MARSHALL

FORENSIC SCIENCE CENTER

MASTER OF SCIENCE DEGREE PROGRAM

Faculty/Staff Handbook
Revised August 2014

Marshall University
Forensic Science Center
1401 Forensic Science Drive
Huntington, WV 25701-3628

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FACULTY/STAFF HANDBOOK DISCLAIMER

This book is designed to acquaint you with the Marshall University Forensic Science Program along with the terms and conditions of your faculty/staff status. It is NOT a contract or a promise of specific treatment but a reference to inform and assist with general policies. Consult the Marshall University Website and Marshall University Faculty Greenbook for official information. All faculty/staff policies can be found on the Human Resources website - http://www.marshall.edu/human-resources/poly/.

Please refer to the following websites for additional information:

Marshall University Forensic Science Program	http://forensics.marshall.edu
Marshall University Graduate College	http://www.marshall.edu/mugc/
Marshall University Main Campus	http://www.marshall.edu
Marshall Human Resources	http://www.marshall.edu/human-resources/
Marshall Academic Affairs	http://www.marshall.edu/academic-affairs/
Center for the Advancement of Teaching and Learning	http://www.marshall.edu/catl/

MUFSC MASTER DIRECTORY

Public Contact	Phone Number
MUFSC Main Line	304-691-8930
Academic Program Main Line	304-691-8931
Fax-CODIS	304-691-8928
Fax-Program	304-691-8929
Paternity	1-888-DNA-CODE (304-691-8969)

First	Last	Extension	Email Address	Location/Specialty
Amanda	Hoffman	18972	hoffman48@marshall.edu	DNA Analyst
Bob	Boggs	18973	rjboggs@wvsp.state.wv.us	WVSP/Digital Forensics Lab
Chris	Vance	18974	vance117@marshall.edu	WVSP/Digital Forensics Lab
Carly	Fannin	18954	fannin7@marshall.edu	DNA Laboratory Scientist III
Catherine	Rushton	O: 304-690-4376	rushton1@marshall.edu	Instructor
Heather	Harrah	18955	harrah5@marshall.edu	Forensic Research Scientist I
Ian	Levstein	18966	levstein1@marshall.edu	Information Technology Specialist
Jan	Weece	18957	weece@marshall.edu	Finance/Grant Compliance/Facilities Officer
Jason	Chute	18946	jchute@marshall.edu	Technical Leader
Jennifer	Hayden	18939	hayden13@marshall.edu	DNA Analyst
Josh	Stewart	18947	stewar39@marshall.edu	DNA Analyst II
Judy	Fry	18959	jafry@marshall.edu	Advance DNA Training Coordinator / Admin Secretary Sr. CODIS Laboratory
Kelly	Beatty	18953	kbeatty@marshall.edu	Lab/Analysis/Paternity (Criminal Cases)
Laura	Kuyper	18948	kuyper1@marshall.edu	DNA Analyst III
Lauren	Waugh	18940	Richards18@marshall.edu	Forensic Chemistry
Lisa	Harrold	18958	childre3@marshall.edu	Laboratory Administrative Secretary Sr.
Mary	Thomasson	18961	thomass2@marshall.edu	NIJ Liaison/ Marketing & Business & Paternity
Melissa	Michels	18969	Hall183@marshall.edu	Program Analyst
Misty	Marra	18952	marra2@marshall.edu	DNA Analyst III
Nadine	Borovicka	18963	mccrady@marshall.edu	Academic Program Manager
Pam	Staton	18962	staton1@marshall.edu	Academic Program Coordinator
Season	Seferyn	18971	seferyn@marshall.edu	DNA Analyst
Ted	Smith	18945	smith251@marshall.edu	Special Project Manager
Terry	Fenger	18960	fenger@marshall.edu	Director/Chair
Tiffany	Hussell	18964	crum26@marshall.edu	Administrative Assistant
Wes	Gibson	18967	gibsoj@marshall.edu	Digital Media Specialist

Facility	Extension	Facility	Extension
Annex Classroom (A115)	18936	**East Wing Laboratory**	18940
Annex Classroom (A117)	18937	**Evidence Processing Lab**	18943
Annex Conference Room	18933	**NEST Project**	18968
Annex DNA Lab	18938	**West Wing Classroom 1**	18934
CODIS PCR Lab	18942	**West Wing Classroom 2**	18935
CODIS Prep Lab	18941	**West Wing Conference Room**	18932
East Wing Classroom	18939		

FACULTY & STAFF DIRECTORY

POSITION	NAME	PHONE	E-MAIL	OFFICE LOCATION
Program & Center Director, Faculty	Terry Fenger, PhD	691-8960	fenger@marshall.edu	MUFSC
Faculty, Academic Advisor, Program Coordinator	Pamela Staton, PhD	691-8962 (MUFSC) 304-634-5263 (cell) 910-692-6173 (NC)	staton1@marshall.edu	BBSC & MUFSC
Faculty	Lauren Waugh, PhD	690-4377	rankinj@marshall.edu	FPB
Faculty	Catherine Rushton, MS	690-4376	rushston1@marshall.edu	FPB
Program Manager	Nadine Borovicka, MS	691-8963	mccrady@marshall.edu	MUFSC
Administrative Assistant	Tiffany Hussell	691-8964	crum26@marshall.edu	MUFSC
Adjunct Faculty	David Castle	617-6331	djcast@hotmail.com	Huntington Police Department
Adjunct Faculty	Steve Compton	634-5354	comptons@mail.cityof Huntington.com	Huntington Police Department
Adjunct Faculty	Josh Brunty	691-8965	Josh.brunty@marshall.edu	MUFSC
Adjunct Faculty	Chris Chiles	526-8653	cchiles@cabellcounty.org	Cabell Co. Courthouse
Adjunct Faculty	Gary Rankin, PhD	696-7313	rankin@marshall.edu	BBSC
Adjunct Faculty	Thomas Rushton, M.D.	691-1095	rushton@marshall.edu	MUSOM CRH
Adjunct Faculty	Jason Chute, MS	691-8946	jchute@marshall.edu	CODIS
Adjunct Faculty	Misty Marra-Williamson, MS	691-8952	marra2@marshall.edu	CODIS
Adjunct Faculty	Phillipe Georgel, Ph. D	696-3965	Georgel@marshall.edu	BBSC
Adjunct Faculty	Todd Green, Ph. D	696-7329	green@marshall.edu	MUSOM
Adjunct Faculty	Elaine Hardman, Ph. D	696-7339	hardmanw@marshall.edu	MUSOM
Adjunct Faculty	Jennifer Hayden, MS	691-8939	Hayden13@marshall.edu	MUFSC
Adjunct Faculty	Derrick Kolling, Ph. D	696-2307	kolling@marshall.edu	BBSC
Adjunct Faculty	Laura Kuyper, MS	691-8948	Kuyper1@marshall.edu	MUFSC
Adjunct Faculty	William McCumbee	696-7366	mccumbee@marshall.edu	BSC
Adjunct Faculty	Joe Russo	570-417-2739	Russo8@marshall.edu	MUSOM
Adjunct Faculty	Season Seferyn, MS	691-8971	Seferyn@marshall.edu	CODIS
Adjunct Faculty	Anne Silvis, Ph. D	691-1445	olshanski@marshall.edu	MUSOM
Adjunct Faculty	Tammy White & Matthew Kelly, Attorneys-at-law	522-9100	tjw@farrell3.com	Farrell Law Office

Location Key

MUFSC- Marshall University Forensic Science Center, FPB- Fairfield Professional Building, MUSOM/CRH- Marshall University School of Medicine/ Center for Rural Health, CSH- Crime Scene House, BBSC- Byrd Biotechnology Science Center, CODIS- Marshall University CODIS Laboratory.

PROGRAM RESPONSIBILITIES

Accreditation & Review
The Program is responsible for maintaining program accreditation and filing all reports as they pertain to requests made by the University, MU Board of Governors and FEPAC or other official entities.

Advisory Committee Meetings
The Program is responsible for scheduling and conducting regular Advisory Committee meetings and providing members with meeting minutes.

Budget Oversight
The Program is responsible for overseeing Program and faculty allocations and expenditures and issuing a year-end-report.

Course Content
The Program is responsible for determining that courses are taught at the appropriate level and that the material presented covers the appropriate body of knowledge for that specialty area of forensic science.

Course Quality
The Program is responsible for determining that courses are taught in an effective manner level for that specialty area of forensic science.

Faculty and Staff Review
The Program is responsible for completing faculty and staff annual reviews as well as documenting successes and failures with respect to adherence to Program guidelines. Upon completion, such reviews will become a formal part of the employee's permanent file. The Program reserves the right to access and provide summary reports to individual and agencies on a need to know basis.

Faculty Committee Meetings
The Program is responsible for scheduling and conducting regular Faculty Committee meetings and providing members with meeting minutes.

Graduate or Teaching Assistantship Assignments
The Program Office is responsible for making GA or TA assignments as well as preparing PAR and Tuition Waiver forms.

Graduate Studies Committee Meetings
The Program is responsible for scheduling and conducting regular Graduate Studies Committee meetings and providing members with meeting minutes.

Internship Assistance
The Program Office provides assistance to students seeking summer internships. This may involve locating internship sites, providing letters of recommendation, or placing calls on their behalf. Should students fail to receive an external internship position, the Program Office will provide on-campus placement.

Job Placement Assistance
The Program Office is responsible for providing assistance to students seeking summer internships. This may involve locating internship sites, providing letters of recommendation, or placing calls on their behalf.

Program Integrity
The Program is responsible for establishing and maintaining high academic and professional standards for Forensic Science faculty, staff, and students.

Program Publications
The Program is responsible for ensuring that all official program publications are up to date and accurate. Such publications may include, but are not limited to, the program brochure, forensic science student handbook, and the program-related materials on the MUFSC Website.

Quality Improvement

The Program is responsible for documenting, along with the course instructor, that quality improvements are being made where needed. It is the instructor's responsibility to inform the Program when assistance is needed to make specific quality improvements.

Summer Internship Research

The Program is responsible for verifying that summer internship research projects are conducted at the appropriate level and approved by the MUFSC faculty member assigned as the student's topic advisor.

Work Study Assignments

The Program Office is responsible for making Work Study assignments as well as submitting student time sheets.

Formal Filing of Grievances

The Forensic Science Program has a formal grievance procedure for handling complaints with certain assurance for the proper dissemination of such information to its faculty, staff, and students. A formal grievance should be filed when the university or programs have violated certain faculty or student rights through their policies and practices. To file a formal complaint the student should provide their complaint in writing which is then sent to their the Program Director, Dr Staton. All complaints will be maintained on file for a minimum of 5 years. In consultation with the students and the Forensic Science Faculty, Dr Staton will provide a response describing any action(s) taken. Should the response or action taken be unacceptable to the faculty, then you may file a formal grievance with the University (information on www.marshall.edu/human-resources). Faculty members should refer to the Greenbook for more details on grievance procedures.

Accreditation and Certification

Accreditation: is a process by which educational programs, as well as laboratories, demonstrate that they have met standards set forth by accrediting agencies. Accreditation is a voluntary process of external peer review in which an accrediting agency grants public recognition to a program of study, institution, or laboratory that meets established qualifications and standards.

Marshall University is accredited by the *North Central Association of Colleges and Schools.*

The MS in Forensic Science program is accredited by the *American Academy of Forensic Science's Forensic Educational Program Accreditation Commission (FEPAC).*

The Marshall University Forensic Science Center's DNA Laboratory is accredited by *Forensic Quality Services-International (FQS-I)* as an ISO 17025 conformant testing laboratory for forensic casework and CODIS databasing. The Center's NA Laboratories are also accredited by the *American Association of Blood Banks (AABB)* for parentage and relationship testing.

Certification: is a process whereby an individual receives public recognition by a professional certification agency for having met established qualifications and educational standards. Generally, individuals become certified by passing a certification examination such as given by the *American Board of Criminalistics (ABC).* Graduates are encouraged to seek certification by the ABC.

Graduation Reception & Hooding Ceremony

The Friday prior to Marshall University's Commencement Ceremony, the Forensic Science Program will host a Hooding Ceremony and reception in honor of each graduating class. All faculty are expected to be in attendance.

Special Activities Forms (SAF)

Complete, maintain, and submit a SAF each time you participate in a special activity. Examples of special activities are conference attendance, continuing education, seminar slide presentations, poster presentations, conference or meeting presentations, visiting various agencies, etc. Maintaining this practice for your own personal records will assist you in creating powerful curriculum vitae throughout your professional career. This form is located at: Z:\Faculty Handbook\Faculty Documents and Resources\Special Activites Report Form.docx

Professional Special Activities Report

Name: _____

Type (check all that apply):   Meeting   Workshop   Seminar

                                 Poster   Research   Publication   Lecture

                                 Other _____

Sponsoring Organization/Agency: _____

Topic/Title: _____

LOCATION: City, State: _____

Dates Attended: _____ through _____

If published, provide reference and page number:

_____

Description of Event:

Course and Instructor Evaluation

The week prior to finals, the course instructor will notify the Program Office of an appropriate time and place to conduct the Course and Instructor Evaluation. The course instructor should excuse themselves from the room during this time and should not have access to hand-written evaluations to protect the anonymity of the evaluators. A typed summary report will be prepared by the Program Office and the results returned to the instructor. From the time of receipt of the evaluation(s), the course instructor has two weeks to review their course evaluations and submit a response to the Program Office. Within two weeks, the Program Director or Coordinator will review the evaluations, provide suggestions for improvement, and schedule a meeting with the course instructor. During this meeting the course syllabus, course content, grades, assessment instruments, and any course/instructor-related complaints, if applicable, will be reviewed. Agreed upon points of action will be noted and the document signed by both the Program Official and Course Instructor. Course/Instructor Evaluations will be maintained in a secure location but may be used for documenting quality assurance and improvements on a need to know basis by Program Officials.

Course Content

Course content will be determined by the Program Director, Course Instructor and specific professional, scientific or technical working group guide documents available. On occasion, it may be necessary to review course content for quality assurance purposes. For this reason, the Program reserves the right to occasionally sit in on courses or capture courses on video tape or media for course review and documentation purposes, as well as for faculty continuing education activity. The Program also reserves the right to request and receive course handouts, examinations (with keys), and other presentation materials to document course content each term.

Course Changes

Essential course changes include proposing a new course or change in an existing course by title, credit hours, or description. A course change form should be completed by the instructor in consultation with the Program Director or Coordinator when essential course changes are being proposed. The course change form must then be approved by the Faculty Committee, Graduate Studies Committee, Graduate Council and the President. Approved course changes are implemented in the subsequent academic year. No approved course changes will be implemented during the approval year. Once course changes have been approved, the instructor is responsible for submitting associated changes to be made to the Graduate Catalog, MUFSC Website, Program Brochure, and MUFSP Student Handbook, or other official documents, which must also be approved by the Faculty and Graduate Studies Committees and documented in meeting minutes.
Link to course change forms: http://www.marshall.edu/graduate/graduatecouncil/forms/CourseChange.pdf

Class Cancellation

Class is expected to meet at the times and dates stated in the course syllabus. Any change in the syllabus must be approved by the Program Director with notification of the Program Coordinator to include changes in class schedule. The Program Office should also be notified when last-minute changes are made or emergencies arise so that a substitute may be sought or a decision made to cancel class. When a class is cancelled, it is the instructor's responsibility to schedule a make-up session within the term and during a time that is convenient for all students enrolled in that class. Short-notice cancellation and rescheduling of class should be avoided and done only on the approval of the Program Director with notification of the Program Coordinator.

