews for internships, jobs, or graduate/professional school admission. It is a simple, fun, and effective way to refine and master interviewing skills. For more information please go to: <http://www1.easternct.edu/career/interview-preparation/>

Career Information Center—Located at the J. Eugene Smith Library, the Career Information Center provides career and employer literature, graduate and professional school catalogs, directories, and job market information.

Cooperative Education—860-465-4559

Cooperative Education is a structured educational program where students can apply classroom learning with productive work experience in a field related to the student's academic or career goals. It is a partnership between students, Eastern and employers. Students are paid for their work which might take place at a major corporation, a small business, or a nonprofit agency. The ideal situation is a full-time position, lasting six months, which provides the student with experiential learning and financial assistance. To participate, a student must have completed 30 credits of college work, 15 credits must have been taken at Eastern. Additionally, the student must have a minimum of 12 credits left to complete when they return to school after the Co-op experience. A minimum grade point average of 2.0 is expected.

Students are encouraged to register for the program one semester prior to the semester they wish to be placed. For additional information about the program, contact the Center for Internships and Career Development at 860-465-4559.

Counseling & Psychological Services—860-465-0181

Counseling and Psychological Services (CAPS) located at 192 High Street, promotes the psychological well-being, personal achievement, and personal growth of Eastern's students. CAPS services are provided at no charge to undergraduate and graduate students registered for the semester in which they are seeking services. The Center offers individual and group counseling, crisis intervention, and psychiatric evaluations, as well as consultation services for the University community. Some of the more common concerns students seek counseling include depression and anxiety; relationship difficulties with friends, roommates, or family members; and academic difficulties. The primary goal of counseling is to help students overcome personal, emotional, and psychological issues and develop ways that will allow them to take advantage of the educational opportunities and reach their academic goals at Eastern.

All information shared in the CAPS is confidential and counseling records are kept separate from academic records. No information about contacts with the Center may be released without a student's written permission except in cases in which a student is deemed to present a danger to self or others.

The Center's staff includes three psychologists and advanced graduate level trainees. The counseling staff can help facilitate referrals to other professionals or mental health agencies in the community when necessary.

Students themselves are welcome to make the initial contact with CAPS. Students can visit our website at <http://www1.easternct.edu/counseling/> or call for more information. Appointments can be made by calling ext. 50181, Monday to Friday, 8:00 a.m. to 5:00 p.m.

Office of Financial Aid — 860-465-5205

Student Employment – 860-465-4435

Contacting the office

The Office of Financial Aid, located in Wood Support Services Center (first floor), includes several functional areas such as Client Services, Student Employment and Veterans Educational Benefits. Questions from students and parents should be directed as follows. Email communication should include the student's full name and Eastern ID number.

- Student Employment, stuemp@easternct.edu, 860-465-4435
- Veterans Educational Benefits, financialaid@easternct.edu, 860-465-5205
- Financial Aid (Client Services), financialaid@easternct.edu, 860-465-5205

Consideration for Need-based aid

Need-based financial aid eligibility at Eastern is determined based on the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed on-line at www.fafsa.gov. Aid is awarded in the form of grants, scholarships, loans and Federal Work-Study employment.

Students who are interested in campus employment and are not awarded Federal Work-Study may be considered for jobs funded by the university (non-need based employment). The pay scales for Federal Work-Study and campus-employment are the same. The rate of pay offered is based on the level of complexity of the job. All vacant student employment positions are advertised via www1.ecsujobs.org beginning in August.

Satisfactory Academic Progress (SAP)

The SAP policy for continuing students (any student with a prior academic record at Eastern) requires students to have completed at least 67% of the credits attempted at Eastern with a cumulative GPA that ranges from 1.8 to 2.0, depending on the credits earned. A complete copy of the Financial Aid Satisfactory Academic Progress Policy is available at <http://www1.easternct.edu/finaid/>.

Undergraduate Student Academic Levels

Undergraduate academic levels can determine the amount of loan eligibility in a student's financial aid package. Financial aid packages for continuing students and entering transfer students may be adjusted after Spring grades have been considered (continuing students) and after incoming transcripts have been evaluated for transfer students. Undergraduate academic levels at Eastern are as follows:

Freshman 0-29 earned credits
Junior 60-89 earned credits

Sophomore 30-59 earned credits
Senior 90-120 earned credits

Office of AccessAbility Services—860-465-0189

The Office of AccessAbility Services assists students with disabilities focusing on the student's access and abilities, rather than the disability. Many services are offered through AccessAbility Services, including (though not limited to), assisting with registration; orientation; housing accommodations; and consultation with instructors. Academic accommodations are determined case by case, based upon documentation. AccessAbility Services provides one-on-one support for learning strategies, study skills, time management, and self-advocacy skills. To be considered for appropriate services, proper documentation must be provided to AccessAbility Services upon acceptance to the University. For more complete information about teaching students with disabilities, see Appendix E or visit their website at:

<http://www1.easternct.edu/accessability/>

Student Health Services—860-465-5263

Fax: 860-465-4560

<http://www1.easternct.edu/health/>

Located at 185 Birch Street, Student Health Services is adjacent to Windham Street Apartments. The staff includes a full time physician, two nurse practitioners and a nurse. There is no charge to be seen and all students are welcome regardless of insurance.

Hours – 9:00 A.M. to 5:00 P.M., Monday
9:00 A.M. to 4:30 P.M., Tuesday - Friday

In the event of an emergency when Student Health Services is closed, students should call 911. For non-emergency after-hours medical problems that cannot wait until the next day, students can go to Med-East Walk-in Center (860-456-1252) at 1703 West Main Street in Willimantic or to the Windham Community Memorial Hospital Emergency Department (860-456-6715) located at 112 Mansfield Avenue in Willimantic.

University Police—860-465-5310

The University maintains its own 24-hour a day police department. Parking permits, crime prevention pamphlets, and other valuable information may be obtained from the University Police, located at 44 Charter Oak Road.

Copies of the Uniform Campus Crime Report are available at the University Police Department or on their website at <http://www1.easternct.edu/police/>

For the added safety and convenience of our students, a shuttle bus (equipped for students with disabilities) and a walking escort service are provided.

