

TEACHING RESOURCE MANUAL FOR GRADUATE STUDENT INSTRUCTORS

Office of Graduate & Postdoctoral Studies (OGPS)
Center for Engaged Learning & Teaching (CELT)



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INTRODUCTION

Welcome

Tulane University's ten academic divisions enroll approximately 5,000 graduate and professional students and about 8,400 undergraduates. As a new Teaching Assistant (TA), you take on an additional, important role in the university community through your contributions to the quality of undergraduate education at Tulane. In fact, you may be one of the main points of contact for many undergraduates, especially freshmen and sophomores, who are entering university life for the first time. You are also in a position to share your knowledge and passion for learning with students whose futures you have the power to influence. The students you teach at Tulane represent a diverse population in terms of gender, nationality, age, race, culture, ability, religion, and lifestyle; this diversity will add to the challenges and opportunities that you face as an instructor.

Some TAs at Tulane are experienced teachers, while others have never taught before. All TAs assume the challenging task of performing simultaneously as teacher and graduate student. The Center for Engaged Learning and Teaching (CELT) offers training and resources that can help you succeed as an instructor. As you perform your teaching duties in the coming months and years, we hope that you will use CELT's web resources, training programs and personnel to enhance your teaching skills and your sense of community with other Tulane educators.

The Office of Graduate and Postdoctoral Studies (OGPS) is here to support you in your dual roles as graduate student and university instructor. Consider OGPS – along with CELT and your academic department or program – your primary sources for information and assistance regarding teaching, research, service, and professional development.

Contact Information

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PREPARING TO TEACH

Know Your Department

Each department has its own set of policies and requirements regarding the course or section that you have been assigned to teach. In addition, some departments require that you use certain textbooks, or that you administer particular assignments or exams at certain times during the semester. Information about your teaching that you can expect to get from your department includes the following:

- assignments of teaching times and course section numbers
- information about which textbooks, if any, your department requires you to use
- exam requirements, including frequency, content, and possibly format
- textbook order forms and deadlines for submitting book orders
- information on how to order instructor copies of your textbooks
- assignment of office space
- number of weekly office hours you will be expected to keep

You should have a faculty member from the department in which you are teaching assigned to you to oversee your work and serve as a course mentor and advisor. This faculty member may or may not be the same as your research advisor, and the role they will play in the execution of your teaching duties will vary widely. Regardless of whether you are responsible for your own section, or are one of several teaching assistants in a laboratory course, there should be a faculty member assigned to you to answer questions and assist you in your course. If you do not have a faculty member assigned to you, ask the department chair or program administrative assistant.

Your faculty advisor or department administrative assistants may ask you to submit your scheduled office hours so that they can keep a master schedule. Also, many departments will furnish you with a telephone/email directory of that department's faculty and instructors. Some departments furnish their instructors with a photocopying account and most provide mailboxes. All teaching assistants are required to receive paychecks via direct deposit. Consult the department for your pay schedule.

A valuable resource for all of this information is your department's administrative assistant(s). Introduce yourself to these important people early in the semester, and be sure to cultivate friendly relationships with them. They will probably save you many hours of frustration throughout the course of your graduate studies. Other people you will want to meet include your department chair, your department's director of graduate studies, and the person(s) responsible for graduate studies in your school. In addition, some departments and schools have a leader for graduate student teaching who might be a faculty member or a senior graduate student.

TA Obligations

The obligations listed here apply generally to all courses and TA-led sections at Tulane. Your department or the faculty member you assist may require additional obligations. Be sure to contact your department administrative assistant and the faculty member you assist before the semester begins in order to make sure that you understand your department's expectations.

- Meet every scheduled class. The university's course credit system is based upon contact hours. In general, a three-credit course meets for three hours each week, so it is important that you meet during every scheduled class period. If you know in advance that you will miss a particular class period, the unofficial policy of courtesy observed in most departments demands that you try to find another teacher or TA who can fill in for you.
- If you must cancel a class or change a meeting time on short notice due to a real emergency, be sure to telephone your department secretary so that she/he will be able to dispatch a messenger to inform students that class will be cancelled.
- Hold regular office hours during which you keep your door open and make yourself available to talk with students. Notify students in advance of any change in your office hours. If you must cancel your office hours unexpectedly, notify your department secretary or your class.
- If you are solely responsible for the class (rather than being TA to a faculty member), provide students with a syllabus on the first day of class. All course syllabi are required to be posted on the course home page on myTulane, even if you do not otherwise use myTulane for the class. Refer to the "Making a Syllabus" section of this handbook for tips on creating your syllabus.
- Follow the syllabus or course outline as closely as possible. If you find that the syllabus no longer works (because you need to push back due dates, change assigned readings, etc.), provide students with an updated copy.
- On the first day of class, provide students with a written statement of your course policies regarding expectations, grading, and attendance.
- Hold the final examination as scheduled. The final must be given on the date that the Schedule of Classes gives for your class period's final exam. If you give a take-home exam, it may not be due before the scheduled exam date. The official final examination schedule is maintained by the Registrar's Office (<http://www.tulane.edu/~registra/index.shtml>)
- Keep accurate records of student attendance. Refer to the "Absences from Class" section of this handbook for further information.

- Keep accurate records of all work that students hand in, including grades given for assignments and tests. You may find the course homepage on myTulane to be useful for grade keeping.
- Retain copies of final examinations; a University regulation requires that the instructor retain copies of all student examinations for six months following the date of the exam.
- Notify your students of the Code of Academic Conduct that governs their behavior regarding academic integrity. The Code of Academic Conduct (formerly known as the “Honor Code”) can be found online at <http://tulane.edu/college/code.cfm>. Become thoroughly familiar with this document and ensure that your students have read it. Refer to the “Academic Integrity” section of this handbook for further information on the code.
- Keep photocopies of any student work that you suspect of academic dishonesty, such as plagiarism or cheating. Report all suspicious work to your faculty advisor or department chair, who will help you decide how to proceed. Please note that you may not simply reduce or assign a failing grade to work that you suspect of being plagiarized or illicitly obtained, since you will be in violation of the Code of Academic Conduct.

Tulane’s Academic Divisions

Newcomb-Tulane College is the academic home for all of Tulane's full-time undergraduate students. Created after the 2005 academic reorganization of the University, the college provides academic services for students, including advising, honors, study abroad, and a variety of student programs. When you are asked for administrative purposes which “college” or “school” a particular student is enrolled in, the correct answer is probably “Newcomb-Tulane College.” However, the student may be pursuing a degree in one of the following divisions:

- **School of Architecture**
- **A.B. Freeman School of Business**
- **School of Liberal Arts**
- **School of Science and Engineering**
- **School of Public Health and Tropical Medicine**

The University actually has a total of ten academic divisions, but three of these enroll graduate and professional students almost exclusively; they have few, if any, undergraduate programs or majors. These are the Schools of Law, Medicine, and Social Work. One exception is the Medical Scholars program in the School of Medicine in which elite undergraduates simultaneously pursue a medical degree.

You may also have students from the School of Continuing Studies (SCS) in your course. SCS provides lifelong learning on a part-time basis. Many SCS courses are

cross-listed with departments in other schools. For a complete list of Tulane's academic divisions, see the University Catalog (<http://tulane.edu/advising/catalogs.cfm>).

TAs and instructors need to be aware of these different undergraduate divisions, because correspondence regarding students, such as Absence Reports and special commendations are sometimes addressed to the dean of that student's college or school.

You can tell which school each student is enrolled in by looking at your class roster. Though most of your students will belong to Newcomb-Tulane College (UD), you may have some students from other schools. If you look at your roster, you will see a column labeled "Coll." This column lists an abbreviation for the school in which each student is enrolled: UD (Newcomb-Tulane College); AR (School of Architecture); BS (School of Business); LS (School of Law); LA (School of Liberal Arts); MD (School of Medicine); PH (School of Public Health & Tropical Medicine); SE (School of Science & Engineering); SW (School of Social Work); UP (School of Continuing Studies).

You may have fellow graduate students in your class on occasion, for example, if they are taking remedial coursework or courses outside their major requirements. Treat these students as you would any other in your class, and contact your faculty advisor or department administrative assistant if you feel uncomfortable about this situation or have a conflict of interest.

Registration and Enrollment

A student must register through Gibson Online, the gateway to online services for faculty, staff and students. Registration instructions are available on the Academic Advising Center's website: <http://tulane.edu/advising/registrationinstructions.cfm>.

Prior to the first day of classes, you should download the class list from Gibson Online. Use this roster to take roll. If any students show up whose names do *not* appear on the roster, be sure to inform them that they need to register. If students claim to have registered or have further questions, they need to consult the Registrar's Office, 110 Gibson Hall, 865-5231. *It is extremely important to notify attending students if their names do not appear on your roster: if their names are not there, they are not officially registered, and will not receive credit for the class.*

Often a few students will register after classes have begun. As this happens, your department will provide you with updated paper hard copy rosters. Teachers generally receive two or three updated versions of the roster before enrollments stabilize, sometime around the second week of the semester. Be sure to take roll each time your class meets and make sure that the students showing up for your class correspond to the names on your roster. If a registered student does not attend the first class meetings or several meetings after that, be sure to submit an Undergraduate Absence Report available from your department.

You may have some students approach you about being wait-listed, increasing the size of the class, or simply “sitting in” on your course. University policy prohibits students from attending courses for which they are not registered. The policies on removing wait-listed students and limiting class sizes are determined primarily by the department or program in which they are offered. Consult your faculty advisor or departmental administrative assistant regarding these issues.

