PennState
Eberly College of Science

Instructor Guidebook

Updated August 2024

Table of Contents

INTRODUCTION

This teaching guidebook is a resource for all instructors in the Eberly College of Science. It provides information about the course ecosystem, Penn State systems used by faculty and staff, as well as course policy information and information on internal and external offices. Please contact Lynne O'Cain (lmo11@psu.edu) or Kalina Kelley (kjw5267@psu.edu) if you have suggested additions or revisions to this handbook.

COURSE ECOSYSTEM

Syllabus

A course syllabus communicates the tone for a course by providing vital information of what, when, and how students will learn as well as how the instructional team will support students in this effort. It also sets the stage for the assessment of learning. Clear communication of the expectations for everyone - the students and the instructional team -through course policies and learning goals provides a clear message that we are in this experience together.

What is a syllabus?

A syllabus is a document that is most often presented to students at the start of a class outlining course topics, structure, expectations and polices. In the early days of the syllabus, it was usually presented as an outline or list of topics to be covered. Over the years, more and more items have been added to the syllabus. Most institutions, including Penn State, have certain policies about what should be included in the syllabus.

What a syllabus is NOT:

One of the popular syllabus metaphors is that of a "contract." But a syllabus is NOT a contract between instructor and students, because it is in no way a legally enforceable document, even if you students "agree" to it or sign off on it.

Ultimately, consider the syllabus as an opportunity to partner with your students to help them along a pathway to success. Remember, though, that Penn State policy requires specific content in a syllabus, including rules around changes to a syllabus, and students can ask for grade changes when these are not followed. Faculty Senate Policy 43-00 outlines requirements for course syllabi.

The Grove Center created a set of syllabus templates (See Appendix) that outline what is required, what is optional, and other items that may be helpful as you think through your syllabus.

Learning Objectives

Teaching and learning research has demonstrated that clearly communicating course goals and objectives with students improves the learning experience by guiding students as they work through the course and allowing them to assess their learning progress. Learning goals and objectives also guide the instructor in their construction of course materials, including assessments and activities.

Course goals are broad educational benchmarks describing general understanding and knowledge domains in each course—that is—big picture items. Learning objectives provide, in more detail, what students are expected to learn and what skills they will develop throughout the course. Learning objectives should always be measurable.

A Faculty Senate requirement for all course syllabi is a clear statement of course goals and objectives, including any applicable general education requirements. Policy 42-10 also requires that courses offered within Penn State must include a minimum of 80% of the core content and learning objectives described in the most current course proposal as approved by Faculty Senate. Check with your department to see the most current course proposal or to locate a recent syllabus that adheres to the core content.

For those interested in crafting effective learning objectives, the video titled "Learning Goals and Objectives " produced by the Schreyer Institute for Teaching Excellence (SITE) and hosted on Kaltura provides insights into the process. Additionally, under the "Attachments" tab on the media page (located beneath the video), one can find downloadable resources such as "General Goals and Explicit Objectives" and "Active Verbs for Bloom's Taxonomy," which are helpful in creating structured and measurable learning outcomes.

Additional information about writing objectives and smart objectives can be found at the following links:

- Writing Instructional Objectives
- Writing SMART Learning Objectives

Office Hours

The purpose of office hours is to provide students with times to meet with instructors outside of class to discuss content presented in class and obtain assistance with questions. It is suggested that instructors provide times for 2-3 office hours each week for each course they teach.

Office hours are familiar to us in higher education. However, some students may be hesitant to attend, especially first-year or first-generation students, because they may not understand the purpose of these sessions, feel intimidated, or misunderstand that these are open to all students without an appointment.

Some best practices for office hours that may help increase attendance and success of the interactions to consider:

- Renaming office hours to "connection hours" or "learning hours" can foster a more inviting atmosphere, emphasizing the purpose of these times as opportunities for student growth and engagement.
- Actively and explicitly describe what you expect in office hours, both in class and in your syllabus, to remove uncertainty. If you have undergraduate teaching assistants (TAs) or learning assistants (LAs) as part of your instructional team, ask them to share their experiences with office hours with the students.
- Scheduling office hours at varied times can accommodate diverse student schedules, ensuring more students have the chance to attend.
- Regular reminders of office hours via email signatures, classroom announcements, and physical (or digital) postings can keep the availability of this support mechanism at the forefront of students' minds.
- Sharing anecdotes of positive outcomes from office hours can illustrate their value, inspiring more students to participate and benefit from these sessions (i.e., "On Wednesday in office hours, we drew a concept map that really helped the students that were present).
- A personal invitation to attend office hours can be a powerful motivator for students who may be hesitant or struggling, showing them that their success is a priority.

