

The CWRU

Undergraduate Instructor's Manual

The original version of this manual was produced in 1999. The advice on organizing a course, first day activities etc is still relevant today. We have updated the information so that the contact information and procedures in SIS are current, but have not altered the original themes and intention of the text. Below is the original introduction with authors listed. As described in the original version, we do expect updates and revisions, please contact Dean Jeffrey Wolcowitz with any suggestions.

1999 Forward

This little manual is for instructors of undergraduates at Case Western Reserve University* , including full- and part-time faculty members, adjuncts, and graduate teaching assistants. In it you will find the answers to many questions which you may have about your teaching duties. The questions are of several types: "what do I do if...?"; "whom do I call about...?"; "what are the rules concerning...?" This is not a manual on how to teach, although it includes some suggestions on the organization of your courses. A CWRU teaching manual exists; it is called "A Practical Guide to Teaching at CWRU" and it may be obtained from the University Center for Innovation in Teaching and Education (UCITE) or from Educational Support Services. This is not a book of policies, rules and regulations, although several official university and federal policy statements are included, and are indicated with bold type and an icon in the margin (as at right). It is mainly a book of information which all instructors will find useful in getting things done at CWRU. In addition, it provides suggestions for the organization of your classes and for your interactions with your students. The main goals of this manual are to save your time, to make our classes run smoothly, to call attention to various services available to instructors and students, and to provide our students with the best learning experiences possible.

We expect that improved editions of this manual will appear in the future. Therefore, your feedback and suggestions are especially valuable. Please send comments to Dean Margaret Robinson (mxr5) in the Office of Undergraduate Studies.

The idea of making such a manual available arose from discussions between the Dean of Undergraduate Studies and the University Undergraduate Faculty Executive Committee. The committee which has compiled this first version of the manual includes Michael Altschul of History, David Benseler of Modern Languages, William Fickinger of Physics, Amy Hammett, Registrar, Margaret Robinson, Dean of Undergraduate Studies, Jane Suresky of Nursing, and Caroline Whitbeck of Engineering Ethics and Philosophy. The actual writing, editing, and organization were done by Amy Stephenson of the English Department.

We wish you well in your teaching and research at CWRU.

* Most of this information will also be useful for instructors of graduate and professional students as well. Questions should be referred to the Dean of Graduate Studies or of the appropriate professional school.

CWRU

Undergraduate Instructor's Manual

Table of Contents

University Statements of Ethics & Academic Freedom

Course Preparation

Designing your syllabus	1
Proposing a new course or changing an existing course	2
Course scheduling	3
Reserving rooms and equipment	4
Planning for Exams	5
Preparation of course material	5

The Beginning of the Semester

Registration and Drop/Add	7
First-day activities	7

Day-to-Day Interactions

Assisting students outside of class	
Office hours and availability	9
Academic assistance	9
Other forms of assistance	10
Policy considerations	
Absences and excuses	11
Students who attend without being registered	12
Students who stop attending class	13
Emergencies in the classroom	13
Fire alarms	14
Unusual problems with the classroom	14
When is it appropriate to cancel class?	15

Maintaining an appropriate and civil educational atmosphere

Appropriate and inappropriate behavior in the classroom	16
Official CWRU Standards of Conduct	17
Harassment	18
To whom can you turn for assistance and advice?	18

Fostering academic integrity

Establishing ethical standards in your classroom	19
Fostering academic integrity on exams	20
Preventing plagiarism at CWRU	22

Setting fair standards for collaborative groups	23
Identifying and addressing misconduct	24
Official CWRU procedure for Academic Integrity Violations	25

Midterms and Semester's End

Regular feedback	27
Midterm grade reports and examinations	27
Final examinations and grades	27
Grading	29
Reporting grades	31
Grade changes	31
Course Evaluations	31

Students With Disabilities **32**

Special Needs of First-Year and International Students

Teaching students to be students	33
Grading in the freshman year – “Freshman Forgiveness”	33
Cultural differences	34
Students who need further assistance	35

If You Leave the University **37**

Divulging Student Information

Grades	38
Grade material	38
Social Security numbers	38
Letters of recommendation	38
Enrollment verification requests	39
Inquiries by third parties	39

University Statement of Ethics

The following statement is also found in the *Faculty Handbook*. Faculty are encouraged to read Chapter Three of the *Faculty Handbook*, "Policies and Procedures for Members of the Faculty of Case Western Reserve University," particularly the Introduction and Section IV, "Professional Responsibilities."

Universities seek to preserve, disseminate, and advance knowledge. At CWRU, as elsewhere, we recognize that to fulfill these purposes requires a norm of expected conduct shared by all in the University community, governed by truthfulness, openness to new ideas, and consideration for the individual rights of others, including the right to hold and express opinions different from our own.

The University's mission rests on the premise of intellectual honesty—in the classroom, the laboratory, the office and the solitary examination desk. Without a prevailing ethic of honor and integrity not only in scientific pursuits but in all scholarly activity, the very search for knowledge is impaired. In these respects, each of us—especially but not exclusively faculty—must regard oneself as a mentor for others.

These principles we strive to uphold make it possible for the larger society to place trust in the degrees we confer, the research we produce, the scholarship we represent and disseminate, and the critical assessments we make of the performance of students and faculty, as well as judgments of staff and administrators.

To safeguard the standards on which we all depend, each of us must therefore accept individual responsibility for our behavior and our work and refrain from taking credit for the work of others.

The culture of a university also requires that the rights of all be protected, particularly by those entrusted with authority for judgment of the work of others.

The University, being a human community, is subject to human failings, ambiguities, and errors. It is therefore the responsibility of the bodies regulating the affairs of faculty, students, and staff to maintain processes for judging and resolving instances where these principles may have been violated. However, all such systems depend for their effectiveness, in turn, on the acceptance of common norms of conduct the ties of trust which bind the university community together.

Academic Freedom

This statement is also found in the *Faculty Handbook*.

Fundamental to the purposes of the University is the belief that progress in social and individual welfare is ultimately dependent on the maintenance of freedom in academic processes. Especially vital is the protection of expression which is critical toward conventional thought or established interests.

Academic freedom is a right of both tenured and non-tenured faculty members, and applies to University activities including teaching and research. Specifically, each faculty member may consider in his or her classes any topic relevant to the subject matter of the course as defined by the appropriate educational unit. Each faculty member is entitled to full freedom of scholarly investigation and publication of his or her findings.

Chapter One

Course Preparation

Designing your syllabus

Your course syllabus is the document in which you define course policies and procedures and establish course requirements. The rules and procedures for each course should be clearly stated in the syllabus and easily accessible, and be understood by teacher and student alike.

A printed version of the syllabus should be distributed at the first meeting of the class. Instructors may also choose to make the syllabus available prior to the start of the semester, either in print form or on the appropriate web page, either in Blackboard or in another easily accessible location. Any changes in requirements or deadlines should be announced to the class and confirmed in an updated print version of the syllabus.

It is recommended that a syllabus include the following:

- 1) Statement of the objectives of the course
- 2) Prerequisites for the course
- 3) Outline of the course contents
- 4) Description of the work expected of each student
- 5) Explanation of the grading system
- 6) Explanation of how to consult with the professor (office hours, phone numbers, e-mail)
- 7) Reference to the University Statement of Ethics
- 8) Dates and times for all scheduled examinations
- 9) Notice that the instructor is willing to accommodate the needs of students with physical or learning disabilities. The following language is recommended for inclusion in the syllabus:

“During the semester I am [or, the instructor is] prepared to meet individually [by appointment] with any and all students enrolled in this course. I would like especially to meet with students with disabilities who are registered with the Coordinator of Disability Services. (368-5230) and who may need individual arrangements.”

The following items may be essential or useful for some courses:

- 1) Explanation of the individual student’s responsibilities in shared or collaborative work and how the individual’s contributions are evaluated
- 2) Expectations of student attendance and participation in class
- 3) Rules concerning submission of late assignments
- 4) Mechanisms for apprising the student of progress and standing in the course

- 5) Explanation of how the student will be informed of the final grade, consistent with rules concerning confidentiality of student work, and of how the final exam or paper will be returned to the student when the course has ended
- 6) Expectations of classroom conduct, including prohibitions of specific kinds of disruptive activity such as sleeping or engaging in non-course-related activity during class.

When designing your course and syllabus, be sure to check it against the official course description found in the *General Bulletin*. Does your plan for this particular semester differ from the official description in any way? Are you teaching the same subject matter and requiring the same level and nature of student work as described there? When a course is taught repeatedly, small changes will be made each semester. Make sure those changes remain small and don't fundamentally alter the course from the plan advertised in the University Bulletin and approved by the Faculty Senate Committee on Undergraduate Education (FSCUE). If you do find the course should be changed from its original conception, you must submit a Course Action Form as described in the next paragraph.

Proposing a new course or changing an existing course

New courses must be approved by a series of committees and academic administrators. The important document is called the "Course Action Form." While departmental procedures for proposing courses may vary, the form must ultimately be signed by the department chair, by the college or school curriculum committee chair, by the dean, and by the chair of FSCUE.

Course Action Forms are required not only for proposals of new courses, but also for renaming, renumbering or dropping courses, for changing credit hours or numbers of lecture or lab hours, for changing pre-requisites or catalogue descriptions, or for making significant changes in course content. In addition, information on whether the course is being proposed for inclusion on the General Education course list, or whether the course is graded or Pass/No Pass must be provided.

