

Instruction

1. Faculty Load and Teaching Assignment

Load

The normal load per semester taught by a faculty member without administrative responsibilities is 12 semester hours. Workloads for faculty members are determined on the basis of total responsibilities assigned. The provost sets the teaching load in consultation with the department chair and the faculty member.

Assignments

Department chairs develop teaching assignments in consultation with their faculty and then present them for approval to the provost. Department chairs should balance course assignments so that all faculty share the core curriculum load, class size distribution, and equal access to desirable teaching times over a reasonable period of time.

Each department chair should give top priority to the basic courses in a given discipline and should see that full-time faculty members teach these basic courses. Part-time faculty should be used to supplement the academic offerings of the College after the basic courses have been covered.

2. Class Schedules

Preparation

Class schedules for each semester and the summer sessions are normally prepared by department chairs in consultation with the provost and the Registrar.

Each department's schedule of classes is then presented to the provost for coordination, adjustments, and approval. Following this approval, schedules are presented to the Registrar who prepares the final schedule for circulation and makes room assignments in consultation with the provost.

Change

Proposed major changes in schedule, such as those involving times, days, and cancellations, must receive the approval of the provost before they can be officially received by the Registrar.

Minor changes (in rooms or buildings) during a semester for any courses can be handled directly through the Registrar's office.

3. Classes

Class meetings

All full-time and part-time faculty are expected to meet all scheduled classes. A faculty member who will be absent and cannot meet a class must contact his/her department chair to arrange for notification of the students and determine how the course is to be managed in his/her absence.

Maryland Law (COMAR 13B.02.02) states the following minimum requirements for minutes of instruction in higher education institutions"

C. Credit Hours.

(1) An institution shall award one semester hour of credit for:

(a) A minimum of 15 hours, of 50 minutes each of actual class time, exclusive of registration, study days, and holidays;

That regulation applies to us as follows:

All of our 4 credit courses require instruction for 60 “hours” of 50 minutes each or 3000 minutes.

MWF classes need to meet nearly 43 times for 70 minutes each to satisfy the requirements. Our 14 week schedule would ideally provide 42 class times, however, we cancel class on Monday if we are in session on Labor Day, Monday of Fall Reading days, and Wednesday and Friday of Thanksgiving week, a loss of 3-4 class meetings.

TR classes need to meet more than 27 times for 110 minutes each to fulfill the requirements. Our 14-week schedule would ideally provide 28 but classes are cancelled on Tuesday of Fall Reading days and Thursday of Thanksgiving week, a loss of 2 class meetings.

To be in minimum compliance faculty need to hold every class and faculty are required to meet for the full final exam period. Exceptions include canceling classes in order to hold individual meetings with students. Faculty may use the final exam period for any relevant classroom activities such as student presentations or wrap-up and assessment if the course is not amenable to a final exam format.

Class Cancellations

Faculty are discouraged from canceling class before Fall Reading days or Thanksgiving break. Students who attend afternoon or evening classes on Tuesday are permitted to remain in the dormitories until Wednesday morning of Thanksgiving week.

Syllabi

The syllabus provides students and faculty with a roadmap for the semester; it helps students take responsibility for their learning by helping them to organize their time and plan their semester's work. Students, especially in their first two years, tend to be concrete in their thinking and they need the details spelled out if for no other reason than that they are new to higher education. Students with some learning disabilities will always benefit from the specificity.

- a. Each faculty member is expected to provide students in their classes with a syllabus, preferably in the first week unless you are developing the syllabus with the students. Faculty should give an electronic copy of each course syllabus to the office associate in their academic building. The office associate will forward an electronic copy of each syllabus to the provost and archive one copy for each person's file.
- b. The syllabus should contain at least the following items:
 - Goals and objectives for the course- this will describe the learning outcomes that students are expected to achieve. Linking assignments to the course goals will strengthen the student's understanding of what is expected of them and why.
 - Contact information – email address, office location, telephone number and whether they may call you at home. Your office hours/how to schedule an appointment should be included in each syllabus.
 - Tentative due dates for assignments
 - Relative weights of assignments
 - Your policy for attendance- below is the College policy on attendance that you may use as a starting point for your own policy.