Faculty Office Hours

Faculty should adhere to Office Hours stated in their course syllabus. Office Hours should be provided for a minimum of 1 hour per week per course credit hour or by appointment.

Faculty Supervision

Students should be properly supervised by faculty assigning student activities. This is especially true for laboratory assignments. Students should never be permitted to work unsupervised in laboratory settings as accidents may require swift instructor attention or action. Unsupervised student access to facilities should be avoided.

Time Commitments

A 1:1 contact to credit hour ratio should be observed for lecture courses. A 2:1 contact to credit hour ratio should observe for laboratory courses or credits. For example, a 3 credit lecture course is expected to meet each week for 3 hours. A 2 hour laboratory course is expected to meet a minimum of 4 hours per week.

Intellectual Property
Instructor-generated intellectual property derived from a course is the shared property of the university and the instructor. Examples of intellectual property may include instructor-generated slides, handouts, manuals, or other educational materials. Copyright laws apply which restrict publication of such materials for profit, or not-for-profit, without the specific written consent of the instructor.

Course Submissions
At the completion of a course, or shortly thereafter, it is the faculty members' responsibility to verify that the following materials are on file in the Program Office.
- Course syllabus
- Course handouts or other educational materials
- Copy of required textbook(s)
- Course presentation materials
- Course exams and keys
- Course evaluations including Instructor and Program Official comments
- Report of course improvements or needed improvements based on current and previous course evaluations
- Updated CV and Faculty Datasheet
- Verification of Graduate Faculty Status

Quality Assurance, Ethics and Professionalism
Course instructors should serve as role models for students, faculty and staff. As role models, faculty should model established professional codes of conduct and ethics. A segment of every course should be devoted to ethics, professionalism, and quality assurance with documentation in the course syllabus.

As a condition of employment, faculty must adhere to established university and MUFSP policies and procedures. In addition, this may include agreeing to permit the Program to capture the essence of their course(s) on tape or other medium for internal use for quality assurance and/or faculty development and enrichment programs.

Adjunct Faculty
As a condition of employment, adjunct faculty must observe the policies and procedures of the MUFSP and the University. Adjunct faculty are expected to adhere to the terms and conditions of their contractual agreement(s). With respect to quality assurance, professionalism and ethics, adjunct faculty are held to the same high standard of practice as full-time faculty.

Grading Policy
Instructors should clearly and thoroughly describe in the syllabus the bases on which the final grade will be calculated. This would include all graded assignments, such as examinations and outside class assignments, and their relative weight in the grade determination, class participation grades where applicable, policy on extra-work assignments if applicable, etc. Due dates for all assignments should be clearly stated and explicit penalties, if any, should be articulated. You should endeavor to return all graded assignments as soon as possible with explanatory comments so students understand their strengths and weaknesses. You should also be sure your students know, at all times and with reasonable accuracy, their grades in the class. This is especially critical in the student decision-making process prior to midterm and the end of the individual class withdrawal period.

Grading Calculation
The following system of grades and quality points is used within the institution:
- A= 90-100   For superior performance. Four quality points per credit hour.
- B= 80-89   For above average performance. Three quality points per credit hour.
- C= 70-79   For average performance. Two quality points per credit hour.
- D= 60-69   For below-average performance. One quality point per credit hour.
- F= Below 59   Failure to perform satisfactorily. Zero quality points.
- W= Withdrawn from course with no penalty. No grade calculation.

- I= Incomplete. Given to students who are unable to complete the course requirements because of illness or some other emergency. The I grade is not considered in determining the quality point average. The instructor will submit a

Incomplete Grades
An Incomplete Grade Form must be completed when grades are submitted at the end of the semester for each grade of "I". This form may be obtained from the department chair. It should include precise information regarding the work the student must complete and the date by which this must be done (not to exceed one calendar year). A copy of the form will be sent to the student and will be the basis for the removal of the Incomplete whether or not the instructor is currently employed by the institution. When the work has been completed satisfactorily, the instructor will submit a

Grade Changes
Grade Change Request Form must be completed and submitted to the department chair. This should also be obtained from the chair or the departmental administrative assistant.

Final Grades
All final grades will be submitted online using MyMU. Instructions for entering final grades are published online at the conclusion of each term. It is essential that all final grades be entered by the published deadline. Please keep a copy of the grade sheets for your records.

Grade Appeals
A student may appeal a final grade awarded in any class. He/she must do so within 30 days of **the next regular semester** by addressing his/her concerns to the professor. If no resolution is possible at this level, the grade appeal will be continued to the next level--the department chair--by the student if he/she chooses. If the student is not satisfied with the results at the chair's level, he/she may appeal in writing to the dean of the college in which the faculty member teaches. If the dean is unable to resolve the issue, the student may appeal in writing to the chair of the Budget and Academic Policy Committee. If the student wishes, he/she may appeal the decision of the BAPC Hearing Board to the Provost/Senior Vice President for Academic Affairs. For details of the process, please refer to the Marshall University Undergraduate Catalog. In order to be prepared for possible grade appeals, faculty members should maintain careful records of all grades and policies.

Independent Study
Faculty members are responsible for completing the necessary paperwork for students to enroll in FSC 660 Independent Study. This form should be completed prior to student registration for the course. Upon completion, the form must be signed by the faculty member and the Program Coordinator and a copy maintained for Program records. The student must obtain the signature of the Dean, requesting a copy for the Program, prior to registration. Upon completion of the Independent Study, the resulting paper, or a copy, should be returned to the Program Office for inclusion in the student's file.
Link to Independent Study form:

Summer Internship Research
Faculty members should meet with students to identify, assist in designing, and approve summer research projects. The assigned research topic advisor is responsible for reviewing and approving research topics, abstracts, references, presentation slides, and posters. Electronic documentation of student progress should be sent to the Program Office as presentation materials are approved. At the completion of the summer internship, the assigned summer research topic advisor will review and assign a grade for the required research paper with submission of the grade to the Program Office.
Course Syllabus

A syllabus is required for each course which will be distributed during the first meeting period or no later than the second. The course syllabus should be respected as a contract between the student and the instructor. During the first week of class, the instructor will also provide the Program Office with a copy of the course syllabus. The course syllabus will contain, but is not limited to, the following:

- Marshall University Forensic Science Program Header
- Name of the Course and Course Prefix
- Term the course is being taught
- Credit Hours
- Meeting Days And Times
- Instructor(S) With Email Addresses
- Office Location
- Office Hours
- Telephone Number
- Course Prerequisites
- Course Goals
- Course Objectives
- Lecture And Lab Objectives (Encouraged)
- Textbook Requirements And Suggested Readings
- Course Structure Statement, E.G., Lecture, Demonstrations, Computer Exercises, Mock Crime Investigations
- Evaluation Methods, E.G., Exercises, Reports, Short-Answer And Multiple Choice Examinations
- Grading Procedures
- Mastery Level
- Attendance Policy
- Tardiness Policy
- Make-Up Policy
- Academic Integrity
- Class Schedule By Date, Topic Covered, And Reading Assignments

Syllabus Evaluation Checklist:
Z:\Faculty Handbook\Faculty Documents and Resources\Syllabus_Evaluation_Checklist.doc

Post Syllabus to BERT

Please remind your faculty to post their spring syllabi to MU BERT no later than Monday, January 28. The process for doing this is as follows:

1. Go to the webpage at https://mubert.marshall.edu/
2. Log in by typing marshall\username, followed by your MU password.
3. Click on electronic syllabus submission.
4. Select appropriate term (Semester and year)
5. Click "Submit."
6. All courses taught by the faculty member should be listed. He or she should click on the link to upload the syllabus. This process should take no more than a few seconds.

The Word .doc for the MUFSC Syllabus template is located here:
Z:\Faculty Handbook\Faculty Documents and Resources\Syllabus_template.doc

This is a <u>suggested</u> syllabus template for faculty who want to use it. However, as long as all items are included in your syllabus, you are free – <u>as always</u> - to design your syllabus in any way you choose. If you choose to use this template, please note that anything in parentheses (), should be replaced with personal or course specific information. Items required by MUBOG policy AA-14 are indicated by an asterisk.

<div align="center">

*(Course # - Course Name)
(Semester Course Taught)
(Days and Time Course Taught)
(Course Location)

</div>

*Instructor: (Instructor Name)
*Office: (Instructor's Office Address)
*Phone: (Instructor's Office Phone #)
*E-Mail: (Instructor's e-mail address)
*Office Hours: (Instructor's Office Hours – not required for E-Courses)

*Course Description
(The course description is found in the Marshall University Catalog. This description should include the <u>course credit hours</u>, <u>prerequisites and co-requisites</u>).

*Required Text, Additional Reading, and Other Materials
(List required texts and all other required materials)

Recommended Materials
(List these if applicable)

Computer Requirements
(Specify; If there are none, simply say "none").

Program's Student Learning Outcomes
(Should be listed only for courses required as part of degree programs, i.e. not general education courses taken across disciplines. Suggested wording follows).

Upon completion of the (BA, BS, MA, MS, EdD, PhD, [choose the appropriate degree]) in (insert discipline), students will be able to:
(List your program's student learning outcomes)

*Course Student Learning Outcomes and Assessment Measures

Upon completion of this course, students will be able to	Each student learning outcome will be assessed in the following manner:
(List each course learning outcome in the cells below. The table may be collapsed or expanded as appropriate for specific courses).	(Next to each student learning outcome, specify how you will assess that particular outcome. You may have more than one assessment for each outcome.

*Course Requirements and Grading

(List all projects, exams, and other course requirements. Be specific regarding descriptions of each project, and outline any special requirements. For example, if there will be a grading penalty for late papers, this should be explained. Policies regarding make-up exams, etc. also should be specified. The syllabus should include additional detail about the instructor's grading policy. This might include how each component of the course will be factored into the final grade, "e.g. research paper = 25% of grade, exams (3) will be worth 25% of the grade each." Your policy might also specify the grading scale, e.g. 93 – 100% = A. However, grading scales will differ from instructor to instructor and it is perfectly acceptable not to use a rigid scale. Some faculty prefer to use statistical methods, such as *t* or *z* scores. Please remember that students should be given a reasonable explanation as to how their course grade will be determined, and should know where they stand in the course as the semester progresses).

*Attendance Policy

(You should specify your attendance policy, which may be only that attendance is strongly encouraged. Be especially careful to specify your policy regarding attendance during classes when examinations are given. **Important: Your policy must be in keeping with Marshall's official policy regarding excused absences. This policy can be found on pp. 52-53 of the Spring 2009 Graduate Catalog, which can be accessed at http://www.marshall.edu/catalog/Graduate/S2009/gr_sp09_published.pdf**.

*Course Outline, including due dates for major projects: The following topics will be covered.

Date	Topics to be Covered	Assignments due. (These might include assigned readings, projects, exams, etc).

Academic Dishonesty Policy: All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 61-64 in the spring 2009 online graduate catalog http://www.marshall.edu/catalog/Graduate/S2009/gr_sp09_published.pdf. (Faculty are encouraged to add any additional information specific to their expectations and/or rules regarding academic dishonesty in their class).

Policy for Students with Disabilities: Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304 696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit http://www.marshall.edu/disabled or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

University Computing Services' Acceptable Use Policy: All students are responsible for knowing this policy, which can be found on the web at http://www.marshall.edu/president/board/Policies/MUBOG%20IT-%201%20Info%20Tech%20Acceptable%20Use.pdf

Affirmative Action Policy: This course will follow Marshall University's policy on Affirmative Action. Specifically, all students will be afforded equal opportunity without regard to race, color, sex, religion, age, disability, national origin, or sexual orientation. This policy can be found on pp. 16-17 of the Spring 2009 graduate catalog: http://www.marshall.edu/catalog/Graduate/S2009/gr_sp09_published.pdf.

Inclement Weather Policy: Students can find information concerning Marshall's policy regarding inclement weather on pp. 22-24 of the Spring 2009 graduate catalog http://www.marshall.edu/catalog/Graduate/S2009/gr_sp09_published.pdf.

(Note: A link has been added to the Assessment website which has the University Computing Services Acceptable Use Policy, the Affirmative Action Policy and the Inclement Weather Policy. Faculty are welcome to reference the following link http://www.marshall.edu/assessment/Syllabus%20Information/University_Policies.doc.

Course Number: _____ **Instructor's Name:** _____

Course Name: _____

Required Items (MUBOG Policy AA-14; The Greenbook, August 2007 pp. 9 – 10)

☐ Course name and number
☐ Course description (should come from catalog)
    ☐ Course credit hours
    ☐ Course prerequisites and co-requisites
☐ Instructor name
☐ Instructor office
☐ Instructor phone
☐ Instructor email
☐ Instructor office hours (not required for an E-Course)
☐ List of all required texts and/or course materials
☐ Attendance policy (not required for an E-Course)
☐ Grading policy
☐ Any special policies (e.g. make-up work, late work)
☐ Due dates for major projects and exams
☐ Schedule of class sessions and assignments
☐ Student learning outcomes (objectives)
    ☐ Describe student behaviors
    ☐ Are clearly written

☐ Syllabus *meets* BOG requirements   ☐ Syllabus *does not meet* BOG requirements

Additional Information Requested by the University Assessment Committee

☐ Semester and year that the course meets
☐ Statement of or link to the university policy for students with disabilities
☐ Statement of or link to the university policy and/or your policy regarding academic   dishonesty

Additional Information Recommended by the University Assessment Committee

☐ Recommended reading/materials
☐ Course meeting times
☐ Course location
☐ Your degree program's student learning outcomes
☐ Explanation of how each course student learning outcome will be assessed
☐ Statement of or link to the university policy regarding Affirmative Action
☐ Statement of or link to the university computing services acceptable use policy
☐ Statement of or link to the university policy regarding inclement weather

Reviewer's Comments:

BLACKBOARD VISTA 4.2 QUICK START GUIDE

New Terms

- **ActionLinks** – The ActionLinks button is available throughout the course. Selecting it will provide a menu for the associated item.
- **Date Rollover** – Date rollover provides one convenient location to update dates for quizzes, drop boxes, and announcements.
- **Subscribe/Unsubscribe** – Subscribe replaces the term "Break Link" found in Vista 3. You will find this term in the file manager.
- **Paging Preferences** – Paging Preferences allows the instructor to set the number of items that appear on a page. It can be found in mail, file manager, grade book, and various other areas of Blackboard.
- **Roster** – A social tool the instructor and students can use to provide personal information such as a nickname or photograph to the entire class.
- **Grading Form** – The grading form is Blackboard's version of a Rubric. It can be used in association with the dropbox or discussions.

Migrated Course Faculty Checklist

Templates

To access your templates, log into Blackboard using your MUID and password. From My MU Online click the **Content** Manager Tab. Click **Template Manager**. You will see the first template on your list. To change to a different template click the hyperlink above your course name in the Table of Contents on the Left of your screen. Give it a minute and your course list should appear. Click on the new course and the template for the course will appear. Click on the template name to access the template.