You must propose your course within your department first, and then forward the form (along with certain required attachments) to the dean's office, whence it will be referred to the appropriate curriculum committee (Arts and Sciences, Engineering, Nursing, or Management). That committee will examine the form to make sure all the questions are answered and that the supporting documents are complete, and most importantly that the proposed course or course change is appropriate.

Approved course proposals are forwarded FSCUE, which reviews those aspects of the proposal affecting core curricula or undergraduate programs involving more than one college. If concerns are expressed, the FSCUE will return the proposal to the school or college with an explanation of its concerns.

The proposal must pass all these tests before it is forwarded to the Registrar for inclusion in the course database. The originating department must check that the course number of a new course has not been used in the preceding five years.

The various committees examine the syllabus and look especially for a description of how the student's work is to be evaluated. They also look for specification of the differences between the requirements for undergraduate and graduate students in 300/400 dual-numbered courses. They look for assurances that the proposing department has consulted with other departments which might be affected by the proposal (especially when changes in courses required by other departments are proposed).

Course scheduling

Semester course offerings are planned by the department chair or official department designee and finalized well in advance of the upcoming semester. Spring semester course offerings are finalized in early October; summer and fall course offerings are finalized in early February. Before the schedule is finalized, any course changes such as meeting times, enrollment limits, or permit requirements must be approved by the department chair or scheduling designee and then are entered into the student information system (SIS). Any changes made after the schedule is finalized must be approved by the department chair and the appropriate academic dean's office before being changed.

CWRU has an official schedule grid into which all course times must fall (see back of handbook). Courses offered on Monday, Wednesday and Friday are scheduled for 50 minutes beginning on the half hour from 8:30 to 4:30 pm, and those offered on Tuesday and Thursday are scheduled for 75 minutes beginning at 8:30 am. **There is a period of time on Fridays from 12:30 to 1:50 when no courses may be scheduled. This is sometimes referred to as "The Community Hour".** This time is set aside for academic events other than classes such as reviews, exams, or special seminars.

Contact hours for courses should be similar to the number of credit hours for which the course is offered. Normally, three-credit-hour courses other than laboratories meet for 150 minutes of class time each week throughout the semester. Further clarification and approval for non-standard contact time should be sought from the appropriate dean's office.

Other things to think about when planning a course include special room requirements, such as accessibility for the disabled, particular room layouts, or special equipment such as electronic media. Any special room needs should be made clear to the department chair or scheduling designee well in advance of schedule finalization.

Careful attention must be paid to courses that are cross-listed with courses in other departments. Any cancellations, changes of course times or other substantive changes must be carefully coordinated with the appropriate representative from the other department. The Registrar's office depends on interdepartmental communication and will not initiate 'parallel' changes to cross listed courses.

Reserving rooms and equipment

The room reservation process begins two semesters ahead of time when scheduling documents are distributed to each department chair; special requests or needs, such as wheelchair accessibility or particular locations, must be brought to the department chair or Registrar's attention as early as possible. You will need to have a sense of the projected class enrollment so that you or the appropriate person in your department can reserve a room of the right size. You are not generally obligated to set an enrollment limit, but your department may have official limits on the size of certain classes. You should also be aware that if you do not set a limit, the Registrar's office will continue to enroll students throughout the Drop/Add period; this means that your enrollment could grow to exceed the capacity of the room, and your class will have to be moved. To reserve classrooms for academic events other than courses (e.g. reviews, exams, etc.), please use the form on the Registrar's website at:

<http://www.case.edu/registrar/astrainstr.html>

Some departments control the reservation of specific rooms in their main buildings. Check with your department secretary to see which rooms are available in your building and what the procedure is for reserving them.

Undergraduates who wish to reserve rooms that are controlled by the Registrar's Office of Room Control must make arrangements through Thwing Center, 368-2660, rather than contacting Room Control directly. Graduate students who wish to reserve rooms must make arrangements with their advisors.

Keep in mind that your room is reserved only for the duration of the class, a time block of 50 minutes, 75 minutes, or 150 minutes depending on the course schedule. Please plan your class sessions with this time block in mind. If you find you need extra time after class to answer student questions, please move your discussion to the hallway or your office so that the next class to use the room has adequate preparation time. If you are administering an examination during class time, do not assume you can remain in the room beyond your allotted class time; if you need to give a longer test, contact Room Control to reserve a separate room. If you intend to give scheduled exams outside of class time, you must submit this information during the official course scheduling process so that students are aware of all time requirements before registering. Keep in mind that giving a long test or extending discussion and lecture for another five minutes disadvantages students who have another class immediately after yours.

When planning for events for which you will require classroom space, always be aware of the academic calendar. Classroom space is a limited resource, and the Registrar's Office reserves the right to prioritize requests for space. For example, if you need the use of a classroom for colloquia or similar events, do not plan the event during finals week. Final exams take precedence over all other events at this time. In general, regular academic classes will always take precedence over other academic events — even academic seminars.

Most classrooms are equipped with presentation technology and web access however if you have any special requirements, contact ITS at 368-3777.

Planning for Exams

When you are planning your course outline and syllabus, you should be sure to note all specific dates and deadlines, including the final exam. The semester's calendar of deadlines and events is available on the CWRU website at

<http://www.case.edu/registrar/calendars/5year.html>

and the final exam schedule may be found at

<http://www.case.edu/registrar/exams.html>

and is available well before the start of the semester. You should include the exam date on your syllabus so students are aware of it from the start. You may wish to note when major religious holidays occur, and avoid scheduling exams on those dates.

Examinations other than the final are expected to be conducted during class time. If you plan to schedule longer exams outside of class time, or common exams for multiple sections, the times must be scheduled during the official course scheduling process.

Final examinations must be given during the final examination period at the time assigned by the Registrar (*source: General Bulletin, chapter on Undergraduate Studies*). Any exception must be approved by the Dean of Undergraduate Studies. Under no circumstances are final examinations to be given during the last regular week of classes, nor are exams or any required course activities to be administered during the Reading Days the last two weekdays immediately preceding the start of the final examination period.

Final grades are due to be submitted in SIS within forty-eight hours of the final exam, and at the latest, on the second day after the last day of final examinations. Your exams should be planned with this deadline in mind.

Preparation of course material

Ordering Textbooks from the CWRU Bookstore

Prior to the start of each semester, the University Bookstore will email each instructor book order-forms, custom-publishing order forms, and a history of the course materials that were used in the recent past. Orders can be placed through the web site at

<http://case.bncollege.com>

The textbook manager is located in the Barnes and Noble Store on Euclid Avenue. (It is a good idea to check with the bookstore well before classes begin to ensure that the order has been placed.)

Textbook orders for the upcoming summer and fall semesters are requested in April and spring semester orders are requested in October. The reason for the early requests is to provide the best possible pricing and service. It is advantageous to send your order early. Any ordered book will be added to the CWRU Book-buy-back list. Used books will be purchased from our students at 50% of the published new price. If you do not plan to use the book again, or if your order is not received

early enough, the used book will be purchased (at a lower buy-back rate) if it is wanted elsewhere. The “want” list is cycled nationally through used-book vendors to locate requested books.

Newly published books will not be included in this search. Orders that cannot be filled by used-book vendors are then sent to new-book publishers.

If you order a book which the students may not buy until well into the semester, you should inform the bookstore, since books are routinely returned to the publishers 5 or 6 weeks into the semester. (There is a place for “date needed” on the order form.)

New or visiting instructors may wish to consult with experienced colleagues for advice on textbook selection and ordering.

Preparing Course Packs/Custom Publishing

If you plan to use photocopied journal or book articles, you can prepare a custom-published course pack. To do so, complete an order form outlining your preferred format, a bibliography, and a clean copy. The University Bookstore and Printing Services will take care of copyright permissions, assume responsibility for all record keeping and handle distribution through the bookstore. Orders can be placed directly to the University Bookstore. We encourage you to submit your orders at least six weeks prior to the start of the semester.

Kelvin Smith Library Reserve

Many instructors place books and articles on reserve at the Circulation Desk of Kelvin Smith Library. There students may read material and copy useful portions for their own use. This is particularly useful for journal articles and for material that may supplement required course reading. Instructors should place orders for library reserve material as early as possible. For more information, contact the Kelvin Smith Library Reserve at 368-3506.

Chapter Two

The Beginning of the Semester

Registration and drop/add

Registration for each semester's classes begins late in the preceding semester and continues until the end of the second week of classes. The Drop/Add period begins the first day of registration and continues through the second week of classes; within that time students may shift from section to section and course to course. Students who are absent from your class during that period are still responsible for coursework if they add or remain registered for your class. They should make arrangements with you to make up any missed work. Drop/Add for summer session runs through the first week of class for most classes and the first two days for intensive session courses.

Once the Drop/Add period is over, should review your course roster in SIS. Check it carefully against actual class attendance. Students who are not registered for your class are not permitted to attend class. All auditors must register as auditors. Undergraduate students who are on the list but have never attended should be reported to the Office of Undergraduate Studies. Please also verify the instructor information on the page and report any errors to the Registrar.