Regular attendance at classes is expected; all students are responsible for any class work done or assigned during any absence. In each course, two absences shall be accepted by the instructor during the term. However, when any absence results in a student missing an examination, or an assignment deadline, the instructor's policy covering missed examinations or late work shall apply. Beyond two absences the instructor's policies shall be in effect.

- Your policy for turning in late work

- Your grading policy- grading varies from professor to professor. One may require a 96% for an A while for another a 93% will be sufficient. You are free to set your own grading policy but please make it clear to the student.
- Your policy regarding academic dishonesty (see definitions and procedures for reporting below)

4. Assessment

- a. Students need on-going assessment of their work and their progress in their courses in order to monitor their learning and determine how well they are meeting course goals. Providing students with frequent assessment opportunities, with clarity about the criteria to be used and with a variety of assessment strategies which are returned to them in a timely fashion helps assure that both students and the instructor will not be surprised when it is time for final grades to be assigned.
- b. Faculty need on-going assessment of their teaching to provide evidence of their teaching effectiveness as evidenced by student learning. Faculty should use both qualitative and quantitative means to assess their teaching effectiveness.

5. Timely review of student work

Students need feedback on their progress towards meeting course goals. When faculty provide comments and suggestions about both strengths and concerns on assignments, students feel more secure and less anxiety over their performance. Without useful, timely, clear feedback, students often cannot make accurate decisions such as whether or not to withdraw from a class, whether to register for the next level of work, or whether to keep doing what they've been doing rather than adjusting their study, writing, or performance strategies.

- a. Faculty should consider giving students in their classes some feedback on their work by the third week of classes.
- b. Faculty are expected to have given students significant feedback on assignments by the seventh week of the semester.
- c. Every effort should be made to return their assessments to students within two weeks of their receipt. Research from Ernest Pascarella (U. Iowa) and Patrick Terenzini (Penn. State U.) and George Kuh (Indiana U.) indicates that "Prompt feedback about academic performance is also essential, since midterm-exam time is often too late for a student to salvage a semester" (Chronicle of Higher Education, June 15, 2007 "How to Help Students Achieve")
- d. Students, too, should take responsibility for ensuring their progress in a course by meeting deadlines, saving copies of their work, keeping all returned work until after final grades are posted, and monitoring their progress and grades in any way possible, including checking on Blackboard if the professor uses that mechanism.

6. Mid-term deficiencies

All faculty members are expected to report on their students' progress in the 7th week of the semester. The registrar will send notice to each faculty member regarding electronic submission of mid-term deficiency reports in SMARTNet. Each faculty member should have provided students with graded feedback sufficient to allow the student make accurate decisions whether or not to withdraw from the class.

7. Grades

Policies

- a. AAUP, Joint Statement on Rights and Freedoms of Students, 1967 "Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards."
- b. St. Mary's College of Maryland uses a plus/minus grading system. Grades that may be given are A (no A+), A-, B+, B, B-, C+, C, C-, D+, D (no D-), F.

c. Faculty are expected to submit grades electronically at the end of each semester according to the deadlines set by the Registrar. The Registrar sends notice to faculty in the weeks before the grading period ends indicating the procedures to be used to submit grades for each student registered in their courses.

Incomplete

The College catalog section on Academic Policies states the following about granting incompletes:

An I (Incomplete) may be given by the instructor only at the request of the student when extraordinary circumstances, such as extended illness or other serious emergency beyond the control of the student, prevent the student from completing a course within the academic term.

To qualify for an Incomplete, the extraordinary circumstances must have occurred near the end of the term and the student must have been attending the course regularly throughout the term up until that point.

