

## DEPARTMENT OF INTEGRATIVE BIOLOGY 2017-2018 INSTRUCTIONAL GUIDELINES

THESE INSTRUCTIONAL GUIDELINES APPLY TO ALL COURSES TAUGHT IN THE DEPARTMENT OF INTEGRATIVE BIOLOGY, WHETHER BY REGULAR FACULTY MEMBERS, TEMPORARY INSTRUCTORS, OR TEACHING ASSISTANTS. THEIR PURPOSE IS TO DISTILL ESSENTIAL INFORMATION FROM VARIOUS SOURCES AND PUT IT TOGETHER IN ONE PLACE. THEREFORE, THESE OTHER SOURCES SHOULD BE CONSULTED FOR DETAILS. PARTICULARLY USEFUL IS THE LIST OF CURRENT USF REGULATIONS AND POLICIES: <http://regulationspolicies.usf.edu/regulations-and-policies/regulations-policies-procedures.asp>

### I. SYLLABUS PREPARATION

The University requires that every regularly scheduled classroom course have a syllabus. Syllabi for all courses must be available electronically on Canvas (paper copies are optional) by the first day of classes and you must direct students' attention to your course syllabus and its contents within the first week of class. A proper course syllabus is more than a simple listing of dates, lecture topics, and readings. A complete and accurate syllabus will go a long way toward eliminating many of the problems that typically arise at the end of the semester and it also may keep you out of court. Make sure that the syllabi for the lecture and laboratory components of a course are checked for consistency. A copy of each syllabus must be filed with the Undergraduate Program Assistant (Karen Gilmore, [kgilmore@usf.edu](mailto:kgilmore@usf.edu)). The following annotated syllabus checklist lists the information required (bulleted) or recommended by the University, College, and/or Department. Although not every item in the list is required, the Department encourages you to include all of them. You can refer to the student version of the Instructional Guidelines – which is posted on-line – in your syllabus for most of the information, but some information is course-specific. Refer to the Syllabus Template for additional instructions on what to include in your syllabus.

The syllabus should be viewed as a contract between you and the students registered for the course. You should avoid any modifications of the procedures listed in the syllabus. Under exceptional circumstances (e.g., an emergency that causes University closure), some modification may be necessary, however; in such cases, you must ensure that the modification does not place any students at a disadvantage.

**Semester, Year; Course Prefix, Number, Title; Section Number**

**Instructor Name, Department, Office Location, Telephone Number**

**Instructor E-mail Address, FAX Number**

**Instructor Office Hours:** Be exact as to time and location, and then keep to the schedule.

**Course Status:** For any non-majors course, specify that the course will not count toward any major within the BIO degree.

**Course Objectives:** List the prerequisites for the course. Describe what students will learn from the course. Describe the background and skills needed by students to be successful.

**Course Outline:** Be as specific as you can, and adhere as closely as possible to the outline. If you anticipate that minor modification of the outline may be required later in the semester, then inform students, on the syllabus, that the outline is tentative, and make sure that you give them ample advanced notification of the modification. Make sure to list all assignments, with due dates, and all examination dates. If you intend to list the day and time for an examination to be administered during “finals week,” then you should check with the Undergraduate Program Assistant to make sure that the day and time correspond with the University schedule.

**Academic Dishonesty:** State that the University does not tolerate academic dishonesty. Specify that punishment will be imposed for academic dishonesty of any kind. The Department strongly suggests that its instructors, especially those who teach large-enrollment courses, include a statement in their syllabi clearly indicating that examinations will not be accepted without valid identification.

If you use plagiarism-detection software, the following disclaimer statement will be added into a text box in Canvas, and you should also include it in your syllabus. “This course requires you to submit your paper to a plagiarism detection site that will be identified by your instructor. In order to comply with federal (FERPA) and state privacy laws, you (students) are not required to include personal identifying information such as your name, SSN, and/or U# in the body of the work (text) or use such information in the file naming convention prior to submitting. Please follow carefully your instructor's instructions regarding what identifying information to include. Your submission will be placed in the course grade center in your account that can be accessed by the instructor and attributed to you.”

If you use online proctoring software, the following passage should be included in Canvas instructions and your syllabus: “Online exams and quizzes within this course will require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence. To avoid any concerns in this regard, students should select private spaces for the testing. The University library and other academic sites at the University offer secure private settings for recordings and students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor. Students must ensure that any recordings do not invade any third party privacy rights and accept all responsibility and liability for violations of any third party privacy concerns. Setup information will be provided prior to taking the proctored exam. For additional information about online proctoring you can visit the online proctoring student FAQ (<http://www.usf.edu/innovative-education/resources/student-services/online-proctoring.aspx>).”

**Attendance:** Clearly state that students are responsible for all of the information provided in class. Indicate whether or not the lectures and/or laboratories will include material that cannot be obtained from other sources. Specify whether or not attendance is required (i.e., whether or not attendance influences the course grade directly). Remind students that weather alerts and other warnings issued by the University are not valid reasons for missing a class: as long as the University is not closed and classes are in session, students are expected to attend.

**Computer and Network Access:** Remind students of the rules governing electronic communication, and that use of Canvas must be consistent with the agreement that they signed to obtain a NetID.

**Disruption of the Academic Process:** Describe the conduct you expect in the classroom. Specify that punishment will be imposed for any disruption of academic process.

**Electronic Devices:** The Department prohibits the use of all electronic devices, including, but not limited to, programmable calculators, laptop computers, cell phones, and PDA's, in classrooms and laboratories, unless the use of specific devices is permitted explicitly and the conditions for use of those devices is specified in the course syllabus. Your syllabus must state which kinds of devices may be used in your course and when they may be used.

**Emergency Preparedness:** On the first day of class, make students fully aware that the University intends to continue delivery of instruction using an alternative (e.g., electronic) mode (of instructor's choice) in the event of a campus closure resulting from a pandemic escalation or other emergencies. You must use the following wording in your syllabus. "In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information."

**Grading:** University policy requires that students complete a graded assignment or examination before the drop date. Describe the type(s) of graded assignments and/or examinations that will be given. Indicate whether the assignments and/or examinations will require the ability to memorize, to synthesize, and/or to apply knowledge in a new context. List the scheduled date and type (if more than one type will be given) of each assignment and/or examination. If you choose to include the date of your final examination in the syllabus, then confirm the date with the Undergraduate Program Assistant. Specify how final grades will be calculated. If grades will be "scaled," specify when and how the scaling will be done. Use of the plus/minus grading system is at your discretion, but you must state in your syllabus whether or not you are using the plus/minus grading system. If you do not include such a statement in your syllabus, then students can assume that you are using the plus/minus grading system. If the plus/minus grading system is used, then the Registrar will assign grade points as follows.

A+	Excellent performance	4.00
A		4.00
A-		3.67
B+	Good performance	3.33
B		3.00
B-		2.67
C+	Average performance	2.33
C		2.00
C-		1.67
D+	Poor performance	1.33
D		1.00
D-		0.67
F	Failure	0.00

**Intellectual Property:** Specify whether or not electronic recording of lectures will be permitted. Inform the class that written notes or recorded lecture material cannot be sold. Suggested wording for your syllabus: “Students are not permitted to take notes or record lectures by any means for the purpose of sale.”

**Laboratory Safety:** For all laboratory courses, inform students that they will be asked to leave the laboratory if they fail to comply with the Departmental safety standards, and that any student who is asked to leave a laboratory for failing to observe the Departmental safety standards is not entitled to make-up coursework missed because of the student's non-compliance with those standards. No student will be permitted to return to the lab until the instructor determines that the student will comply with all safety standards. Safety Guidelines and Suggestions (<http://web3.cas.usf.edu/main/admin/facilities/data/Guidelines12062007.pdf>) (two copies) must be provided to each student. Students are required to sign one of the copies, thereby agreeing to comply with the Departmental safety standards.