You may be approached by students who want to enroll in your class but have holds on their accounts or other problems that prohibit them from registering. These students should be referred to the Dean of Undergraduate Studies so that they may resolve their problems by the end of the Drop/Add period. **After the Drop/Add period any students who are not registered should be sent to the Dean of Undergraduate Studies to attempt to resolve the situation.**

First-day activities

On the first day of class you should plan to:

- Introduce yourself.
- Explain your goals for the course.
- Distribute and review the syllabus and schedule of assignments.
- Explain how you will make yourself available to students outside of class – whether through regular office hours, scheduled appointments, periodic blocks of conferences, or telephone or e-mail.
- Take attendance and check it against the Registrar's list. Some instructors find it useful to collect an information sheet or notecard from each student listing name, phone number, e-mail address, and

the adviser's name. You may also ask them to provide their majors, reasons for taking your class, and other relevant interests.

- Give a brief lecture, or hold a discussion or class activity. Although other necessary first-day activities may take a significant amount of the available time, allow enough time to introduce the course's content. This is your opportunity to impress students who may be undecided about taking your class.

The first day of class is the time to spell out your expectations for student behavior, both academic and personal. These expectations should be addressed on your syllabus, and should also be discussed and explained at the start of the semester. Explicate your standards for the following:

- Collaborative work
- Attendance and in-class participation
- Late or make-up work
- Academic integrity
- Behavior in the classroom (including whether eating or drinking are allowed)
- Courtesy and decorum

Chapter Three

Day-to-Day Interactions

Assisting Students Outside of Class

Office hours and availability

It is important to make yourself available to assist students outside of class. Individual contact with instructors is very important to students. Regularly scheduled office hours represent one of many methods for ensuring that students have the opportunity to meet with you outside of the classroom. Others include:

- scheduling individual appointments
 - periodically circulating signup sheets for blocks of appointments during the semester
 - making use of e-mail for advice and instruction
- and
- taking telephone calls at the office or at home.

Whatever method or combination of methods you use, it is most important to be sure that students know how and when to reach you. Announce your availability at the beginning of the semester, and restate it as the semester progresses and students find themselves more likely to need your assistance. Office hours or appointment requirements, telephone numbers, and e-mail addresses should also be included in your syllabus and posted outside your office door.

Academic assistance

Tutoring and Supplemental Instruction

If you see students who are having difficulty with the course material, you may wish to recommend they seek tutoring. The Office of Educational Support Services (ESS) offers free tutoring for students enrolled in most undergraduate courses. Students can avail themselves of several modes of tutoring. Individualized tutoring is available to students who prefer more personalized attention. Request forms for individual tutors can be made online using tutortrac. Instructors must sign the student's request form before a tutor will be assigned; this is to ensure that faculty are aware of student difficulties and that students have taken all possible steps within the class before turning to the assistance of a tutor. In addition, Supplemental Instruction (SI), a form of group tutoring and review, is also available for students enrolled in introductory math,

chemistry, biology and some engineering courses. Educational Support Services is located in Sears 400, 368-5230.

Tutors hired by ESS are required to obtain permission from the appropriate academic department, usually from the particular course's instructor, before starting to work. Instructors are encouraged to recommend outstanding students as tutors and supplemental instructors.

The Writing Resource Center

The Writing Resource Center, operated by the English Department, offers writing instruction free of charge to undergraduates in thirty-minute one-on-one tutoring sessions. Most tutoring is done on a weekly appointment basis, although limited walk-in time is available. Students may also have their papers for specific courses critiqued with the permission of the instructor. The Writing Center is located in Bellflower Hall, Room 104; the phone number is 368-3798.

Other forms of assistance

As an instructor you interact with students on a daily or almost daily basis, and have opportunities to notice changes in their attitude or performance. Students may trust you and come to you with problems outside of your area of expertise. The following campus services are available to help students through personal problems or academic problems beyond your assistance. Don't hesitate to refer students to the appropriate services; they may feel too proud to go without prompting or may be unaware of the resources available to them.

You should also be sure to contact the student's adviser or the Office of Undergraduate Studies if you have any concerns. The adviser can determine if the student is having difficulties in classes other than yours as well, and may be able to intervene more readily than you.

Office of Undergraduate Studies

The Office of Undergraduate Studies oversees all undergraduate academic advising, maintains the academic records of all undergraduates, and monitors and enforces academic regulations and standards. For questions and concerns about academic honesty and student performance contact the Office of Undergraduate Studies, Sears 357, 368-2928.

University Counseling Services

University Counseling Services (UCS) provides individual, group, and couples counseling for undergraduate, graduate, and professional school

students and their spouses. The staff of psychologists, social workers, and psychiatrists respect the student's need for confidentiality and, therefore, will not disclose information to any other person without the student's written consent except in cases of imminent danger.

Walk-in counseling is available every day at 3:00 pm.

Instructors who are concerned about a student's well-being are welcome to call UCS for advice on how or whether to approach the student. UCS is located in Sears 201, 368-5872.

Policy Considerations

Absences and excuses

Students are expected to attend class regularly. Each instructor keeps his or her own record of student absences and is free to determine the extent to which absences affect the final grades of students (*source: General Bulletin*). Each instructor should specify an attendance policy at the beginning of the semester and include it in the syllabus.

The most comprehensive method for taking attendance is to call roll. This can be time-consuming, especially for a large class, but it is important to have an accurate record of attendance for each student. Instructors may also take attendance by circulating a blank sheet on which students may sign their names, or by assigning seating and marking empty spaces on a chart, or by giving quizzes or quick response writings which students must hand in before leaving. The official class list distributed by the Registrar should not be circulated unless the Social Security numbers have been marked out; to circulate Social Security numbers is a violation of student privacy.

An instructor who feels a student is jeopardizing his or her class work by absence should report this to the Dean of Undergraduate Studies for such action as the dean considers appropriate. An instructor who judges a student's absences from his or her class to be excessive may exclude the student from class and assign a grade of F. Instructors taking such action must notify the dean in writing (*source: General Bulletin, chapter on Undergraduate Studies*).

Any student who is unable to attend classes or participate in any examination study, or work requirement on a particular day because of his or her religious beliefs is excused from any such activity. The student will be given the opportunity to make up the examination or work that was missed, to the extent possible, at the discretion of the instructor (*source: Faculty Handbook*). Students should be requested to tell the instructor well in advance of such religious observances.

Documentation of absences

If you have any doubts about a student's explanation of his or her absence, you should request documentation. It may be wise to set a blanket policy of requiring documentation for excused absences, with the assumption that any absence left unexplained to the instructor's satisfaction will be treated as unexcused.

The University Health Service (UHS) does not issue class excuses. However, under certain circumstances and at the request of the student, UHS will provide written verification of the date of a student's visit, and with student permission will communicate with the appropriate dean's office in the event of hospitalization or prolonged illness.

In the event of a death in the family or other personal crisis requiring the student's absence from class, the student should notify the Office of Undergraduate Studies, 368-2928, which will provide documentation of such absences to instructors. In the event of such excused absence, arrangements should be made with the student to make up an exam or any other missed work within a period of time comparable to the period of the absence; for example, if a student must be absent for three days, work should be made up within a week.

Students who are involved in athletic or other extra-curricular activities may present written explanations of an event-related absence provided by the coach or sponsor. Such explanations are not automatically excuses for absences from class. Any such events are scheduled well in advance; students should let the instructor know about the absence ahead of time and make prior arrangements to make up work.

A student must explain immediately and in writing to the Dean of Undergraduate Studies an absence from a final examination. If the explanation is acceptable, the dean will authorize the assignment of the grade Incomplete and the administration of a make-up examination by the instructor. In the event of an unexcused absence from a final examination, a student should be assigned a final grade that assumes a grade of zero on the final examination and is otherwise consistent with the grading policy for the course (*source: General Bulletin, chapter on Undergraduate Studies*).

Students who attend without being registered

Only students who are officially registered for a class are permitted to attend that class. Instructors may permit students to sit in on occasional classes at their discretion, but students who wish to attend class regularly without receiving credit should be advised to register as auditors. Any students who attend class but are not listed on the class roster should be directed to see the Registrar or the Office of Undergraduate Studies to resolve any registration problems they may have, and should not be admitted to the classroom until formally enrolled. **Unregistered students should never be permitted to take part in laboratory activities.**

Students who stop attending class

If a student is absent without explanation for more than a few class sessions, this should be reported to the Dean of Undergraduate Studies. The Dean's office will then contact the student to determine the reason for the absence and, if appropriate, assist the student to resolve problems keeping him or her from attending class. If the student fails to return, the instructor should note when the student last attended and report this to Undergraduate Studies; this information is crucial for federal financial aid requirements and must be noted as accurately as possible.

An instructor who judges a student's absences from his or her class to be excessive may exclude the student from class and assign a grade of F. Instructors taking such action must notify the Dean of Undergraduate Studies in writing (*source: General Bulletin, chapter on Undergraduate Studies*).

Emergencies in the classroom

The following procedure is the official University response protocol. (High-risk learning environments such as laboratories may also have their own procedures which are to be followed concurrently with notification of Security.)

All emergency situations occurring within the University should be immediately reported to CWRU Security at 368-3333.

The Security dispatcher will contact the appropriate emergency response agency and Security personnel will coordinate response.

In the event of accident or illness of any sort (including mental health emergencies), observe the following procedure.

