



# Academic Programs

**Faculty Handbook 2013–14**

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## DISCLAIMER

The contents of this publication provide guidance but do not create contractual rights and do not in and of themselves create any legal obligation on the part of the reader or Graduate School USA, unless superseded by other authorized written agreement. The information provided may be changed by the School from time to time and without notice. If a question arises as to the most current official policy or procedure, the Provost's Office should be contacted.

## DISABILITY SUPPORT

Graduate School USA 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 600 Maryland Avenue, 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](mailto:carolyn.nelson@graduateschool.edu)

### *Employment Access*

Andrea Hill (202) 314-3351; 600 Maryland Avenue SW, Suite 180, Washington, DC 20024;  
[andrea.hill@graduateschool.edu](mailto:andrea.hill@graduateschool.edu)

### *Facilities Access*

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

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

## EQUAL ACCESS/NONDISCRIMINATION

Graduate School USA 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, audiotope, etc.) should contact Carolyn Nelson, Special Accommodations Coordinator, at (202) 314-3349.

Graduate School USA is an equal opportunity provider and employer.

Questions regarding this policy or complaints of discrimination should be addressed to Andrea Hill at (202) 314-3351; 600 Maryland Avenue SW, Suite 180, Washington, DC 20024; [andrea.hill@graduateschool.edu](mailto:andrea.hill@graduateschool.edu).

## **AFFIRMATIVE ACTION/EQUAL OPPORTUNITY**

Graduate School USA 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 Graduate School USA.

Questions concerning this policy should be addressed to:

Andrea Hill, Director of Human Capital  
Management, EEO Officer, (202) 314-3315

## **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 USA community who wishes to obtain further information regarding sex offenders/predators in his or her area may refer to the following website: 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 email must be reported, in writing, to Andrea Hill, (202) 314-3315, 600 Maryland Avenue SW, Suite 180, Washington, DC 20024, [andrea.hill@graduateschool.edu](mailto:andrea.hill@graduateschool.edu), immediately upon change.

## **OFFICIAL COMMUNICATION WITH FACULTY MEMBERS**

Every faculty member is provided with an official Graduate School USA email account.

Official correspondence from the School will be sent to faculty members' Graduate School USA email addresses ONLY.

## **LOCATION AND TRANSPORTATION**

Graduate School USA instructional facilities are located at 600 Maryland Avenue SW, in the Capital Gallery. A parking garage is available at the 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 Street and Maryland Avenue exit).

## ACADEMIC CALENDAR FALL 2013 - SUMMER 2014

### Fall 2013 Semester (15 Weeks)

Preliminary Schedule of Classes Available	June 3, 2013
Last Day to Request a Course Substitution or Waiver	August 9, 2013
Registration	August 12-24, 2013
Pre-semester meetings and training for Faculty	August 20-24, 2013
Fall Semester Classes Begin	August 24, 2013
Late Registration/Schedule Adjustment	August 26 – 31, 2013
School Closed - Labor Day Holiday	September 2, 2013
Last Day to Withdraw with a Refund	One business day BEFORE the third class meeting
	October 8, 2013
Last Day to Apply for Fall Graduation	October 14, 2013
School Closed - Columbus Day Holiday	October 15 - 21, 2013
Mid-Term Week	October 21, 2013
Last Day to Change Grades of Incomplete for Spring and Summer 2013	October 28, 2013
Last Day to Change from Credit to Audit	October 28, 2013
Last Day to Officially Withdraw	October 28, 2013
P.T. Faculty Mid-Term Payment of Stipend	October 25, 2013
School Closed - Veteran's Day Holiday	November 11, 2013
No Classes	November 27, 2013
School Closed - Thanksgiving Holiday	November 28 - 30, 2013
Final Week	December 9 -14, 2013
Classes End	December 14, 2013
Final Grades Due to Registrar	December 17, 2013
Course and Program Outcomes Assessments Due to Dean	December 17, 2013
P.T. Faculty Final Payment of Stipend	December
School Closed - Christmas Day Holiday	December 25, 2013

### Spring 2014 Semester (15 Weeks)

Preliminary Schedule of Classes Available	November 4, 2013
School Closed - New Year's Day	January 1, 2014
Last Day to Request a Course Substitution or Waiver	January 10, 2014
Registration	January 13 - 25, 2014
School Closed - Martin Luther King's Birthday Holiday and Inauguration Day	January 20, 2014
Faculty Pre-semester meetings and training	January 21-25, 2014
New Student Orientation	January 18, 2014
Spring Semester Classes Begin	January 25, 2014
Late Registration/Schedule Adjustment	January 27 - February 1, 2014
Last Day to Withdraw with a Refund	One business day BEFORE the third class Meeting
	February 17, 2014
School Closed - President's Day Holiday	March 3, 2014
F-T Faculty Self Evaluation and Promotion Packets due to Department Dean	March 3, 2014
Last Day to Apply for Spring Graduation	March 18 - 24, 2014
Mid-Term Week	March 24, 2014
Last Day to Change Grades of Incomplete for Fall 2013	March 31, 2014
Last Day to Change from Credit to Audit	March 31, 2014
Last Day to Officially Withdraw	March 31, 2014
P.T. Faculty Mid-Term Payment of Stipend	April 3, 2013
Faculty Visits and Personal Contacts Form – to Department Dean	April 30, 2013
Final Week	May 6 - 12, 2014
Classes End	May 12, 2014
Final Grades Due to Registrar	May 15, 2014
Course and Program Outcomes Assessments Due to Dean	May 15, 2014
Last Day to Apply to Participate in Commencement	May 19, 2014
Commencement	TBD

## Summer 2014 Term (10 Weeks)

Preliminary Schedule of Classes Available	March 10, 2014
Last Day to Request a Course Substitution or Waiver	May 23, 2014
Registration	May 19 - June 6, 2014
School Closed - Memorial Day Holiday	May 24-26, 2014
New Student Orientation	May 31, 2014
Last Day to Apply for Summer Graduation	June 2, 2014
Summer Term Classes Begin	June 2, 2014
Late Registration/Schedule Adjustment	June 2 - 6, 2014
Last Day to Withdraw with a Refund	One business day BEFORE the third class meeting
No Classes	July 4, 2014
School Closed - Independence Day Holiday	July 4,-5, 2014
Mid-Term Week	June 30 – July 7, 2014
P.T. Faculty Mid-Term Payment of Stipend	July 18, 2014
Last Day to Change from Credit to Audit	July 14, 2014
Last Day to Officially Withdraw	July 14, 2014
Final Week	August 4 - 9, 2014
Classes End	August 9, 2014
Final Grades Due to Registrar	August 12, 2014
Course and Program Outcomes Assessments Due to Dean	August 12, 2014

\* Graduate School USA has one commencement ceremony each year in June. Students who graduate in the summer term, fall or spring semesters are encouraged to participate.



# SECTION 1: General Information

## **ACCREDITATION (1.01)**

Effective November 15, 2012, Graduate School USA is a candidate for accreditation by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia PA 19104 (267) 284-5000. Candidate for Accreditation is a status of affiliation with a regional accrediting commission which indicates that an institution has achieved recognition and is progressing toward, but is not assured of, accreditation. It has provided evidence of sound planning, seems to have the resources to implement the plans, and appears to have the potential for obtaining its goals within a reasonable time.

Graduate School USA is licensed by the D.C. Higher Education Licensure Commission.

## **GRADUATE SCHOOL USA MISSION (1.02)**

Graduate School USA 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, Graduate School USA 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, Graduate School USA 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 (1.03)**

The Academic Programs Division of Graduate School USA 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 USA VISION (1.04)**

Graduate School USA 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 USA INSTITUTIONAL GOALS (1.05)**

- 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, DC, the nation, and the world
- Deliver to organizations training, education, and consulting services which build a knowledgeable, skilled workforce 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 (1.06)**

Welcome to Graduate School USA's faculty.

We are taking the early steps on a journey that will be rewarding, exciting, and challenging as Graduate School USA 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 Graduate School USA stand ready to support you as we collectively support our students.

Elaine Ryan, Ed.D.

Provost

## Academic Programs: 2013–14 Faculty Handbook



## IMPORTANT CONTACT INFORMATION (1.08)

Provost	Elaine Ryan, Ed.D.	(202) 314-3641
Executive Assistant to the Provost	Keyla Caldwell	(202) 314-3641
Director, Enrollment Management and Student Services	Lesha Gregory	(202) 314-3651
Registrar	Carolyn Nelson	(202) 314-3349
Interim Department Dean, Management	Liping Zhang	(202) 314-3682
Department Dean and Program Director, Health and Sciences	vacant	(202) 314-3647
Interim Director, Medical Laboratory Technician Program	Kierstin Reynolds-Beavers	(202) 314-3652
Department Dean, Arts, Humanities, and Social Sciences	Barbara DeGorge, Ph.D.	(202) 314-3658
Evening Support Staff		(202) 314-3620
Help Desk		(202) 314-3389

## HOLIDAYS (1.09)

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 Graduate School USA's website for other important dates.

# SECTION 2:

## FACULTY EMPLOYMENT-RELATED MATTERS

### INTRODUCTION (2.01)

It is the policy of Graduate School USA to employ, retain, and reward competent faculty members who are well qualified to accomplish its mission and goals. Graduate School USA does not offer faculty tenure. Faculty members are expected to follow the policies of the School, including those found in the *Employee Handbook*. The following terms are used throughout this section and have the following meanings:

- Credentials include a current curriculum vita 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 form, 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 high school, 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 appropriate to the level to be taught.
- Teaching discipline means the field taught or a closely related one.

### FACULTY TEACHING LOAD (2.02)

**Full-time faculty** members teach fifteen (15) credit hours during each fall and spring semester. These faculty members have an employment contract with Graduate School USA, 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 implements 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 Graduate School USA is not obligated to assign courses for them to teach. The administration implements a system for the evaluation of adjunct faculty focused on improvement. Adjunct faculty members who teach both credit and non-credit/continuing education courses teach no more than the equivalent of half of a full-time teaching load as determined by the Department Dean.

## FACULTY QUALIFICATIONS (2.03)

New faculty members are 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 Dean.
- 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 Dean.
- 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 Dean.

Falsification of credentials is grounds for immediate termination.

All faculty teaching credit courses will meet Graduate School USA'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**—Exceptions 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 Dean to the Provost. Such documentation shall be included in the employee's file.

## FACULTY RANK (2.04)

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 Graduate School USA. Faculty members may not apply for promotion in rank unless they are completing their fourth year in the current rank. The standards and processes for promotion in rank appear in Appendix XIV. The Board shall approve all faculty promotions.

All documentation of faculty credentials is submitted to the Human Capital Management Department.

## **LEAVE, DELAYED ARRIVALS, AND SUBSTITUTES (2.05)**

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

Faculty members are expected to conduct all classes for the entire class period as specified in Graduate School USA's Academic Programs Schedule of Classes. In the case of a delayed arrival, the faculty member is expected to notify the Department Dean in advance of the start of class; the School will notify students by email and post a notice on the classroom door. If advance notice is not possible, the faculty member 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 the faculty member does not arrive and students do not receive other instructions, students may leave without penalty after 30 minutes and after notifying the evening support staff member.

Faculty members who notify the Department Dean 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 Dean in advance in non-emergency situations, or excessive absences on the part of a faculty member (more than two in a term), may result in loss of pay.

**In the event of cancelled class time, such as closure of the School due to inclement weather, alternate class session or activities to meet the required contact hours will be added to the course outline upon approval of the Dean.**

## **GUEST SPEAKERS (2.06)**



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 (2.07)**

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 USA 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 Graduate School USA.

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 Graduate School USA. 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.

Graduate School USA 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 (2.08)**

Faculty members are encouraged to engage in research. They should review the policy on Intellectual Property and clarify any property rights issues prior to beginning a research project.

## **SOLICITATION (2.09)**

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 Graduate School USA.

## **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 the Department Dean. 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 Dean.

## **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 Course Evaluation**

One of the purposes of student course evaluation is 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.

#### **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 Dean 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 Dean. Student evaluations will occur each year, however.