To assign an Incomplete, the instructor must discuss with the student the work that must be completed and the deadline for submission of that work. In addition, the instructor will indicate the reason for the Incomplete by checking the appropriate box on the "Incomplete Request Form" submitted to the registrar at the time grades are due for that semester. The instructor will also indicate the grade the student should receive if the conditions for completion of the course work are not met by the appropriate deadline.

If no grade is specified on the Incomplete request form or if the reason for the Incomplete is not checked on the form, a grade of F will be recorded on the student's transcript. The student must submit all designated work to the faculty member by the end of the fourth week of the following semester. The deadline for submitting the grade change to the registrar is the end of the sixth week of that semester.

Any Incomplete that is not removed prior to that date will revert to the grade specified by the contract granting the Incomplete. The instructor may extend the deadline for submission of work until later in the semester if the student requests such an extension in writing. However, the Incomplete must be removed by the last day of classes of that semester, or the grade reverts to the grade specified by the contract granting the Incomplete.

No Incomplete may remain on a graduating senior's transcript, and graduating seniors are ineligible for Incompletes in the semester that the degree is conferred.

Grade Change

Grades given by instructors may only be changed by the instructor. The Academic Policy on grade changes states:

A change of the final grade in a course may occasionally be justified for extraordinary reasons, such as computational error. Such a change may be initiated by either the instructor or the student. A request initiated by a student must be a formal one, submitted in writing with justification to the instructor by the end of the fourth week of the following semester. Any changes initiated or approved by the instructor must be approved by the department chair and submitted to the Office of the Registrar by the end of the sixth week of the subsequent semester. The registrar will record the grade change on the student's permanent record.

Retaining Grade information

Information regarding evaluation of student work consistent with the standards established in one's course syllabus should be carefully recorded by the instructor and retained for at least one year. Faculty members who choose to use the grading function on Blackboard are advised to also download the information in an .xls file.

Leaving St. Mary's College of Maryland

Instructors leaving the College should submit to their department chair an accurate, complete record of the grades and the methods used to determine grades for all courses taught in their final year.

8. Student course/instructor evaluation

Policy

Each pre-tenured, tenured, and temporary faculty member is required to administer College approved student evaluations for every class taught every semester in order to encourage continued development, offer students the opportunity for timely feedback, and provide evaluative data. The student evaluations must be interpreted using the College's accepted best practice. Quantitative/College-approved student evaluation instruments will be reviewed every 5 years by the faculty senate and voted on by the faculty. Course evaluations will also be used in the evaluation of faculty. See section IV. J for uses of student course evaluations for promotion and tenure.

Procedure for course evaluations

Just before the normal drop-add period ends, faculty will be notified that on-line course evaluations will soon be taking place. They will be instructed via email how to select questions to include on the course evaluation surveys. Once the faculty member selects questions to be included in addition to the standard institutional questions, a survey will be generated automatically for their classes.

After the Drop-Add period, course surveys will be generated for all classes with enrollments larger than 1. St. Mary's Project courses, practica, independent study and directed research and directed reading courses will not be included in the course evaluation process.

Students will be notified by email that on-line course evaluations are about to begin and they will be given specific instructions on how to complete their designated course evaluations.

The Academic Policy committee suggested that we generate language to include in your syllabus regarding course evaluations.

There are three important reasons students should evaluate courses at St. Mary's College of Maryland. First, students can voice their opinions about teaching and learning at SMCM. Second, evaluations give faculty important feedback to aid them in improving their courses and teaching skills so that they can create better learning environments for students. Third, evaluations assist the College in making decisions about faculty members' contracts and tenure and promotion decisions.

Please exercise your best judgment in responding to the questions asked. You should evaluate your courses and professors the way you want to be evaluated, fairly and with positive suggestions for improvement.

The course evaluations are anonymous. When you submit an evaluation, your identification information goes one way so that you can be counted as having done the evaluations; your actual evaluation goes another way with no identification on it. You have the College's assurance that we will maintain strict anonymity.

In no case, of course, will your instructor or others read the anonymous evaluations until final grades have been submitted to the Registrar.

