

V. FACULTY POLICIES RELATING TO TEACHING

A. THE ACADEMIC SCHEDULE

1. The Academic Calendar

Centre's academic year consists of two 13-week terms and a 16-day short term and includes an appropriate exam period for each term. Changes in the academic calendar require the approval of both the College Council and the Board of Trustees. The short term is particularly well-suited for off-campus courses and for creative and innovative courses which would not normally be offered under a more traditional calendar.

Instructors are therefore encouraged to develop and offer such courses as frequently as possible. Summer sessions (mid-June through July) will be offered when there is sufficient demand for courses.

2. The Weekly Class Schedule

The normal class hours of the academic week are 8:00 a.m.-4:00 p.m., Monday through Friday. Some courses at Centre meet three days a week (Monday, Wednesday and Friday) with each class meeting lasting for 60 minutes and some meet two days a week (Tuesday and Thursday) with each class lasting for 90 minutes. Some courses, generally in mathematics and foreign languages, make use of split-blocks and meet four times a week with each class lasting 45 minutes. Most instructors provide a short break in the middle of the 90-minute class. During the CentreTerm, on campus courses will meet four or five days per week, for a minimum of thirty-nine contact hours. Courses will be expected to meet on the last day of the term.

B. GENERAL ACADEMIC POLICIES

1. Office Hours

It is especially important in a small school like Centre that members of the faculty be readily available to students for counseling and assistance outside the classroom during the working hours of the five academic days of the week. Faculty members are expected to be available for appointments with students and to post and keep reasonable and regular office hours. Although there is no specific requirement, it is recommended that full-time members of the faculty maintain a schedule of at least five occasions each week when they will regularly be available to students for consultation. When it is not possible to keep their scheduled office hours, instructors should post a note to that effect on their office door.

2. Syllabi and Course Expectations

While a precise and detailed syllabus may not be appropriate to every course, every instructor must in every course communicate to students, in oral and written form, the objectives of the course, the basis upon which the student will be graded, attendance policies and expectations, policies regarding late assignments and make-up work, as well as other pertinent information, including anticipated dates for completed papers and announced tests and quizzes. A written copy of these policies and expectations should be filed with the instructor's program chair.

3. Course Prerequisites

Although students are responsible for knowing prerequisites for courses in which they are enrolled, instructors should make every effort to announce the prerequisites listed in the College catalog for each of their courses during the first two weeks of class.

Prerequisites may, in some cases, be waived by the instructor. In making a determination in such a case, the instructor should consult with the student's advisor and with the Registrar's Office.

4. Course and Grade Rosters

Instructors should carefully check the rosters of their courses at the beginning of the term and immediately report to the Registrar any discrepancy between the list and the students attending. A student who is not properly registered will not receive credit. At the end of each term, grade rosters must be signed and turned in to the Registrar in person by the announced deadline. When faculty members receive confirmation copies of the completed rosters, they should carefully check the accuracy of the grades and report any discrepancies to the Registrar immediately.

5. Scheduled Class Meetings

Except for make-up classes, no class meetings should be arranged outside of regularly scheduled hours without the permission of the Associate Dean of the College. In the event that a class must be rescheduled, instructors should make every effort to hold the make-up meeting at a time when every student in the class will be able to attend.

Instructors may need to schedule two make-up sessions in order to accommodate their students.

6. Instructor's Absences

Members of the faculty are expected to meet their classes on schedule in the designated location. Instructors who anticipate that they will be unable for good reason (i.e., jury duty, attendance at a professional meeting) to meet with their class should inform their division chair and reschedule the class or make arrangements with a colleague to substitute. Instructors who must absent themselves from their classes because of illness or other unforeseen eventuality should telephone the secretary in their office building who will both inform the division chair and post notices for their students at the rooms where their classes are scheduled to meet. Excessive absences for professional meetings and activities should be avoided.

Faculty should consult with the Dean before taking an extended sick leave. All efforts must be made to serve the students and maintain the teaching load.

7. Student Attendance

- a. Students at Centre College are individually responsible for class attendance, but instructors may impose attendance requirements appropriate to any course. Instructors shall explain to students at the beginning of each course their expectations and grading policies with regard to attendance at class meetings.