Edit Syllabus – Available in *Build* View

Build View, Under Designer Tools go to the **File Manager**, Identify the syllabus, if a Subscribe icon is beside the file name click on the **ActionLinks button**, **Unsubscribe.** If no subscribe icon is visible skip the Unsubscribe step. Click the **ActionLinks** button, **download**, **save**, save to your computer. Open and edit the file on your machine. Save the file making sure you use the same name.

Return to Blackboard's file manager. Click the **Get Files** button at the top of the screen. In the content browse Window, click the **My Computer** icon. In the Open window, navigate to the desired file and select, click **open**. In the Content Browser window choose **Replace Existing** and click **OK**. Go back to the Teach tab and view your Syllabus.

Edit Start Here Module - Available in *Build* View

The old Start Here Module needs updated to reflect the Blackboard tool information; first, you must remove the components from the old Start Here Module. **Click on the Start Here Module** to enter, you will see a list of pages associated with the module. **Click the checkbox beside Title** in the header to select all the pages, click the **Remove** button at the bottom of the page.

To add the new information, click the **Add Content Link**, **Web Link**, and **Create Web Link**. In the Create Web Link Window type the Title as **Start Here**, click **Show Item**, under Web Address type http://www.marshall.edu/supersaturday/vista4guide/ click **Open in new browser window**, and click **Save.** Add the additional practice components such as Assessments and Assignments by clicking on **Add Content Link**, selecting the desired **tool**, and **choosing the activity**.

Edit Header/Footer – Available in *Build* View

Click the **Page Options** button on the right side of the window, select **Edit Header** or **Edit Footer**, click the **Enable HTML Editor**, insert your information and hit **Save**.

Due Dates – Available in *Teach* or *Build*

View To update due dates in quizzes and dropboxes, click **Manage Course**, **Date Rollover**, **Adjust Individual Dates**, Modify dates, click **Save**.

Calendar – Available in *Teach* View

    To update the **calendar, click the Calendar**, **Add Entry**, Type the **Title** of the entry, enter **Start Date**, click **Save**. Additional options of Description, Start and End Time, End Date, Entry Type, Recurrence, and adding links to various Blackboard tools are also available.

Learning Modules Start Page – Available in *Build* View

    From the **Build** tab click the **ActionLinks** button of the Learning Module, choose **Edit Properties**, under First Page of the Learning Module select **The first Page in the Table of Contents**, click **Save**.

Verify Quiz Release Setting – Available in *Teach* or *Build* View

    From Course Tools menu click the **Assessment** tool. When the lists of quizzes appear select the **ActionLink** beside the appropriate quiz and choose **Edit Properties**. Scroll down to **Results Properties** and click to open.

Dropbox – Available in *Teach* or *Build* View

    From Course Tools menu click the **Assignments** tool. When the list of Assignments appear select the **ActionLink** beside the appropriate assignment and choose **Show Item**.

File Manager – Available in *Build* View

    To upload files click **File Manager** located under Designer Tools, **Get Files**, **My Computer** icon, in the Open window navigate to the appropriate file (Multiple files may be selected) and **select**, click **Open**.

    If you are trying to replace a file with a subscribe icon beside it you must first Unsubscribe to the file. Click the **ActionLinks** beside the file and click **Unsubscribe.**

    If you are trying to upload multiple files you will not receive the replace option for files with the same name, you will have a choice between "Select another location" or "Rename" or "Skip."

Building A Course

Adding Content Files – Available in *Build* View

    To add a content page to the Home Page click **Add File**, **Browse for Files**, **Select the file** from the list and click **Ok** or click My Computer to **Upload** the file.

Create an Assignment/Dropbox – Available in *Build* View

    From Course Tools select **Assignments**, **Create Assignments**, fill out the form with appropriate information, click **Save**. (See Adding Content to Page)

Create a Discussion – Available in *Build* View

    From Course Tools select **Discussion**, **Create Topic**, choose the **type** of discussion and click **Next**, fill out the form with appropriate information, click **Save**. (See Adding Content to Page)

Grading Forms – Available in *Build* or *Teach* View

    From Designer/Instructor tools click **Grading Forms, Create Grading Form**, fill out the title and description and add or remove **criteria** and **performance indicators** as desired, click **Save**.

    To use a grading form with another tool such as dropbox you must first create the grading form and then the dropbox.

    If the dropbox already exist, **edit** the dropbox setting, make the item **non-gradable**, and click **save**. Go back and **edit** the setting again and make the item **gradable** then associate the **Grading Form**.

Create a Learning Module – Available in *Build* View

    From Course Tools select **Learning Module**, **Create Learning Module**, fill out the form with appropriate information, click **Save**. (See Adding Content to Page)

Change Icons – Available in *Build* or *Teach* View
> Click **Manage Course**, **Course Content Icons**, choose set or click the **ActionLinks** button beside appropriate icon, and **Replace Image.**

Adding Content to the Page – Available in *Build* View
> Navigate to the appropriate page, learning module, or folder, click **Add Content Link**, choose appropriate **tool**, and select appropriate name from the inventory list.

Removing Content from a Page – Available in *Build* View
> Click **ActionLinks** button beside the content to be removed, click **Remove Link**, **OK**.

Accessing Templates
> By default, the My MUOnline page opens to available course sections. To access available templates, click on **the Content Manager** Tab, and the sub-menu of **Template Manager**. If you have more than one course with templates you may need to navigate to the course section to see the correct template.

Teaching

The Gradebook – Available in *Teach* View
The Grade Book can be accessed from **Instructor Tools**, **Grade book.**
> • Change column order – **Grade book**, **Reorder Columns,** Checkbox beside column T**itle,** click **Arrow** beside new place.
> • Hide columns – **Grade book**, **Reorder Columns,** Click **Hide Column** beside column name.
> • Automatically Calculate Gradebook – **Grade book**, find column entitled Final, click on **ActionLinks** beside the column,
> choose **Edit Column Formula**, and follow instructions on right side of Edit Formula window.
> *If the grade books fails to load properly you may need to clean out your browser cache and temporary internet files, to clear in IE go to Tools, Internet Options.

Grade Assignment/Dropbox – Available in *Teach* View
> From Instructor Tools select **Assignment DropBox**, in the Submitted tab click on the T**itle Link** for the appropriate student to open the submission, insert grade and comment, and click **Save**.
>
> If you are using a Grading Form you must click on the **Complete Grading Form** button under the Save Options.

Grade Discussions – Available in *Teach* View
> Under Course Tools select **Discussions**, click the **ActionLinks** button beside appropriate topic, click **Grade Topic**. Click the **ActionLinks** button beside the student's name, click **View Student Post**, insert grade beside student name and click **Save**.

Create Groups – Available in *Teach* View
> From the Instructor Tools click **Group Manager**, click **Create Groups**, choose the **type** of group, click **continue**, insert group name and description, **Add Students**, and **Save**.

Hide Items from Students – Available in *Teach* View
> Click **ActionLinks** button beside the content to be hidden, click **Hide Item**.

Track Students – Available in *Teach* View
> From the Instructor Tools click **Tracking**, click **Student Tracking**, choose **Dates**, and **Run Report**.

Page Preferences – Available in *Teach* View
> Page preferences allow you to change the number of items on a page. At the bottom right side of a tool with multiple pages such as Mail, you will see paging options. It will say, Page 1(1-10), the next icon will move you to the next page, the last icon is the Page Preference Icon. Clicking this will allow you to change the default to up to 999 items per page.

New Features

Grading Forms – Grading forms provide clear performance indicators for students and consistent grading guidelines for Instructors and Teaching Assistants.

Discussions – When using the discussion tool you have an option of creating Treaded List, Blog, or Journal. Build tab, discussions, create topic, select discussion type, next, answer question, click save

Peer Review - Discussion topics can be set to allow peer review. With peer review student's can rate messages of other students, and view how others rated their posted.

File manager – In the file manager, you can now upload multiple files. One important change is that when you upload a file to the course through mail, discussions, or the dropbox the file does not appear in the file manager.

Gradebook – You now have the option to hide unenrolled students throughout the course. Teach view, Grade book, grade book options, hide unenrolled member data

Mail – You have new selections that allow you to select according to role. Mail tool, create new message, browse for recipients, select all, save

Manage Course – Available in *Build* or *Teach* View
- **Tools** – Determine tools you wish to use in the course. You can add and remove tools as necessary. Click Manage Course, Tools
- **Course Menu** – Modify the appearance of the course menu. Allows you to hide or change the order of the menu items. Click Manage Course, Course Menu.
- **Colors** – Allows you to modify course colors. You can customize the color or use an existing color set. Click Manage Course, Colors
- **Course Content Icons** – Allows you to choose icon set or update individual icons. Click Manage Course, Course Content Icons
- **Date Rollover** – Adjust dates for course items. Click Manage Course, Date Rollover

Tips

- If the grade books fails to load properly you may need to clean out your browser cache and temporary internet files, to clear in IE go to Tools, Internet Options.

- You can view a grade Histogram from the Gradebook by clicking on the column title, then choosing Column Statistics.

- If you want to search the Mail for a student's questions and your replies, click on the Search tool (Located in the Course Tools Menu) and select Mail Tool, put in the last name and then check Title, Subject, and Full Text. Messages from both instructor and student will be in the list, but they will not be in order. If you use the sort by date at the top it will arrange things closer to threaded but it will not be 100% threaded.

FACULTY PROVISIONS & RESPONSIBILITIES

Faculty Budgets

Prior to the beginning of the academic year, each faculty will be given a faculty budget for the upcoming academic year. It is the faculty members' responsibility to spend their allocation in keeping with University and MUFSC guidelines. Overspending in one category must be compensated by movement of funds from other categories in the faculty member's budget and as approved by the Program Director. Budget overdrafts should be avoided and may result in diminished funding in the subsequent year. Funds remaining in faculty budgets by the end of the fiscal year will be returned to the Program and faculty budget accounts will be closed. At the time of account closure, a faculty report of budget spend-down will be submitted to the Program Office either by the faculty member or by the account manager.

At the beginning of the new fiscal year, faculty will be asked to submit budget requests for the upcoming year. As faculty budgets are approved, faculty budgets will be made available for spend-down. Prior to spending, it is the faculty members' responsibility to determine that funds are available in their accounts prior to placing orders.

Professional Development

Faculty members are encouraged, and receive limited funding, to participate in continuing education activities for the purposes of faculty development and enrichment. When travel is involved, activities should be documented by completing a Special Activities Form in addition to the appropriate travel requests. When travel is not involved, only the Special Activities Form is required. Any educational materials derived from university-paid activities are the shared property of the university and the faculty member.

Annual Training

The Marshall University Forensic Science Center in accordance with the MU School of Medicine is committed to providing state-of-the-art training for all faculty and staff. Our dedication in this training will ensure that each individual has received the necessary skills and professionalism to meet the needs of today's society. Please see the following links for annual mandatory training.

Bloodborne Pathogens: http://crh.marshall.edu/bbp/
Hazard Communication (Chemical & Fire Safety): http://crh.marshall.edu/hazcom/
Sexual Harrassment: http://training.newmedialearning.com/psh/marshallu/choicerefresh.htm

The following links are optional offered lectures for professional development.
Research Methodology & Statistics, Part 1 of 3:
http://musom.marshall.edu/residents/documents/Research_Part1/index.htm
Research Methodology & Statistics, Part 2 of 3:
http://musom.marshall.edu/residents/documents/Research_Part2/index.htm
Research Methodology & Statistics, Part 3 of 3:
http://musom.marshall.edu/residents/documents/Research_Part2/index.htm

Leave of Absence
Faculty Absence Policy (by the Board of Governor's AA-35)
FACULTY ABSENCES
1 General Information.
1.1 Scope: Academic policy regarding faculty absences.
1.2 Authority: W. Va. Code §18B-1-6
1.3 Passage Date: March 8, 2006
1.4 Effective Date: Upon passage
1.5 Controlling over: Marshall University
1.6 History: A long standing policy of the University.
2 Policy

2.1 Faculty members do not accrue sick leave and are responsible for meeting their classes every scheduled session. If you must be absent from class, please make arrangements with the department chair for someone to cover your class. This should be done well in advance whenever possible; in case of emergencies, please notify the department chair immediately. If you must be late for class, the same procedure should be followed.

Leave of Absence Requests
The appropriate forms must be obtained from Academic Affairs, and submitted to the department chair.
http://www.marshall.edu/wpmu/human-resources/files/downloads/2011/09/LeaveRequestForm01.pdf

Extended Medical Leave
http://www.marshall.edu/wpmu/human-resources/files/downloads/2011/09/HR-SERV-FORM-4.pdf

Medical Leave
Request - http://www.marshall.edu/wpmu/human-resources/files/downloads/2011/09/LeaveRequestForm01.pdf
Designation - http://www.marshall.edu/wpmu/human-resources/forms/
Certification - http://www.marshall.edu/human-resources/forms/FMLA-Health-Care-Providers-Certification-1.pdf

Vacation Leave
Addressed independently for classified and non-classified faculty/staff in the Marshall employee handbooks.
Human Resources Policies page - http://www.marshall.edu/wpmu/human-resources/human-resource-services-policies-and-procedures/

Sabbatical Leave
Policy - http://www.marshall.edu/president/board/Policies/MUBOG%20AA-%201%20Sabbatical%20Leave.pdf
Leave Request - http://www.marshall.edu/academic-affairs/forms/SLRequest.doc
Agreement - http://www.marshall.edu/academic-affairs/forms/SLAgree.doc
Routing - http://www.marshall.edu/academic-affairs/forms/SLRouting.doc

Promotion & Tenure (MUSOM)
http://www.marshall.edu/academic-affairs/facultyresources.asp

Due Dates
http://www.marshall.edu/academic-affairs/duedates.asp

Meetings and Service
Faculty and Graduate Studies Meetings
Faculty and Graduate Studies meetings will be scheduled as needed. Every effort will be made to schedule these meetings during times when the majority of members are available to meet. Faculty members are expected to attend. Prior to each meeting, faculty will submit items for inclusion in the meeting agenda.

University Service
Faculty members are encouraged to serve on various program and university committees. Such activities should be documented by completing a Special Activities Form and included in the Annual Faculty Review report.

Community Service
Faculty members are encouraged to participate in various community service activities. Such activities should be documented by completing a *Special Activities Form* and included in the Annual Faculty Review report.

Research
Faculty members are encouraged to fund research activities through extramural funding agencies. Such activities should be documented by completing a Special Activities Form with documentation in the Annual Faculty Review report. Faculty members are encouraged to publish their findings in peer-reviewed scientific journals.

Annual Faculty Review

Each year, faculty members should complete, and submit, the Annual Faculty Review report. This report will be reviewed by the Program Director with comments returned to the faculty member. Such reports will be maintained in the Program Office.

Graduate Faculty Status
Faculty members are required to maintain their Graduate Faculty Status which should be at a level appropriate to accept teaching assignments.

Program Review
The Program undergoes annual and 5-year reviews by the MU Board of Governors and FEPAC. During these review and reporting periods, faculty members are required to participate in this activity by providing timely course and professional development materials as requested by Program Office.

Seminar
Faculty members are expected to attend all seminars and serve as topic advisors.

Research Day
Faculty members are expected to attend all seminars and serve as topic advisors.

Admissions
Faculty members are required to serve on the Forensic Science Admissions Committee.

Student Activities, Work Study, TA, and GAs
Student Special Activities
Faculty members should remind and encourage students to participate in professional activities and to complete, and submit, a Special Activities Form for their student file when participating in such activities.