9. St. Mary's Projects

FOR FACULTY USE ONLY

Administration of the Project

St. Mary's Projects are housed in majors and in approved cross-disciplinary minors.

Department chairs are responsible for the following:

- allocating the resources of faculty mentors to these projects;
- calculating the appropriate course-equivalent credit for each faculty mentor;
- tracking project evaluations;
- monitoring deadlines for the work;
- approving the budgets and the award of grants of support to these projects; and
- coordinating and helping to publicize the schedule of presentations for the projects in the major or cross-disciplinary minor. In the case of St. Mary's Projects in approved cross-disciplinary minors, coordinators will consult with department chairs about the above matters.

Guidelines: Each department or cross-disciplinary minor must develop specific guidelines for projects and a Catalog course description, with a code (e.g., ART, BIOL, HIST) reflecting the academic discipline in which the

project is performed. This Catalog description must be consistent with the general guidelines for the project. As is conventional, all Catalog copy is reviewed and approved by the Curriculum Committee. (Cross-disciplinary minors may use their own code.)

Review of Action Plans for St. Mary's Projects: After a proposal has been approved by the faculty mentor and student, the department chair reviews the proposal. Each department is responsible for ensuring that students submit proposals for SMPs on appropriate departmental schedules.

The student then submits a signed **action plan** to the Office of the Registrar for completion of course registration in the semester that the student begins work on their project. In every subsequent semester of enrollment in an SMP, the student must submit an action plan signed by the student and mentor.

Allocating Faculty Mentors: Department chairs are responsible for allocating SMPs to faculty mentors, taking into consideration student interests and faculty expertise and workload and the needs of the departmental curriculum. Service as mentor is generally considered to be the work of the full-time faculty.

Responsibilities of Faculty Mentors: A faculty member who serves as a mentor for a St. Mary's Project is expected to assist the student in the following ways:

- define the project, develop a work plan, and prepare the proposal and action plan for registering the project; ensure Action Plan is submitted to Registrar;
- approve the project and its budget;
- meet regularly with the student;
- set guidelines for work in progress;
- read and comment on all work;
- assist in the planning of the public presentation; and
- evaluate interim work and the final product, including mid-term and end-of-semester written evaluations and provide a copy to the student.

Calculating Appropriate Course Equivalent Credit for Faculty Mentors: As a usual standard, the supervision of 1 student through the 8-credit St. Mary's Project will be awarded 1 teaching unit. Six teaching units will be the equivalent of a 4-credit course offering. Because projects may involve a variety of experiences and variable credit loads, the estimate of teaching units may not always conform to a given formula. Department chairs are responsible for evaluating the work of each mentor to award teaching credits and to provide for course equivalents, addressing the needs of the faculty member and the departmental curriculum. Department chairs will consult annually on these matters with the provost. The following are posed as guidelines:

1. In some circumstances, the teaching unit may be divided into fractions (e.g., one-half unit will be awarded for partial or complete fulfillment of four credits of the project or for equal co-supervision of an 8-credit project).
2. If a student elects to do the project under the direction of an outside mentor (e.g., a professional at CBL, HSMC, etc.), the faculty mentor with continuing responsibility for project supervision and evaluation may be awarded 1 teaching unit.
3. In cases of group projects, the faculty member who completes all of the tasks of supervision and evaluation may be awarded 1 teaching unit for each student supervised.
4. In cases of a project across disciplines, as for a double major, it is preferable for one faculty member to be designated as mentor and awarded 1 teaching unit. Other faculty members interested in the project may participate freely but will have none of the duties of a mentor and will not accrue teaching credit.
5. It is recommended that the course equivalent be taken at the time of at least 4 concurrent or completed supervisions. In small departments with few seniors to supervise, the course equivalent may be concurrent with only 1 or 2 supervisions. Subsequent course equivalents will not be awarded until 6 additional teaching units have been contracted or earned.
6. Course equivalents and supervision should be concurrent. That is, as soon as possible after 6 teaching units have accrued, or are concurrent, the faculty member should take the course equivalent. Credits may not be saved or "banked" for the purpose of covering a semester's leave.
7. If a faculty member supervises a project during the summer term, he/she must be available to the student to fulfill all of the responsibilities of supervision and evaluation. There is no financial compensation for summer supervision; however, such work does count towards accrual of course equivalents.