Assessments

"Assessment is more than grades; it is feedback for students and instructors, and it drives student learning."

National Institute for Science Education, 1999

This quote expresses the importance of deciding upon and creating effective assessments. Students use assessments to gain feedback on their learning strategies and drive future learning approaches, while instructors use assessments to design the learning activities that support student learning.

Assessments can be *formative*, *summative*, or *both*. Formative and summative assessment are not mutually exclusive!

Formative assessments are low stakes activities that are designed to monitor student learning by providing frequent and ongoing feedback to the student. Formative assessments give feedback to the student and to the instructor. The student uses the feedback to identify their strengths and weaknesses and target areas that need work. The instructor can use this feedback to see real-time insights into student progress during learning and adjust their teaching methods effectively. Types of formative assessments: minute papers, TopHat questions, quizzes, homework.

Summative assessments are activities used to evaluate student learning at the end of a unit or a course and are often high stakes. Types of summative assessments: quizzes, exams, papers, projects, presentations

For more information, see the Web page from the Eberly Center of Teaching Excellence and Educational Innovation: "[What is the difference between formative and summative assessment?](#)" Please also review the [University examination policies 44-10 and 44-20](#).

Best Practices for Creating Assessments

Effective assessments serve as a tool to measure students' understanding and grasp of the learning objectives. Aligning assessments with these objectives ensures that students are evaluated on the relevant skills and knowledge they were expected to acquire, providing a clear indicator of their progress and areas needing improvement. This alignment also reinforces the learning goals, creating a cohesive and purposeful educational experience.

- Ensure assessments are directly tied to course objectives and offer practice opportunities.
- Match the complexity of practice activities with the intended learning outcomes. For example, do you want students to learn definitions OR analyze concepts in new contexts? The practice should match the level of your desired outcome.
- Clearly communicate the purpose of assessments and how they relate to learning objectives.
- Offer additional resources and practice to support student learning.
- Create assessment strategies that uphold academic integrity.
- Provide various chances for feedback and meaningful high-stakes assessments. (e.g., students should be able to recover from a low performance high stakes assessment.)
- Give detailed feedback promptly, showing its relevance to learning goals.
- Guarantee all students have equal access to course materials and resources. Not all students have access to the internet, printers, and scanners when they are not on campus.

Academic Integrity: Creating a Culture of Academic Integrity

- [University Academic Integrity Policy G-9](#)
- [Eberly College of Science Academic Integrity](#)

Fostering a culture of academic integrity involves more than just deterring cheating; it requires a positive approach that emphasizes the value of learning. Understanding the reasons behind student misconduct and encouraging honest academic behavior are key components of building an environment where integrity thrives. Instructors can lead by example, creating a supportive and transparent educational atmosphere that prioritizes learning and ethical practices.

Students are more likely to cheat or plagiarize when they:

- Believe that others are getting away with cheating.
- Believe that the stakes are high for failure.
- Find no intrinsic motivation for learning.
- See grading criteria as arbitrary or do not understand how they are being assessed.
- Do not understand that what they are doing is cheating (e.g., they are unfamiliar with citation practices).

Please see "A Positive Approach to Academic Integrity" from The Ohio State University Teaching and Learning Resource Center as an example.

Academic Integrity Best Practices

Here are some best practices to assist you as you design your course, craft your syllabus, or think about the first day of class:

- **Clearly define what constitutes cheating.** Students may not know that certain practices and forms of collaboration qualify as cheating.
- **Explain the importance of academic integrity** to the class, to your discipline, and to students' learning. Help students understand the short- and long-term consequences that come with cheating or plagiarizing.
- **Replace high-stakes exams/assignments** with a series of lower-stakes assessments. Provide students opportunities to practice, learn from mistakes, and try again.
- **Explain the relevance of your course content**. Cheating may be a sign that a student does not understand the value of taking time to learn the information and skills associated with the course topic.
- **Share your grading criteria in advance** (e.g., through a rubric) to help students understand your expectations and approach to grading.
- **Create plagiarism-proof assignments** by asking them to incorporate something that relates to their experiences or requiring them to apply their learning to a situation.
- **Add reflective components to your assignments**. Prompt students to explain or justify their responses to exam questions. A quick scan of these reflections can indicate whether a student is thinking for themselves.
- **Allow students to work together**. Eliminate the lure of copying by having students collaborate to develop answers.

