

GRADUATE SCHOOL
Academic Programs
Faculty Handbook 2010-2011

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DISCLAIMER

The statements in the handbook are for informational purposes only and should not be considered the basis of a contract between the institution and the faculty member. Though the *Faculty Handbook* is produced as a reference guide, each faculty member is responsible for keeping apprised of current policies and procedures. The Graduate School retains the right to change the contents of the *Handbook* without notice.

Disability Support

The Graduate School does not discriminate on the basis of disability in the admissions or employment processes or in access to programs, facilities or activities. The following persons, whose offices are at the 600 Maryland Avenue campus, have been designated to coordinate compliance with the nondiscrimination requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, as amended:

Disability Services/Access for Students

Carolyn Nelson ([202] 314-3349), 600 Maryland Avenue SW, Suite 330, Washington, DC 20024 (carolyn.nelson@graduateschool.edu)

Employment Access

Susan Seling ([202] 314-3693), 600 Maryland Avenue SW, Suite 180, Washington, DC 20024 (susan.seling@graduateschool.edu)

Facilities Access

Orlando Davis ([202] 314-3367), 600 Maryland Avenue SW, Suite 180, Washington, DC 20024 (orlando.davis@graduateschool.edu)

If an alternate format of this catalog (such as a CD) is needed, please contact Carolyn Nelson ([202] 314-3349), 600 Maryland Avenue SW, Suite 330, Washington, DC 20024 (carolyn.nelson@graduateschool.edu)

Equal Access/Nondiscrimination

The Graduate School prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability and, where applicable, on the basis of sex or gender, marital status, familial status, parental status, religion, creed, sexual orientation, genetic information, political beliefs, veterans status, or on the basis that all or part of an individual's income is derived from any public assistance program or in reprisal for pursuing rights under any of the above.

Persons with disabilities who require alternative means for communication of program information (interpreters, Braille, large print, audiotape, etc.) should contact Carolyn Nelson, Special Accommodations Coordinator, at (202) 314-3349.

The Graduate School is an equal opportunity provider and employer.

Questions regarding this policy or complaints of discrimination should be addressed to Susan Seling at (202) 314-3693, 600 Maryland Avenue, SW, Suite 100, Washington, DC 20024 (susan.seling@graduateschool.edu)

Affirmative Action/Equal Opportunity

The Graduate School offers equal employment and educational opportunities to all employees, students, prospective employees and prospective students. Affirmative action, equal educational opportunities, and compliance with the Americans with Disabilities Act are viewed by the Board of Trustees as an integral part of the mission and purpose of the Graduate School.

Questions concerning this policy should be addressed to:

Susan Seling, Director of Human Capital Management, EEO Officer
(202) 314-3693

Sex Crimes Prevention Act

The Federal Campus Sex Crimes Prevention Act requires registered sex offenders/predators to provide to the local police department notice of each institution of higher education in the state at which the offender/predator is employed, carries on a vocation, or is a student. Any member of the Graduate School community who wishes to obtain further information regarding sex offenders/predators in his or her area may refer to the following Web site:

National/State Sex Offender Registry

<http://www.fbi.gov/hq/cid/cac/registry.htm>

Changes in Faculty Member Data

Changes of name, address, telephone numbers or e-mail address must be reported, in writing, to Carolyn Nelson ([202] 314-3349), 600 Maryland Avenue SW, Suite 300, Washington, DC 20024 (carolyn.nelson@graduateschool.edu) immediately upon change.

Official Communication with Faculty Members

Every faculty member is provided with an official Graduate School e-mail account.

Official correspondence from the School will be sent to faculty members' Graduate School e-mail addresses ONLY.

Location and Transportation

The Graduate School instructional facilities are located at 600 Maryland Avenue, S.W., in the Capital Gallery. A parking garage is available at Capital Gallery and across the street at the Holiday Inn. Metered street parking is available on all of the surrounding streets (parking at metered spaces is free after 6:30 p.m.). Capital Gallery is located at the L'Enfant Plaza metro stop on the blue, green, yellow and orange lines of the Metro System (7th and Maryland Avenue exit).

Academic Calendar, Fall 2010 – Summer 2011

Accelerated Fall 2010 Term (10 Weeks)	
Published Schedule of Classes Available	August 23, 2010
Registration	September 7 - October 1, 2010
New Student Orientation	September 25, 2010
Last Day to Request a Course Substitution or Waiver	October 1, 2010
Fall Term Classes Begin	October 4, 2010
Late Registration/Schedule Adjustment	October 4 - 8, 2010
Last Day to Withdraw with a Refund	One work day BEFORE the third class meeting
School Closed - Columbus Day Holiday	October 11, 2010
Mid-Term Week	November 1 - 5, 2010
School Closed - Veteran's Day Holiday	November 11, 2010
Last Day to Change from Credit to Audit	November 12, 2010
Last Day to Officially Withdraw	November 12, 2010
School Closed - Thanksgiving Holiday	November 24 - 27, 2010
Final Week	December 12 - 16, 2010
Classes End	December 16, 2010
Final Grades Due to Registrar	December 21, 2010
Spring 2011 Semester (15 Weeks)	
Published Schedule of Classes Available	November 1, 2010
Academic Advising Week	November 8 - 19, 2010
Early Registration	November 15 - 19, 2010
Registration	November 22, 2010 - January 21, 2011
Last Day to Apply for Graduation	January 7, 2011
School Closed - Martin Luther King's Birthday Holiday	January 17, 2011
New Student Orientation	January 18 - 21, 2011
Last Day to Request a Course Substitution or Waiver	December 22, 2010
Spring Semester Classes Begin	January 24, 2011
Late Registration/Schedule Adjustment	January 24 - January 28, 2011
Last Day to Withdraw with a Refund	One work day BEFORE the third class meeting
School Closed - President's Day Holiday	February 21, 2011
Mid-Term Week	March 14 - 18, 2011
Last Day to Change Grades of Incomplete for Fall 2010	March 18, 2011
Last Day to Change from Credit to Audit	March 25, 2011
Last Day to Officially Withdraw	March 25, 2011
Final Week	May 3 - May 9, 2011
Classes End	May 9, 2011
Final Grades Due to Registrar	May 12, 2011
Commencement	June 4, 2011
Summer 2011 Term (10 Weeks)	
Published Schedule of Classes Available	March 14, 2011
Academic Advising Week	March 21 - April 1, 2011
Early Registration	March 28 - April 1, 2011
Registration	April 4 - June 3, 2011
Last Day to Apply for Graduation	May 16, 2011
School Closed - Memorial Day Holiday	May 30, 2011
New Student Orientation	May 31 - June 3, 2011
Last Day to Request a Course Substitution or Waiver	May 7, 2011
Summer Term Classes Begin	June 6, 2011
Late Registration/Schedule Adjustment	June 6 - 10, 2011
Last Day to Withdraw with a Refund	One work day BEFORE the third day of class
School Closed - Independence Day Holiday	July 4, 2011
Mid-Term Week	July 11 - 15, 2011
Last Day to Change Grades of Incomplete for Spring 2011	July 15, 2011
Last Day to Change from Credit to Audit	July 22, 2011
Last Day to Officially Withdraw	July 22, 2011
Final Week	August 9 - 15, 2011
Classes End	August 15, 2011
Final Grades Due to Registrar	August 18, 2011

SECTION 1
GENERAL INFORMATION

ACCREDITATION (1.1)

The Graduate School is accredited by the Commission of the Council on Occupational Education.

GRADUATE SCHOOL MISSION (1.2)

The Graduate School is an independent, educational, not-for-profit institution headquartered in the nation's capital with additional sites strategically located throughout the U.S. The School engages a diverse student population through innovative, as well as proven, approaches to teaching and learning that take advantage of its locations, network of public and corporate leaders and practitioners, state-of-the-art technologies and connections with major employers. The School provides a broad array of learning opportunities in formats accessible to adult learners everywhere through affordable training programs, continuing education courses, executive and leadership development programs, and credit offerings at the certificate and associate degree levels.

By providing challenging education and training opportunities to aspiring and seasoned professionals, the Graduate School prepares individuals to enter and advance in careers in government, as well as in related pursuits with private and not-for-profit organizations. Working adults enhance career skills and abilities, develop new competencies and qualifications, and expand their understanding of the ideals of a democratic society. Education, training and consulting services position governments and organizations to operate more effectively and efficiently in reaching mission-critical goals.

The School fosters individual and organizational success through a supportive, practitioner-centered environment where public service is revered and learners become leaders. With unparalleled access to developments in the workplace, the Graduate School maintains up-to-date curricula, allowing learners to remain current at every stage of their careers and personal development, be successful in meeting employment requirements, and contribute to organizational effectiveness.

ACADEMIC PROGRAMS DIVISION MISSION (1.3)

The Academic Programs division of the Graduate School offers courses, certificates and associate degree programs designed to help working adults develop essential competencies for careers in government, as well as in private business and not-for-profit organizations. Personal development, social responsibility, ethical behavior and leadership are areas of emphasis.

Knowledgeable instructors effectively integrate state-of-the-art-technologies with challenging course work and consistently assess outcomes to improve the learning experience. Students enhance their competitiveness by engaging in active learning in the unique setting of the nation's capital.

GRADUATE SCHOOL VISION (1.4)

The Graduate School is a worldwide leader in affordable public sector education, training and personal development. Our comprehensive programs are recognized by the educational community as well as our customers for high standards and making a difference in learners' success. Our future embraces the delivery of education and training through the expanded use of technology to reach our students — anytime, anywhere.

GRADUATE SCHOOL INSTITUTIONAL GOALS (1.5)

- Develop and deliver high-quality curricula, programs and support services that prepare learners for lifelong professional and personal success, particularly in government careers
- Provide broad and varied learning experiences that develop career leadership potential in government organizations and other related entities that serve Washington, D.C., the nation and the world
- Deliver to organizations training, education and consulting services which build a knowledgeable, skilled work force to more effectively and efficiently meet mission-critical goals
- Teach public servants and other public-sector-related professionals the ethics and values appropriate to responsible governments serving the public good
- Continually innovate to enhance the quality of the learning environment and the diversity of learning approaches to meet the needs of adult learners
- Ensure that programs and services remain relevant to the communities, organizations and markets we serve
- Continually and consistently assess and improve programs and services to assure desired learning outcomes
- Provide and sustain a culture of exceptional customer service and responsiveness that meets the educational and business needs of those we serve
- Ensure a sound fiscal environment and make strategic investments for a strong future
- Attract, develop and retain highly qualified, diverse faculty and staff who are committed to our mission; who create a learning environment which is supportive, challenging and rigorous; and who value service to others

WELCOME MESSAGE FOR FACULTY FROM THE PROVOST (1.6)

Welcome to the Graduate School's faculty.

We are taking the first steps on a journey that will be rewarding, exciting and challenging as the Graduate School offers its first degree programs. These programs are intended to meet the needs of working adults who want to improve their quality of life and contribute to their industries and their communities.

We have an opportunity to provide an experience for these students that will change their lives. That experience includes taking advantage of the culturally rich environment of the District of Columbia, gaining work experience in their chosen career fields, taking charge of their careers and their life choices, and participating effectively in the democratic process.

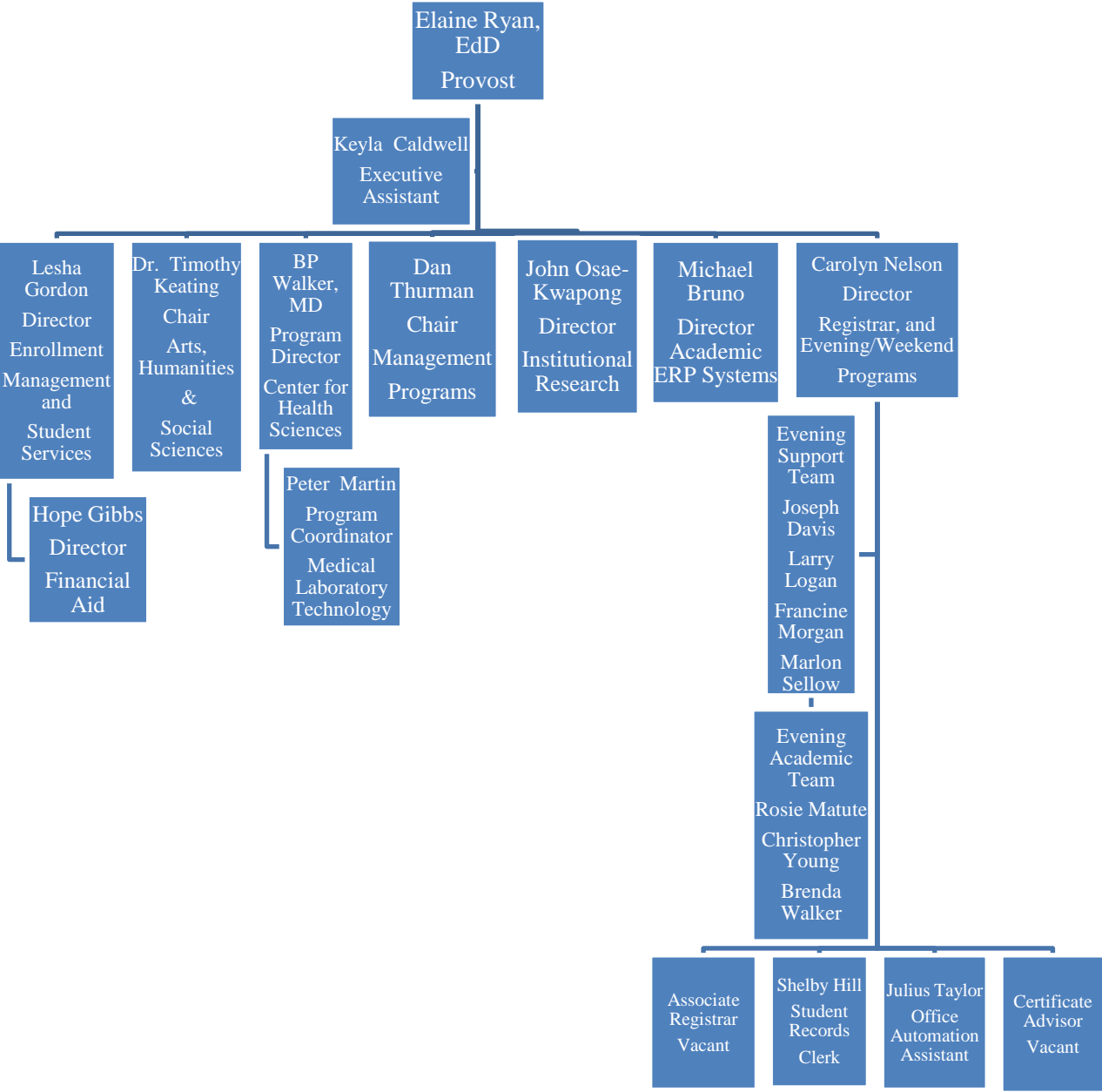
We are a small group, and everyone is called upon to take on responsibilities outside their traditional roles. We hope you will join with us in this collegial spirit as we learn together what works best for our students.