#### B. Professional Development Plan

Before April 30 each year, the Department Dean 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 Graduate School USA administer standardized student course evaluations in all classes for two years. These are reviewed by the Department Dean and Provost.
- Class visits and a review by the Department Dean or a peer (usually a full-time member of the department who is assigned to this task by the Dean) 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 Dean, with a minimum requirement that all instructors administer student course evaluations at least one term annually in all courses taught, and that periodic class visits and review are needed to document satisfactory teaching.

### **FACULTY ORIENTATION PROGRAM (2.12)**

The Orientation Program introduces faculty to the policies and procedures of Graduate School USA. Orientation covers the basics of academic policies and practices, record keeping systems and submission of grades, the student conduct process, students with disabilities and a review of available resources. Faculty also may receive an additional introduction to Blackboard if they have not used it previously.

In addition, there is a session on harassment, as well as a session on benefits available through the Human Capital Management Department.

Orientation programs are held fall, winter, and spring terms.

Faculty members are required to attend an orientation program.

### **DEVELOPMENT OPPORTUNITIES (2.13)**

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, faculty may fulfill their development obligation by attending off-site workshops, conferences, or other professional activities which do not fall within duty hours. While adjunct faculty members have a limited development requirement, they are invited to attend any activities of interest. Academic Programs Division provides development opportunities via a Faculty Development site (via a Blackboard platform). The site features presentations, articles, webinars, etc. on a cross-section of teaching and higher education topics including student learning outcomes, assessment, classroom management,

If faculty members have any questions, have suggestions for workshops, or would like to be a workshop presenter, they are invited to contact the Department Dean.

# SECTION 3:

## FACULTY ACADEMIC RESPONSIBILITIES

### INTRODUCTION (3.01)

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 Graduate School USA 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 GRADUATE SCHOOL USA STANDARDS (3.02)

A syllabus is the document that a faculty member provides to students as a course outline and statement of expectations. Graduate School USA 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 with a syllabus which has been reviewed and approved by the Department Dean in advance. Once approved, the syllabus must be executed and may not be modified without prior consent from the Department Dean.

### DETERMINING AND ADMINISTERING A CLASS ATTENDANCE POLICY (3.03)

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. Faculty members may advise students to withdraw from the course for excessive absences or tardiness.

Faculty members are required to take attendance and to provide the Registrar's Office with attendance records for the entire term. Additionally, faculty members 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). Faculty members are expected to notify the Academic Advising Office of any student who misses the first class or 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.

A faculty member may not refuse to allow a student to submit work after a deadline that she missed because of absences due to pregnancy or childbirth. Additionally, if grading is based in part on class attendance or participation, the student should be allowed to make up the work she missed so that she can be reinstated to the status she had before the absence.

### **MAKING APPROPRIATE ACCOMMODATIONS FOR STUDENTS' RELIGIOUS OBSERVANCES (3.04)**

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, to miss an exam, or to reduce the student's grade for missed work. If, after discussion, the faculty member and the student cannot agree on a reasonable accommodation, either or both should refer the matter to the Department Dean for resolution.

### **ENFORCING PREREQUISITES AND COREQUISITES (3.05)**

Course prerequisites and co-requisites are checked at the time students register for classes. If the faculty member believes a student does not have the requisite skills to be successful in the class, the Academic Advising Office should be notified. The Academic Advising Office will check the student's academic record and enforce prerequisites and co-requisites.

### **ENFORCING ACADEMIC HONESTY (3.06)**

Upholding the principles of honesty and integrity in an academic setting is of paramount importance. Since an institution of higher education authenticates the learning that its students and graduates achieve, it is essential that credit on academic transcripts and the certificates and degrees that the institution awards be based on *bona fide* student performance. Behavior that undermines integrity and honesty damages the credibility of the School, its students and graduates and the credentials that they earn. Cheating and plagiarism are fundamentally deceitful and contrary to the values of honesty and taking responsibility for one's own work. Grades and credentials (i.e. certificate or degree) must reflect the work honestly done by each student.

Faculty members 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 the Form for Reporting Incidents of Academic Dishonesty (STU-130-F2) See Appendix X-A. These forms must be submitted to the Department Dean within two days of the discovery of the violation. Faculty members 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.

### **Components of the Academic Honesty Program: Education and Enforcement Education**

Higher education has norms for citing the sources of information that may be unfamiliar to students, so while the Graduate School USA makes an assumption of honesty at the outset relative to all students, there are practices of ethical behavior in any academic setting that need to be understood and emphasized. Knowledge of what constitutes plagiarism and how to prevent it as well as recognition of what constitute cheating and dishonesty can help to remove misunderstanding from expectations regarding academic honesty. Accordingly, the following are activities and documents specific to the Graduate School USA whereby students may become informed about Academic Honesty:

- New Student Orientation includes information on plagiarism and academic honesty in general.
- The Standard School Syllabus for any course references plagiarism and cheating and the *Student Code of Conduct*.
- Each course (as appropriate for content and level) includes specific instruction relative to what constitutes proper and improper academic behavior, including cheating, using electronic devices to store or communicate exam related information, plagiarism, submitting someone else's work as one's own, ghost-writing, purchasing or downloading papers written by others, and so forth.
- Faculty development activities raise awareness of gaps in students' preparation and familiarity with plagiarism and discuss methods of encouraging academic honesty in all course related activities.
- Academic Honesty Pledge (signed after admission and before attendance begins in courses at the Graduate School USA), included in *Student* and *Faculty Handbooks* and signed copy in students' files. (See APPENDIX X B Academic Honesty Pledge.)
- Affirmation of Honesty is signed by each student attesting that the student's work is his/her own and submitted with examinations and major assignments. (See APPENDIX X C Affirmation of Honesty.)
- A very useful website on recognizing and preventing plagiarism should be recommended to students: Indiana University's "How to Recognize Plagiarism" contains a tutorial on plagiarism and a short self-test that is a good teaching tool and discussion starter for any class.
- Handouts and flyers on plagiarism and cheating are provided through Student Services in the student lounge, library and online.
- *The Student Informer*, a Student Services newsletter is published each semester containing periodic updates and information on academic honesty.

### Enforcement

In addition to the repeated educational efforts instructors make in each class about the value of academic honesty and the evils of cheating and plagiarism, faculty should also strive to make it difficult to cheat on tests or to plagiarize assignments. Some strategies include: carefully proctored examinations, spaced seating during tests, test banks, not using the same test each term, the use of plagiarism detection software, writing assignments that are submitted through a series of drafts and not simply as a final paper, requiring a series of shorter papers that build the student's skill in paraphrasing and citing sources, and so on.

Students will have had opportunities to learn what constitutes cheating and plagiarism (orientation, the signing of the honesty pledge, the standard course syllabus, and all the educational initiatives cited in the previous section of this *Handbook*). Nonetheless, if a student submits a plagiarized assignment, and the faculty member believes that the student was unclear on the meaning of plagiarism or proper citation expectations, the faculty may require that the student redo the assignment. In such cases, the faculty member must provide a brief memorandum to the Registrar outlining the situation. Should the student again plagiarize, that memorandum will serve as evidence that the student should have been aware of the expectations of academic integrity.

Incidents of academic dishonesty that are not the result of student misunderstanding must be addressed in a timely fashion (report to the Department Dean within two business days on Form STU 130-F2 referenced below). Following are the elements of enforcement of academic honesty contained in the Faculty and Student handbooks:

- *Faculty Handbook*
  - Enforcing Academic Integrity (3.6)
  - Ensuring that students enrolled in online courses receive a proctored final exam (3.13)
  - Syllabus Template (including links to websites on plagiarism and academic honesty)
  - Appendix VI Copyright
  - Appendix X Student Conduct
  - Appendix X-A: Form for Reporting Incidents of Academic Dishonesty (STU-130-F2)
  - Academic Honesty Pledge (Appendix X-B) and Attestation of Honesty in student work (Appendix X-C)
- *Student Handbook*
  - Academic Honesty
  - Cheating
  - Plagiarism
  - Copyright
  - Academic Honesty Pledge and Attestation of Honesty in student work

### **UTILIZING THE LEARNING MANAGEMENT SYSTEM (3.07)**

Blackboard is an online course management and delivery resource provided by Graduate School USA 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. Graduate School USA offers Web-based training on how to use Blackboard.

### **TAKING NORMAL SECURITY MEASURES (3.08)**

Faculty members 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 (3.09)**



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, faculty members are to instruct students on the specific behavior expected and, if students do not comply, instruct the offending students to leave the classroom, dismiss the class, call Security at (202) 484-3780, or, if warranted, dial 911. If 911 Emergency is called, the evening support staff and building security must be notified as soon as possible.

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

### **DETERMINING STUDENT GRADES AND ADMINISTERING CONTRACTS FOR GRADES OF INCOMPLETE (3.10)**

Faculty members must indicate on the syllabus the standards they will apply in determining grades. It is important that standards 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, Graduate School USA will rely on the written grading standards in determining whether the student has been treated fairly.

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

#### **GRADE**

A	Excellent (90-100%)
B	Good (80-89%)
C	Fair (70-79%)
D	Poor (60-69%)
F	Failure (below 60%)

The academic department may have a different grading standard.

Faculty members 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. Failure to provide documentation on the assessment of student learning outcomes will result in the withholding of the faculty member's final pay check.

Before the last week of classes, Final Grade Sheets are distributed by the Office of the Registrar. Faculty members must record each student's grade and attendance on the Final Grade Sheet and return the sheet to the Office of the Registrar. **All grades must be submitted within three business days of the end of the term and all students must receive a grade.** Names may not be added to the Final Grade Sheet. Failure to provide completed grade sheets on time is considered a breach of contract. Failure to provide final grades will result in the withholding of the faculty member's final pay check.

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 Dean) to the Office of the Registrar before the last day of classes for 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) and should be earlier if circumstances warrant (e.g. if only a final exam or brief assignments remain due). 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. (see Appendix XII).

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 Dean 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.

### **CHANGING STUDENT GRADES (3.11)**

Missing grades, changes of 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;
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 an Official Grade Change form and submitted to the Registrar’s Office (see Appendix III).

Changes of grades of “Incomplete” 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 Dean and the Registrar. Any other requests to change grades must be approved by the Provost.

### **PARTICIPATING IN THE EARLY ALERT SYSTEM (3.12)**

Throughout the term, faculty members are required to evaluate the performance of students and to notify the Academic Advising Office and the students who have less than satisfactory performance in the course (see Early Alert Monitoring System in Appendix XVII) Students so notified are expected to meet with the faculty

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member or assigned advisor to develop a plan to address the problems. Faculty members may want to engage the assistance of the Academic Advising Office.

### **COMPLYING WITH GRADE DISPUTE, STUDENT GRIEVANCE, AND STUDENT DISCIPLINE PROCESSES (3.13)**

Faculty members are expected to participate in the informal and formal student grade dispute, student issues and complaints, and student discipline processes and to respect the findings of School officials and the Appeals Committee, as appropriate (see Grade Dispute Policy in Appendix XI and Student Issues and Complaints policies and procedures in the *Student Handbook* and *Academic Catalog*).

### **PARTICIPATING IN TRAINING IF TEACHING ONLINE COURSES (3.14)**

Faculty teaching online courses are required to participate in a two-week training program prior to teaching an online course. The training program provides information on best practices in online education as well as the processes and standards applied by Graduate School USA.

### **ENSURING THAT STUDENTS ENROLLED IN ONLINE COURSES RECEIVE A PROCTORED FINAL EXAM (3.15)**

A final exam is required of all students enrolled in online courses, and the exam must be proctored. The policy and procedure for exam proctoring appears in Appendices XV and XVI. Faculty members teaching online courses may not excuse students from the final exam and may not provide an alternative to the proctored exam. The Registrar's Office will request the final exam from the faculty member and will return the completed exam to the faculty member for grading. Faculty members should ensure that students have submitted the proctor request form by the end of the second week of the term. Students who take their examinations in Washington, DC will have two alternatives: Monday, Tuesday, Wednesday or Thursday evening or Saturday morning of Final Examination Week.

### **OBTAINING LIABILITY WAIVERS (3.16)**

Faculty members 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 Graduate School USA, students must complete liability waivers (available from the Department Dean). Faculty members should complete the form in its entirety, taking care to include on the form all potential threats/risks 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 Dean.