1. Call the Security Department at 368-3333.
2. Give the following information:
 - a) Your name
 - b) Location of situation
 - c) Type of injury/illness
 - d) Approximate age of victim
 - e) Is victim conscious?
 - f) Is victim breathing?
 - g) A call-back phone number in case there is need for more information or finding your location presents a problem.
3. Do not move the sick or injured person(s).
Stay with the victim and reassure him/her that help is on the way.

Security personnel will respond and coordinate the necessary emergency response. If the person is ambulatory, University Circle Police Department will transport him or her: if not, Emergency Medical Service will be notified.

Emergency response personnel will determine to which hospital the victim will be taken for treatment.

Depending on where you are located, it may be wise to send someone outside to wait for assistance and escort them to the scene while another person waits with the injured person.

You should also protect the student's privacy by clearing the area of others, and follow up by reassuring others that the student has been attended to and assisted.

Good Samaritan Law

According to Ohio law, no person shall be liable in civil damages for administering emergency care or treatment at the scene of an emergency at a place other than a hospital, doctor's office, or other place having proper medical equipment, for acts performed at the scene of such emergency, unless such as constitute willful or wanton misconduct.

Nothing in this provision applies to the administering of such care or treatment where the same is rendered for remuneration, or with the expectation of remuneration, from the recipient of such care or treatment or someone on his behalf. The administering of such care or treatment by one as a part of his duties as a paid member of any organization of law enforcement officials or fire fighters does not cause such to be a rendering for remuneration or expectation of remuneration.

Fire alarms

If the fire alarm goes off, instructors should always lead their classes quickly and quietly outside of the building.

Unusual problems with the classroom

Occasionally a problem will arise with the classroom space during the semester. Please report the specific problem to one of the designated offices listed below. If the problem is not resolved in a timely fashion, please send a detailed e-mail message to rooms@cwru.edu.

Plant Services Department, 368-2580

- Damage or maintenance problems
- Heating and ventilation system problems
- Broken equipment or furnishings, loose tiles, torn carpeting, etc.
- Lighting problems

Security, 368-3333

- Damage resulting from vandalism or other criminal activity
- Access problems resulting from locked doors
- Custodial issues such as cleanliness, odor, classroom setup, chalkboards and chalk supply

Disability Services, 368-5230

- Access problems resulting from a student or instructor becoming temporarily or permanently disabled

When is it appropriate to cancel class?

Time spent in class is very important to the success of the university's educational mission. Each class session is an integral part of the overall semester plan; when a class is cancelled, students and faculty alike find it difficult to compensate for that disruption. Most students pay a large sum in tuition, and should not have their time and money wasted with unnecessary cancellations. Classes should only be cancelled under the most compelling circumstances.

Conferences and travel

If you know in advance that you will be away from campus for a professional activity, make arrangements for a class activity which can be held in your absence, preferably with a colleague acting as substitute. Instructors should try to arrange their travels to minimize such absences.

Severe weather

In the event of severe weather, every attempt will be made to see that the University remains open for regularly scheduled classes, to provide food service and other residence hall support activities, to conduct continuing research activities, and to maintain normal office and business operations. Faculty, staff, and students should make every effort to fulfill their University obligations despite unfavorable weather conditions. However, good judgment should continue to govern decisions about specific activities.

In the unlikely event that the decision is made to suspend CWRU classes or other operations, official closing information will be posted on the University homepage and will be available by dialing 368-WARN (368-9276). Information may also be announced on the student-run campus radio station, WRUW 91.1 FM.

Instructors should assume that CWRU will remain open and plan accordingly.

Medical or personal emergency

It is sometimes necessary for an instructor to miss a class due to a medical or personal emergency. In that event, every effort should be made to notify students as soon as possible, either by sending a message to the course's e-mail alias or electronic roundtable or by asking a colleague or assistant to make a formal announcement to the class. Arrangements for making up the missed class time should be made as quickly as possible.

Maintaining an appropriate and civil educational atmosphere

As the instructor, you are responsible for the nature of the day-to-day interactions in your classroom and for establishing and maintaining a climate of respect and civility. The best way to lead is by example. In particular, instructors should never humiliate or ridicule students – what might seem like good-natured teasing among peers is completely inappropriate from one who has instructional power in the classroom. You are a member of the classroom community, but are also its leader. As its leader, you must take appropriate disciplinary action if students violate the University's Standards of Conduct (see below).

Appropriate and inappropriate behavior in the classroom

The formality of classroom proceedings varies widely from instructor to instructor, depending on the nature of the subject matter and its activities, the size of the class, and the personality of the instructor. Appropriate behavior must therefore be defined by the instructor so that students will understand the standards for each class.

Eating and drinking

State your policy on food and beverage in the classroom on the first day. Some instructors do not mind if students discreetly sip soft drinks or chew gum in class; others find it terribly distracting, and should not hesitate to prohibit the distracting behavior. In some class settings, such as laboratories, computer rooms, and libraries, food and drink are strictly prohibited.

Sleeping

Students should be alert and ready for every class, but many students will show up without having gotten enough sleep. When students sleep in the

classroom, they not only miss the class activity, they distract other students and the instructor, who can't be sure if the student is overtired or simply uninterested. Some instructors suggest that students who fear they will fall asleep may stand at the back of the classroom to help keep awake; others prefer to speak to the drowsy student after class and help him or her find ways to keep awake in the future. Whatever the solution, you should not hesitate to make clear to your students that alert, wakeful attendance is a requirement for success in your class.

Respectful interaction with others

In many classes, lively discussion and even debate is a crucial element of the learning process. However, it is the instructor's responsibility to ensure that argument does not degenerate into incivility. Insist the first day that discussions, however vigorous, must remain respectful at all times. If personal attacks or inappropriate comments do arise, you should indicate your disapproval immediately and redirect discussion in an appropriate manner. Remaining silent when inappropriate remarks are made gives students the impression that you don't mind or even approve; students will not usually infer that the real reason for your silence is acute discomfort.

You also have a right to expect that students will behave respectfully to you. It is up to you to clarify what constitutes informality and what amounts to insubordination. If students persist in inappropriate interactions, remind them of the University's standards of conduct (see below) and tell them you will enforce this code of behavior.

Official CWRU Standards of Conduct (source: *General Bulletin*)

A student enrolling in the University assumes an obligation to behave in a manner compatible with the University's function as an educational institution. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, dishonesty, and interference with the rights of other members of the University cannot be tolerated. The University retains the power to maintain order within the University and to exclude those who are disruptive to the educational process.

Conduct which is subject to University disciplinary action includes:

- 1 Interference with freedom of speech or movement, or intentional disruption or obstruction of teaching, research, administration, or other functions on University property.
- 7) **Actual or threatened physical or mental abuse of any person on University premises or at functions sponsored or supervised by the University.**
- 8) **Refusal to comply with the directions of University officials, instructional or administrative, acting in the performance of their duties.**

- 9) Theft or vandalism of University property or of that of a member of the University community or a campus visitor.
- 10) All forms of dishonesty, including cheating, plagiarism, knowingly furnishing false information to the University, forgery, and the alteration or misuse of University documents, records, or instruments of identification.
- 11) Unauthorized carrying or possession on University premises of firearms or of any weapon with which injury, death, or destruction may be inflicted.
- 12) Violations of civil law on University premises or in conjunction with University functions.
- 13) Violation of published University rules and regulations.

Harassment

Harassment is a violation of the University's standards of conduct and should be dealt with as such. Although there are many possible kinds of harassment, there is a specific policy governing sexual harassment which has been updated, as recently as 2013-2014 academic year. For the most up to date policy information and what to do both if you are a victim of sexual harassment or become aware of harassment among your colleagues or students, please go to the Office of Inclusion, Diversity and Equal Opportunity's web page: case.edu/diversity/.

To whom can you turn for assistance and advice?

Most of the time, if you have a problem with the interpersonal actions of your students or colleagues, you should be able to turn to your supervisor or department chair, according to your department's structure. However, there may be times when this person may not be an appropriate resource, either because he or she is part of the problem or because you are seeking advice and guidance beyond that person's immediate experience. The following are University programs and departments that may be able to provide support and advice for handling difficult situations.

Office of Undergraduate Studies

The Office of Undergraduate Studies oversees all undergraduate academic advising, maintains the academic records of all undergraduates, and monitors and enforces academic regulations and standards. Questions about academic integrity and student performance should be discussed with the Dean of Undergraduate Studies, Sears 357, 368-2928.

University Center for Innovation in Teaching and Education (UCITE)

UCITE provides advice, support, and education in university-level

teaching and can offer resources and techniques to foster an appropriate classroom environment. Contact the UCITE director in Allen Library, 368-1224.

University Counseling Services (UCS)

Although UCS is primarily a resource for undergraduate, graduate, and professional school students and their spouses, counselors can offer one-time advice to faculty and adjunct instructors experiencing a crisis. Instructors who are concerned about a student's emotional state or behavior are also invited to call UCS for advice on how or whether to approach the student. Walk-in counseling is available every day at 3:00 pm. UCS is located in Sears 201, 368-5872.