No one has a greater influence over students than you. Faculty members are often the determining factor in whether a student completes a course or stays in school. Students need your encouragement, your time outside of class, your creativity in the teaching/learning process, and your confidence. They also need to know that standards must be set and that ongoing improvement is expected.

The Academic Programs division and the Graduate School stand ready to support you as we collectively support our students.

**Elaine Ryan, EdD
Provost**

ACADEMIC DIVISION ORGANIZATION CHART (1.7)



IMPORTANT CONTACT INFORMATION (1.8)

Provost	Elaine Ryan, EdD	(202) 314-3646
Executive Assistant to the Provost	Keyla Caldwell	(202) 314-3641
Director, Academic Advising & Student Services	Lesha Gordon	(202) 314-3651
Registrar	Carolyn Nelson	(202) 314-3349
Department Chair, Management	Dan Thurman	(202) 314-3682
Program Director, Health Sciences	B. P. Walker, MD	(202) 314-3647
Department Chair, Arts, Humanities & Social Sciences	Timothy Keating, PhD	(202) 314-3658
Evening Support Staff		(202) 314-3620
Help Desk		(202) 314-3389

HOLIDAYS (1.9)

The School recognizes the following holidays:

New Year's Day

Martin Luther King Jr. Day

Presidential Inauguration Day

Presidents Day

Memorial Day

Independence Day

Labor Day

Columbus Day

Veterans Day

Thanksgiving Day

Christmas Day

See the academic calendar on the Graduate School Web site for other important dates.

SECTION 2

**FACULTY:
EMPLOYMENT-RELATED
MATTERS**

INTRODUCTION (2.1)

It is the policy of the Graduate School to employ, retain and reward competent faculty members who are well qualified to accomplish its mission and goals. The Graduate School does not offer faculty tenure. The following terms are used throughout this section and have the following meanings:

Credentials include a current curriculum vitae and official academic transcript(s) of all degrees earned from accredited institutions (or, in the case of transcripts from an international institution, an evaluation demonstrating the U.S. equivalency), a letter of application, a completed application, documentation of any required licensing or certification and documentation of any other requirement(s).

Teaching experience means experience teaching in the discipline (or a closely related one) at the college or university level or in a corporate setting.

Professional experience means experience in a paid position in a field appropriate to the teaching discipline and with responsibilities at a level of responsibility appropriate to the level to be taught.

Teaching discipline means the field taught or a closely related one.

FACULTY TEACHING LOAD (2.2)

Full-time faculty members teach fifteen (15) credit hours during each fall and spring semester. These faculty members have an employment contract with the Graduate School, receive a benefits package and perform other essential duties in addition to their teaching responsibilities. The administration shall determine the regular responsibilities of all full-time faculty members as well as those of individual members and shall regularly review those responsibilities for currency. The administration shall determine a system for fairly and equitably compensating full-time faculty members who perform instructional duties outside the classroom (e.g., clinical instruction, oversight of students in practical experiences, etc.) as well as those who perform necessary administrative functions outside those required in the standard faculty contract. Such compensation may take the form of teaching load reduction. The administration shall implement a system for the evaluation of full-time faculty focused on improvement.

Adjunct faculty members teach fewer than eight (8) credit hours in any term and fewer than fifteen (15) credit hours during an academic year. They have employment contracts covering the semesters/terms of assigned courses and do not receive a benefits package. They are not obligated to teach each term, and the Graduate School is not obligated to assign courses for them to teach. The administration shall implement a system for the evaluation of adjunct faculty focused on improvement.

FACULTY QUALIFICATIONS (2.3)

New faculty will be required to hold the following credentials:

Faculty teaching general education courses must have at least a master's degree in the teaching discipline or a master's degree with concentration (minimum of 18 credit hours) in the teaching discipline or a closely related field, plus the level and extent of teaching experience determined by the Department Chair.

Faculty teaching associate degree courses designed for transfer to a baccalaureate degree must have at least a master's degree in the teaching discipline or a master's degree with a concentration (minimum of 18 credit hours) in the teaching discipline or a closely related field, plus the level and extent of teaching experience determined by the Department Chair.

Faculty teaching associate degree or certificate courses not designed for transfer to the baccalaureate degree must have at least a bachelor's degree in the teaching discipline and licensure (or other appropriate demonstration of competency), plus the level and extent of professional experience determined by the Department Chair.

Falsification of credentials is grounds for immediate termination.

All faculty teaching credit courses will meet the Graduate School's minimum qualifications and credential requirements on the date of hire except in the following circumstances:

Pending credentials—individuals who are close to meeting the minimum qualifications may be hired for no more than two consecutive terms.

Emergency staffing situations—individuals who do not meet all the credential requirements may be hired for no more than two consecutive terms.

Special expertise or renowned qualifications—an individual with special expertise or one who has achieved exceptional status or recognition in the field may be hired to teach specialized courses.

Emerging fields—an exception may be made where the program area is so new that the educational preparation requirements and the occupational experience requirements are not yet clearly defined. This exception shall terminate when the minimum qualifications are established.

Exceptions must be recommended by the Department Chair to the Provost. Such documentation shall be included in the employee's file.

FACULTY RANK (2.4)

Full-time and adjunct faculty members are placed in faculty ranks upon hire and have the opportunity for promotion. The following are minimal requirements for the placement of rank:

Instructor—must meet the minimum requirements for teaching occupational/career courses not designed for transfer.

Assistant Professor—requires a master's degree in the teaching discipline or a closely related field and at least three years of professional and/or teaching experience. An earned doctorate or other terminal degree in the teaching discipline or a closely related field may serve as a substitute for experience.

Associate Professor—requires a master's degree in the teaching discipline or a closely related field with at least six years of teaching and professional experience (at least two years of which must be teaching experience) in the teaching discipline. An earned doctorate or other terminal degree in the teaching discipline may serve as a substitute for professional experience.

Professor—requires an earned doctorate or other terminal degree and at least nine years of teaching and professional experience (at least five years must be teaching experience) in the teaching discipline or a closely related field.

Promotion in rank is not automatic; rather, it is recognition of superior performance at the current rank coupled with an expectation of continued high performance. That recognition considers a carefully documented record of teaching effectiveness and ongoing improvements in student learning; instructional innovation; professional activity; support of students; good character; and service to the Graduate School. Faculty members may not apply for promotion in rank unless they are completing their fourth year in the current rank. The administration shall develop standards and processes for promotion in rank that are well documented, reflect these considerations, and are applied fairly and equitably. The Board shall approve all faculty promotions.

LEAVE, DELAYED ARRIVALS AND SUBSTITUTES (2.5)

Faculty members who know they will be missing a class session need to make arrangements with the Department Chair for covering the content identified in the course syllabus. Substitutes are hired only for extended absences and are hired only by the Department Chair, who must verify their credentials. At no time should an instructor teach a class without prior approval of the Department Chair.

Faculty members are expected to conduct all classes for the entire class period as specified in the Graduate School's Academic Programs Schedule of Classes. In the case of a delayed arrival, the faculty member is expected to notify the Department Chair in advance of the start of class; the School will notify students by e-mail and post a notice on the classroom door. If advance notice is not possible, you should notify the Evening Support staff, at (202) 314-3620 or (202) 314-3660, who will inform the class.

of the delay. In the event you do not arrive and students do not receive other instructions, students may leave without penalty after thirty minutes and after notifying the Evening Support staff member.

Faculty members who notify the Department Chair of their inability to meet their class schedules because of illness, emergency situations, death in the immediate family, childbirth, appearance in court or mandatory legal proceedings, jury duty or similar compelling circumstances will receive their full pay. Failure to notify the Department Chair in advance in nonemergency situations or excessive absences on the part of a faculty member (more than two in a term) may result in loss of pay.

GUEST SPEAKERS (2.6)

Guest speakers for individual classes are at the discretion of the faculty member, keeping in mind that the speaker's topic needs to be germane to the course content and educational purpose. Speakers do not receive honoraria or remuneration.

ACADEMIC FREEDOM AND RESPONSIBILITY (2.7)

Academic freedom is defined as the freedom of teachers and students to teach, study and pursue knowledge and research without unreasonable interference or restriction from institutional regulations or public pressure.

Academic freedom, intellectual freedom and freedom of expression are central to the academic enterprise and are extended to Graduate School faculty members and students. Students and faculty members are to be evaluated on their performance without reference to religious, social or political views.

Students are guaranteed the freedom to study and discuss in an open, accepting academic setting while conforming to the standards of conduct operating within the Graduate School.

Faculty members are entitled to academic freedom in the exercise of their various instructional responsibilities, such as teaching courses, mentoring students, conducting seminars and workshops, etc. Academic freedom obliges faculty members to present all information objectively, because students have the right to know all pertinent facts and information. The Board does not endorse the introduction of personal opinions unsupported by scholarship and controversial views that have no relation to the subject into any aspect of the teacher-student relationship.

Faculty members are entitled to full academic freedom in research and in the publication of the results, subject to their adequate performance of other academic duties and their acceptance of academic responsibility. Faculty members are citizens and members of a learned profession. When they speak as citizens, they should be free of concern of censorship, but their special position within the community imposes special obligations. As persons of learning, they should remember that the public may judge their profession and the School by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to

indicate that they are not spokespersons for the Graduate School. While the School does not maintain a system of academic tenure, it believes that faculty must be protected from economic intimidation and harassment; therefore, it provides a careful system of due process, which considers issues of academic freedom as they relate to continuation of service with the School.

The Graduate School respects the rights of its members to hold, vigorously defend and express their ideas and opinions in an atmosphere of mutual respect, understanding and sensitivity. Speech that results in harassment and/or a hostile environment will not be tolerated.

RESEARCH (2.8)

Faculty members engaged in research should review the policy on Intellectual Property.

SOLICITATION (2.9)

Faculty members are not to engage in any form of soliciting, making collections, canvassing for the sale of any article (including books), or distributing or posting literature, advertising material or any other graphic content in any classroom or adjacent space, except as authorized in writing by the President/CEO of the Graduate School.

OFFICE HOURS AND STUDENT ADVISING RESPONSIBILITIES (2.10)

Adjunct instructors are not required to keep regularly scheduled office hours. However, adjunct faculty members are provided space for working and meeting with students. Information on available space can be obtained from your Department Chair.

Full-time faculty members are expected to maintain two hours per day for student consultation. Full-time faculty members are expected to advise students who are enrolled in a program administered by the faculty member's department. Advising assignments are made by the Academic Advising Office in consultation with the Department Chair.

FACULTY EVALUATION (2.11)

Performance Evaluation Process for Full-Time Faculty

Performance evaluation is an assessment of a faculty member's professional competency in an instructional role and as a contributor to institutional goals. A comprehensive performance evaluation provides guidance and direction to facilitate and promote faculty growth and improvement.

I. Evaluation Components

A. Self-Evaluation

The purposes of self-evaluation are to use the faculty member's self-knowledge to establish goals, acknowledge strengths and develop strategies for improvement. This information, along with student and administrative evaluations, provides valuable insights into creating professional development plans for growth and improvement.

B. Student Evaluation

The purposes of student evaluation are to provide a comparative element, broad-scope feedback and a general assessment of instructor effectiveness as perceived by students.

C. Administrative Evaluation

The purposes of administrative evaluation are to provide the faculty member with information from a supervisory perspective, synthesize information from various components of the evaluation process, and assist in the development and implementation of a faculty professional development plan.

II. Evaluation Process

A. Annual Cycle

During the first five years of employment, self-evaluation, student evaluation and administrative analysis and evaluation of professional performance will occur each year based upon:

- Self-evaluation completed by March 1
- Student evaluation of each course taught each semester (minimum of two sections)
- Classroom observation by the respective Department Chair at least once per academic year (a standard rubric and evaluation form are used for these evaluations)
- Administrative assessment of overall faculty performance (based on job description) completed by March 31

After five years of employment, the evaluation process may occur every other year at the discretion of the Department Chair. Student evaluations will occur each year, however.

B. Professional Development Plan

Before April 31 each year, the Department Chair and faculty member jointly compose a Professional Development Plan for the next academic year, taking into consideration specific

areas of instructional performance that may need attention, the professional development of the individual faculty member and institutional goals.

Performance Evaluation Process for Part-Time/Adjunct Faculty Members

The focus of the evaluation of part-time/adjunct faculty members is on teaching effectiveness. Non-instructional performance and collegiality are also given consideration.

- Instructors who are new to the Graduate School administer standardized student evaluations in all classes for two years. These are reviewed by the Department Chair and Provost.
- Class visits and review by Department Chair or a peer (usually a full-time member of the department who is assigned to this task by the Chair) are also a part of the evaluation process. A standard rubric is used for these evaluations.
- A summary evaluation form is completed each term for the first two years and annually thereafter.
- After the second year, the schedule for evaluation will be determined by the Chair, with a minimum requirement that all instructors administer evaluations at least one term annually in all courses taught, and that periodic class visits and reviews are needed to document satisfactory teaching.

DEVELOPMENT OPPORTUNITIES (2.12)

Every full-time faculty member is required to complete and submit a record of 20 hours of development activities each year. A variety of workshops are offered throughout the year; however, a full-time faculty member may fulfill his or her development obligation by attending off-site workshops, conferences or other professional activities which do not fall within his or her duty hours. While adjunct faculty members have a limited development requirement, they are invited to attend any activities of interest.

If you have any questions or suggestions for workshops, or would like to be a workshop presenter, please contact your Department Chair.

SECTION 3

FACULTY ACADEMIC

RESPONSIBILITIES

INTRODUCTION (3.1)

Each faculty member should be familiar with the curriculum and graduation requirements for the School. The current *Academic Catalog* should be consulted for information on curricular policies and requirements. The *Student Handbook* should be consulted for procedures regarding student matters (e.g., Student Grievance, Grade Dispute, etc.).

Faculty members represent the Graduate School to students, who rely on them for information, encouragement and guidance. The importance of the faculty to student success cannot be overstated. Therefore, faculty members are expected to encourage students to excel in their studies and help students get the assistance they need. The Academic Advising Office should be notified immediately of students who show signs of being discouraged, disengaged or overwhelmed, or if students talk about withdrawing, dropping out of school or taking drastic measures.

As a member of the faculty, you are responsible for the following:

DEVELOPING A COURSE SYLLABUS ACCORDING TO THE GRADUATE SCHOOL STANDARDS (3.2)

A *syllabus* is the document that a faculty member provides to students as a course outline and statement of expectations. The Graduate School requires that course syllabi include the elements in the standard syllabus template in Appendix I.

On the first day of class for each course, each faculty member provides each student in each course with a syllabus which has been reviewed by the Department Chair in advance.

DETERMINING AND ADMINISTERING A CLASS ATTENDANCE POLICY (3.3)

It is the responsibility of each faculty member to determine and administer an attendance policy in each of his or her respective courses; to excuse absences; to determine how missed work will be made up; and to assess grade penalties. It is the responsibility of students to be aware of and comply with attendance requirements outlined in the course syllabus. You may advise students to withdraw from your course for excessive absences or tardiness.