Artificial Intelligence (AI)

Penn State has created a guidelines page that provides a summary of AI and its use at Penn State including:

- **General Guidance**: Penn State encourages the safe use of generative AI tools, emphasizing compliance with laws like FERPA, HIPAA, and GLBA, and the importance of verifying AI output for accuracy and bias.

- **Accessibility Considerations**: AI tools must undergo an accessibility review before use in group settings to ensure compliance with policy AD69.

- **AI Tools and Platforms**: The page lists various AI tools and platforms available for different levels of information sensitivity, including Microsoft Copilot, Azure AI, Amazon Bedrock, and Google Vertex AI.

- **Ethical Considerations**: Regular reviews of ethical considerations, regulations, and guidelines are necessary due to the evolving nature of AI.

Syllabus statement examples

Syllabus statements on AI are important because they help clarify guidelines for students and instructional staff. These guidelines address how and when students can engage with generative text-based AI tools. The evolving capabilities of AI systems blur boundaries between learning tasks and potential misrepresentation.

For example, you can help foster ethical use by emphasizing that students can collaborate with AI for brainstorming, feedback, and revision, but cannot submit AI-generated work as their own. These statements also highlight the importance of understanding AI biases, inaccuracies, and potential harm. Crafting clear guidelines ensures responsible and effective AI integration in academic settings.

- [Sample Syllabus Statements](#)

Policies

Unscheduled Disruptions in the University Course Schedule

If the University needs to close due to weather or any other unexpected event [Faculty Senate Policy 45-00](#) was approved to guide faculty and student responsibilities in these cases.

Unexpected disruptions to course meetings do not require instructors to remove course content, but they are asked to try to minimize the impact of cancellation if possible. Because all students may not have access to the necessary resources to remotely attend class during the regularly scheduled time, instruction cannot automatically shift to a solely synchronous remote option. We recommend having a "Plan B" that allows for the sharing of course content in a nonsynchronous mode and to allow students time to access the materials outside of the closure period.

Recommendations for Shifting to a Plan B Format

- Create a plan for how you will shift to asynchronous delivery of materials and shift due dates or exam dates should you experience an unexpected cancellation. One popular option is to share a recorded lecture with students.
- Share your Plan B ideas with a colleague who has taught the class, their feedback is valuable and may provide ideas you had not considered.
- Share this plan with students at the start of the semester so they also know how to respond to an unscheduled cancellation. This is extremely important if the cancellation is on a scheduled exam day, students will need the opportunity to plan for the alternative exam option.
- Communicate with your class in anticipation of a weather-related cancellation and, in case of an unexpected cancellation, try to send out information to your class as soon as possible.

eTesting at The Pollock Testing Center

If you are looking for an alternative to in-class or online proctored assessments, the Pollock Testing Center and eTesting Lab administers secure, computer-based exams for undergraduate classes at the University Park campus. The eTesting Lab has 150 exam workstations per testing time slot with up to fifteen time slots per day. Instructors create exams through their Canvas course, which is then linked to secure servers at the eTesting Lab. Instructors benefit from the varied questions that Canvas offers for its quizzes, as well as the ease of integration with the Canvas Gradebook. Additionally, instructors can assign extra time for SDR accommodations and make-up exams for illnesses.

General considerations when planning to use the eTesting Lab include:

- Exams are limited to 50 minutes to maximize the number of instructors and students served in the Testing Center.
- Normal operating hours during the fall and spring semester are 8:00 a.m. to 11:00 p.m., Monday through Friday. Check the testing center website for summer hours.
  - The first two weeks of the semester have limited hours.
  - The Testing Center is closed on certain days. These days are blocked off before requests can be made at the beginning of the semester.
  - Summer hours are limited.
- Exams are scheduled to begin on the hour (e.g., 8:00 a.m. or 9:00 p.m.)
- Seats are allocated to courses evenly across the day(s). That is, if you have thirty students in your class, there will be two slots each hour (2 students * fifteen slots). If you offer an exam on multiple days, the time slots will be evenly distributed across all days.

Exam requests are accepted beginning **one month** prior to the beginning of classes each semester and are processed on a first-come, first-served basis. The testing schedule can fill quickly, especially for "popular" testing weeks. Planning ahead for eTest requests is critical!