**Field Trips:** If your course includes field trips for which you seek reimbursement – for entry fees, for instance – please check with the Office Manager for the correct wording to include in your syllabus.

**Student Evaluations:** The University uses an online student evaluation of instruction instrument. Students may be concerned about maintaining their anonymity in the online environment. You can allay their concerns with the following statements. The information gathered by the online instrument provides the instructor an opportunity for reflection and possible improvement. The information also is used by the University in its review of the instructor for awards, promotion, and tenure. Therefore, students' fair and candid responses to the course design and the instructor's delivery of course content are important. All student evaluations are kept confidential and are exempt from public records disclosure. Instructors do not have access to the online student evaluation system, have no way of linking student identifiers with evaluations, receive only summary information and not individual student evaluations, and do not receive summary information until after grades have been submitted.

**Make-ups:** Describe how make-ups of missed coursework which affect a student's grade, such as examinations, quizzes, laboratory exercises, and other assignments, are to be handled. The make-up policy for such coursework must be stated in the course syllabus. The statement should include the time frame within which you must be contacted and the make-up work completed.

**Religious Observances:** University policy requires accommodation of students' religious beliefs. The University compiles a list of established religious days when classes may need to be missed for religious observances, and only these established religious days are addressed by University policy. The University also mandates that no student be compelled to attend class or sit for an examination at a day or time when such activity is specifically prohibited by his/her religious belief. Suggested wording for your syllabus: “Students who anticipate the necessity of being absent from class because of the observation of a major religious observance must provide notice of the date(s) to the Instructor, in writing, by the second class meeting.” The full policy is to be found on the USF website.

**Students with Disabilities:** University policy specifies that all programs are open to students with disabilities. You must make every attempt to accommodate the special needs of students with documented disabilities, such as by providing alternative administration of examinations. To avoid

misunderstanding or inconvenience, you should state in your syllabus, and announce early in the semester, that students with special needs should meet with you, preferably during the first week of the semester, to make arrangements to accommodate those needs. Suggested wording for your syllabus: “Students in need of academic accommodations for a disability may consult with Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation.” Students may request accommodation at any point in the semester.

**Sexual crime statement:** please include the following statement in your syllabus to make students aware that, as a faculty member, you are a mandatory reporter of any sexual crimes of which you are made aware:

**“Gender-Based Crimes/Sexual Misconduct/Sexual Harassment (Including Sexual Violence), USF System Policy 0-004:** USF has a commitment to the safety and well-being of our students. Please be aware that educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence that come to their attention. I am required to report such incidents in order for the Office of Student Rights and Responsibilities or the Office of Diversity, Inclusion, and Equal Opportunity can investigate the incident or situation as a possible violation of the USF Sexual Misconduct/Sexual Harassment Policy and provide assistance to the student making the disclosure. If you disclose in class or to me personally, I must report the disclosure and will assist you in accessing available resources.

The Center for Victim Advocacy and Violence Prevention, the Counseling Center and Student Health Services are confidential resources where you can talk about such situations and receive assistance without the incident being reported.

**Center for Victim Advocacy and Violence Prevention:**

(813) 974-5757

<http://sa.usf.edu/advocacy>

**Counseling Center**

(813) 974-2831

<http://usf.edu/student-affairs/counseling-center>

**Student Health Services**

(813) 974-2331

<http://usf.edu/student-affairs/student-health-services>”

## **II. CLASSROOM PROCEDURES**

**Class Rolls:** Class rolls are issued three times a semester. The first class roll is issued prior to the first class meeting. This roll should be used to comply with the mandatory first day attendance policy. The second class roll is issued after the end of the drop/add period. You should match the names on this roll with those on your personal roll. If a name is on one roll, but not the other, then a registration problem may exist. You should attempt to rectify the problem by directing the student to the Office of the Registrar. The third and final class roll is issued after the end of the drop/withdrawal period. You should, once again, match names on rolls and attempt to rectify any potential problems that you spot. If you have any questions about registration procedures, check with the Undergraduate Program Assistant.

**Emergency Preparedness:** You should familiarize yourself with the University guidelines concerning emergency preparedness. Key questions to consider during course development follow.

(1) Is the course content amenable to “online delivery”? If yes, are there any barriers that need to be removed? If not, what are the main obstacles? (2) What method of online delivery (Canvas, Elluminate, e-mail, others) appears to be appropriate/feasible? (3) What training do I and my TA(s) need to successfully switch to some form of “online delivery” mode? (4) What hardware and technology support do I need? (5) Can my course contents be made readily available to the students through Canvas? If not, what can I do now to prepare? (6) What support will my students need to participate in “online mode?” (7) Can the student easily navigate through course content during an extended closure? (8) How can assessments be carried out electronically? Are online assessments a part of the normal course operation? (9) Will my grading process need to change and if so how will it be modified? How will students know? (10) What level of interaction with the students, during and outside of class hours, will be required for my TA(s) and me, and what are the possible ways to accomplish that? (11) What will I do if a significant proportion (20-40%) of the class is out sick for an extended period of time (i.e. 5-7 days)? Do I have backup plans for makeup exams, course assignments and other content that will accommodate a large number of students? (12) What options are available should I become ill – are there other faculty/adjuncts/TAs in the program that can assist with the course while I recover? Recommendations for developing course content follow. (1) Post PowerPoints or convert to lecture outlines in Canvas to allow students to follow content. (2) Post PowerPoints with audio commentary. (3) Develop course using Elluminate to become familiar with this delivery method. (4) Develop a comprehensive “time line” for working through entire course material. (5) Schedule a “Whiteboard” or chat session to determine the utility of this mechanism. (6) Develop and post comprehensive reading guide for the entire semester and post on Canvas. (7) Develop comprehensive worksheets for important content and post on Canvas. (8) Develop and post problem sets or reference on Canvas to problems in the textbook with suggested time frames of when they should be taken. (9) Develop weekly online quizzes or PowerPoint exercises to guide students through concepts while also monitoring student engagement and understanding. (10) Print entire course notes/outlines and make available through ProCopy or other source. (11) Provide list of web links to other online content that supplements material. (12) Post or link to videos or tutorials that describe key content ideas. (13) Develop and post Podcasts of lectures. (14) Develop contingency plans to deal with make-up assignments for large numbers of students in the event that a high proportion will be absent due to illness (students will be advised to remain at home should they become ill).

**Examinations:** Students are expected to undergo a meaningful evaluation that will reveal their intellectual growth in the subject matter covered, or otherwise reflect the achievement of the course objectives. The Department regards the routine use of all or part of the same formal examination for successive academic terms as unsound policy, except when used with adequate safeguards, such as a random selection of questions from a large pool. The instructor has the responsibility of maintaining a fair and impartial examination procedure, and of providing all students with equal advance notice of the form and content of an examination. The instructor has the right to define and structure the examination procedure, and is not restricted as to form, style, or content of the examination.