You are required to take attendance and to provide the Registrar's Office with attendance records for the entire term. Additionally, you must provide to the Registrar's Office records of attendance the first two weeks, according to the instructions and deadline provided (this is necessary to comply with federal financial aid requirements). You are expected to notify the Academic Advising Office of any student who misses two sequential class sessions.

If students are in attendance whose names are not on the class roster or who do not have authorized schedule change forms showing that the class has been added, the Registrar's Office must be notified

immediately. **Students who continue to attend classes for which they are not registered should be asked to leave; they may not be added to the class at the end of the term and may not receive a grade for the course.**

MAKING APPROPRIATE ACCOMMODATIONS FOR STUDENTS' RELIGIOUS OBSERVANCES (3.4)

Upon request and timely notice of a religious observance, students are to be provided reasonable accommodation (without penalty) if an examination or assignment deadline conflicts with the religious observance. Making accommodations requires faculty members and students to find suitable adjustments to cover the material and complete all required work, including exams. It is not an appropriate accommodation to permit a student to not complete a portion of course material or to miss an exam, or to reduce the student's grade for missed work. If, after discussion, you and the student cannot agree on a reasonable accommodation, either or both should refer the matter to the Department Chair for resolution.

ENFORCING PREREQUISITES AND COREQUISITES (3.5)

Course prerequisites and corequisites are checked at the time students register for classes. If you believe a student does not have the requisite skills to be successful in your class, please notify the Academic Advising Office. The Academic Advising Office will check the student's academic record and enforce prerequisites and corequisites.

ENFORCING ACADEMIC INTEGRITY (3.6)

Honesty is fundamental to the academic enterprise, and it is important that faculty make this expectation clear. Students should be reminded of the need for appropriate documentation in all academic work. Faculty members should take reasonable precautions to ensure that work presented by a student is the student's own or is acceptably documented. Academic dishonesty is viewed as a grave offense that will incur a serious penalty.

You should deal immediately with infractions of academic integrity (e.g., plagiarism or cheating) by completing a Code of Student Conduct Violation Report form (see Appendix X) and submitting it to the Department Chair within two days of the discovery of the violation. You are not free to administer sanctions (e.g., assigning a zero or a grade of "F" for a paper) without providing students the opportunity for due process afforded through the student judicial procedures.

TAKING NORMAL SECURITY MEASURES (3.7)

You are responsible for locking doors when equipment is exposed, for ensuring that equipment is properly secured and for taking appropriate precautions to protect property.

CONTROLLING THE CLASSROOM (3.8)

Disruptive behavior is behavior that interferes with the normal academic functions. Examples include persistent interruption of other speakers, behavior that distracts the class from the subject matter or discussion, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Student behavior problems are rare and may be evidence of emotional or mental disorders protected under the Americans with Disabilities Act; students with such disorders are held to the same standards of conduct as other students.

Should behavior problems occur, you are to instruct students on the specific behavior expected and, if students do not comply, then you may instruct the offending students to leave the classroom, dismiss the class, call Security at (202) 720-1180 or 4014, or, if warranted, call 911. If 911 is called, the Evening Support staff and building security must be notified as soon as possible.

You may **not** instruct students to not return to the class the next class period. In order that students are provided due process rights, you must complete a Code of Student Conduct Violation Report form (see Appendix X) and submit it to the Department Chair within twenty-four (24) hours of the violation.

DETERMINING STUDENT GRADES (3.9)

You must indicate on the syllabus the standards you will apply in determining grades. It is important that you be as clear as possible regarding the relative weight of assignments, tests, etc. Once the grading standards are shared with students, they may not be changed except in extenuating circumstances beyond the faculty member's control. If a student contests a grade, the Graduate School will rely on the written grading standards in determining whether the student has been treated fairly.

The Graduate School's recommended grading standards are as follows:

GRADE	GRADUATE	UNDERGRADUATE
A	Excellent (91-100%)	Excellent (91-100%)
B	Good (81- 90%)	Good (81-90%)
C	Poor (71- 80%)	Fair (71-80%)
D	Failure	Poor (61-70%)
F		Failure (below 61%)

Your department may have a different grading standard.

Not later than the midterm week, faculty members are required to evaluate the performance of students and to notify those students who are doing poorly. You may want to engage the assistance of the Academic Advising Office.

You are, of course, expected to assess student learning and to perform appropriate evaluations ongoing. Midterm and final examinations are not required in all courses; however, faculty members are required to perform comprehensive midterm and final evaluations. Final evaluations may take the form of term project evaluations, final presentation evaluations, etc. If the department has determined that each section of a course will utilize a common assessment tool (e.g., a common examination), all faculty members teaching that course must comply.

Before the last week of classes, Grade Report Sheets are distributed by the Office of the Registrar. Faculty members must record each student's grade on the Grade Report Sheet and return the sheet to the Office of the Registrar. **All grades must be submitted within 72 hours of the examination, and all students must receive a grade.** Names may not be added to the Grade Report Sheet. Failure to provide completed grade sheets on time is considered a breach of contract.

PROPERLY CHANGING STUDENT GRADES (3.10)

Missing grades, changes of a grade from "Incomplete" to a final grade, or corrections of grades must be submitted according to policy. Faculty members may change the original grades submitted to the Registrar only under the following conditions:

1. The original grade was an "I" (Incomplete) and the grade is changed after the student has completed the work (see policy on Incomplete Grades in the *Academic Catalog*);
2. An error was made in calculating or reporting the grade; or
3. A grade is found through the grade dispute process to have been improperly assigned.

All grade changes must be recorded on a Official Grade Change form and submitted to the Registrar's Office. (See Appendix III)

Changes of grades for incompletes must be submitted by the end of the midterm period for the subsequent semester (e.g., grades of "I" from the spring semester must be changed to letter grades before the midterm of the fall semester). See Appendix XII for the policy on grades of "Incomplete" and the Contract for a Grade of Incomplete. All other Official Grade Change forms must be submitted prior to the end of the term subsequent to the one in which the grade was assigned and must be approved by the Department Chair and the Registrar. Any other requests to change grades must be approved by the Provost.

COMPLYING WITH GRADE DISPUTE, STUDENT GRIEVANCE AND STUDENT DISCIPLINE PROCESSES (3.11)

Faculty members are expected to participate in the informal and formal student grade dispute, student grievance and student discipline processes, and to respect the findings of the Academic Grievance and Reinstatement Committee, as appropriate (see Grade Dispute and Student Grievance policies and procedures in the *Student Handbook* and *Academic Catalog*).

OBTAINING LIABILITY WAIVERS (3.12)

You are encouraged to make use of experiential learning opportunities (e.g., field trips, project learning opportunities, etc.) that engage students and allow them to apply their learning to real-world situations. In order to protect the Graduate School, you must ensure that students complete liability waivers (available from the Department Chair). You should take care to include on the form all potential threats specific to the activity so that students can make informed decisions regarding their attire, mode of transportation, personal security measures, etc. All field trips must be approved by the Department Chair.

EVACUATING IN THE EVENT OF AN EMERGENCY (3.13)

You are expected to be familiar with the Emergency Evacuation Plan and should, in the case of an emergency, evacuate the class in an orderly manner. Faculty members are expected to stay with disabled students during emergencies.

COOPERATING WITH THE COURSE EVALUATION PROCESS (3.14)

Course evaluations are administered by the Office of Institutional Research. These in-class evaluations take approximately 10 minutes of class time. You will be informed of the administration schedule and procedures in advance.

ACCOMMODATING STUDENTS WITH SPECIAL NEEDS (3.15)

Faculty members are expected to cooperate with the Special Accommodations Coordinator and other Graduate School personnel in providing appropriate accommodations to students with disabilities. It is strongly recommended that faculty members include in their syllabi the following statement: "Students with documented disabilities are encouraged to contact the Special Accommodations Coordinator at (202) 314-3349 (TDD: [888] 744-2717; e-mail: registrar@graduateschool.edu) to request appropriate accommodations." The specific rights and responsibilities of faculty members are as follows:

1. To require students who desire academic accommodations for disability to provide documentation of disability to the Special Accommodations Coordinator (no accommodation should be made by the faculty member without the express approval of the Coordinator).
2. To make reasonable adjustments in the delivery, instructional method and evaluation system for a course when these have a disproportionately adverse impact on a student with a disability.
3. To identify the abilities, skills and knowledge that are fundamental to academic programs/courses and to establish standards that are defined in meaningful ways that relate to the goals of the course. Fundamental program/course goals and course standards are not subject to accommodation; however, methods of delivery and evaluation may be subject to accommodation. Accommodations will be determined following discussion

among the student, the faculty member and the Special Accommodations Coordinator. Faculty members have the right to appeal the provision of recommended accommodations that can be shown to alter or compromise fundamental course or program goals.

4. To select among equally effective methods of accommodating a student with a disability.
5. To request that an accommodation be denied based on undue hardship or burden to the faculty member.

RESPONDING TO MEDICAL EMERGENCIES (3.16)

You may call 911 for medical emergencies, or you may ask the Evening Support staff to do so. The evening staff must be notified if the faculty member has called 911 in order that they may direct medical personnel to the appropriate location. Within 24 hours of the emergency, you should file an incident report with the Department Chair. The Incident Report form is found in Appendix II of this *Handbook*.

MEETING CLASSES (3.17)

Faculty members are expected to conduct class for the entire time the class is scheduled to meet, with the exception of breaks (see below). If you provide for nonclassroom learning experiences that accomplish student learning objectives, those experiences must appear on the course syllabus and must be approved by your Department Chair.

A “contact hour” is defined as fifty (50) clock minutes of classroom instruction. Students in classes scheduled for more than two contact hours must be given a break for each two-contact-hour period. For example, students enrolled in a class that meets from 6:00 p.m. to 9:00 p.m. must be given one break during the class. The break needs to be long enough to allow time for students to use the restroom.

COMPLYING WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) AND GRADE POSTING BY FACULTY (3.18)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. Certain provisions of this Act apply to classroom management. Students have the right to refuse to consent to disclosures of personally identifiable information from their educational records. This information includes their name, and names of their parents/family members, addresses, Social Security number/student number, and other personal characteristics that might identify them. The educational records include such things as your grade record book. Under no circumstances should student information, grades or progress in class be disclosed to any individual without a signed Release of Information form.

The federal Family Policy Compliance Office (FPCO), which is responsible for the administration of FERPA at schools and colleges, has issued a technical letter stating that grades may not be posted by Social

Security number (SSN), or part thereof, without the written consent of the student (see the Access to Student Records policy in the *Academic Catalog*).

Graduate School faculty are neither required to post grades nor prohibited from posting them; however, faculty may post grades only for those students who have given their written consent. Even with student consent, full Social Security numbers must never be used as identifiers.

Faculty should distribute FERPA Consent to Post Grades forms to students in classes for which they intend to post grades. The consent forms should be turned in to the faculty member's Department Chair with the final grade report and maintained by the Registrar's Office for no less than three years. For faculty posting grades electronically, written consent is **not** required, provided a student's grade is posted where **only the student** can access it with a secure password (i.e., individual grade books). Faculty **may not** post grades on a site to which all class members have access; such an action would constitute the disclosure of personally identifiable information without student consent.

Faculty may send grades to students via e-mail only when there are written authorizations from the students on file. Authorization should be maintained by the instructor and the Registrar.

For additional information regarding FERPA, consult the *Academic Catalog* or contact the Registrar's Office.

COMPLYING WITH INTELLECTUAL PROPERTY AND COPYRIGHT POLICIES (3.19)

The Graduate School encourages the production of creative and scholarly research, works and inventions, known broadly as intellectual property, among faculty, students and staff. The products of this scholarship may create rights and interests on behalf of the creator, author, inventor, sponsor and the Graduate School, as well as the general public. In order to understand your rights and responsibilities associated with intellectual property, as well as those of students, it is necessary for you to become familiar with the Graduate School's policy on Intellectual Property (see Appendix VII). If you anticipate using student work outside the immediate context of the class for which it was created, you may wish to secure the student's permission in writing in order to avoid any future claims by students.

Copyright ownership and the rights thereof are concepts defined by federal law. Copyright law is complex. The Graduate School has a policy on Copyright (see Appendix VI), which attempts to help employees interpret the law as it applies to a variety of media. Because copyright protections limit the materials you may use in teaching, it is important that you become familiar with the policy and that you consult the copyright laws and/or seek advice when you are unclear about copyright requirements.

BEING AWARE OF AND ENFORCING STUDENT BEHAVIOR POLICIES (3.20)

The Code of Student Conduct appears in Appendix X. Faculty members are expected to enforce the behavior policies of the Graduate School and to report incidents of student violations. In addition to academic dishonesty, following are behaviors prohibited or strictly controlled:

FOOD AND BEVERAGES IN CLASSROOMS—No eating or drinking of any type is permitted in the classroom. This policy must be enforced for health reasons, contamination of the food or beverage, damage to equipment or carpeting, and potential injury to students. If a student, for medical reasons, must eat, he or she should be allowed to leave the classroom.

ANIMALS IN GRADUATE SCHOOL FACILITIES—With the exception of guide and service animals, no animals are permitted on the Graduate School premises or at School-sponsored events. Students requesting the accommodation of a service animal must register with the Special Accommodations Coordinator.

On occasion, animals may be needed for instructional purposes or special events. Permission of the Chief Financial Officer is required in advance of such uses in order to assess potential liability issues.

CHILDREN IN SCHOOL FACILITIES—For the purposes of this policy, *supervision* is defined as being in the immediate presence of a child and/or having the child in the direct line of sight and in close proximity.

Only enrolled students are allowed in classes; hence, children are not permitted in classrooms. No child may be left unsupervised anywhere on School premises or at School-sponsored events. Graduate School personnel will call the police if any child is found locked in a car or is unaccompanied by a responsible adult.

If, despite this policy statement, a student brings a child to class, you may act at your discretion in handling the immediate situation; but, in all cases, remind the student of this policy and inform the Director of Student Services of the situation so that appropriate follow-up communications can occur in a timely way.

DRUGS AND ALCOHOL—To help ensure the safety and well-being of faculty, staff, students and the general public, the Graduate School is committed to maintaining an educational environment that is free of illegal drugs as well as drugs and alcohol that are used illegally. Accordingly, the School strictly prohibits the use, possession, manufacture, dispensing or distribution of illegal drugs, controlled substances or alcoholic beverages in any classroom or instructional setting. Violation of the School's alcohol and drug prohibitions is cause for disciplinary or other appropriate action.

SMOKING—Smoking and the use of tobacco products are prohibited in all Graduate School facilities.

HARASSMENT AND HOSTILE ENVIRONMENT, VIOLENCE AND THREATENING BEHAVIOR—

It is important that faculty members are aware of the Graduate School's policies on Harassment and Hostile Environment, and Violence and Threatening Behavior (see Appendices VIII and IX). These policies are intended to protect members of the School community from harassment, exploitation or intimidation, not to regulate protected speech; however, freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct that violates federal or state antidiscrimination laws.

The Graduate School is committed to maintaining a positive learning environment where all persons who participate in programs and activities can work and learn in an atmosphere free of all forms of harassment, exploitation or intimidation. In order to take appropriate corrective action, the School must be aware of discrimination, harassment, hostile environment, related retaliation, acts of violence and threatening behavior that occur in educational programs and activities. Faculty members are responsible for taking whatever action is necessary to prevent harassment and related retaliation, to correct it when it occurs, and to report it promptly to the appropriate official designated to review and investigate harassment claims.