Making a Syllabus

Classes start off successfully when students receive a clear, written statement of expectations and policies on the first day of class. A well-organized syllabus prepares students to do well in a course by giving them a detailed summary of the work to be completed during each week of the semester. Most syllabi include:

Basic Logistical Information

- title of course, course number and section number
- name of instructor and e-mail and message phone if instructor wishes
- days, times and places that class meets
- days, times and place of office hours
- required and optional texts and readings
- where to obtain readings (bookstore, library reserve list etc.)
- other required or recommended materials

Course Goals, Objectives and Learning Outcomes

All Tulane syllabi are required to clearly state the courses’ goals, objectives and learning outcomes. These elements give students a definite idea of the knowledge and skills they can expect to gain from your course. Tell students what they can expect to know or do as a result of taking the course. Your students will perform better if they have a clear understanding of your expectations and goals for the semester.

Goals are broad, general, overarching statements.

This course is a _____ intended to _____ students
_____.

Objectives are more specific, but are basically sub-categories of goals.

The objectives of the class are to:

- Active verb statement
- Active verb statement
- Active verb statement

“The objectives of this class are to...”

“...safely and efficiently conduct an acid-base titration.”

“...write an effective argument about a current political topic.”

“...read and interpret a basic accounting ledger.”

Outcomes are the things students will produce or do to demonstrate that they have met the stated goals and objectives of the course.

Over the course of the semester students will:

- Active verb statement through assessment measurement tool.
- Active verb statement through assessment measurement tool.
- Active verb statement through assessment measurement tool.

Some departments and programs have specific accreditation requirements that must be met, including statements of objectives and learning outcomes in the syllabus that must be consistent from semester to semester independent of who is teaching the course. Check with your department chair to see what accreditation policies must be reflected in your syllabus and met in your course.

Course Policies

Try devoting a separate page of your syllabus to policies in order to emphasize its importance. This is the section in which you make clear your expectations and policies regarding attendance, assignments, grading, and classroom behavior. A special section in which you explain your grading policy in some detail is a guaranteed attention-getter and will simplify your own work in calculating grades as the semester progresses.

You should also include a statement regarding the Code of Academic Conduct in your syllabus, similar to the following:

This course operates in accordance with the Code of Academic Conduct of Newcomb-Tulane College. Any suspected violations of the Code will be brought before the Newcomb-Tulane College Honor Board. It is assumed that you have read and understand the Code of Academic Conduct (<http://tulane.edu/college/code.cfm>).

You should also include a statement on Disability Services and Accommodations similar to the following:

This department is committed to providing equal access and a friendly environment for students with disabilities. However, it is the responsibility of the student to register a disability with the Office of Disability Services (ODS) and to submit all required documentation to the instructor so that necessary accommodations can be arranged. The ODS can be contacted by telephoning 504-862-8433. For more information see: <http://tulane.edu/studentaffairs/erc/services/disabilityserviceshome.cfm>.

Other course policies that you might want to incorporate in this section include a statement on late work, attendance, and the use of technology in class.

Assessment

List the grading scale in the syllabus. Below is the standard 10-point grading scale, but you can make adjustments if you see fit.

93-100	A	87-89.99	B+	77-79.99	C+	67-69.99	D+	0-59.99 F
90-92.99	A-	83-86.99	B	73-76.99	C	63-66.99	D	
		80-82.99	B-	70-72.99	C-	60-62.99	D-	

In many cases, specifically in science and engineering fields, grades are determined by a curved system rather than a standard 10-point scale. You should consult with others in your department to determine whether this is the expected grading system.

When grading on a curve, there are many possible methods for setting the curve, but the most important point is that individual students' scores depend on the performance of the other students in the class, rather than a set standard. The simplest example of this is a straight curve based on the mean score of all of the students in the class. For example, imagine a student receives a score of 65% on an exam while the mean score throughout the class was 50%. Comparatively speaking, if the expected average grade in the class is 80% (B-), then you would add points to every students' score until the mean grade on the exam reaches 80%. Since the mean score was 50%, you would add 30% points to every students' score ($50\% + 30\% = 80\%$), and the student who received a score of 65% would end up with a score of 95% ($65\% + 30\% = 95\%$) following the curve. While 65% would be a grade of "D" using a standard grade scale, because this student finished 15% points above the mean score in the class he/she would end up with an "A" after the grades are curved.

You should discuss the use of a curve with a supervisor in your department to determine their standard practices and the expected average grade for a class.

Assignments

How will you explain assignments to your students? Be explicit, focused and concise. As you develop your assignments, think about how you will grade them. What would an A, B, C, D, F look like for each of your assignments? Be sure to list assignments and percentage or points distribution in the syllabus.

A word on percentage distributions: be careful not to have so many graded assignments that any given graded assignment would be worth such a small percentage that it would not be taken seriously by the students. Busy work should be avoided. Grading for completion should be minimized

Course Schedule

This section explains what will happen in your course on a week-by-week basis. You can start constructing this section by sitting down with the semester's academic calendar and making a week-by-week schedule that includes holidays and important academic dates such as exams and the last day to drop or withdraw. Then fill in

important due dates for major assignments. Lastly, fill in the readings, homework, and activities that will be accomplished each week.

Details such as the names of particular authors and readings are good to supply, because they can generate students' excitement about what's coming. Likewise, publicizing the class activities that you are planning gives students an indication that they will be making significant progress.

You know you have supplied too much detail when the syllabus gives too much information to absorb. More importantly, you do not want to make the schedule so rigid that you, the instructor, have no freedom to change readings or the order of assignments as the needs of your particular class group demand. A good rule of thumb is to supply as much detail as you can while limiting this section of the syllabus to two pages.

In general, students will feel more secure and you will appear more organized if you stick closely to the syllabus. However, you should have the freedom to change projected readings or activities if the progress of the class seems to warrant such change. Also, students need to be reminded that they are ultimately responsible for following directions that they can only obtain by *attending class regularly*.

One way to ensure your syllabus' clarity is to provide headings that divide the class into major units of content. For example, you might want to group weeks 1-4 of a course entitled "Cultural Heritage of Latin America" under the heading "Geography and Culture," weeks 5-8 under the heading "Conquest and Culture," and so on. If such topical divisions don't seem appropriate for your class, you can keep the syllabus organized by providing boldfaced chronological headings such as "Week 1, Week 2..." Whatever approach you use for making your syllabus look readable and approachable, try giving it to a few of your peers for their feedback before you distribute the final version to your class.

Starting Off Right

Your first few class meetings will set the tone for the rest of the semester. You should articulate your expectations clearly and use the first few class meetings to generate excitement about the course material. What follows are a few tips for establishing a positive classroom climate, and a list of articles for further reading.

- Greet students at the door as they enter the classroom.** Use the minutes before class officially starts to ask individual students to introduce themselves.
- Start class on time.**
- Hand out an easy-to-read syllabus, and draw students' attention to the learning outcomes, classroom policies, due dates, content of major assignments, and other important information.**

- **Issue welcoming invitation to your office hours.** Tell students explicitly that frequent one-on-one meetings with you are irreplaceable as a means to help them fully engage with the class material.
- **If class size permits, have students introduce themselves verbally.** Think of one or two pieces of information that students can give about themselves that will help you remember their names and backgrounds: where they come from, what previous experience they have with you course's field of study, one personal learning goal that they have for the coming semester. If the class is too large for verbal introductions, then have classmates pair off and introduce themselves to one another, or have them write a short paragraph about themselves that you can collect and read later.
- **Limit the time you spend on "housekeeping" (introductions, roll call, course policies) in the first class meeting.** Use the last portion of the class period to introduce a substantial lesson in course content. For example, in a science course, try to begin lab work on the first day that the lab section meets. In a foreign language course, engage students in an exercise in which no English is allowed. In a writing class, give an in-class writing assignment on a directed topic.
- **Have students do an activity in groups or pairs, and have one member of each group report on the results to the rest of the class.**
- **Ask students for their questions and concerns at the beginning of the class.** List these on the board (or have students list them), and try to address each one by the end of class.
- **Change your presentation format during the class period.** For example, if you begin with lecturing, later shift to asking students to answer questions about the lecture in writing or in small groups. Then, end with students' reports on their group work.
- **Place a suggestion box somewhere in the room, and encourage students to submit a question or comment each time the class meets.**
- **Build community by helping students form study groups to meet outside of class.**

Planning an Effective Lecture

Because most of us are more anxious about presentation than preparation, advice on public speaking comes first. It's important to plan and organize carefully too, however, and to anticipate student questions. A successful lecture is much more than just a recitation of information: it's necessary that the students be involved. Many of these

points may seem self-evident, but it takes some concentration to put all of this advice into practice.

- **Slow down!** You can speak many, many times faster than the average student can write. Students taking notes need some time to understand the concepts you're explaining. Everyone needs to understand the activities you've planned so they can discover and explore the concepts for themselves. It's easy to speak very rapidly when you're nervous, but make a conscious effort to slow down. Then slow down some more. Speaking slowly also assists those students who speak English as their second or third language.
- **Make sure everyone can hear you.** If your classroom is large, you will have to speak quite loudly – much more loudly than you may expect – in order to be heard. A conversational voice-level will be inaudible to many of the students. Ask the students in the back of the room if they can hear you well enough. Also ask your students to practice the same. When they ask a question or make a contribution to a discussion request that they do so in a voice that everyone can hear.
- **Eye contact is vital.** Look at your students when you speak. This sounds like obvious advice, but too many of us forget to follow it. Of course you shouldn't stare down your class, but eye contact will help to maintain students' interest, as well as let you know when attention may be wandering.
- **Vary your tone of voice and intonation.** No one likes to listen to a monotone. Strategic pauses and vocal emphasis will indicate important points.
- **Ask questions. Activate your audience. Check to see if students understand.** Do your students look lost, or are they nodding their comprehension? Even if they think they understand, you should ask questions and get feedback from individual and small group activities, to make sure. Writing key questions on the board gives students time to think and allows English-learning students time to fully understand the question. On a similar note, you should do your best to encourage and answer questions, or engage the class in helping to arrive at an answer, rather than dismissing student contributions. "I don't know, but let's find out" is OK too!
- **Illustrate your points.** Don't just pour out information: having your class work with examples, pictures, graphs, and other illustrations will enhance your students' understanding. Writing key terms on the board allows students to check their comprehension.
- **Convey your interest.** Engaged lecturing is your big chance to convince students that what you do is interesting, relevant, and worth investigating. Your attitude has a tremendous influence on your audience.
- **Break information into content units.** The average student has a remarkably short attention span (in fact this is the case with all people) so you must organize

information into digestible chunks. Outlining the course of the lecture and accompanying activities on the board as you go along will help your students – and you – stay on track.