Discipline and Judicial Board

Any member of the University community may notify the Office of Student Affairs of violations of the University standard of conduct. After review by the Associate Vice President, the case is referred to the University Judicial Board University Administrative Hearing, the Residence Life Judicial Board, or the Interfraternity/Panhellenic Board. Contact the Associate Vice President for Student Affairs, in Adelbert 110 at 368-2020 for more information.

Fostering Academic Integrity

Establishing ethical standards in your own class

CWRU has an official statement of ethics, but not an official university honor code. This puts responsibility on the instructor to explain and enforce ethical norms, both those of the campus and classroom environment and those of a particular discipline.

Most students are fundamentally honest. However, there are a few who do choose to violate the university's ethical norms, and it is important to recognize this and eliminate both the temptation and the opportunity to cheat. In so doing you are acting in good faith to majority of students who respect and value academic integrity.

On your syllabus and from the first day of class onward, state and demonstrate your ethical standards. This is crucial; many students believe that if an instructor is silent about ethical standards, it means he or she does not care about them. Put your protocol for exams and specific assignments on the syllabus, and review it as the exam or project deadline nears.

You must also present an appropriate ethical model for students by setting an example of fair and consistent behavior. If students think you are willing to bend the rules yourself, they will see no reason to behave more carefully themselves.

Fostering academic integrity on exams

In addition to explaining to the class that the University Statement on Ethics applies to the students in your course, you should take actions that indicate that you are serious about it.

One of the best preventive measures is getting to know your students well. Students will be more likely to cheat if they feel there is distance between them and the instructor or their fellow students, and large classes can give the illusion of anonymity. Students who feel they belong to a particular class and have obligations to its members, on the other hand, will be more reluctant to violate its shared trust by cheating.

The following are some suggestions that many instructors have found helpful in making cheating less tempting at various stages:

Preparing Exams

- Do not use the same exams or the same questions from year to year. Many campus groups and individuals keep large course files with several years' worth of past examinations.

- Keep your exam materials, including drafts, under lock and key. Do not dispose of exam drafts by placing them intact in the recycling bin; instead, shred them before disposal or dispose of them off-campus. Be sure not to leave originals in the copier.
- Devise questions to encourage critical thinking rather than rote memorization. It's much easier to sneak in a list of equations or vocabulary than to fake the critical application of course principles to a specific case.
- Distribute graded assignments over the semester so no single exam or project counts for a large proportion of a student's grade.

Proctoring Exams

- Require students to leave all unnecessary materials at the front of the room or at the sides of the aisles; encourage them in a prior class session not to bring such extraneous materials at all. Be explicit about what materials are permitted, such as calculators, notebooks, textbooks, writing materials, watches, or other items which can make noise or be distracting. Do not permit brimmed hats or headphones during the exam.
- Space students at least one seat apart if possible.
- Assign seating. This enables you to double-check your roll and to be sure that nobody is trying to pose as another student.
- If you are conducting several exam sessions for multiple sections of the same course, make up different versions of the test for each sitting. If possible, assign exam times by section.
- Require students to sign their exam papers.
- Ask students to sign in at the front of the room before the exam. If the class is large or the exam is being offered to multiple sections, ask each student for proof of identification before seating them.
- Make up different versions of the test and distribute them randomly throughout the room.
- Count the exam sheets before and after the test, especially if there are multiple sittings for the same course. Require students to hand in the exam along with their answer sheets. Make sure everyone present has handed in an exam; this prevents students from handing in blank sheets or nothing at all and then claiming their exams must have been misplaced. You may wish to number each exam and answer sheet.
- Proctor the exam actively. Never leave the room unattended. The proctor should walk up and down, paying attention to what students are doing, especially in large auditoriums. If more than 40 students are at an exam sitting, it is recommended that you have more than one proctor. Proctors should not linger at the front of the room reading or talking to one another.
- Include a statement of integrity on the exam sheet. Ask students to sign a pledge that the work on the exam is their own and follows the ethical rules which govern your class.

After the exam

- Grade as soon as you can so that any problems that arise can be dealt with as quickly as possible.
- If you have doubts about a student's honesty, allow yourself time to follow up or consult with a colleague.
- If you have doubts, make photocopies of exams before handing them back.
- If a question or section is left blank, put a mark there so that the student cannot fill it in after the fact and claim that you erred. Some departments devise a symbol for graders to draw to indicate that nothing was written in the space.
- When you return exams, do so individually, either in class or in office hours. Do not post grades publicly and never post Social Security numbers. (Posting lists which use only the last four digits of the Social Security number and which are not in alphabetical order is acceptable.) Do not leave graded exams or papers unattended outside your office for students to claim; this is both a violation of student privacy and an invitation to theft.

Preventing Plagiarism at CWRU

Plagiarism is defined as the submission of work done by another with the intent that it be viewed and evaluated as one's own. Thus copying on an examination, turning in a term paper or homework assignment done by someone else, and making extensive use of sources without acknowledging them are all interpreted as acts of plagiarism.

Plagiarism can range from sloppy citation practices which obscure the line between a student's own ideas and those borrowed from others, to careless assumptions about what is and isn't common knowledge, to full-fledged presentation of borrowed, stolen, or purchased papers written by someone else.

Teach students about plagiarism

The best way to prevent students from plagiarizing out of ignorance is to teach them carefully what plagiarism is and how to avoid it. Students frequently bring inaccurate assumptions about research, note-taking, and writing from sources into the college classroom. You will need to discover the extent of those misperceptions and deliberately challenge and replace them with accurate citation methods. It may be necessary to have students complete exercises or engage in discussion to be sure they understand what you've taught them. Require students to hand in drafts and, if possible, discuss them with you individually, and familiarize yourself with students' writing as early as possible.

You should clarify for students what sources are considered acceptable for research work (for example, if information downloaded from the World Wide Web is legitimate), and how those sources should be documented and cited. If

your discipline has a particular style manual, require them to buy or borrow it and teach them how to use it. Teach them, too, about listing acknowledgements in their papers as well as citing literature; they may not be aware that constructive collaboration can and should be generously acknowledged, and may be afraid of collaborating with peers because they don't know how to attribute correctly the ideas thus gained. Instructors should be aware that as part of each year's Freshman Orientation, incoming students have been advised to acknowledge any collaboration and assistance they have received on assignments.

Cultural issues regarding plagiarism and intellectual property

In the United States we tend to think that issues of plagiarism and cheating are fairly clear-cut. Unless there is some real ambiguity about procedures for a given assignment, we assume that work is to be performed by individuals and that writing should reflect one's own original ideas or give credit to sources. However, not all cultures share this individualistic perspective. In many countries, the mark of erudition is not one's ability to generate original ideas but one's ability to quote or otherwise demonstrate command of classically approved knowledge. Students may include ideas and information in their written work without giving proper credit to their sources. The students are not necessarily trying to cheat, but genuinely may be unaware of the fact that they are applying different ethical standards from yours.

You can avoid problems with different cultural attitudes toward intellectual property by discussing the issue openly in the classroom. Explain in clear terms what you mean by academic honesty, including the broader principles underlying any specific policies. Clearly delineate when students may work collaboratively and when work is to be the result of individual effort. Hold a discussion of what it means to be a learned person in American culture, and invite questions. If you suspect copying or collaboration, determine whether it is possible that the student doesn't realize which set of norms is supposed to apply before pursuing a charge of cheating. That said, once you have made it clear what your standards are, enforce them; you are ultimately obligated to uphold the standards which prevail in American culture, and should not allow students to use cultural difference as an excuse for not learning and applying them.

Setting fair standards for collaborative groups

Most graded assignments at the university rely on individual effort, but many courses rely wholly or in part on student group work in laboratories, writing projects, classroom exercises, or discussions. Students may take inappropriate advantage of study or lab partners to avoid doing work, or may make mistakes because they don't know how to make their groups function effectively.

If you use collaborative groups in your class, spend time teaching students how they are supposed to work. Outline the stages a project should follow through the group. Otherwise students will have to devise their own process, and without sufficient guidance they may make such missteps as dividing work without ensuring the group comes together again to review the finished project.

Check in with your groups frequently, and talk to the members individually as well. Build in meetings or deadlines for reporting or assessing progress. If problems arise, you can deal with them if you know about them as they occur; it's too late when the project is handed in.

Explain at the outset how individual contributions will be evaluated in relation to the group. Devise ways for students to evaluate the group themselves and to comment on the way in which their individual work built on the activities of the group. Some instructors find it useful to require each student to sign an ethics statement on the first page of the finished product indicating that each individual has contributed equal effort to the project and will assume responsibility for the final product.

However collaborative assignments are structured, instructors should be aware of any possible problems. Mechanisms should be designed to prevent individual students from failing to fulfill their share of the assignment; "freeloaders" should be made aware that attempting to take credit for the work of their classmates is as dishonest as copying on an examination. Individual students should also have means by which to resolve problems they encounter with other members of their groups. Evaluation of the assignment should include some method of measuring individual performance within the group. Instructors may wish to contact UCITE for suggestions about how to structure and monitor collaborative activities.

Identifying and addressing misconduct

If you suspect a student has plagiarized or cheated, arrange a conference with the student as soon as possible and give him or her an opportunity to explain what is questionable in the assignment or exam. Determine whether the problem is the result of a misunderstanding about the rules for the assignment or about standards of citation, or if the student has deliberately violated academic regulations. Give the student a chance to admit wrongdoing or explain what happened; but if once you have discussed the matter you are still sure the student has cheated, follow the procedures detailed below.