ASSESSING STUDENT LEARNING OUTCOMES AND ENGAGING IN ONGOING IMPROVEMENT (3.21)

The Graduate School has a program of assessing student learning outcomes at the course and program levels, as well as the general education core. Documentation standards are developed and administered by the Office of Institutional Research. Course, program and general education student learning outcomes are published in the *Academic Catalog*. All members of the faculty are required to be actively engaged in student learning outcomes assessment of their courses; full-time faculty are required to be actively engaged in student learning outcomes assessment of programs and/or the general education core. Department Chairs work closely with faculty in ensuring that learning outcomes assessment and the use of assessment results for improvement are integral to the teaching-learning process.

PARTICIPATING IN COMMENCEMENT (3.22)

Participation in Commencement Exercises is required of full-time faculty. Adjunct faculty members are encouraged to participate in Commencement. The Graduate School rents academic regalia for participating faculty; forms are sent to faculty members from the Registrar's Office.

SECTION 4
SUPPORT SERVICES

TEXTBOOKS AND INSTRUCTIONAL MATERIALS (4.1)

Specialty Books is the textbook vendor for the Graduate School. Complimentary copies of texts, teachers' manuals, and workbooks, as well as desk copies for review, are available through the Department Chair. Examination copies from publishers are available to instructors who either are currently teaching a course where the book is being considered for adoption or have been assigned a new course in a pertinent subject area (see Appendix IV). They are available to instructors who have not previously received a copy of the requested book.

The Department Chair completes the Specialty Books Request for Exam/Review Copy form and submits it to the Specialty Books point of contact. We request that you provide us with the name of the course you are assigned to teach when making a request for examination copies of our publications. We verify for Specialty the instructor's teaching assignment and status.

It is the intent of the Graduate School to minimize the cost of textbooks to students while maintaining the quality of education and academic freedom. Each term, you have the opportunity to review the textbooks selected for the next successive term and recommend changes to the Department Chair. All sections of the same course must utilize the same textbook(s). Bundled packages will be adopted only if (1) the materials are not available from the publisher as individual items, (2) everything in the bundled package is required for the course or (3) the individual items required for the course are more expensive than the bundled package.

Textbook adoption deadlines are as follows:

For the spring semester: October 1

For the summer term: March 1

For the fall semester: March 1

Only the books on the final authorized booklist are to be used for classes. Supplementary textbooks or recommended works are to be clearly identified as such. Students will not be required to purchase textbooks that are not identified on the final approved booklist for that term. All textbooks, whether required or recommended, should be identified on the course syllabus.

Faculty members must comply with copyright law when requiring that students purchase a collection of journal articles or other materials selected by the instructor (see the Copyright policy in the *Academic Catalog*).

No faculty member shall demand or receive any payment, loan, subscription, advance, deposit of money services or anything, present or promised, as an inducement for requiring students to purchase a specific textbook required for course work or instruction, with the exception that the employee may

receive sample copies, instructor's copies or instructional materials not to be sold. Any issues arising from this prohibition shall be resolved by the Provost.

ASSIGNMENT OF CLASSROOMS (4.2)

The Registrar assigns all classroom space. Any instructional activity requiring classroom space (such as review sessions, films, special lectures, optional quizzes, and academic tutoring) must be scheduled in advance. No instructor or department may allow the occupancy of a classroom to exceed the limit specified by fire safety codes. However, to allow for attrition in classes, Department Chairs may contact the Registrar's Office to raise enrollment limits up to 10% above the room capacity. It is the responsibility of the department and the instructor to ensure that actual attendance does not exceed classroom capacity.

Classes with specialized pedagogical design are given appropriate consideration. Classes scheduled after scheduling deadlines have passed are assigned classrooms on a space-available basis. Classrooms are not assigned until one week before the beginning of classes for the term. Once assigned, classrooms are changed only in one of the following circumstances:

- a. enrollment increases beyond the capacity of the classroom assigned and a larger classroom is available;
- b. the assigned classroom does not have all or some of the room facilities (technical or other) requested and a classroom with the facilities is available;
- c. the number of students enrolled in a course can be accommodated in a smaller classroom, allowing another course with more students to use the larger classroom; or
- d. to accommodate a student or faculty member with a documented disability.

Scheduling conflicts are resolved by the Provost in consultation with Department Chairs and the Registrar.

Room assignments are posted on the Web site one week prior to the start of the term.

OFF-SITE USE OF GRADUATE SCHOOL PROPERTY (4.3)

When Graduate School property is needed off campus to conduct official business, the requesting official must submit an approved Off-Campus Property Request form before the property is removed from its assigned location. The form must be signed by the requestor and approved by the Director of Facilities or Director of Contracts. The requestor is responsible for the care and security of the property while it is off campus and for ensuring that it will be used solely to perform official Graduate School business. Once the property is returned to its permanent location, the Director of Facilities or Director of Contracts will sign the form indicating return of the property and send a copy to the requestor.

MAIL (4.4)

Faculty members may pick up mail from the Evening Support staff.

AUDIOVISUAL EQUIPMENT AND SERVICES (4.5)

Most common types of audiovisual equipment (VCR, projectors and players of all kinds) are available. Arrangements for these services must be made well in advance with your Department Chair's office. If your course will make frequent use of audiovisuals, please notify your Department Chair's office prior to room scheduling. If you need audiovisual/computer equipment, please complete the Classroom Equipment Request form and submit it to an Evening Support staff member. Videotaping of classroom exercises for in-class playback is available. Arrangements for these services must be made in advance with the Help Desk at (202) 314-3389.

DUPLICATION SERVICES (4.6)

At least one week's advance notice is required for course materials to be duplicated by Evening Support staff. We must also ensure that copyright laws are enforced. Our Copyright Guidelines are included in Appendix VI of this *Handbook*. Please complete the Print Request form, available from the Evening Support staff.

LOST AND FOUND (4.7)

Please give all found items to the Evening Support staff or the security guard.

LIBRARY (4.8)

The Graduate School has subscriptions to electronic library services. (See Appendix V for instructions on accessing the electronic library.)

WEB SITE (4.9)

The address for the Graduate School's home page on the Web is graduateschool.edu. The Web site contains important and useful information regarding the School. Many departments and programs have developed pages containing information about services provided.

SUPPLIES (4.10)

Office and classroom supplies are available through the Department Chair.

LEARNING MANAGEMENT SYSTEM (4.11)

Blackboard is an online course management and delivery resource provided by the Graduate School to its faculty members and students. The Web-based system has built-in tools for posting course materials, including syllabi, class announcements and references. Faculty members also have the option to post grades and respond to and initiate discussion boards. The Graduate School offers Web-based training on how to use Blackboard.



COURSE SYLLABUS TEMPLATE

Course Number/Section:

Course Title:

Number of Credits:

Semester/Term:

Days of the Week/Time:

Faculty Name/Title:

Faculty Information

Office Location and Hours:

Telephone:

E-mail:

COURSE INFORMATION

Course Description

Insert course description, prerequisites and corequisites from Academic Catalog.

Prerequisite:

Corequisite:

Course Rationale/Students Course Designed to Serve

Text provided by Academic Department.

Expected Student Learning (Course Level) Outcomes

Text provided by instructor or developed with Academic Department. Include General Education Outcomes and Program Level Outcomes (if applicable) to which the course attributes.

Required Textbook(s)

Title:

Author(s):

Publisher:

ISBN:

Other Required Materials

Text provided by instructor.

Highly Recommended/Reference Textbook(s)

Text provided by instructor.

Supplementary Course Materials (articles, Web sites, etc.)

Text provided by instructor.

Students with documented disabilities are encouraged to contact the Special Accommodations Coordinator at (202) 314-3349 (TDD: [888] 744-2717; e-mail: registrar@graduateschool.edu) to request appropriate accommodations.

Description of Instructional Methods

Text provided by instructor.

Example: Methods of instruction may include lectures, class discussions, guest lecturers, lab demonstrations, and Web-based presentations and trainings. Other instructional strategies and activities such as field trips may be utilized. NOTE: Release of Liability forms must be completed prior to field trips.

COURSE OUTLINE				
Week #	Date	Lecture	Assignment	
			Reading	Written
1				
2				
3				
4				
5				
6				
7		MIDTERM WEEK		
8				
9				
10				
11				

12				
13				
14				
15		FINAL WEEK		

Link to Academic Calendar: GraduateSchool.edu

School Closings and Delays

Information on school delays and closings due to weather or emergencies will be available on the Graduate School's Web site and outgoing telephone messages.

STUDENT FEEDBACK AND GRADING PROCEDURES

Grading Scale	
Letter Grade	Percentage
A	
B	
C	
D	
F	

NOTE: Minimum Passing Grade: *(Provided by instructor.)*

Assignment Contribution Toward Grade	
Assignment	Percentage/Points toward Final Grade
<i>Example: Attendance, Homework, Discussion, Quizzes, Tests, Exams, etc.</i>	
Total:	

Additional text provided by instructor. Example: late work policy, writing styles, etc.

Incomplete Grades

“Incomplete” grades are awarded under very limited circumstances as indicated by the policy in the *Student Handbook*. This occurs at the discretion of the instructor, and a Contract for a Grade of Incomplete is required. A student’s desire to avoid a low grade is not a legitimate reason to award a grade of “I.” For specifics regarding requesting a grade of “I,” refer to the *Student Handbook*.

CLASSROOM MANAGEMENT

Attendance and Lateness

Text provided by instructor.

Example: Class attendance is required, and classes will start promptly at the scheduled time. Attendance will be taken at the start of each class. Therefore, if late to class, it is the student’s responsibility to make sure faculty notes attendance. It is the faculty member’s discretion to mark a student as excused or unexcused late/absent and grade accordingly. Students are strongly encouraged to notify faculty as soon as possible in the event that they are going to be late or absent.

NOTE: Students receiving federal financial aid and international students in the United States on F-1 visas are reminded that attendance may impact eligibility or status. For assistance, contact the Financial Aid Office or International Student Advisor.

Plagiarism, Cheating and Other Types of Misconduct

Plagiarism¹, cheating and other types of misconduct are unacceptable. The Graduate School has zero tolerance for misconduct, and disciplinary action will be taken in accordance with the *Student Code of Conduct*.

Students with Special Needs

Students who have documented disabilities should request reasonable accommodations under Section 504 of the Rehabilitation Act. You are encouraged to contact the Registrar ([202] 314-3349) for more information.

Cell Phone Use

The Center for Allied Health Education will strictly abide by the Graduate School's policy regarding cellular phones and other electronic devices as stated in the *Student Handbook*. Such items must be turned off during classes and other learning activities.

Children and Visitors

There is strict adherence to the Graduate School's policy regarding children on campus as stated in the *Student Handbook*. Visitors are not permitted in the classrooms, and children may not be left unsupervised.

Grievance Procedures

Students who have concerns about their grades, the class or an assignment are encouraged to see the instructor first and as soon as possible. If they are unsatisfied or the situation is unresolved, students are encouraged to follow the grievance procedures as indicated in the *Student Handbook*. Student Complaint forms are available from the Academic Department.

LEARNING FACILITIES AND RESOURCES

Online Library

- Academic OneFile
- General OneFile

Computer and Internet Access for Students**Academic Support Services**

- Tutoring

¹ Plagiarism is defined as "the use or close imitation of the language and thoughts of another author and the representation of them as one's own original work."

Links for Writing Resources:

Links for Math Resources:

Links for Time-Management Resources:

Links for Study Skills and Note-Taking Resources:

E-MAIL AND BLACKBOARD LOGIN INFORMATION

Instructions for Logging into Graduate School E-mail Account

Instructions for Logging into Blackboard

For technical assistance, contact the Graduate School Help Desk at (202) 314-3389 or helpdesk@graduateschool.edu.



INCIDENT REPORT

This form shall be used to report all incidents that result in illness, injury, serious altercations or other criminal acts while conducting Graduate School business.

Date of Report _____ Time Report Taken _____

Report filled out by _____ Unit _____

Specific Location of Incident _____

City _____ State _____ ZIP _____

Date of Incident _____ Time of Incident _____

Incident Details (attach additional pages if needed)

Action Taken _____

Signature of person making report _____

Please provide a copy of this report in a sealed envelope to the following Graduate School offices:

Human Resources, Attention: Director, Human Capital Management

Operations Office, Attention: Vice President, Operations



OFFICIAL GRADE CHANGE FORM

Instructors should complete and submit this form to the Registrar's Office to request a change of grade. The form may be utilized to address two distinct grade change situations:

- (1) Change a grade submitted in error by the instructor in calculating or reporting the final grade. Changes of grades of "Incomplete" must be submitted by the end of the midterm period for the subsequent term. The Registrar's Office will not accept the grade change form after this time.
- (2) Change an "Incomplete" grade to a final letter grade.

Student's Full Name: _____

Student's ID# (774 or last four digits of Social Security #): _____

Semester/Year Course Taken: _____

Class Session #: _____ Course Code: _____

Course Title: _____

Letter Grade to be changed and assigned: **From:** _____ **To:** _____

Justification for grade change request:

_____ Data Entry Error

_____ Computational Error

_____ "Incomplete" Grade Requirements Completed

_____ Other (*please specify*) _____

Instructor's Name (*print*): _____

Instructor's Signature: _____

Date of Submission: _____

Instructor's E-mail Address/Phone Extension: _____

Registrar's Approval Signature: _____

Completion Date: _____

(Grade changes will be processed only for students for whom the Registrar's Office has the Contract for a Grade of Incomplete on file.)

Reg-252



Appendix IV

Specialty Books, Inc.

Your Online Bookstore Partner

Publishers are pleased to provide desk copies on any *adopted* text, plus any requested available supplements such as instructor's manuals, solutions manuals and test banks.

Please send this desk copy request to:

Name: _____

Instructor's E-mail Address: _____

Instructor's Department: _____

College, University or School Name: _____

Street Address: _____

City, State and ZIP: _____

Date of Request: _____

Book Title: _____

Author: _____

Edition: _____

ISBN: _____

Course Title and Course Number: _____

Has this title been adopted? _____

This course is scheduled to begin on (calendar date and term): _____/_____

Estimated enrollment will be: _____

Request made by: _____

Name and title: _____

Department: _____

Phone #: _____

With this request, would you please send the following supplement(s):

(Please be specific.)

ONLINE LIBRARY ACCESS

Accessing the Online Resources

Access the link below (cut and paste into your browser):

http://www.graduateschool.edu/index.php?option=com_content&task=view&id=485&Itemid=154

-or-

Access by using the following method:

- 1) Go to www.graduateschool.edu.
- 2) Click on:



- 3) Click on Online Library Resources.



4) Click on Academic OneFile or General OneFile.