- **Make sure you have a sense of the lecture's goals.** What do you want students to learn each day? Why? Make sure you know your objectives, and organize accordingly. Students will be much more interested if they can see a goal rather than a mere list of facts.
- **Be concrete, not abstract.** You will lose your students' attention when you speak entirely in abstractions.
- **Plan your use of time.** You don't want students slipping out to hurry to the next class while you're still building toward your conclusion, nor do you want to waste half the class period each day because the lecture has run short again. Setting an appropriate pace and managing the time well encourages your students to do the same, and sends the message that you care about the course content and expect them to as well.

Class Discussions and Collaborative Learning

Educational researchers agree that active participation enhances students' comprehension and retention of information and concepts. Many TAs will be conducting discussion sections, so discussion is a particularly vital issue, but group work can be an important part of a discussion period. Because they are so conducive to active learning, both discussion and group projects are techniques you may want to incorporate into more traditional lecture-style classes, or even labs, as well as writing courses or discussion sections.

- **Ask good questions.** It is important to prepare thought-provoking discussion questions; your questions should be open-ended (avoid questions with yes/no answers), but not purposeless. They should get the discussion moving and keep it on track. It's also very important to resist asking questions that seem to have right or wrong answers: students are often afraid to speak if they're worried that their comments will be interpreted as "wrong." This doesn't mean you should let obviously ridiculous comments pass as useful contributions to the discussion.
- **Have goals in mind.** If you know what you want the class to learn, it will help you to keep the discussion on track. It's sometimes useful to explain the goals of the class-period to the class.
- **Don't interrupt or dominate.** Don't leap in as soon as a student makes any stray comment or cut a student off when she/ he offers a point you think is off track. Don't answer your own questions – you want the discussion to proceed under your guidance, but it shouldn't become a lecture. Give students time to answer their own and each other's questions.

- **Summarize student comments.** It's useful to repeat muttered student comments so that the whole class can hear, and to write students' comments and questions on the board. Your restatement of the remark legitimates student input, demonstrating to students that their thoughts are noticed and valued. Don't give in to the temptation to over edit students' comments to produce the answer you want.
- **Pay attention to questions.** Listening is very important. When a student expresses confusion you are given the opportunity to go over important points, to guide the discussion, to diagnose problems with your own explanations, and to understand what students really need to learn.
- **Encourage constructive disagreement.** If your students feel comfortable disagreeing with other students, and even with you, they will be more likely to contribute their perspectives, experiences, questions, reservations, etc., and the class as a whole will learn much more.
- **Write on the board.** If you note down major points (made by the class, not by the teacher), students will be encouraged to continue to participate by seeing their contributions validated, plus they will see how each point has led to the next in the discussion. This will also allow English language learners to follow the flow of the conversation.
- **Integrate written assignments into the session.** It's often useful to ask students to jot down their ideas on an issue or question, or to brainstorm on paper; a moment of written preparation convinces many students that they have something to say.
- **Be careful to treat students equally.** It's easy to let one or two extremely vocal students run the discussion while others hesitate to jump in. Call on quiet students as well as talkative students, so that everyone is involved. People and cultures have different views on how much to talk, so make expectations clear. Allow a bilingual student to struggle through a contribution as long as they are making progress.

Remember that you can contact CELT for additional advice on effective lecturing, collaborative learning, class discussions, and many other topics related to teaching.

Giving Exams and Grades

Exams

Mid-terms: Your faculty advisor can help you find out whether your department requires you to give a mid-term exam in the course you are teaching. In most cases, the material to be covered and the format of the exam will be up to you; contact your faculty advisor and/or CELT if you need help with creating the exam or devising a grading scale.

Finals: Final exams are required in all courses, except where the chair of the department waives this requirement. It is university policy, and extremely important that final examinations be held at the times publicized in the Final Examinations Schedule, available on the Registrar's website (<http://www.tulane.edu/~registra/index.shtml>). *Any student with a schedule conflict must make alternative arrangements with his or her dean well in advance of the scheduled exam date. A TA may not reschedule a final exam without permission from the dean.*

Students with Disabilities: All instructors are required to make reasonable accommodations for students with disabilities. Refer to the "Students with Disabilities" section of this handbook for details.

Grades

Mid-term Grade Reports: You are required to submit a cumulative mid-term grade for each student in your class. This process is completed through Gibson Online. In classes with no mid-term exam, base the student's mid-term grade on the average grade of all work submitted up to the date when mid-term grades are due.

Final Grade Reports: Final grade must be entered into Gibson Online within 48 hours of the close of the examination. Instructions accompanying the Grade Roster form will give a final deadline for turning in grade reports; please do not miss this deadline. Instructors may also be asked to submit a copy of the grade report to the department. In addition, a University regulation requires retention of all final examinations for a period of at least six months following the close of the semester. Most departments provide space where instructors can store unclaimed student coursework and exams.

Incomplete Grades: Giving an incomplete grade to a student with unfinished work is not encouraged, but it is sometimes necessary when a student faces serious obstacles to completing work on time, such as a major illness or a family emergency. An incomplete ("I") grade may be given at the discretion of the instructor if work (such as term papers, lab assignments, and the like) is still outstanding. *The deadline for clearing incomplete grades occurs 30 days after the end of the semester for which the "I" is given; please be certain that students understand this deadline.* After this date, any incomplete grade is recorded as a Failure ("F"). When discussing an "I" grade with the student, please explain that she/he is responsible for meeting the deadline. An extension of the deadline for clearing "I" grades must be requested by the student in writing from the appropriate dean's office and must have the approval of the instructor. An extension is approved only when a student is prevented from completing the work by factors beyond her/his control. Please remind students that, even when a course is completed, an "I" is never erased from the student's permanent record; it remains next to the letter grade.

Failure to Take Final Exam: A student's failure to show up for a final examination is not necessarily grounds for an incomplete grade. Any student who is absent from a final examination will be given permission to take a make-up exam only if an acceptable

excuse is presented to the appropriate dean's office before or within 24 hours after the exam. A student whose absence from a final exam is excused should be given an "I" and a make-up exam. A student whose absence is not excused is to be given an "F" in the course. *It is the dean, not the instructor, who decides whether a student who has missed a final exam will be allowed to make up the exam.*

Evaluating Student Work

Grading produces a great deal of anxiety for everyone concerned -- students, instructors, parents. Many first-time instructors feel the need to compensate for their fears of being too indulgent by grading harshly, while others, perhaps apprehensive about falling from their students' good graces, are overly generous in their evaluations. It takes some time to acquire confidence in your own ability to evaluate students' work. Here are some suggestions to keep in mind. See the "Making a Syllabus" section of the handbook for additional information.

- **Establish a grading policy, for your own use and for your students.** What are you looking for in test answers, exam essays, papers, etc.? What should a successful piece of work look like? What are your goals for the class, and how can grades help your students achieve these goals? See the section on "Assessment" under "Making a Syllabus" for more details on grades and grading scales.
- **Don't think of grades as reward or punishment, but as a means of communication.** Use grades to let your students know how their work matches up to your expectations of them, and make it clear how they can better meet those expectations. Try to explain grades to your class in these terms, rather than as a series of numbers on their permanent record. Remind students that you are not grading *them* as people, but rather you are evaluating their performance on a specific assignment.
- **In written assignments, be very clear about what you consider most important and what you expect from the students' work.**
- **Write clear and thorough comments.** Your comments on graded papers should allow the student to understand fully the criteria you used for determining the grade and should give the student a good idea of what to do on future assignments to improve the grade.
- **In as many settings as possible, discuss grading practices and criteria with other TAs or faculty members in your field.** For example, some departments may hold grading sessions in which anonymous essays are passed around and corrected, and the results compared. As with any skill, your grading will improve with practice.
- **Don't leave all your grading for the last minute.** Give your students' work the time and effort it deserves.

An electronic grade book is available via myTulane. For additional information on myTulane, contact the myTulane Administrator (courses@tulane.edu) or see the “myTulane” section of this handbook.

Teaching Portfolios: Documenting your Teaching

Graduate students who teach at Tulane often have in mind the ultimate goal of getting teaching jobs elsewhere after they finish their graduate degrees. Along with letters of recommendation from faculty, publications, dissertations and theses, and the other qualifications included in the curriculum vitae, teaching portfolios can provide prospective employers with evidence of a candidate’s experience and dedication as a teacher.

Just as important, a teacher can use the portfolio as a kind of professional journal for documenting and reflecting on the techniques and assignments she or he develops from semester to semester. Used in this way, a portfolio becomes a powerful memory aid that enhances the ability to assess and innovate upon the teaching experience.