After conferring with the student, you are expected to consult with the Dean of Undergraduate Studies. Consultation with the Dean will still allow for due consideration of student confusion or naivete, and does not necessarily take resolution of the matter out of the hands of the instructor. Further, if the student has established a pattern of misconduct in other classes as well, this may indicate that the student needs special attention or is not being completely honest with the instructor.

Official CWRU Procedure for Academic Integrity Violations

(Source: General Bulletin, chapter on Undergraduate Studies)

If a faculty member suspects that an undergraduate student has violated academic integrity standards, the faculty member shall advise the student and the departmental chair and consult with the Dean of Undergraduate Studies about the appropriate course of action. Before speaking with the student, the faculty member also may choose to consult with the chair or dean about academic integrity standards. If the faculty member, in consultation with the dean, determines that the evidence is not adequate to charge the student with a violation, the matter will be dropped. Otherwise, the following procedures will be followed:

First Violations

If the faculty member and the student agree that a violation has occurred, and the violation is determined to be a first violation (the university has no record of previous violations by the student of the university's Standards of Conduct), the faculty member shall choose either to sanction the student or to refer the case to the academic integrity board. If the faculty member chooses to sanction the student, the minimum sanction is failure in the work in question and the maximum sanction is failure in the course. The faculty member will be provided with a standard reporting form to be signed by both the student and faculty member.

However, the case will be referred to the Assistant Vice President for Student Affairs for Integrity Board action if either:

1. the student claims not to have violated academic integrity standards or the student disagrees with the sanction imposed by the professor;
2. the faculty member feels that the seriousness of the first offense warrants presentation to the academic integrity board; or
3. the faculty member, after consultation with the dean, prefers to have the academic integrity board investigate or adjudicate the alleged violation, or prefers that the board sanction the student.

The signed report form from a faculty member or the finding of responsibility by the academic integrity board will become part of the student's university judicial file. Students found responsible for a first violation will be required, in addition to any other sanctions imposed, to attend an ethics education program or to

complete an ethics exercise as assigned by the Dean of Undergraduate Studies or the Assistant Vice President for Student Affairs.

Subsequent violations

If the university judicial file indicates that the student suspected of a violation has been responsible for one or more previous violations of the university's Standards of Conduct, the case will be referred to the Assistant Vice President for Student Affairs for Integrity Board action.

Chapter Four

Midterms and Semester's End

Regular feedback

It is very useful to give students regular reports on their progress in your course. The main purpose of such feedback is to indicate to the student areas in which he or she is failing to meet the standards of the course. A second, and equally valid, purpose is to encourage and congratulate the student who is doing well. Third, such feedback allows you and the student to ascertain that your records are correct. For small classes, the students may be invited to visit you in your office for a short discussion of progress. Large classes present a problem in this regard. With the aid of a course management system such as Blackboard, you will be able keep students in large classes apprised of their progress.

At midterms or at any time in the semester, care should be taken to protect student privacy when homework, papers, and exams are returned to students. Graded material should never be left outside office doors or in hallways. Work should be returned to students individually in class or during office hours.

Midterm grade reports and examinations

Midterm grades are due at the beginning of the eighth week of the semester, on the first day of the two-day midterm break in the fall and on the first day of the week-long spring break in the spring. Instructors are required to submit midterm grades through the Student Information System (SIS) for all undergraduate students. Midterm grades are used for advising purposes and are not reported on the student's official transcript.

It is recommended that instructors hold midterm examinations during the sixth or seventh week of the semester so that grades are available for reporting by the midterm due date. Instructors of large core-requirement courses should consult with instructors of other such courses to avoid the scheduling of multiple examinations on a single day. The Office of Undergraduate Studies is eager to provide assistance with schedule coordination.

Final examinations and grades

Final examinations normally are required in all courses and must be given during the final examination period at the time assigned by the Registrar; they may not be given during the final week of classes. Any exception must be approved by the Dean of Undergraduate Studies (*source: General Bulletin, chapter on Undergraduate Studies*). In some courses a final paper or project may be an

appropriate substitute for a final examination, to be completed by the date of the scheduled final exam.

No examinations or required course activities are to be scheduled on the Reading Days (*source: General Bulletin, chapter on Undergraduate Studies*). Optional review sessions may be held during the Reading Days.

When planning course assignments and examinations, faculty should attempt to ensure that the playing field is even—or as close to even as possible—for all students in their class. In particular, exempting some students from final examinations may disadvantage some students and advantage others.

No student will be required to take more than two final examinations on a single day (*source: General Bulletin, chapter on Undergraduate Studies*). A student who has three final examinations scheduled for a single day should go to the Office of Undergraduate Studies and obtain the assistance of the dean in arranging to take one of those examinations on an alternative day during the final examination period. Similarly, a student with conflicting examinations should seek the assistance of the dean of undergraduate studies in arranging to have the time of one examination changed.

Student absence from a final examination

A student must explain immediately and in writing to the dean of undergraduate studies an absence from a final examination. If the explanation is acceptable, the dean will authorize the assignment of the grade Incomplete and the administration of a make-up examination by the instructor. In the event of an unexcused absence from a final examination, the instructor should assign the student a final grade that assumes a grade of zero on the final examination and is consistent with the grading policy established for the course (*source: General Bulletin, chapter on Undergraduate Studies*).

Final grades must be reported within 48 hours of the examination, and no later than the second day after the last day of final exams. Instructors should plan their exams and their grading time accordingly.

Preventing cheating during examinations

Instructors should plan exams carefully and take measures to prevent cheating or plagiarism. Preventive measures are treated in detail in Chapter 3 in the section “Fostering Academic Integrity.”

Grading

Explanation of Grades

The following grades are awarded by instructors of undergraduates at Case Western Reserve University.

<i>Letter Grade</i>	<i>Meaning</i>
A	Excellent
B	Good
C	Fair
D	Passing
F	Failure
I	Incomplete
W	Withdrawal from a class
WD	Withdrawal from all classes during a given semester
P	Passing in a Pass/No Pass Course
NP	Not Passing in a Pass/No Pass
R	For courses that extend for more than one semester
AD	Successful audit

Please note that + and – are not added to official grades. Instructors may use them in their courses, but the final grades on students' transcripts will not include these modifiers. Also, grades of W and WD are the result of student action and are not assignable by the instructor.

Pass/No Pass

Undergraduate students (degree candidates and non-degree students enrolled at the undergraduate level), other than students participating in the Pre-College Scholars program, may elect to take one course each fall and spring semester on a Pass/No Pass grading basis, provided they remain enrolled in at least 3 semester hours of courses for regular evaluative grades. Enrollment in courses that are graded on a Pass/No Pass basis (e.g., [PHED 55A](#) Cardio-Fitness (First Half)) does not preclude a student's use of the Pass/No Pass option in another courses taken that same term. The Pass/No Pass option is not available during the summer session or to undergraduate degree candidates enrolled at the graduate or professional levels through the IGS program or Senior Year in Professional Studies.

Instructors are not notified of a student's use of this option. They submit evaluative grades for all students and these are converted to Pass/No Pass in the Registrar's Office. If students tell you they are taking your class Pass/No Pass, ignore the remark; you are required to submit an evaluative grade.

Incomplete Grade (*source: General Bulletin, chapter on Undergraduate Studies*) **The Incomplete grade (I) is assigned by and at the discretion of the instructor when:**

a) there are extenuating circumstances, explained to the instructor before the assignment of the grade, which clearly justify an extension of time beyond the requirements established for and met by other students in the class, and b) the student has been passing the course and only a small segment of the course, such as a term paper, remains to be completed. It is the student's responsibility to notify the instructor of the circumstances preventing completion of all assigned work. In the absence of notification or adequate justification, the instructor has the authority to assign the student a final grade that assumes a failing grade for the missing work. **An Incomplete grade should not be assigned a) when a student has been absent for much of the semester and/or has done little of the work required for a course, or b) because a student is absent from a final examination, unless the dean of undergraduate studies has authorized the grade.**

The amount of additional time allowed the student to make up incomplete work should serve to accommodate the student while being fair to other students in the course. It should be proportional to the duration of a student's illness or absence and might be no more than a few days or weeks. At the extreme, it should not extend past the eleventh week of the session following the one in which the Incomplete grade was received. In certain cases (such as students on probation) the dean of undergraduate studies may establish an earlier date for completion of courses with Incomplete grades.

Changing the Incomplete Grade:

When the student has completed the required work, the instructor shall enter in the Student Information System a final evaluative grade to replace the Incomplete. When a student fails to submit the work required for removing the Incomplete by the date established, the instructor shall enter a final grade that assumes a failing performance for the missing work. In the absence of the assignment of a grade by the instructor, the Registrar will convert the I to F when the deadline for making up Incomplete grades from a previous semester has passed.

Withdrawal from a Course The

First Undergraduate Year:

For the first two semesters of enrollment, matriculated students who are beginning their college studies may withdraw from a course at any time during the semester, but no later than the last day of classes. Any course for which a grade of W is assigned will be deleted from the transcript at the end of the semester. This policy is not available for transfer students and does not apply to the summer session.

After the First Undergraduate Year:

A student may withdraw from a course no later than the end of the 11th week of the semester and receive a grade of W. In extenuating circumstances, a student may petition for permission to withdraw from a course after the final date and receive a W. The grade of W will be posted on the student's transcript.