Veterans Education and Transition Services Center – 860-465-0402

The Veterans Education and Transition Services (VETS) Center is located on the second floor of the Wood Support Services Center. The Center is committed to helping all student veterans' transition into Eastern. The VETS Center wants to make sure that all veterans are accessing the benefits that are available to them as well as taking full advantage of Eastern's campus. The VETS Center offers a space where veterans can come and meet other veterans, do their school work or simply ask questions.

Women's Center—860-465-4313

The Women's Center (WC) located in the Student Center, Room 116, seeks to broaden the minds and better the lives of students, faculty & staff and members of its community by advocating for social justice and gender equality. With programs, services and resources available, the WC promotes education and awareness of women, gender and diversity that meet the needs of the community. The WC maintains a library of feminist and gender-related literature and is a resource for information specific to women, gender, diversity and related issues. Visit the office for more information.

Department Chairs/Department Secretaries

Department	Department Chair/ Faculty Secretary	Location	Telephone
<i>Arts and Sciences</i>	Carmen Cid, Dean.....	Webb Hall 264.....	860-465-5295
	Amy Coffrey, Associate Dean ..	Webb Hall 263.....	860-465-5383
	Pat Chaves, AA	Webb Hall 259.....	860-465-5294
<i>Art & Art History</i>	Anne Dawson, Chair.....	Shafer 100G.....	860-465-5117
	Nanette Rukstela, Secretary II..	Shafer 100A.....	860-465-0197
<i>Biological Sciences</i>	Dr. Elizabeth Cowles	Science Bldg 358	860-465-5259
	Dr. Ross Koning, Asst. Chair....	Science Bldg 361	860-465-4385
	Kim Renaud, Sec II	Science Bldg 368	860-465-4369
<i>Business Administration</i>	Dr. Ronald Lowy	Webb Hall 434	860-465-5254
	Dr. Jeffrey Schaller, Asst. Chair...	Webb 449.....	860-465-5226
	Jean Stencel, Secretary	Webb Hall 423	860-465-4620
<i>Communication</i>	Dr. John Hale	Media Bldg. 242.....	860-465-5201
	Monica O'Connor	Media Bldg. 252.....	860-465-4340
<i>Economics</i>	Jennifer Brown, Asst. Chair.....	Webb 453	860-465-0661
	Jean Stencel, Secretary	Webb Hall 423	860-465-4620
<i>Education</i>	Dr. Jeanelle Day, Chair.....	Webb Hall 151	860-465-4556
	Fran Champney, Secretary	Webb Hall 124.....	860-465-4530
<i>English</i>	Dr. Lisa Fraustino, Chair	Webb Hall 230	860-465-0652
	Barbara Liu, Associate Chair...	Webb Hall 252.....	860-465-4576
	Miranda Lau.....	Webb Hall 225	860-465-4570
<i>Environmental</i>	Peter Drzewiecki, Chair.....	Science Bldg 267....	860-465-4322
<i>Earth Science</i>	Dickson Cunningham, Asst. Chair, Science Bldg 264..		860-465-4321
	Zosia Carlquist	Science Bldg 268....	860-465-4317
<i>Health & Physical Education</i>	Charles Chatterton, Chair	Goddard 112	860-465-5170
	Lisa Dudley, Secretary	Goddard 114	860-465-5371
<i>History</i>	Anna Kirchmann, Chair	Webb Hall 331.....	860-465-4584
	Jamel Ostwald, Asst. Chair	Webb Hall 332.....	860-465-0356
	Brenda Schiavetti, Secretary II ..	Webb Hall 326.....	860-465-4594
<i>Mathematics & Computer Science</i>	Marsha Davis	Science Bldg 152....	860-465-4592
	Sarah Tasneem, Asst. Chair	Science Bldg 253....	860-465-0389
	Cheryl LeBeau, Secretary II	Science Bldg 168....	860-465-4510
<i>World Languages & Cultures</i>	Kin Chan	Webb Hall 226.....	860-465-5328
	Leah Tanager, Secretary	Webb Hall 223.....	860-465-4571

<i>Performing Arts</i>	David Belles, Chair	Shafer Hall 101A ..	860-465-0246
.....	David Pellegrini, Co-Chair Theatre ..	Shafer Hall	860-465-5583
.....	Donna Russo, Secretary II	Shafer Hall 6C.....	860-465-5325
<i>Physical Science</i>	John Toedt, Chair	Science Bldg 452 ..	860-465-0182
.....	Darrell Koza, Asst. Chair.....	Science Bldg 457 ..	860-465-5346
.....	Zosia Carlquist, Secretary II	Science Bldg 451 ..	860-465-4317
<i>Political Science/</i>	Nicole Krassas, Chair.....	Webb Hall 327	860-465-5034
<i>Philosophy/Geography</i>	Hope Fitz, Asst. Chair	Webb Hall 356.....	860-465-0646
.....	Brenda Schiavetti, Secretary II .	Webb Hall 326.....	860-465-4594
<i>Psychology</i>	Dr. Wendi Everton	Webb Hall 125	860-465-4783
.....	Jennifer Leszczynski, Asst. Chair	Webb 139	860-465-0150
.....	Dale Dubina, Secretary II	Webb Hall 122	860-465-4540
<i>Sociology/Anthropology/</i>	Dr. William Lugo, Chair	Webb Hall 439	860-465-0163
<i>Social Work</i>	Maureen Lucas, Secretary II	Webb Hall 421	860-465-4550
<i>World Languages and Cultures</i> ..	Kin Chan, Chair	Webb 226.....	860-465-5328
.....	Lee Tanger, Secretary II.....	Webb 223	860-465-4571
<i>Visual Arts</i>	Dr. Anne Dawson, Chair	Shafer Hall 100G ..	860-465-0195
.....	Nanette Rukstela, Secretary II	Shafer Hall 100A ..	860-465-0197

For General Information, call 860-465-5000

Campus Directory

Important Numbers—

University General Number—(860) 465-5000, or toll-free (877) 353-ECSU (3278)

Weather Hotline—(860) 465-4444, (800) 578-1449 (toll-free only in CT)

Directions Line—(860) 465-5013

Academic Affairs—Gelsi/Young Hall, Room 229A

Dimitrios Pachis, Provost and Vice President for Academic Affairs

Nancy Labonne, CSU Administrative Assistant.....