Plan of Study
A student's Plan of Study requires the signature of the Student, Academic Advisor, Emphasis Advisor, and Program Director. Once the form has been signed by the Student, Academic Advisor, and Program Director, it is sent to faculty for signatures or notification. Faculty should see that this important form is returned to the Program Office for documentation and submission purposes. Under no circumstances, should the form be returned directly to the student or sent outside the program.

Faculty with GAs and TAs
Each term, faculty members must make their GA or TA needs known to the Program Office. Each GA or TA is assigned by the Program Office to a specific staff or faculty member to serve as the GA or TA supervisor. It is the supervisor's responsibility to establish a GA or TA work schedule and to monitor student commitment to these schedules and fulfillment of duties as assigned. All faculty are expected to be on-premises when GA's or TA's are assigned duties in their area. When this is not possible, faculty should reassign their supervisory duties to another faculty or staff member to assume these responsibilities.

Supervisor's Assessment GA/TA/WS Form
Z:\Faculty Handbook\Faculty Documents and Resources\GA_TA_WS_WORK_RECORD.doc.

Work Study Students
Each term, faculty members must make their work study needs known to the Program Office. Each work study student is assigned by the Program Office to a specific staff or faculty member to serve as their supervisor. It is the supervisor's responsibility to establish a work schedule based on the student's approved hours. It is the supervisor's responsibility to monitor student commitment to these schedules and fulfillment of duties as assigned. Therefore, it is the supervisor's responsibility to review, approve, and sign the student's work study timesheet with the original form sent to the Program Office for documentation and subsequent official submission.

Grade Reports and Academic Progress
Faculty members are required to provide the Program Office/Academic Advisor with a copy of their grade report when grades are submitted. The Program Academic Advisor should be notified when student(s) achieve less than a B in any required course or are showing signs of academic distress.

Mentoring
Faculty members should assist students in locating summer internships and positions of employment in their specialty area when requested to do so. Faculty members should also serve as seminar topic advisors, internship research advisors and MUFSC Research Day advisors.

Letters of Recommendation
Faculty members are required to provide deserving students with timely letters of recommendation as requested.

Comprehensive Examination Questions
Two weeks prior to the Comprehensive exam date, designated faculty are to submit 50 appropriate-level, well-constructed, well-distributed multiple choice comprehensive examination questions and an examination key that cover the essential content areas for that course or subject area. When the class as a whole provides an incorrect response to a specific test question, the faculty member will be required to justify its inclusion in the final grade for that section.

Research Grants and Awards

1. **Quinlan Grants:** The Quinlan Endowment supports faculty travel to attend professional meetings. Priority of funding will be based on the significance of the applicant's participation.. Administered by the Faculty Senate Research Committee. Please see the Faculty Senate website or the Academic Affairs website for details.

2. **Summer Research Grants:** The Graduate College offers summer research grants to fulltime faculty. The maximum amount is $2,000. These funds are largely unrestricted, but are intended to support specific research projects. Applications may be obtained in the Graduate College Office, 113 Old Main.

3. **Reassigned Time Grants:** The Graduate College sponsors reassigned time grants each spring term to support specific research projects. Special consideration is given to first year faculty who enter Marshall with a strong research momentum. Applications may be obtained in the Graduate College Office, 113 Old Main.

4. **Marshall University Distinguished Artists and Scholars Award:** This award recognizes distinction in the fields of artistic and scholarly activity on the part of Marshall University faculty. Three awards are given annually. One senior award is selected from among those faculty in the **sciences and technology** (Colleges/Schools of Science, Medicine, Information Technology and Engineering, and Nursing and Health Professions) holding the rank of Associate or Full Professor. Another senior award recipient is selected from among faculty in the **arts, social sciences, humanities, education, and business** holding the rank of Associate or Full Professor. One junior award recipient is selected from among all faculty holding the rank of Assistant Professor. A group award goes to two or more faculty who have collaborated on a research/creative project. To be eligible for consideration a faculty member must be tenured or hold a tenure-track appointment. Additional information is available at the Academic 8 Affairs website.

Applying for Graduate Faculty Status

To qualify as a part-time instructor in the Forensic Science Program, individuals must apply for Graduate Faculty Membership. Graduate Faculty Membership is a privilege that requires approval through the Dean of the Graduate College and the Graduate Council. Upon notification that membership has been awarded, the individual can serve as an "Adjunct Faculty" in the Forensic Science Program with all the rights, privileges, and responsibilities as stated in the MU Green Book. Application forms are located at http://www.marshall.edu/academic-affairs/facultyresources.asp.

Regardless of the Level of Graduate Faculty Membership awarded, it is important to know that formal titles such as Professor, Associate Professor, or Assistant Professor are ranks, or titles, held only by full-time faculty at Marshall University as a result of having completed the promotion, tenure, and/or hiring process as a full-time faculty member. Therefore, part-time faculty should not use such titles but may use the title of "Adjunct Faculty."

SUPERVISOR'S ASSESSMENT OF GA/TA/WS'S WORK RECORD

Objective: The student should demonstrate their ability to consistently be on the job when assigned, to be on time, and to fulfill their assigned duties.

Procedure: *The supervisor, or his/her designee, should maintain a DAILY attendance record for the student. Please document any absences or situations of tardiness. Upon completion, this form should be sent to staton1@marshall.edu.*

The Supervisor is required to document that the Student worked the time requirement per week or the total number of hours for the term. This allows some flexibility when absences occur.

Indicate the type of position: ☐ *GA* ☐ *TA* ☐ *WS* *Time Assigned Per Week:* ☐ *10 hrs* ☐ *20 hrs*

Student's Name _____ *Supervisor* _____ *Unit* _____

	M	T	W	R	F	SA	SU	Student Comments
Student's General Schedule								

NOTE: If your student is a combination of GA, TA, or WS, complete only the time spent under your supervision. If all 20 hrs is assigned to you, make a slash and record two sets of times.   These reports may be submitted electronically or as paper copies.

Dates	Week	M	T	W	R	F	SA	SU	Supervisor Comments
	1								
	2								
	3								
	4								
	5								
	6								
	7								
	8								

Dates	Week	M	T	W	R	F	SA	SU	Supervisor Comments
	9								
	10								
	11								
	12								
	13								
	14								
	15								

Summary of Duties (required):

MUFSC PURCHASING POLICIES AND PROCEDURES

This handbook is for informational purposes only. It is meant to acquaint individuals with the Purchasing and Travel Policies regulated by Marshall University (MU) and Marshall University Research Corporation (MURC). The MUFSC will follow all regulations outlined by MU and MURC.

Internal Policies / Procedures Regarding Purchasing
The MUFSC management shall evaluate and participate in the selection of vendors prior to acceptance of any agreements. Vendors of materials and services are required to be qualified by MUFSC but not to supersede regulations of MU or MURC. Once a vendor has been identified and proven they can consistently meet the laboratory's requirements for a critical reagent, the vendor is considered to be the preferred vendor for future purchases. The preferred vendor shall be identified in the "preferred vendor" section within QuickBooks. Effective August 1, 2005 it is acceptable to grandfather current vendors who are known to perform satisfactorily; however, the laboratory will continue evaluate the qualifications of critical reagents vendors. When a vendor fails to meet specified requirements, a PIER event shall be created and that supplier shall be reported to management. The vendor may be removed from the preferred vendor lists for the critical reagent.

Submitting a Purchase Requisition
For better management, MUFSC handles expenses through QuickBooks. Employees will submit purchase requests by using QuickBooks. It is the responsibility of the person to accurately include all necessary information on the purchase order. (Vendor name, address, phone, fax, and FEIN when applicable). Where and to whom the items are to be shipped if not being delivered to CODIS or MEB needs to be addressed in the Vendor Message box of the PO. Purchase Orders to MU Printing Services must have information regarding how many copies, front/back, stapled, folded, type of stock, binding, etc. before the order can be released to the vendor.

Remember we have different buildings and the areas must be noted, or the shipment can be delayed. Once you have completed the purchase order, send an e-mail to weece@marshall.edu stating the vendor name & date of your order for approval.
Note: All purchase orders for the DNA Laboratory must be reviewed by the Technical Leader prior to releasing to the Finance Office.

Submit orders for approval by Monday at 2:00 p.m. for processing by Friday of that week. Orders received after the deadline for submission will be held till the following week for processing. This deadline does not include Emergency Orders. Emergency orders are to be kept to a minimum.

Vendors not currently listed in the Banner system (orders over $5,000 or equipment) must have a W-9/W-8 on file prior to the purchasing to take place. This does slow down the purchasing process and individuals maybe asked to assist in obtaining the necessary information.

Please see the following web site for detailed information regarding purchasing regulations:
http://www.marshall.edu/purchasing/

Preparing a Purchase Order Using QuickBooks
Note: Enter all information on the Purchase Order in CAPITAL LETTERS

1. Open QuickBooks.
2. Go to File and open company - choose file to open. (Ex: Clip)
3. If the Navigator window does not show up, open it by clicking the Navigator button on the far left.
4. Select Purchases Orders icon. [Alternative: from top - choose Vendors: Create Purchase Orders]
5. Begin typing in the vendor name. If the vendor is currently in the list it will begin to automatically fill in for you. However, if this vendor is not listed, you will be asked to either quick add or set up. Choose the set up and add the vendor information. Make sure the phone and fax number are in the vendor address list area so it will print on the purchase order. Make sure you enter FEIN# for vendor if this purchase is coming from State funds! Add our vendor account number if given one. Do this by clicking on the Additional Info Tab. MURC V# (vendor's banner number) will be added by Jan/Judy/Mary to all new vendors.

6. To add FEIN#, MURC V # (vendor's banner number) or FSC Account # click on "Additional Information" tab and enter the information in the specified form. Or add direct on the purchase order. If added direct on purchase order a message will pop up to verify you have changed this information, click "yes".
7. Tab through Ship to, Class and Custom Purchase order.
8. Use current date.
9. Delete the purchase order number - this will be assigned at a later time.
10. Under item number type in the vendor's catalog number.

If this is a new number a window will appear, choose SETUP.
1. Designate it as a non-inventory item
2. Under Description, enter a description which includes the item number in parenthesis   ( ) at the end. Use the vendor's catalog description.
3. Enter cost price
4. Don't forget to add "shipping charges" is vendor requires them
5. Enter Income Account, always use "Receiving Items" on all generic accounts.
6. Check for any corrections
7. If special notes need to be made (send to WV State Police, please fax, customer pick up) put these remarks in the Vendor's Message box ONLY. Do not put this info in the Memo box.
8. Click OK to finish

Once all items have been entered on the purchase order in Quick Books, send an e-mail to weece@marshall.edu for approval. Please list the vendor and date in your e-mail.

When finished, go to File - Close Company/logoff. If the account is exited incorrectly the account cannot be opened by someone else.

To make corrections to the item setup form
1. Double Click the Items & Services icon on the Navigator Window
2. Highlight the item you want to edit [or double click]
3. Click Item in the lower left corner
4. Select Edit
5. Enter corrections and click OK

To make corrections to the vendor setup form
1. Double Click the Vendors icon on the Navigator Window
2. Highlight the vendor you want to edit [or double click]
3. Click Vendor in the lower left corner
4. Select Edit
5. Enter corrections and click OK

To make corrections to an existing purchase order
1. Double Click on the PO List icon on the Navigator Window
2. Highlight the PO # you want to edit [or double click]
3. Click PO in the lower left corner
4. Select Edit
5. Enter corrections to the PO and click OK

Upon clicking OK after making any corrections, ensure these changes are recorded.

Receiving a Purchase Order Using QuickBooks
Note: To mark items as received: (This is done by the Finance Office on general accounts. On individual budget accounts, the owner should receive their items by using the following steps.)

1. Double Click the Receive Items icon on the Navigator Window
2. Enter Vendor hit tab
3. If any open PO=s [Open purchase orders exist for this vendor. Do you want to receive against one or more of these orders?]
4. Yes, screen shows open PO=s for vendor. Do not receive on more than one PO at a time.

5. Ensure that the receiving date is correct and enter the PO # in the space marked Reference# {if you have this info}
6. Click OK on Receive Items window this makes the transaction automatically to the accounts payable register. Never click receive bill or receive items with bill on Navigator Window. Only record complete orders as received - not partial orders

Note: QuickBooks backup information is done weekly/monthly by the Finance Office. If a screen pops up saying it needs to be done, choose "no" and continue to close account/company.

After the Fact Purchases

Purchases made without the prior approval (without a PO #) are unauthorized purchases and become the personal responsibility of the person making the purchase. Known as "after-the-fact" purchases, they will require an explanation and justification that will be subject to approval. Those less than 30 days old will be reviewed by the MU Director of Purchasing. Those that are more than 30 days old will be reviewed by the MU Associate Vice President for Finance. The latter must also be approved by the appropriate departmental dean or higher level administrator. Original letters, e-mails, or faxed correspondences will be acceptable. Besides explaining why the University policy was not followed, an explanation shall be included that addresses efforts to preclude it from happening in the future. Please see MU/MURC regulations regarding After-the-Fact Purchasing for further clarification.

TRAVEL POLICY AND PROCEDURES

This handbook is for information purposes only. It is meant to acquaint individuals with the Travel Policies regulated by Marshall University (MU) and Marshall University Research Corporation (MURC). The MUFSC will follow all regulations outlined by MU and MURC.

Please see the following web sites for detailed travel regulations & MU/MURC Travel Forms or use the MUFSC Internal Forms to have your forms processed by the MUFSC Finance Office. Once you have completed the internal form, save the form only as a new file and email to weece@marshall.edu as an attachment.

http://www.marshall.edu/accounting/travweb.html

Internal Policies / Procedures Regarding Travel
Note: All travel for employees, students, consultants, and visiting scholars must be approved prior to trip.

Travelers should plan travel and obtain cost estimates using the most cost effective means available. Employees are responsible for submitting an internal MUFSC travel request for both in-state and out-of-state. Under no circumstances should an employee, student, consultant, or visiting scholar travel without proper approval. Travel may be authorized only for official business and only if the department has the financial resources to reimburse the traveler for travel expenses. Traveling without approval could result in the individual not receiving reimbursement for expenses. Submit your request form to the Finance Office for approval before making arrangements with the FSC Business Office or any travel agent.

To meet University deadlines, all out-of-state travel settlements must be reconciled at the MUFSC Business Office within three (3) days from return of trip.

To meet University deadlines, monthly in-state travel must be reconciled at the MUFSC Business Office no later than the 5th day of the following month.

All travelers must submit "itemized" receipts for meals, hotels, vehicle rentals, tolls, metro, etc. with the appropriate Travel Settlement Form to the MUFSC Business Office for all travel. No generic receipt will be accepted for reimbursement. (Credit card slips will be used only when itemized receipt is lost).

Meal Allowance
Meal expense reimbursement is limited to actual expenses for food, service and gratuities. Specifically excluded are alcoholic beverages and entertainment expenses.

When meals are provided for a traveler as part of the registration fee or other means (excluding meals or snacks served by a common carrier while in transit and excluding "continental breakfasts" which are not full course meals), the traveler's maximum daily rate shall be reduced as follows:

Breakfast	20% of maximum daily rate
Lunch	20% of the maximum daily rate
Dinner	60% of the maximum daily rate.

MUFSC requires travelers to submit itemized receipts for all meals.