The screenshot shows the Graduate School Online Library Resources page. At the top, there is a banner with the 'GS GRADUATE SCHOOL' logo and a photo of students. Below the banner, contact information is provided: 'Contact Us: (888) 744-GRAD or customersupport@graduateschool.edu'. A navigation bar includes links for 'COURSES & PROGRAMS', 'CUSTOMIZED SOLUTIONS', 'CERTIFICATES', 'TRAINING OFFICIALS', and 'PARTNERSHIPS'. A search bar is located next to the 'GO >' button. Below the search bar, a secondary navigation bar lists links such as 'Registration', 'About Us', 'Contact Us', 'Policies', 'Online Forms', 'Find a Course', 'Home Page', 'Advanced Search', 'Site Map', and 'FAQ'. The main content area welcomes users to the Graduate School Online Library Resources and describes it as an important research tool. It also mentions the collection of online webcasts. Two main sections are highlighted: 'Academic OneFile' and 'General OneFile', each with a brief description of their content and update frequency.

GS GRADUATE SCHOOL

Contact Us: (888) 744-GRAD or
customersupport@graduateschool.edu

COURSES & PROGRAMS | CUSTOMIZED SOLUTIONS | CERTIFICATES | TRAINING OFFICIALS | PARTNERSHIPS

Online Library Resources **GO >**

Registration | About Us | Contact Us | Policies | Online Forms | Find a Course | Home Page | Advanced Search | Site Map | FAQ

Welcome to the Graduate School Online Library Resources

This is the online library resource of Graduate School and serves as an important research tool for our students, faculty, staff and researchers.

The online library also includes Graduate School's collection of online webcasts.

- **Academic OneFile**
Academic OneFile is the premier source for peer-reviewed, full-text articles from the world's leading journals and reference sources. With extensive coverage of the physical sciences, technology, medicine, social sciences, the arts, theology, literature and other subjects, Academic OneFile is both authoritative and comprehensive. With millions of articles available in both PDF and HTML full-text with no restrictions, researchers are able to find accurate information quickly. Includes full-text coverage of the New York Times back to 1995. Updated daily.
- **General OneFile**
A one-stop source for news and periodical articles on a wide range of topics: business, computers, current events, economics, education, environmental issues, health care, hobbies, humanities, law, literature and art, politics, science, social science, sports, technology, and many general interest topics. Millions of full-text articles, many with images. Updated daily.

5) You are now in the Gale Cengage Learning resource database and should be able to search.

The screenshot shows the Academic OneFile Browse Subjects page in a Windows Internet Explorer browser. The address bar shows the URL: 'http://find.galegroup.com/gtx/start.do?prodId=AONE&userGroupName=wash07174'. The page features a green header with the 'GALE CENGAGE Learning' logo and navigation links: 'CHANGE DATABASES', 'TOOLBOX', 'THE GRADUATE SCHOOL', and 'NOT SIGNED IN?'. The main heading is 'Academic OneFile INFOTRAC'. Below this, there is a search bar with a 'SEARCH' button and a link to 'More search options'. A navigation bar includes links for 'HOME', 'BROWSE SUBJECTS', 'BROWSE PUBLICATIONS', and 'ADVANCED SEARCH'. The 'Browse Subjects' section contains a 'Find Subject:' input field with 'technology' entered, a 'GO' button, and a 'Limit Results:' section with checkboxes for 'to documents with full text' and 'to peer-reviewed publications'. A alphabetical index (A-Z) is also visible.

Academic OneFile Browse Subjects - Windows Internet Explorer

http://find.galegroup.com/gtx/start.do?prodId=AONE&userGroupName=wash07174

GALE CENGAGE Learning

CHANGE DATABASES | TOOLBOX | THE GRADUATE SCHOOL | NOT SIGNED IN?

Academic OneFile INFOTRAC

SEARCH

More search options

HOME | BROWSE SUBJECTS | BROWSE PUBLICATIONS | ADVANCED SEARCH

Browse Subjects

Find Subject: **GO**

Limit Results:

☐ to documents with full text

☐ to peer-reviewed publications

0-9 A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Please enter a search term or click on a letter to browse.

Please note:

- 1) Anyone accessing this resource from any of the Graduate School locations will not need a password.

- 2) Anyone accessing this resource from home or other locations, will need to use this password when prompted: wash_rpa

Please provide this password to students, faculty and staff or to people who have a relationship with the Graduate School. We cannot post it on a Web site, bulletin board or any other open forum. Please provide individually to users. This password may be changed periodically.

If you have any questions, please call extension 3644 or e-mail michael.bruno@graduateschool.edu.

COPYRIGHT

Definitions:

As soon as a work is placed in a “tangible medium of expression,” copyright exists in the work. Copyright is in place even if the author neglects to include a formal statement of copyright.

Public domain refers to the total absence of copyright protection for a work (such as most federal documents, telephone books, works with expired copyrights, works for which creators/owners have given up their copyrights, freeware, works published before 1923, or items with a statement indicating they are in the public domain).

Fair use is a doctrine in United States copyright law that allows limited use of copyrighted material without requiring permission from the rights holders, such as use for scholarship or review.

The Graduate School community refers to all employees, students, contract instructors and course designers.

Policy Statement:

It is the intent of the Graduate School that all members of the School community adhere to the provisions of the United States copyright law. Since copyright protection applies to a variety of creative works — printed materials, sound recordings, video recordings, visual artworks, computer software, and others — this policy has been constructed to address issues related to particular types of media. The policy gives the School community broad guidance in the application of copyright law; members of the School community are encouraged to read the law for specific applications. Members of the School community who willfully disregard the copyright policy and copyright law do so at their own risk, assume all liability, and are subject to disciplinary action.

Copyright ownership and the rights thereof are concepts defined by federal law. Copyright is a form of legal protection for authors of original works, including literary, dramatic, musical, artistic and other intellectual products. Publication is not essential for copyright protection, nor is the well-known symbol of the encircled “c.” Section 106 of the Copyright Act (90 Stat 2541) generally gives the owner of copyright the **exclusive** right to do and to authorize others to do the following:

- **Reproduce** copies of the work.
- **Prepare derivative works** based on the copyrighted work.
- **Distribute** copies of the work by sale, rental, lease or lending.

- **Publicly perform** the work (if it is a literary, musical, dramatic or choreographic work, or a pantomime, motion picture or audiovisual work).
- **Publicly display** the work (if it is a literary, musical, dramatic, choreographic, sculptural, graphic or pictorial work — including the individual images of a film — or a pantomime).

The copyright owner retains these rights even when the work itself belongs to someone else. However, the rights are not absolute. They are subject not only to “Fair Use” limitations, which apply to all media, but also to medium-specific limitations.

Fair Use

The doctrine of fair use, embedded in section 107 of the Copyright Act of 1976 (<http://www.copyright.gov/title17>), addresses the needs of scholars and students by mitigating the rights of copyright ownership. However, what constitutes fair use is expressed in the form of guidelines rather than explicit rules. To determine fair use, consider the following four factors [from Lee Wilson, *Fair Use, Free Use and Use by Permission: How to Handle Copyrights in All Media*, New York: Random House, 2005]:

1. The **purpose and character** of the use, including whether the copied material will be for nonprofit, educational or commercial use. (Several courts have held that absence of financial gain is insufficient for a finding of fair use.)
2. The **nature** of the copyrighted work, with special consideration given to the distinction between a creative work and an informational work. For example, photocopies made of a newspaper or newsmagazine column are more likely to be considered a fair use than copies made of a musical score or a short story. Duplication of material originally developed for classroom consumption is less likely to be a fair use than is the duplication of materials prepared for public consumption. For example, a teacher or contract instructor who duplicates a workbook page, a textbook chapter or an assessment instrument is depriving the copyright owner of profits more directly than if duplicating a front-page news article from a daily paper.
3. The **amount, substantiality or portion** used in relation to the copyrighted work as a whole. This factor requires consideration of (1) the proportion of the larger work that is copied and used; and (2) the significance of the copied portion.
4. The effect of the use on the **potential market** of the copyrighted work. This factor is regarded as the most critical one in determining fair use; and it serves as the basic principle from which the other three factors are derived and to which they are related. If the reproduction of a copyrighted work reduces the potential market and sales and, therefore, the potential profits of the copyright owner, that use is unlikely to be found a fair use.

Public Domain

Not all works are protected by copyright. In the U.S., most copyrights now last for 75 years beyond the death of the original author. When the copyright for a work expires, it becomes part of the *public domain*. In addition, all works prepared by an officer or employee of the United States government as part of that person's official duties are public domain; however, works published by U.S. state and municipal governments or other nations may be protected by copyright, and thus may not be in the public domain. Other authors may choose explicitly to release their work to the public domain. Public domain works can be used in any way one desires. All works published before 1923 are in the public domain. Others will be added as their copyrights expire. Works that are in the public domain often include a preliminary statement to that effect.

Reproduction by a Library

The copyright law acknowledges a number of special rights and responsibilities that are traditionally assigned to public libraries and research archives:

[I]t is not an infringement of copyright for a library or archives, or any of its employees acting within the scope of their employment, to reproduce no more than one copy or phonorecord of a work [...] or to distribute such copy or phonorecord[.]

For the library to make copies under this exemption, the use must be noncommercial, the library must be open to the public (or to a scholarly community), and the copy must include a copyright notice. The section also permits somewhat broader library copying for providing access to unpublished works and for preservation. The law also provides the library the rights to make copies that become the property of one of its users, provided that the copy is of a small portion of a work (such as an article in a collection) or of the whole of a work “which cannot be obtained at a fair price,” provided it is evident that the use will be for scholarship or study and the library displays a prominent warning of copyright. However, the law also places some restrictions on the library.

The rights of reproduction and distribution under this section extend to the isolated and unrelated reproduction or distribution of a single copy or phonorecord of the same material on separate occasions, but do not extend to cases where the library or archives, or its employee—

- (1) is aware or has substantial reason to believe that it is engaging in the related or concerted reproduction or distribution of multiple copies or phonorecords of the same material, whether made on one occasion or over a period of time, and whether intended for aggregate use by one or more individuals or for separate use by the individual members of a group; or*
- (2) engages in the systematic reproduction or distribution of single or multiple copies or phonorecords of material described in subsection (d): Provided, that nothing in this clause prevents a library or archives from participating in interlibrary arrangements that do not have, as their purpose or effect, that the library or archives receiving such copies or phonorecords for*

distribution does so in such aggregate quantities as to substitute for a subscription to or purchase of such work.

These restrictions make it clear that the library and library reserve system may not be used to substitute for course packs.

Electronic Media

The 1998 Digital Millennium Copyright Act (DMCA) places additional restrictions on the copying of resources in electronic format. The 2002 Technology, Education and Copyright Harmonization (TEACH) Act restores some rights for the distribution of materials in electronic format for online education. The TEACH Act says that it is not copyright infringement for teachers and students at an accredited, not-for-profit educational institution to transmit performances and displays of copyrighted works as part of a course if certain conditions are met. If these conditions are not or cannot be met, use of the material will have to qualify as a fair use or permission from the copyright holder(s) must be obtained. The exemptions offered by the TEACH Act apply specifically to accredited nonprofit educational institutions and governmental bodies. A Checklist for Compliance with the TEACH ACT is used to assist educators in complying with the terms of the TEACH Act.

The exemptions to copyright infringement cover:

- Performances of nondramatic literary works
- Performances of nondramatic musical works
- Performances of reasonable and limited portions of any other work
- Display of any other work in an amount comparable to that typically displayed in a live classroom setting

The exemptions to copyright infringement do not cover:

- Digital educational works (i.e., works produced or marketed primarily for performance or display as part of mediated instructional activities transmitted via digital networks)
- Unlawful copies (copies you know or reasonably should know were not lawfully made or acquired)

The exemptions apply only if:

- The display or performance is done by, at the direction of or under the actual supervision of an instructor, as an integral part of a class session, as part of systematic mediated instructional activities, and is directly related and of material assistance to the teaching content. That is, the uses of materials in the program must be “an integral part of the class experience, controlled by or under the actual supervision of the instructor and analogous to the type of performance or display that would take place in a live classroom setting.” The Act also specifies that “mediated instructional activities” do not encompass uses of textbooks and other materials “which are typically purchased or acquired by the students.”

- The transmission is made solely for, and reception is limited to (as technologically feasible), students enrolled in the course, and “downstream” technological controls are instituted that reasonably prevent retention in accessible form for longer than a class session and unauthorized further dissemination in accessible form.
- There is no interference with the copyright holder’s technological measures that prevent such retention and dissemination. Conversion of analog material to digital is permitted only if no digital version is available to the institution, or the available digital version is technologically protected to prevent TEACH Act uses.

Use of the TEACH Act also requires that the institution promulgate copyright policies; provide accurate information about copyright; promote copyright compliance; and provide notice to students that the course materials may be copyrighted.

Music

U.S. copyright law grants owners of copyrighted music the exclusive right to perform or to authorize performances of their music publicly. Whenever copyright-protected music is used for purposes other than face-to-face teaching activities, covered by section 110 of the TEACH Act, those uses require permission from the music copyright owners. Uses requiring permission from the music copyright owners include but are not limited to:

- recorded background music in campus facilities through tapes, CDs and videos;
- music on School Internet or intranet sites;
- music played by School-sponsored ensembles in School facilities; and
- live concerts by guest performers in School facilities, promoted by the School itself.

Most uses of lawfully owned copies of music in face-to-face teaching activities in the classroom or via dissemination through a digital network as an integral part of a class session are permitted, provided certain conditions are met. (See the section on electronic media.)

Drama

Dramatic works may not be publicly performed without permission, either in their entirety or in smaller portions, such as: excerpts, acts, scenes, monologues, etc. To qualify as a nondramatic performance, a piece of music taken from a musical play may not make use of any form of staging, choreography, etc., even if the use of any of these elements is not intended to represent any part of the original musical play.

Most uses of lawfully owned copies of dramatic works in face-to-face teaching activities in the classroom or via dissemination through a digital network as an integral part of a class session are permitted, provided certain conditions are met (see the section on electronic media).

The Digital Millennium Copyright Act (DMCA)

One significant emphasis of the DMCA is prohibition of circumvention of copyright protection mechanisms, except in a few restricted situations. The DMCA also limits the liability of Internet Service Providers (ISPs), provided they meet a variety of guidelines, including timely removal of material reported by copyright holders as violating their copyrights and designating an agent for receiving such complaints. Because the Graduate School serves as a kind of Internet Service Provider (to its students, faculty and staff), it must meet these provisions of the DMCA. The Director of Information Technology Services is the Graduate School's Designated Agent "to receive notifications of claimed infringement."

Peer-to-Peer File Sharing

In addition to consuming bandwidth and technological resources and exposing the School network to viruses, spyware and other attacks, peer-to-peer (P2P) file sharing is frequently used for illegally distributing copyrighted works. In an effort to ensure that every student, faculty member, researcher, contract instructor and contract course developer has access to the computer resources they need and to protect against copyright infringement, the Graduate School restricts the use of all peer-to-peer, or P2P, file sharing on the campus computer network. The School monitors its network for P2P file sharing activity and disables Internet access for computers found in violation of this policy. Once disabled, a computer's Internet access remains off until its user contacts the IT Help Desk and agrees to abide by the School's computer and network use policy. A second violation results in Internet access being disabled again, and the student discipline process is invoked if a student is in violation or the appropriate administrator is notified if an employee or contractor is involved.