Anticipate that some cheating may occur on examinations and other graded materials. Students in the Department are under extreme pressure to keep grades high both because many are preparing for professional school and because the D/F policy now implemented by Biology-IB, Biology-CMM, and Chemistry can cause a student to be redirected to another major. Extra vigilance by instructors is required to ensure fair treatment of all students. The typical precautions to counter casual (i.e., “wandering eyes”) and planned (i.e., “cheat sheets”) cheating should be implemented rigorously. You can minimize the number of serious cases that you encounter by taking reasonable precautions. Refrain from reusing old examinations, and from storing old examinations on a computer. Lock up hard copies of examinations in a secure location. Refrain from printing

examinations in the Departmental office if you are not going to pick them up immediately. Give examinations to be duplicated directly to a staff member in the Departmental office. Duplicated examinations will be locked up over night. For large courses, in which spacing between students during examinations is an issue, consider creating alternate forms of tests by rearranging the questions. Use of alternate forms is easier if both the question sheet and answer sheet are numbered, and students are required to sign both sheets. Refrain from giving original graded materials back to students. You should make copies of answer sheets and other graded materials and allow students access only to the copies, retaining the originals for yourself.

The Department encourages you to adhere to a strict policy of requiring valid identification when collecting examinations, especially in large-enrollment courses. Be particularly aware that if a student is allowed to leave the room to retrieve his/her identification and that student actually is a surrogate examination-taker, then you cannot demonstrate cheating if the student enrolled in the course is the one who "returns" with valid identification.

**Reading Days:** The last two days prior to finals week of the fall and spring semesters are designated reading days, in which classes are not scheduled. No exams or assignments are to be scheduled during this time.

**Final Examinations:** University policy requires use of a designated period ("finals week") at the end of the Fall and Spring semesters for the administration of final examinations. You must administer any comprehensive final examination during this designated period. If you use a segment examination in lieu of a comprehensive final examination, you must administer the segment examination during this designated period. Take-home final examinations, papers, projects, practicums, and competency examinations are exceptions to the above rule and you may schedule them for completion at your discretion. You must allot two hours for each examination administered during the designated period. If a student has a direct conflict of scheduled examinations or has three or more examinations scheduled on the same day, the student may petition the appropriate instructor to reschedule one of the examinations.

The "appropriate instructor" in case of examination time conflicts shall be determined by the following ordered list of priorities. (1) If a student has an exam conflict between courses offered on different campuses or institutions within the USF System, the course on the student's home campus has priority. (2) Common finals have priority over non-common finals. When two common finals conflict, the higher numbered course takes priority. (3) Apart from common finals priority, examinations for graduate level courses have priority over examinations for undergraduate level courses. (4) Apart from common finals priority and within the level of the courses, undergraduate or graduate, examinations for numerically higher numbered courses have a priority over lower numbered courses. (5) If after applying items 1 through 4, there remains a conflict, priority shall be given to the course with the prefix closest to the beginning of the alphabet. (6) The instructor of the course not receiving priority shall provide for a make-up exam either in accordance with the designated make-up exam periods or at a mutually acceptable time for both the instructor and the student during the exam period.

**First-Day Attendance:** University policy requires first day attendance. You must record the names of students absent from the first class meeting and provide the names to the Undergraduate Program Assistant for processing. You may, at your discretion, not record the name of an absent student with whom you have made prior arrangements concerning his/her missing the first class meeting. You should ensure that the student actually will be attending subsequent class meetings; otherwise, another student should be given the opportunity to take his/her place in the class. Do not put students who want to replace absent students on a waiting list or otherwise indicate to them that

they will have priority in registering for the course; these students must register themselves on a first come – first served basis. The Department encourages the use of Canvas for taking first day attendance. If you do take attendance in class, avoid the use of sign-up sheets, because they increase the chance of students being dropped by mistake.

**Make-Ups – Missed Course Content:** If attendance is not required, then you have the prerogative to decide whether or not a student can make up any course content that is not evaluative. You are not obliged to allow the student to copy lecture notes, to provide class materials to the student, to give a make-up lecture to the student, or in any other way to ensure that the student obtains the course content that was missed. You may decide, however, that a situation beyond the student's control forced the student to miss a class, and in such case, may elect to help the student make up the course content that was missed. The help that you provide can be in any manner that you deem suitable. If attendance is required, then strict interpretation of the University's attendance policy suggests that tutoring must be provided for a student whose absence is excused (described below). Chronic attendance problems for reasons beyond a student's control may warrant withdrawal from the course. The student can be advised to see the Undergraduate Program Assistant for information concerning late withdrawals and refund of fees.

**Make-Ups – Missed Evaluation:** When a student misses evaluative course content which affects his/her course grade, and the absence is excused (see below), then the University requires that the student not be placed at a disadvantage compared to other students as a result of his/her absence. The student must be given a reasonable opportunity to make up the missed evaluation or not have the missed evaluation factored into his/her course grade (although the latter option would seem not to be fair to the other students in the course, because it weights students' performances differently). This requirement applies equally to a course in which one examination is dropped: an examination that is missed because of an excused absence cannot automatically be the one that is dropped. You can determine the exact form of the make-up, but it should not place the student at a disadvantage compared to other students. You retain the right to give a make-up that is different in exact content and/or style than the missed coursework [the same style of make-up (e.g., oral examination) should be given to all students, however]. Chronic attendance problems for reasons beyond a student's control may warrant withdrawal from the course. The student can be advised to see the Undergraduate Program Assistant for information concerning late withdrawals and refund of fees.

Excused absences, which are acceptable reasons for requesting a make-up, are medical (individual or immediate family only; documented), legal (accident or court case; individual only; documented), funerary (immediate family only; documented), military (call to active duty; documented), religious (customarily-observed holidays; absence pre-arranged with instructor), special requirements of other courses and University-sponsored events (exact nature of such requirements and events is unspecified, but examples include performances, games/meets, judging trips, and field trips; absence pre-arranged with instructor), and weather conditions severe enough to prompt University closure. The University does not consider employment schedules and athletic training/practice schedules to be acceptable reasons for requesting a make-up. Note that the University mandates that no student be compelled to attend class or sit for an examination at a day or time when such activity is specifically prohibited by his/her religious belief, if the student has provided timely notice. The reason for requesting a make-up must relate specifically to the time period of the missed coursework and must be documented in writing by an involved professional, when documentation is required. The instructor retains the right to make additional inquiries concerning the documentation; but, make sure that you do not ask for personal information, only confirmation that the documentation that you received from the student is genuine. A staff member is not permitted to administer a make-up; preferably, either the instructor or a Teaching Assistant assigned to the

course should give and monitor the make-up.

**Mid-Term Grades:** University policy requires posting of mid-term grades. The policy applies to all students enrolled in 1000-, 2000, and 3000-level courses. Mid-term grades are to be submitted at the end of week seven in spring and fall semesters, and soon after the midpoint in summer semesters. It is very important to submit these grades in a timely manner, both to ensure student success, and to protect IB from penalties.

**Peer Evaluations:** Department policy requires that all Level-1 Instructors and Assistant Professors undergo peer evaluation of teaching annually. Others may request a peer evaluation of teaching. Each peer evaluation will be conducted by two members of the regular faculty, in accordance with Departmental policy. The date of classroom visitation will be set by mutual agreement in advance of the peer evaluation. The full procedure for arranging classroom visitation may be found in the University's Collective Bargaining Agreement. A course syllabus and evaluative materials also should be made available to the peer evaluators.

**Sit-Ins:** Students should not be allowed to sit in on a lecture course beyond the first week of classes unless they are officially registered for the course. Under no circumstances, should students be allowed to sit in on a laboratory unless they are officially registered for the course and have signed the required release/indemnity agreement.

**Student Evaluations:** University policy requires that all courses with enrollments of ten or more students be evaluated by the students. The University of South Florida utilizes an online student evaluation of instruction instrument, *eXplorance Blue*. It is recommended that you take time in class to have students fill out the recommendations with their personal devices, as this should greatly enhance the student participation rate. *Note:* you still must leave the room for this evaluation period.