### **EVACUATING IN THE EVENT OF AN EMERGENCY (3.17)**

Faculty members are expected to be familiar with the Emergency Evacuation Plan and should, in the case of an emergency, evacuate the classroom in an orderly manner. Faculty members are expected to stay with

disabled students during emergencies. It is the responsibility of each faculty member to read the School's Health and Safety Plan, available at

[http://www.graduateschool.edu/index.php?option=com\\_content&task=view&id=697](http://www.graduateschool.edu/index.php?option=com_content&task=view&id=697).

### **COOPERATING WITH THE COURSE EVALUATION PROCESS (3.18)**

Student course evaluations are administered electronically the week prior to the final week of the semester/term by the Office of Institutional Research. The results of course evaluations are shared with faculty members by the Department Dean.

### **ACCOMMODATING STUDENTS WITH SPECIAL NEEDS (3.19)**

Faculty members are expected to cooperate with the Special Accommodations Coordinator and other Graduate School USA 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; email: 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 between 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 (3.20)**

Faculty members may call 911 for medical emergencies or may ask the reception desk attendant to do so. The reception desk attendant must be notified if the faculty member has called 911 in order that he or she may direct medical personnel to the appropriate location. Within 24 hours of the emergency, the faculty member must file an Incident Report with the Department Dean. The Incident Report form is found in Appendix II of this *Handbook*.

## **MEETING CLASSES (3.21)**

Faculty members are expected to conduct class for the entire time the class is scheduled to meet, with the exception of breaks (see below). Non-classroom learning experiences that accomplish student learning objectives must appear on the course syllabus and must be approved by the Department Dean.

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 (3.22)**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of students and their 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, 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 grade record books. 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 USA 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, Social Security numbers (in full or in part) must never be used as identifiers.

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

For additional information regarding FERPA, consult the *Academic Catalog* or contact the Registrar’s Office. Faculty members who are asked to disclose information about individual students should feel free to refer the request to the Registrar.

## COMPLYING WITH INTELLECTUAL PROPERTY AND COPYRIGHT POLICIES (3.23)

Graduate School USA encourages the production of creative and scholarly research, works, and inventions, known broadly as intellectual property, among faculty members, students, and staff. The products of this scholarship may create rights and interests on behalf of the creator, author, inventor, sponsor, and Graduate School USA, as well as the general public. In order to understand rights and responsibilities associated with intellectual property it is necessary to become familiar with Graduate School USA's policy on Intellectual Property (see Appendix VII). Faculty members who anticipate using student work outside the immediate context of the class for which it was created should 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. Graduate School USA 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 that may legally be used in teaching, it is important that faculty members become familiar with the policy and consult the copyright laws and/or seek advice when unclear about copyright requirements.

## BEING AWARE OF AND ENFORCING STUDENT BEHAVIOR POLICIES (3.24)

The Code of Student Conduct appears in Appendix X. Faculty members are expected to enforce the behavior policies of Graduate School USA 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 USA Facilities**— With the exception of guide and service animals, no animals are permitted on Graduate School USA 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 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 USA personnel will call the police if any child is found unaccompanied by a responsible adult.

If, despite this policy statement, a student brings a child to class, faculty members may act at their discretion in handling the immediate situation; but, in all cases, they will 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.

- **Drug and Alcohol Use**—To help ensure the safety and well-being of faculty, staff, students, and the general public, Graduate School USA 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 USA facilities.

- **Harassment and Hostile Environment, and Violence and Threatening Behavior**—It is important that faculty members be aware of Graduate School USA'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 anti-discrimination laws.

Graduate School USA 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, School officials must be made 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 (3.25)**

Graduate School USA 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 (see Appendix XIII). 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 also required to be actively engaged in student learning outcomes assessment of programs and/or the general education core. Department Deans 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 (3.26)**

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

### **RETAINING CLASSROOM ARTIFACTS (3.27)**

Faculty members are expected to provide to the Department Dean the following artifacts from each course:

- Major papers and examinations earning high, medium and low grades

- Supplementary materials distributed to the class

- Examples of materials used to assess learning outcomes assessment

# SECTION 4: SUPPORT SERVICES

## TEXTBOOKS AND INSTRUCTIONAL MATERIALS (4.01)

Specialty Books is the textbook vendor for Graduate School USA. Complimentary copies of texts, teachers' manuals, and workbooks, as well as desk copies for review, are available through the Department Dean. Examination copies from publishers are available to faculty members who are either 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) and who have not previously received a copy of the requested book. Upon completion of the course, the Department Dean may request return of textbooks.

The Department Dean completes the Specialty Books Request for Exam/Review Copy form, submits it to the Specialty Books point of contact, and verifies for Specialty the instructor's teaching assignment and status.

It is the intent of Graduate School USA to minimize the cost of textbooks to students while maintaining the high quality of education and academic freedom. Each term, faculty members have the opportunity to review the textbooks selected for the successive term and recommend changes to the Department Dean. 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 are not 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 Appendix VI).

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 (4.02)

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 Deans 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;
- d. to accommodate a student or faculty member with a documented disability.

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

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

#### **OFF-SITE USE OF GRADUATE SCHOOL USA PROPERTY (4.03)**

When Graduate School USA moveable 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 completed 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 USA 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. (The Loaner Equipment Request form is found on the Intranet under "Resources" and "Information Systems.")

#### **MAIL (4.04)**

Faculty members may pick up mail from the second floor reception desk.

#### **FACULTY EMAIL ACCOUNTS (4.05)**

The School assigns email accounts to all faculty members upon hire. The School corresponds with faculty members using through their School email accounts only; faculty members are expected to conduct School business using their School email accounts only.

#### **AUDIOVISUAL EQUIPMENT AND SERVICES (4.06)**

Most common types of audiovisual equipment (VCRs, projectors, and players of all kinds) are available. Arrangements for these services must be made well in advance with your Department Dean's office. If the course will make frequent use of audiovisuals, the faculty member should notify the Department Dean's office prior to room scheduling. If audiovisual/computer equipment is needed, the Classroom Equipment Request form is completed and submitted 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 (4.07)**

Photocopiers are available on the first and second floors. Copyright guidelines are included in Appendix VI of this handbook. Faculty members requesting large quantities must complete the Print Request form, available from the Evening Support Staff, at least one week in advance.

#### **LOST AND FOUND (4.08)**

All found items are given to the lobby reception desk.

#### **LIBRARY (4.09)**

Graduate School USA has subscriptions to electronic library services. (See Appendix V for instructions on accessing the electronic library.) Faculty members may request additional databases through the Department Dean.

#### **WEBSITE (4.10)**

The address for Graduate School USA's home page on the Web is [graduateschool.edu](http://graduateschool.edu). The website contains important and useful information regarding the School.

#### **SUPPLIES (4.11)**

Office and classroom supplies are available through the Evening Support staff.

#### **PROCTORING OF TESTS AND EXAMS (4.12)**

Faculty members who need proctoring services for make-up tests or exams may utilize the proctoring service provided by the Office of the Registrar. The procedure for proctoring at Graduate School USA appears in Appendix XVI. A cover sheet must be completed for each student taking the test.

#### **STUDENT PORTFOLIOS (4.13)**

Each student enrolled in a degree or certificate program of study in academic programs will develop an online portfolio of their academic knowledge and career experience. Pictures, videos and documents will be used as to exhibit learning and experience. Students should contact the Career Services Office for additional information. (See appendix XIX for the list of courses online portfolios will be created by students.)

Contents that students will include in the online portfolio:

- Photo and brief bio
- Program of study
- Career goals
- Career reflection papers
- Professional Resume
- Papers from writing course
- Research paper(s)
- Letters of performance from supervisor of practicum, co-op and internship
- Professional letters of recommendation
- Faculty letters of recommendation
- Volunteer work/community activities
- Membership to professional organizations
- Letter or certificate of scholarships, dean's list and recognition
- Awards related to learning and career

Who will have access to the student's online portfolio during the term?:

- Student
- Faculty of course for term
- Dean
- Academic Advisor
- Institutional Effectiveness/Research

## **TUTORING SERVICES (4.14)**

The Student Tutoring Program seeks to provide tutors in all subject areas in the Academic and Evening/Weekend Programs where there is need. The program offers free one-on-one tutoring to currently enrolled students in the Academic and Evening/Weekend Programs. Up to ten (10) hours of tutoring is available each fall and spring semester and eight (8) hours in the summer term. The hours are flexible since the tutor arranges the meeting times and days with the tutee. Students may request a tutor in the Office of Academic Advising (see Appendix XVIII for Tutoring Request Form).



# APPENDIX I: 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: *(Instructors should contact Academic Department for available meeting rooms and times).*

Telephone:

Graduate School Email:

## **COURSE INFORMATION**

### **Course Description**

*Insert course description, prerequisites and co-requisites from Academic Catalog.*

Prerequisite:

Co-requisite:

### **Course Rationale/Students Course Designed to Serve**

*Text provided by Academic Department.*

### **Expected Student Learning (Course Level) Outcomes**

*Outcomes are approved or provided by the Academic Department. Include 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, websites, etc.)**

*Text provided by Instructor.*

### **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.*

**The following course outline is tentative and students will be notified of any changes during class, posting on Blackboard or via email.**

COURSE OUTLINE					
Week #	Date	Lecture	# Learning Outcome(s)	Assignment	
				Reading	Written Tentative Quiz and Test Schedule, subject to change. Homework assignments will be provided at the end of each class.
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

**\*In the event of cancelled class time, such as closure of the School due to inclement weather, alternate class session or activities to meet the required contact hours will be added to the course outline upon approval of the Dean.**

Link to Academic Calendar: [www.GraduateSchool.edu](http://www.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 website and outgoing telephone messages.

## IN THE EVENT OF AN EMERGENCY DURING CLASS

The School's facilities are located within commercially owned buildings that provide 24/7 private guard services. In the event of an emergency (such as an accident, illness, violence, etc.), employees, instructors, and students shall report immediately in the following order:

1. Local Police Department – 911
2. Building Security (Boston Properties) – (202) 484-3780
3. Graduate School USA Facilities Department – (202) 314-3367

## First Aid Kits

Each department or office maintains a first aid kit for non-emergency medical care. The program support staff located at the receptionist areas on each classroom floor provides access to first aid kits.

## Fire emergency

Students are expected to read and familiarize themselves with the evacuation procedures in the Student Handbook and "In Case of Emergency" Posters in each classroom. Fire alarms or other evacuation notification procedures will be sounded to evacuate the building. If the alarm sounds or if you are instructed by other means of communication to evacuate, BEGIN TO EVACUATE IMMEDIATELY.

## STUDENT FEEDBACK AND GRADING PROCEDURES

Grading Scale	
Letter Grade	Percentage
A	90-100
B	80-89
C	70-79



D	60-69
F	Below 60

NOTE: Minimum Passing Grade: *(Provided by Academic Department)*

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

*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*. It is at the discretion of the Instructor and *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*.

--

### 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.*

Academic Programs: 2013–14 Faculty Handbook

*It is the instructor'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 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 Advisor.**

### **Plagiarism, Cheating and other types of Misconduct**

Plagiarism<sup>1</sup>, cheating and other types of misconduct are unacceptable. Graduate School USA has zero-tolerance for misconduct and disciplinary action will be taken in accordance with the *Student Code of Conduct*. For each major examination, paper or project, students are expected to sign a form asserting that the work is their own and that they engaged in no cheating or plagiarism in completing the work.

### **Students with Disabilities**

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.

### **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 food or beverage, damage to equipment or carpeting, and potential injury to students. If a student, for medical reasons, must eat he/she should be allowed to leave the classroom.

### **Cell Phone Use**

The Department 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 unsatisfied or unresolved, students are encouraged to follow the grievance procedures as indicated in the *Student Handbook*. Student Complaint Forms are available from the Academic Department.

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<sup>1</sup> 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."