Reporting grades

Faculty report grades through the Student Information System (SIS). Instructors may wish to inform students of their final grades prior to the Registrar's official report. This should be done in a confidential manner, such as a private e-mail message or an office conference. In large classes, instructors may utilize a course management system such as Blackboard to inform students of final grades.

Instructors should never leave graded papers or exams outside their office doors. Leaving this information unattended is a violation of student privacy and an invitation to theft of exams and papers. Instructors who wish to return final papers or other course material to students should make arrangements to mail the material to the student (perhaps by requesting students to provide addressed, stamped envelopes) or to hold special office hours for that purpose.

Grade changes

If a student requests a change of grade or reevaluation of work once final grades have been reported, the instructor should be willing to review his or her grading for possible mistakes. However, in fairness to the whole class, the instructor should then review the work of all students whose grades may be questionable, not just of those who come to the instructor with complaints. Similarly, if students who have earned a low grade ask to perform additional work for extra credit in hope of raising their grades, and the instructor agrees, that same opportunity should be offered to all students whose grades are below an A. Most courses are planned for completion within the semester; instructors should avoid extending coursework beyond the semester's limits without good reason.

Instructors should not change grades for students who complain that they will lose their scholarships or suffer other consequences from a poor grade. Students have numerous opportunities during the semester to seek assistance in improving their performance or to withdraw from the course. Instructors should review grades before submitting them to be confident they are accurate and fair.

Changes to student grades must be reported on grade change cards and must have all required signatures: those of the instructor, the department chair, and the Dean of Undergraduate Studies.

(source: University Undergraduate Curriculum Committee)

Course evaluations

During the final weeks of the semester, course evaluation packets will be delivered to departmental mailboxes. Instructors should plan to hold course evaluations on a day when they can afford to take at least 15 minutes of class time for the purpose. During this time, the instructor must leave the classroom. A student volunteer should collect the evaluations, and return the handwritten comment sheets to the appropriate departmental office and the computer-scanned forms to the Office of Undergraduate Studies. Remind your students that instructors will not be permitted to view course evaluations until well after final grades have been turned in. Individual departments may have additional evaluation forms and procedures.

Chapter Five

Students With Disabilities

Resources for students with disabilities

While all students will have different preferences for learning, students with physical or learning disabilities have different actual needs as well. Students with physical disabilities such as visual impairments, hearing impairments, or temporary or permanent motor impairments may need guide dogs, interpreter, note-takers, wheelchair-accessible rooms, or other types of assistance to help them attend and participate in class. Students with learning disabilities such as dyslexia, attention deficit disorder, or neurological impairments may require extra time or a separate room for exams, tutoring, or other assistance that allows them to process information. Accommodations should not result in a lowering of standards for your class; they insure that students have equal access to course materials so that they can learn and perform to the best of their intellectual ability.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 protect students with disabilities from discrimination, and grant them reasonable accommodations in order to participate fully in the programs and services of the University. Students with disabilities at CWRU have met the same high entrance requirements as all admitted students; they simply need reasonable accommodations to be able to participate in the life of the university. Faculty members are responsible for providing these reasonable accommodations in the lab or classroom.

Educational Support Services (ESS) is the department that oversees services for students with disabilities. Students requesting accommodations need to submit documentation to ESS so that their eligibility for special services can be determined. After reviewing the documentation and interviewing the student, the ESS Coordinator of Disability Services determines the accommodations for which the student is eligible. Upon the student's request, a faculty member will be notified that the student has been found eligible for particular accommodations. The student and the faculty member will then establish methods for implementing the specified accommodations. ESS also assists faculty in providing these reasonable accommodations to students in their classes.

ESS may be able to administer tests and examinations for students with disabilities who require extended time or secluded space accommodations. ESS can also assist students in obtaining auxiliary aids that they need.

ESS houses the Sight Enhancement Center, which offers students with visual impairments and learning disabilities a broad array of adaptive equipment

that enables them to access print information, Internet materials, and CWRU net software. Students with disabilities may avail themselves of individual tutors, individual academic counseling, and self-advocacy training from the ESS professional staff.

Always keep in mind that though usual course requirements and/or evaluation methods might require some modification for students with disabilities, all students are expected to demonstrate their mastery of the subject through completion of the assignments and examinations. You may wish to consult with the ESS Coordinator of Disability Services to ensure that your methods of teaching and evaluating are fair and non-discriminatory.

If you suspect a student in your class has a disability but has not disclosed it, contact the Coordinator of Disability Services for advice on how or whether to speak to the student.

If you have a student with a disability in your classes, the following advice will be helpful.

- 14) Contact the Coordinator of Disability Services in ESS at 368-5230, if you have any questions. ESS is prepared to assist you with any arrangements necessary.
- 15) Talk with the student as early as possible. Outline your method of teaching the course and try to work out solutions to any problems.
- 16) Don't assume a problem exists, or that a certain arrangement will address a problem, without discussing it with the student. You might waste time and energy taking a well-meaning but futile action.
- 17) Be flexible and open. If one method isn't working, be willing to try something else.
- 18) Don't try your hand at counseling related to the disability itself, unless you happen to be an expert in this area. Your student probably knows what will and will not help. He or she has adapted to life with a disabling condition and has been successful enough to gain admission to CWRU.
- 19) Be sensitive to the student's standing among his or her peers. The fact that the student has a disability is confidential. The student is the only one who can decide to disclose this information. Faculty should not disclose the student's disability to other faculty or students. The Coordinator of Disability Services may discuss the necessary accommodations with you, but cannot reveal the nature of the disability unless the student grants permission. Be careful of casual comments about accommodations that might be overheard by other students or faculty.

Because not all disabilities are apparent to the onlooker, you may not know immediately if students in your class have disabilities. It is up to the student to disclose the existence of a disability and to obtain the documentation that allows students to arrange accommodations. Nonetheless, you can establish a

welcoming environment that encourages students to disclose their status to you. It is recommended that you include the following text in your course syllabus:

During the semester I am [or, the instructor is] prepared to meet individually [by appointment] with any and all students enrolled in this course. I would like especially to meet with students with disabilities who are registered with the Coordinator of Disability Services (368-5230) and who may need individual arrangements.

Chapter Six

Special Needs of First-Year and International Students

Although all students deserve focused attention and guidance, first-year students may need special assistance in adjusting to the demands of the university. Whether they come from high school, community college, or other universities, students new to CWRU will encounter new demands and difficulties in academic performance and social adjustment. Students who are new to the United States will face additional challenges. The following sections offer advice for helping new students adjust to the CWRU environment and may be especially helpful to instructors of classes which are composed primarily of freshmen or transfer students.

Teaching students to be students

One of the greatest challenges new students face is adapting to the rigorous academic demands of CWRU. Students entering CWRU are among the most intelligent you will encounter; in recent years, three-quarters of the students have been in the top ten percent of their graduating classes, and SAT combined scores range from 1240 to 1440 for the middle 50% of the class. However, because they are so intelligent, many have not had to work very hard for good grades before arriving at college. Students for whom academic achievement has come easily may not have learned the study skills and habits that will be necessary for success in university courses. The relative freedom of the college environment, where some students are removed for the first time from the discipline they have known at home, will tempt many to spend their free time idly and skip classes without strict attendance requirements. The lower grades that inevitably result from such behavior will be a rude shock to students who have been accustomed to earning high grades with little effort.

Be alert to student difficulties in your classes, especially in sections which are composed primarily of freshmen. If you see students struggling or failing to complete assignments or attend class, do not hesitate to intervene. You may choose to review fundamental study skills or reinforce the importance of completing the reading or homework assignments. Or, you may wish to refer students to Educational Support Services at 368-5230 for assistance with study skills and time management. In particular, point out that hard work is a reasonable expectation for students, not a sign that they're not as bright as they thought they were.

Grading in the freshman year—“Freshman Forgiveness”

Freshman students in their first two semesters of college enrollment are eligible for what is known informally among students as “Freshman Forgiveness”, however this policy was updated and does not remove failing grades from a student's transcript. First year students will not have W grades posted for course withdrawals, these courses will be removed from their transcript. This special grade category is explained in detail in Chapter Four, “Midterms and Semester’s End.”

Cultural differences

Many first-year students are new not only to CWRU but to the United States. In addition to the challenges of academic expectations and living away from family and friends, international students must adapt to American cultural norms and social practices. Many may find that their English language skills are not as strong as they thought, or are not up to the demands of heavy reading, formal lectures, and daily conversation with Americans with differing accents. Some will find the American university system very different from the educational systems of their native countries.

In discussion classes, you may find that international students are hesitant to speak up or ask questions. This may be because they lack confidence in their English usage. It may also be because they come from cultures where questioning the teacher, volunteering in class, and demonstrating one’s skill in front of peers are considered inappropriate. In either case, take time to explain your expectations for class participation and to encourage students to speak up. If you have a large number of international students, you may wish to discuss these and other aspects of American cultural and educational practice in class; if only a few individuals seem to be having difficulty, arrange conferences with them.