One appealing aspect of the portfolio is its individual character; no two portfolios are identical, as each attests to the philosophies and style of its creator. Thus, none of the items listed below are absolutely necessary; you can pick and choose from the guidelines offered here, and concentrate on building a portfolio that emphasizes your strengths as a teacher. A portfolio can include:

- A statement of your teaching philosophy: typically, a brief paragraph that explains your beliefs about teaching, your most important goals as a teacher, and the specific teaching principles that you try to put into practice
- Syllabi of courses you have taught
- Syllabi of courses you would like to teach
- Written assignments you have created
- Reflective written statements to accompany assignments, noting how they actually went in practice and ideas you have for improving them in the future
- Notes from lectures you have given
- Transparencies, tests, and other support materials you have created
- Copies of graded student work from your classes (with student names deleted)
- Written statements about teacher training courses you have taken
- Copies of student evaluations of your classes

TEACHING POLICIES & GUIDELINES

Absences from Class

Students are expected to attend all classes unless they are ill or prevented from attending by exceptional circumstances. Instructors should establish policies for attendance and making up missed work in their classes, and make these policies explicit in the syllabus. Students who find it necessary to miss class are responsible for obtaining notes on material covered in lectures or other class sessions.

Students are responsible for notifying instructors about absences that result from serious illnesses, injuries, or critical personal problems. Medical excuses are issued by the Student Health Center only in the following instances: illnesses or injuries that involve hospitalization, a partial or complete withdrawal due to medical reasons, or a missed final examination for a medical condition being treated by the Student Health Center. In all of these instances, medical information will be released only with the student's written permission.

Instructors are authorized to lower the grades of students who are absent excessively without a satisfactory excuse or do not make up work missed because of absences. With the approval of the Newcomb-Tulane College dean, an instructor may have a student who has excessive absences involuntarily dropped from a course with a WF grade after written warning at any time during the semester. Establish communication with the dean's office early in such cases to make sure procedure is followed appropriately.

Instructors can report excessive absences with the "Undergraduate Absence Report" form, which is obtained from your department.

Academic Integrity

Code of Academic Conduct

All undergraduate students are subject to the Newcomb-Tulane College Code of Academic Conduct: <http://tulane.edu/college/code.cfm>. The code stresses the importance of academic honesty in coursework at Tulane and the consequences when violations of the code occur. It is essential that instructors understand their role in upholding standards of academic integrity and their duties when this integrity has been violated. As a TA, you are particularly well-served by following university procedures carefully and completely. You are required to report all suspected violations in accordance with the guidelines (<http://tulane.edu/college/code.cfm>). Never try to solve issues of academic dishonesty yourself; not only does this undermine every student's right to due process, but it also places you beyond the protection of the university's procedures.

Before reporting a suspected violation, you may want to consult with the appropriate faculty member in your department. If you are a TA, talk to the course professor. If you

are teaching your own course, talk to a teaching mentor, course director, chair, director of undergraduate studies, or whoever has responsibility for oversight of your course. If you do not know who this is, ask the department's administrative staff. Explain the situation to the appropriate faculty member without violating the confidentiality of the student in question (i.e., no names). The faculty member can give you the benefit of his or her experience with similar cases, warn you about various pitfalls, and provide you with specific directions on what to do next. Take notes and keep a record of your conversation for future reference.

Preventing Academic Conduct Violations

The best way to address acts of academic dishonesty is to prevent their occurrence in the first place. Below are some techniques for preventing academic conduct violations:

- **Include a clearly stated policy on academic integrity in your syllabus.** This reminds students of the importance of the Code of Academic Conduct and your commitment to upholding it. At the beginning of the semester, discuss the policy you have outlined in your syllabus, the seriousness of honor code violations, and the requirement that you pursue all suspected violations of the code. Also review plagiarism as it relates to your own discipline, providing examples and describing consequences. In classes requiring essays, explain the proper conventions for citation in your discipline, informing students about what style manual to follow and where to find it. While you want to demonstrate your commitment to the issue, you do not want to frighten students away from asking questions and seeking your guidance on the proper way to present academic work.
- **Prepare assignments that are unique to your own class and specific in their scope.** It is much easier for a student to turn to a roommate's computer or a professional term-paper service when the assigned topic is broad, ambiguous, or widely used.
- **Change test and exam questions from one semester to the next.** Also, take precautions when preparing, photocopying, storing, and throwing away your exam materials. For larger classes, multiple versions of a test within the same class is helpful.
- **Proctor all quizzes, tests, and exams carefully.** In a large lecture class, you might enlist the help of a fellow instructor or faculty member. Careless monitoring may be intended as a declaration of trust, but might well be interpreted as evidence of apathy. Don't create the opportunity for abuse.
- **Be available and approachable.** Make sure your students know they can seek assistance and guidance on research projects, term papers, and any course material before a test or exam. Otherwise honest and reliable students may feel backed into a corner by approaching deadlines.

- **Institute procedures that allow you to monitor each student's progress on a project.** Collect bibliographies, outlines, or drafts for essays and research papers. Schedule conferences to discuss research problems with each student individually. Requiring students to turn in photocopies of cited material allows you to confirm the accurate and appropriate use of a source and discourages sloppy paraphrasing or outright copying of specific language.
- **Require all students to sign a pledge of academic honesty at the beginning of the semester, or with each essay or exam.** This can be used to initiate class discussion of the issue, and the signed copy in your files will also document your students' awareness of the honor code and its meaning.
- **Discuss the limits of collaboration in settings such as workshops, labs, and tutoring sessions.** Establish clear boundaries for what you consider to be an inappropriate level of collaboration on a specific assignment. Different cultures have a range of ideas on collaboration, cheating, and plagiarism, so consider having students generate examples of appropriate and inappropriate conduct.

Detecting Academic Conduct Violations

Detecting cheating can be as simple as spotting one student looking onto another's paper during an exam. In such a case, a quick, discreet seating change may defuse the situation before a real problem develops. When the possibility of dishonesty emerges only after reviewing the submitted material, however, the solution may be more complex. You may notice similarities between the answers on two students' exams, or a writing style that deviates wildly from a student's previous work in your class. The more familiar you are with your students' work, the more easily you can detect problems of academic dishonesty.

If you suspect a student of cheating or plagiarizing, you should address the situation promptly. Meet privately with the student to discuss the essay or exam. See how familiar he or she is with the material. If a bibliography or other required information is missing, ask the student to provide it. Avoid any direct accusation of academic dishonesty. Accusing a student of an honor code violation without proceeding with the case constitutes a violation of that student's right to due process. Keep thorough records of all conversations with the student from this point forward. If you are satisfied with the student's response to your inquiries, express your gratitude for his or her cooperation, and say goodbye. If the student admits to cheating or plagiarizing work, or if you still suspect that an honor code violation has occurred, you must observe the proper procedures, however arduous and unpleasant they may be. Never try to resolve the problem yourself, no matter how much you or the student may want you to. You may think you are doing the student a favor by accepting his/her apology and agreeing to a lower grade, but you are only opening yourself up to the risk of a grievance or lawsuit in the future. By following the rules, you protect yourself and the student from any abuse of authority.

Consensual Relationships

As a TA, you may be closer to your students in terms of age, experience, and background than many of their professors. Plus, it is only natural that instructors should cultivate close working relationships with individual students. Entering into a consensual relationship with a current student, however, is considered improper professional conduct. Tulane's complete policy on consensual relationships is available in the Faculty Handbook: <http://tulane.edu/provost/faculty-handbook.cfm/>. The policy begins as follows:

Those employed by Tulane University shall not engage in consensual relationships with students relative to whom they hold a position of authority (see definition below) in such matters as instructing or otherwise evaluating, supervising, or advising the student as part of any school program or activity, whether academic or non-academic. Should a consensual relationship develop between a person in a position of authority and a student, the person in authority shall immediately remove him or herself from such position of authority. The greater responsibility for termination of the position of authority rests with the person in authority. However, all members of the Tulane community bear a responsibility. Persons in authority with no professional responsibilities for a student should be sensitive to the perception that consensual relationships may lead to preferential treatment. If the person in authority or the student declines to dissolve the institutional relationship, the University will take steps to do so.

Persons in authority include, for the purposes of this policy only, those who supervise, advise, teach, coach, evaluate, allocate financial aid to, and/or guide research by students, be they faculty member, graduate students, staff members, or administrators. When a consensual relationship exists or develops, the position of authority over the student must be avoided or immediately terminated.

Take your position as a TA very seriously, and follow the guidelines if a consensual relationship should develop.

Diversity in the Classroom

Diversity Statement

Tulane's Diversity Statement is as follows:

We must cultivate an environment of diversity, openness and inclusiveness to attract excellent people to Tulane and to prepare our students for life in our increasingly multicultural society. Today, many members of our own community - students as well as many of our faculty and staff - perceive Tulane as exclusionary and elitist. We must change this.

We must be accessible to all students who meet our academic standards and we must be attractive to all faculty and staff who meet our standards of excellence. We must accept and embrace the fact that our environment has become increasingly diverse, pluralistic and globalized.

We, too, must be diverse in the broadest sense of the word - culturally, geographically, and ethnically. We must create an open and tolerant environment in which people are free to live, learn, and exercise their freedom of expression.