Academic Services Center—J Eugene Smith Library, Room 107

William Bisese, Director.....

Ann Eichner, Secretary

Administrative Affairs—Gelsi/Young Hall, Room 229C

James Howarth, Acting Assoc. VP for Finance and Admin.....

Rebecca Davis, CSU Administrative Assistant

Admissions—Admissions Building

Christopher Dorsey, Director of Enrollment Management.....

Dmitry Satsuk, Associate Director

Advisement — J Eugene Smith Library, Room 109B

Susan Heyward, Director

Karen Loiselle, Secretary

Akus Art Gallery—Shafer Hall

Roxey Deojay, Gallery Registrar/Collections Manager	860-465-4647
Alumni Affairs—Gelsi/Young Hall, Room 137	
Michael Stenko, Director	860-465-4509
Brenda Schiavetti	860-465-5302
American Association of University Professors (AAUP)	
Kristin Jacobi, President	860-465-4508
Karen Patterson, Secretary	860-465-5153
Arts and Sciences—Webb Hall, Room 264	
Carmen Cid, Dean	Webb Hall 264..... 860-465-5295
Auxiliary Services—Support Services Center, Wood Hall, Room 228.....	860-465-5352
Bookstore—Student Center	
Ben Blake, Manager.....	860-465-5283
Bursar's Office—Support Services Center, Wood Hall, Room 130	
Michael Kowalczyk, Bursar.....	860-465-5287
Campus Ministry—290 Prospect Street	
Rev. Laurence LaPointe.....	860-423-0856
Campus Police—44 Charter Oak Road	
Jeffrey Garewski, Chief of Police/ Director of Public Safety.....	860-465-5310
Card Services—Support Services Center, Wood Hall, Room 228	
Kelly Hassler, Assistant Director.....	860-465-5773
Certification for Teachers—Webb Hall, Room 129	
Certification Officer.....	860-465-4534
Center for Internships and Career Development—Support Services Center, Wood Hall	
Clifford Marrett, Director	860-465-5577
Lana Pontbriant, Administrative Assistant	860-465-4436
Continuing Studies & Enhanced Learning—Wood Support Services Center, Room 100L	
Dimitrios Pachis.....	860-465-5246
Indira Petoskey, Assistant Dean	860-465-5066
June Dunn, Coordinator, BGS	860-465-5250
Stanley Beckford, Groton Coordinator	860-446-9457
Sandra Rodriguez, Administrative Assistant	860-465-5112
Arielle Rose, Program Assistant	860-465-0476
Britt Rothauser, Academic Advisor.....	860-465-5250
Carlos Corona, Program Planning Assistant	860-465-4339
Susan Crowley, Web Master.....	860-465-0156
Copy Center—Support Services Center, Wood Hall	
Jutta C. Ares.....	860-465-5119
Counseling Center—192 High Street	
Mercy Arias, Director	860-465-4527
Facilities Management and Planning—Maintenance Building	
Renee Theroux-Keech, Director	860-465-5317

Marisol Gonzalez, Administrative Assistant	860-465-4565
Financial Aid—<i>Support Services Center, Wood Hall</i>	
Jennifer Horner, Director of Financial Aid.....	860-465-5775
Patrick Kelly, Associate Director	860-465-4424
Fiscal Affairs—<i>Gelsi/Young Hall</i>	
General.....	860-465-5392
Payroll.....	860-465-0166
Purchasing.....	860-465-5296
Graduate Division—<i>Webb Hall, Room 165</i>	
Jacob Easley, Dean	860-465-5293
Marion Kervin, Secretary.....	860-465-5292
Harry Hope Theater—<i>Shafer Hall</i>	
Ticket Office	860-465-5123
Health Services—<i>185 Birch Street</i>	
Robert Jennette, MD, Director.....	860-465-5263
Janine Allevo, Office Administrator	860-465-5263
Honors Program—<i>Science Building</i>	
William Salka	860-465-4609
Zosia Carlquist.....	860-465-4317
Housing Office—<i>Wood Support Services, 2nd Floor</i>	
LeMar Coleman, Director.....	860-465-0072
Sonya Alicea, Administrative Assistant	860-465-5297
Human Resources—<i>Gelsi/Young Hall, Room 223</i>	
Lourdes Ardel, Director	860-465-5118
Secretary	860-465-5228
Information Technology Services—<i>Media Center, Room 242</i>	
Stephen Nelson, CIO.....	860-465-5572
Help Desk.....	860-465-4346
Intercollegiate Athletics—<i>Sports Center, Room 227A</i>	
Cynthia Washburne, Interim Director.....	860-465-4347
Information Line	860-465-5172
International and Exchange Programs—<i>Wood Support Services Center, Room 100D</i>	
Indira Petoskey, Assistant Dean, CSEL.....	860-465-5066
Institutional Advancement—<i>Gelsi/Young Hall, Room 128E</i>	
Kenneth DeLisa, Vice President.....	860-465-5269
Donna Snell, CSU Administrative Assistant	860-465-5267
Institutional Research/Planning—<i>Gelsi/Young Hall, Room 335</i>	
Brian Lashley, Acting Director.....	860-465-5596
Library—<i>J. Eugene Smith Library</i>	
Patricia Banach, Director	860-465-4466
Heidi Roberto, Administrative Assistant	860-465-5374
Reserve Desk	860-465-4465