Please review the [Information for Faculty - Testing at Penn State web page](#) to plan an eTesting request and learn more about how to set-up Canvas tests and the features available through eTesting.

Accessibility

Providing accessible content is crucial to providing an equal and supportive experience for everyone.

Penn State is committed, through [Policy AD69,](#) to ensuring that people with disabilities have an opportunity equal to that of their non-disabled peers to participate in the University's programs, benefits, and services, including those delivered through electronic and information technology.

Per federal law, web pages, videos, images, and other digital resources that are active (regularly accessed by people greater than or equal to 5 times per year) must be compliant with the following:

- [W3C WAI Web Content Accessibility Guidelines version 2.0](#) (or current version)
- [WCAG2ICT Guidance on Applying WCAG 2.0 to Non-Web Information and Communications Technologies](#) (or current version)
- AIM-HEA Accessible Instructional Materials in Higher Education Act (in development and pending legislative approval)

Statement of Accessibility on all Web Pages and Web-based Applications

All web pages and web-based applications must display in a consistent location (e.g., menu or text in the banner or footer) a statement, or link to a statement, referring to a commitment to accessibility by the University, college, department, program, or unit. In addition, each page must have a link allowing users to contact the designated responsible position or positions within a college, department, program, or help desk (instead of individuals, who often change positions or duties).

The link may point to Penn States' [Accessibility Statement](#) or supply full statements on web pages.

Resources

If you need assistance with a course, web page, or educational application that is not accessible or does not conform to Policy AD69, please [email the Grove Center for assistance.](#)

To explore more self-service information on how to make your content accessible, please visit [Penn State's Accessibility page](#) or further explore accessible practices through the World Campus offering: [OL 2600 Accessible Online Course Authoring](#).

Accommodation Requests

Students will often request specific course accommodations in relation to disabilities. Penn State students with disabilities are supported by Student Disability Resources (SDR) who will provide a letter of accommodation to faculty members via email. SDR specialists also can provide guidance for faculty who have questions about how to make necessary accommodations.

If a student requests an accommodation but has not provided an official accommodation letter, you may suggest the student Contact SDR using their web form or have them schedule an appointment by calling 814-863-1807, Monday through Friday, between 8:00 a.m. and 5:00 p.m. Eastern Time (US).

If you believe you are experiencing or witnessing discrimination based on disability, you may file a formal grievance with Penn State's Affirmative Action Office.

Information Technology

University IT is dedicated to serving the needs of students, faculty, and staff through innovative IT services and support. They manage the infrastructure and administrative systems that keep the university running smoothly, including essential tools like LionPATH, WorkLion, and SIMBA. University IT also ensures that sensitive information is protected through robust cybersecurity measures. They provide 24/7 support through various channels, including a central IT Help Portal. They offer training sessions and a wealth of resources to help you make the most of the technology available at Penn State. Whether you need assistance with classroom technology, online course platforms, or research data management, University IT is there to support you.

Semester Start Resources is a Penn State knowledge base article that provides important information for starting the semester.

Portable Technology

All general-purpose classrooms are equipped with a minimum of a projector, speakers, and an amplifier to use with your own device. In the event that you need other portable equipment, please contact Media Technology and Support Services (MediaTech), a division of University Libraries, to schedule portable technology equipment such as:

- Laptops
- Cameras
- Analog and digital audio recorders
- DVDs and VCRs
- Televisions
- Multi-region VHS and DVD players
- Portable sound systems
- Overhead projectors
- Laser pointers

Items are available for student use in support of credit instruction. (*Note: A class list must be provided*.) For further information, or to schedule equipment, please visit [MediaTech's homepage](#) or call 814-865-5400.

Technology Classrooms - University Park

Technology Classroom Support equips and supports technology in general-purpose classrooms. Each supported classroom features a video/data projector, audio system, and computer plug-in capability. You can schedule a classroom today or visit the Technology Classrooms User's Guide for more information.

Instructors at University Park can email Penn State IT personnel at TechClass@psu.edu to set up a quick orientation or practice session in a [General Purpose Classroom (GPC)](#). In the email, instructors should include their name, contact information, availability, building name, and GPC room number.

Computer Labs and Software

[Connect to Tech's Services and Locations](#) page provides students and faculty with various resources related to computer labs, software availability, and hardware requirements. Instructors can find the most up-to-date information about computer lab hours of operations and procedures or to find out how to access software Adobe Creative Cloud, WebApps, and other tools.