Tracking Project Narrative Evaluations: Mentors are responsible for reporting mid-term and end-of-term evaluations for St. Mary's Projects to both the department chair and the students they supervise. Department chairs should ensure that students receive the mid- and end-of-term evaluations to aid student progress.

Policy on St. Mary's Projects for Transfer Students: For the 2007-2008 academic year, project requirements for

transfer students will be determined by the department chair of their major.

Policy on St. Mary's Projects for Double Majors: Some students may wish to do their entire project within a single discipline, even if they are double majors. Both departments must approve this plan, and work closely with the student to ensure that they understand what they must do to fulfill the senior seminar or other senior experience in the second major.

Some students may wish to complete a St. Mary's Project that combines both majors. In these cases, students may divide the 8 semester-hours of their St. Mary's Project between the 2 disciplines. The St. Mary's Project proposal should indicate the semester-hour distribution. Double majors should work closely with departments to ensure that both departments are aware of the proposed distribution. Double majors may combine their disciplines to do their St. Mary's Project, but they may not do 2 St. Mary's Projects and get a total of 16 semester-hours. In other words, each student may get credit for only one 8-semester-hour St. Mary's Project.

Award of Grants to St. Mary's Projects: Each student is expected to contribute \$200 of his or her own funds to support the 8-credit project. For further expenses, a grant is available, with the average grant expected to be \$200 or less. The total amount of project support, through budget transfers to departments and direct grants to students, should not exceed the total of \$200 times the number of students doing projects in the department. However, in exceptional cases, requests may be made to the associate provost for supplementary support.

Examples of supportable student costs for projects include: travel to libraries, museums, and research centers; purchase or development of appropriate research tools, such as questionnaires; attendance at conferences relevant to the project; purchase of supplies and small items of equipment; and costs associated with the public presentation of the project. (Automobile expenses should be budgeted at the College rate of .445 per mile, and photocopying costs at .10 per page.) Books are ordinarily not supportable through grants, but they may be included in the budget as part of the student's \$200 contribution. It is a responsibility of the faculty mentor to certify that a particular expenditure is necessary for carrying out a project.

Departmental Grants

Each department is eligible for St. Mary's Project support for each student doing a project within the department. The Office of the Provost will transfer the money to the department budget as a block grant to support general costs associated with projects (such as art supplies, databases, test tubes and other laboratory supplies, etc.) to be determined by the department. The remaining amount of the support money would then be available as direct grants to students for their reimbursable expenses. Department chairs will provide the associate provost for academic affairs (Calvert 104A) with a list of students doing projects as well as ID number. An easy way to determine this number is to count the number of students enrolled in the 493 course in the fall. In the following semester, departments should report any additional first time students who register for 493 and report the number of students who have dropped their SMP.

Coordinating the Schedule of Presentations for the Projects

We use online forms for coordinating the schedule of presentations for the projects. The enrollment of SMP presentations begins in March and we will coordinate department enrollment to minimize space scheduling conflicts. Each **Action Plan** now asks students to decide at the beginning of the final semester of the project how they plan to present their work.