Circulation Desk	860-465-4506
Interlibrary Loan	860-465-4462
Reference Desk	860-465-4699
Career Information Center	860-465-4456
Curriculum Center	860-465-5538
Government Documents	860-465-5551
Archives	860-465-5563
Technical Services	860-465-4464
Acquisitions	860-465-5557
Cataloging	860-465-4508
Periodicals	860-465-4467
Center for Connecticut Studies	860-465-4512
Mailroom—Facilities Building	
John Insalaco, Supervisor, Mail Services	860-465-5211
Mail Handler	860-465-4563
Media Services—Media Center, Room 128	
Nick Messina, Director	860-465-0209
Booking Area, Room 134	860-465-5304
Office of Accessibility Services — 185 Birch St., Lower Level	
Jennifer Boylan, Interim Coordinator	860-465-5573
Office of Equity and Diversity—Gelsi/Young Hall, Room 254	
Stacey Close, Associate Vice President for Equity & Diversity	860-465-5791
Physical Plant—Nathan Hale Hall, Room 3	
Edward Figiela, Associate Director	860-465-5317
Kathy Parmalee, Secretary	860-465-4562
Planetarium—Wickware Planetarium	
Zoran Pazameta, Director	860-465-5300
Police—see “Public Safety”	
Pool—Sports Center	
General	860-465-4327
President’s Office—Gelsi/Young Hall, Room 245	
Elsa Núñez, President	860-465-5221
Katherine Escobar, Secretarial Assistant to the President	860-465-4484
Professional Studies—Webb Hall, Room 160	
Jacob Easley, Dean	860-465-5293
Anita Lee, Special Assistant to the Dean	860-465-4543
Catherine Dubuc, Administrative Assistant	860-465-5264
Marion Kervin, Secretary II	860-465-5292
Public Safety—264 High Street	
Emergency Line	911 or 888
General	860-465-5310
Receiving/Stores—Maintenance Building, Room 2	
Neil Cook	860-465-4475

Registrar’s Office — <i>Support Services Center, Wood Hall, Room 123</i>	
Front desk	860-465-5389
Jennifer Huoppi, Registrar	860-465-5389
Student Affairs — <i>Gelsi/Young Hall, Room 220</i>	
Kenneth Bedini, Vice President	860-465-5247
Karen Mason, CSU Administrative Assistant	860-465-4412
Student Center/Activities Office — <i>Student Center</i>	
Michelle Delaney, Director	860-465-5105
Margo Mulholland, Secretary	860-465-0036
Student Employment — <i>Support Services Center, Wood Hall</i>	
Kathy Wrana	860-465-4691
Student Senate — <i>Student Center</i>	
General	860-465-4451
Telecommunications — <i>Support Services Center, Wood Hall, Room 224</i>	
Stephen Nelson, Interim CIO, ITS	860-465-0075
University Relations — <i>Gelsi/Young Hall, Room 129</i>	
Edward Osborn, Director	860-465-5043
Bev Canfield, Administrative Assistant	860-465-5735
Veterans Affairs — <i>Support Services Center, Wood Hall</i>	
Information Line	860-465-5096
WECS 90.1 FM — <i>Media Center</i>	
Station Office	860-465-5354
Women’s Center , <i>Student Center, Room 116</i>	
Starsheemar Byrum, Coordinator	860-465-4314
Writing Director , <i>Webb Hall, Room 254</i>	
Rita Malenczyk	860-465-4573

Appendices

- A. Sample Course Syllabus Format*
- B. Sample Course Syllabus*
- C. Policy on Appeal by a Student for a Change in Final Grade*
- D. Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions with Respect to Books and Periodicals*
- E. Teaching Students with Disabilities*
- F. Directions to Eastern and Off-Campus Sites*
- G. Map of Eastern Connecticut State University*

Appendix A—Sample Course Syllabus Format

Course Title: _____ Course #: _____

Date/Semester: _____ Credits: _____

Location: _____ Meeting Time: _____

Instructor's Name: _____ Office: _____

Information indicating when and where student can reach faculty member including phone numbers, addresses, etc.: _____

Catalog Description:

Course Overview:

Course Objectives:

Course Prerequisites: (if any)

Texts (Required and Optional):

Course requirements:

- Exams
- Papers
- Quizzes
- Total points

Grading Policy or Criteria:

(e.g., Grades will be based on the # of points earned on the exams, papers & quizzes listed above.) If attendance will count, indicate how.

Attendance Policy:

Academic Services Center: Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Advising, and help with Math and Writing are available in the Center. For more information call 860-545-4272 or check the ASC website at <http://academicaffairs.easternct.edu/ASC-FAQs.html>.

Disabilities: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 860-465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated

Note: You may want to include a statement about Academic Honesty.

Appendix B—Sample Course Syllabus

Psychology 403: Diversity at Work

Spring, 2008

Dr. Peter Bachiochi

Office: Webb Hall 125, Phone: 860-465-4551

E-mail: bachiochip@easternct.edu

Office Hours: Office Hours: M/W 10-12 & T/Th 10-11, and by appointment.

I'm also available most of the time, so just e-mail me or stop by.

Objectives: The goals of this course are to raise awareness of important differences and provide you with the knowledge needed to be productive in a more diverse workplace. This will be facilitated by discussion of prejudice, stereotypes, and approaches to acculturation and integration in organizations.

Reading Materials:

Bell, M.P. (2007). *Diversity in Organizations*. Arlington, TX: Thomson-Southwestern. ISBN# 0-324-30257-6

Selected chapters from:

Carr-Ruffino, N. (1999). *Diversity Success Strategies*. Boston: Butterworth-Heinemann. ISBN# 0-7506-7102-5

Thomas, K.M. (2005). *Diversity Dynamics in the Workplace*. Belmont, CA: Thomson-Wadsworth. ISBN# 0-15-506920-9

Cleveland, J.N., Stockdale, M., & Murphy, K.R. (2000). *Women and Men in Organizations: Sex and Gender Issues at Work*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Wood, P. (2003). *Diversity: The Invention of a Concept*. San Francisco, CA: Encounter Books. ISBN# 1-893554-62-7

You will also be reading some original research and other book chapters on specific topics to supplement the core background in the Bell text. All of the readings are essential for your learning; they are the basis for much of our work. It is very important that you keep up with the readings. The grade you receive on papers and participation will reflect your weekly preparation. I've also gotten pretty good at identifying the folks who haven't done the reading, based on class participation.

Grading: Your grade in this class will depend on your performance in several areas.

Reflection Papers: There will be eight weekly papers, **each worth 50 points**. They will require you to reflect on the readings and discussion from the previous week and provide your interpretation of the issues discussed. I'm looking for an analysis of the issues, not just a review or rehash of what was discussed. Papers should be 2-4 double-spaced pages (long enough to provide some meaty background, but succinct). As you can see, there are 15 weeks in the semester, so you can do just eight papers (during the weeks when you're so moved) or you can do more than eight and I'll calculate your grade based on your eight best papers. To prevent procrastination, you need to do at least 4 reflection papers by the time Spring Break arrives. Reflection papers should also be completed within a week of discussing the topic.