Eberly College of Science Information Technology Group

The Eberly College of Science Information Technology Group is committed to assisting instructors and staff with developing technology solutions. They also assist with brokering solutions that are not offered as an in-house service and act as a single point of contact for all technology issues and consults. They seek to foster collaborative relationships with their customers and are eager to assist in all academic and research efforts within the Eberly College of Science.

If you require assistance and would like to submit a support ticket, please visit our [ServiceNow Portal](#) or send us an email to support@science.psu.edu

To get more information about Science Information Technology news, tools, and services, please visit their site at it.science.psu.edu

Penn State Systems

LionPATH

LionPATH is Penn State's student information system, which provides access to academic, registration, and financial records.

The online help library can be accessed via the help link from within the LionPATH system. To go directly to the online library, visit the tutorials page. If you find you need additional assistance, submit a service request.

IMPORTANT NOTE: If you have technical issues opening the LionPATH Online Help Library, please clear your browser's cache from all time then relaunch your browser. If issues persist, please try opening the library or individual tutorials in a private or incognito window.

Navigating to Faculty Home Base

Log in to LionPATH through the LionPATH Support site by clicking the yellow tile labeled Students, Faculty, Staff Login. The landing page for Faculty who do not have any other roles in LionPATH will be Faculty Home Base.
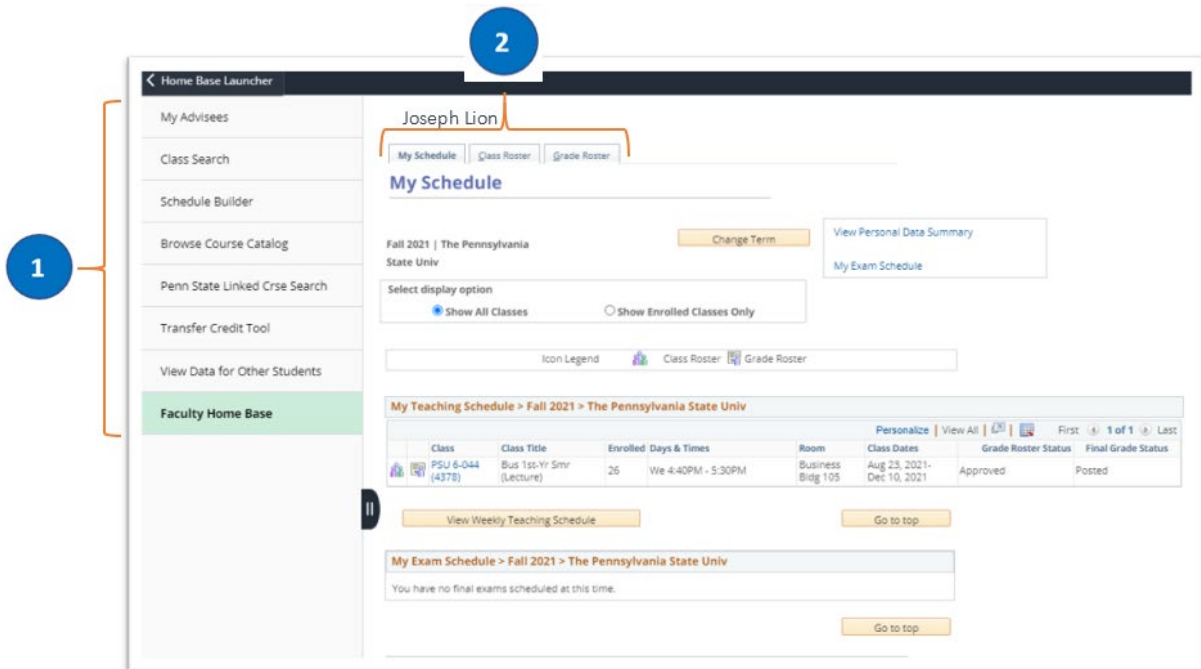

Figure 1: Faculty Home Base in LionPATH

Faculty Actions in LionPATH

What will I do in LionPATH as an instructor?

- View your teaching schedule.
- View your class roster.
- Email your class roster.
- Post your course grades.
- Make changes to your posted grades.

Canvas

Canvas is Penn State's online course management system for teaching and learning.

To log into Canvas and access your courses, follow these steps:

1. Navigate to Canvas, and click the Canvas Login button in the top right corner, or navigate to psu.instructure.com in the browser of your choice.
2. Authenticate using your Penn State access account.