## Online Library Resources: [www.graduateschool.edu/library](http://www.graduateschool.edu/library)

- **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.
- **Gale Virtual Reference Library (eBook collection):** Gale Virtual Reference Library is a database of encyclopedias and specialized reference sources for multidisciplinary research. These reference materials once were accessible only in the library, but now you can access them online from the library or remotely 24/7. Because each library creates its own eBook collection, the content you see may vary if you use the database at different libraries (your school, your public library, or your office).
- **CINHAL® Database:** CINAHL® provides indexing for more than 3,000 journals from the fields of nursing and allied health. The database contains more than 2.3 million records dating back to 1981. Offering complete coverage of English-language nursing journals and publications from the National League for Nursing and the American Nurses' Association, CINAHL covers nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 allied health disciplines.

## Links to other library resources:

- The Free Library: <http://www.thefreelibrary.org>
- Public Records Information: <http://www.publicrecordsinfo.com>
- Library Spot: <http://www.libraryspot.com>
- Free Management Library: <http://www.managementhelp.org>
- Internet Public Library: <http://www.ipl.org>
- Virtual Learning Resources: <http://www.virtualrc.com>

## Computer and Internet Access for Students

The School provides an Internet center called The GS Connection in the headquarters facility. The GS Connection is open to students and instructors, offering Internet access and office resources to support their personal and business needs through the duration of the course offering. The center is equipped with computers, printer, copier, and Internet access ports for personal laptops.

## Academic Support Services

If you are experiencing difficulty with the coursework, consult with the instructor as well as your Academic/Faculty advisor:

**Office of Advising phone: 202-314-3651; email: [advising@graduateschool.edu](mailto:advising@graduateschool.edu)**

**Link(s) for writing/research resources:**

- Purdue University Online Writing Lab <http://owl.english.purdue.edu/owl/>
- A Writer's Reference Online: <http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx>
- Cornell University Library:
  - Evaluating Websites <http://www.library.cornell.edu/olinuris/ref/research/webeval.html>
  - Seven Steps of the Research Process: <http://www.library.cornell.edu/olinuris/ref/research/skill1.htm>
- [www.grammar.ccc.commnet.edu/grammar](http://www.grammar.ccc.commnet.edu/grammar)
- [www.merriam-webster.com](http://www.merriam-webster.com)
- [www.bartleby.com/141](http://www.bartleby.com/141)

**Links for math resources:**

- [www.sosmath.com](http://www.sosmath.com)
- [www.khanacademy.org](http://www.khanacademy.org) (includes resources for science, finance and humanities)

**Links for study skills, test taking, and time management resources:**

- [www.educationalatlas.com/study-skills.html](http://www.educationalatlas.com/study-skills.html)
- [www.studygs.net](http://www.studygs.net)
- [www.mindtools.com](http://www.mindtools.com)
- [www.testtakingtips.com](http://www.testtakingtips.com)

**Links for job and career resources:**

- [www.monster.com](http://www.monster.com)
- [www.careeronestep.org](http://www.careeronestep.org)
- [www.careerbuilder.com](http://www.careerbuilder.com)
- [www.hotjobs.yahoo.com/career/articles](http://www.hotjobs.yahoo.com/career/articles)
- [www.quintcareers.com/index.html](http://www.quintcareers.com/index.html)
- [www.thecareernews.com](http://www.thecareernews.com)
- [www.knockemdead.com](http://www.knockemdead.com)

**To login to Graduate School Student Email Account:** <https://www.outlook.com/students.graduateschool.edu>

Technical assistance for GS email: [helpdesk@graduateschool.edu](mailto:helpdesk@graduateschool.edu).

**To login to Blackboard:** <http://wbt3.graduateschool.edu>

Technical assistance for GS Blackboard: [gsconnect@graduateschool.edu](mailto:gsconnect@graduateschool.edu) or 1-866-627-8532

# APPENDIX II: INCIDENT REPORT

600 Maryland Avenue SW, Suite 330 Washington, DC 20024

This form shall be used to report all incidents that result in illness, injury, serious altercations, or other criminal acts while conducting Graduate School USA 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 USA offices:  
Human Resources, Attention: Director, Human Capital Management  
Operations Office, Attention: Vice President, Operations

*Graduate School USA Incident Report Form v1.2*



# APPENDIX III:

Graduate School · Office of the Registrar  
600 Maryland Avenue, S.W., Suite 330  
Washington, DC 20024

## 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 for incompletes 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 Section #: \_\_\_\_\_ Course Code: \_\_\_\_\_

Course Title: \_\_\_\_\_

Letter Grade to be changed and assigned: **From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Justification for grade change request:**

_____ Data Entry Error	_____ "Incomplete Grade" Requirements Completed
_____ Computational Error	_____ Other (please specify) _____

\_\_\_\_\_  
Instructor's Name (print): \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_ Date of Submission: \_\_\_\_\_

Instructor's email address/phone extension: \_\_\_\_\_

Dean's Approval: \_\_\_\_\_ Date: \_\_\_\_\_ (if required )

Registrar's Approval Signature: \_\_\_\_\_

Completion Date: \_\_\_\_\_ Date Corrected Transcript Issued: \_\_\_\_\_

*(Grade changes will be processed only for students where the Registrar's Office has the Incomplete –Grade Contract on file).*

# APPENDIX IV: REQUEST FOR TEXTBOOK EXAM/REVIEW COPY

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 email address: \_\_\_\_\_

Instructor's department: \_\_\_\_\_

College or university or school name: \_\_\_\_\_

Street address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

Date of request: \_\_\_\_\_

Book title: \_\_\_\_\_

Author: \_\_\_\_\_

Edition: \_\_\_\_\_ ISBN: \_\_\_\_\_

Course title and course number: \_\_\_\_\_

Has this title been adopted? \_\_\_\_\_ Estimated enrollment will be: \_\_\_\_\_

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

Request made BY: \_\_\_\_\_

Name and title: \_\_\_\_\_

Department: \_\_\_\_\_

Phone number: \_\_\_\_\_

With this request would you please send the following supplement(s): (Please be specific.) \_\_\_\_\_



# APPENDIX V: ONLINE LIBRARY ACCESS

## Accessing the Online Resources

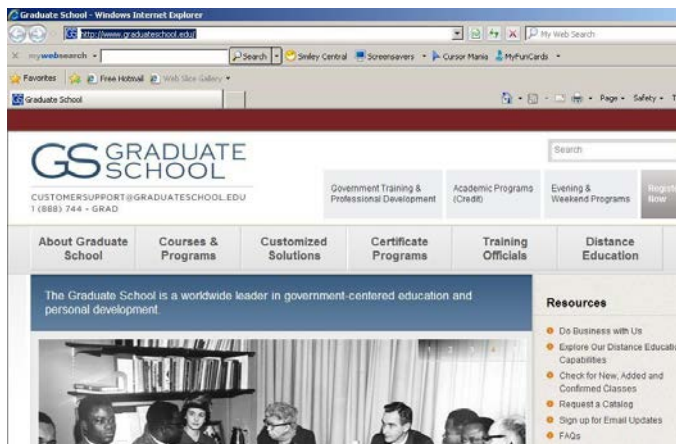
Access the link below (cut and paste into your browser):

[http://www.graduateschool.edu/index.php?option=com\\_content&task=view&id=485&Itemid=154](http://www.graduateschool.edu/index.php?option=com_content&task=view&id=485&Itemid=154)

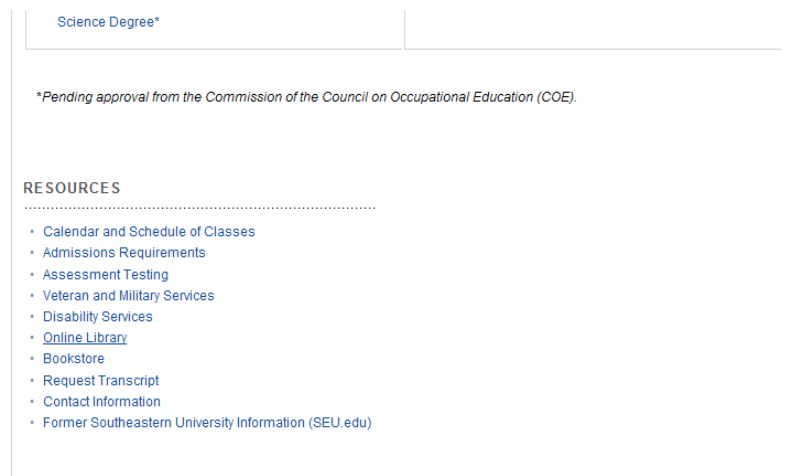
or

Access by going to:

- 1) [www.graduateschool.edu](http://www.graduateschool.edu)
- 2) From the main page, click on **Academic Programs (Credit)**



- 3) Scroll down the page at <http://www.graduateschool.edu/sub/AcademicProgram.php> click on **On-line Library Resources**



- 4) From this page, you can click on the resources you wish to access:

## Gale Cengage Learning resources

The Academic One File  
The General One File  
eBook Collection

## EBSCOHOST Resources

The CINAHL Database

**Graduate School**  
CUSTOMERSUPPORT@GRADUATESCHOOL.EDU  
1 (888) 744 - GRAD

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### 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.
- **The CINAHL Database**  
CINAHL® provides indexing for more than 3,000 journals from the fields of nursing and allied health. The database contains more than 2.3 million records dating back to 1981. Offering complete coverage of English-language nursing journals and publications from the National League for Nursing and the American Nurses' Association, CINAHL covers nursing, biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 allied health disciplines.
- **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.
- **IPv6 - the new standard protocol for the internet and enterprise networks**
- **eBook Collection**

**Please note:**

- 1) Anyone accessing this resource from any of the Graduate School locations, you will not need a password.
- 2) Anyone accessing this resource from home or other locations, will need to use this password when prompted.

Access to the **Academic Onefile** and the General **Onefile** will require password only.

Password: **wash\_log**

Access to the **CINAHL** database will require the following:

User name: **gsusa** (lower case)

Password : **wash\_log**

Please provide this password to people who are students, faculty, and staff or 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 to users individually. This password may be changed periodically.

If you have any question, please call me at (202) 314-3644 or e-mail me at [michael.bruno@graduateschool.edu](mailto:michael.bruno@graduateschool.edu).

# APPENDIX VI: 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.

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

## Policy Statement:

It is the intent of Graduate School USA 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 ([www.copyright.gov/ title17](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 non-profit, 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 work-book 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 the 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 right 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 a 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. Appendix A4a provides a checklist to assist educators in complying with the terms of the TEACH Act.

The exemptions to copyright infringement cover:

- Performances of non-dramatic literary works
- Performances of non-dramatic 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, or 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 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 non-dramatic 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 Graduate School USA 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 USA'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, Graduate School USA 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 in the United States (1 January 2007)

### UNPUBLISHED WORKS

UNPUBLISHED WORKS		
<i>Type of Work</i>	<i>Copyright Term</i>	<i>What was in the public domain in the U.S. as of 1 January 2007</i>
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 from authors who died before 1937
Unpublished works when the death date of the author is not known	120 years from date of creation	Works created before 1887
WORKS PUBLISHED IN THE U.S.		
<i>Date of Publication</i>	<i>Conditions</i>	<i>Copyright Term</i>
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
1923 through 1983	Published with notice but copyright was not renewed	In the public domain
1923 through 1983	Published with notice and the copyright was renewed	95 years after publication date
1964 through 1977	Published with notice	95 years after publication date
1978 to 1 March 1989	Published with notice	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

Source: Cornell University, Peter Hirtle

[www.copyright.cornell.edu/training/Hirtle\\_Public\\_Domain.htm](http://www.copyright.cornell.edu/training/Hirtle_Public_Domain.htm) (1 of 1)

## TEACH ACT CHECKLIST

### 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 non-dramatic literary work; or
  - A performance of a non-dramatic 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.

This document is provided as a courtesy of the Copyright Management Center, IUPUI, 530 W. New York St., Indianapolis, IN 46202.

For further information and updates, please visit [www.copyright.iupui.edu](http://www.copyright.iupui.edu). This document was last updated February 21, 2005.