Your Role as an Instructor

Tulane is committed to promoting diversity and equality in its academic programs. As an instructor, it is up to you to support this commitment in your teaching. You should not only remain sensitive to your own interactions with students, but you must be aware of your role in monitoring the behavior of students in your class toward each other. There are no easy solutions to the problems that may arise, and there are no simple solutions regarding the ethnic, gender, cultural, and other differences that often divide members of the academic community. By adopting a thoughtful and attentive attitude, you will be best equipped to respect the rights of all students. Some points to consider are the following:

- **Examine your own attitudes, biases, and beliefs.** How do unconscious assumptions manifest themselves in your behavior toward students? Do you give equal weight to the opinions of all students? Do you call on certain students more frequently than others, and why? Do you make assumptions about students' academic interests, political beliefs, extracurricular activities, etc., based on their race, gender, or ethnicity? Only by confronting your own biases and preconceptions can you work toward correcting them.
- **Be aware of biased language.** Use both "he" and "she" during lectures, discussions, and in writing, and encourage your students to do the same. Recognize that students may not share the same cultural, economic, religious, or family background. (For instance, don't ask questions like, "Are you going to spend Christmas with your family?") Avoid comments about students' social lives that imply heterosexuality. While some people, perhaps including your students, might prefer to characterize such admonitions as creeping "political correctness," the issue here is really one of accuracy. If you do not know someone's background, beliefs, or sexuality, why make an unfounded assumption? This does not mean you need to issue a written apology if you say "policeman" instead of "police officer;" rather, try to recognize and avoid the imprecise biases built into our language. Also, be attentive to terminology applied to specific groups (e.g., most Asian-Americans consider the term "Oriental" inappropriate or offensive). Since these terms change over time, there are many gray areas and differing terms are often widely used ("African-American" and "black"; "Latino/a" and "Hispanic"; "homosexual" and "gay"). The best advice here is simply to listen to members of the relevant groups and adjust your own usage as you see fit. Consider if you are unintentionally testing English proficiency or privileging a dialect by, for example, counting off more points for mistakes with verb tense than for punctuation.
- **Do your best to provide a diverse and inclusive curriculum.** Seek course material from a range of sources and perspectives, as appropriate to your discipline.

- **React quickly and decisively if a student makes an inappropriate or offensive remark.** Do not let a racist, sexist, or otherwise abusive comment pass unnoticed. Make it clear that such behavior will not be tolerated, and explain why. At the same time, your response should be proportionate to the problem. An extensive lecture on sensitivity may only serve to embarrass – or, worse still, embolden – the offending student, and may exacerbate the situation. If necessary, speak to the student outside of class about the issue.
- **Do not treat students as spokespersons for their race, culture, or nationality.** If students want to weigh in on an issue concerning their identity, they will.
- **Do not protect students from criticism on their work because of who they are.** All students are entitled to equal consideration. If a student has a learning disability or other condition that affects his or her performance, you will be informed of this, and you should accommodate any needs of the student for taking exams, completing assignments, etc. Students for whom English is a second language may also require some additional help from you and others outside of class. You should avoid, however, any attitude toward a student's work that might be considered patronizing or condescending.
- **Remember that students often have commitments outside of school.** They may not be able to attend meetings, lectures, or other events outside of class or on weekends. Their access to transportation, computers, or supplies may be limited. Be sensitive to the needs of returning, commuter, and non-traditional students, many of whom may not fit the stereotype of the "typical" undergraduate.

Educational Records

The Family Educational Rights and Privacy Act of 1974, often referred to as the "Buckley Amendment," or "FERPA," stipulates that students' educational records may not be given to or discussed with anyone other than school officials with a legitimate educational interest. All academic matters pertaining to any student must remain confidential unless the student has signed a release form. **You may not discuss a student's grade or general performance with his/her parents without first contacting the Academic Advising Center to confirm that the student has signed the necessary release form.**

Disclosure of educational records without consent is permitted only to school officials with a legitimate educational interest. A school official is a person employed by the University in an administrative, supervisory, academic or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate

educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

It may be useful and even unavoidable to discuss certain teaching problems, common student errors, and specific issues that arise during class with fellow instructors and others, but you must protect the strict confidentiality of your students in these situations.

The following items are designated Directory Information and may be released for any purpose at the discretion of Tulane: name, addresses (including e-mail), Tulane ID, phone numbers, dates of attendance, classification, major, awards, honors, degrees conferred and dates, school, full/part time status, past and present participation in officially sanctioned sports and activities, physical factors (height, weight of athletes), photographs, and date and place of birth.

Under the provisions of FERPA, students have the right to withhold disclosure to Directory Information. Such requests are valid only when a written request to rescind is received by the Office of the Registrar by 5:00 p.m. on the last day to add classes as listed in the Academic Calendar.

Release forms are online:

<http://tulane.edu/studentaffairs/conduct/upload/FERPArelease.pdf>. Academic Advising's website is: <http://tulane.edu/advising/>.

Equal Opportunity, Harassment, and Anti-Discrimination Policy and Procedure

Tulane's Office of Institutional Equity is responsible for the implementation of the University's Equal Opportunity, Harassment, and Anti-Discrimination Policy and Procedure. All faculty, administrators, staff, students, and individuals affiliated with Tulane University by contract (including non-employees, such as vendors and independent contractors) are bound by this policy, which includes the University's statements of equal opportunity and anti-discrimination, the harassment policy, and complaint procedures. The policy and complaint procedures are available online: <http://tulane.edu/equity/policies/index.cfm>. As an instructor, it is important that you are familiar with the policy. Also, you should ensure that no one feels uncomfortable in your classroom and that acts of discrimination or harassment do not go unnoticed.

Anti-Discrimination Statement

Discrimination against any individual in any and all areas of the University's environment, including any aspect of his or her study or his or her employment, such as hiring, discharge, compensation, or any other terms, conditions, or privileges of employment, because of an individual's race, sex, color, religion, national origin, citizenship, marital status, sexual orientation, age, disability, military, veteran status or any other protected status or classification under federal, state or local law is illegal and will not be tolerated at the University.

Harassment Policy

Tulane is committed to creating and maintaining a campus environment where all individuals are treated with respect and dignity and where all are free to participate in a lively exchange of ideas. Each student has the right to learn and each employee has the right to work in an environment free of sexual and other forms of harassment and one in which ideas may be freely expressed.

At Tulane University, harassment, whether verbal, physical, written, or visual, is unacceptable and will not be tolerated. Harassment is unlawful and hurts all members of the educational community.

Harassment, other than sexual harassment, is verbal, physical, written, or other conduct that denigrates or shows hostility or aversion to an individual on the basis of gender, race, color, religion, age, national origin, ethnicity, disability, veteran's status, sexual orientation, marital status, or any basis prohibited by law when from the objective standpoint of a reasonable person such conduct substantially interferes with an individual's work or school performance, creating an intimidating, hostile, or offensive working or learning environment even if the person engaging in the conduct does not intend to interfere, intimidate, or be hostile or offensive.

Sexual harassment is unwelcome behavior of a sexual nature by faculty, administrators, staff, students, and individuals affiliated with Tulane University by contract (including non-employees, such as vendors and independent contractors) or by anyone with whom one interacts in order to pursue educational or employment activities at the University. For the purposes of this policy, sexual harassment is defined as unwelcome advances, request for special favors, and any other verbal, written, physical or other conduct of a sexual nature when:

- i. Submission to such conduct by an individual is implicitly or explicitly made a condition of an individual's employment or educational status or participation in University programs or activities;
- ii. Submission to or rejection of such conduct by an individual is used as a factor in decisions affecting that individual's ability to learn or participate in school activities, or in hiring, evaluation, retention, promotion, or any other aspect of employment; or
- iii. Such conduct would be objectively regarded by a reasonable person as substantially interfering with an individual's ability to learn or work or participate in University programs or activities by creating an intimidating, hostile, or offensive school or work environment even if the person engaging in the conduct does not intend to interfere, intimidate, or be hostile or offensive.

Photocopying Copyrighted Materials

Photocopying copyrighted material for use in the classroom is governed by certain legal restrictions. The guidelines provided in the Appendix are to be used to determine whether or not the prior permission of the copyright owner is to be sought for

photocopying for research and classroom use. If the proposed photocopying is not permitted under the guidelines, permission to copy is to be sought following the guidelines. After permission has been sought, copying should be undertaken only if permission has been granted, and in accordance with the terms of the permission except as provided in the next paragraph.

The Doctrine of Fair Use may now or hereafter permit specific photocopying in certain situations, within limitations, beyond those specified in the guidelines in Appendix or those that might be agreed to by the copyright owner. In order to preserve the ability of individual faculty members to utilize the doctrine of fair use in appropriate circumstances without incurring the risk of having personally to defend an action by a copyright owner who may disagree as to the limits of fair use, a faculty member who has sought permission to photocopy and has not received such permission (or has received permission contingent upon conditions that the faculty member considers inappropriate) may request a review of the matter by General Counsel. If upon review the General Counsel determines that some or all of the proposed photocopying is permitted by the copyright law, the General Counsel will so advise the faculty member. In that event, should any such photocopying by the faculty member thereafter give rise to a claim of copyright infringement, the University will defend and indemnify the faculty member against any such claim.

In the absence of the determination and advice of the General Counsel referred to above, or in the event that permission has not been first requested by the faculty member, no defense or indemnification by the University shall be provided to a faculty member whose photocopying gives rise to a claim of copyright infringement.

The Guidelines in the Appendix were negotiated by education, author, and publishing representatives in 1976 and were incorporated in the House of Representatives report accompanying the Copyright Act of 1976. The introductory explanation of the guidelines in the House report describes their relationship to the doctrine of fair use as reprinted in the Appendix.

You may also view the material in the Appendix in the Tulane Faculty Handbook: <http://tulane.edu/provost/faculty-handbook.cfm/>. If you have any further questions on the applicability of copyright law to your class, contact the University General Counsel at 865-5783.

Student Conduct

Code of Student Conduct

The university requires of all of its students behavior compatible with its high standards of scholarship and conduct. All individuals and/or groups of the Tulane University community are expected to speak and act with scrupulous respect for the human dignity of others, both within the classroom and outside it, in social and recreational as well as academic activities.

Tulane University will not tolerate any form of harassment or intimidation on the basis of gender, race, color, religion, age, national origin, ethnicity, disability, veteran's status, sexual orientation, marital status, gender identification or any other basis prohibited by law. Nor will it tolerate acts of hazing against individuals or groups or discrimination against any member of the Tulane community solely because they express different points of view. The University encourages the free exchange of ideas and opinions, but insists that the free expression of views must be made with respect for the human dignity and freedom of others.