After logging in, you will see your Canvas Dashboard. Several of your courses may be visible on the dashboard, and you can access each one by clicking on the course title. Access your complete list of courses by clicking on the Courses tab in the global navigation menu.

Note: If some of your older courses are missing, they may have gone through the Course Archive process. You can have them reinstated by going to the far right on your Canvas Dashboard and selecting "Course Archive Manager" from the Manage Courses menu or contact members of the Grove Center for assistance.

Training information is available! Another way to learn more about using Canvas is for you ask to be added as an observer to one or two Canvas courses in your discipline so that you can see how your colleagues are organizing course materials.

Canvas Best Practice Recommendations

- Especially when teaching first year students, import the Canvas Student Orientation Module and customize it for the tools/features you use in your course. You will have to search for this in Canvas Commons. Once you import your own copy, you will be able to provide instructions for your students as to how to use Canvas for your course.
  - Instructions can be found at the bottom of the First Steps page of the Canvas Learning Path
  - Encourage students to set their notification preferences according to your course policy.

- Set the Grading Scheme and Grade Posting Policies up at the beginning of the semester
    - Customize how missing submissions are graded by setting up a Missing Submission policy for your course:
    - You can automatically deduct points for late submissions for your course.
    - Customize when grades will be released to students by setting up a Grade Posting policy for your course.
    - Customize when grades will be released to students by setting up a Grade Posting policy for an individual assignment.

For additional best practice recommendations, visit Canvas Course Design Best Practices.

Starfish

At Penn State, Starfish integrates with LionPATH and is the main system for advising notes, progress reports, and academic reviews. Starfish helps to identify students in need of support in real time, based on their academic performance and concerns raised by faculty and staff.

Instructors use Starfish to complete progress reports and document academic advising. Starfish allows instructors and advisers to communicate with students and their academic support networks at any time of the semester through the "Flag" and "Kudos" buttons. When raised, flags and kudos generate email messages to the student, the student's assigned adviser, and to other individuals in a distinct support relationship with the student (e.g., the student's ROTC officer or the student's athletic counselor) using template language. Any comments you choose to add are also included in the emails. All message templates are available on the Starfish Info website.

There are three ways to alert students using Flags and Kudos:

- Manually raise flags or kudos (instructors, TAs, advisers, and other Starfish roles).
- Complete a progress survey (instructors and TAs of full-semester undergraduate courses only).
- Use Canvas grades with the Zoom In feature (instructors and TAs only)

At critical times of the fall and spring semesters, instructors and TAs of full-semester undergraduate courses are asked to complete a progress report survey, which packages a subset of flags and kudos. However, instructors can use any of the available Starfish methods to provide feedback to students and be in compliance with Faculty Senate policy. These alternate methods can be used throughout the semester and are also available to instructors and TAs of graduate courses and others not included in progress surveys. All of the possible alerts and their associated messages are on the Starfish Info website.

SCHOLARLY APPROACH TO TEACHING—FACULTY ACTIVITY REPORTS (FARS)

Scholarly teaching (ST) is an intentional practice informed by evidence, research on teaching and learning, well-reasoned theory, sound content and pedagogical knowledge and reflective practice. The goal of ST is to maximize student learning using a scientific, data-driven approach. Although there are many components to ST, reflective practice prompts instructors to critically analyze their teaching, identify strengths and weaknesses, set goals for success, and collect data to evaluate these, in their courses. Instructors can use a variety of data, including formative or summative assessments from courses, student feedback, and/or peer evaluations.

While reflection can be an informal process, Penn State asks instructors to annually complete Faculty Activity Reports (FARs) as part of this process. FARs give faculty an opportunity to share annual activities related to the three pillars of Penn State (Research, Teaching and Service) and are completed through the [Activity Insight](#) (AI) web-based program. FARs are an integral component of the Penn State Academic [Policy AC40](#) that provides the process for an evaluation of the performance of each member of the faculty at least once each year.

Instructors are encouraged to use teaching fields within FARs to list teaching activities and provide data and reflections related to the activities. For example, Indiana University's "[Scholarly Teaching Taxonomy](#)" describes several ways to incorporate reflective practices (as well as other components of ST) into the professional development of instructors. In our college, The Grove Center provides learning opportunities for faculty to learn to use ST and complete FARs that reflect and convey all their teaching accomplishments.

The Grove Center team has created materials to guide Eberly College of Science faculty in their approach to completing the fields on teaching in Activity Insight. A mapping of Activity Insight fields to the FAR template is part of the guided materials along with suggested content for the fields. This information and links to additional resources can be accessed from the homepage of the Grove Center website under the Instructor menu.