Although P2P file sharing can sometimes be used for legitimate reasons, any use of P2P software on the campus network may result in Internet access being disabled under this policy. Individuals who need to use P2P software for legitimate purposes can discuss their needs with the IT Help Desk.

COPYRIGHT TERM AND THE PUBLIC DOMAIN

Copyright Term and the Public Domain in the United States 1 January 2007		
UNPUBLISHED WORKS		
Type of Work	Copyright Term	What was in the public domain in the U.S. as of 1 January 2007 ²
Unpublished works	Life of the author + 70 years	Works from authors who died before 1937.
Unpublished anonymous and pseudonymous works, and works made for hire (corporate authorship)	120 years from date of creation	Works created before 1887.
Unpublished works created before 1978 that were published after 1977 but before 2003	Life of the author + 70 years or 31 December 2047, whichever is greater	Nothing. The soonest the works can enter the public domain is 1 January 2048
Unpublished works created before 1978 that were published after 31 December 2002	Life of the author + 70 years	Works of authors who died before 1937.
Unpublished works when the death date of the author is not known ³	120 years from date of creation ⁴	Works created before 1887. ⁴
WORKS PUBLISHED IN THE US		
Date of Publication ⁵	Conditions ⁴	Copyright Term ²
Before 1923	None	In the public domain
1923 through 1977	Published without a copyright notice	In the public domain
1978 to 1 March 1989	Published without notice, and without subsequent registration	In the public domain
1978 to 1 March 1989	Published without notice, but with subsequent registration	70 years after the death of author, or if work of corporate authorship, the shorter of 95 years from publication, or 120 years from creation ²
1923 through 1963	Published with notice but copyright was not renewed ²	In the public domain
1923 through 1963	Published with notice and the copyright was renewed ²	95 years after publication date ²
1964 through 1977	Published with notice	95 years after publication date ²
1978 to 1 March 1989	Published with notice	70 years after death of author, or if work of corporate authorship, the shorter of 95 years from publication, or 120 years from creation ²

Source: Cornell University, Peter Hirtle

http://www.copyright.cornell.edu/training/Hirtle_Public_Domain.htm

Checklist for Compliance with the TEACH Act

TEACH Act requirements that will likely fall within the duty of the *instructor*:

1. The work to be transmitted may be any of the following:
 - A performance of a nondramatic literary work; or
 - A performance of a nondramatic musical work; or
 - A performance of any other work, including dramatic works and audiovisual works, but only in “reasonable and limited portions”; or
 - A display in an amount comparable to that which is typically displayed in the course of a live classroom session.
2. The work to be transmitted may not be any of the following:
 - Marketed primarily for performance or display as part of a digitally transmitted mediated instructional activity; or
 - A textbook, course pack or other material in any media which is typically purchased or acquired by students for their independent use and retention.
3. Any permitted performance or display must be both:
 - Made by, at the direction of or under the actual supervision of an instructor as an integral part of a class session offered as a regular part of the systematic, mediated instructional activities of the educational institution; and
 - Directly related and of material assistance to the teaching content of the transmission.
4. The institution does not know or have reason to believe that the copy of the work to be transmitted was not lawfully made or acquired.
5. If the work to be used has to be converted from print or another analog version to digital format, then both:
 - The amount of the work converted is no greater than the amount that can lawfully be used for the course; and
 - There is no digital version of the work available to the institution, or the digital version available to the institution has technological protection that prevents its lawful use for the course.

TEACH ACT requirements that will likely fall within the duty of the institution:

6. The institution for which the work is transmitted is an accredited nonprofit educational institution.
7. The institution has instituted policies regarding copyright.
8. The institution has provided information materials to faculty, students and relevant staff members that describe and promote U.S. copyright laws.
9. The institution has provided notice to students that materials used in connection with the course may be subject to copyright protection.
10. The transmission of the content is made solely for students officially enrolled in the course for which the transmission is made.
11. Technological measures have been taken to reasonably prevent both:
 - Retention of the work in accessible form by students for longer than the class session; and
 - Unauthorized further dissemination of the work in accessible form by such recipients to others.
12. The institution has not engaged in conduct that could reasonably be expected to interfere with technological measures used by copyright owners to prevent retention or dissemination of their works.
13. The work is stored on a system or network in a manner that is ordinarily not accessible to anyone other than anticipated recipients.
14. The copy of the work will only be maintained on the system or network in a manner ordinarily accessible for a period that is reasonably necessary to facilitate the transmissions for which it was made.
15. Any copies made for the purpose of transmitting the work are retained and solely used by the institution.

CHECKLIST FOR CONDUCTING A FAIR USE ANALYSIS BEFORE USING COPYRIGHTED MATERIALS

This checklist is a tool to assist you in applying the balancing test for determining whether you may make or distribute copies of works protected by copyright without having to obtain the permission of the copyright holder. It is recommended that you complete and retain a copy of this form in connection with each "fair use" of a copyrighted work.

Name: _____ Date: _____
Class or Project: _____
Title of Copyrighted Work: _____
Portion to Be Used (e.g., page numbers): _____

Directions: Check all boxes that apply. For each of the four sections below, determine whether that factor favors or disfavors a finding of fair use. Where the factors favoring "fair use" outnumber the factors weighing against a finding of "fair use," reliance on the fair use exception is justified. Where fewer than half of the factors favor "fair use," permission should be obtained before copying or disseminating copies of the work.

PURPOSE OF THE USE

Favoring Fair Use

☐ Educational

•Teaching (including multiple copies for classroom use)

•Research

•Scholarship

•Criticism

•Comment

☐ Transformative or Productive use Non-transformative, verbatim/exact copy (changes the work to serve a new purpose)

☐ Nonprofit use

Disfavoring Fair Use

Commercial, entertainment or other

Profit-generating use

NATURE OF THE COPYRIGHTED MATERIAL

Favoring Fair Use

☐ Factual, nonfiction, news

☐ Published work

Disfavoring Fair Use

Creative (art, music, fiction), or consumable (workbooks, tests) work

Unpublished work

In some cases, the School may have a license to use material. A fair use analysis does not have to be conducted where the desired use is permitted under the terms of an applicable license. Similarly, other provisions of the copyright law cover such matters as in-class use and distance learning. This checklist is not needed where other specific statutory provisions authorize the activity.

AMOUNT COPIED

Favoring Fair Use

- ☐ Small quantity (e.g., a single chapter or journal)
- ☐ Portion used is not central to entire work
- ☐ Amount is appropriate to education purpose

Disfavoring Fair Use

- ☐ Large portion or entire work article or other excerpt consisting of less than 10% of the work
- ☐ Portion used is central or as a whole the “heart” of the work
- ☐ Includes more than necessary for education purpose

EFFECT ON THE MARKET FOR ORIGINAL

Favoring Fair Use

- ☐ No significant effect on the market or potential
- ☐ One or few copies made and/or distributed
- ☐ No longer in print; absence of licensing mechanism
- ☐ Restricted access (limited to students)

Disfavoring Fair Use

- ☐ Cumulative effect of copying would be to market for the copyrighted work substitute for purchase of the copyrighted work
- ☐ Numerous copies made and/or distributed
- ☐ Reasonably available licensing mechanism for obtaining permission to use the copyrighted work currently available; e.g., CCC licensing or off-prints available
- ☐ Will be making it publicly available in a class or other appropriate group, on the Web, or by using other means of broad dissemination

☐ One-time use, spontaneous use
(no time to obtain permission)

☐ Repeated or long-term use

Revised for use by Cornell University from the "Checklist for Fair Use," a project of the IUPUI Copyright Management Center, directed by Kenneth D. Crews, Associate Dean of the Faculties for Copyright Management; see www.copyright.iupui.edu.

INTELLECTUAL PROPERTY

Definitions:

Intellectual property includes the following:

- (1) Copyrightable material produced from creative and scholarly activity, such as text (manuscripts, manuals, books and articles); videos and motion pictures; music (sound recordings, lyrics and scores); images (print, photographic and electronic); works of art; and computer software (programs, databases, Web pages and courseware);
- (2) Patentable works such as patents (processes, machines, manufactures or compositions of matter); devices; and software excluded from copyrighted materials; and
- (3) Trade secrets.

A work for hire is one prepared by an employee within the scope of his or her employment under federal copyright law.

Policy Statement:

This policy applies to works created by all classifications of employees and students of the School and to any nonemployees, such as consultants and independent contractors, who create works on behalf of the School. It is strongly recommended that property rights be documented in a written agreement between the School and the creator prior to the initiation of an activity that may result in patentable or copyrightable property.

The Graduate School encourages the production of creative and scholarly research, works and inventions, known broadly as intellectual property, among faculty, students and staff. The products of this scholarship may create rights and interests on behalf of the creator, author, inventor, sponsor and the Graduate School, as well as the general public. Because the roles of faculty employees and nonfaculty employees are different with regard to expectations of scholarly work, and because academic tradition favors faculty retention of intellectual property created, the rights of faculty employees and nonfaculty employees are somewhat different under this policy.

The School may assert ownership rights to intellectual property developed under circumstances set forth below.

- All employees are expected to assign a nonexclusive, royalty-free license to use any intellectual property created by them to the School for its use in furtherance of its academic mission (e.g., in

the classroom, at lectures, in promotional materials, etc.), except where the creator assigns rights to the intellectual property to a third party, such as a publisher.

- With respect to nonfaculty employees (including students working for the School, in work-study or otherwise), any work produced in the performance of one's duties for the School, whether or not specifically directed to do so, will be considered a "work for hire" and, thus, will be deemed owned and authored by the School. With respect to faculty, what is considered to be produced within the scope of employment is more difficult to ascertain and, therefore, works produced by faculty will not be deemed "works for hire" unless they are the subject of a specific, written agreement with the School and the creator or creators.

The School may assert ownership rights to intellectual property developed under any of the following circumstances:

1. Development was funded as part of an externally sponsored research program or other agreement that allocates rights to the School.
2. Development follows from School funding purposefully directed toward that creation or requires the use of resources such as School facilities or equipment (if the equipment is purchased primarily with the development of patentable intellectual property in mind), where the School and the creator have entered into a written agreement to that effect.
3. The creator was assigned or directed by the School to develop the material.
4. Material was developed by nonfaculty employees in the course of employment duties and constitutes work-for-hire under federal law.

Employees who alone or in association with other entities create or intend to create patentable or copyrightable subject matter that follows from School funding purposefully directed toward that creation or from the significant use of resources such as School facilities or equipment (if the equipment is purchased primarily with the development of patentable intellectual property in mind) must disclose the matter and obtain prior authorization from the appropriate executive. Such disclosure shall be made when it can be reasonably concluded that a patentable or copyrightable subject matter has been or will be created, and sufficiently in advance of any publication, presentation or other public disclosure, to allow time for possible action that protects rights to the intellectual property for the creator and the School.

Faculty Use of Student Works for Teaching or Publication

Intellectual works eligible for copyright protection created by students of the School in the course of their academic pursuits (including works of art, original musical compositions, scientific posters, creative and scholarly writing, and like works) are owned by their creator(s), and any revenue derived from these works likewise belongs to the creator(s). However, unless otherwise agreed in writing, such work may be reproduced by the School and its officers for distribution within the School community without fee for instructional or administrative purposes. In spite of this, faculty, contract instructors or staff members who anticipate using student work outside the immediate context of the class for which it was created may wish to secure the student's permission in writing. The School may not distribute any such work by a student beyond the School community without first obtaining the consent of the student

author or creator. Certain projects may include a requirement of dissemination outside the School. This requirement will be made explicit in registration or similar materials, and does not change the copyright status of the work.

HARASSMENT AND HOSTILE ENVIRONMENT

Definitions:

Harassment is verbal or physical conduct that unreasonably interferes with an individual's academic performance or creates an intimidating or hostile educational environment.

Hostile environment includes unwelcome conduct by an individual(s) against another individual based upon his or her protected class that is sufficiently severe or pervasive that it alters the conditions of education and creates an environment that a reasonable person would find intimidating, hostile or offensive. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include the frequency of the conduct, its severity, and whether it is threatening or humiliating. Simple teasing, offhand comments and isolated incidents (unless extremely serious) will not amount to hostile environment harassment.

Protected classes are those classes which are protected from discrimination pursuant to federal and District of Columbia law based on race, color, national origin, gender, age, disability, creed, religion, sexual orientation or veteran status. Discrimination and discriminatory harassment based on any of the protected classes is a violation of federal and/or local law.

Retaliation is a materially adverse action that would dissuade a reasonable person from reporting an allegation of discrimination or harassment, or participating in support of an investigation of an allegation of discrimination or harassment. A determination of whether an action is materially adverse is made on a case-by-case basis.

Sexual harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when submission to or rejection of this conduct explicitly or implicitly affects a person's employment or education, unreasonably interferes with a person's work or educational performance, or creates an intimidating, hostile or offensive working or learning environment. Sexual harassment may include incidents between any members of the School community, including faculty and other academic appointees, staff, students, and nonstudent or nonemployee participants in School programs, such as vendors, contractors and visitors. Sexual harassment may occur in hierarchical relationships or between peers, or between persons of the same sex or opposite sex.

Policy Statement:

The Graduate School is committed to maintaining a positive learning environment where all persons who participate in programs and activities can work and learn in an atmosphere free of all forms of harassment, exploitation or intimidation. The School does not tolerate acts of harassment based upon protected classes or related retaliation against or by any student. In the interest of preventing

harassment and the development of a hostile environment, the School responds to all reports of any such conduct. In determining whether the reported conduct constitutes harassment, consideration shall be given to the record of the conduct as a whole and to the totality of the circumstances, including the context in which the conduct occurred.

Sexual Harassment

Sexual harassment should be reported immediately, but must be reported within 180 days of the occurrence. However, under compelling circumstances, a delayed report of sexual harassment may be made, provided it is made within 180 days after a learner has graduated from or left the School. The U.S. Department of Education Office of Civil Rights (OCR) investigates complaints of unlawful harassment of students in educational programs or activities. The OCR may serve as neutral fact finders and attempt to facilitate the voluntary resolution of disputes with the parties. For more information, contact the OCR listed in the telephone directory.

Because sexual harassment frequently involves interactions between persons that are not witnessed by others, reports of sexual harassment cannot always be substantiated by additional evidence. Lack of corroborating evidence, or “proof,” should not discourage individuals from reporting sexual harassment under this policy.

This policy does not cover consensual romantic relationships between members of the School community. However, while romantic relationships may begin as consensual, they may evolve into situations that lead to charges of sexual harassment, subject to this policy.

Responsibility for Reporting

In order to take appropriate corrective action, the School must be aware of discrimination, harassment, hostile environment and related retaliation that occurs in educational programs and activities. Therefore, anyone who believes he or she has experienced or witnessed discrimination, harassment or related retaliation should promptly report such behavior to a School official.

In addition, supervisors, managers and other designated employees are responsible for taking whatever action is necessary to prevent harassment and related retaliation, to correct it when it occurs, and to report it promptly to the appropriate official designated to review and investigate harassment claims. Any manager or supervisor who knew about the harassment and took no action to stop it or failed to report the prohibited harassment also may be subject to disciplinary action.