By accepting admission to Tulane University, a student accepts its regulations, including the Code of Student Conduct, and acknowledges the right of the University to take conduct action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

The Office of Student Conduct, in the Division of Student Affairs, manages all non-academic misconduct allegations for the undergraduate and graduate student populations at Tulane. Student discipline at Tulane is an educational process whereby students are provided opportunities to grow and learn from their mistakes by understanding each person's responsibility and role in a community. Through an educational process, students will understand how their behavior not only impacts them, but also those other members of the community.

The full Code of Student Conduct is online:

<http://tulane.edu/studentaffairs/conduct/code.cfm>, as are other policies for student behavior: <http://tulane.edu/studentaffairs/conduct/rights/policies.cfm>.

Classroom Conduct

As an instructor, you are responsible for maintaining order and upholding the standards of the university in your classroom. It is up to you to create a comfortable, yet serious, atmosphere as well as a secure and productive environment in the classroom. You should be aware of the distinction between a negative attitude (i.e. unpleasantness, boredom, angst, etc.) and a behavioral problem. Refer to the "Student Resources and Support Services (SRSS)" of this handbook for more information on students in distress.

You do have the right to remove a student from class who is creating a disturbance, engaging in illegal behavior, or otherwise violating the Code of Student Conduct. In case of a repeated or serious disciplinary problem, seek assistance from your faculty mentor and/or the student's dean. In rare and extreme cases of classroom disruption, such as drunkenness or erratic behavior, you have the right to call Public Safety (504.865.5200, x5911 or x5200 on campus) and have the student removed if necessary.

Students with Disabilities

Tulane complies with the Americans with Disabilities Act (Pub. L. No. 101-336), Section 504 of the Rehabilitation Act of 1973 (Pub. L. No. 93-112, § 504, as amended), and

state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in Tulane's services, programs, and activities. The Office of Disability Services (ODS) is committed to providing equal access and a friendly environment for all who study and work at Tulane. Through collaboration and exploration, modifications to the academic or work environment – accommodations – can be offered to students and employees with registered disabilities.

Complete information on disability services for undergraduate students is on the ODS website: <http://tulane.edu/studentaffairs/erc/services/disabilityserviceshome.cfm>. Direct any disability-related questions or concerns to ODS staff. Below are some pointers:

- You are responsible for identifying and establishing the essential functions, abilities, skills and knowledge of your course and evaluating all students on this basis.
- A student must provide an official ODS Course Accommodation Form or other official ODS document before you are required to make accommodations for that student. Student self-diagnoses or letters from physicians are not considered official registration of the disability. If a student tells you she/he has a disability, but does not have a letter from ODS, recommend that he/she visit ODS as soon as possible to register the disability.
- After you receive official notification of a disability, the law requires you to make the specific accommodations requested. These accommodations most often involve testing. ODS maintains a secure, monitored environment for administering accommodated exams to students.
- Make a class announcement at the beginning of the semester and include a note on your syllabus inviting students with disabilities to disclose their needs to the appropriate party.
- Ensure that you are available through office hours or by appointment to meet with students to discuss their disability-related needs in privacy.

TEACHING RESOURCES

Center for Engaged Learning and Teaching

The Center for Engaged Learning and Teaching – Classroom Engagement (CELT-CE, <http://tulane.edu/celt/classroom.cfm>) empowers instructors to reflect on what they want students to learn and to decide how to advance and assess that learning in the most meaningful way possible. While the mission of CELT is to provide theoretical and applied resources, tools, and direction to the university community to realize the goal of engaged learning at Tulane, CELT-CE focuses on engaging students within the classroom by providing instructors with the resources and tools necessary to achieve that goal. CELT-CE offers workshops on teaching, engaged learning, and related subjects to aid faculty in developing their teaching. Further, a page on the website titled “Teaching Resources” (<http://tulane.edu/celt/classroom/resources.cfm>) is continually updated to provide information on all aspects of teaching.

Academic Advising Center

Undergraduate academic advising is handled by the Academic Advising Center located in Richardson Building. The partnership between instructors and academic advisors is important for student success. Instructors are encouraged to alert advisors when they think a student needs academic advising or information about other useful resources on campus. Advisors can also help promote new classes, special guest lectures, and other departmental activities for undergraduates. They also like to hear about research and service opportunities that may be of interest to students.

If you are concerned about a student for academic reasons, you may report concerns through the Academic Alert System (<http://tulane.edu/advising/faculty/faculty.cfm>). With this system instructors can identify students who are experiencing academic difficulties, identify high ability students that appear to be unchallenged, identify students who are uncertain of educational goals and opportunities at Tulane, identify students who need career advice and future direction, or connect students with their academic advisor and appropriate services to provide proactive support.

Classrooms and Equipment

Classrooms

Some schools and departments maintain their own classrooms, but the general pool classrooms are scheduled by the Registrar’s Office. To see a list of classrooms, go to: http://pandora.tcs.tulane.edu/tsweb/teaching_and_learning/classrooms/. To request a particular classroom or to move from an assigned room, contact the Registrar’s Office at 865-5231. Requests for rooms should be made a semester in advance. Check with your department to see if there are procedures regarding classroom reservations for TAs.

Technology Enabled Classrooms

The ILC designs and maintains classroom technology in the general pool classrooms on the Tulane Uptown campus. Most general pool classrooms are permanently equipped with basic media equipment. Typically, you will find a television, a VHS VCR and an overhead projector in every classroom. About half of the general pool classrooms are also equipped with a data/video projector, an instructor's computer and DVD player. Some of those classrooms also have H-ITT (Hyper-Interactive Teaching Technology) equipment installed.

Equipment Reservations

Instructional technology (laptops, data projectors, DVD players, etc.) is available to Tulane instructors at no charge for use in the classroom. Complete the online reservation form at: http://tulane.edu/tswweb/reserve_equip.cfm. Foreign language instructors and anyone teaching in a classroom on the fourth floor of Newcomb Hall can also call upon the Language Learning Center for media assistance. For more information, see the section on "Foreign Language Resources" in this handbook.

myTulane

Tulane's course management systems (CMS) is hosted by Blackboard and is called "myTulane" (<http://mytulane.blackboard.com>). In addition to providing an online repository of course information, instructors can create a page for each class with pertinent documents, announcements, and other materials. MyTulane provides a convenient way to send messages to all of your students, and to utilize such tools as wikis, discussion boards, and blogs to enhance student learning. The grade book is a very useful for keeping track of student progress, including quizzes, assignments, papers, and tests, which can be administered online and entered directly into the student's grade book so they can always see how they are performing. There is a "MyContent" area in which documents can be stored for use in multiple or recurring courses. Courses are kept for several years so that information can be accessed from previous course iterations. Even if you do not intend to make extensive use of myTulane, it is university policy that at a minimum the course syllabus be posted. MyTulane is also the current platform for administering course evaluations. So you should become familiar with myTulane, if for no other reason than to access your course evaluations at the end of the semester. The ILC typically offers training workshops for myTulane at the beginning of the fall semester. Online support is also available: <http://tulane.edu/mytulane.cfm>.

Photocopying Equipment

The resources available for photocopying vary by department. Some departments have very tight copy budgets, while others are more generous. If your access to photocopies is limited, you may bring the pages you want photocopied to FedEx Kinko's in the Lavin-Bernick Center (LBC). FedEx Kinko's will make the copies, and your students can purchase them there. You must be very careful not to infringe upon any copyrights when you photocopy material for distribution to your students. You must obtain permissions for any copyrighted texts. See the Appendix for guidelines on duplicating copyrighted material.

Foreign Language Resources

Language Learning Center (LLC)

The LLC, located on the fourth floor of Newcomb Hall, offers an impressive array of facilities, media, and consultation services for both faculty and students. For instructors, pedagogical resources include, among other things, networked learning environments, audio/video equipment and recordings, computer applications, and an e-mail listserv for discussing scholarly and pedagogical issues in the foreign languages. All rooms and media resources can be reserved directly from an online request form. In addition, instructors have online access to foreign language placements and to tracking reports of student lab usage. For more information, see: <http://www.tulane.edu/~llc/>.

Foreign Language Instructional Technology Environment (FLITE)

FLITE, part of the LLC, is a state of the art multimedia development facility that assists foreign language instructors in the development of multimedia materials for class use. These materials may range from a course web site to digitized video and audio edited and encoded for use over the Internet or in the Language Learning Center's student facilities. To ease the learning curve of multimedia development, FLITE offers instructional seminars in conjunction with the Innovative Learning Center (ILC). For more information, see: <http://www.tulane.edu/~flite/>.

Innovative Learning Center

The Innovative Learning Center (ILC, <http://tulane.edu/tswweb/services/ilc.cfm>) provides academic technology support services. ILC focuses on teaching, learning, scholarship and information sharing and offers a variety of technology equipment and services to support the academic goals of Tulane faculty and staff. It is made up of two groups: Innovative Technology and Support Services and Instructional Media and Learning Spaces.

Innovative Technology and Support Services is responsible for providing instructional support, Web application's development, on-site support, laptop walk-in support, and supervision of the University's technology Help Desk. The group is also responsible for arranging volume license software agreements, and software and hardware purchasing assistance. Instructional Media and Learning Spaces supports public computing spaces, technology classrooms, and instructional media technology and activities.

International Resources

Classroom teaching can be enriched through a variety of international resources.

Study Abroad

Tulane offers summer, semester or year-long undergraduate study abroad opportunities around the globe. The perspective of students who have returned from a study abroad experience can add breadth and depth to classroom discussions on a wide range of subjects.