- b.** Instructors shall make a reasonable effort to warn any student whose absences seem adversely to affect his or her standing in the course. It is effective to put such warnings in written form with a copy to the Associate Dean. At the December 18, 1984, Executive Committee meeting the following policy was reaffirmed unanimously, namely, that instructors should report to the office of the Associate Dean the names of students who have a pattern of excessive absences in a course including those who are absent three consecutive times. The Associate Dean will follow up with inquiries to other instructors, to the advisor, and to the student.
- c.** Instructors will keep an accurate record of each student's attendance, which will be available to the student, the faculty advisor, and the officers of the College. In addition, instructors will report on the grade summary sheet at the end of each term the number of class sessions missed by each student, so that a record can be kept of the correlation between attendance and grades.
- d.** Prompt attendance at all classes and exercises is expected. The penalty for tardiness is left to the discretion of the instructor.
- e.** Subject to term-by-term review, the Faculty imposes no extraordinary penalties for absences from classes which meet immediately prior to or following College vacations or recesses. However, students are reminded that these class periods are integral parts of the term and are thus no less suitable for tests and other work than are other class periods throughout the term.
- f.** No student may, because of participation in College-sponsored activities, miss more than an hour of class time for each hour of academic credit assigned to a course (for example, three hours of class time in a three-hour course). In four-hour laboratory courses, students may miss three hours of class time and one laboratory session. Students participating in two intercollegiate sports in the same term may miss one additional class meeting, but not an additional laboratory session. This policy applies only to participation in varsity sports, and does not include non-traditional seasons. In the first two weeks of the term, the athletics director should send written notification to the associate dean and instructors of a student's two-sport participation and the travel dates for all away contests in both sports. To be excused from any additional class meetings, a two-sport athlete may petition the associate dean, through the athletics director, at least one week in advance of the proposed absence. The associate dean will survey the student's instructors to determine if the proposed absence could cause the student's academic standing in any class to fall to a "marginal" or "unsatisfactory" level, in which case the student would not be allowed to miss any additional class. The associate dean may allow for the additional absence when the student's academic standing is satisfactory and when any in-class assignment or exam can be made up.

- g. When a faculty member sponsors an activity that will keep a student out of class, that activity must be approved by the Associate Dean. If the activity is approved as officially excused, the Associate Dean's Office or, in the case of a sports event, the Athletic Director's Office, will send the faculty a list of excused participants, but it is still the student's responsibility to inform the instructor and make the appropriate arrangements. Participation in activities not sanctioned by the Associate Dean or the Athletic Director will be assessed by the instructor, who may excuse the absence if the situation warrants it.
- h. When a student misses class because of severe illness, hospitalization, or family emergency, the Wellness Center, the Dean of Student Life, or the Associate Dean of the College will inform the instructor of the official excuse. The Wellness Center will post a daily e-mail list of students who are excused from class. Absences due to other reasons--including illness not reported to and/or granted an official excuse by the Wellness Center, attendance at funerals, or participation in activities not sanctioned by the Associate Dean or Athletic Director--should be assessed by the faculty member who may excuse the absence if the situation warrants it.
- i. All arrangements for make-up tests, late papers, and work missed because of absences are in the hands of the individual instructor. However, a student who misses the final exam or seeks an Incomplete in the course must get a medical excuse from one of the College doctors or from a physician who is not a family member and obtain clearance from the Associate Dean. A student who is absent from the final exam without clearance from the Associate Dean receives a "U" in the course.

8. Final Exams

A final examination or assessment is expected in every course. Where appropriate, an instructor may substitute a term paper or other requirement for the final examination. A student absent without excuse from a final examination will receive a failing grade in the course. Excuses from final examinations may be granted only by the Associate Dean and only in extremely rare cases of illness or a death in the immediate family.

Faculty members may reschedule the times of their final examinations only with the permission of the Associate Dean, and only with the concurrence of every student in the course. To prevent subsequent misunderstandings, instructors should obtain the concurrence of students to such a change in a written and signed statement. An instructor may reschedule a final examination for an individual student only with the permission of the Associate Dean, and only in extremely rare and compelling cases.

9. Identification of Students with Special Problems

Members of the faculty are expected to assist in identifying and counseling students in their classes who are having special difficulties. They should also inform the advisor.

Additional special services also may be available from staff members in the Career Services Office with regard to various study skills, test anxiety, stress management, and motivation. A list of tutors is maintained there for students' benefit.

Persistent problems, excessive absences, or three consecutive absences should be reported to the Associate Dean's Office. A call to the Dean of Student Life would also be helpful since academic problems are often related to problems of emotional adjustment.