**Students with Disabilities:** Students with disabilities will provide you with a Memorandum of Accommodations from the Office of Student Disability Services. You are not obliged to do any more than the Office of Student Disability Services (SDS) requires you to do, and you should not hesitate to question them if you perceive the requirement as unreasonable. Accommodated examinations administered through SDS require two weeks notice. All course documents must be made available in alternate format, if requested in the student's Memorandum of Accommodations; SDS will help with this requirement. SDS requests that in large classes, students with aural or visual disabilities be given preferential seating near the front of the classroom.

**Textbook Adoption:** The textbook adoption deadline is over two months prior to the first day of classes for each term. Please respond promptly to requests for textbook information, even if you are not using a textbook (respond: No Textbook). The Undergraduate Program Assistant (Karen Gilmore, [kgilmore@usf.edu](mailto:kgilmore@usf.edu)) will relay your textbook information to the USF Bookstore, or you may correspond directly with the Bookstore. You must not change the textbook in your course after the final adoption date. You must justify use of course materials from which you may profit financially and any changes to new editions of a textbook already in use. The full policy is to be found on the USF website. Karen can also make requests for examination copies of textbooks.

**Uncollected Materials:** You need not retain assignments, examinations, or any other class materials longer than the end of the subsequent semester (approximately 90 days). If a student has filed a grievance – he/she must do no later than three weeks after final grades are assigned – however, then materials should be retained until the grievance is resolved.

### III. PITFALLS TO AVOID

**Borrowed Materials:** If you borrow illustrations, or other materials, from books, journal articles, websites, or other sources, for use in your lectures and/or laboratories, make sure that you credit the source. Copyrighted materials can be used without permission of the copyright holder when it is "fair use" (see <http://guides.lib.usf.edu/content.php?pid=56649&sid=420228>).

**Confidentiality of Information:** All student information is confidential. Guard all graded materials carefully. Grades of any kind cannot be posted by name, Social Security number, or student number. Do not allow students to sort through groups of graded papers. Do not discuss student information with parents (unless the student is a minor) or any other third parties. Because you do not know who is on the other end of a telephone call or an e-mail, you should discuss student information only in person. Do not show class rolls to anyone but authorized employees of the University. Do not allow anyone to take class rolls or other materials displaying student information to the Registrar's Office or elsewhere, unless that person is authorized to do so by the Department.

Submitting academic papers to plagiarism-detection programs with student IDs or names included constitutes disclosure of the student's "education record," and therefore violates the Family Educational Rights and Privacy Act (FERPA). There are two legal ways to submit a paper for scanning. (1) The student submits the paper as an assignment using SafeAssign ([wiki.it.usf.edu/index.php/Safe\\_assign](http://wiki.it.usf.edu/index.php/Safe_assign)) in Canvas. The paper is still identified as belonging to that student within the grade center, even if no student personal information is included in the body of the work or in the file naming convention. Thus, a paper that comes back from the plagiarism software has the student's name on the paper when viewed in Canvas and even when printed for grading. This way is preferred, as it reduces faculty workloads while still ensuring FERPA compliance. (2) The faculty member submits the paper on behalf of the student. The faculty member receives the paper via email from the student as an attachment, downloads it, and then directly submits with the student's information removed. The faculty member has no way of identifying the paper unless an identification scheme, such as initials, is used. This way is time consuming and open to errors, and the Department suggests it be avoided.

**Discrimination and Harassment:** University policy prohibits discrimination and harassment. In the teaching arena, this policy is violated when a student feels that he/she is being penalized in some way because of race, color, marital status, sex, religion, national origin, disability, age, genetic information, sexual orientation, or military status; or that he/she is being exposed to offensive material that is irrelevant to course content. Problems of the latter kind typically arise from the telling of inappropriate jokes, showing of inappropriate pictures or videos, and other such actions. Most problems can be avoided by carefully considering what you do in the classroom. The University does not intend to abridge academic freedom or to interfere with its broad educational mission, however. Verbal expression and written or other material that is relevant and appropriately related to a course, or is protected by State or Federal constitutions, is permissible, regardless of whether some persons might find it offensive.

**Instructional Substitutes:** If you ask someone to give a lecture or to administer an examination in your absence, make sure that you choose the person carefully. Employing a substitute, especially to administer an examination, could lead to filing of a grievance if a student thinks he/she was penalized by not being given adequate help or by being given incorrect information. You should ensure that the substitute has appropriate qualifications and that you prepare him/her adequately. Preferably, the substitute should be either a Teaching Assistant assigned to the course or a faculty member who has taught the course previously. The Department does not permit the use of staff members to administer examinations, under any circumstances.

**Integrity of Information:** To ensure that the information that the Department receives from you is what you intended to send, you should not allow undergraduate students to take any signed forms (including research contracts) to the office. The Undergraduate Program Assistant will send the forms back to you if you attempt to deliver them via undergraduate students.

**Liability Warning – Discrimination, Harassment, and Violence:** You must report all disclosures of discrimination, harassment, or violence (including sexual harassment, sexual assault, stalking, dating violence, and domestic violence) to your supervisor. Failure to do so could result in penalties, including termination of employment. You should familiarize yourself with the University's policies on discrimination, harassment, and violence, which can be found on the USF website.

**Liability Warning – Potentially Dangerous Behaviors:** You must report any threat for which you have advance warning, even hearsay, to your supervisor. Failure to do so may leave you liable to litigation if the threat materializes.

**Liability Warning – Field Trip Safety:** You must receive a signed release/indemnity agreement for any student participating in a field trip. Failure to do so may leave you liable to litigation if a student is harmed.

**Liability Warning – Laboratory Safety:** You must enforce the Departmental safety standards, and you must receive a signed release/indemnity agreement for any officially registered student participating in a laboratory. Failure to do so, or to take action to rectify any situation that potentially could cause a student to be harmed, may leave you liable to litigation if a student actually is harmed.

**Liability Warning – Volunteers:** You must receive a signed release/indemnity agreement for any student, undergraduate or graduate, or non-student volunteering in your laboratory. Failure to do so may leave you liable to litigation if a volunteer is harmed.

#### IV. STUDENT MISCONDUCT

**Recommendations to Reduce Academic Dishonesty in Classes:** Our priority in the Department of Integrative Biology should be to prevent academic dishonesty. Dealing with academic dishonesty cases is a hassle for everyone. It consumes a tremendous amount of time for the student, TA, faculty, Associate Chair, and subsequent college- and University-level administrators. Despite only appearing on internal USF documents, an FF grade has the potential to have a huge impact on a student's life, potentially compromising much of the coursework they already completed, reducing their likelihood of continuing to enroll in classes, and potentially reducing future job prospects. Consequently, faculty can lose sleep over these decisions, further reinforcing the value of preventing cheating. Nevertheless, we have an obligation to uphold academic integrity, and thus we must pursue academic integrity cases when they are serious and black and white. Below are some tactics for reducing academic dishonesty.

1. Be very clear in your syllabus on the expectations in your course and consequences for academic dishonesty. Refer the students to the academic dishonesty regulations at USF in the syllabus (see website links below).
2. If you have writing assignments, go over what is and what isn't plagiarism at the beginning of the semester and refer them to the USF library's document on how plagiarism can be avoided ([www.lib.usf.edu/guides/avoiding-plagiarism](http://www.lib.usf.edu/guides/avoiding-plagiarism)) and to USF regulations on cheating, plagiarism, fabrication, forgery and obstruction, multiple submissions, complicity, misconduct

in creative research and endeavors, computer misuse, and misuse of intellectual property (<http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf>). Before the writing assignment is due, please remind them of these policies.