OFFICES TO SUPPORT EDUCATION

Eberly College of Science Offices

The Grove Center for Excellence in Science Education
https://grovecenter.psu.edu

The Grove Center's mission is to advance excellence in STEM education at Penn State through a scientific, evidence-based approach. We unite educators from across the Eberly College of Science to collaboratively develop, implement, and rigorously evaluate innovative teaching methods and curricula. The Center cultivates a community of faculty, staff, and students dedicated to creating inclusive, equitable, and engaging learning environments that optimize student success. By fostering cross-disciplinary partnerships, providing training and professional development, funding educational research, and championing data-driven pedagogical practices, The Grove Center strives to be a driving force behind Penn State's leadership in STEM teaching and learning. Some of our activities include:

- Offering mentoring/coaching/consultation for instructors
- Hosting department specific workshops on request/in consultation with department heads
- Offering annual programs like the Evidence Based Teaching Academy (EBTA) and Welcome and Connect for new faculty
- Supporting the Learning Assistant program
- Building communities
- Hosting book clubs and Food for Thought lunch discussions
- Supporting digital technology use in teaching and World Campus course instruction
- Providing instructional design and accessibility services
- Offering consultation and collaboration across all teaching and learning

Office of Undergraduate Students
https://science.psu.edu/office-for-undergraduate-students

The Office of Undergraduate Students helps future and current Eberly College of Science undergraduate students navigate admission, pre-major status in the college, entrance into one of our many majors or minors, and finally to celebrate with graduation and commencement. The office connects students with advisors, provides information on policies and procedures, and sponsor programs and student organizations meant to support all our undergraduate students. The goal of the office is to provide all life, physical, and mathematical sciences students with access to science engagement and the tools needed to succeed in our college while collaborating with our departments to keep students informed and on track for graduation. The Office for Undergraduate Students coordinates Academic Advising across the college and supports the Office for Student Engagement and Future Students Office. Please stop by 111 Ritenour to meet the team or to learn more.

Academic Advising

https://science.psu.edu/current-students/student-services/academics-and-advising/find-your-adviser

Academic advisers provide guidance, coaching, and information to students related to academic planning, course selection, Eberly College of Science degree requirements, and Penn State policies. Advisers also partner with and make referrals to broad University resources when necessary.

Office of Science Engagement

https://science.psu.edu/science-engagement

The Office of Science Engagement supports Eberly College of Science students in their pursuit of co-curricular learning opportunities, such as education abroad, career development, and undergraduate research.

Future Students Office

https://*science*.psu.edu/future-students

The Future Students Office provides information to prospective students and works closely with Penn State's Undergraduate Admissions Office. This office leads event planning for the college for Spend a Summer Day, Accepted Student Visits, and Parents and Families Weekend.

Office of Diversity and Inclusion

https://science.psu.edu/diversity

This office provides a welcoming and inclusive environment to support all Eberly College of Science undergraduate and graduate students to thrive academically, professionally, and personally. This office works closely with students to connect them with needed resources, programs, and organizations to ensure their success. The Diversity and Inclusion office also works closely with the college Climate and Diversity committee and faculty.

Office of Science Outreach

https://science.psu.edu/outreach

The Office of Science Outreach organizes several science outreach programs annually. They also develop resources that support Eberly College of Science students, faculty, and staff in their outreach and engagement with various audiences. Faculty interested in Broader Impacts projects are encouraged to connect with the Outreach office!

Eberly College of Science IT

https://science.psu.edu/admin-offices/it

Eberly College of Science IT is a single point of contact for all technology issues and consults and assists all Eberly College of Science faculty and staff with developing technology solutions.

If you require assistance, submit a support ticket [ServiceNow Portal](#) or send them an email to [support@science.psu.edu](#)

University Offices

Penn State Learning

https://pennstatelearning.psu.edu/

Penn State Learning creates and assesses peer-led, undergraduate learning communities through tutoring, workshops, and guided study groups in math, natural sciences, writing, languages, economics, and statistics.

Counseling and Psychological Services (CAPS)

https://studentaffairs.psu.edu/counseling

This office provides a wide range of services for undergraduate and graduate students that include, but are not limited to group, individual, and couples counseling, crisis intervention, wellness, and self-help options. Virtual services and community education and outreach services are also available.

Career Services

https://studentaffairs.psu.edu/career

Part of Penn State Student Affairs, career services provide a wide array of programs and services that support career development for all students.