The names of students who are having difficulties with their writing skills should be reported to the director of writing. Similarly, students who have difficulty in oral expression should be encouraged to take a speech course or to enroll in courses which have oral reports.

Students experiencing these kinds of difficulties may also have a learning disorder, even though they are otherwise qualified for Centre College. Students with learning disorders or other recognized disabilities should contact the Director of Disability Services if they wish to request accommodations. Upon receipt of a comprehensive diagnosis from a licensed specialist and after consultation with the student, the director will notify faculty members of the existing condition and will make recommendations for accommodations. Ultimately, those decisions are determined by the faculty member in consultation with the student. When a professional evaluator has recommended that a student be given extended time for tests, but has not specified the amount of extra time needed, the faculty member may use as a guide a college norm of time-and-a-half up to double time.

10. Laboratory Safety

Instructors of laboratory courses are responsible for the safety of students in their laboratories. Work in a laboratory will be permitted only under the supervision of a staff member or with his or her authorization. Proper supervision of a student laboratory is the responsibility of the faculty member in charge of that laboratory.

Laboratory work after regular school hours (8:00 a.m.-4:00 p.m., Monday-Friday) and in the absence of a staff member will be permitted only when it can be shown that:

- a. the presence of a staff member is not required;
- b. the work cannot be carried out conveniently during regular hours;
- c. and there is no safety hazard involved.

A student may be given permission to work after regular hours by having the faculty member fill out the appropriate forms (available in the Division III office). Any conditions, such as the required presence of a second person, should be noted on the form.

C. GRADING

1. The Grading System

The following grading system applies to all students matriculating at Centre.

<u>Symbol</u>	<u>Value</u>	<u>Description</u>
A	4.000	Excellent
A-	3.670	Very Good
B+	3.330	Good
B	3.000	Very Satisfactory
B-	2.670	Satisfactory
C+	2.330	Fair
C	2.000	Average
C-	1.670	Poor
D	1.000	Marginal
U	0.000	Unsatisfactory
P *	None	A non-competitive passing mark awarded for work at the C- level or above
WP*	None	Withdrew passing
WU	0.0	Withdrew Unsatisfactory
I*	None	Incomplete
W*	None	Withdrew
AU*	None	Audit

*Not used in computing the grade point average (the total of grade points earned divided by the number of credit hours attempted).

A grade of "I" (Incomplete) is awarded only when the student is unable to complete the course for unavoidable cause such as illness, death in the family, or accident. The "I" automatically becomes a "U" unless a final grade is turned in within thirty days or unless a further extension is granted by the Associate Dean on the written request of the instructor.

Courses taken under the Pass/Unsatisfactory grading option may not be applied toward major requirements nor, beginning fall term 2000, may they be used to fulfill general education requirements. The obvious exceptions to this rule are courses offered on a Pass/Unsatisfactory basis only. Major courses taken beyond the minimum requirements of the major, or general education courses not used to fulfill the general education requirement, also may be taken on a Pass/Unsatisfactory basis. Members of the faculty may not, except by action of the Academic Standards Committee, change a final grade after it has been filed with the Registrar.

2. Freshmen Grades

At the end of four weeks into the fall term, faculty shall submit to the Registrar progress reports for every freshman based on at least one substantive assignment. The reports will be sent to the student's academic advisor as a critical indication of the student's academic adjustment.

3. Mid-term Grades

During the long terms, faculty members shall submit to the Registrar on forms provided reports of those students whose work would be regarded as either unsatisfactory or marginal at the mid-term ("D's" and "U's"). Mid-term reports must be completed by every

instructor even if it is only to indicate that there are no failing or marginal grades in a particular class. The prompt receipt of these reports is essential to the advising system, because all kinds of support systems (tutoring, learning and study skill sessions, counseling) can be put in motion. For that reason the faculty is urged to give some kind of test, exercise, or paper well before the seventh week of class. The Registrar will then notify the student and the advisor of such deficiency at the end of the seventh week.

4. Reporting Grades

Final grades are to be submitted to the Registrar's Office on the form provided by noon of the third day following the last scheduled final examination. Faculty members shall sign their grade sheets and bring them to the Registrar's Office *in person*.