3. Tell and remind your students that their written assignments will be checked for plagiarism using turnitin software. Put this on your syllabus.
4. Make your tests fair with reasonable grade distributions. Pressures to cheat can increase, especially on the first exam, if exams are unfair or overly challenging.
5. Be fair grading your exams. Admit when one of your own questions was not well constructed or well written and consider providing grade adjustments for these questions. This should promote an environment of honesty and integrity, providing a good example for the students.
6. Consider creating multiple forms of the same test where the same questions are asked in different orders.
7. A few minutes before the start of every exam:
  - a. ask all the students to put everything under their desks/chairs except a writing utensil, an identification card, and anything else that is allowed for your exam,
  - b. remind the students to keep their eyes on their own paper and that allowing someone else to look at your exam constitutes academic dishonesty
  - c. remind them about the academic dishonesty policies, that cheating is not worth it, and that a FF can potentially ruin their job prospects.
8. During the exam, TAs and the faculty member should be a presence, scanning and walking the room.
9. If you notice wandering eyes during the exam, please make an announcement to the students during the exam to keep their eyes on their own paper. In the process of making this announcement, intentionally direct your own eye contact towards the students that are exhibiting the suspicious behavior. If it continues, approach the students directly.
10. When students hand in their exams, please check their identification cards to ensure that the appropriate person did indeed take the exam.

**Academic Integrity versus Academic Grievance Cases:** It is important to understand the distinction between Academic Integrity and Academic Grievance cases. Academic Integrity cases involve some sort of academic dishonesty, which can include *cheating* (attempting to use materials or other assistance in any type of examination or evaluation which have not been authorized by the Instructor; taking an examination or evaluation in place of another person or allowing another person to take an examination or evaluation in his/her place; stealing, borrowing, buying, or disseminating tests, answer keys, other examination materials), *plagiarism* (intentionally or carelessly presenting the work of another person as one's own), *fabrication* (use of invented, counterfeited, altered, or forged information), *forgery* (use of counterfeited images, documents, and signatures), *obstruction* (any behavior that limits the academic opportunities of other students), *multiple submissions* (submission of the same or substantially the same work for credit in two or more courses), *complicity* (assisting or attempting to assist another person in any act of academic dishonesty), *computer misuse* (use of the University's computer system in support of any act of plagiarism or monitoring or tampering with another person's electronic communications), and *misuse of Intellectual Property* (illegal use of copyright materials, trademarks, trade secrets, or other Intellectual Property). If any academic dishonesty has occurred, refer to the USF Regulation 3.027: Academic Integrity found here <http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf>.

In contrast, Academic Grievance is a claim that a specific academic decision or action that affects a

student's academic record or status has violated published policies and/or procedures, or has been applied to the grievant in a manner different from that used for other students. A grievance could result, for instance, from an instructional, grading, or academic advising decision or action that is based on non-academic criteria, criteria that vary among students, standards that are different than those described in the course syllabus or the Undergraduate Catalogue, or an illegal or unconstitutional act. The filing of a grievance initiates a formal University process that must be followed carefully. If you are dealing with an academic grievance, refer to the USF system policy 10-002: Student Academic Grievance Procedures found here <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf>. This additional flow chart of the grievance process should also be useful <http://www.cas.usf.edu/students/data/agp.pdf>. Academic integrity and grievance cases both have appeals processes that the student can pursue.

Importantly, if a case involves academic dishonesty and a grievance, then the academic integrity policies takes precedence and must be followed. An important distinction between the timelines for academic integrity and grievance cases is that academic integrity cases have a maximum of 10 days (excluding holidays and inter-sessions) between each step in the processes, whereas academic grievances have a maximum of 3 weeks (excluding holidays and inter-sessions) between steps in the process.

**Procedures for Dealing with Academic Dishonesty Cases at the Undergraduate Level:** First and foremost, read USF Regulation 3.027: Academic Integrity found here <http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf>. This document provides details on the various types of academic dishonesty, the level of severity of the offense, the process of meeting with the student, submitting the grade, and grade and sanction appeals. A summary of the level of severity of the offense and typical sanctions associated with these offenses are provided in the section below entitled "Punishment for Academic Dishonesty".

Next, gather all your evidence of academic dishonesty, including statements from proctors/Teaching Assistants. If you think the case will not result in a FF grade, please resolve it with the student based on your own discretion. This typically involves lowering the grade on the test or assignment by some reasonable amount. Feel free to consult with the Associate Chair of the Department of Integrative Biology if you would like advice.

If you meet with the student to gather information for your case or you will handle the case on your own by lowering the grade on the exam or assignment without pursuing a FF, please be sure that the student understands that if they admit to academic dishonesty, they have given up their right to appeal the grade assignment or sanction based on 1) there being no factual basis or 2) that the offense could not be reasonably inferred by the facts as presented. Therefore, they would only be able to appeal the severity of the sanction imposed. If you anticipate any trouble dealing with any student, please ask the Associate Chair to sit in on the meeting.

Although it is not required, a statement signed by the student is a potentially useful precaution. If the student disputes the evidence, then he/she should sign a statement attesting that they have seen the evidence but plan to appeal. If the student does not dispute the evidence, then he/she should sign a statement of acquiescence. If the instructor does not wish to withdraw the sanction after the meeting, and it involves only lowering the course grade, then the instructor simply notifies the student by e-mail of the sanction immediately after the meeting. If the incident is a severe violation (*Level 3* or *Level 4*; see below), and the sanction imposed is more than just lowering the course grade, then the instructor forwards his/her recommendation to the Department for further action. Preferably, the Instructor should consult with the Associate Chair first If they think the student committed a *Level 2* offense or above and a FF grade is possible. The discussion with the

Associate Chair should involve the evidence of academic dishonesty, the level of the offense (only *Levels 2-4* provide an option to give a FF), and the subsequent course of action and sanctions. Importantly, instructors have discretion on how to handle academic dishonesty cases and are not required to provide FFs even when the level of offense is consistent with an FF assignment. However, when making these discretionary decisions, instructors should also consider the value of consistent policy enforcement across classes at USF and should keep in mind that inconsistency in policy enforcement could result in a separate grievance case.

If the instructor and the Associate Chair agree that to pursue assigning an FF or another severe sanction that should entail notifying USF administrators, please follow the protocols below.