Registration Fees
Fees or charges for attendance at conferences, meetings, seminars, and/or workshops, as well as event related materials, are reimbursable expenses. Travelers should verify acceptable payment methods with the conference organizers prior to the registration due date. Registration fees should be charged to the traveler's corporate travel card, the WV Purchasing Card, or personal credit card. Direct bill can only be done if using MURC funds, but traveler must submit three (3) weeks prior to registration due date. If requesting MURC to prepay, a registration form must be attached to the travel request form along with the information on where check is to be disbursed. If the vendor is not in the banner system a W-9/W-8 must be obtained prior to MURC travel request being submitted for prepaid registration fees.

Airfare

All travelers must contact the Advanced DNA Training Coordinator requesting airfare. It is the traveler's responsibility to supply three (3) airfare quotes, one must be from Huntington and one from Charleston airport if traveling from work site. Training Coordinator will follow the necessary procedures to procure the airfare at the lowest rate possible to meet MURC compliance guidelines.

Only upon an emergency is a change in the cost of airfare to be incurred. If a change in the cost of airfare is incurred, the charge is reimbursable if the traveler is directed by the appropriate Vice President, Dean or Director to change her/his travel plans, or if other extenuating circumstances arise and are approved by the appropriate Vice President, Dean or Director. Increased or extra charges incurred due to the traveler's negligence will be considered a personal expense of the traveler and shall not be reimbursed. Any such changes should be submitted in writing to the LIMS Specialist/Director to determine if they are personal or allowable changes. If the changes are deemed personal they will not be reimbursed.

Requesting State Vehicles

When a trip includes requesting a state vehicle the MUFSC Business Office will check with the appropriate MU personnel to see if a vehicle is available for the dates requested. If available, the request form will be submitted. A confirmed copy will be given to traveler. It is the responsibility of the traveler to confirm time & place of vehicle pick-up. If changes are made for departure or return from trip it is the traveler's responsibility to notify MU Parking & Transportation Services and the MUFSC Business Office. If a request is made and not cancelled, charges will apply to vehicles not used. Please ensure to cancel the state vehicle in advance. If no university vehicle is available, the traveler must secure a rental vehicle.

Vehicle Rental

Please be aware that MURC <u>DOES NOT</u> reimburse insurance waivers charged on rental vehicles. The State of West Virginia provides insurance coverage on vehicles rented by MURC.

Mileage Reimbursement

In accordance with University travel policy, the mileage reimbursement rate for business travel has decreased from 48.5¢ to 44.5¢ per business mile traveled effective January 1, 2006. This travel reimbursement rate is associated with use of privately owned vehicles for business travel. This change in the mileage reimbursement rate is effective for travel reimbursements beginning on or after January 1, 2006.

Canceling Travel Plans

Individuals canceling travel plans after items have been prepaid are required to submit written justification for cancellation to the LIMS Specialist and/or Director. If the justification is deemed personal related, the traveler must repay any prepaid costs back to the department.

Cash Advance for State Employees

Individuals using state funds can use their corporate travel card to obtain a cash advance from an Automatic Teller Machine for business related expenses. Cash advances using the corporate travel card are limited to a minimum amount of $100 and a maximum of $500 not to exceed $1,000 during any rolling seven day period. Cash advances should only be obtained for those expenses which cannot be charged to the traveler's corporate travel card with an estimate that incidental expenses should not normally exceed $30 per day. The employee may be reimbursed for only five (5) ATM cash advance transaction fee, and associated fees, per trip or rolling seven day period whichever is shorter.

Cash Advance for MURC Employees

Individuals requesting a cash advance using MURC funds must indicate on their MUFSC internal travel request form when submitted.

POLICY FOR EVALUATION OF FACULTY ACTIVITIES

The Director is responsible for evaluating faculty in their departments in accordance with the guidelines established in this document. Their evaluations are subject to review by the Dean and other administrative officers. The Director's evaluation should take into account the nature of the faculty member's stated and approved objectives (as expressed in the Faculty Activities Plan). To the extent possible, the evaluation should be based on performance that is clearly documented on Faculty Activities Report forms, student evaluations, published material, etc.

Preliminary to the Director's evaluation, each faculty member will complete the Faculty Activities Report to be submitted to the Director together with whatever supporting material the faculty member considers appropriate. Each faculty member should also complete the self-evaluation on the Faculty Activities Evaluation form and submit that form to the Director as well. Using this material and other appropriate information and data, the Director will evaluate each faculty member using the Faculty Activities Evaluation form. These evaluations will be discussed between the Director and the Dean, and approved by the Dean. When the evaluation process has been completed, the Director will confer with each faculty member in the department and discuss the evaluations as it pertains to that individual. The purpose of this post-evaluation conference is to insure that the faculty member is fully aware of his/her strengths and weaknesses in the various performance areas, as perceived by the chair and the dean subsequent to the post-evaluation conference. Copies of the Faculty Activities Plan and Report and the Faculty Activities Evaluation will be maintained by the faculty member, Director, and Dean.

The Director completes the forms as described above as faculty members. The first level of evaluation for them will be with the dean. Their administrative duties as Directors will not be evaluated through this means.

I   TEACHING

Since the first responsibility of the Forensic Science Program is education of its students, excellence in teaching should be continually encouraged and rewarded. The following factors may be considered in evaluating a faculty member's performance in the area of teaching:

1) The general reputation of the faculty member as a teacher among students, departmental colleagues, and others in the university community.

2) Student evaluations of the faculty member's effectiveness as a teacher.

3) The degree of organization of the teaching process, as indicated by course syllabus, outline, handouts, etc.

4) Evidence that the faculty member keeps abreast of new developments in the field, revising course content and methodology as appropriate.

5) Evidence of the use of innovative approaches in instruction or of the development of new instructional techniques or materials.

6) Research and publication related to teaching/learning in the field.

7) Textbooks or other published materials indicative of teaching interest and effectiveness.

8) Accessibility to the faculty member by students.

9) Participation in the development and operation of the curriculum of the department.

10) Evidence of effort to improve teaching ability, or to develop new areas of competence.

11) Successful direction of theses, dissertations, or research projects.

12) Reputation as a teacher outside this university, as evidenced by invitations to speak or give workshops related to instruction at other institutions.

II   RESEARCH

The Forensic Science Program faculty member is a teacher/scholar who communicates knowledge and adds new knowledge through research. Research should help contribute to the faculty member's teaching and his/her ability to train students in research methods. Research productivity can be demonstrated through publications, presentations before professional groups, and success in obtaining research grants.

The following factors may be considered in evaluating a faculty member's performance in research activities:

1) Books and monographs published or accepted for publication.

2) Articles published (or accepted for publication) in scholarly journals of national or regional prominence where such articles are subject to review by other reputable scholars in the discipline. Non-refereed articles and/or publications in local or state journals shall not carry the same weight.

3) Chapters in books, book reviews, editorial reviews for publishers of books, monographs, and journals.

4) Grants awarded to support research or other scholarly activities. Grant applications shall not be considered except as indicated below.

5) Papers presented at international, national, or regional meetings of professional organizations, especially when such presentation was of an "invited" nature and a principal feature of the meeting. Papers presented at state and local meetings should carry less weight.

6) Evidence of progress in research and other scholarly work that should ultimately result in publication.

7) Evidence of effort to improve research abilities or to develop new areas of competence.

III   SERVICE

Service includes all professional activities of a faculty member except teaching and research. It includes administrative service to the department, school, or university; service on committees for the school or university; service on state or national committees; and positions on editorial boards, student sections, and other advisory bodies.

The following factors may be considered in evaluating a faculty member's performance in the area of service:

1) Service to the greater community: significant leadership activities in national and regional professional organizations and, to a lesser extent, in state and local organizations; presentations of papers or speeches to local or regional groups, professional consulting with governmental or civil groups.

2) Service to the university: outstanding service, especially in a leadership role, on university or school committees; significant contributions to student advisement.

3) Service to the department: administrative duties, maintenance and operation of departmental research facilities, and service to patients, hospital, and/or clinic that contribute significantly to the goals of the department and the school.

The Director will evaluate faculty as OU (outstanding), EX (excellent), GO (good), SA (satisfactory), MA (marginal), or US (unsatisfactory), the categories being described as follows:

OU   OUTSTANDING – those rare faculty whose performance is exceptional and greatly exceeds the university's expectations.

EX   EXCELLENT – those faculty whose performance is distinctly superior in comparison to their departmental colleagues.

GO   GOOD – those faculty who fully meet the university's expectations in virtually every respect, providing quality instruction and maintaining high standards in other performance areas.

SA   SATISFACTORY – those faculty who meet the university's minimum expectations in all significant respects, but who rarely rise above these minimum norms.

MA   MARGINAL – those faculty who do not meet the university's minimum expectations in one or more significant respects, whose performance is considered less than adequate, and of whom significant improvement is expected in future evaluation periods.

US   UNSATISFACTORY – those faculty who are deficient in one or more significant respects, whose performance is considered significantly less than adequate, and where significant improvement has not occurred in previously identified areas of deficiency since the last evaluation period.

It should again be emphasized that the evaluation must take into account the faculty member's assigned and approved activities. For example, the publication of two articles in reputable (refereed) journals is a much more significant accomplishment for a faculty member with little or no time for research activities than for another faculty member with a major part of his/her time assigned to research.

FACULTY ACTIVITIES PLAN AND REPORT

Faculty Member Name

Department   Department Chairperson

The <u>Faculty Activities Plan Section</u> is to be developed by the faculty member in consultation with his or her department director. The director will develop his or her <u>Faculty Activities Plan</u> in consultation with the Dean. It represents a means of formally identifying the variety and distribution of professional activities that the faculty member anticipates for the forthcoming academic year and upon which the faculty member will be evaluated at the end of the year. This <u>Plan</u> also attempts to provide a mechanism for directing faculty and administrative efforts toward the achievement of mutually accepted individual, departmental, school, and university goals.

Provided within is an outline of several major categories of faculty activities and a number of specific categories of activities within each major classification of Teaching, Research, Service, and Other Activities. Please develop your <u>Plan</u> by carefully following the outline of activities listed, indicating the specific activities you plan to undertake and/or the results you expect to achieve in <u>each</u> of the categories. If you do not anticipate activity within a given category, please indicate by stating "none Planned". If insufficient space is provided on this form, please add supplementary pages.

The <u>Faculty Activities Report Section</u> is to be prepared by the faculty member toward the end of the year. It is the most important mechanism for detailing and communicating the faculty member's activities and accomplishments for the year. The <u>Report</u> should be prepared with direct reference to the items contained in the faculty member's <u>Faculty Activities Plan</u> for this year that was prepared at the beginning of the year.

The <u>Report</u> should be as complete as possible. Follow the outline of activities listed, using supplementary pages, if needed. If you have not engaged in particular activities, please indicate by stating "None". If you completed the activities exactly as stated in your <u>Faculty Activities Plan</u>, please indicate by stating "Completed as Planned". This <u>Report</u> will become the basic document upon which your annual performance evaluation and recommended salary increase will be made. In some cases further documentation of your teaching, research, and service activities and accomplishments for the year may be requested by your department chairperson or dean.

Copies of the <u>Report</u> for each year will be considered as primary documents in the promotion and tenure process. Please consult Faculty Promotion and Tenure Regulations of Marshall University for further details.

(Areas to consider)

1. Teaching Load – Student enrollment, course#, title, hours of student contact.

2. Development of new courses or methods of evaluation.

3. Other Teaching Activities – Grants, direct employee supervision, TA, GA, WS supervision. .

(Areas to consider)

1. On-going

2. New – Proposed

3. Anticipated Publications

4. Anticipated Presentations

5. Other

PLAN – SECTION III - SERVICE

(Areas to consider)

1) University Assignments

2) Other University Activities

3) External Organizations

4) Consultations

5) Academic Advisement

6) Administrative Activities

7) Other

REPORT – SECTION I - TEACHING

1) Load – Graduate Students

2) Development

3) Other Activities

_____

Review by Supervisor/Director

REPORT – SECTION II - RESEARCH

1)

2)

3)

4)

5)

_____
Comments: Supervisor/Director

1)

2)

3)

4)

5)

6)

7)

8)

_____

Comments: Supervisor/Director

FACULTY ACTIVITIES EVALUATION

Name _____ ID # _____

Department _____

DIRECTOR'S EVALUATION   **FACULTY SELF-EVALUATION**

Distr. Effort   COMMENTS: *RATING

TEACHING _____%   TEACHING _____

RESEARCH _____%   RESEARCH _____

SERVICE _____%   SERVICE _____

SUM.EVAL._____%   SUMMARY _____

_____
FACULTY SIGNATURE   DATE

*(OU-outstanding: EX-excellent: GO-good: SA-satisfactory: MA-marginal: US-unsatisfactory)

DIRECTOR'S 'S COMMENTS:

_____
DIRECTOR   DATE
_____

DEAN'S COMMENTS:

_____
DEAN   DATE
_____

POST-EVALUATION CONFERENCE HELD   _____
                                        DATE

COMMENTS:

_____   _____
Faculty Member   Chair

Date_____   Chair's Initials_____

Copy Forward to Dean

STANDARD OF CONDUCT AND POLICIES

One way in which a University is judged is through the conduct and behavior of its students and faculty. As a representative of the Forensic Science Program every faculty/staff member should express a courteous, cheerful, and cooperative attitude toward the public, employees, and students. Tact, dependability, a cooperative attitude, team spirit, punctuality, neat appearance, efficient use of time, satisfactory work performance, and a friendly and professional demeanor are all traits which should be the hallmark of your reputation. For further information on the Marshall School of Medicine's Institutional Standards of Behavior Policy, please visit: http://musom.marshall.edu/students/documents/policies/behaviorpolicyfinal.pdf.

Professional Ethics

A sound foundation in professional ethics is essential to all forensic science practitioners. Note that while a course is not dedicated to ethics, examples of ethical considerations are distributed across the forensic science curriculum. Faculty and Students are referred to the *American Academy of Forensic Sciences (AAFS) Good Forensic Practice Guidelines* and the *American Board of Criminalistics (ABC) Code of Ethics* as found in this Handbook. Faculty and students are also referred to other publications that emphasize examples of ethical dilemmas as they apply to forensic science, such as Peter Barnett's *Ethics in Forensic Science Professional Standards for the Practice of Criminalistics*, CRC Press, 2001. You can also reference the DVD presentation of *Ethics in the Forensic Sciences: Value Based Decision Making*, presented by Dan B. Gunnel, Illinois State Police, published by the Midwest Forensics Resource Center.

Appearance and Dress Code

It is the policy of the Forensic Science Program that each faculty member's dress, grooming, and personal hygiene be appropriate for the work, laboratory, and classroom situation. A businesslike appearance is recommended. Skirts and shorts of an inappropriate length, soiled clothing or shoes are considered inappropriate attire for the forensic science professional. Hair should be clean and neat. Regardless of length, unkempt hair is inappropriate. Beard/mustaches should be neatly trimmed.

The Center's objective in establishing a business casual dress code is to allow our employees and students to work comfortably in the workplace. Yet, we still need our employees and students to project a professional image for our customers, potential employees, and community visitors. Business casual dress is the standard for this dress code.

Because all casual clothing is not suitable for the Center, these guidelines will help you determine what is appropriate to wear to work or class. Clothing that works well for the beach, yard work, dance clubs, exercise sessions, and athletic wear are not be appropriate for a professional appearance at work or in the classroom.