End-of-term grade reports are made available to students via the Internet approximately five days after the last final exam. Grades are not mailed to students unless specifically requested in writing. Grades can be mailed to the parents, if the parents submit a request in writing accompanied by a tax return or other official document verifying the students as dependents. Students themselves may request that grades be sent to their parents. (A description of Centre's policy on The Family Educational Rights and Privacy Act can be found in Appendix F.)

5. Changing Grades

Members of the faculty may not, except by action of the Academic Standards Committee of the Curriculum Committee of the faculty, change a final grade after it has been filed with the Registrar. The practice of the Associate Dean has generally been to approve such changes only in the case of a bona fide clerical error attested to by the instructor. When such a clerical error occurs, the instructor should ascertain that a similar error has not occurred in the calculation of other students' grades. Grade changes for any other reason must be approved by the Academic Standards Committee.

Students have the right to petition the Academic Standards Committee for a change of grade. However, the committee will not overturn the judgment of the instructor absent overwhelming evidence of capricious or unfair grading. Faculty members should avoid such reversals by clearly announcing and observing their policies regarding expectations, standards, and attendance for the course.

6. Repeated Courses

Students may repeat a Centre College course graded D or U, in which case, only the most recent grade will be computed into the cumulative grade point average. The course must be repeated at Centre College. The original grade (D or U) remains on the transcript. Grades of U in convocations always remain a part of the cumulative grade point average.

Notes:

- a. Students repeating a letter-graded course must take the course for a letter grade the second time to take advantage of the repeated grade policy. Likewise, students repeating a pass/unsatisfactory course must take the course on a pass/unsatisfactory basis the second time to take advantage of the repeated grade

policy.

- b. Students may not use the repeated grade policy to return to the College following graduation to improve their grade point average. Grade averages are restarted following graduation for students who return for additional course work. The College is not obligated to provide students with an opportunity to repeat any course.

D. REQUIREMENTS FOR INTERNS

Centre College offers two types of internships. The first, a non-credit career development option, involves pre-professional work and can be arranged by applying through the Career Services Office. Typically, this type of internship occurs during the summer or the CentreTerm. The second option, offered with academic credit, requires "a supervised program of work and study under the leadership of a faculty sponsor and an on-site supervisor in the workplace." (Centre College Catalogue). Since internships serve as a bridge between liberal arts education and success in the workplace community, requirements include the interaction of a substantive academic component with significant applications of career-related skills.

1. Preparation and Registration

- a. It is the student's obligation to identify an internship site through the Career Services Office, faculty sponsors, or their own resources. This step may include creating a resume.
- b. The student then consults with a faculty member of his/her choice to sponsor the internship, discussing the student's objectives for the internship experience.
- c. After confirming the internship placement through interviews or other arrangements, the student completes an Internship Contract, available from the Career Services Office. The contract includes a general description of work-related responsibilities as well as objectives agreed upon by the student and faculty sponsor for the internship. It also includes a description of a substantive academic component. The academic component of an internship should not be tacked on; it must be an integral part of the internship devised by the faculty supervisor in consultation with the student and, if possible, the employer. The component might include assigned readings, an academic paper, a journal, a portfolio or log, or written-up notes from a series of interviews. It almost certainly would include several of these. All contracts will include a requirement for an oral presentation that meets the standards of academic professional organizations. The contract will be approved with signatures by the faculty sponsor, the Director of Career Services, and the Associate Dean.
- d. Students should register for INT 40. The completed and signed contract will be sent to the Registrar's Office with an internship title, faculty sponsor, and number of credits expected. Students who wish to register for more than 3 credits must petition the

Academic Standards Committee with appropriate support from the faculty sponsor and the Career Services Office.

- e. The student must attend one class prior to the beginning of the internship. This class will include an introduction to experiential learning and an introduction to self-guided inquiry.
- f. After one week's participation in the internship, the student and on-site supervisor will send a full description of duties and expected outcomes to the Career Services Office. This document provides a brief outline of the responsibilities of the student intern, faculty sponsor, and the on-site supervisor in the Centre College internship program as described in the fall of 1997.