Response to Reports

The administration must provide clear procedures for promptly responding to charges of discrimination, harassment or hostile environment. A School officer must investigate every allegation of harassment, including informal and third-party reports. Employees will participate with the investigating officer, as appropriate, in investigating charges of harassment and in the process of informal and formal resolution of harassment complaints. Individuals who make complaints of harassment and individuals who are accused of harassment are entitled to due process and to a fair and prompt resolution of the complaint.

Resolution may be attempted through direct informal action, through an informal resolution process, or through a formal grievance process. Both parties will be informed in writing of the resolution.

Affiliated Entities

Students sometimes work or study at the work site or program of another organization affiliated with the Graduate School. When a policy violation is alleged by or against students in those circumstances, the complaint shall be handled as provided in the affiliation agreement between the School and the other entity. In the absence of an affiliation agreement or a provision addressing this issue, the School may, at its discretion, choose to conduct its own investigation or conduct a joint investigation with the affiliated entity.

Disciplinary Action

Any member of the School community who is found to have engaged in harassment is subject to disciplinary action up to and including dismissal. Generally, disciplinary action will be recommended when the harassing conduct is sufficiently severe, persistent or pervasive that it limits the opportunity to participate in or benefit from educational programs. This policy prohibits retaliation against a person who reports harassment, assists someone in a report of harassment, or participates in any manner in an investigation or resolution of a harassment report. Retaliation against a complainant or witness is, in itself, a violation of School policy and the law, and is a serious separate offense. This policy shall not be used to bring false or frivolous charges against students, faculty members or other employees. Those bringing such charges may be subject to disciplinary action.

Confidentiality

All records of harassment and hostile environment and related retaliation reports and investigations shall be considered confidential and shall not be disclosed publicly except to the extent required by law. Individuals with a legitimate need to know will be informed of the complaint in order for the School to conduct a meaningful review of each complaint and for the purpose of determining whether the complaint is isolated, frequent, part of a pattern of practice or pervasive.

Academic Freedom

Robust discussion and debate are fundamental to the life of the School. The School respects the rights of its members to hold, vigorously defend and express their ideas and opinions in an atmosphere of mutual respect, understanding and sensitivity. This policy is intended to protect members of the School community from harassment, exploitation or intimidation, not to regulate protected speech. This policy shall be implemented in a manner that recognizes the importance of rights to freedom of speech and expression. However, freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct that violates federal or state antidiscrimination laws.

VIOLENCE AND THREATENING BEHAVIOR

Policy Statement:

The Graduate School is committed to providing a learning and working environment that is safe for all members of the School community. The School will not tolerate violent acts on its premises or at locations administered by the School or in its programs. This policy of “zero tolerance” extends not only to actual violent conduct but also to verbal threats and intimidation, whether by students, faculty, staff or visitors to the School.

It is the responsibility of all of its employees to attempt to maintain a workplace free from threats and acts of violence for employees, students and visitors to the School. The School urges individuals who have experienced or witnessed incidents of violence to report them to the police, Facilities Director, Security or any School official.

The School does not permit retaliation against anyone who, in good faith, brings a complaint of violence or serves as a witness in the investigation of a complaint of violence.

The School responds promptly to reports of threats and acts of violence, including prompt investigation and timely involvement of law enforcement agencies, when appropriate. Managers and supervisors are specifically empowered to take immediate action to resolve or stabilize violent situations in the workplace, and to protect people from harm.

The School takes disciplinary action, up to and including discharge from employment, against employees of the School who violate this policy. Students who violate the policy are dealt with in accordance with the School’s Code of Student Conduct. Upon request, the School will share the results of disciplinary proceedings against an alleged perpetrator with the victim or the victim’s family, as appropriate. Employees, students or visitors to the Graduate School who engage in violent behavior will be reported to law enforcement authorities as appropriate. The School supports criminal prosecution of those who threaten or commit acts of violence against its employees, students and visitors to its work environment.

The possession of any dangerous weapon, to include any firearm, in any School setting by any person other than a law enforcement officer in the course of his or her duty, is strictly prohibited. Personnel are prohibited from possessing any dangerous weapon, to include any firearm, while on official duty.

Every effort will be made to respect the privacy of all individuals; however, the necessity to investigate and to cooperate with law enforcement authorities may require the disclosure of otherwise confidential information.

Vendors are to be reminded that their employees who conduct business on the Graduate School premises must conform to the requirements of this policy. The School reserves the right to remove from the premises vendor employees who engage in acts prohibited by this policy.

STUDENT CONDUCT

Definitions:

Academic misconduct is any activity that tends to undermine the academic integrity of the institution (e.g., plagiarism or cheating).

Policy Statement:

The Graduate School exists to afford quality educational programs and experiences for the benefit of the students and communities it serves. In order to operate effectively, the School community requires a system of order in which its members, including the faculty, students, administration and staff, support the educational functions and objectives of the School. It is the responsibility of each member of the School community to promote standards of personal integrity that are in harmony with the educational mission of the institution.

As members of the School community, students are expected to respect and value the rights of others, to support the academic environment, and to encourage the proper use of School facilities. Students are expected to observe federal, state and District of Columbia laws, as well as School rules, regulations and policies.

The School may discipline students for academic misconduct and for acts of personal misconduct, including the use of alcohol and other drugs, which occur on School property or at School-sponsored functions. School policies and procedures relating to student misconduct shall be established and set forth in a Code of Student Conduct.

Due process will be afforded to all School students when charged with violating a School policy or regulation. In addition, School policies and procedures providing for the rights of students shall be established and set forth in a Code of Student Conduct. To ensure fairness to victims throughout the student disciplinary process, School policies and procedures providing for the rights of victims shall be established and set forth in the Code of Student Conduct.

CODE OF STUDENT CONDUCT

Purpose:

The Graduate School endeavors to provide a safe environment that encourages learning and critical thinking, fosters academic integrity and promotes goodwill and respectful interaction among all members of the campus community. The School's Code of Student Conduct prohibits any actions and/or behaviors that are contrary to this endeavor.

Policy Statement:

Misconduct

Prohibited actions and/or behaviors include but are not limited to the following:

1. All forms of academic dishonesty, including cheating, plagiarism, using unauthorized material on examinations, submitting the same paper for different classes without acknowledgement, the fabrication of information or making up sources, improper collaboration on individual assignments/projects, and facilitation of other students' violations of academic dishonesty;
2. Forgery, alteration or misuse of School documents, records or identification, or knowingly furnishing false information to the School;
3. Obstruction or disruption of teaching, research, administration, disciplinary proceeding or other School activities, including its public service functions, or of other authorized activities on School premises;
4. Physical and/or psychological abuse or the threat of such abuse of any person on School premises, off-campus sites or locations, or School-sponsored activities, or conduct that threatens or endangers the health or safety of any person;
5. Engaging in any form of sexual harassment or assault; see the "Violence and Threatening Behavior" section of the *Student Handbook*;
6. Acts of harassment — written (any medium used to include but not limited to texting), verbal or physical — that stigmatize or victimize an individual on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, mental status or disabilities;
7. Indecent, lewd, disorderly or obscene conduct or expression;

8. Participating in or inciting a riot or an unauthorized or disorderly assembly;
9. Seizing, holding, commandeering or damaging any property of the School or the property of any other person, or threatening to do so;
10. Refusing to depart from any property or facility of the School upon direction by School officials, security officials, property managers or other person(s) authorized by the President;
11. Unauthorized entry to or use of School facilities;
12. Violation of School policies or campus regulations, including campus regulations concerning the registration of student organizations; the use of School facilities; or of the time, place and manner of public expression;
13. Violation of the technology usage policy;
14. Failure to comply with directions of School officials acting in the performance of their duties;
15. Conduct that adversely affects the student's suitability as a member of the academic community;
16. Use, possession, manufacture or distribution of controlled or illegal substances such as marijuana, cocaine, heroin or lookalike drugs, and use of alcohol contrary to law or to School regulations;
17. Storage, possession or use of firearms, fireworks, explosives or weapons of any kind, including replicas or facsimiles, anywhere on campus. Students who are deputized law enforcement officers and are legally qualified to carry firearms may do so while on campus after checking in with Security, and if their presence does not constitute a disruption.
18. Physically detaining or restraining any other person or removing such person from any place where he or she is authorized to remain, or in any way obstructing the free movement of persons on School premises or at School-sponsored activities;
19. Assistance or encouragement of others to commit violations of the Code of Student Conduct;
20. Violating any rule or regulation not contained within the official School publications but announced as administrative edict by a School official or other person authorized by the President;

21. Violation of the campus and School fire regulations, e.g., failure to comply with emergency evacuation procedures, tampering with fire protection apparatus, etc.
22. Theft or attempted theft of School property or the property of any other person on School premises, or knowingly possessing such stolen property;
23. Violation of School policy on demonstration;
24. Violation of School policy on solicitation and sales;
25. Violation of School policy by smoking;
26. Violation of any local or federal laws;
27. Failure to report witnessed violations of the Code of Student Conduct;
28. Abuse of the student discipline system that includes, but is not limited to, failure to appear for a hearing; falsification, distortion or misrepresentation of information before the hearing officer or committee; disruption or interference of the orderly conduct of student conduct hearings; false accusation of student misconduct; attempting to influence impartiality of a member of the hearing committee prior to and/or during the hearing process; harassment of witnesses or members of hearing committees; and the like.

Procedures:

Reporting Violations

The Registrar is responsible for the administration of disciplinary procedures. Allegations of violations of School policy are accepted for consideration only when the apparent infraction(s) are observed on School property or other locations where the School provides services. Infractions of local and federal laws occurring off campus shall be the sole concern of the civil authorities except when such actions: (1) directly affect the health, safety or security of the School community; (2) affect the School's pursuit of its educational purposes; or (3) occur as a direct result of a School-connected disruption.

Any person may report a student's violation of the Code of Student Conduct to the Registrar. Reports must be made within two (2) business days of the violation on a Code of Student Conduct Violation Report form. These forms are available in the Registrar's Office on the third floor of the main campus, from the Program Coordinator at the Center for Allied Health Education, and in the Human Resources Office.

Review Process

The Registrar will review any alleged violation, give the student the opportunity to present his or her personal version of the incident or occurrence, and will:

- a. Dismiss the allegation(s); or
- b. Facilitate a resolution; or
- c. Impose sanctions.

The Registrar may request a meeting with the student whose conduct is called into question, and the student shall attend such meetings as requested by the Registrar. The student will be notified of all meetings via certified mail at least five (5) business days before the scheduled meeting. Failure to claim any mail will not negate the student's obligations under this procedure. If the student attends the meeting, the Registrar will discuss the case with the student, including the nature and source of the charges and his or her right to appeal to the Student Appeals Committee. If the student fails to schedule and/or attend the meeting with the Registrar within ten (10) business days, the Registrar will proceed with the administrative resolution based solely upon the review of the complaint and in conferral with the Provost.

The Registrar may at any time temporarily suspend from the School or deny readmission to a student, pending final resolution, when the Registrar, in his or her sole opinion, believes that the presence of the student on campus could seriously disrupt the School; constitute a danger to the health, safety or welfare of the School, its members or the student; or when the student's conduct adversely affects the student's suitability as a member of the academic community. After review of the violation report, the Registrar will have the authority to impose appropriate discipline and/or act on the School's behalf in facilitating a resolution. The Registrar shall state the proposed resolution/sanction in writing to the student within five (5) business days of reviewing the complaint. If the resolution involves sanction, the student shall have five (5) days of mailing or seventy-two (72) hours from receipt, whichever is shorter, to accept or reject the proposed discipline by signing the administrative resolution form and returning it to the Registrar. The student's failure to either accept or reject such proposed sanction within the prescribed time frame shall be deemed to be an acceptance, and in such event the proposed sanctions will become final.

Possible Sanctions

Code of Student Conduct violation sanctions may include:

- Oral or written reprimand;
- Referral for mandated evaluation and/or counseling to be undertaken at the student's expense;
- Suspension from the School, or from a School program or activity, for a specific period of time;
- Expulsion from the School, or from a School program or activity, on a permanent basis;
- Denial of readmission to the School, or to a School program or activity;
- Restitution;
- Probation;
- Completion of community service.

Certain Code of Student Conduct violations such as assault, possession of controlled or illegal substances, sexual assault, theft and any other type of physical violence against another member of the School community (not including self-defense) may result in automatic expulsion. Students who have been expelled have the right to follow the appeals process detailed below.

All Code of Student Conduct violations that also violate local or federal law will also be referred to the appropriate authorities.

Appeals to the Student Appeals Committee

1. If the student does not accept the resolution proposed by the Registrar, the student will have the right of appeal to the Student Appeals Committee. The appeal must be submitted in writing and include the basis for the appeal to the Registrar within ten (10) business days of rejection of the Registrar's written administrative resolution. While an appeal is pending, the sanction under the appeal will be enforced.
2. Upon receipt of an appeal for a Code of Student Conduct violation or an academic grievance, the Registrar will notify the Moderator of the Student Appeals Committee and provide the student with the Student Appeals Committee procedures. The Moderator will convene a hearing.
3. The Student Appeals Committee will be appointed annually in August by the Provost and will serve from September through September. The Committee will be made up of at least two faculty members, two staff members, two students and several alternates. The Provost will assign a member of the Committee to serve as Moderator. The Provost will make every effort to appoint a Committee that represents the diversity of the student body. During any hearing at least one faculty member, one staff member and one student should be present. If deemed necessary by the Provost, other Committee members may be appointed to a specific case if the appointed members of the Committee are unable to serve during the particular hearing.
4. This panel will consist of appropriate representatives from the School community. The Moderator shall call the panel, chair the hearing, and charge the panel with the review of the appeal.
5. The Student Appeals Committee will decide whether or not a case warrants a hearing and will either accept an appeal or dismiss it without a hearing. Appeals will be dismissed without a hearing if the Student Appeals Committee finds them to be frivolous, inconsequential or otherwise without merit, or if the student in question has not followed the proper preliminary steps. In cases involving more than one student, the Student Appeals Committee may (or may not) establish procedures to hear such cases together. However, the Student Appeals Committee will make separate decisions for each student.
6. The procedures utilized shall provide for a timely and fair consideration and resolution of the case. Proceedings are not formal judicial trials. Therefore, formal rules of evidence will not apply; however, evidence submitted must be substantial and relevant to the issue under consideration.