Clothing that reveals too much cleavage, your back, your chest, your stomach, your underwear, tattoos, or multiple piercings is not appropriate for a place of business, even in a business casual setting.

Clothing that has the Center's logo, or represents Marshall University is encouraged.

Slacks, Pants, and Suit Pants

Khaki slacks or jeans that provide a neat, professional appearance are acceptable. Torn, dirty, or frayed clothing is unacceptable. Discouraged slacks or pants include frayed or torn jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex.

Skirts, Dresses, and Skirted Suits

Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Short, tight skirts that ride halfway up the thigh are inappropriate. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate.

Shirts, Tops, Blouses, and Jackets

Casual shirts, dress shirts, sweaters, tops, golf-type shirts, and turtlenecks are acceptable attire for work. Most suit jackets or sport jackets are also acceptable attire if they violate none of the listed guidelines. Attire that is discouraged includes midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops and tops with bare shoulders.

Shoes and Footwear
Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable. Wearing no stockings is acceptable in warm weather. Flashy athletic shoes, thongs, flip-flops, or slippers are not acceptable. Closed toe and closed heel shoes are required in the laboratory.

Nails
Nails should be neat and clean. When used, nail polish should be confluent (single color) with the appearance of being polished and professional. Ill-kept, chipped, or multi-colored nails are discouraged -.

Jewelry, Makeup, Perfume, and Cologne
Should be in good taste, with limited visible body piercing and tattoos.

Hats and Head Covering
Head covers that are required for religious purposes or to honor cultural tradition are allowed.

Failure to Comply
Should it be necessary for action to be taken against a faculty or staff member due to noncompliance, the employee will receive a verbal warning (first offense) prior to a written warning (second offense). Should a third offense of similar nature occur, a formal complaint will be prepared for review by the Forensic Science Graduate Committee. All occurrences and remedial actions will be documented, discussed and signed by the faculty member in their personnel file.

Sexual Harassment
Marshall University does not tolerate sexual harassment, defined in policy as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
- Submission to such conduct is an explicit or implicit condition of employment;
- Submission to or rejection of such conduct is used as the basis for employment decisions;
- Such conduct has the purpose of 1) unreasonably interfering with an individual's work or educational performance, or 2) creating an intimidating, hostile or offensive work or educational environment.
Inquiries about this policy should be directed to the Human Resources Office, 696-6455.

What is Sexual Harassment?

Harassment of any kind is bothersome, demeaning, irritating, and annoying behavior. Sexual harassment is specifically harassment of a sexual nature.

Disrespectful or offensive sexual behavior by faculty, staff or students is inappropriate and, in some cases, may be an abuse of authority. The involved parties can be men or women; supervisors, subordinates or peers.

We all suffer when abusive and demeaning behavior is tolerated in our workplaces and classrooms. To eliminate sexual harassment, we need to understand it.

Objectives of this Course

The primary goal of this course is to enable you to identify sexual harassment behaviors. With this knowledge, you can help keep Marshall free of sexual harassment.

How to Use this Course

This course is designed for people in an educational setting. It is **not** intended to make anyone a lawyer.

The course is intended to make you think about what behaviors on campus might be considered sexual harassment so you can avoid and take action against any such behaviors.

Sexual Harassment is a Behavior

Sexual harassment is a behavior, and adults are responsible for their own behavior and its consequences.

We each have the responsibility to treat others with respect. If you stay aware of your responsibility and assert your rights to a respectful educational and work environment, you will have taken an important step toward eliminating sexual harassment at Marshall University.

Will This Course Change Behavior?

You need more than knowledge to change behavior. You need to recognize the likely consequences of your behavior and base your actions accordingly.

The balance of risks and rewards is heavily stacked against offenders. Many people have lost their jobs, faced disciplinary actions and ruined their careers by engaging in sexual harassment.

In this program, you will learn about making choices to avoid the high risks of sexual harassment. You will learn to recognize and avoid behaviors that are not acceptable. You will also learn what to do if you encounter unwelcome conduct of a sexual nature.

1998 Supreme Court Decisions

Sexual harassment has been the subject of many lengthy and expensive lawsuits, suggesting it may be complicated to define and understand.

The following offers an overview of some of the important decisions that have formed the current basis of sexual harassment law in employment and academic situations. For more detailed information, please follow the optional highlighted links.

1998 Supreme Court Decisions on Employer's Liability

As a result of those decisions, under federal law, an employer is legally responsible to a victimized employee for sexual harassment by a supervisor with authority over that employee in two instances.

1.   When the harassment leads to a tangible employment action, such as demotion, decreased compensation, significantly different   work assignments, or termination, the employer's liability is absolute.

2.   When there has been no tangible employment action, the employer is liable unless it can prove that

    o   it has taken reasonable care to prevent and correct promptly any sexually harassing behavior (such as widely   disseminating an effective policy and complaint procedure) and

    o   the employee "unreasonably failed to take advantage of any preventive or corrective opportunities provided by the   employer or to avoid harm otherwise."

1998 Supreme Court Decisions

Faragher v. City of Boca Raton

Employer Liability

The first case (*Faragher v. City of Boca Raton*) involved female lifeguards who had been repeatedly harassed over several years with offensive touching and foul comments by their supervisors. The Supreme Court found their employer, the City of Boca Raton, liable for the misconduct of its supervisory employees, in part because it had failed to disseminate its policy against sexual harassment to beach employees. The Court found that Ms. Faragher had no complaint procedure to follow, and that she and others had been discouraged by a male lifeguard training captain from reporting further up the city's chain of command.

Employer Liability
Burlington Industries v. Ellerth

The second case (*Burlington Industries, Inc. v. Ellerth*) involved a woman who felt compelled to quit her job after enduring 15 months of boorish and offensive remarks, physical advances, and propositions by a middle-management executive.

The Court agreed that the supervisor's conduct constituted actionable sexual harassment, and sent the case back to the lower court to decide whether the company could prove that it had a well-publicized sexual harassment policy against such conduct and that the employee unreasonably failed to take advantage of the policy.

Employer Liability

Taken together these U.S. Supreme Court decisions hold employers responsible for their supervisors' sexually harassing behaviors in the workplace. They also hold employees responsible for reporting offensive behavior in accordance with the employer's policy and complaint procedure if the policy and procedures have been well publicized and fairly and consistently enforced by the employer.

Faragher/Ellerth Affirmative Defense

In its 1998 decisions in the Faragher/Ellerth cases, the U.S. Supreme Court held that if, and only if, no tangible employment action occurred as part of the harassment of an employee by a supervisor, the employer can assert, in Federal court, an affirmative defense to a sexual harassment claim if it can show: (a) that it exercised reasonable care to prevent and correct promptly any sexually harassing behavior, and (b) that the employee unreasonably failed to take advantage of any preventive or corrective opportunities provided by the employer or to avoid harm otherwise.

2004 Supreme Court Decision

Employer Liability in Federal Cases

Pennsylvania State Police v Suders

In June 2004, the U.S. Supreme Court held that an employer has no legal recourse when its supervisor's unlawful harassment includes an "official act" that causes an employee to quit (constructive discharge). Examples of such an official act may include "a humiliating demotion, extreme cut in pay, or transfer to a position in which the employee would face unbearable working conditions."

However, if the hostile work environment did not include an "official act" on the part of the supervisor, the employer can assert the defense that it is not liable for the supervisor's conduct because it exercised reasonable care to prevent and promptly correct any wrongful behavior and that the employee unreasonably failed to take advantage of complaint procedures or other preventive opportunities provided by the employer.

Constructive Discharge

The question in what is called a "constructive discharge" has traditionally been whether the employer, through its unlawful discriminatory behavior, made the employee's working conditions so difficult that any reasonable person would feel compelled to resign. The EEOC has adopted a 3-prong test for establishing a constructive discharge.

A complainant must show that:

1. a reasonable person in his or her position would have found the working conditions intolerable;

2. conduct which constituted prohibited discriminatory treatment created the intolerable working conditions; and

3. the complainant's involuntary resignation resulted from the intolerable working conditions.

In *Pennsylvania State Police v. Suders*, the Court generally upheld this test stating that a "constructive discharge" under Title VII occurs when a hostile work environment becomes "so intolerable that ... resignation qualifies as a fitting response." Where the high court departed from the findings of some lower courts is in what types of actions leading to a constructive discharge result in the employer's absolute liability.

2006 U.S. Supreme Court Decision

Retaliation: *Burlington Northern & Santa Fe Railway Co v. White*

In June 2006 the U.S. Supreme Court issued an important decision dealing with retaliation against an employee who has reported or complained about sexual harassment. Sheila White, a female employee working in a railroad yard, complained about *sex discrimination*. Shortly afterward, she was reassigned to a less desirable position. The reassignment did not involve loss of wages but did include harder and dirtier work. The plaintiff filed a charge with the EEOC regarding the reassignment and another retaliation charge claiming the employer placed her under surveillance following her previous complaint. Soon afterwards she was suspended without pay for 37 days.

The U.S. Supreme Court unanimously held that Burlington violated the anti-retaliation provisions of Title VII of the Civil Rights Act, stating that the reassignment of duties and the unpaid suspension would deter a reasonable person from filing a discrimination claim in the future.

Sex Discrimination

Sex (or sexual) ***discrimination*** refers to discrimination based on sex (or gender). Sexual ***harassment*** is a type of sex discrimination but it refers to harassment of a sexual nature. This may be a subtle distinction and media reports may confuse or interchange the two. What is important to remember is that both are types of discrimination based on sex, as defined by the Civil Rights Act of 1964 and the EEOC.

In the case of Sheila White of Burlington Northern, she claimed discrimination based on her gender, because her colleagues thought a woman should not be doing the job she held, and that led to a change in her work duties. She did not claim sexual harassment, which is harassment of a "sexual nature" but this case is very important in its implications for retaliation against anyone who might report sexual harassment.

U.S. Supreme Court Decisions

Co-worker Harassment Liability

The Supreme Court has not addressed the standard of liability for peer sexual harassment or harassment by supervisors not directly in the line of authority over a victim. In those circumstances, lower courts have consistently held employers liable only if they knew or reasonably should have known of the sexually harassing behavior and failed to take immediate and appropriate corrective action, including ending the harassment, preventing future misconduct, and taking appropriate disciplinary action against the offending employee.

1998/99 Supreme Court Decisions

Student Harassment Liability

For several years, lower courts have held that students who are sexually harassed either by other students or by school officials, including teachers, may seek monetary damages in a suit brought pursuant to Title IX of the Education Amendments of 1972. In 1998 and 1999, the Supreme Court addressed for the first time the question of the school's responsibility for harassment by either other students or teachers.

Student Harassment Liability

Gebser v. Lago Vista Independent School District
Davis v. Monroe County Board of Education

These U.S. Supreme Court cases confirm that colleges can be held liable for student-on-student or teacher-to-student harassment when: (1) the harassment is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to educational opportunities or benefits provided by the school, (2) the school has control over the context in which the harassment arose, (3) the school has disciplinary control over the harasser,

and (4) the school had actual knowledge of the harassment and responded with deliberate indifference to the complaint.

Gebser v. Lago Vista Independent School District

On June 28, 1998, in *Gebser V. Lago Vista Independent Schools Districts*, the Court decided that a school could be held liable under Title IX for a teacher's sexual relationship with an eighth-grade student if a responsible school official (one with authority to take corrective action) had actual knowledge of the harassment and the school's response to that knowledge amounted to deliberate indifference to the teacher's misconduct.

Davis v. Monroe County Board of Education

In its May 24,1999, opinion in *Davis v. Monroe County Board of Education*, the Court held that a school can be liable for monetary damages in cases of student-on-student harassment if all of the following conditions are met:

- the harassment is so severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to the   educational opportunities or benefits provided by the school;
- the harasser is under the school's disciplinary authority;
- a school official with authority to address the discrimination has actual knowledge of the sexual harassment; and
- the school board is deliberately indifferent to the sexual harassment.

Other Consequences of Student Harassment

Sexual harassment of students, whether by other students, by school employees or by third parties, can also result in costly and time consuming investigations, disciplinary action against the harasser, federal review of the institution's procedures and programs, and potential loss of federal funding.

How Common is Sexual Harassment?

Sexual harassment is common throughout workplaces and campuses, in all occupations and professions, educational backgrounds, age, racial and ethnic groups, and income levels.

While the majority of reported cases of sexual harassment involve a male harassing a female, such cases can also involve a female harassing a male or either men or women harassing members of their own sex.

In 2009, the EEOC received 12,696 complaints at the Federal level about sexual harassment, approximately 16% of which were filed by males.

Sexual Harassment on Campus

Sexual harassment is illegal, it is harmful to the victim and it can lead to harsh consequences for offenders.

The workplace and educational settings differ from the broader community, because at work and school some people have authority over others, and this authority relationship can lead to coercion. People at work and school are not as free to come and go as they are elsewhere, and since they have to work/study where they are assigned, they are entitled to an environment free of sexual harassment.

Glossary of Terms

Agent - one who acts for, or in the place of, another, by authority from him or her; one entrusted with the business of another; a substitute; a deputy. Managers and supervisors are agents of the employer.

Circuit courts - the name informally used to refer to the existing U.S. court of appeals, which are organized into thirteen circuits covering different geographical areas of the country. The term derives from an age before mechanized transit, when judges and lawyers rode "the circuit" of their territory to hold court in various places.

Coercion - the use of authority or force to impose an unwanted advance. The act of compelling by force of authority.

Common Law Torts - legal actions against civil wrongs, including assault and battery, intentional infliction of emotional distress, interference with contract and defamation. Tort actions may provide more relief than the federal and state laws.

Constructive Discharge - a legal term that means that the mistreatment or hostile conditions were so bad that the harassed employee was forced to leave work.

Discrimination - any action that unlawfully or unjustly results in unequal treatment of persons or groups based on race, color, gender, national origin, religion, age, disability or other factors protected under federal, state or local laws, such as marital status or gender identity.

Disparaging Term - a term used to degrade or connote negative statements pertaining to such characteristics as race, color, gender, national origin, religion, age, disability or sexual orientation. These terms include insults, printed material, visual material, signs, symbols, posters, or insignia. The use of these terms constitutes unlawful discrimination.

Domination - the exercise of power in ruling; arbitrary and abusive influence; to be larger in number, quantity, or importance; to be in control.

Equal Employment Opportunity Commission (EEOC) - a federal agency established in 1964 by Title VII of the Civil Rights Act. This agency is charged with eliminating discrimination based on race, color, religion, sex, national origin, disability, or age in employment.

EEOC Guidelines - In 1980 the EEOC issued guidelines which declare sexual harassment a violation of Section 703 of Title VII, set criteria for determining when unwelcome conduct of a sexual nature constitutes sexual harassment, define criteria for employer liability, and recommend steps employers should take to prevent sexual harassment. These guidelines have been updated periodically.

Empathy - the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another; the capacity for this

Fair Employment Practices - State fair employment practices agencies provide assistance in sexual harassment cases similar to the federal EEOC. Laws on sexual harassment, and other types of discrimination, vary considerably from state to state.

Gender - The behavioral, cultural, or psychological traits typically associated with a person's sex.

Harassment - The act of harassing, or state of being harassed; a feeling of intense annoyance, anxiety or worry caused by being tormented.