2. Responsibilities of the Student Intern

- a. Obtain a statement of requirements of interns from the Career Services Office in the term prior to the beginning of the internship.
- b. Meet with a faculty sponsor to discuss internship possibilities.
- c. Identify an internship site through the Career Services Office, faculty sponsor or other resources.
- d. Interview with and secure an appropriate internship employer.
- e. Complete an Internship Contract with the faculty sponsor.
- f. Register for INT 40.
- g. Attend one class prior to the beginning of the internship.
- h. At the end of the first week in the internship, the student and employer will report to the faculty sponsor any significant changes in the duties and expected outcomes as described in the Internship Contract.
- i. Participate in a mid-term evaluation of progress in the internship.
- j. Complete all academic work by the time designated by the faculty sponsor.
- k. Complete an oral presentation. Credit will not be assigned until the presentation is made.

3. Responsibilities of the Faculty Sponsor

- a. During the first discussions try to determine the student's interests and goals in doing an internship. Direct the student to the Career Services Office to pick up an information packet.

- b. Obtain from the Career Services Office a description of the expectations and responsibilities of all parties involved with internships.
- c. If possible help the student locate prospective internship opportunities.
- d. Suggest a resource the student might investigate to begin to develop a reading list.
- e. After the student has been accepted as an intern, discuss internship duties and expected outcomes with the on-site supervisor.
- f. Assist the student in completing the Internship Contract.
- g. Meet with the student at least once during the internship to discuss progress.
- h. Grade all work required of the intern.
 - i. Review the on-site supervisor's evaluation of the student.
 - j. Attend and critique the student's internship presentation.
- k. Report a grade for the student to the Registrar.

4. Responsibilities of the On-site Supervisor

- a. Define the duties and expected outcomes of the internship. Discuss these with the student intern and with the faculty sponsor.
- b. Suggest appropriate readings for the internship.
- c. At the end of the first week, review the duties and expected outcomes of the internship with the student intern.
- d. Provide guidance to the intern with regard to work expectations.
- e. Provide evaluation of the experience during the term to the faculty sponsor or the Career Services Office.
- f. Provide a written evaluation to the Career Services Office. The Career Services Office will provide a copy of this evaluation to the faculty sponsor.

5. Other Requirements

- a. One week before the last day of classes, the student will submit an analysis of the articles/books read.
- b. The student must attend a mid-term class that provides a mid-term evaluation of progress and a forum for discussion of selected work-place issues. If the student has full-time internship away from Danville, other mid-term evaluation arrangements

will be made by the Career Services Office and the faculty sponsor.

- c. The student will give a formal, professional presentation at the end of the term. Generally, this will be addressed to faculty sponsors and other interns with similar interests. (A handout will provide more specific instructions.)
- d. The on-site supervisor will be responsible for monitoring progress in the internship and for on-going feedback to the student. The supervisor also will be responsible for notifying the Career Services Office or the faculty sponsor by mid-term if the student's performance needs improvement.

6. Credit

- a. For full-time work in the CentreTerm or two days per week in the long terms, the student will be awarded 3 credits labeled "INT 40." The student should register for this credit during regular registration. The Career Services Office will provide to the Registrar a list of interns who have completed the contract and registered for INT 40. Anyone not included on that list will be removed from the INT 40 class registration.
- b. Additional credit will be considered by the Academic Standards Committee if the sponsoring faculty member and the student can prove that the internship directly links to a specific methodology of liberal arts inquiry, that the presentation will be based on that methodology, and that additional materials (e.g., research paper, portfolio of written work, etc.) will be created. In general, the science research internships will meet these tests.
- c. All students enrolled in an internship for academic credit must demonstrate mastery of both an academic component and an experience component. Normally, these will interact. Acceptable performance will allow a student to earn a pass grade for the appropriate number of academic credits. This pass grade does not count for or against the requirements for a major program or the pass/fail option. Students who do not perform at an acceptable level in either area will be assigned a "no-credit" designation by the faculty sponsor. This will appear on the student's transcript.

NOTE: External agencies may convert "NC" to a failing grade.

7. Other Information

- a. During the CentreTerm, students who are working full-time for their internships may receive a board reimbursement or reduction. No reduction is available for room. The Finance Office will handle all reimbursement requests.
- b. During the long term, reduction to a 10-meal plan may be possible. The student must discuss the particular situation with the Finance Office.

E. PROCEDURES FOR DEALING WITH ACADEMIC DISHONESTY

It is the responsibility of all faculty members to create an atmosphere in the classroom in which the honest are protected. The following general procedures for dealing with problems of academic dishonesty have been established.