Source: Copyright Management Center, Indiana University-Purdue University, Indianapolis:

[www.copyright.iupui.edu/teachchecklistprint.pdf](http://www.copyright.iupui.edu/teachchecklistprint.pdf)

## 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., pages): \_\_\_\_\_

**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

### PURPOSE OF THE USE

Favoring Fair Use	Disfavoring Fair Use
<input type="checkbox"/> Educational <ul style="list-style-type: none"><li>• Teaching (including multiple copies for classroom use)</li><li>• Research</li><li>• Scholarship</li><li>• Criticism</li><li>• Comment</li></ul>	<input type="checkbox"/> Commercial, entertainment, or other
<input type="checkbox"/> Transformative or productive use (changes the work to serve a new purpose)	<input type="checkbox"/> Non-transformative, verbatim/exact copy
<input type="checkbox"/> Nonprofit use	<input type="checkbox"/> Profit-generating use

### NATURE OF THE COPYRIGHTED MATERIAL

Favoring Fair Use	Disfavoring Fair Use
<input type="checkbox"/> Factual, nonfiction, news	<input type="checkbox"/> Creative (art, music, fiction) or consumable (workbooks, tests) work
<input type="checkbox"/> Published work	<input type="checkbox"/> 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	Disfavoring Fair Use
<input type="checkbox"/> Small quantity (e.g., a single chapter or journal)	<input type="checkbox"/> Large portion or entire work article or other excerpt consisting of less than 10% of the work
<input type="checkbox"/> Portion used is not central to entire work	<input type="checkbox"/> Portion used is central or as a whole "heart" of the work
<input type="checkbox"/> Amount is appropriate to education purpose	<input type="checkbox"/> Includes more than necessary for education purpose

## EFFECT ON THE MARKET FOR ORIGINAL

Favoring Fair Use	Disfavoring Fair Use
<input type="checkbox"/> No significant effect on the market or potential	<input type="checkbox"/> Cumulative effect of copying would be to market for the copyrighted work substitute for purchase of the copyrighted work
<input type="checkbox"/> One or few copies made and/or distributed	<input type="checkbox"/> Numerous copies made and/or distributed
<input type="checkbox"/> Amount is appropriate to education purpose	<input type="checkbox"/> Includes more than necessary for education purpose
<input type="checkbox"/> No longer in print; absence of licensing mechanism	<input type="checkbox"/> Reasonably available licensing mechanism for obtaining permission to use the copyrighted work currently available, e.g., CCC licensing or off-prints available
<input type="checkbox"/> Restricted access (limited to students)	<input type="checkbox"/> Will be making it publicly available in a class or other appropriate group, on the Web, or by using other means of broad dissemination
<input type="checkbox"/> One-time use, spontaneous use (no time to obtain permission)	<input type="checkbox"/> 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](http://www.copyright.iupui.edu).

Source: Cornell University Copyright Information Center, [www.copyright.cornell.edu/policy/Fair\\_Use\\_Checklist.pdf](http://www.copyright.cornell.edu/policy/Fair_Use_Checklist.pdf)

# APPENDIX VII: 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, manufacturers, 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 non-employees, 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.

Graduate School USA 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 Graduate School USA, as well as the general public. Because the roles of faculty employees and non-faculty 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 non-faculty 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 non-exclusive, royalty-free license to use any intellectual property created by them for 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 non-faculty 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 non-faculty 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.

# APPENDIX VIII: HARASSMENT AND HOSTILE ENVIRONMENT POLICY

## 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 non-student or non-employee 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:

Graduate School USA 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 occur 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 may also 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 worksite or program of another organization affiliated with Graduate School USA. 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 employ-ees. 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 anti-discrimination laws.

# APPENDIX IX: VIOLENCE AND THREATENING BEHAVIOR POLICY

## **Policy Statement:**

Graduate School USA 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 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 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 Graduate School USA 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 Graduate School USA 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.

# APPENDIX X: 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:**

Graduate School USA 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:**

Graduate School USA 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 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 persons 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 look-alike drugs, and use of alcohol contrary to law or to School regulations;
17. Storage, possession, or use of firearms, fire-works, 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 to 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 solicitation and sales;
24. Violation of School policy on smoking and tobacco use;
25. Violation of any local or federal laws;
26. Failure to report witnessed violations of the Code of Student Conduct;
27. 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) is/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 headquarters building.

### **Review Process**

The Registrar reviews any alleged violation and gives 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 is 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 line 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;
- Warning;
- 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;
- Referral to counseling services or other appropriate services.

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 expulsion. Students who have been sanctioned 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 may 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 August. 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. 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 other-wise 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 a separate decision for each student.

5. 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.

6. 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 allegedly violated; the date, time, and place of the hearing; names of persons serving on the Student Appeals Committee; and 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.

7. Notices are sent by certified mail with return receipt to the address the School currently has in its administrative database. The student is notified through his or her Graduate School USA email account that a notice has been mailed. 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.

8. 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 advisor present at the hearing, such as a faculty member, fellow student, or other advisor of his or her choice, including an attorney. The student shall notify the Moderator of the name of the advisor and the relationship to him or her at least seventy-two (72) hours before the hearing. The role of the advisor 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 advisor may not represent the student in absentia.

2. Attorney at the Hearing – A student who designates an attorney as his or her advisor 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 advisor of the student; and call to the attention of the student charged and his or her advisor 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

advisor or counselor may question witnesses and examine evidence at the conclusion of the School's presentations.

2. Respondent's Evidence

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

b. 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 advisor or counselor will be permitted to address the Committee. An advisor 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, that has been imposed. In arriving at its decision, the Student Appeals

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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.

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, with return receipt. One copy shall become part of the case file. Case files will be maintained by the Registrar.

#### G. Record of the Case

To the extent allowable by law, cases will be kept confidential. In certain cases the victim of student misconduct will be notified of the outcome of the case. 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 to 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 ten (10) working days after notification of the decision of the Student Appeals Committee.

#### **Appeal Procedures**

The Provost or designee 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.



Office of Enrollment Management  
and Student Support Services  
600 Maryland Avenue SW, Suite 330  
Washington, DC 20024  
Phone: (202) 314-3651  
Fax: (202) 479-2501

#### CODE OF STUDENT CONDUCT VIOLATION REPORT FORM

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

In accordance with Graduate School USA's *Code of Student Conduct*, this report must be filed with the Director of Enrollment Management and Student Support Services within two (2) business days of discovery of the violation. The filing must include any available evidence of the violation.

Name of Person Reporting Violation	
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. Use additional paper if necessary.*):

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#### Witness Information:

Name	Daytime Telephone Number	Email Address

#### Other Comments:

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

\_\_\_\_\_  
Signature of Filer

\_\_\_\_\_  
Date

# APPENDIX X-A

## Form for Reporting Incidents of Academic Dishonesty (STU-130-F2)

(Submit to department dean and Registrar within two business days of discovering the infraction.)

Name of Student\_\_\_\_\_

Name of Instructor \_\_\_\_\_

Course Code and Title \_\_\_\_\_

Date of Incident \_\_\_\_\_

Department Dean\_\_\_\_\_

Description of Incident (Attach documents as necessary.)	Low / Medium / High stakes assignment. (e.g. homework, quiz, mid-term, final, term paper)	Severity (degree of dishonesty: e.g. result of ignorance more than intention; deliberate, planned malicious intent)	Penalty, if any (First instance penalty determined by the instructor and department dean)

**To be answered by the Registrar:**

How many times has this student been involved in violations of the Academic Honesty Policy? \_\_\_\_\_

How serious have prior violations been? \_\_\_\_\_

# APPENDIX X-B: ACADEMIC HONESTY PLEDGE

## ACADEMIC HONESTY PLEDGE

(to be signed when attendance begins at GSUSA )

In signing this pledge I, \_\_\_\_\_, (*print your name here*) affirm that I am fully familiar with the Graduate School USA's Academic Honesty Policy concerning cheating of any kind (including giving or receiving test/exam information or having someone do my work/test/examination for me), plagiarism, or other dishonest acts. I agree to abide by these policies knowing the possible sanctions that may follow if I do not, (e.g. failure of an assignment, a course or courses; suspension or expulsion from the School).

---

Student's signature

---

Date

cc: student file

# APPENDIX X-C: AFFIRMATION OF HONESTY

## AFFIRMATION OF HONESTY (to be signed with each major assignment or examination)

I, \_\_\_\_\_, (*print your name here*) affirm that the work that I am submitting (this test/examination/paper/project/presentation or other documentation of learning) is my own. It has not been plagiarized nor have I received any assistance in completing this work that was not authorized by the instructor. (Authorized assistance might include, for example, team work, tutoring, group assignments.)

---

Student's signature

---

Date

To be kept by instructor of the course until the end of the semester or term.

# APPENDIX XI: GRADE DISPUTES POLICY

ACA-350

## **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 Student Appeals 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 two weeks of issuance of the grade, notify the instructor in writing or via email 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 Dean in writing or via email of the dispute and the grounds for the dispute. The Department Dean 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 Moderator of the Student Appeals Committee in writing of the reasons for the dispute within one week of the meeting with the Department Dean.

## **Formal Dispute Resolution Process**

The Provost will appoint a Student Appeals Committee with responsibility for hearing and deciding the merits of formal grade disputes. The term of Committee members will be one year. The Committee will be composed of two faculty members, two staff members, two students and several alternates. The Moderator of the Committee will schedule meetings and hearings, giving notice to witnesses and all interested parties involved in the case. The Moderator 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 Moderator 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 Provost.



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 Moderator may appoint a Committee member to seek additional documentation and testimony. The Committee will arrive at a decision after all non-members 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.

# APPENDIX XII: INCOMPLETE GRADE POLICY

ACA-354

## 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 Dean) 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) and should be earlier if circumstances warrant (e.g. if only a final exam or brief assignments remain due). 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 Dean 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.



Telephone: (202) 314-3340 · Fax: (202) 479-2501

Graduate School · Office of the Registrar

600 Maryland Avenue, S.W., Suite 330

Washington, D. C. 20024

## INCOMPLETE GRADE CONTRACT

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

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 coursework.

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 the appropriate dean) 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) and should be earlier if circumstances warrant (e.g. if only a final exam or brief assignments remain due). Upon completion of the work within the specified timeframe, 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 Dean 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 mid-term of next semester, as stated in the Academic Calendar, including adequate time for evaluation and grade assignment) Brief assignments or a missed final exam should be made up quickly if circumstances warrant. \_\_\_\_\_

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

Instructor's signature \_\_\_\_\_

Date: \_\_\_\_\_

Dean's signature \_\_\_\_\_

Date: \_\_\_\_\_

Copies: Original – Registrar's Office    Copy – Dean    Copy – Student    Copy – Instructor

# APPENDIX XIII: LEARNING OUTCOMES ASSESSMENT PROCESS

Learning Outcomes Assessment is an ongoing process at Graduate School USA and follows an annual calendar of activities. Learning Outcomes Assessment at the School consists of assessing course-and program-specific outcomes, including general education, in credit as well as non-credit courses and programs. The process is guided by the institution's assessment policy. The following areas of the School participate in Learning Outcomes Assessment:

1. Academic programs
2. Daytime training courses and certificate programs
3. Distance education
4. Evening and weekend programs
5. Government Audit Training Institute
6. Leadership Development Program
7. International Institute

## **Minimum Requirements – Credit Programs and Courses (Academic Programs Division)**

1. Assessment plan — A brief assessment plan is required for each program and each course to be assessed during the upcoming year. The plan identifies the outcomes to be assessed and how and when they will be assessed, as well as who will be involved in the assessment process. This plan is submitted using the Learning Outcomes Assessment Plan and Results Form provided by the Office of Institutional Research.
2. Assess at least two learning outcomes — All programs and courses assess at least two learning outcomes each year. If the course is part of general education, one of the learning outcomes assessed must be based on general education competencies.
3. Common learning outcomes — Program and course learning outcomes are established through the program and course development processes and, until they are revised and approved by the Department Dean, are applied universally regardless of location or mode of instruction.
4. Common assessment instrument and scoring scheme — All faculty members engaged in assessing the same program or course outcome(s) must use a common assessment instrument and score it the same way.
5. Share outcomes with students — For the process of Learning Outcomes Assessment to be as meaningful as possible, students must be aware of the expected learning outcomes for the course or program and how the extent of their achievement of these outcomes will be assessed. Expected learning outcomes and assessment methods should be communicated early in the course, either as part of a syllabus or through some other printed material. If a rubric is to be used to score the assessment, students should receive a copy of the rubric before they participate in the assessment. Assessment results should be shared with students whenever possible.