Hostile Work Environment - a form of sexual harassment that occurs when unwelcome sexual conduct is severe and pervasive and unreasonably interferes with an individual's job performance and creates a hostile, intimidating or offensive work environment.

Impact - The effect or consequence of an action. The impact of behavior of a sexual nature is more important than the person's intentions in determining sexual harassment.

Innuendo - an indirect or subtle, usually derogatory implication; an insinuation.

Intent - the purpose or intention of an action, from the actor's point of view. A person's good intent is not relevant in determining whether behavior may be sexual harassment.

On Notice - having received notification. Once you are "on notice" you cannot claim that you were unaware of the matter. For example, when you receive a Court Summons, you are "on notice" that you must appear as ordered, and you can't plead ignorance.

Peer - a person who is of equal standing with another in a group; one of the same rank, quality, endowments, character, etc.; an equal; a match; a mate.

Perspective - a way of regarding situations or topics. People interpret situations based on their beliefs and attitudes.

Protected Class - a group named in a law as protected from discrimination. Some protected classes include gender, race, age, and religion.

Proximity - the property of being close together; the region close around a person or thing.

Quid Pro Quo - a Latin phrase that means "something for something" or "this for that." It is one form of sexual harassment, in which an employee must submit to some form of unwelcome sexual conduct in exchange for an employment benefit, such as a promotion, or the job itself.

Reasonable Person - the standard used by courts to assess whether particular conduct is illegal by determining whether a reasonable person would find it severely or pervasively offensive under similar circumstances.

Retaliation - taking or threatening to take an unfavorable action against an individual, or withholding or threatening to withhold a favorable action that could discourage a reasonable employee from making or supporting a charge of harassment or discrimination.

Sex Discrimination - the action taken by an individual to deprive a person of a right because of their sex. Such discrimination can occur overtly, covertly, intentionally, or unintentionally.

Sexism - attitudes and beliefs that one gender is superior to another.

Sexual Harassment - any unwelcome sexual advances, requests for sexual favors, and unwelcome verbal or physical conduct of a sexual nature that occurs in the workplace. Sexual harassment is a form of gender discrimination and violates both Title VII of the 1964 Civil Rights Act as well as State discrimination laws.

Sexual Harassment (Legal Definition) - a form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay or career, or

- Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that   person, or

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an   intimidating, hostile, or offensive work environment.

Strict Liability - Liability that does not require the employer to be aware of the illegal behavior. An employer is strictly liable for quid pro quo sexual harassment by any supervisor, meaning it does not have to be aware of the harassment to have liability, but, under federal law, is not strictly liable for hostile work environment sexual harassment.

Subordinate - Placed in a lower order, class, or rank; holding a lower or inferior position. In traditional hierarchical work settings, workers are subordinate to their management.

Third Party Harassment - 1) when a party or parties not sexually harassed directly but indirectly suffer the consequences of sexual harassment. 2) also, when a person who is not an employee of an organization but may subject an employee to harassment in a work setting (e.g., a client, vendor, customer, visitor); in which case the employer is responsible for stopping and preventing the harassment.

Title IX of the Education Amendments of 1972 - federal legislation that prohibits sexual harassment of students in educational programs and activities.

Title VII of the Civil Rights Act of 1964, as amended - legislation that prohibits employment discrimination based on race, color, religion, sex and national origin; including sexual harassment.

Unsolicited - not requested; not sought after.

To complete Marshall's quiz on sexual harassment, please follow this link (http://www.marshall.edu/eeoaa/Sexual_Harassment_Training/Sexual_Harassment_Training.asp)

MARSHALL UNIVERSITY DRUG-FREE SCHOOLS AND COMMUNITIES INFORMATION

Purpose: To comply with Drug-Free Schools and Communities Act
Coverage: The entire University community, including students, faculty, staff, and visitors to the campus.

Standards of Conduct: (a) The unlawful manufacture, distribution, dispensing, possession, or use of illicit drugs and alcohol on Marshall University property or as part of any University function is prohibited. (b) Reporting to work, class, or any University function under the influence of alcohol or illicit drugs is prohibited.

Disciplinary Sanctions: The University will impose disciplinary sanctions on students and employees consistent with local, state, and federal laws for violation of the Standards of Conduct outlined above. All persons should be aware that violations could result in expulsion from school, termination of employment, or referral for prosecution.

Federal Trafficking Penalties include substantial fines and imprisonment up to life.
West Virginia Sanctions depend on the classification of the controlled substance, the particular activity involved (possession or trafficking), and whether multiple convictions are involved. Under WV law, the most severe penalties for drug violations are for possession with intent to sell. On a first offense conviction, one may receive a fine of up to $25,000 and/or imprisonment for 15 years. Sanctions for violations of state alcohol laws vary according to the severity of the offense, with the minimum vehicular violation calling for imprisonment in the county jail for 24 hours and a $500 fine.
University Sanctions will be imposed consistent with procedures used in other disciplinary actions.

Violations of drug and alcohol standards are the most serious type, and may result in sanctions up to expulsion from the University.

Health Risks: Substance abuse and drug dependency are problems of staggering size in our society today. They are the leading causes of preventable illness and injury in the United States, and are estimated to afflict over 25 million Americans. While alcoholism may develop in anyone, it tends to first appear between the ages of 20 and 40, and is more prevalent when a family 11istory of alcohol abuse exists. Alcoholism is a severe and lifetime disorder estimated to directly affect up to 5% of all Americans. Alcohol abuse is often characterized by one of tl1ree different patterns: (1) regular and daily use, (2) drinking large amounts of alcohol (binging) at specific or irregular times, or (3) periods of sobriety interspersed with periods of heavy drinking and intoxication. The disorder is progressive, and is usually fatal. If you recognize any tendencies toward alcohol abuse in yourself, your friends, or loved ones, please seek help as outlined below. Health risks of other drugs include:

Narcotics (including opium, morphine, codeine, heroin, and others). Physical addiction, loss of awareness, respiratory restriction, and possible death.
Depressants (including barbiturates, Quaaludes, and others). Slurred speech, disorientation, shallow respiration, and/or coma likely with overdose.
Stimulants (including cocaine, amphetamines, and others). Increased heart rate and blood pressure,

possibly leading to death, increased excitation, loss of appetite.

Hallucinogens (including LSD, "mushrooms," PCP, mescaline, and others). Illusions and hallucinations, poor perception of time and distance, psychotic and unpredictable behavior, often leading to injury and arrest. Symptoms may reappear (flashback) some time after use.

Cannabis (marijuana, hashish, THC, others). Unrealistic euphoria, diminished inhibitions, disoriented behavior, diminished motivation, increased pulse.

Counseling and other assistance: Help is available on campus at the Student Health Education Program on the first floor of Prichard Hall, phone 696-4800. Services are free and confidential. Community resources are also available and can be accessed through the number listed above.

1. Forensic scientists generally should follow the standards of their respective disciplines. They should apply with care any assessment methods, technical skill, scientific and other areas of specialized knowledge to legal issues and questions. They should always strive to do high quality work.

2. Forensic scientists should strive to keep current and maintain competence in their scientific discipline. Although competence at minimum should be a goal, forensic scientists should strive for excellence.

3. Forensic scientists should demonstrate honesty and should strive for objectivity, by examining scientific questions from all reasonable perspectives and by actively seeking all relevant obtainable data that could distinguish between plausible alternative possibilities.

4. Forensic scientists should strive to be free from any conflicts of interest. They should possess an independence that would protect their objectivity. Any potential conflicts of interest should be disclosed. Work on related cases should be avoided or discontinued if objectivity may be compromised.

5. Forensic scientists should undertake cases and give opinions only in their areas of expertise, attained through education, training, and experience.

6. Forensic scientists should attempt to identify, deter, and help eliminate unethical behavior by other forensic scientists through methods such as discussion with a colleague, education, and, if unsuccessful, by filing an ethics complaint.

7. It is essential to recognize that honest differences of opinion exist and do not imply unethical behavior by either attorneys seeking out experts with favorable opinions. Forensic scientists should not be blamed unfairly for unpopular verdicts, hones differences of opinion, or the vagaries of the legal system.

8. Passions against an opposing disagreeing expert, or personal animosity, should not constitute the basis for an ethics complaint. Ethics complaints must be made in good faith. If based primarily on passion, such ethics complaints themselves are inappropriate.

9. Forensic scientists should present their opinions of fact in concise understandable language, but care must be taken since such efforts can result in oversimplification and loss of some precision. In their efforts to communicate effectively, forensic scientists should strive to be as accurate as possible and avoid distortion. Every reasonable effort should be made to ensure that others (including attorneys) do not distort the forensic scientist's opinions.

10. Forensic scientists should strive to instill the highest ethical and scientific standards in their students and colleagues through such means as teaching, supervision, setting a good example, publications, and presentations at meetings.

11. Forensic scientists should strive for excellence and the highest degree of integrity. Forensic opinions should not be based on undisciplined bias, personal advantage, or a desire to please an employer or an attorney.

12. When forensic scientists are asked and appropriately expected to express opinions on a legal issue, they should make every effort to become familiar with the applicable legal criteria in the pertinent jurisdiction. They should take care to reach only those legal conclusions that result from proper application of the data to that legal issue.

13. Unlike attorneys, forensic scientists are not adversaries. They take an oath in court to tell the whole truth. They should make every effort to uphold that oath.

14. When a forensic scientist accepts any privileged information from an attorney, care should be taken to ensure that all such information is kept confidential and does not reach the opposing side. After accepting such information, forensic scientists should not provide their services to the opposing side unless legally ordered to do so. Forensic scientists should alert attorneys not to make payment or provide privileged information, if they wish to retain the option to be employed by the opposing side.

Reference: Barnett, Peter D. *Ethics in Forensic Science: Professional Standards for the Practice of Criminalistics*, CRC Press, 2001, p143-144

CODES OF ETHICS

AMERICAN BOARD OF CRIMINALISTICS

Applicants and Diplomats of the ABC shall:
1. Comply with the by-laws and regulations of the American Board of Criminalistics (ABC).
2. Treat all information from an agency or client with the confidentiality required.
3. Treat any object or item of potential evidential value with the care and control necessary to ensure its integrity.
4. Ensure that all exhibits in a case receive appropriate technical analysis.
5. Ensure that appropriate standards and controls to conduct examinations and analyses are utilized.
6. Ensure that techniques and methods which are known to be inaccurate and/or unreliable are not utilized.
7. Ensure that a full and complete disclosure of the findings is made to the submitting agency.
8. Ensure that work notes on all items, examinations, results, and findings are made at the time that they are done, and appropriately preserved.
9. Render opinions and conclusions strictly in accordance with the evidence in the case (hypothetical or real) and only to the extent justified by that evidence.
10. Testify in a clear, straightforward manner and refuse to extend themselves beyond their field of competence, phrasing their testimony in such a manner so that the results are not misinterpreted.
11. Not exaggerate, embellish, or otherwise misrepresent qualifications, when testifying.
12. Consent to, if it is requested and allowed, interviews with counsel for both sides prior to trial.
13. Make efforts to inform the court of the nature and implications of pertinent evidence if reasonably assured that this information will not be disclosed to the court.
14. Maintain an attitude of independence and impartiality in order to ensure an unbiased analysis of the evidence.
15. Carry out the duties of the profession in such a manner so as to inspire the confidence of the public.
16. Regard and respect their peers with the same standards that they hold for themselves.
17. Set a reasonable fee for services if it is appropriate to do so; however, no services shall ever be rendered on a contingency fee basis.
18. Find it appropriate to report to the Board any violation of these Rules of Professional Conduct by another applicant or Diplomat.

Article II. CODE OF ETHICS AND CONDUCT

SECTION 1 - THE CODE: As a means to promote the highest quality of professional and personal conduct of its members and affiliates, the following constitutes the Code of Ethics and Conduct which is endorsed by all members and affiliates of the American Academy of Forensic Sciences:

a.   Every member and affiliate of the Academy shall refrain from exercising professional or personal conduct adverse to the best interests and objectives of the Academy. The objectives stated in the Preamble to these bylaws include: promoting education for and research in the forensic sciences, encouraging the study, improving the practice, elevating the standards and advancing the cause of the forensic sciences.

b.   No member or affiliate of the Academy shall materially misrepresent his or her education, training, experience, area of expertise, or membership status within the Academy.

c.   No member or affiliate of the Academy shall materially misrepresent data or scientific principles upon which his or her conclusion or professional opinion is based.

d.   No member or affiliate of the Academy shall issue public statements that appear to represent the position of the Academy without specific authority first obtained from the Board of Directors.

AMERICAN SOCIETY OF CRIME LABORATORY DIRECTORS

SECTION 2 - THE CODE: As members of the AMERICAN SOCIETY OF CRIME LABORATORY DIRECTORS, we will strive to foster an atmosphere within our laboratories which will actively encourage our employees to understand and follow ethical practices. Further, we shall endeavor to discharge our responsibilities toward the public, our employers, our employees and the profession of forensic science in accordance with the following ASCLD Code of Conduct.

    2.1 No member of ASCLD shall engage in any conduct that is harmful to the profession of forensic science including, but not limited to, any illegal activity, any technical misrepresentation or distortion, any scholarly falsification.

    2.2 No member of ASCLD shall use their position to impose undue pressure on an employee to take technical shortcuts or arrive at a conclusion that is not supported by scientific data.

    2.3 No member of ASCLD shall discriminate against any current or prospective employee in his or her organization based on race, color, religion, national origin, sex, age, or disability.

    2.4 No member of ASCLD shall engage in any conduct that is detrimental to the purpose of ASCLD as outlined in Article II of the Bylaws.

    2.5 No member of ASCLD shall misrepresent his or her expertise or credentials in any professional capacity.

    2.6 No member of ASCLD shall offer opinions or conclusions in testimony, which are untrue or are not supported by scientific data.

    2.7 No member of ASCLD shall misrepresent his or her position or authority in any professional capacity.

    2.8 No member of ASCLD shall make written or oral statements, which imply that the member is speaking on behalf of ASCLD or the Board of Directors without the permission of the President.

    2.9 No individual may gain membership in ASCLD nor shall he/she retain membership if they have been convicted of a felony offense.

    2.10 All members shall report, to the extent permitted by law, to the Board of Directors any potential ethics violation committed by another member of ASCLD.

GENERAL LABORATORY SAFETY RULES

Forensic Science employees must observe the following general safety practices when working in Program–related laboratories. Each student should:

- Wash hands frequently, after removing gloves, and upon exiting the lab.
- Be aware of signs that point to potential dangers. Two that are found in many labs are the yellow radioactive sign, indicating that radioactive agents are either stored or used there, and the orange biohazard sign which is posted where there may be infectious agents. Avoid areas with these signs, including refrigerators and incubators, until you have checked with the laboratory safety officer.
- Avoid wearing open-toed or heeled shoes in the lab.
- Wear a lab coat and gloves in the lab.
- Know how to help yourself and other lab members in case of an emergency. Emergency telephone numbers are posted in the lab for use in the event of an emergency. Be aware of the first aid kit, the radiation kit, and chemical spill kits, if applicable, eyewash and safety showers before working in the lab.
- Treat all blood, body fluids, and microbes as if they are infectious.
- Perform all procedures which may cause aerosols of blood, body fluids, and microbial agents in a biological safety hood.
- Report all accidental injuries or spills immediately to your supervisor.
- File an incident report with the safety officer should you have a percutaneous injury or other injury involving blood and/or body fluid samples.
- Do not do anything you feel is unsafe.
- Do not rub eyes, touch skin, or other body parts while wearing gloves.
- Do not place any lab-contaminated items in your mouth, nose, or eyes.
- Do not remove lab coats, gloves, or other protective equipment from lab area.
- Do not store food or drinks in the lab.
- Do not work with, or in areas that work with, blood and/or body fluids until having started or completed the Hepatitis B vaccination or signed the Hepatitis B Declination Form.
- Do not eat, drink, or smoke in the lab.
- Do not apply makeup, eye drops, or contact lenses in the lab.