- Ask students to identify themselves if they have studied abroad and inquire about their country, city and field of study.
- During discussions, request returned study abroad students to provide an example, viewpoint or opinion of the country in which they studied.
- Encourage students to discuss their international experience in the context of the class discussion.

Contact the Office of Study Abroad in the Center for Global Education (<http://global.tulane.edu/>) to invite a returned study abroad student to your class or to learn more about study abroad opportunities.

International Students

International students provide a rich resource for classroom teaching as they likely have been trained in an educational system outside the U.S. Moreover, they may be able to offer different perspectives on the subject of classroom discussion. Initially, you may need to encourage international students to participate in classroom discussions. Students from some countries view asking questions as inappropriate as they consider it a challenge to the authority of the professor. Also, some international students may seem hesitant to participate in classroom discussions because their sense of conversational "timing" is different than that of U.S. students, they are unfamiliar with U.S. classroom culture, or they may perceive their English language skills as not fluent enough to interact. At the beginning of the term, speak personally with the international students in your class and encourage them to visit you during your office hours. Consider the following tips for creating a classroom environment that is inclusive of international students:

- Encourage international student participation in class by using the suggestions provided above, under Study Abroad.
- Become familiar with different conversational styles and use patience in encouraging a response.
- Long pauses by an international student before answering a question or participating in a discussion may imply thoughtfulness and the formulation of ideas.

The Office of International Students and Scholars can provide additional information on international students at Tulane. See: <http://global.tulane.edu/oiss/index.html>.

Bilingual Students

Bilingual students, whether from the U.S. or abroad, offer special opportunities to understand how the content of your course is entangled with the language and culture through which you express it. Make your course an open environment where the content of an answer is not diminished by a student's occasional English slip-ups. Encourage the use of foreign and indigenous languages and cultural understandings as they add to the canon of the course. The ability to interact socially in a language comes much quicker than the ability to complete academic work in English. English learners will often plateau at a certain level that is "good enough" for daily living, but pointing out

areas of improvement, in conjunction with a plan to help, can boost the students throughout their academic careers. Trying harder is not a plan, students need a language coach. For help reaching a student, please contact the Office of English as a Second Language, in the Center for Global Education, 862-3265.

Library Services

Research Workshops

The Center for Library User Education at the Howard-Tilton Memorial Library offers workshops on library research skills for Tulane students, faculty, and staff. Available workshops are found at: <http://library.tulane.edu/research/workshops>. Workshops may also be arranged upon request for one participant or for multiple participants who request the same day and time. Students who want an individualized workshop may request a Research Consultation. Instructors may request a session customized for their class by submitting the Library Instruction Request Form.

Research and Course Guides

Research guides contain links to databases, reference sources, research websites, and other key information sources. They are created to assist with research on a subject area or for a specific course. Course guides provides similar information, but are tailored to the needs of specific courses.

Reserves

Instructors are encouraged to place books, chapters, test examples, and other study materials on reserve at the Circulation Desk at the Howard-Tilton Library. Loan periods for reserve materials vary from two hours to three days. Student should return reserve materials directly to the Reserve Desk to avoid fines. During the last two weeks of the semester, all reserve materials are placed on two hour reserve and are restricted to use within the building, to give all students the opportunity to complete their assigned readings. The policies for faculty submission and students' use of library reserves are online (<http://library.tulane.edu/research/reserves/policy>), as is information on how to put materials on reserve: http://library.tulane.edu/research/reserves/put_on_reserve.

Public Service

Public Service Graduation Requirement

The Center for Public Service (CPS, <http://tulane.edu/cps/>) administers the Public Service requirement of the undergraduate core curriculum. The guiding principle of the Center includes the belief that public service, rooted in an academic context while growing into other areas of service, contributes to the development of student civic engagement. The undergraduate Public Service graduation requirement is grounded in a sustained sequence of learning articulated by the Center's mission. Instituting a cumulative and reflective graduation requirement makes explicit the ideal that education uniting public service and scholarship can be a transformative experience. To complete the Public Service graduation requirements students must:

- Successfully complete one service learning course at the 1000-, 2000-, or 3000-level before the end of their sophomore year or fourth semester on campus.
- During their junior or senior year (after four semesters of coursework), participate in one of the following Center for Public Service approved programs (at the 3000-level or above):
 - Service learning course
 - Academic service learning internship
 - Faculty-sponsored public service research project
 - Public service honors thesis project
 - Public service-based international study abroad program.
 - Capstone experience with public service component

Workshops

The CPS is charged to assist faculty in the development, implementation, and improvement of service learning classes; as well as, consult with faculty, provide resources for course development, and promote the scholarship of engagement. CPS offers faculty development workshops throughout the academic year. See <http://tulane.edu/cps/faculty/workshops.cfm> for details.

Service Learning Course Approval

In order to ensure quality service learning experiences for our students and community partners, and to ensure that faculty members utilizing service learning pedagogy are well-supported, the CPS Executive Committee requires that all CPS courses undergo a peer-review process. Faculty interested in teaching a CPS service learning course should complete an online application form and submit it to the CPS Executive Committee at least one semester prior to implementation. See <http://tulane.edu/cps/faculty/new-course-approval.cfm> for details.

Student Resources & Support Services (SRSS)

SRSS is the office on-campus that provides support to students who are experiencing difficulties of any kind. Services provided or coordinated by SRSS include:

- Case Management
- Victim Support
- Referrals (to internal and external offices)
- Alcohol/Drug and Health & Safety Referrals
- Mandated Assessments
- Medical Withdrawal Return Process
- Process of Care Support (Student Affairs professional on-call)
- Tulane Legal Assistance Program
- Online Reporting System Oversight
- Threat Assessment/Behavioral Intervention
- Case/Problem resolution
- Student Conduct Issues

Website: <http://tulane.edu/studentaffairs/support/index.cfm>

General Line: 504-314-2160

Online Report Form: <http://tulane.edu/concerns>

Reporting Concerning Behaviors

If you are ever in immediate danger, call TUPD immediately. TUPD's phone number is 504-865-5200. You may report concerning behaviors by using the online report form (see above). If you feel like you should report something, chances are you probably should report it.

When you report a student's behavior, SRSS staff will generally discretely reach out to the student and determine what kind of follow-up is needed. In most cases, they will provide some support services to the student which may range from a referral for counseling services to pursuing a medical leave of absence. Often time students welcome the intervention and are thankful that they have instructors who care about them. In some cases, students may need to be processed through student conduct.

Early Warning Signs

There are some examples of "red flag" behaviors. A student who exhibits these behaviors is not necessarily "at risk" nor is this list intended to be exhaustive of all warning signs.

Academics

Increased or significant lateness

Increased or significant absenteeism

Missed, late or incomplete assignments

Lack of class participation

Missed appointments

Displays of grandiosity

Inappropriately relating all assignments to his or herself

Disorganized presentation of information, expansive writing, tangential thoughts etc.

Behavioral

Lack of social interaction in class and unresponsiveness to peers

Agitated, restless behaviors, hyperactivity, pacing, fidgeting

Difficulty concentrating

Dazed expression

Excessive sleeping

Noticeably slow or rapid speech

Avoidance of eye contact

Irritable or aggressive behavior

Marked shifts in mood from one class to another, or shifts occurring rapidly in one class period

Expressed feelings of worthlessness, humiliation, hopelessness or despair

Tearfulness

Impulsive or risky behaviors
Sexually provocative behaviors

Appearance

Noticeable weight gain or loss
Disheveled appearance: poor grooming or hygiene, body odor, soiled clothes, disorganized
Dilated or constricted pupils
Sweaty or flushed skin when there is no exertion
Absence of facial expression
Smelling of alcohol
Shaking, trembling, or shivering when it isn't cold

Textbooks

Some departments standardize the classes taught by TAs, requiring all instructors to use the same books. If you have some choice in selecting textbooks, you will need to select and order them. At this late date, however, it is unlikely that you need to order textbooks for the course you will begin next week. If you need to order textbooks in the future, you can do so through the Tulane Bookstore at: <http://tulane.bncollege.com>. Click the link for Faculty to go to the textbook request page. Because delivery from publishers often takes months, the bookstore requires that you submit your course book requests at the end of the semester BEFORE the books are needed. Once the books arrive, the bookstore organizes them by course number and section, so that students can find all required texts at once.

Tutoring Center

Tulane's Tutoring Center (http://tulane.edu/tutoring/tutoring_center.cfm) provides students the opportunity to achieve academic success with the support and encouragement of peer tutors. Tutoring services are linked to individual courses, particularly core requirement courses, and are free of charge. All tutors are recommended by university professors and must complete qualifying examinations. Tutors are graduate and undergraduate students who have excelled in academics with a minimum 3.25 grade point average. All tutors have passed the course to be tutored with a minimum grade of A- and they are required to attend training sessions throughout the semester. Online tutoring services are also available.

University Technology Services

Tech Support

Tulane's HelpU 24.7 site contains a searchable knowledge base and allows you to submit a request for technology help via a Web form or chat live with a support analyst. See: <http://support.ts.tulane.edu/ics/support/default.asp?deptID=4258>.

Technology Commons

Computers and other digital conveniences are available in the Tulane Technology Commons – public computing spaces located throughout the Uptown campus. Visit the Technology Commons to compose a paper, edit a video, produce a presentation, print a document, or just surf the Web. Each Technology Commons has its own character, but they all include the following: current computers, high-resolution laser printers, a full array of software, and high-speed network connections. Some locations also include color printers, iMac computers, digital camcorders, and other specialized technology. See: http://tulane.edu/tsweb/services/tech_commons.cfm.

Email Accounts

Technology Services provides e-mail accounts to all Tulane faculty, staff, and students. Members of the Tulane community can access email via web browser (<http://tulane.edu/email>) or configure one of the supported clients.