6. Use the information — It is vital that program faculty and Department Deans discuss the results, use them to make constructive changes, and reassess student learning.

#### 7. Data collection and documentation process

— Faculty members are expected to record and submit electronically the aggregated assessment data using the Learning Outcomes Assessment Plan and Results Form (provided by the Office of Institutional Research) at the end of the assessment cycle on the schedule required by the Department Dean. Faculty must submit copies of the completed assessment and improvement forms to the respective Department Dean and the Office of Institutional Research.

### **Minimum Requirements – Non-Credit Courses and Programs**

1. Assessment plan — A brief assessment plan is required for each program and each course to be assessed during the upcoming year. The plan identifies the outcomes to be assessed and how and when they will be assessed, as well as who will be involved in the assessment process. This plan is submitted using the Learning Outcomes Assessment Plan and Results Form provided by the Office of Institutional Research.

2. Assess at least two outcomes — All non-credit courses and programs assess at least two learning outcomes each year.

3. Common learning outcomes — All instructors must assess the established learning outcomes regardless of location or mode of delivery.

4. Common assessment instrument and scoring scheme — All instructors of the course must use a common assessment instrument and score it the same way for the purposes of Learning Outcomes Assessment.

5. Share outcomes with students — For the process of Learning Outcomes Assessment to be as meaningful as possible, students must be aware of the expected learning outcomes for the course or program and how the extent of their achievement of these outcomes will be assessed. This should be communicated early in the course, either as part of the course training materials or through some other printed material. If a rubric is to be used to score the assessment, students should receive a copy of the rubric before they participate in the assessment.

6. Use the information — It is vital that program managers, Department Chairs, or division heads and instructors discuss the results, use them to make constructive changes, and reassess student learning.

#### 7. Data collection and documentation process

— Instructors/program managers are expected to record and submit electronically the aggregated assessment data in the form of an assessment report at the end of the course or training program. Instructors in Evening and Weekend Programs must submit copies of the assessment report to the respective Department Chair and the Office of Institutional Research. Program managers are responsible for transmitting the report to the Office of Institutional Research as well as to the appropriate department or division head. Instructors use the Learning Outcomes Assessment Plan and Results Form provided by the Office of Institutional Research to document assessment activities.

### **General Process**

#### **Time Line**

Learning Outcomes Assessment is based on the fiscal-year calendar of Graduate School USA. All assessment activities completed between July 1 and June 30 are aggregated for institutional effectiveness reporting purposes. Final Learning Outcomes Assessment plans must be submitted to appropriate division/department heads and to the Office of Institutional Research by July 1, the beginning of the fiscal year. All final Learning Outcomes Assessment reports including aggregated data must be submitted to the appropriate division/department head and the Office of Institutional Research by June 30 of the following year, the end of the fiscal year. Areas involved in Learning Outcomes Assessment will specify the time lines for each step of the process in their respective area with the expectation that all assessment activities will be conducted within the time frame of the fiscal year.

### **Assessment Liaison**

Each department or division will identify one or more liaisons to assist in the process of planning and deploying the assessment activities, and communicate regularly with the Office of Institutional Research.

What	Requirements	Who
Call for Learning Outcomes Assessment plans issued	Email notification to all areas requesting Learning Outcomes Assessment plans, including directions for completion of the plan. Notification will also include dates for Learning Outcomes Assessment workshops to provide any needed training	Office of Institutional Research
Completion and submission of the draft Learning Outcomes Assessment plan: one plan for each course or program	All areas complete and submit a draft Learning Outcomes Assessment plan. Draft must specify: <ul style="list-style-type: none"> <li>• Learning outcomes to be assessed</li> <li>• Programs and courses (and the sessions) in which learning outcomes will be assessed</li> <li>• Measures to be used to assess the outcomes, including measuring instruments</li> <li>• Time lines for implementing all parts of the assessment plan</li> </ul>	Assessment liaisons submit draft plans for review and approval by the appropriate department/division head
Completion and submission of the final Learning Outcomes Assessment plan	All areas complete and submit final Learning Outcomes Assessment plans approved by the department or division head. Final approved plan must specify: <ul style="list-style-type: none"> <li>• Learning outcomes to be assessed</li> <li>• Programs and courses (and the sessions) in which learning outcomes will be assessed</li> <li>• Measures to be used to assess the outcomes, including measuring instruments</li> <li>• Time lines for implementing all parts of the assessment plan</li> </ul>	Assessment liaisons submit final plans to the appropriate department/division head and copy the Office of Institutional Research
Conduct the assessment activities	Select key point(s) during the assessment cycle and collect the data	Instructors
Analyze assessment data	Determine what the assessment shows in terms of the achievement levels of the learning outcomes; identify areas of strength and areas for improvement	Instructors
Report assessment data	Complete the second portion of the assessment plan form, filling in details of activities, scores, findings. Attach aggregated data to assessment report	Instructors to program manager or department with copies to the Office of Institutional Research
Use of assessment data for continuous improvement plan	Complete Learning Outcomes Assessment Plan and Results Form provided by the Office of Institutional Research. Provide details regarding areas of need to be addressed and recommended steps to be taken in order to improve	Assessment liaisons submit plans for review and approval by the appropriate department/division head



What	Requirements	Who
FOLLOW-UP CYCLE		
Conduct the assessment activities again, and collect the new data	Select key point(s) during the assessment cycle and collect the data	Instructors
Analyze assessment data	Close attention is paid to improvements in achieving learning outcomes as a result of changes made in response to assessment data	Instructors
Report assessment data	Submit assessment report with details of activities, scores, findings, etc. Attach aggregated data to assessment report	Instructors to department/ division heads with copies to the Office of Institutional Research

The assessment cycle continues in support of the School's efforts at continuous quality improvement.

LEARNING OUTCOMES ASSESSMENT PLAN AND RESULTS FORM	
Department/Unit	
Program or Course	
Assessment Liaison	
Submission Date	
Approved By	

Learning outcomes	Measures	Time line: when assessment will be done	Results and data analysis	Recommended improvements (add to next cycle to observe improvement)
1.				
2.				
3.				
4.				

# APPENDIX XIV: FACULTY PROMOTION IN RANK PROCEDURE

## HRE-150-P3

The purpose of these procedures is to help ensure that promotions are made objectively, equitably, impartially, and as recognition of merit consistent with Graduate School USA policy, which states:

*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 Graduate School USA. 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 review all faculty promotions.*

Faculty must demonstrate performance against specific criteria to be eligible for promotion in rank. Promotion must be sequential in each rank. Candidates for promotion in rank must meet the minimum education and experience criteria for each rank; however, meeting these minimum criteria does not automatically result in promotion. As faculty move through the promotion cycle, ascending from instructor to full professor, the expectations at each rank increase, such that the degree of excellence to be manifested for promotion to full professor would be significantly greater than that required for promotion to assistant professor. Underlying considerations for any promotion in rank are compliance with School policies and procedures; a demonstrated willingness to assume more responsibility and a greater leadership role; and professional, ethical, and attitudinal qualities that enhance the stature of the School. (Extended leave taken by candidates may affect the time in rank required for eligibility for promotion.)

Having met the minimum criteria for the rank, the areas of consideration for promotion and their weights are as follows:

- a. Effective Teaching and Student Learning (60%)
- b. School Service/Community Service (30%)
- c. Educational Leadership (10%)

The following define criteria that distinguish between academic ranks as well as criteria for promotion to the rank.

### **Instructor**

1. Potential ability in teaching, service/outreach, and scholarship/creative activities/research; must meet the minimum requirements for teaching applied occupational/career courses not designed for transfer as determined to be appropriate for the instructional discipline, or an earned master's degree or higher from an accredited institution in the discipline or related area.
2. Evidence of good character, mature attitude, and professional integrity.

## **Assistant Professor**

1. Earned master's degree or higher from an accredited institution in the instructional discipline or closely related area.
2. At least four years in instructor rank. (An earned doctorate degree may be considered in lieu of time in rank.)
3. Evidence of good character, mature attitude, and professional integrity.
4. Teaching: The candidate's performance to be promoted to this level, while not necessarily out-standing, should be more than merely satisfac-tory, with clear demonstration of the potential to be excellent/outstanding.
5. School and Community Service: The expecta-tion for promotion to this rank should be strong service at the department/area level, in terms of positive and proactive involvement in department/area committees and projects. Evidence of curriculum development (e.g., review and revision of existing programs/courses, creation of new programs/courses) and commitment to academic excellence.
6. Educational Leadership: The expectation for promotion to this rank should be evidence of remaining current in one's field through relevant course work (where needed) and attendance at local, national, or regional professional confer-ences. Membership in appropriate professional organizations would also be expected.

## **Associate Professor**

1. Master's degree or higher from an accredited institution in the instructional discipline or related area.
2. At least four years in assistant professor rank.
3. Evidence of good character, mature attitude, and professional integrity.
4. Teaching: To be promoted to this rank, the candidate should exhibit a mastery of more diverse instructional methodologies, an ability to teach a broader range of courses, and a greater adaptability to meeting diverse student needs. The candidate's classroom performance, in all the key categories, should have a substan-tive evaluation indicative of excellence.
5. School and Community Service: The expectation for promotion to this rank should be a strong presence at the department level as well as solid service at the campus or School level. The candidate should at this point have a significant, positive impact on departmental matters and be in the process of becoming well-known to faculty and administrators outside of his or her department or area through campus and/or School meetings, committees, and projects. He or she should also have begun to demonstrate some type of leadership role in his or her chosen paths of service.
6. Educational Leadership: The expectation for promotion to this rank should be everything required at the assistant professor rank, but in greater quality and quantity. For example, instead of mere attendance at conferences and workshops, the faculty member should strive to be a presenter at these programs. Instead of simply belonging to a professional organization, one should move toward an active role in that organization.

## **Professor**

1. Earned doctorate or recognized terminal degree from an accredited institution in the instructional discipline or closely related field or related area.
2. At least four years in associate professor rank.
3. Evidence of good character, mature attitude, professional integrity, and a high degree of academic excellence and responsibility.
4. Teaching: A candidate for promotion to full professor should demonstrate significant mastery of teaching. The candidate should be capable of utilizing the full range of instructional methodologies, be able to teach the broadest possible range of courses in his or her discipline, and be capable of responding with skill and self-assurance to the full gamut of students' educational needs. The candidate's classroom performance, in all the key categories, should have an evaluative rating of "excellent." He or she should be someone to whom one would refer a new instructor for peer mentoring and someone whose class one would recommend to a relative or friend.
5. School and Community Service: The expectation for promotion to this rank should be strong proactive service at the institutional level, in addition to the department/area and campus levels. The candidate should have a strong and positive campus presence, and be in the process of becoming well-known to faculty outside of his or her department/home campus. He or she should have demonstrated by this time a positive attitude and a leadership role in some form or area of service to the School, and his or her overall evaluative rating for service should be unequivocally "excellent."
6. Professional Growth: The expectation for promotion to this rank should be everything required at the assistant and associate professor ranks, but in still greater quality and quantity.

At this point, there should be evidence of some significant professional accomplishment as appropriate to the norms of the field (e.g., recent attainment of a doctorate or completion of advanced graduate course work, publications relevant to teaching or to one's academic discipline, public performances/exhibits, presentation of papers and/or workshops at national or regional conferences, attainment of a leadership role in a professional organization, development of new instructional methods in one's discipline).

Note: Minimum criteria may be waived if approved by the President when a faculty member offers extraordinary qualifications in lieu of the stated minimum rank criteria. Such approval must be supported by evidence of the extraordinary nature of the qualifications. An exception to the minimum rank criteria must be recommended by the Provost to the President. Upon approval of such an exception by the President, the faculty member's recommendation for promotion will go forward to the Board as meeting the minimum rank criteria.

### **Promotion Process and Time Line**

The department head conducts annual evaluations of the faculty and advises them individually of eligibility for promotion and whether or not they will be so recommended. Deficiencies will be explained.

March 1 — Eligible candidates who wish to be considered for promotion will prepare promotion documentation addressing promotion criteria and provide it to the Department Dean for recommendation. Each packet must contain documentation of the candidate's teaching performance, School and community service, and educational leadership, and must follow the standard format for promotion packets. (Candidates should review the Sample Indicators of Professional Performance for Full-Time Faculty for examples of items to include in promotion packets.)