- The instructor should email the student, copying the Associate Chair of the Department of Integrative Biology, the Assistant Dean of the College of Arts and Science's Office of Graduate and Undergraduate Studies, and the Associate Dean of Undergraduate Curriculum in USF's Office of Undergraduate Studies. These three individuals are currently Jason Rohr (rohr@usf.edu), Allison Cleveland-Roberts (acroberts@usf.edu), and Karla Davis-Salazar (karladavis@usf.edu), but please verify that these three individuals are currently in these positions before proceeding with your case.
- In the email, please request to meet with the student within 10 days of sending the email to discuss the dishonesty, the sanction, and the appeals process. Describe 1) all of the efforts from the academic dishonesty prevention section above that you implemented to prevent the academic dishonesty, 2) the evidence that you have to support their academic dishonesty, 3) the level of the offense and your justification for assigning that level, and 4) the sanction being applied (lowered grade, FF, additional sanctions, etc.). Provide them with the link to the USF regulation number 3.027 on Academic Integrity of Students (<http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf>).
- In the same email, please let the student know that if they admit to cheating, they have given up their right to appeal the grade assignment or sanction based on 1) there being no factual basis or 2) that the offense could not be reasonably inferred by the facts as presented. Therefore, if they admit to the cheating, they can only appeal the severity of the sanction imposed.
- If you are giving a FF, in the same email, please state that a FF only appears on internal USF transcripts and documents but will appear as an F when the transcript is sent outside USF and that the course can be retaken (unless an additional sanction prevents this) without grade forgiveness, which means that the original F incorporated into their GPA will not be replaced by the second grade in the course.
- In the same email, briefly describe the appeals process, highlighting that the student has only 10 days to appeal any of the decisions in the process. The first level of appeal is to the Associate Chair of the Department of Integrative Biology (provide his/her email), the next level would be to the Assistant Dean of the College of Arts and Science's Office of Graduate and Undergraduate Studies, and the next level would be to the Associate Dean of Undergraduate Curriculum in USF's Office of Undergraduate Studies.
- Let them know that they can contact you or the Associate Chair of the Department of Integrative Biology with questions.
- Then meet with the student. It is often a good idea to have a witness of the meeting, such as a TA, the Associate Chair, or another faculty member.
- Within 10 days of meeting with the student, settle on the sanction and notify the student of this final decision in an email, copying all the same individuals above. If the student has

already seized the opportunity to withdraw from the course, indicate so in your e-mail to the administrators. This will indicate to the administrators that they will have to do extra work to track the student down because dropping the course is not a way out of the sanctions. When you submit your e-grade, post an F grade for the student, as Canvas does not permit you to submit an FF grade. Then, submit a change of grade form through the Undergraduate Program Assistant or Graduate Program Assistant, changing the student's grade from F to FF. If the instructor recommends additional academic sanctions, the instructor will assign the grade and advise the student and administrators of the those recommended additional academic sanctions that are considered to be appropriate for the violation (*Level 3* or *4* violations often include additional academic sanctions). A common additional sanction is to require the student to take a course on academic integrity and ethics or plagiarism. Within this email, please again remind the student of the appeals process.

- Within 10 days of receipt of the recommendation from the instructor, the Associate Chair of the Department of Integrative Biology or another administrator will follow-up through email on any additional academic sanctions, if applicable.

**Punishment for Academic Dishonesty:** Department guidelines for punishment are based on University guidelines. Punishment is based on the seriousness of the offense. *Level 1:* intent is questionable, involves a small fraction of the total coursework, is not extensive, and/or occurs on a minor assignment (e.g., jointly working on an assignment, such as a laboratory report, when it is prohibited). Recommended punishment is reduced or no credit for the assignment. *Level 2:* dishonesty is of a more serious character and/or affects a larger fraction of the coursework (e.g., plagiarism, multiple submissions, casual cheating on a test). Recommended punishment is assignment of an "F" grade with a numerical value of zero on the assignment or test, and the "F" used to determine the final course grade. It is the option of the instructor to fail the student in the course and assign and "F" or "FF" (the latter indicating academic dishonesty) grade for the course. *Level 3:* affects a major or essential fraction of the coursework, involves premeditation, and/or is preceded by one or more violations of academic dishonesty (e.g., using prohibited materials on a test, altering an exam for the purposes of regrading, fabricating references). Recommended punishment is assignment of an "FF" grade for the course. Offences at this level also could result in suspension from the University for one semester. *Level 4:* serious breach of intellectual honesty (e.g., involving criminal activity, using a surrogate to take an examination, sabotaging another student's work). Recommended punishment is permanent dismissal from the University. Records are kept of "FF" grades within and among universities. "FF" grades beyond the first one carry additional penalties that are imposed by the University. A common additional sanction for *Level 2-4* violations is to require the student to take a course on academic integrity and ethics or plagiarism.

**Disruption of the Academic Process:** 'Disruption of academic process' is defined by the University as an act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (1) directs attention from the academic matter at hand (e.g., noisy distractions; persistent, disrespectful or abusive disruptions of lecture, exam, or academic discussions) or (2) presents a danger to the health, safety, or well being of self or other persons. Students coming to class late or leaving class early can be a disruption of academic process and can be dealt with accordingly.

**Procedure for Dealing with Distracting Behaviors:** You should, preferably with discretion, notify the student that his/her conduct is unacceptable and can result in academic and/or disciplinary action. If the unacceptable conduct continues, then you should have a written outline of the evidence of unacceptable conduct; including statements from the lecture TA or other second parties, if

possible, available for the student. Immediately schedule a meeting with the student to discuss the case. You are authorized to ask a student to leave the classroom or academic area if you deem it necessary. If you do ask a student to leave, then you must send an Academic Disruption Incident Report within 48 hours to the Chair, the Assistant Dean of the College, the Office of Student Rights and Responsibilities (OSRR), and the student. You also are authorized to recommend exclusion of the student from the classroom or other academic area pending resolution. If you do recommend exclusion, then you must so inform the student, preferably in writing, before the next scheduled class, and also inform him/her of the right to request a review of the exclusion by the Chair within two days. If you have difficulty dealing with a particular student, and the student's conduct is not threatening, then inform the Associate Chair about the situation or ask the Associate Chair to visit your class.

**Procedure for Dealing with Dangerous Behaviors:** You have a responsibility to deal with threats to you or to your students. The exact nature of your responsibility depends on the circumstances surrounding a particular incident. If you have received advanced notice of a threat, either directly (e.g., a student confides in you) or indirectly (e.g., hearsay), then you must inform your supervisor of the potential threat. If you have received no advanced notice and/or a threat arises spontaneously, then your actions should be governed by good sense. If, at any time, you or any of the students in your class believe that a student or an outsider presents a real and imminent danger, then you should contact the University police immediately. Under no circumstances, should you physically intervene in any altercation that may take place in your class.

**Punishment for Disruption of Academic Process:** Department guidelines for punishment are based on University guidelines (see the current Undergraduate Catalogue). If the unacceptable conduct is serious enough to warrant dismissal from the course, then the student shall receive a final grade of "W," if he/she is passing the course, and a final grade of "F," if he/she is not passing the course.

**Misuse of Computer and Network Resources:** All students have agreed that they will not (1) provide access to the University's network and computing resources to any other person or entity; (2) access another user's account and/or misrepresent one's identity; (3) allow another person to access their accounts or share their passwords; (4) use computing resources for private profit not related to University activities; (5) intentionally impede the legitimate use of computing facilities by other persons; (6) use computing resources for junk mail or mass mailing; (7) violate any law, regulation, or contract; (8) publish information that is threatening, harassing, abusive, defamatory or libelous; (9) publish or distribute illegally copied music, movies, software or other Intellectual Property, or otherwise infringe upon the copyrights of other persons or entities; (10) publish any information or software used to circumvent software licensing or registration; (11) advocate or solicit violence or criminal behavior; or (12) use computing resources to generate private profit not related to University activities.

**Procedure for Dealing with Misuse of Computer or Network Resources:** You are not obliged to deal with misuse of computer or network access in any way. In egregious cases of abuse, however, such as when a student spams your class, you may choose to bring the incident to the attention of Academic Computing.

**Punishment for Misuse of Computer or Network Resources:** Engaging in any of the activities listed may subject a student to loss of access to computing and/or network facilities and administrative sanctions and penalties by the University and/or College, as well as imprisonment and fine by civil authorities.

## V. STUDENT REQUESTS AND COMPLAINTS

**Audits:** You are not obliged to allow any student who is not registered for a course to participate in that course in any manner. Do not authorize students to sit in on a class in order to try for a higher grade; they must re-register. Do not authorize students to sit in on a class to help them replace an “I” grade; the Department interprets University policy to mean that “I” grades do not require additional instruction in order to be replaced.