Sokolov-Miller Family Financial and Life Skills Center

https://financialliteracy.psu.edu/

Services are available to all Penn State students, faculty, and staff. Financial professionals offer one-on-one coaching and can develop and deliver presentations, workshops, or webinars tailored to the needs of your class or student group.

Penn State Global

https://global.psu.edu/

Offers a wide array of resources for faculty, students, and staff to engage globally.

Student Engagement Network (SEN)

https://www.engage.psu.edu/

Launched in 2017, the network is a comprehensive initiative across twenty-four campuses that works to connect students through curricular and co-curricular opportunities. They have a [Student Engagement Application](#) that can be accessed through Canvas and used by faculty to engage students.

Student Disability Resources (SDR)
http://equity.psu.edu/student-disability-resources

The SDR office is part of the Educational Equity Office. It is the designated office that provides reasonable accommodations and services to students with disabilities enrolled at the University Park campus. For additional information, please see [the SDR Guide](#)

Teaching and Learning with Technology (TLT)
https://tlt.psu.edu/

TLT collaborates with faculty to enhance teaching and learning through technology. Uses immersive experiences, artificial intelligence, blended learning, 3D printing, collaborative learning spaces, and open education resources to enrich the Penn State learning experience.

Schreyer Institute for Teaching Excellence (SITE)
http://www.schreyerinstitute.psu.edu/

The mission of SITE is to advance and inspire excellence in Penn State's teaching and learning community by collaborating with the community through various means such as consultations, workshops, presentations, conferences, course observations, and resource materials.

The Edna Bennett Pierce Prevention Research Center
https://prevention.psu.edu/

The Edna Bennett Pierce Prevention Research Center's mission is to enrich human well-being and strengthen intellectual, social, physical, economic, and emotional wellness. Programs and initiatives from the center can help improve students' overall well-being, including intellectual, social, and emotional aspects. Additionally, faculty can collaborate with the center on projects that benefit both their research and their students' learning experiences.

SCHEDULING CLASSES, CLASSROOMS, AND FINAL EXAMS

Scheduling classes, classrooms, and final exams is a continuous, cyclical process. The Office of the University Registrar Scheduling and Curriculum department oversees the process working closely with the schedulers across the University.

Instructional Spaces

General Purpose Classrooms (GPC) scheduled by the Office of the University Registrar. Any academic course may be scheduled in a GPC. Specific scheduling requirements, such as the class size and room size, govern the best match.

Technology Classrooms are select GPCs that have been equipped with advanced multimedia and information technology equipment. Four categories of technology classrooms have been defined: Instructor Technology; Projector- only Technology; Student Technology; and Video Conferencing. In addition, the Willard Building and Thomas Building at University Park campus allows for the scheduling and delivery of portable computer technology in designated rooms.

- Instructor Technology Classrooms (ITEC)
- Projector-only Technology Classrooms (PTEC)
- Student Technology Classrooms (STEC)
- Video Conferencing Classrooms (VTEC)

Classroom Laboratories are rooms designated by specific features, equipment or purpose and are scheduled by specific departments.

Departmental Classrooms are specific rooms controlled by a department. All departmental classrooms are assigned to classes in LionPATH.

Flex Learning Spaces are specific rooms that allow for a range of teaching methods and configurations. These rooms encourage adaptable pedagogies and approaches to teaching and learning.

Learning Spaces Inventory

The link to all general purpose classrooms (GPCs) at University Park with room capacity, room characteristics (features), and link to images can be accessed using the following link.

- Learning Spaces (GPC) Inventory

Room Characteristics

Room characteristics (features) describe the specifics of each room. They pertain to the location, seating, technology, and flooring to name a few. The following link provides the list of all room characteristics (features) found on the Learnings Spaces (GPC) Inventory spreadsheet.

- [Features List.pdf](#)

Instruction Modes

Instruction modes indicate the way instruction is delivered for each class section during the semester. The assigned instruction mode is found in LionPATH Schedule of Classes in the class details section. A complete list of instruction modes can be found at the following link.

- [Instruction Modes Overview](#)

APPENDIX

Syllabus Templates

If you would like some syllabus templates to help you in creating a syllabus, we have created a few in our Canvas space: [The Grove Center Resources: The Syllabus](#).

We also have several examples and resources that you may find useful when thinking about your syllabus. If you need assistance with using any of the templates, please contact the [Grove Center](#).