ENROLLMENT ISSUES

1. A consistent numbering system for all SMPs in all departments will be followed. The first four credits will be numbered XXXX 493, and the final four credits will be numbered XXXX 494. The Office of the Registrar will be charged with overseeing the consistency in numbering.
2. In order for a student to register for SMP at registration [November for spring semester, April for fall semester], he or she must know the number of credits.
3. All registrations prior to the final one will be for generic SMP (i.e., "XXXX 493 or 494: St. Mary's Project") and will be sectioned by faculty member. Only the final registration will show the title of the project (which will be taken from the last Action Plan), and this title will be entered on the student's transcript.
4. By the end of the drop-add period [the first two weeks of classes], the student must turn in **an Action Plan** for the **first** semester of registration for the SMP. All proposals for SMPs will be handled within the department or cross-disciplinary minor. The Action Plan form has been changed to incorporate features of the old proposal

form. In all subsequent SMP registrations, an **Action Plan** must also be turned in. It is the mentor's responsibility to monitor that this step occurs. Students turn in their Action Plan to the Office of the Registrar. It is very important that students submit these documents in a timely fashion. We will not impose any fine for missing this deadline at this point, but hope to see strong voluntary compliance and mentor encouragement.

GRADING ISSUES

1. No more than 8 hours of SMP will receive credit.
2. Grading by semester: We allow different grades for each of the two (or more) semesters of SMP, assuming appropriate feedback is given to students at the required points [mid-term and end-of-semester], by the faculty mentor. Although different grades may be given, students will continue to receive an IP grade on the SMP until all eight credits are completed unless a department chooses to give an interim grade. Students who take a course with a grade of IP are ineligible for the dean's list. For the future, we need to have a larger discussion about whether we wish to move away from letter grading for all or part of the SMP to another system of evaluation.
3. **Mid-term and end-of-semester evaluations** of SMPs are important, and should be completed by mentors for each student under their mentorship. The Registrar will distribute forms for these evaluations along with mid-term and final rosters. Mentors should ensure that each student receives a copy of their evaluations.
4. If a student abandons a SMP in one discipline in order to initiate one in another discipline, he or she may request a W for the first project. If the major does not require the SMP and the student abandons it in favor of another senior experience requirement, he or she may withdraw from the SMP. If the department no longer offers senior seminar, the department may specify an alternative that is an equivalent senior experience.
5. Students who complete one semester of SMP and then abandon it after the deadline for withdrawal from a course would ultimately receive an F (if they have not properly withdrawn from the course), but may petition the Academic Policy Committee for a late withdrawal. Decisions on whether to grant the late withdrawal are on a case-by-case basis, dependent upon the strength and persuasiveness of the student's petition.
6. Students may elect to repeat SMP for a better grade. They can repeat four credits [493 *or* 494] or 8 credits [493 *and* 494].

FINAL PROJECT ISSUES

The deadline for submitting the SMP to the **mentor** is 3 weeks prior to the final archive deadline, to permit students to make corrections to the project following mentor feedback. Deadline for submitting an archive copy of SMP on a 3.5" disk, CD, CD-R, or DVD to the **Office of the Registrar** is the **last day of classes**. Students may not retrieve their archive copy for further revisions after it has been turned in to the Office of the Registrar. No grade will be assigned until the archive copy is submitted.

SMP presentation days are officially the Monday and Tuesday after classes end in the spring. In the final semester of the SMP, the student will indicate on the Action Plan what their planned form of presentation will be. Students may only present **one time** during SMP days in May. Public presentations will take place on both days. The SMP poster presentation period will be Tuesday May 1 from 9 AM to noon. Students will be assigned an hour during that three hour period when they are expected to be present at their poster. Posters will go up at 8:30 AM and stay up until 1 PM so that faculty members can review posters.

Revised July 21, 2006

PLEASE SEE THE DOCUMENTS SECTIONS FOR THE INFORMATION SHEET AND BUDGET FORMS WE POST FOR STUDENTS REGARDING SMPs.

St. Mary's Project Schedule

Fall Semester

End of week 2

For all students beginning, continuing or completing their SMP:
St. Mary's Project action plan due in the Office of the Registrar

Week 3-4

Chairs submit SMP counts to the Office of the Provost- Academic Affairs in order to receive budget transfers for SMP funds

Week 8

Mid-term assessments from mentors due to department chairs and to students

Week 12

St. Mary's Projects completed in the fall semester due to mentors

Last Day of Classes

Fall completed St. Mary's Projects and archival materials due in the Office of the Registrar

End of December

Semester written assessment of ongoing SMPs due to department chairs and to students

Spring Semester

End of Week 2

For students beginning, continuing or completing their SMP Spring 2007:

St. Mary's Project action plan due in the Office of the Registrar

March

Registration for SMP Presentation Days will take place in early March. You will be informed of the procedures for registering for your SMP by e-mail several weeks before the registration period.