7. If the Student Appeals Committee agrees to hear the case, the Moderator will call a hearing and will give written notice of the meeting by certified mail and/or express overnight to all parties involved. The notice will state the date, time and place of the alleged incident, a brief description of the incident, the section of the Code of Student Conduct that the incident was allegedly in violation of, the date, time and place of the hearing, names of persons serving on the Student Appeals Committee, a list of potential witnesses against the student and the nature of their proposed testimony, unless it is determined that providing the names of witnesses might be a threat to the witnesses' welfare. The accused student may request the removal of a member of the Student Appeals Committee on the grounds of personal bias by submitting a written statement to the Moderator specifying the basis of the challenge no later than three (3) business days prior to the hearing. The Moderator will determine whether to sustain or deny the challenge. If the request is sustained, a replacement will be appointed to serve on the Student Appeals Committee.
8. Notices will be mailed to the address the School currently has in its administrative database. Failure by the student to have his or her current, local address on record with the Registrar shall not invalidate such notice. The notice shall be given at least ten (10) business days prior to the hearing, unless a shorter time is deemed necessary, for a good reason, by the Student Appeals Committee's Moderator.
9. Any request from either party for continuance shall be made at least three (3) business days prior to the hearing date, in writing to the Moderator, who will have the authority to continue the hearing if the Moderator judges the request to be timely and for good cause. Only one (1) continuance will be granted. The Moderator shall notify the parties involved of the new date for the hearing. If the student fails to appear at the scheduled time, the Student Appeals Committee may hear and resolve the matter in his or her absence.

Student Rights in the Hearing

1. *General Statement of Procedures* — The student may have one adviser present at the hearing, such as a faculty member, fellow student or other adviser of his or her choice. The student shall notify the Moderator of the name of the adviser and the relationship to him or her at least seventy-two (72) hours before the hearing. The role of the adviser is to give any advice he or she believes pertinent to the advisee, and with approval of the Moderator, may be permitted to make brief statements and to question witnesses on the student's behalf. The adviser may not represent the student in absentia.
2. *Attorney at the Hearing* — A student who designates an attorney as his or her adviser must notify the Moderator at least seventy-two (72) hours before the hearing so that the School may arrange to have legal counsel present. In addition, the attorney should keep the following in mind: The Committee is not a court of law but an educational panel. It is not obligated to follow the formal rules of evidence and procedure. Academic decorum requires an attorney to play a different and

more limited role than in the court. Technical objections without substance, or emotional or aggressive tactics, will not be permitted.

3. *Conduct of the Hearing* — The Moderator will preside at the hearing, call the hearing to order, call the roll of the Committee in attendance, determine that a quorum is present, ascertain the presence or absence of the student charged with misconduct, read the notice of hearing and the charges, and verify the receipt of notice of charges by the student. The Moderator shall verify that the student has been notified by certified mail as set forth in the procedure. If the student has not appeared, the Committee at its discretion may proceed despite the student's absence. The Moderator will report any continuances requested or granted, establish the presence of any adviser or counselor of the student, and call to the attention of the student charged and his or her adviser any special procedures to be employed during the hearing, and to permit the student to make suggestions regarding any procedures to be employed during the hearing or to make objections to them for the Student Appeals Committee to consider.

A. *Opening Statements*

1. The Moderator of the Student Appeals Committee shall make opening remarks outlining the general nature of the case.
2. The member of the School community bringing charges of the School policy violation/academic grievance may make a statement to the Student Appeals Committee.
3. The respondent may make a statement to the Committee about the allegations at this time.

B. *Evidence*

Either the School community member or the student may produce any evidence which the submitting party believes to be material to the issues involved.

Formal rules of evidence shall not apply, and only limited hearsay evidence will be admissible. Brief objections to evidence may be made by either party, but the evidence will be permitted to be introduced regardless of the objections. However, in arriving at its final decision, the Committee will weigh the evidence in light of the objections made and their reasonableness.

1. *School Community Member Evidence*

The School community member will proceed first. The School community member witnesses may be called, and written reports may be introduced as evidence. The student or the student's adviser or counselor may question witnesses and examine evidence at the conclusion of the School's presentations.

2. *Respondent's Evidence*

- i. The student may present evidence through witnesses and in the form of written reports or other documents.

- ii. The School community member may question the student or witnesses and may examine evidence at the conclusion of the student's presentation.

3. Rebuttal Evidence

The School community member or the student may offer any matter in rebuttal of the other's presentation.

C. *Actions Reserved to the Student Appeals Committee*

The Student Appeals Committee is authorized to do the following:

1. Question witnesses and examine evidence;
2. Request pertinent documents;
3. If necessary, request waivers of confidentiality with respect to pertinent documents;
4. Dismiss any appeal at any time, and;
5. Permit or require at any time amendment of the notice of hearing to include new or additional matters which may come to the attention of the Committee before final determination of the case. In such an event, the Committee shall grant to the student or the community member such time as it may determine to be reasonable under the circumstances to answer or explain such additional matters.

D. *General Rules of Decorum*

The following rules of decorum shall be adhered to:

1. All requests to address the Committee will be made to the Moderator.
2. The Moderator will rule on all requests and points of order and may consult with the Academic Vice President prior to any ruling. The Moderator's ruling shall be final, and all participants shall abide by it.
3. Rules of common courtesy and decency shall be observed at all times.
4. An adviser or counselor will be permitted to address the Committee. An adviser may request clarification of a procedural matter or may object on the basis of procedure at any time by addressing the Moderator after recognition.
5. The Moderator has the ability to move the agenda forward and limit discussion if necessary.

E. *Decision of the Student Appeals Committee*

The Student Appeals Committee will, by majority vote, make its findings and conclusion in executive or closed session. In the case of student conduct, separate findings are to be made (1) as to the conduct of the student and (2) on any disciplinary action, if any, which has been imposed. In arriving

at its decision, the Student Appeals Committee should consider the severity of the sanction, the rights of the student and the adherence to due process during the Registrar's facilitation of an administrative resolution. In the case of an academic grievance, the Committee may concur with the findings of the administrative resolution, change or alter the grade, or take other action necessary to adjudicate a resolution.

The Student Appeals Committee sanctions will include actions that are commensurate with the violation or grievance under review. These sanctions may include expulsion, suspension, fine, restitution to the School, probation, warning or any other sanction it deems necessary and/or appropriate.

F. *Findings and Decision*

After deliberation, the Student Appeals Committee will prepare a statement of its findings. This statement will be distributed by the Moderator to the student by certified or express mail, personal service, e-mail, telephone or other means at the School's disposal. One copy shall become part of the case file. Case files will be maintained by the Registrar.

G. *Record of the Case*

All records relating to the case will be kept confidential. The hearing record shall be maintained and kept at least three (3) years, including a taped record of the hearing, by the Registrar. The student has the right to access and copy records presented at the hearings and a copy of the transcript of the hearings(s). The student must request the specific documents in writing to the Registrar, and the Registrar shall provide such documents within ten (10) working days of the decision of the Student Appeals Committee.

H. *Procedural Questions Arising at the Hearing*

Procedural questions which arise during the hearing and are not covered by these general rules shall be determined by the Moderator, whose ruling shall be final. The Student Appeals Committee may, at the request of the Moderator or majority of the members present, go into closed executive session at any time.

I. *Appeals of Decisions Made by the Student Appeals Committee*

A student choosing to appeal the decision of the Student Appeals Committee should follow the procedures for appeals beyond the Student Appeals Committee.

Appeals beyond the Student Appeals Committee

Appeals to the Provost

The decision of the Student Appeals Committee is subject to review only by the Provost or his or her designee. Appeals of the decision of the Student Appeals Committee must be received by the Provost within (10) working days after notification of the decision of the Student Appeals Committee.

Appeal Procedures

The Provost will examine all the documents relevant to the case and collect additional information if necessary. The Provost will make a determination within fifteen (15) business days of receiving the case materials. The Provost will keep a record of all meetings, conferences and investigations relevant to his or her determination.

Final Appeal

In all matters, the decision of the Provost is final.

**GRADUATE SCHOOL
CODE OF STUDENT CONDUCT
VIOLATION REPORT FORM**

Directions:

This document should be used to report student violations of the Code of Student Conduct. It can be completed by students, faculty or staff members.

In accordance with the Graduate School's Code of Student Conduct, this report must be filed with the Academic Vice President within two (2) business days of discovery of the violation. The filing must include any evidence of the violation that is available.

NAME OF PERSON FILING FORM: _____

DATE OF VIOLATION: _____

APPROXIMATE TIME OF VIOLATION: _____

NAME OF ALLEGED VIOLATOR: _____

STUDENT ID NUMBER OF ALLEGED VIOLATOR (if known): _____

LOCATION WHERE VIOLATION OCCURRED: _____

DESCRIPTION OF VIOLATION *(Please be as specific and detailed as possible. Please use additional paper, if necessary.):*

(Please Turn Over to Continue.)

[Description, continued:] _____

INFORMATION ABOUT ANY WITNESSES TO THE VIOLATION:

Name	Daytime Telephone Number	E-mail Address

OTHER COMMENTS: _____

I certify that what I have stated above is true to the best of my knowledge.

Signature of Filer

Date

GRADE DISPUTES

Policy Statement:

Disputes resulting from assignment of grades will be considered on the basis that grades assigned are presumed to be correct unless the student disputing the grade demonstrates otherwise. If a student feels he or she is being graded improperly, or that a grade is based on some standard other than academic performance, the grade dispute process gives the student protection through orderly procedures against prejudices or capricious academic evaluation. The burden of proof to substantiate the existence of an improper grade rests with the student. The student will utilize the informal dispute resolution process before engaging in the formal process. In order to pursue the formal grade dispute process, the student must submit a written request for a hearing to the Academic Grievance and Reinstatement Committee and must demonstrate by clear and convincing evidence that one of the following has occurred:

- The evaluation of the student differs from announced requirements;
- There were belated impositions of requirements;
- The grade is based on criteria other than academic performance in the course;
- Grading criteria do not provide a clear and consistent method of evaluating student work or performance;
- The student's requests for information during the term regarding his or her progress in the course are not responded to in a reasonable time;
- The student's requests for an explanation of how the grade was determined are not responded to in a reasonable time;
- The student is penalized for expressing opinions; or
- The student is given to understand that he or she is removed from a course without due process.

Informal Dispute Resolution Process

Students who believe they have received a grade that is improper will, within one week of receiving the grade, notify the instructor in writing or via e-mail of the dispute and the grounds for the dispute. The instructor will arrange a meeting with the student within one week after receiving notification. If the dispute is not resolved, the student will immediately notify the Department Chair in writing or via e-mail of the dispute and the grounds for the dispute. The Department Chair will arrange a meeting with the student and the instructor within one week after receiving notification, and will attempt to resolve the dispute. In the event the dispute is not resolved, the student has recourse to the formal dispute resolution process by notifying the chair of the Student Grievance and Reinstatement Committee in writing of the reasons for the dispute within one week of the meeting with the Department Chair.

Formal Dispute Resolution Process

The Academic Vice President will appoint a Student Grievance and Reinstatement Committee with responsibility for hearing and deciding the merits of formal grade disputes. The term of Committee members will be two years. The Committee will be composed of two faculty members (one of whom will be appointed as chair), a representative from Student Support Services and two students. The chair of the Committee will schedule meetings and hearings, giving notice to witnesses and all interested parties involved in the case. The chair will distribute materials appropriate for consideration to all parties involved, maintain Committee records, and give written notice of Committee decisions to the parties and to the instructor's immediate supervisor. The chair may reject petitions that do not comply with the requirements for disputes or that go beyond the scope and authority of the Committee, and will refer those disputes to the Academic Vice President.

Within two weeks of receiving written notice of a grade dispute, the Committee will hear all parties with significant information or evidence in the case. All parties will present statements, evidence and witnesses to support their claims. All witnesses must have direct knowledge of the case. The Committee chair may appoint a Committee member to seek additional documentation and testimony. The Committee will arrive at a decision after all nonmembers have been dismissed from the hearing. Only Committee members who have heard all of the testimony and evidence may vote. A written statement, with the rationale for the decision, will be mailed to both sides in the case and to the instructor's immediate supervisor.

The decision of the Committee shall be considered final.

If questions arise regarding the academic standing of the student while the grade dispute is pending, the Registrar will make a determination of the student's standing. The Registrar may extend deadlines in extenuating circumstances.

INCOMPLETE GRADES

Policy Statement:

The grade of “I” (Incomplete) will be awarded in bona fide emergency situations, at the request of the student (with credible supporting documentation) and at the discretion of the instructor. (A student’s desire to avoid a low grade is not a legitimate reason to award a grade of “I.”) The grade of “I” is granted only to students who have completed at least 75% of the course work.

At the time the student requests that the instructor consider granting a grade of “I,” the student must have earned a minimum of a “C” in the course. If the instructor agrees to give a grade of “I,” the student must submit the Contract for a Grade of Incomplete (signed by the student, instructor and appropriate Department Chair) to the Office of the Registrar before the last day of classes of the term. The Contract specifies the work to be completed and the deadline for completion; the deadline may not be later than the midterm of the following semester (fall or spring). Upon completion of the work within the specified time frame, the instructor submits a grade to the Registrar and the student is notified of the grade assignment.

A student who does not complete the work required in the Contract for a Grade of Incomplete by the deadline imposed by the instructor will receive the grade of “F” for the course. The grade of “F” will automatically be assigned by the Registrar; the student and instructor will be notified of the grade assignment.

In extreme circumstances, the Department Chair may initiate an “I” grade on behalf of a student, especially when the student is incapable of doing so prior to the last day of classes for the term.

CONTRACT FOR A GRADE OF INCOMPLETE

Graduate School
600 Maryland Avenue SW
Washington, DC 20024

Student's name (Last) _____ (First) _____ (M.I.) _____ ID# _____

Local address _____

City _____ State _____ ZIP code _____ Phone (____) ____ - ____

Year of expected graduation _____ Program _____

Course number _____ Course title _____

Term & year course was taken _____ Instructor _____

Policy

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At the time the student requests that the instructor consider granting a grade of "I," the student must have earned a minimum of a "C" in the course. If the instructor agrees to give a grade of "I," the student must submit the Contract for a Grade of Incomplete (signed by the student, instructor and appropriate Department Chair) to the Office of the Registrar **before the last day of classes of the term**. The Contract specifies the work to be completed and the deadline for completion; the deadline may not be later than the midterm of the following semester (fall or spring). Upon completion of the work within the specified time frame, the instructor submits a grade to the Registrar and the student is notified of the grade assignment.

A student who does not complete the work required in the Contract for a Grade of Incomplete by the deadline imposed by the instructor will receive the grade of "F" for the course. The grade of "F" will automatically be assigned by the Registrar; the student and instructor will be notified of the grade assignment.

In extreme circumstances the Department Chair may initiate an "I" grade on behalf of a student, especially when the student is incapable of doing so prior to the last day of classes for the term.

Reason for requesting "Incomplete" grade:

Required course work to be made up:

Method by which student will make up this work (*explain in detail*):

Deadline for completing this work (not to exceed the midterm of next semester, as stated in the Academic Calendar, including adequate time for evaluation and grade assignment): _____

I certify that I understand the terms of this Contract for a Grade of Incomplete. I understand that "Incomplete" grades have implications on financial aid, and that it is the student's responsibility to address these issues.

Student's signature: _____

Date: _____

I certify that I understand the terms of this Contract for a Grade of Incomplete. I understand that it is the instructor's responsibility to evaluate course work submitted by the due date and to provide a completed Official Change of Grade form to the Registrar's Office by the midterm of next semester.

Instructor's signature: _____

Date: _____

Department Chair's signature: _____

Date: _____

Copies: Original – Registrar's Office Copy – Department Chair Copy – Student Copy – Instructor

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