Final Project: As a final project, I'm going to ask you to visit a setting that is unfamiliar to you and observe what you see, hear, think, and feel. You will have to write a 6-8 page paper that describes your experience and, more important, draws upon the material discussed in class to flesh out your thoughts and feelings. You will need to provide at least 5 references that are NOT websites for this paper, but at least 3 must be sources not on the syllabus. I will give you much more guidance in a detailed assignment sheet. **The project will be worth 100 points.**

Both the reflection papers and the final project will be evaluated on:

Quality of Ideas: originality, creativity, and completeness

Use of Course Concepts: appropriate use of key concepts and frameworks to support your analysis/discussion.

Specificity, Concreteness, and Credibility: Avoidance of generalizations and jargon; use of specific examples to support points; conclusions/recommendations/implications are reasonable, realistic, and well-supported.

Organization and Writing: Overall clarity and logical organization of your thoughts.

Discussion Questions: By noon on the Monday of each week, I would like you to email me 2 questions that you would like to discuss in class about the readings for that week. Not only does this get you to do the reading ahead of time, but it will ensure that issues you want to discuss come up in class. The questions you submit will be worth 5 points each week for a **total of 50 possible points**. Given that we have 13 weeks of new material, you have a chance to earn 15 extra credit points if you do this every week. Questions should require some analysis, and not simply ask for definitions.

Class Leader for a Day! (or at least 20 minutes): You will also lead the discussion on a topic of your choice during one of the classes. You will be responsible for 20 minutes of class time, **no more**. The key is to *pick a small, manageable subset of one of the topics we'll cover*. You will be expected to lead discussion, select any activities or exercises for the class, and in general take on the role of instructor. You can work in pairs or individually, the choice is yours (a pair will be responsible for 40 minutes and will receive one grade).

Be creative in your selection of a topic and presentation. Taking risks is rewarded in this class! You could use role plays, video cases, written cases, dramas, and/or handouts. The goal is to provide colorful and memorable illustrations for the rest of us. **This will be worth 50 points.**

You will receive specific feedback from the class and me. Your "performance" will be evaluated based on:

Quality of Topic: originality, new content, or unusual thinking around familiar ideas

Quality of Material Presented: information well thought out, logical, believable, useful

Integration of Course Material: concepts from readings and/or previous classes are present throughout

Quality of Presentation: organization, management of time, ability to get attention and hold it

Overall Learning: Overall, how much was learned from the session?

Participation: Finally, **100 points will be awarded based on your participation in class**. At midsemester, I will give you an estimate of your final participation based on performance up to that point. I can't stress enough how important participation is. However, the emphasis should be on the quality and not the quantity of your participation. I define participation broadly. Participation involves:

Preparation: Coming to class prepared.

Involvement: Getting into the class exercises, discussions, and lectures.

Observation: Watching what happens in class, including what we do, what others do, what you do and what your own reactions (thoughts and feelings) are.

Understanding: Thinking about what happens in class, reading relevant pages in the texts.

So to recap:

Reflection papers: 400 points

Final project: 100 points

Discussion Questions: 50 points
 Class Leader: 50 points
 Participation: 100 points

Therefore, there are a possible **700 points** for the course and grades will be determined as follows:

90-100% = A = Exceptional work, not merely fulfilling the requirements, but well beyond expectations. Creative thinking that is clearly expressed. Should make me say “wow.”
 80-89% = B = Very good work, demonstrating thorough preparation and execution.
 70-79% = C = Good work that fulfills all the requirements of the assignment.
 60-69% = D = Below average, either in terms of completeness or preparation/execution.
 59 or below = F = Unacceptable work.
 Within letter grades, 80-82=B-, 83-86=B, and 87-89=B+.

Academic Services Center: Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Advising, and help with Math and Writing are available in the Center. For more information call 545-4272 or check the ASC website at <http://academicaffairs.easternct.edu/ASC-FAQs.html>.

Disabilities: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Ground Rules:

Attendance: Because this is a seminar (small and discussion-based), I don’t need to emphasize the importance of being here. Your course grade will reflect excessive absences. In addition, because the material in this course is somewhat cumulative or at least highly interrelated, falling behind is not a viable approach.
Punctuality: Classes will begin on time, and I’ll be sure to end them on time.
Preparation and Participation: Thorough preparation and participation in class discussions are essential to your learning as well as that of the others. Again, quality not quantity.
Written Assignments: Late assignments will be deducted 10% for each day late.

**Psychology 403 - Diversity
 Class Schedule**

<u>Date(s)</u>	<u>Topic(s)</u>
1/22	Introductions & Expectations
1/24-31	What is Diversity and Why Does it Matter? Bell Chapter 1: Introduction (pp. 1-27) Page, S.E. (2007). Making the difference: Applying a logic to diversity. <i>Academy of Management Perspectives</i> , 21(4), 6-20. Bell, M.P. & Berry, D. P. (2007). Viewing diversity through different lenses: Avoiding a few blind spots. <i>Academy of Management Perspectives</i> , 21(4), 21-25. Klein, K.J. & Harrison, D.A. (2007). On the diversity of diversity: Tidy logic, messier realities. <i>Academy of Management Perspectives</i> , 21(4), 26-33. Wood Chapter 1: Diversity in America (pp. 3-18) Wood Chapter 4: The Language of Diversity (pp. 82-98)
2/5, 7	The Legal Environment and Affirmative Action Bell Chapter 2: Legislation (pp. 29-64)

Thomas Chapter 3: Diversity, Public Policy, and Organizational Decisions (pp. 33-52)
This chapter repeats some information from the Bell chapter, so just skim those parts.
Thomas, Jr., E.W. (1990). From Affirmative Action to Affirming Diversity, *Harvard Business Review*, 68, 107-117.