April 1 — The individual promotion documentation, including the recommendation of the Department Dean, is reviewed by a promotion committee consisting of faculty members appointed by the Provost (candidates may not serve on the promotion committee). The recommendations of the committee are then forwarded to the Provost.

April 15 — The Provost will inform each candidate of the recommendation made by the promotion committee. Written notice of intent to submit an appeal must be provided to the Provost within 48 hours (two business days) in cases where a faculty member did not receive a favorable recommendation for promotion from the committee. The appeal should include additional documentation which specifically addresses issues relative to the non-recommendation, and must be submitted to the Provost for review and consideration within one week from the date of the letter of notification. A decision will be rendered by the Provost within one week of receipt of the written appeal and support documentation. The Provost will review and make recommendations to the President relative to all candidates.

May 15 — A list of promotional recommendations will be forwarded by the President of the Board of Trustees for review.

August 1 — The Provost will inform each candidate of the final disposition of the promotion request and any salary adjustment.

Approved promotions take effect the beginning of the following fall semester.

**FORMAT FOR PROMOTION REVIEW DOCUMENTATION**

**Instructions:**

Use this format to assemble your promotion review documentation.

1. Use a three-ring binder with tabs identifying each section required; do not use plastic page protectors.
2. Provide clear, legible copies of documents.
3. Information should be from the last three academic years (six semesters – fall/spring), which includes the current academic year (unless otherwise specified).
4. All listings should be in reverse chronological order by term.
5. Verification must be included where indicated.
6. Spell out acronyms.
7. All required components of the documentation must be included or addressed.
8. Eligibility for the year of promotion will include the current academic year. (You can count the year in which you apply.)
9. Include only clearly relevant information (quality is far more important than quantity).

**I. Cover Sheet**

Include a cover sheet that states:

1. Your name;
2. Name of department;
3. Promotional rank for which you are being considered.

**II. Vita**

List and provide information in the order indicated:

1. Personal Information
  - a. Full name;
  - b. Date of initial appointment to faculty;
  - c. Current rank;
  - d. Dates in each prior rank.

2. Education

- a. List colleges/universities attended, locations and dates, degrees awarded, dates, majors(s).
- b. Provide the number of graduate credit hours in teaching/subject areas in the following way:
  - i. in master's degree program; and
  - ii. beyond master's degree. If admitted as a candidate for a higher degree, indicate what degree, subject area, college/university, location, and date admitted.

3. Current Professional Certifications, Registries, Licensures

- a. Provide organization and dates for all held.

4. Experience

- a. List positions held with employer, dates, and overview of responsibilities.

**III. Transcripts of All Educational Preparation**

Provide clear copies of unofficial transcripts from each institution attended (official copies must already be on file in the Human Capital Department). Provide copies of current certificates, licenses, and/or registries. (Identification numbers may be removed from copies.)

**IV. Faculty Development Plan**

Provide copies of the current faculty development plan and those of the previous two years; identify those activities that were completed and any additional development activities. Provide supporting documentation.

**V. Teaching**

Provide a narrative summarizing activities in this area. Elaborate upon activities that demonstrate quality teaching, teaching innovations, or experimental techniques of instruction.

1. Provide a list or table of academic and/ or developmental courses taught and the number of credit hours. If credit release was granted, describe the basis for the release.
2. For each course taught, provide a sample course syllabus, and note any innovations reflected in the syllabi.
3. For each course taught, provide Learning Outcomes Assessment annual reports, and highlight improvements made as a result of assessment.
4. For each course observed by the Department Chair or designee, provide the course observation summary.
5. Discuss and append summaries of student course evaluations for the past two years.
6. Describe course and/or program development activities.
7. Discuss and append documentation of teaching methodologies, development and application of current instructional techniques (including development of online and computer-assisted courses), etc.
8. Discuss and append evidence of staying current in field of discipline/specialization.

9. If applicable, provide a list of continuing education courses taught for the current and previous two years, the number of participants, brief course descriptions, and summaries of student course evaluations.

## **VI. School and Community Service**

Provide a narrative summarizing activities in this area, listing all internal and community service activities for the current and previous two years.

1. List committee assignments; include a brief description and supporting documentation for active participation in committee work. (Supporting documentation may include letters from committee chair[s] or other committee members, committee evaluation instrument[s], and/or committee minutes.)
2. List and describe other internal service activities, including workshop facilitation, assigned tasks and responsibilities, student organization sponsorship, institutional and unit effectiveness/ research, accreditation activities, etc.
3. Provide a narrative of all guidance and advising activities for the current and previous two years. Include activities pertaining to assigned advisees and unassigned advisees. Include activities related to career counseling, testing services, advising of non-credit students, and other counseling services.
4. List and describe all external community service activities for the current and previous two years. Include a brief description and supporting documentation, such as brochures, programs, and letters. Include direct consultations, planning reports, service/outreach work, etc.
5. List and describe activities involving student recruitment and orientation, including participation in recruitment events, student information sessions, open houses, etc.

## **VII. Educational Leadership**

Provide a narrative summarizing activities in this area, listing and describing all educational leadership activities for the current and previous two years.

1. Describe involvement on boards, commissions, and committees outside the School, memberships in professional organizations, and other professional activities.
2. List all performances, compositions, and other artistic creations that are evaluated by written reviews and by qualified peers, either in person or aided by other forms of reports, or both.
3. List all professional or scholarly papers presented at international, national, or regional/state meetings.
4. List all publication of research or scholarly works such as books, journal articles, and other scholarly papers.

## **VIII. Performance Effectiveness**

Provide a copy of your Annual Faculty Performance Review for the current and previous two years.



## **IX. Letter(s) of Recommendation**

Include a letter from the Department Chair recommending promotion in rank. Other letters of recommendation are optional.\*

*\* If the division chair is being considered for promotion, the chief academic officer writes this letter.*

## **X. Reflective Essay**

Provide a one- to two-page reflection on the significance to you of your past few years' experience as a practicing faculty member. For example, how well have you achieved your goals? What have you learned that will inform your career for the future? Is your philosophy of education changing; how? What are your goals for the next five years of your career? What resources might you need to be able to achieve your future goals? Include other thoughts as you feel appropriate to describing your growth as a professional educator.

## **XI. Additional Information**

Provide additional information which you believe may be of assistance to the committee in making a recommendation, such as special awards or recognitions.

# APPENDIX XV: DISTANCE EDUCATION COURSE EXAM PROCTORING

ACA-288

## Policy Statement:

Students enrolled in distance education courses who are unable to take exams at Graduate School USA must identify a proctor to administer exams and submit the Proctor Request Form to the Graduate School USA for approval. The Proctor Request Form must be submitted within 30 days after the start of the student's first term. Once a proctor has been approved by Graduate School USA, the student may continue to use that proctor in future terms unless their location changes or they are told to change proctors by Graduate School USA.

- **Students in the Military:** Military personnel in the United States must make arrangements for proctoring of examinations with their education officer or with an accredited college testing office convenient to them (see Out-of-State Residents, below). Deployed military personnel must work with their unit's education officer regarding testing arrangements.
- **Washington, DC, Metropolitan Area Residents:** Students who live in the Washington, DC, metropolitan area must take their examinations at Graduate School USA's site at 600 Maryland Avenue SW, Washington, DC 20024. Alternative days for testing are usually Tuesday evening or Saturday morning of Final Examination Week.
- **Out-of-State Residents:** Students residing outside the DC metropolitan area must contact the testing or assessment center at any nearby accredited college or university. If no testing center exists in their area, they may request approval for a full-time faculty member or administrator of an academic unit of an accredited local college or university to serve as proctor. Graduate School USA cannot approve anyone with a potential conflict of interest (e.g., friend, relative, supervisor, co-worker, et al.). Exams must be sent to the employment email address of the proctor. Exams may not be sent to any person's home, a primary or secondary school, a place of worship, or a private business.

Students may be charged a fee by an individual proctor and/or testing site for use of its services.

Payment for proctoring services/site fees are the responsibility of the student, not Graduate School USA.

The Registrar will ensure that the proctor receives the examination by mail at least 48 hours prior to the examination period and request confirmation that the examination has been received. If the faculty member does not receive the completed examination within the examination week, the Registrar must be notified.

Students are expected to take all exams when scheduled. Exams outside of Washington, DC must be taken within the first three days of the examination week. In the event of illness or extraordinary circumstances, the student must contact the Graduate School USA faculty member and provide documentation to request a make-up exam and approval to get an extension. If the request is not approved, the exam grade will be recorded as a zero. Failure to ensure the availability of the approved proctor in a timely manner is not a valid justification for a make-up exam.

## Regulations

- The student and the proctor must procure a site appropriate for testing. Exams are not to be administered in a home unless given special exception due to mobility limitations or special needs.
- The exam must remain in the possession of the proctor until the time the test is administered.
- The student must present a valid government-issued photo ID to be allowed to sit for exams.
- Students must know their student identification number and include it on the examination.
- The proctor must be present at all times while the exam is being administered. Exam times may not exceed two hours (unless the student requires additional time based on an accommodation approved by the Special Accommodations Coordinator).
- Electronic devices (e.g., computers, PDAs, cell phones, pagers, etc.) are not permitted in any testing facility. Calculators may be permitted for some exams.
- Children are not allowed in any exam session.
- No assistance is allowed. The exam is closed-book unless otherwise noted.
- Once started, the examination must be completed. If the student leaves the room before completing, the exam period is ended and the exam must be submitted to the Graduate School USA faculty member as is.
- The exam may not be copied by a student under any circumstance.

Immediately upon completion, examinations are to be mailed to the Graduate School USA faculty member in the self-addressed stamped envelope provided by the Registrar.

### **For Students with Disabilities**

Students needing testing accommodations because of a documented disability must contact the Special Accommodations Coordinator as soon as possible.

# Proctor Request Form F1

## Definitions

## Policy Statement

*Submission of this form signifies that the student has read, understands, and agrees to comply with the proctored exam and assessment exam requirements of the Graduate School. The person acting as the proctor is in a position of trust, thus the proctor application will be reviewed and approved or declined after verification is completed. Once the proctor is approved, both student and proctor will receive a confirmation email at the addresses provided below. Those applications that are incomplete, do not have the required documentation, or do not meet the proctor qualifications will not be approved, and the student will be notified. No exams will be transmitted until an approved proctor has been approved through this process.*

## Student Information (all fields required)

Name:	
Street Address:	
City:	
State:	
Zip code:	
Day Phone #	
Work Phone #	
Email Address:	

---

**(The following information is required only for examinations taken outside of Washington, DC)**

## Proctor Information (all fields required)

Name:	
Place of Employment:	
Job Title or Profession:	
Relationship to Student:	
Proctor Email Address:	
Work Phone#	
Fax #:	
Proctor's Mailing Address:	
Name of Testing Location:	

Testing Location Address:	

**Materials for the exam will be primarily emailed to the proctor.**

Email to:

Email Address:	
----------------	--

**If necessary, enter the address to mail the examination.**

Organization Name:	
Attention of:	
Street Address:	
City:	
State:	
Zip code:	

### Testing Information

Select the type of testing you need to have proctored:

Instructor name:

Course title:

Course number:

- ☐ Course Exam
- ☐ Assessment Testing
- ☐ English
- ☐ Reading
- ☐ Sentence Skills
- ☐ Listening (ESOL) only
- ☐ Math
- ☐ Science
- ☐ Challenge

## Examination Administration:

- The student and the proctor must procure a site appropriate for testing. Exams are not to be administered in a home unless given special exception due to mobility limitations or special needs.
- The exam must remain in the possession of the proctor until the time the test is administered.
- The proctor must verify the identity of the student based on a valid government issued photo ID before giving an exam.
- The proctor must be present at all times while the exam is being administered. Exam times may not exceed two hours (unless the student requires additional time based on an accommodation approved by the Special Accommodations Coordinator).
- No assistance is allowed. The exam is closed book unless otherwise noted.
- Once started, the examination must be completed. If the student leaves the room before completing the exam, the exam period is ended and the exam must be submitted to the Graduate School as is.
- The exam may not be copied by the student under any circumstance.
- Electronic devices (e.g., computers, PDAs, cell phones, pagers, etc.) are **not** permitted in any testing facility.
- Children are **not** allowed in any exam session.
- Students must know their student identification number and include it on the examination.
- The exam may not be copied by a student under any circumstance.
- **Immediately upon completion, completed examinations are to be returned to the faculty member as a PDF file or sent to the Registrar by fax at 202-479-2501.** Required

# APPENDIX XVI:

## GRADUATE SCHOOL USA

### TEST/EXAMINATION COVER SHEET FOR PROCTORING SERVICES

**Instructions:** Complete this form and deliver with a copy of the test/examination to the Registrar's Office. A separate cover sheet and test/examination copy must be provided for each student. The Office will schedule the administration of the test and will confirm the date and time via email to the student and the instructor. Instructors are expected to pick up completed tests/examinations within 48 hours of test/examination administration unless other arrangements are made in advance.