World-Wide Web Accounts

The Tulane University Web site is maintained by the Office of the Vice President of University Communications, though academic and administrative units build and update their sites through a content management system (CMS). Consult with your department to see if TAs are allowed space on the departmental website.

Network Storage Space

Web-based file sharing and document management is available using Greenspace: <http://greenspace.tulane.edu>. With Greenspace, you can organize and store files, allow multiple users to read and edit your files, e-mail a link to a file, and take advantage of the protection provided by nightly server backups. Log in using your Tulane user ID.

Software

All Tulane University software licenses are available through e-Academy at <http://tulane.edu/tsweb/software/available-software.cfm>. Different software suites are available, depending on your Tulane affiliation and the license requirements of your purchase.

Technology Connection (TC)

TC assists faculty, staff, and students with finding the right computer and accessories for their needs. If you need a computer or computing accessories for your office or your home, you can take advantage of Tulane's academic discounts and the TC's knowledgeable staff. Contact Tech Connection at: techconnect@tulane.edu or <http://tulane.edu/tsweb/TechConnect/>.

Writing

Writing across the Curriculum

Before you say, "Hey, I'm not in the English department, I don't have to worry about teaching writing," read on. Writing may be used as a pedagogical tool in disciplines other than the ones you might expect. Instructors in Chemistry or Math may have

neither the desire nor the background to deal with correcting grammar or addressing the intricacies of the well-crafted topic sentence, but they may still find in-class writing assignments useful for diagnosing student problems, reviewing important material, or gauging the effectiveness of lectures. By understanding writing as a *process*, rather than an end *product*, students can understand material better, work through their own uncertainty, and discover just how much they know (or don't know) about a subject. Some possible writing assignments for any discipline include the following:

- **Free-writing exercises**, in which students address a common question, choose the most significant point from the day's lecture, discuss parts of a reading assignment that remain confusing, or other such topics. In a few minutes of class time, freed from the restraints involved in developing a coherent essay, students often voice important ideas that may spark class discussion or improve their understanding of the material.
- **Reading journals**, in which students react to assignments and put forth their own ideas. Done either in class or as homework, journal entries can serve as the nucleus of a research project or essay, and can allow the class discussion to begin at a somewhat higher level. It's important to emphasize to students that reading journals are not opportunities for confessional tracts, digressions, or polemical rants.
- **Self-evaluations**, in which students discuss the successes and shortcomings of their own work. An interesting complement to the grading process, self-evaluations can greatly enhance a student's awareness of steps necessary to improve his or her performance.
- **Workshops**, in which students critique each other's work. Not only does this process help students recognize problems they might be missing in their own work, but it also increases their confidence in their own critical reading skills. Guidelines for critiquing work should be provided.

Writing Center

The Writing Center (http://tulane.edu/tutoring/writing_center.cfm) is a free tutoring service that provides students with assistance on papers in the English language for most undergraduate courses. The Writing Center's tutors work with students on general writing skills, including but not limited to: content, organization, language, punctuation, generation of ideas, and documentation. The Center does not provide a proofreading service, nor does it review/edit papers or essays that are not for Tulane coursework. The Center is located on the first floor of the Mechanical Engineering Building, 865-5103. Business students should seek writing assistance from the Freeman Writing Center (<http://www.freeman.tulane.edu/students/mcc/>) located in Goldring/Woldenberg Hall I Room 220F, 862-8037.

USEFUL LINKS

Academic Advising: <http://tulane.edu/advising/>

Academic Calendars: <http://tulane.edu/academics/academic-calendars.cfm>

Campus Maps: <http://tulane.edu/about/visiting/campus-maps.cfm>

Center for Engaged Learning & Teaching: <http://tulane.edu/celt/>

Center for Global Education: <http://global.tulane.edu/>

Center for Public Service: <http://tulane.edu/cps/>

Course Listings & Catalogs: <http://tulane.edu/academics/course-listings.cfm>

Disability Services:

<http://tulane.edu/studentaffairs/erc/services/disabilityserviceshome.cfm>

Howard-Tilton Memorial Library: <http://library.tulane.edu/>

Innovative Learning Center: <http://tulane.edu/tsweb/services/ilc.cfm>

Institutional Equity: <http://tulane.edu/equity/policies/index.cfm>

Office of Graduate & Postdoctoral Studies: <http://tulane.edu/ogps>

Registrar: <http://registrar.tulane.edu/>

Student Conduct: <http://tulane.edu/studentaffairs/conduct/>

Student Resources & Support Svcs: <http://tulane.edu/studentaffairs/support/index.cfm>

Tulane Police Department: <http://tulane.edu/police/index.cfm>

Tutoring Center: <http://tulane.edu/tutoring/>

Writing Center: http://tulane.edu/tutoring/writing_center.cfm

APPENDIX: Guidelines for the Duplication of Copyrighted Material for Classroom Use

The General Counsel's Office has prepared the following guidelines for the photocopying of copyrighted materials for classroom use. These guidelines attempt to balance the interests of the instructor and his or her students on the one hand and the rights of the copyright owner on the other. Instructors who wish to make multiple copies of copyrighted material must take the following steps:

1. Determine whether the safe harbor applies. When Congress revised the copyright law in 1976, it took note of a set of guidelines that had been approved by a consortium of publishers and by the American Council on Education for copying for classroom use. These guidelines contain safe harbor provisions that describe copying that may be done without the permission of the copyright owner. A copy of the guidelines is included herein. These guidelines set out a three-pronged test; any copying must meet all three tests (brevity, spontaneity, and cumulative effect) to come within the safe harbor.

If an instructor determines that the proposed copying fits within the safe harbor, then the copying may be done without requesting permission from the copyright owner. However, instructors should bear in mind that the spontaneity test requires them to request permission for that same material if the instructor intends to use that material in a subsequent semester.

If an instructor determines that the proposed copying does not fit within the safe harbor, the instructor **must** request permission from the copyright owner.

2. Request permission from the copyright owner. This must be done in writing. Allowing plenty of time (six to eight weeks minimum) for the copyright owner to respond, write a letter to the copyright owner describing your intended use of the copyrighted material and ask permission to use the material accordingly. A copy of the Association of American Publisher's "How to Request Copyright Permissions" is included herein; this should help you prepare your requests. Please be aware that the copyright owner may be either the publisher or the author of the material. A close inspection of the material or the larger work containing the material to be copied should reveal the identity of the copyright owner. If you cannot determine who owns the copyright, request permission from both the author and the publisher.

Instructors must be prepared to document the fact that they have requested permission to duplicate each item of copyrighted material.

A request for permission should produce one of the following three responses:

a. Permission Granted -- the copyright owner responds by granting the permission requested. This is the ideal response; instructors should not expect to see it often.

b. Permission granted subject to royalty payment -- more and more copyright owners are granting permission to reproduce their works upon payment of a specified royalty. If you receive such a response and decide to pay the royalty, you must retain copies of all documentation for the transaction. The cost can be passed along to the students as part of the purchase price of the duplicated materials. The instructor should request a letter from the copyright owner acknowledging receipt of the payment and authorizing the instructor to proceed with the duplication. If this response is received and the instructor feels that the requested royalty is unreasonable, please contact the General Counsel's Office to discuss the situation.

c. Permission denied or no response received -- many copyright owners deny all requests to reproduce their material as a matter of course; others may deny your request for other reasons. The fact that a copyright owner does not grant permission to reproduce the material does not necessarily mean that it cannot be reproduced for classroom use. Denial of permission means that the legal justification for the proposed photocopying of copyrighted material would rest on the concept of "fair use" rather than on the grant of permission by the copyright owner or on compliance with the safe harbor. Fair use is defined as the ability of a person other than the copyright owner to use copyrighted material in a reasonable manner without the consent of the copyright owner. What constitutes fair use depends on the facts and circumstances of the use. A copy of the fair use statute is attached for your reference. Reliance on the fair use doctrine means that the copying in question is heading into uncharted legal waters and may subject the University and/or the instructor to liability for copyright infringement. If you have any questions about the fair use doctrine and/or any particular proposed copying, please contact the Office of the General Counsel.

Instructors must make separate requests for each copyrighted work for each school term that the copyrighted materials will be used. Instructors should maintain a file containing all of their correspondence pertaining to their use of copyrighted materials.

3. Include a "Notice of Copyright" on each copyrighted work. This must be done in every case. The notice of copyright includes the word "copyright" or the circled "c," the year of publication, and the name of the copyright owner.

Examples: Copyright 1991 by John A. Smith (c) 1991 by Random House Publishers

This notice must be typed or handwritten on the first page of each copyrighted work that you wish to have photocopied.

Guidelines for Copying Educational Material

1. Single Copying for Teachers:

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

1. a chapter from a book;
2. an article from a periodical or newspaper;
3. a short story, short essay or short poem, whether or not from a collective work;
4. a chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

II. Multiple Copies for Classroom Use:

Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

1. the copying meets the test of brevity and spontaneity as defined below; and
2. meets the cumulative effect test as defined below; and
3. each copy includes a notice of copyright.

Definitions

Brevity:

1. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.

2. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. *[Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]*
3. Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue. iv. "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity:

1. The copying is at the instance and inspiration of the individual teacher, and
2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

1. The copying of the material is for only one course in the school in which the copies are made.
2. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
3. There shall not be more than nine instances of such multiple copying for one course during one class term. *[The limitations state in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]*

PROHIBITIONS AS TO I AND II ABOVE: Notwithstanding any of the above, the following shall be prohibited:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or are reproduced and used separately.
2. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized test and test booklets and answer sheets and like consumable material.
3. Copying shall not: a. substitute for the purchase of books, publishers' reprints or periodicals; b. be directed by higher authority; c. be repeated with respect to the same item by the same teacher from term to term;
4. No charge shall be made to the student beyond the actual cost of photocopying.