2/12, 14

Key Psychological Concepts and Processes

Bell Chapter 3: Theories and Thinking About Diversity (pp. 65-86)
Cropanzano, R., Bowen, D.E., & Gilliland, S.W. (2007). The management of organizational justice. *Academy of Management Perspectives*, 21(4), 34-48.
Thomas Chapter 7: Conflict, Perceptions of Justice, Privilege, and Diversity (pp. 111-128)

2/19, 21

The Dominant Culture

C-R Chapter 2: How Cultural Differences Affect Job Success (pp. 18-32)
C-R Chapter 3: Understanding the Dominant Culture: Euro-Americans (pp. 33-59)
Bell Chapter 7: Whites/European Americans (pp. 191-220)

2/26, 28

Race Part I

Bell Chapter 4: Blacks/African-Americans (pp. 89-125)
Bell Chapter 5: Latinos/Hispanics (pp. 127-156)

3/4, 6

Race Part II

Bell Chapter 6: Asians and Asian Americans (pp. 157-190)
Bell Chapter 8: American Indians, Alaska Natives, and Multiracial Group Members (pp. 221-247)

3/11, 13

Sex & Gender

Bell Chapter 9: Sex and Gender (pp. 249-286)
Meyerson, D.E., & Fletcher, J.K. (2001). A modest manifesto for shattering the glass ceiling. In *Harvard Business Review on Managing Diversity*. Boston: Harvard Business School Press. (pp. 67-94)

3/18, 20

Spring Break

3/25, 27

Work/Family Balance

Bell Chapter 13: Work and Family (pp. 367-397)
Cleveland, J.N., Stockdale, M., & Murphy, K.R. (2000). *Women and Men in Organizations: Sex and Gender Issues at Work*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers. Chapter 10: Career Issues for Women and Men: Mentoring, Children, and Dual-Career Couples (pp. 252-284)

4/1, 3

Age & Abilities

Bell Chapter 11: Age (pp. 311-337)
Bell Chapter 12: Physical and Mental Abilities (pp. 339-366)

4/8

Religion

Bell Chapter 10: Religion (pp. 287-310)
Ball, C. & Haque, A. (2003). Diversity in religious practice: Implications of Islamic values in the public workplace. *Public Personnel Management*, 32, 315-330.

4/10

No Class – I'll be at the SIOP Conference.

4/15, 17

Sexual Orientation

Bell Chapter 15: Sexual Orientation (pp. 427-447)
Williamson, A.D. (1993). Is This the Right Time to Come Out? *Harvard Business Review*, 71(4), 18-28.

Banas: G.E. (1992). Nothing Prepared Me to Manage AIDS. *Harvard Business Review*, 70(4), 26-33.

4/22, 24

Diversity on Campus

Wood Chapter 5: Bakke and Beyond (99-145) *Skim this one.*
Wood Chapter 9: Diversity on Campus (pp. 226-256)

4/29, 5/1, 6

International Diversity and Models for the Future

Bell Chapter 16: International Diversity and Facing the Future (pp. 451-482)
There will be a few more, but I haven't decided on which ones yet.

Appendix C—Policy on Appeal by a Student for a Change in Final Grade

10/23/97

1. A student who believes that an error or a palpable injustice has occurred in assigning the grade may request a change of grade. Cases of simple error should be corrected at the instructor or chairperson stage of this process.
2. During any of the following procedures the student or the faculty member may be accompanied to the meeting by a member of the college community as observer and/or advocate. At any point in the procedure, the instructor may choose to change the grade, or the student may choose to withdraw the appeal. No change of grade without the written consent of the instructor may be made prior to the hearing the Grades Appeal Committee (see section 8 below).
3. At any step evidence to justify changing or not changing the grade may consist of attendance records, the instructor's statement of course policies and objectives distributed on the first day of class, graded examinations, other assignments such as written papers, creative projects, standardized tests designed to show knowledge and/or skill in the questioned area, or additional assignments, which may be made by any of the people who are being asked to change the grade.
4. A student who believes a grade involved an error or a palpable injustice shall consult with the instructor of the course within three weeks after receipt of the grade or within three weeks of the first day of classes in the following semester. When a grade has been granted after the beginning of the semester (i.e. an incomplete changed to a letter grade), the conference with the instructor shall occur within three weeks after the student receives the grade. If the deadline for initiating the grade change appeal has passed because of the student's physical and/or mental incapacity, the student may ask to have the deadline waived by petitioning (as appropriate) the Vice President of Student Affairs, who, after investigation, may recommend that the deadline be waived. Upon written approval from the academic dean, the student may appeal to the instructor and follow the normal sequence thereafter.
5. If, after the consultation with the instructor, the student continues to believe that an error or a palpable injustice has occurred and has not been remedied, the student shall, within two weeks, file with the chairperson of the department granting credit for the course a *Grade Reevaluation Request Form* (available from the Registrar).
6. Within two weeks of receipt of the *Grade Reevaluation Request Form*, the chairperson will convene and preside over a meeting between the instructor and the student. (If the chairperson is the instructor who originally granted the grade or is unavailable during the

time period of the request, the meeting will be convened by another department member, selected at the beginning of each academic year as the alternate convener for a departmental level *Grade Reevaluation Request*). The chairperson (or alternate) shall send a decision to the student within one week of the meeting.

7. If further appeal is sought by the student after this decision, the student shall appeal in writing within one week to the dean of the school concerned. The dean will request the chair to forward the reevaluation form and any appended materials and will, as appropriate, either meet with the student and the instructor and/or convene the Grade Appeals Committee within two weeks of receipt of the student's request. The committee shall consist of the dean of school concerned (or designee), one teaching faculty person chosen by the University Senate for a three-year term and one student in good academic standing chosen by Student Senate for a one-year term, and alternates for the latter two. The committee has the right to review materials, conduct investigations and hold hearings as appropriate. Should the Grade Appeals Committee decide that a palpable injustice has occurred it shall have the power to adjust the student's grade. After the hearing, the Dean shall send the committee's decision to the student, instructor, and chairperson within one week.
8. If the instructor is deceased or cannot be located, the student may submit the *Grade Reevaluation Form* to the chairperson who may deny the student's appeal, recommend a grade change to the dean in cases where error has occurred, or, if a palpable injustice may have occurred, ask the appropriate dean to convene the Grade Appeals Committee. The student, if not satisfied with the chairperson's decision, may ask the dean to convene the committee. The normal timelines for an appeal shall be followed.
9. No grade change involving instructor error or a palpable injustice shall be made at Eastern Connecticut State University except those made following the procedures stated above.

Appendix D—Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions with Respect to Books and Periodicals

Copyright © 1989 The National Association of College Stores, Inc. and the Association of American Publishers.

Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- a. The copying meets the tests of brevity and spontaneity as defined below; and,
- b. Meets the cumulative effect test as defined below; and,
- c. Each copy includes a notice of copyright.