All international students must attain a certain minimum score on the Test of English as a Foreign Language (TOEFL) to be accepted to CWRU. However, many students find that using English regularly in the American classroom is more difficult than reading and writing English on a standardized test. If you find students are having difficulty with English and thus are having difficulty in the classroom, consult with them individually. You can refer students to the Writing Center in Bellflower Hall, where they can attend tutoring sessions to improve their English. ESS has a program to provide spoken language partners to students to practice as well. You should also alert the student’s adviser to any problems you notice.

If you find that international students in your classes appear to be having problems which are not solely academic in nature, refer them to the International Student Services Office in Tomlinson, 368-2517. There students can get help with housing, legal, financial, and social issues, and with immigration procedures.

Students who need further assistance

The following resources are available for students who have difficulties which are not practical or appropriate for you to address. First-year students may be unaware of these resources until referred by an upperclassman or faculty member.

University Counseling Services

University Counseling Services (UCS) provides individual, group, and couples counseling for undergraduate, graduate, and professional school students and their spouses. The staff of psychologists, social workers, and psychiatrists respect the student's need for confidentiality and, therefore, will not disclose information to any other person without the student's written consent except in cases of imminent danger.

Walk-in counseling is available every day at 3:00 p.m.

Instructors who are concerned about a student's well-being are welcome to call UCS for advice on how or whether to approach the student. UCS is located in Pardee 322, 368-5872.

Tutoring and Supplemental Instruction

The Office of Educational Support Services offers free tutoring for students enrolled in most undergraduate courses. Students can avail themselves of several modes of tutoring. Individualized tutoring is available to students who prefer more personalized attention. Students can sign up for tutoring using the web program tutor trac. In addition, Supplemental Instruction (SI), a form of group tutoring and review, is also available for students enrolled in introductory math, chemistry, and biology courses. Educational Support Services is located in Sears 400, 368-5230.

Tutors hired by ESS are required to obtain permission from the appropriate academic department, usually from the particular course's instructor, before starting to work. Instructors are encouraged to recommend outstanding students as tutors.

The Writing Resource Center

The Writing Resource Center operated by the English Department, offers writing instruction free of charge to undergraduates in thirty-minute one-on-one tutoring sessions. Most tutoring is done on a weekly appointment basis, although limited walk-in time is available. Students may also have papers for specific courses critiqued with the permission of the instructor. The Writing Resource Center is located in Bellflower Hall, Room 106; the phone number is 368-3798.

International Student Services

The Office of International Student Services assists all international students with non-academic concerns, including immigration procedures as well as housing, legal, financial, social, and cultural considerations. International Student Services is located in Tomlinson Hall, 368-2517.

Disability Services

Students with permanent or temporary disabilities can be assisted by the Educational Support Services Office (ESS). Students with learning disabilities, physical disabilities, chronic illnesses, or those with a history of mental illness are eligible for special services and are assisted with appropriate supplies and accessibility to classes, programs, and resources. Campus-wide transportation is available to all eligible students, including those with temporary problems due to injury or short-term illness. ESS also operates a Sight Enhancement Center as part of its Electronic Learning Center. For more information contact the Disability Services Coordinator in the ESS Office, Sears 400, 368-5230.

Academic Advising

All first year students are advised by their First Seminar Instructor. This adviser assists students with course selection and oversees each student's academic progress. When students declare a major (beginning in November of the first year), they are assigned a departmental adviser who is a faculty member in the selected department. Additional advising to students who plan to pursue admission to professional studies in dentistry, law, or medicine is provided in the Office of Undergraduate Studies. Academic Advising is coordinated by Undergraduate Studies in Sears 357, 368-2928.

Career Center

The Career Center assists students and alumni with career development and employment. They offer career counseling and evaluation and can be a particularly helpful resource for students who are dissatisfied with their intended majors or career goals. Occupational information, directories for identifying employers, announcements of job vacancies nationwide, and graduate school information are all available, as is individual counseling focusing on career and academic decisions. Career Planning and Placement is located in Sears 206, 368-4446.

Chapter Seven

If You Leave the University

Whether you leave the university temporarily (for a semester or more) or permanently, it is important to leave behind a record of your grades and the basis for those grades. There is no university-wide policy governing how long course records are kept, and policies vary from department to department. However, you should assume that it may be necessary for a student or department head to double-check a grade within two years of the conclusion of the course – which is ample time for you to have forgotten those details. You should leave a gradebook or file for each course you have taught in your department's main office, so that it will be easy to verify grades or syllabus requirements.

As you plan your departure, avoid leaving any unfinished business behind you, from either the current semester or from past semesters. Prompt your department chair to reassign your advisees. If students request incompletes make sure that deadlines are set so that you will be able to receive and grade the work fairly. It may be necessary to give such students the address, phone numbers, fax, and/or e-mail of your new location so that they can contact you easily. If you believe you will be unable to resolve the incomplete after your departure but the student's reasons for requesting it are compelling, ask a colleague if he or she can evaluate the work and submit the final grade in your absence. You will need to provide all necessary information for the colleague to grade accurately and consistently with the evaluation of the rest of the course and arrange to have your department chair sign the grade change card.

Chapter Eight

Divulging Student Information

As members of the university community, we feel a sense of openness in our dealings with one another. However, instructors and students alike are obligated to respect the privacy of members of this community and to safeguard that privacy when it is threatened. Certain information is protected by a federal law, the Family Educational Rights and Privacy Act of 1974 As Amended (FERPA).

Grades

Individual student class grades and grade point averages are confidential information, protected by FERPA, and should never be posted publicly or announced without the student's permission in such a way that others could identify the student with his or her particular grade.

Graded material

Graded exams, papers, and homework should never be left outside of office doors or otherwise unattended for students to claim; this is a violation of FERPA and an invitation to theft. Instructors should return graded material to students individually, in class or in office hours, or should arrange to mail final material to students once the semester has ended.

Social Security numbers

The university does not use Social Security numbers as student identification numbers. All students are assigned a seven digit empl ID number. For this reason, official class rosters and grade verification sheets list the student's empl ID along with the student's name and class rank. These lists should be kept safe and should never be posted or circulated, even with the name removed. Posting grade lists with this identification number is not a violation of FERPA, provided that the lists are scrambled so they are not in alphabetical order.

Letters of recommendation

Students may ask you to write letters recommending them for jobs, scholarships, or graduate study. To insure compliance with FERPA, you should ask students to put such requests in writing (including e-mail) and to specify what information is appropriate for you to address in the recommendation. A form for this purpose is available from the Office of Undergraduate Studies. Many schools or agencies have specific recommendation forms to which students

waive their rights of access and which specify categories of information to address. Even when the student has waived access to the form, you should be careful not to divulge information that may be confidential, such as grade point averages or course grades, without the student's specific consent.

Colleagues may ask you informally to recommend specific students for jobs or projects. While you should refuse to divulge specific information about students without their knowledge or written consent, you may be able to satisfy such an inquiry with general statements. For example, when asked how a recommended student is performing in your class, you might say "Kim is in the upper third of the class" or "I never recommend anyone with a grade point average below 3.5."

Enrollment verification requests

Enrollment verification requests by organizations such as banks, loan agencies, and scholarship foundations are to be completed by the Office of the Registrar and not by individual instructors.

Inquiries by third parties

The following information is provided by Joel A. Makee, University Attorney and is current as of August 19, 1998.

The Family and Educational Rights and Privacy Act ("FERPA governs the release of personally identifiable information from student records. Unless disclosure is permitted under certain specific exceptions, University personnel may not disclose information about a student to third parties without that student's prior written consent.

Third parties include parents*, spouses, law enforcement or other government agencies, prospective employers, and any other person or entity not part of the University. For this reason, it is not appropriate to have any conversations about student academic performance, job qualifications or personal characteristics with third parties unless the student has authorized you to do so in writing.

One of the exceptions to FERPA's non-disclosure rule permits the disclosure of information the University has designated as "Directory Information." Directory Information includes name; address; telephone listing; e-mail address; date and place of birth; major field of study; dates of attendance; degrees and awards received; participation in officially recognized sports and activities; and weight and height for members of athletic teams. Such information may be disclosed unless a student has made a written request to the University Registrar that it be withheld.

If approached by law enforcement agencies, whether local, state, or federal, please do not disclose information about students. Please refer all law enforcement calls or inquiries about students directly to the University Attorney's Office (109 Adelbert Hall, 368-4286). Other government agencies

and third parties should likewise be referred to the University Attorney's Office when seeking information about students.

*** The University is permitted, however, to disclose personally identifiable information from student educational records to parents of dependent students. Determination of whether a student is dependent is made jointly by the University Attorney's Office and the Office of Financial Aid.**

Subpoenas

The University Attorney is the designated official custodian of all CWRU records for legal purposes. This designation is intended to save time and resources for the schools and management centers, while at the same time protecting the University's legal interests, since the official custodian of records is often required to appear in court and/or to explain and certify the authenticity of University records. Therefore, all subpoenas received by any CWRU school, department, or office should be forwarded immediately to the Office of the University Attorney. In addition, all communications with the attorney who caused the subpoena to be issued and/or any party to whom the subpoena refers shall only be through the Office of the University Attorney.

Protocol for Attorney Communications

In order to protect the University's legal interests, all communications with attorneys outside the University must be through the University Attorney's Office. Therefore, any CWRU school, department, or office that is contacted by an outside attorney should immediately refer that attorney to the Office of the University Attorney.