1. Plagiarism

Plagiarism occurs when the student does not footnote properly, quotes extensively without quotation marks, quotes without indicating sources, paraphrases incorrectly, hands in work that is not his or her own, or when there is a combination of these omissions or commissions in any assignment. In these cases the faculty member is expected to check the source material and have documentary proof of the problem(s). It is best to photocopy the sources in question, indicating full bibliographical information, and then to number the places in the paper and place a corresponding number on the photocopied source in order to speed up the proceedings at a judiciary hearing.

In the case of a student who has handed in another student's work as his or her own, it is crucial to find out who copied from whom. This can be problematic and calls for some cautious investigation. In the process of that investigation the faculty member may call on the Vice President and Dean of Student Life or the Associate Dean to help question the students.

When a student hands in a take-home exam, a paper, or to-be-graded homework, the assumption is that the work represents the student's own effort unless other sources are acknowledged. Furthermore, it is expected that this work has been produced exclusively for the course in which it is submitted. Students should not use the same or substantially the same material in different courses without the prior approval of both instructors.

2. In-Class Cheating

A student may call an incident to the attention of the instructor, or the instructor may take note of it. It is important to confront the student right away if there is reasonable certainty there is some cause for alarm. If a student has notes on his or her person or has access to information on the back of chairs, in or on books or notebooks, this should be confiscated as evidence. If a student sees something unusual he or she should report this to the instructor. Any other members of the class who may have been in a position to see anything amiss should be questioned.

In the past a student who has had access to material, even if that material was not used by the student, has been considered to be at an unfair advantage.

In the case where a student seems to be copying from another student's paper, it is advisable to let that student know by standing close by, by asking him or her to move, or by watching him or her very closely. It is important not to cast suspicion on someone who may be innocently looking away from his or her own paper just to reflect on the questions at hand. If, however, there has been any questionable behavior, the papers handed in by the one suspected of cheating and the one copied from should be checked carefully. If

there are sufficient similarities, these papers would need to be kept as evidence for any possible judicial proceedings.

3. Student Access to Tests and Testing Materials Outside of the Test Period

It is best all around not to give the same tests over again. As a rule it is unwise to have student assistants type, photocopy, collate, or otherwise have access to test material. Plagiarism is not difficult to pin down because it has concrete evidence to back it up. Cheating is much more difficult to prove and would require some evidence such as confiscated notes or reliable witnesses in order to be convincing. The problem of illicit access to test material is almost impossible to deal with except through precautionary measures.

4. How to Deal with the Problem

Members of the faculty have a clear professional responsibility to minimize the opportunities for academic dishonesty. To meet this responsibility, the College Council has voted (November 11, 1981) to observe the following practices:

- a. The instructor or a faculty colleague should actively monitor all exams, including make-ups and exams given early. Secretaries, student assistants, and other staff members should not be asked to give or monitor exams.
- b. Instructors should not leave the classroom during examinations.
- c. Students should bring to the classroom exams only those materials necessary for taking the examination. All other books, notes and materials should be left outside the classroom, or in a common location within the room.
- d. Students should be separated and dispersed throughout the classroom as much as possible. If the instructor anticipates that the scheduled room will be too small to assure adequate dispersal, the Registrar should be informed so that alternate arrangements can be suggested.
- e. Students ordinarily should not be permitted to leave the classroom unless the exam is administered in sections. In other cases where it is clearly necessary for a student to leave the room, the student should leave individually and the instructor should take reasonable precautions to prevent access to test materials.
- f. Instructors with multiple sections of the same course should make separate examinations.
- g. Students taking earlier exams or make-up exams should be given exams different from those given to the regular class.
- h. Instructors should check footnotes and references.
- i. Instructors should vary topics of written assignments to minimize the use of

previously written papers.

- j. Instructors should repeatedly emphasize the proper referencing of sources, recognizing that the style of referencing varies among academic disciplines.

5. Reporting Cases of Academic Dishonesty

If the instructor has a concern about a student's academic honesty, even if it is only a suspicion and no proof, the Associate Dean must be notified. Reasons for calling the Associate Dean:

- a. A centralized handling of all academic dishonesty cases has been deemed advisable for the sake of fairness and equitable treatment for all students.
- b. Any repeat offender will be dealt with more severely. The Associate Dean keeps a file on all cases and will check to see if the student has been in difficulty before.
- c. The Associate Dean can consult with the instructor about ways of handling the situation.
- d. The Associate Dean can help evaluate the evidence.
- e. The Associate Dean will call in the student to meet with him or her and discuss the case. The instructor may wish to call the student in first, but, although that is advisable, it is not mandatory.
- f. The Associate Dean will decide, based on the case in relationship to other cases, whether it must go to the judiciary or not. It must be pointed out, however, that the instructor and the student have the right to go to the judiciary independently of the Associate Dean's decision.