Week 8

Mid-term assessments from mentors due to department chairs and to students

Week 12

St. Mary's Projects completed in spring semester due to mentors

Last Day of Classes

Spring completed St. Mary's Projects and archival materials due in Office of the Registrar

Monday after classes end

SMP DAY 1- Public SMP presentations all day

Tuesday after classes end

SMP DAY 2- Poster session 9AM to noon; public presentations all day

Day grades are due

Semester written assessment of ongoing SMPs due to department chairs and to students

10. Academic misconduct

Our most effective defense against misconduct is to educate students about how to avoid plagiarism and cheating.

a. Suggestions to prevent academic misconduct

Research shows that students plagiarize when they feel trapped. That happens:

If they feel the assignment is too huge to them

If they don't have clear guidelines or models of excellent work

If they get minimal or no feedback on prior assignments

If they sense the professor is "out of it", checked out, not engaged, disorganized

b. You can reduce plagiarism by:

Allowing students to use other sources prior to turning in their assignments- peer review, peer editing, writing center visits, librarians to discuss finding and citing sources.

Give students models of good papers, models and examples of how to cite,

Make students turn in all drafts of writing assignments, you may want to have them include copies of the first pages of sources cited (not abstracts)

Assignments that require individual analysis or evaluation make it harder to plagiarize.

Early in the semester ask students to produce an in-class writing sample of several sentences or paragraphs.

c. You can help prevent cheating by:

Calling for laptops down, all cell phones, iPods and listening devices off and out of ears during exams, quizzes, in-class writing assignments, etc.

Giving different tests to different sections- slightly vary questions or vary the order.

Having the Instructor present during significant portions of exams and quizzes

Making exams and quizzes that require critical thinking, analysis or evaluation and individual reflection.

d. General guidelines for faculty who suspect students of academic misconduct

Faculty need to document everything- even the informal interactions with students- with the provost's office.

To aid in this documentation- we have created a checklist form that faculty can submit to the provost's office (see below)

Faculty MAY consult with fellow faculty members or their department chairs to discuss how to handle alleged cases of academic misconduct but must not disclose the student's name (the person you talk to may have that student at a later time.)

Faculty SHOULD speak with the student prior to consultation with the provost's office. If the student is notified in writing – for example, by giving them the form below, it may be in person, by certified mail or by email IF the faculty member labels it “highest priority” and turns on the “notification” option so when it is opened, the sender is notified.

Faculty MAY NOT disclose the name of the student involved in allegations of academic misconduct to anyone except the provost or associate provost for academic services. Our current regulations also say that you may disclose the student's name to the provost's office as a report of misconduct or regarding an Academic Judicial Board Hearing.

Make up your own mind about what you plan to do, talk with the student, and then report your actions to the provost's office. If the provost reviews a student's record and decides to take action, he/she will do so directly to the Academic Judicial Board. Faculty are encouraged to contact the associate provost for academic affairs to discuss incidents of academic misconduct and discuss possible courses of action.

Any finding of academic misconduct should be reported to the provost. We have lately become aware that we have had a few incidents of “serial first offenders”- we would like to implement a series of escalating consequences to discourage such behavior. First offenses by first time students early in their careers here should put them on notice and steer them to resources to aid in their academic achievement. You are encouraged to provide education and strategies to avoid further acts of misconduct. Later additional occurrences should merit more severe punishments. The reports you submit will be destroyed after the student leaves the College unless serious sanctions have taken place (suspension or expulsion).

Any work turned in such as drafts, work in progress, informal assignments such as reading logs, etc. are subject to the same restrictions on plagiarism as finished pieces. We want to avoid having students say, “It was only a draft, what's the big deal?”