TERM: \_\_\_\_\_ YEAR: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_  
(First name) (Middle Initial) (Last name)

STUDENT IDENTIFICATION NUMBER: \_\_\_\_\_

COURSE NUMBER: \_\_\_\_\_ SECTION: \_\_\_\_\_

NAME OF INSTRUCTOR: \_\_\_\_\_

DATE BY WHICH TEST/EXAMINATION MUST BE ADMINISTERED: \_\_\_\_\_

DURATION OF TEST/EXAMINATION: \_\_\_\_\_ HOURS AND \_\_\_\_\_ MINUTES

NUMBER OF PAGES OF EXAMINATION (INCLUDING COVER SHEET): \_\_\_\_\_

MATERIALS ALLOWED (check one):

☐ No materials allowed (i.e., no notes, test/exam reviews, textbooks, electronic devices, etc.)

☐ Materials allowed are listed below:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OTHER SPECIAL INSTRUCTIONS:

\_\_\_\_\_  
\_\_\_\_\_

#### Declaration of Academic Integrity

**By signing below, I pledge that I will complete this examination as my own work and without assistance of others or the use of unauthorized material or information.**

**Student's signature:** \_\_\_\_\_

**FOR OFFICE USE ONLY**

DATE AND TIME SCHEDULED FOR TEST/EXAMINATION ADMINISTRATION:

\_\_\_\_\_

ADA ACCOMMODATIONS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FOR PROCTOR'S USE ONLY**

PROCTOR'S NAME: \_\_\_\_\_

TIME STUDENT BEGAN: \_\_\_\_\_ TIME STUDENT COMPLETED: \_\_\_\_\_

PROCTOR COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COMPLETED TEST RETURNED TO REGISTRAR ON \_\_\_\_\_ AT \_\_\_\_\_  
(date) (time)

PROCTOR SIGNATURE: \_\_\_\_\_

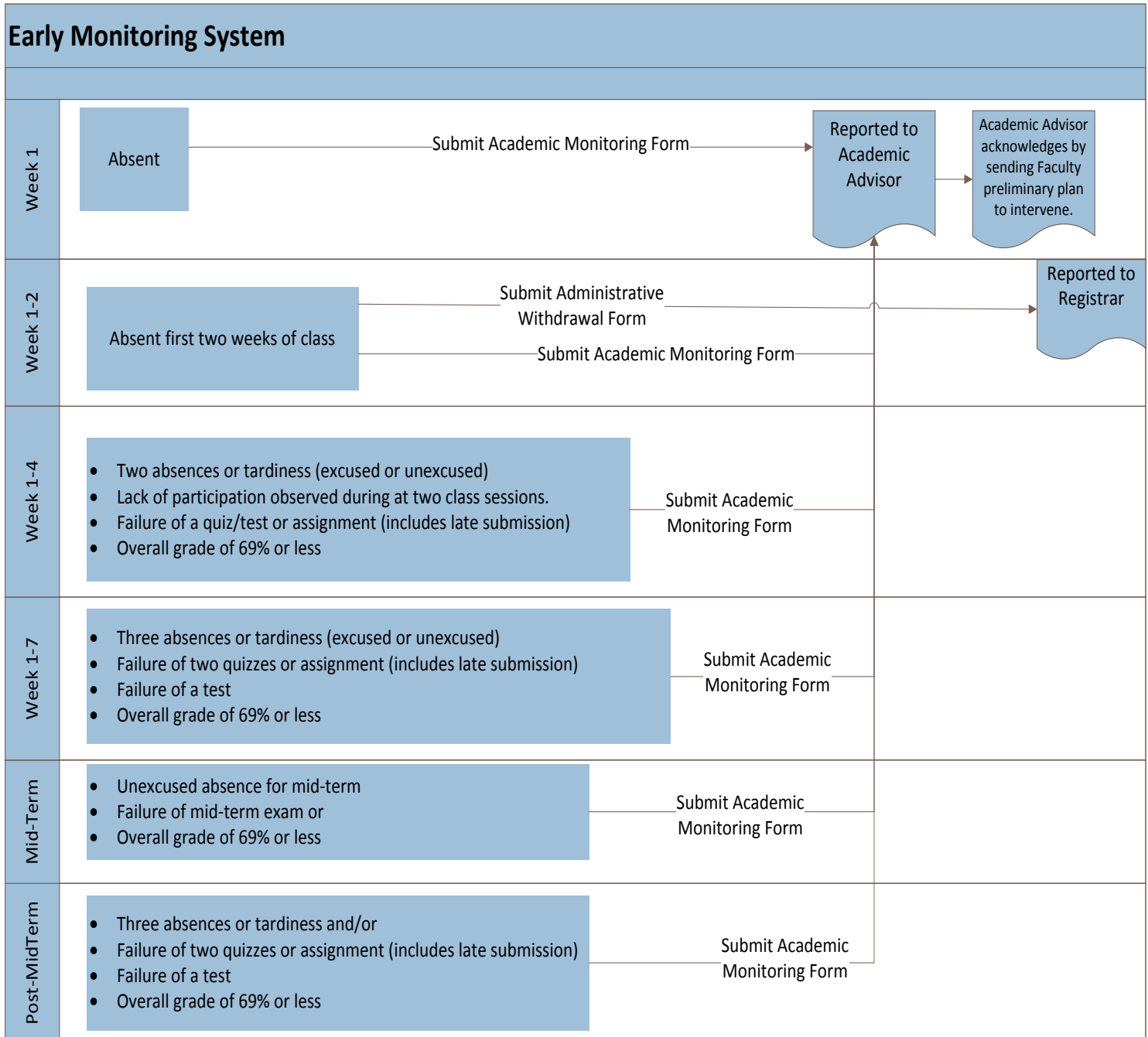
**FOR OFFICE USE ONLY**

COMPLETED TEST PICKED UP BY FACULTY MEMBER ON \_\_\_\_\_ AT \_\_\_\_\_  
(date) (time)

FACULTY MEMBER'S SIGNATURE: \_\_\_\_\_



# APPENDIX XVII: EARLY MONITORING SYSTEM





ACA-335-F1

**Office of Academic Advising**

600 Maryland Avenue, SW, Suite 305

Washington, DC 20024-2520

Phone: (202) 314-3651

Email: [advising@graduateschool.edu](mailto:advising@graduateschool.edu)

[www.graduateschool.edu](http://www.graduateschool.edu)

## EARLY ALERT REFERRAL FORM

Student Name: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Faculty Name: \_\_\_\_\_

Faculty Phone: \_\_\_\_\_

Faculty Email: \_\_\_\_\_

Referral Date: \_\_\_\_\_

COURSE TITLE (ENG 101)	COURSE DELIVERY (On-campus; Online)	LAST DATE OF ATTENDANCE	CURRENT COURSE GRADE

**Reason for Referral:**

- ☐ Student is tardy or leaves class early.
- ☐ Student needs to develop fundamental skills in the following area(s): ☐ Reading ☐ Writing ☐ Math
- ☐ Student needs tutoring
- ☐ Student has personal issues/outside commitments
- ☐ Student is not performing well on test and/or quiz grades
- ☐ Student is submitting late or incomplete work
- ☐ Student is missing assignments
- ☐ Student is not participating in class
- ☐ Student is not academically prepared for this class
- ☐ Other

**Faculty Comments:**

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# APPENDIX XVIII:



Office of Academic Advising  
600 Maryland Avenue, SW, Suite 305  
Washington DC 20024-2520  
Phone: (202) 314-3651  
Email: [advising@graduateschool.edu](mailto:advising@graduateschool.edu)  
[www.graduateschool.edu](http://www.graduateschool.edu)

## STUDENT TUTORING REQUEST FORM

The Tutoring Program seeks to provide tutors in all subject areas in the Academic and Evening/Weekend Programs where there is need. Tutors are knowledgeable, well-qualified students who possess good academic skills. They should be viewed as a resource in helping you overcome problem areas in your course(s); but they are not a substitute for your instructor.

You must be a currently enrolled student in the Academic or Evening/Weekend Programs and attending all classes regularly. Complete all sections of the form and submit it to the Office of Academic Advising.

### SECTION A:

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Term: \_\_\_\_\_ Year: \_\_\_\_\_

### SECTION B:

Indicate course(s) for which you wish to receive a tutor:

Course 1: \_\_\_\_\_ Instructor: \_\_\_\_\_

Course 2: \_\_\_\_\_ Instructor: \_\_\_\_\_

Course 3: \_\_\_\_\_ Instructor: \_\_\_\_\_

### SECTION C:

1. Have you spoken or communicated with your instructor about the difficulties you have had in the course?

☐ Yes ☐ No

2. Have you spoken or communicated with your academic advisor about the difficulties you have had in the course?

☐ Yes ☐ No

3. Have you been regularly attending the course?

☐ Yes ☐ No

4. Is this the first time you have taken the course?

☐ Yes      ☐ No

5. On average, how much time do you spend studying or doing homework for this course?

☐ 0-3 hours/week      ☐ 4-6 hours/week      ☐ 7-9 hours/week      ☐ 10+ hours/week

**SECTION D:**

Please fill in only the times you are available to meet with a tutor with your initials.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
9:00 am						
10:00 am						
11:00 am						
12:00 pm						
1:00 pm						
2:00 pm						
3:00 pm						
4:00 pm						
5:00 pm						
6:00 pm						
7:00 pm						

**SECTION E: This section must be completed by each of your instructors:**

Course: \_\_\_\_\_

Date: \_\_\_\_\_

By signing below you are verifying that the student has been attending your class regularly.

Instructor name: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_

Course: \_\_\_\_\_

Date: \_\_\_\_\_

By signing below you are verifying that the student has been attending your class regularly.

Instructor name: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_

Course: \_\_\_\_\_

Date: \_\_\_\_\_

By signing below you are verifying that the student has been attending your class regularly.

Instructor name: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_

**Submit completed form and documents to:**

Graduate School USA  
Office of Academic Advising  
600 Maryland Avenue, SW, Suite 305  
Washington, DC 20024

# APPENDIX XIX: ONLINE PORTFOLIO COURSES

## ONLINE PORTFOLIO ASSESSMENT COURSES

### ARTS, HUMANITIES AND SOCIAL SCIENCES

CAR 101 – Strategies for Career Success

ENG 101 – English Composition

ENG 220 – Technical Writing

### MANAGEMENT

ACC 220 – Accounting Computer Applications

LAW 110 – Legal Environment of Business

MGT 110 – Introduction to Management

MGT 220 – Federal Government Policy Development

### CENTER FOR HEALTH SCIENCES

BIO 101 - General Biology (taken by MA, MLT and ECG students)

BIO 201 - Introduction to Physiology

BIO 210 - Human Anatomy

BIO 230 - General Microbiology

CHE 101 - General Chemistry (taken by MA, MLT and ECG students)

ECG 201 - ECG and Cardiac Pharmacology

HIM 101 - Introduction to Health Information Management

MAS 201 - Medical Office Procedures

MAS 220 - Medical Assistant Seminar

MED 101 - Medical Law and Ethics

MED 120 - Introduction to Clinical Laboratory Science

MED 150 - Phlebotomy

MLT 210 - Clinical Chemistry

MLT 240 - Hematology

MLT 250 - Immunology

MLT 290 - MLT Seminar



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