6. Sample Ways of Handling Non-Judiciary, Relatively Minor Problems

- a. The student may convince both the instructor and the Associate Dean that no questionable activity has occurred. The case is dropped.
- b. The grade can be adjusted to reflect the presence of a problem on the paper, the test, or other assignment.
- c. The student can be asked to do the assignment again.
- d. The student can be asked to do a substitute assignment.
- e. The student can be warned, but told that any subsequent question of academic honesty will be handled more severely.

If a student objects to any of these decisions, he or she may choose to take the case to the judiciary for arbitration.

7. Procedures at Judiciary Hearings

Serious cases where there is sufficient evidence are arbitrated by the Student Judiciary. The Associate Dean writes out the charges and requests a time for the hearing from the chair of the judiciary. The instructor is asked to be present at the hearing to discuss the evidence and how conclusions were reached. Ordinarily, the judiciary will ask about the assignment. All of this occurs in the presence of the accused who is asked how he or she pleads at the beginning and is then asked to comment, respond, explain, and make a closing statement. The Associate Dean is also asked to make a closing statement.

The final responsibility for determining the student's grade in the course rests with the instructor, except in cases in which the judiciary recommends a lowering of the grade for punitive reasons. In cases where a student is suspended as a result of a judiciary recommendation, the grade of "U" shall be recorded for that course.

In all cases brought before the Student Judiciary the following procedures are observed:

- a. The student shall receive written notice of the charge of misconduct, commonly called a "citation," at least 48 hours before a judicial hearing. A student can waive the 48 hours notice in order to hold the hearing at an even earlier time.
- b. The accused party and the person bringing the charge shall have the right to obtain the assistance of a member of the College community, to hear all testimony, to call witnesses, to cross-examine witnesses, and to produce evidence.
- c. Persons who testify at a hearing, except for the accused and the other presenters, cannot be present for testimony other than their own.
- d. No person can be required to give testimony that would incriminate himself or herself.
- e. Only the accused may decide to permit the presence of spectators at a hearing.
- f. At a hearing before the Student Judiciary, proceedings prior to the private deliberations of the judiciary members will be recorded, with the understanding that the tape will be erased if the accused does not appeal.
- g. The accused may appeal the decision to the board of review, through the office of the Dean of the College, in writing with reasons specified, within 24 hours of the Student Judiciary's decision. If the student does not appeal, the recommendation of The Student Judiciary stands.

In cases involving academic integrity, the board of review consists of the Dean of the College, the Dean of Student Life, and one member of the Student Judiciary who did not participate in the original hearing.

F. SOCIAL RELATIONS WITH STUDENTS

The small and intimate character of a college like Centre makes it almost inevitable that members of the faculty will form close personal ties with some students. In all their interactions with students, members of the faculty should exercise discretion, honor, professional responsibility and common sense.

1. Dating and Sexual Relationships (adopted by the Faculty, 4/4/94)

In particular, there should be no dating or sexual relationship between a student and a member of the teaching staff who has or might have an instructional, supervisory, advisory or evaluative role with regard to that student. Conflicts of interest, partiality, sexual harassment and damage to the reputation of the student, instructor and College are only some of the dangers inherent in such relationships. The imbalance of power in such cases and the consequent vulnerability of the student make this kind of relationship a serious breach of professional ethics that would be subject to appropriate disciplinary action.

The College strongly discourages dating or sexual relationships between a student and a member of the teaching staff who does *not* or will *not* have any of the above-mentioned roles with regard to that student. At a small college such as Centre, the close collegial relationships among faculty and the web of friendship or acquaintance linking most of our students make it difficult for *any* dating or sexual relationship between a teacher and a student to avoid all of the dangers listed in the previous paragraph.

[The above statement replaces the statement adopted by Council on March 8, 1994. The Council policy pertains to other categories of employees of Centre in addition to faculty; it appears in the Student Handbook.]

2. Alcohol

Members of the faculty should also refrain from serving alcoholic beverages when entertaining students in their homes or elsewhere to be in compliance with the policies of the College and the laws of the Commonwealth of Kentucky.