**Definitions of Grievances and Disputes:** A ‘grievance’ is a claim that a specific academic decision or action that affects a student’s academic record or status has violated published policies and/or procedures, or has been applied to the grievant in a manner different from that used for other students. A grievance could result, for instance, from an instructional, grading, or academic advising decision or action that is based on non-academic criteria, criteria that vary among students, standards that are different than those described in the course syllabus or the Undergraduate Catalogue, or an illegal or unconstitutional act. The Department considers any student complaint that does not meet the standards of a grievance to be a ‘dispute’. The filing of a grievance initiates a formal University process that must be followed carefully. A dispute, on the other hand, is a simple disagreement that needs to be resolved informally between student and instructor. If you are dealing with an academic grievance, refer to the USF system policy 10-002: Student Academic Grievance Procedures found here <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf>. This additional flow chart of the grievance process should also be useful <http://www.cas.usf.edu/students/data/agp.pdf>.

**Procedure for Dealing with Grievances and Disputes:** Ideally, any student complaint should be resolved between student and instructor. If possible, the student is required to contact you within 3 weeks (excluding holidays and inter-sessions) of the incident in question. If you receive a complaint, immediately schedule a meeting with the student to discuss the problem, and try not to appear defensive during the meeting. Ensure that any adjustment that you may make to the student’s grade based on this meeting is fair to the entire class and that you have directed the student to USF system policy 10-002: Student Academic Grievance Procedures found here <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf> and the additional flow chart of the entire grievance process <http://www.cas.usf.edu/students/data/agp.pdf>. These documents describe the appeals process. If the student is not satisfied with the outcome of the meeting, then the student can appeal the decision to the Associate Chair by providing him/her with a concise written statement of how, in his/her opinion, published policies and/or procedures (including any material in the current catalogue) were violated. The statement must be provided within 3 weeks of the incident in question (excluding holidays and inter-sessions) and must include specific reference to (a) the alleged violation of published USF policy or procedure, (b) the manner in which the alleged violation occurred, (c) how the alleged violation affected the student’s academic record or status based on a violation of that specific written USF policy or procedure (if appropriate), (d) how the manner in which the student was treated in a substantially inequitable manner and a statement indicating the remedy sought (if appropriate), (e) any supporting documentations of all claims in the grievance, and (f) the effort the student made to resolve the issue with the instructor.

If the Department determines that the matter is a proper grievance, the instructor will receive a copy of the statement, and then he/she may file a written response to the Associate Chair within 1 week of receiving the statement. The Associate Chair will meet with the student and the instructor, either jointly or individually. If the student is not satisfied with the outcome of the meeting, then the student can provide the Department with a written request to advance the grievance to the College level. The

request must be provided within three weeks of the Department's decision (excluding holidays and inter-sessions).

**Incomplete Grades:** Without exception, an "I" grade may be awarded only when a small portion of the required work is incomplete and when the student otherwise is earning a passing grade (i.e., do not assign an "I" grade if the student has less than a grade of "C-" in the course). Although "a small portion" is undefined by the University, the Department interprets this statement to mean that the unfinished work is simply the taking of an examination, submission of a report, or some similar task, which can be completed within a relatively short period of time after the semester is finished. As interpreted by the Department, the University policy does not permit informal sitting-in on the course in a subsequent semester to replace the "I" grade. If the student must do additional work, then he/she must re-register. Students are expected to complete the required work within the normal time limit, as set out in the syllabus, and allowing a student to exceed the usual time limit is a courtesy provided by the instructor. University policy does not require an instructor to assign an "I" grade just because a student has an excuse, medical or otherwise, that is valid for other purposes, such as making up an examination. An incomplete grade contract, which states the nature of the incomplete work and the deadline for its completion, must be signed before final grades are due. These contracts are available in the Integrative Biology office. If you have any doubts about assigning an "I" grade, check with the Undergraduate Program Assistant.

Note the following when assigning an "I" grade. Although this grade can be assigned only if the student is passing the course without considering the missing work, the "I" grade that is assigned should be based upon all of the required work. For example, if a student has completed 50% of the work perfectly, but is missing the other 50%, then the correct "I" grade to enter is "IF," assuming that 50% equates to a "F" grade in the course.

**Informal Section Switching:** For courses, especially laboratory courses, with multiple sections, do not allow students to attend a section of a course that is different than the one for which they are registered, except when a particular case meets the standards you have set in your syllabus for making up missed coursework. Even for a situation that meets your standards, however, you are not obliged to allow the student to attend a different section. If you do allow the student to attend a different section, then you must ensure that space to accommodate the student is available and that the instructor of that section agrees to allow the student to attend.

**Late Adds and Late Drops:** Students may add or drop courses beyond the deadlines established by the University, but they must petition the College Academic Regulations Committee (ARC) to do so. You cannot authorize late adds or late drops. You will be required to complete an Instructor's Documentation form for any student who petitions to late add/drop a course that you are teaching. Signing the form does not necessarily signify your approval, only that you provided the information on the form.

The Department usually does not permit late adds to laboratory courses. Note that a student registering during drop/add week is not considered a "late add," only a student registering after that week. Typically, a student who is attempting to late add will have missed an excessive amount of course content, which cannot be made up. Furthermore, the student is not allowed, under any circumstances, to sit in on a course without being registered for it and without having signed a release/indemnity agreement. Simply answering "no" to either of the questions on the ARC petition concerning the student's attendance and your approval of the student's joining your course will prevent a late add. You may, however, at your discretion, approve a late add to a laboratory course if the course content that has been missed can be made up without any additional effort on your part (e.g., the student missed only an information session the first week, and will not miss the second

session) and/or if the course schedule is flexible (e.g., the student is registering for independent study or undergraduate research).

**Pass-Fail (S-U) Grades:** Without exception, an S-U contract must be negotiated and signed within the first three weeks of the semester and before the first examination. These contracts are available in the Integrative Biology office. S-U grading is not an option for majors taking required courses, and you are not obliged to allow students to use the S-U grading option in any course just because they want to do so. An “S” grade is equivalent to a letter grade of “C-“or higher. If you have any doubts about allowing S-U grading, check with the Undergraduate Program Assistant.

**Registration for Lecture or Laboratory Only:** Do not inform students that they can register for just the lecture or laboratory component of a lecture/laboratory combination course (C suffix), and then take the other component later. Do not inform students that they can repeat just the lecture or laboratory component of a lecture/laboratory combination course if they “pass” the other component. The lecture and laboratory components of such courses are intimately linked, and students pass or fail the entire course as a unit.

**Release from Laboratory Participation:** If a student objects to laboratory on religious or moral grounds, refer him/her to the Department policy, which follows. “Some laboratory courses in the Department of Biology require the use, manipulation, and/or euthanasia of live animals, or use of preserved animals, as an indispensable part of the laboratory exercises. By enrolling in one of these courses, a student agrees to participate in the laboratory experiments that involve live or dead animals. Although a student who objects on the basis of religious or moral grounds need not participate directly in the euthanasia and/or ensuing dissection of tissues, if no acceptable alternative is available, as determined by the faculty member in charge of the course, the student is expected to participate in data collection from the preparation or dissection, to monitor/manipulate experimental devices involved in the experimental set-up, to participate in discussion related to the data collection, to write lab reports involving the preparation or dissection, and to be examined on material involving the preparation or dissection. Failure to participate in any of these activities will have a negative impact on the final grade in the course. It is the student’s responsibility to bring any concern that may limit participation to the attention of the instructor by the completion of the first laboratory session. All such concerns will be addressed by the laboratory coordinator. All protocols for the use of animals in Department of Biology courses have been approved by the USF IACUC and adhere to all State and Federal regulations.”