CODIS LABORATORY SAFETY RULES

- No open toe or heel shoes can be worn inside the laboratory.
- No short pants/skirts or shorts can be worn inside the laboratory.
- All human bodily fluids are to be considered to be pathogenic – this includes fluids that belong to a colleague.
- NO eating, drinking smoking, applying cosmetics, or handling contact lenses in laboratories.
- Make every attempt to avoid touching, scratching, or rubbing mucous membranes while in the laboratory. **NEVER** use a gloved hand or a lab coat to scratch an itch. Mucous membranes are an excellent route of entry for both biological and chemical hazards. The coat and gloves are worn to protect us from those hazards.
- Be familiar with the location and procedures of personal protective equipment and emergency equipment– fire alarms, fire extinguishers, chemical absorbent material, emergency eye wash, and emergency shower.
- Avoid distracting or startling others while working in the laboratory, especially when handling hazardous substances.
- Always examine the known hazards associated with the materials being used. This information is found on the manufacturer's label and on the MSDS of chemicals. Never assume that all the hazards have been identified. Exercise universal precaution by treating all chemicals as though they were hazardous when handling.
- Adhere to all MUFSC waste disposal guidelines.
- Avoid tasting or smelling any chemical.
- Avoid working alone when possible.
- Wear approved eye protection when working with ANY reagent/chemical on the open bench top.
- **Change gloves OFTEN**. Always inspect PPE for leaks, tears, and other damage before use.
- **NO GLOVES OR LAB COATS IN THE HALLWAYS**. Always remove lab coat and gloves before leaving the laboratory.
- Always wash hands before leaving the laboratory.

No more than **two** pages; Minimum type 8 point Arial

Name: _____ **Rank:** _____

Status (Check one): Full-time_____   Part-time_____   Adjunct _____
Current MU Faculty: Yes ____   No __

Highest Degree Earned:_____ **Date Degree Received**: _____

Conferred by:_____

Area of Specialization:_____

Professional Registration/Licensure _____ **Agency:** _____

Years non-teaching experience   _____   Years of employment other than Marshall _____

Years of employment at Marshall   _____   Years of employment in higher education _____

Years in service at Marshall during this period of review _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught (summer through spring), course number, course title and enrollment. *(Expand the table as necessary)*

Year/Semester	Alpha Des. & No.	Title	Enrollment

NOTE: Part-time adjunct faculty do not need to fill in the remainder of this document.

1)   If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2)   Activities that have enhanced your teaching and or research.
3)   Discipline-related books/papers published (provide a full citation).
4)   Papers presented at state, regional, national, or international conferences.
5)   Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
6)   Externally funded research grants and contracts you received.
7)   Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8)   Community service as defined in the *Greenbook*.

STATEMENT OF OUTSIDE EMPLOYMENT

DATE:

TO: Dr. Terry W. Fenger
        Director, Marshall University Forensic Science Center

FROM:

RE: Requesting Permission for Outside Employment

I am a full-time employee of the Marshall University Forensic Science Center and am requesting permission from the Director of the Forensic Science Center to be involved in outside employment. The hours of this employment shall not coincide or conflict my scheduled work. Furthermore this outside employment shall not conflict with my job responsibilities or affect my ability to meet expectations of my position. I understand that this request also must be approved by an appropriate MURC or University official.

My proposed outside employment consists of the following:

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I respectfully submit this request to you for your signature of approval.

Signed:

_____
Employee Signature   Date

Conditions for Approval:

Approved ☐	Not Approved ☐

_____
Terry W. Fenger, PhD   Date

Approved ☐	Not Approved ☐

_____
MURC or University Official   Date

PLEASE RETURN FORM TO FORENSIC SCIENCE CENTER

ADJUNCT FACULTY CONTRACT

July 27, 2012
Name
Dear

      On behalf of the Marshall University Forensic Science Program, I am pleased to extend this letter of agreement for your services as a part-time faculty member for the   semester. All part-time assignments are made on a semester-by-semester basis and are contingent on adequate enrollment numbers, faculty need and funding. Should it be necessary cancel a course for any reason, you will be notified as soon as possible.

      Course assignment:

(course)	(title)	(credit hours)	$___	(date and time)	(location)

      Inclusive class dates: August 27- December 11, 2012
      Inclusive finals dates: December 11- December 18, 2012

      Should you need to order a textbook for any of your courses, please contact Nadine Borovicka (304-691-8931) in the Forensic Science Program Office.

      To apply for Graduate Faculty Membership, you will need to complete the appropriate form and submit a resume to the Forensic Program Office to be reviewed by Dr. Staton and the Dean. Your Graduate Faculty Membership must be approved and/or active prior to teaching this course. For a policy overview, membership levels, criteria, forms, etc, please visit http://www.marshall.edu/graduate/graduatecouncil/gcmembership.asp.

If for any reason you need to cancel a regularly scheduled class, per your syllabus, we ask that you contact the Forensic Science Academic Program Office at 304-691-8931 to reschedule your class time. Faculty members do not accrue sick leave and are responsible for meeting their classes every scheduled session. If you must be absent from class, please make arrangements for someone to cover your class. This should be done well in advance whenever possible; in case of emergencies, please notify the department chair immediately. If you must be late for class, the same procedure should be followed.

As a course instructor, it will also be necessary that you make yourself available to students for assistance or consultations outside of class time.

      You are expected to maintain up-to-date grade records for each class you are assigned. At the close of each semester, grades must be turned in to the Forensic Science Academic Program along with printed legible copies of online grades you submit for each course.

      Additional expectations for this assignment include:
1. Submitting a syllabus for approval two weeks prior to your start date. Note: The syllabus should adhere to the guidelines listed on the assessment website (http://www.marshall.edu/assessment/Resources/AssessmentResources.aspx)
2. Distribution of a program-approved syllabus to students during Day 1 of class
3. Last day of class or at the time of course grade submission- Submit the following:
   a. Syllabus (if any changes were made)
   b. Powerpoint slides
   c. Handouts
   d. Exercises
   e. Exams and keys
   f. Resume

      We ask that you indicate your acceptance of this agreement by returning one signed copy of this letter to the Forensic Science Program by August 1st.

      Thank you, in advance, for the expertise you will share with our students. We look forward to working with you, and hope that you will not hesitate to contact me.

Sincerely,

Dr. Pamela Staton
Program Coordinator, Forensic Science Academic Program

I accept this appointment:

_____
Printed Name

_____
Signature

_____
Date

Quality Matters & Copyright Compliance for the Online Classroom

August 2014

Monica Brooks, EdD

Quality Matters

- **Initiated by the HEPC in 2011 to ensure WV institutions participating in the SREB/SREC Academic Common Market met national quality standards.**

- **Launched at MU soon thereafter and adopted at MU by FDCOMI; QM is now the rubric used when reviewing/approving online courses.**

Quality Matters Program

- Leading quality assurance program for online education; peer-based approach developed by a network of online faculty.

- Certified peer-reviewers at the national level use a continuous improvement model to provide feedback to online course developers.

- Developed from 8 essential standards, QM measures the following:

Quality Matters Standards

- **Course Overview & Intro**
- **Learning Objectives (Competencies)**
- **Assessment & Measurement**
- **Instructional Materials**
- **Course Activities & Learner Interaction**
- **Course Technology**
- **Learner Support**
- **Accessibility & Usability**

Other QM Certifications

- MUOnLine will reimburse faculty upon receipt of their completion certification for additional workshops.

- Create your own **"MyQM"** login anytime: www.qualitymatters.org

  - **Peer Review Course**
    - *Requirement to serve on FDCOMI*

  - **Master Reviewer**

  - **Improve Your Online Course**

Applying the QM Rubric Certification

PTLO program provided by the Center for Teaching & Learning

- Part I: Applying the QM Rubric (F2F)
- 9:00 am – 4:00 pm:
  - **October 24, AC 210, South Charleston**
  - **November 7, Drinko 349, Huntington**
- Part II: Pedagogy Matters (CTL)
- Part III: Design Matters (CTL & MUOnLine)

MUOnLine Design Center

- **If you are developing a new course, please meet with an instructional designer:**

<div align="center">

HUNTINGTON: **SOUTH CHARLESTON:**

Smith Communication Bld 220   **Graduate College Building 321**

304-696-7117   **304-746-1948**

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- **The designers will assist you in meeting the 8 QM standards prior to your FDCOMI course review.**

- **Upon review, they will aid you in revising the course to address FDCOMI suggestions.**

QUALITY MATTERS
QM

Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values

Standards			Points
Course Overview and Introduction	1.1	Instructions make clear how to get started and where to find various course components.	3
	1.2	Learners are introduced to the purpose and structure of the course.	3
	1.3	Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.	2
	1.4	Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5	Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6	Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7	Minimum technical skills expected of the learner are clearly stated.	1
	1.8	The self-introduction by the instructor is appropriate and is available online.	1
	1.9	Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1	The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3	All learning objectives or competencies are stated clearly and written from the learner's perspective.	3
	2.4	The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5	The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1	The assessments measure the stated learning objectives or competencies.	3
	3.2	The course grading policy is stated clearly.	3
	3.3	Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	3
	3.4	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5	The course provides learners with multiple opportunities to track their learning progress.	2
Instructional Materials	4.1	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.	3
	4.2	Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3
	4.3	All instructional materials used in the course are appropriately cited.	2
	4.4	The instructional materials are current.	2
	4.5	A variety of instructional materials is used in the course.	2
	4.6	The distinction between required and optional materials is clearly explained.	1
Learner Activities and Learner Interaction	5.1	The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2	Learning activities provide opportunities for interaction that support active learning.	3
	5.3	The instructor's plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4	The requirements for learner interaction are clearly stated.	2
Course Technology	6.1	The tools used in the course support the learning objectives and competencies.	3
	6.2	Course tools promote learner engagement and active learning.	3
	6.3	Technologies required in the course are readily obtainable.	2
	6.4	The course technologies are current.	1
	6.5	Links are provided to privacy policies for all external tools required in the course.	1
Learner Support	7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2	Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3	Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4	Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
Accessibility and Usability	8.1	Course navigation facilitates ease of use.	3
	8.2	Information is provided about the accessibility of all technologies required in the course.	3
	8.3	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4	The course design facilitates readability.	2
	8.5	Course multimedia facilitate ease of use.	2

Title 17 USC

- Purpose - Copyright protects the author of an original work; any original work that is fixed in a tangible medium of expression is protected.

- Protection is automatic– it is not necessary to register with the US Copyright Office.

- Registering does yield additional protections and is advised for those who may gain profit from original works (such as inventions).

Title 17 USC

- Recent court cases have influenced how institutions now view fair use (GSU case).

- Publishers have become more aggressive in an effort to reclaim profits.

- Digital networks have made it easier for copyright holders to locate infringing behavior.

Cambridge U. Press, et al v. J.L. Albert, et al
(formerly CU Press v. Becker, 2008; or "the GSU lawsuit")

- 💲 **In 2008, Cambridge University Press, Oxford University Press, and SAGE Publications sued officials of Georgia State over the use of copyrighted material in course e-reserves, the learning management system, and on university Web sites.**

- 💲 **The lawsuit was funded by the Copyright Clearance Center (CCC) and by the Association of American Publishers (AAP).**

Cambridge U. Press, et al v. J.L. Albert, et al

(formerly CU Press v. Becker, 2008; or "the GSU lawsuit")

- 💲 **There were over 650 counts of infringement;**

- 💲 **Servers were confiscated;**

- 💲 **Subpoenas covered 2+ years of courses;**

- 💲 **Librarians, faculty, and IT personnel had to retain counsel at great personal expense;**

- 💲 **PDF files that had never been opened were introduced as evidence.**

The case is under appeal.

Cambridge U. Press, et al v. J.L. Albert, et al
(formerly CU Press v. Becker, 2008; or "the GSU lawsuit")

💲 **In 2013 the judge rendered 99 decisions;**

💲 **She referred to the four fair use factors as her guide.**

💲 **The library/distance education community currently uses these decisions to influence copyright policy and practices until new rulings are rendered.**

USC Title 17, Chapter 1, § 107

Limitations on exclusive rights:

Four Fair Use Factors

1. What is the **PURPOSE** of the use?
2. What is the **NATURE** of the work to be used?
3. What **AMOUNT** of the work will be used?
4. What **EFFECT** will use have on the market for this work?

Factor One:

Purpose and character of the use

Strongly favors non-profit educational users.

- The court made several useful rulings finding that factor one strongly favors libraries every time in this context.

Factor Two:

Nature of the copyrighted work

Favors users of non-fiction.

- Most of the works in question were scholarly non-fiction and more informational than creative in nature which strongly favored libraries.

Factor Three:

Amount of the portion used

Favors users.

- Use 10% or less (counting all pages) of books with 10 chapters or less;
- Use 1 chapter for books with more than 10 providing it is not the heart of the work. Otherwise favors publishers.

Factor Four:

Effect of the use on the potential market or value of the copyrighted work

Favors publishers.

- If there is a reasonably priced/available license for digital excerpts. Otherwise, this favors libraries unless the amount is to great as to harm the market for the entire book.

So, what happened to sovereign immunity and educational fair use?

Best Practices

Any Classroom

- Online and F2F classrooms are no longer treated the same under fair use guidelines.

- The rules are more stringent for the online environment. Faculty can be sued.

- TEACH Act gave us more leeway while pending lawsuits and a litigious reality took it away.

Risk Assessment

- Do a fair use self-review regularly– especially when using an item every term.

- Use only what is needed (10% rule).

- Always use legal copies; do not circumvent technological protections.

- When using a digital content, obtain permission from the original author, producer, publisher, or CCC.

Best Practices

- Most publishers allow for online classroom use; always use their preferred method of distribution.

- Check documentation before posting materials ("shrink-wrapped" license agreements supersede fair use).

- Check with librarians/IT to see if there are other resources available that provide the materials you seek.

Best Practices

- ✔ Change course readings or reserves every year if possible.

- ✔ Obtain CCC clearance for foundational items used every time the course is taught.

- ✔ Use a copyright checklist to manage written/verbal copyright requests; save a trail for each item.

- ✔ Place all copyrighted material (in any format) within the learning management system for F2F/online classes after clearing permissions.

Best Practices

- **Always link to publisher resources.**
  - Most publishers provide a permanent or stable link to their content.
  - Cut/paste <u>their</u> citation into your online course.
  - This ensures proper attribution and that stats & royalties get counted for the original copyright owners.

Disclaimer

Fair Use of Copyrighted Works:

Please note that the instructor may use some works that are copyrighted by the publisher or original author. These works are provided to students under the Educational Fair Use provision of Title 17 of the US Code and are not to be shared with individuals who are not enrolled in this course.

© Q&A:

Are you breaking the law?