Definitions

Brevity

- i. Poetry: (a) A complete poem of less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.
- ii. Prose: (a) Either a complete article, story or essay of less than 2500 words, or (b) an excerpt from any prose work of not more than 1000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the numerical limits stated in “i” or “ii” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

- iii. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- iv. “Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2500 words in their entirety. Paragraph “i” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

Spontaneity:

- i. The copying is at the instance and inspiration of the individual teacher; and,
- ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

- i. The copying of the material is for only one course in the school in which the copies are made.
- ii. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

- iii. There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in “i” and “iii” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

Prohibitions

Notwithstanding any of the above, the following shall be prohibited:

- A. Copying shall not be used to create or replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.
- B. There shall be no copying of or from works intended to be “consumable” in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- C. Copying shall not:
 - a. substitute for the purchase of books, publisher’s reprints or periodicals;
 - b. be directed by higher authority;
 - c. be repeated with respect to the same item by the same teacher from term to term.
- D. No charge shall be made to the student beyond the actual cost of the photocopying.

Appendix E—Teaching Students with Disabilities

Students bring unique sets of strengths and experiences to college, and students with disabilities are no exception. Although many learn in different ways, such differences do not imply inferior capacities. There is no need to dilute curriculum or to reduce course requirements for students with a disability. However, special accommodations may be needed in the way information is presented and in methods of testing and evaluation. Faculty will be aided in these efforts by drawing upon the students' own prior learning experiences, using available department and university resources, and collaborating with the Office of AccessAbility Services.

Identifying the Student with a Disability

Ascertaining that a student has a disability may not always be a simple process. Visible disabilities come to one's notice through casual observation: a physical disability that entails the use of a cane or wheelchair comes to mind. Hidden disabilities, such as hearing impairment, visual impairment, a cardiac condition, a learning disability, cancer, diabetes, kidney disease, and a psychiatric or seizure disorder, are usually not apparent. Multiple disabilities, which are caused by primary conditions such as muscular dystrophy, cerebral palsy, or multiple sclerosis, are a more encompassing category. Depending on the nature and progression of an illness or injury, it may be accompanied by a secondary impairment—in mobility, vision, speech, or coordination—that may pose greater challenges to the student and instructor.

Most students with disabilities identify themselves by contacting the Office of AccessAbility Services before the semester or early in its course. Others, especially those with “hidden” disabilities, may not do so because of embarrassment, distaste for special support, or fear of disbelief about either of legitimacy of the problem or the need for accommodation. Such students, in the absence of instructional adjustment, may run into trouble in their work. Then, in a panic, they may self-identify just before an examination and expect instant attention to their needs.

A key part to academic success for the students with disabilities is their accommodations. To support ongoing efforts in promoting awareness, the inclusion of a statement on your syllabus regarding accommodations for student with disabilities is recommended. Here is a statement for your use:

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 860-465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Dividing the Responsibilities

To the extent manageable, students with disabilities bear the primary responsibility not only for identifying their disabilities but also for making necessary adjustments to the learning environment—for reading and taking notes, for example. For test arrangements and the use of department resources, the cooperation of the faculty member is vital.

Faculty-Student Relationships

Dialogue between the student and instructor is essential early in the term, and follow-up meetings are recommended. The instructor should not feel apprehensive about discussing the student's disability as it relates to the course. There is no reason to avoid using terms that refer to the disability, such as "blind," "see," or "walk". However, care should be taken to avoid generalizing a particular limitation to other aspects of a student's functioning. Often, for example, people who use wheelchairs are spoken to very loudly, as if they were deaf. The student will probably have had some experience with the kind of initial uneasiness you may bring to the relationship. His or her own suggestions, based on personal history with the disability and with schoolwork, are invaluable in accommodating disabilities in college.

Attendance and Promptness

The student using a wheelchair or some other assistance device may encounter obstacles or barriers to getting to class on time. Other students with disabilities may have periodic or irregular curtailments of functioning, either from disability itself or from medication. Flexibility in applying attendance and promptness rules to such students would be helpful.

Classroom Adjustments

A wide range of students with disabilities may be served by the instructor's making book lists available prior to the beginning of the term, by thoughtful classroom seating arrangements, by speaking directly to the students, and by writing key lecture points and assignments on the chalkboard or overhead.

Functional Problems

Some understanding is required in coping with subtler, and sometimes unexpected, manifestations of disability. Chronic weakness and fatigue characterize some disabilities and medical conditions. The related curtailment of functioning and interference with the student's ability to perform should be distinguished from the apathetic behavior it may resemble.

Note Taking

Students who cannot take notes or have difficulty taking notes adequately may have support of a note taker in class or may tape record their lectures. In addition, availability of lecture materials online would be helpful.

Testing and Evaluation

Depending on the disability, the student may require the administration of examinations orally, the use of readers and/or extensions of time for the examinations, modification of format, or, in some cases, makeup or take home examinations. The Office of AccessAbility Services is available to assist in the administration of exams which require accommodations. For out-of-class assignments, extension of deadlines may be justified. The object of such special arrangements should always be to accommodate the student's learning differences, not to water down scholastic requirements. The same standards should be applied to students with disabilities as to other students in evaluation and assigning grades.

Appendix F—Directions to Eastern and Off-Campus Sites

Directions to Eastern Connecticut State University

From Points West— Take I-84 East through Hartford to Route 384. Pick up Route 6 in Bolton. At intersection of Routes 6 and 66 in Columbia, at stoplight, turn left on Route 6 East (4-lane highway). Take second exit (UConn, Route 195 and Eastern Connecticut State University). At end of ramp, turn right on High Street. Continue past Windham High School (on your left). Take first right after Windham High School into the main entrance, Eastern Road.

From the Shoreline Area (Old Saybrook, Madison, Westbrook)—Take I-95 North towards Providence. At I-95 Exit 76 (I-395, Exit 80) bear left (NE) onto I-395 (toward Norwich). Take Exit 81, turn left (W) onto Route 2 (toward Hartford). At Exit 25, take a right onto Route 32 (toward Willimantic). Follow Route 32 to Willimantic. At stoplight turn right onto frog bridge. At stoplight take a left onto Main Street. Follow Main Street through downtown. Turn right onto Windham Street (between Lots and More and Dairy Queen). At stop sign, turn right onto Valley Street, then at next stop sign, turn left onto High Street. At next stop sign cross Prospect Street. Proceed up the hill and turn left into the main entrance, Eastern Road.