**Time Conflicts:** You are not obliged to allow a student to miss any portion of your course because the timing of your course conflicts with the timing of another course. The University permits a student to register for two courses that overlap temporally if the instructors of both courses involved sign a time conflict waiver form, but the Department takes the position that all course content is essential and, therefore, that no portion of a course can be considered superfluous.

**Undergraduate Research:** The Department allows students who have achieved above-average performance in their coursework to substitute a limited number of credits earned in undergraduate research for credits earned in more typical classroom instruction. The Department sets the minimum standards necessary for enrolling in undergraduate research, and these minimum standards will not be waived. A research advisor has the right to set standards for his/her undergraduate researchers that exceed Departmental minimum standards. Students who do not meet the minimum standards necessary for enrolling in undergraduate research may choose, with the consent of a research advisor, to enroll in independent study or to volunteer. Students who successfully complete one semester of independent study or volunteering may petition the Department, with the consent of the same research advisor, to be allowed to enroll in undergraduate

research.

**Volunteers:** If an undergraduate student or a graduate student works for you in any capacity, and is neither being paid for the work nor receiving academic credit for it, then the student is considered to be a volunteer. As such, the student must file both a volunteer application form and a release/indemnity agreement with the Department. You should also inform an undergraduate student volunteer that the Department will not grant retroactive credit for any work performed as a volunteer, should he/she later enroll in either independent study or undergraduate research.

**Waiving of Pre-requisites:** Do not inform undergraduate students that you will waive the pre-requisites for a course. Pre-requisites are established by the Department and can be waived only by the Department. The Department reserves the right to determine the level of preparation, as indicated by successful completion of specified coursework, necessary to enroll in a Departmental course. The Department reserves the right to determine the competency of a student to enroll in a Department course when credit for any pre-requisite course is more than 10 years old or when the Department cannot verify the content of the pre-requisite course. In such cases, competency will be judged by written examination in all of the pre-requisite courses for which credits are more than 10 years old or for which the content cannot be verified. Integrative Biology graduate students taking undergraduate courses are automatically permitted into them, without screening for pre-requisites, as are post-baccalaureate students with degrees in biology and post-baccalaureate students enrolled in any USF graduate program.

**Withdrawal from Courses with Linked Lecture and Laboratory:** The lecture and laboratory are linked for the introductory course (BSC 2011/2011L, Diversity/Diversity Laboratory): students must register for both courses simultaneously, unless they have failed one or the other previously. Students without valid reasons are not permitted to drop the laboratory without also dropping the lecture. A student who thinks that he/she has a valid reason can obtain a Petition to Drop General Biology Co-requisites form from his/her TA. This form is then presented to the Laboratory Coordinator for consideration. Students may withdraw from the lecture and retain the laboratory, but only during the last week of the withdrawal period and after submitting a request. Prior to that time, students will be required to withdraw from both courses.

For the fundamental ecology and physiology courses (PCB 3043/3043L, Principles of Ecology; PCB 3712/3713L, General Physiology), students may withdraw from the laboratory and remain in the lecture at any time before the withdrawal deadline. Students may withdraw from the lecture and retain the laboratory, but only during the last week of the withdrawal period and after submitting a request.

## **VI. LABORATORY COORDINATION AND TEACHING ASSISTANT (TA) SUPERVISION**

**Duties of a Laboratory Coordinator:** (1) prepare a laboratory syllabus that is consistent with the lecture syllabus, (2) oversee the ordering of materials, (3) prepare the TA's for each laboratory, (4) oversee safety compliance, and (5) ensure that things run smoothly. For some courses, the Laboratory Coordinator is not the faculty member in charge of the lecture portion of the course. In such cases, one-half of the teaching credit may be assigned to the Laboratory Coordinator and the other half to the faculty member in charge of the lecture portion of the course. The Laboratory Coordinator is expected to oversee the day-to-day operation of the laboratories and the faculty member in charge of the lecture portion of the course is expected to assume ultimate responsibility for the successful operation of the laboratories.

**Duties of a TA Supervisor:** (1) become familiar with the contractual standards for TA evaluations. (2) visit the laboratories on enough occasions to judge the teaching skills of the TA's; (3) provide the TA's with written feedback following each visit; (4) ensure that the working environment meets contractual standards for TA's, particularly that the TA's do not work more than the requisite number of hours per week (typically 20); (5) fill out TA evaluation forms at the end of the semester; (6) be available to the TAs to discuss their teaching performances at any time during the semester, (7) work with the TA's to ensure that they meet the responsibilities listed below. For cases in which the teaching credit for the laboratory portion of the course is split, TA supervision can be the responsibility of either the Laboratory Coordinator or the faculty member in charge of the lecture portion of the course, or the joint responsibility of both.

## **VII. SPECIAL TEACHING ASSISTANT (TA) RESPONSIBILITIES**

**Laboratory Safety:** All teaching and preparation laboratories have emergency binders in a file pocket on one of the doors. The binders contain important information about where to find supplies, how to administer first aid in case of an injury, emergency contact information, and the Chemical Hygiene Plan. Each TA must read the Chemical Hygiene Plan and sign the last page in the binder, confirming that he/she has read the Plan.

A yellow "Satellite Accumulation Area" sign is located in each teaching and preparation laboratory. Chemical waste must be placed in this Area, in appropriate containers. Containers must be labeled with the contents and the date when accumulation was started. When containers are full, please inform the Laboratory Manager.

**Grades:** For courses in which grades are compiled by TA's, it is essential that the Department submit final grades in a timely manner and have access to complete sets of assignments, examinations, and other evaluative materials for at least 90 days from the date of the final examination. TA's must ensure that final grades are accessible to the appropriate TA Supervisors before the deadline for submission. TA's also must retain all instructional materials for the specified period or, for graduating TA's, give the materials to the appropriate TA Supervisors.

**Instructional Substitutes:** TA's must make sure that the TA Supervisor and the Graduate Program Assistant are aware of any instructional substitution. In the case of unforeseen circumstances, such as illness, the TA Supervisor can help to find a substitute. In the case of planned absence, such as to attend a meeting, the TA Supervisor must approve the suggested substitution. Instructional substitutes must have appropriate qualifications and be prepared adequately.

**Procedural Changes:** The Laboratory Coordinator ensures that lecture and laboratory syllabi in a course provide consistent information. It is especially important, therefore, that TA's do not change any classroom procedures listed in the syllabus (a common example is giving "extra credit"). If a TA thinks that a procedural change is warranted, he/she must seek authorization from the TA Supervisor, who will then ensure that any change is implemented in all laboratory sections, if it is deemed useful.

**Signatures:** In addition to the TA's signature, the appropriate TA Supervisor's signature also is required for (1) time conflict approval forms, (2) late add and late withdrawal application forms, (3) S-U grading option contract forms, (4) incomplete grade contract forms, (5) final grade forms, and (6) change of grade forms. The Undergraduate Program Assistant will not accept these forms from

TA's without both signatures. TA Supervisors should examine the forms carefully before signing them, and meet with the TA and the students that are involved, if he/she has any questions about the situation. Because they are more experienced in dealing with student problems, TA Supervisors may be able to help TAs to make the difficult and unpopular decisions that they sometimes face.

**Student Requests:** Any special requests from students, such as switching sections to make up a missed laboratory session, must be directed to the appropriate TA Supervisor. TA's should not direct students to the advisors, the laboratory manager, the Associate Chair, or the Chair.

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