The Academic misconduct policy limits the penalties the AJB can impose that might be different

from what the faculty member imposed. Please read the AJB hearing procedures carefully in “To the Point”.

e. Academic Policy regarding Academic misconduct

Academic Policy (in the College catalog)

St. Mary's College of Maryland is committed to the ideals of honesty, personal integrity, and mutual trust. Academic integrity is a responsibility of all students, members of the faculty, and administrative officers. All students are expected to uphold the highest ideals of academic integrity throughout their career at St. Mary's. The following policy has been adopted for fair judgment in cases of suspected academic misconduct. Students who commit acts of academic misconduct (see “Definitions of Academic Misconduct” below) are subject to in-class penalties imposed by the instructor and to a hearing before the Academic Judicial Board with possibilities of additional penalties. (See the attached “Code of Student Rights and Responsibilities.” This document is included in the student handbook, *To the Point*, distributed each year to every SMCM student and faculty member through the Office of Student Development.) The “Code of Student Rights and Responsibilities” is also located on the College Web site at www.smcm.edu/stuhandbook.

Academic Misconduct Policy of St. Mary's College Of Maryland (p. 8, “To the Point” states:

Academic misconduct may include, but is not limited to, the following acts:

1. Cheating

Cheating involves dishonest conduct on work submitted for assessment. Specific instances of cheating include, but are not limited to, the following:

- a) Assisting another student or receiving assistance from anyone to complete quizzes, tests, examinations, or other assignments without the consent of the instructor.
- b) Using aids unauthorized by the instructor to complete quizzes, tests, examinations, or other assignments.

2. Plagiarism

Plagiarism is the act of appropriating and using the words, ideas, symbols, images, or other works of original expression of others as one's own without giving credit to the person who created the work. If students have any questions regarding the definition of plagiarism, they should consult their instructor for general principles regarding the use of others' work. Among sources commonly used for documenting use of others' work are the style manuals published by the American Psychological Association, the Council of Biology Editors, the Modern Language Association, and Turabian's Manual for Writers of Term Papers.

The final authority concerning methods of documentation is the course instructor. Specific instances of plagiarism include, but are not limited to, the following:

- a) Word-for-word copying of sentences or paragraphs from one or more sources that are the work or data of other persons (including books, articles, theses, unpublished works, working papers, seminar and conference papers, lecture notes or tapes, graphs, images, charts, data, electronically based materials, etc.), without clearly identifying their origin by appropriate referencing.
- b) Closely paraphrasing ideas or information (in whatever form) without appropriate acknowledgement by reference to the original work or works.
- c) Presenting material obtained from the Internet as if it were the student's own work.
- d) Minor alterations such as adding, subtracting, or rearranging words, or paraphrasing sections of a source without appropriate acknowledgement of the original work or works.

3. Falsification

Falsification involves misrepresentation in an academic exercise. Misrepresentation includes, but is not limited to:

- a) Falsely attributing data or judgments to scholarly sources.
- b) Falsely reporting the results of calculations or the output of computer programs, or materials from other electronic sources.
- c) Presenting copied, falsified, or improperly obtained data as if it were the result of laboratory

work, field trips, or other investigatory work.

4. Resubmission of work. No student may turn in work for evaluation in more than one course without the permission of the instructors of both courses.

f. Process for a faculty member who detects plagiarism or other academic misconduct:

1. Faculty detects misconduct and gathers evidence to support the allegation (photocopying similar exam answers, printing excerpts from the web, etc.)

2. Faculty member may call the provost's office or consult with associate provost on possible actions to take without disclosing the student's name. Faculty may consult colleagues without disclosing the student's name.

3. Fill out an incident form, if appropriate (see form below) and make 2 copies.

4. **Talk to the student** and give them a copy of the incident form. Keep a copy for your records. Submit an additional copy of the form to the provost with documentation if appropriate.

5. For information about out- of-class actions that the instructor may consider, see the Student Handbook.