From New Haven—Take I-91 North to Exit 25/26 (Route 3). Follow connector to Route 2 East. Take Exit 13 and take a left at the end of the ramp onto Route 66. Stay on Route 66 until the intersection of Routes 6 and 66. Go straight through light onto Route 6 expressway. Take second exit (UConn, Route 195 and Eastern Connecticut State University). Take right onto High Street. Continue past Windham High School (on your left). Take first right after Windham High School into the main entrance, Eastern Road.

From Springfield— Take Route 91 South to Enfield/Route 190 exit. Follow Route 190 East to Stafford Springs and junction with Route 32 South. Follow Route 32 South to Willimantic line (cemetery will be on your right and highway overpass directly in front of you). At second stoplight take a left onto Route 6 East. Take first exit (UConn, Route 195 and Eastern Connecticut State University). At end of ramp, turn right on High Street. Continue past Windham High School (on your left). Take first right after Windham High School into the main entrance, Eastern Road.

From Norwich— Follow Route 32 to Willimantic. At stoplight, turn right onto frog bridge. At stoplight take a left onto Main Street. Follow Main Street through downtown. Turn right onto Windham Street (between Lots and More and Dairy Queen). At stop sign, turn right onto Valley Street, then at next stop sign, turn left onto High Street. At next stop sign cross Prospect Street. Proceed up the hill and turn left into the main entrance, Eastern Road.

From Providence— Follow Route 6 to Danielson, CT. Stay on Route 6 West for approximately 17 miles until you come to a sign for Route 6. Turn right onto Route 6 (4-lane highway). Take first exit (Eastern Connecticut State University/Route 195). At stoplight take a left and go 1/2 mile to next stop light. Take a left onto High Street. Continue past Windham High School (on your left). Take first right after Windham High School into the main entrance, Eastern Road.

From Boston—Take Exit 10 off the Mass Pike onto Route 395 South. Follow Route 395 until you come to Danielson Willimantic Route 6 exit. Follow Route 6 West for approximately 17 miles until you come to sign for Route 6. Turn right onto a 4-lane highway. Take first exit off highway (marked for Eastern/Route 195). At stoplight take a left and go ½ mile to next stop light. Take a left onto High Street. Continue past Windham High School (on your left). Take first right after Windham High School into the main entrance, Eastern Road.

Directions to Off-Campus Sites

To Eastern's Groton Site, 591 Poquonnock Road

From I-95 North. Take Exit 87 (Clarence B. Sharp Hwy). Continue straight and at second light take left onto Rainville Avenue. At the traffic light, take right onto Poquonnock Road. Building will be on right hand side: 591 Poquonnock Road.

From I-95 South. Take Exit 87 (Clarence B. Sharp Hwy) - left hand exit. Continue straight and at second light take left onto Rainville Avenue. At the traffic light, take right onto Poquonnock Road. Building will be on right hand side: 591 Poquonnock Road.

From Hartford. Take Route 2 to Colchester, where it splits (left lane goes to Norwich). Take right lane to New London. Follow to end. At end, turn left, drive to stop light and go right. This is in Salem, Route 85. Follow Route 85 until it meets I-95. Go North on I-95. Take Exit 87 (Clarence B. Sharp Hwy). Continue straight and at second light take left onto Rainville Avenue. At the traffic light, take right onto Poquonnock Road. Building will be on right hand side: 591 Poquonnock Road.

From Norwich. Take Route 32, you will pass Connecticut College on the right. Take exit for I-95 North Groton/Mystic and follow directions toward Groton. Once over the Gold Star Bridge, take Exit 87 (Clarence B. Sharp Hwy). Continue straight and at second light take left onto Rainville Avenue. At the traffic light, take right onto Poquonnock Road. Building will be on right hand side: 591 Poquonnock Road.

From Willimantic. Take Route 32 to Norwich. Take I-395 South to New London and follow direction to I-95 North. Once on I-95 North, take Exit 87 (Clarence B. Sharp Hwy). Continue straight and at second light take left onto Rainville Avenue. At the traffic light, take right onto Poquonnock Road. Building will be on right hand side: 591 Poquonnock Road.

**To Manchester Community College, Great Path, 161 Hillstown Road, Manchester
From Bolton (I-384 Westbound):**

Take I-384 West. Take Exit 1. Turn right onto Spencer Street (eastbound). Turn right onto Hillstown Road. Take first left onto Great Path and proceed to stop sign. Take a right onto Founders Drive South for Lot C or left onto Founders Drive North for Lot B.

From Boston and points East (I-84 Westbound):

Take I-84 West. Take Exit 59 to I-384 East. Immediately take Exit 1. Turn left onto Spencer Street (eastbound). Turn right onto Hillstown Road. Take first left onto Great Path and proceed to stop sign. Take right onto Founders Drive South for Lot C or left onto Founders Drive North for Lot B.

From Hartford and points West (I-84 Eastbound):

From I-84 East take Exit 59 to I-384 East. Immediately take Exit 1. Turn left onto Spencer Street (eastbound). Turn right onto Hillstown Road. Take first left onto Great Path and proceed to stop sign. Take right onto Founders Drive South for Lot C or left onto Founders Drive North for Lot B.

From New Haven and points South (I-91 Northbound):

Take I-91 North to Exit 29 and follow signs for I-84 East. Follow direction for I-84 Eastbound.

From South Windsor (I-291 Eastbound):

Take I-291 East. Follow I-291 East a few miles to its end and follow signs for I-384 East. Immediately take Exit 1. Turn left on to Spencer Street (eastbound). Turn right onto Hillstown Road. Take first left onto Great Path and proceed to stop sign. Take right onto Founders Drive South for Lot C or left onto Founders Drive North for Lot B.

From Springfield and points North (I-91 Southbound):

Take I-91 South. Take Exit 35A to I-291 East. Follow directions for I-291 Eastbound.

Appendix G—Map of Eastern Connecticut State University

See campus map on next page.



EASTERN CONNECTICUT STATE UNIVERSITY

Office of Continuing Studies & Enhanced Learning

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