



UNIVERSITY *of* MARYLAND
EASTERN SHORE

ADJUNCT FACULTY RESOURCE GUIDE

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This Guide is created as a supplement to the UMES Faculty Handbook which can be found online at <http://www.umes.edu/Academic>

Note: a number of policies and provisions in the Faculty Handbook, e.g., Section III, Personnel Policies pertain only to full time Faculty. Generally, much of the information in the Faculty Handbook Sections IV, V, VI, VIII, and X is relevant to Adjunct Faculty.

The intent of this Adjunct Faculty Resource Guide is to provide frequently asked questions (see Appendix I) as well as narrative information on subjects of particular interest to adjunct instructors.

When in doubt about a policy or procedure, contact the departmental office, the Division of Academic Affairs Office, or the Office of Human Resources.

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COURSE PREPARATION

SYLLABUS

Consult with the Department Chair regarding the most recently used syllabus for the course(s) you will be teaching. Your syllabus needs to be written according to departmental guidelines. A copy of the syllabus must be submitted to the departmental office. Print copies should be distributed and fully reviewed on the first day of class. The syllabus can be posted to BlackBoard as well. A sample is included in Appendix II.

MATERIALS AND SUPPLIES

Requests for materials and supplies purchase should be given to the Department Chair, normally through the Administrative Assistant. Availability of existing supplies can be checked with the Administrative Assistant in the department.

EQUIPMENT ASSISTANCE

To request assistance with equipment, contact the Administrative Assistant in the department. (S)he will advise or determine the forms, procedures and/or contact person required to facilitate the request.

CLERICAL ASSISTANCE

Consult with the Administrative Assistant who can assist personally and indicate whether student workers are available to provide clerical assistance. Also inquire about work request forms, e.g., for typing, copying, and other clerical needs. The Administrative Assistant can instruct you on copier access.

TEXTBOOK ORDERS

Check with the Department Chair for textbook recommendations and approval. The UMES Bookstore distributes Adoption forms to each department prior to each semester. The Adoption Form can be obtained from the Administrative Assistant and should be completed and submitted promptly. Additional information can be found in the Faculty Handbook Section X: UMES Policy on Selecting and Changing of Textbooks.

BOOKSTORE

The UMES Bookstore is centrally located on the first floor of the Student Services Center. The bookstore is not owned by the university and therefore, book return policies are not under the auspice of the university. The bookstore phone number is 410-651-6437. The email address is umes@bkstr.com.

Bookstore Hours:



Monday - Thursday: 8:30 am- 5:00 pm


Friday: 8:30 am- 4:00 pm

Saturday: closed

Sunday: closed

HAWK CARD

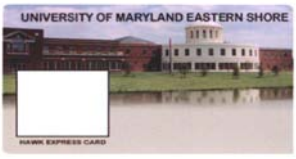




UNIVERSITY OF MARYLAND EASTERN SHORE

HAWK Account HAWK Card HAWK Copy HAWK Vending HAWKMATS HEPS Vending Account
HAWK CENTER

HAWK CARD:



- is not an ordinary card.
- is a multi-functional card that serves as the official University of Maryland Eastern Shore ID card, library card and dining and events card.
- is a permanent non-transferable card, and is the property of the University of Maryland Eastern Shore
- When combined with a flexible spending account, it allows individuals to make cash free purchases at campus locations that accept the **HAWK EXPRESS CARD**.

- The first card is issued at no cost to faculty, staff and students.
- Replacement cost is \$15.00 for lost or stolen cards.
- A fee of \$5.00 will be charged for replacement of damaged cards.
- Cards which malfunction with no apparent damage will be replaced at no charge. The **HAWK CENTER** will issue a new card and transfer your account balance.
- Individuals are required to carry their **HAWK EXPRESS Card** at all times for prompt identification.
- **A penalty fee of \$25.00 is charged to individuals who allows another person to use their card.**
- **How to care for your "HAWK Express Card"**
- **HAWK Express Card Policy**

To get a Hawk Card, go to the Student Services Center, second floor, Monday through Friday from 9:00 a.m. - 4:00 p.m. Go to the window to register. You will get your picture taken and leave with the card in hand. Should you have questions, call 410-651-7747.

HAWKWEB

Immediately upon arrival to the campus, begin to inquire in the Department about access to HawkWeb. You will find that this online tool is used for multiple, critical purposes. In order to receive access to HAWKWeb an email must be sent via the Chairperson (can be sent from the Administrative Assistant per the Chairperson) to Balwant Singh bgsingh@umes.edu and Kenneth Gaston kgaston@umes.edu stating their approval for Faculty HAWKWeb access in their Department. The email must include their name, birthdate, social security number and UMES email address. Additional information on HAWKWeb is found in the Frequently Asked Questions in Appendix I.

E-MAIL ACCOUNT

All employees must have a campus e-mail account. This is done for you on-line by the Department Chairperson. Your email address will usually consist of your first and middle initial followed by your surname and @umes.edu. For example John Q. Public would likely be assigned jqpublic@umes.edu.

LIBRARY

Use

Adjunct faculty have the same Frederick Douglas Library privileges as do full-time faculty. You must show your Hawk Card. The library website is at www.umes.edu/fdl.

Phone Numbers

- Reference: 410-651-7937
- Circulation: 410-651-7691
- Serials: 410-651-6610
- Inter-Library Loan: 410-651-6609
- Media: 410-651-6275
- Special Collections: 410-651-7695
- Main Office: 410-651-6621
- Acquisitions: 410-651-6615
- Cataloging: 410-651-7697
- Automation: 410-651-6612

Hours:

During Semesters:

Monday – Thursday 8:00 a.m. – 12:00 midnight

Friday 8:00 a.m. – 5:00 p.m.

Saturday 10:00 a.m. – 7:00 p.m.

Sunday 3:00 p.m. – 12:00 p.m.

TEACHING YOUR COURSE

CLASS ROSTERS

HAWKWeb has accurate class rosters. Be sure to check regularly for the most up-to-date roster.

ATTENDANCE REPORTING

All faculty (adjunct and full-time) are required to report attendance using the online attendance-tracking module in HawkWeb. Attendance should be submitted after every class period. The attendance module is accessed on the “Faculty Center” page in

HawkWeb. Faculty are also able to get a report on attendance for each student in his/her class from the “Faculty Center.”

1. Absences (whether excused or unexcused) do not alter what is expected of students qualitatively or quantitatively.
2. The University will excuse the absences of students that result from instances such as: illness of the student (too ill to attend class), death in the immediate family, participation in University activities at the request of University authorities, and compelling circumstances beyond the student’s control. Students requesting excused absences must furnish acceptable documentation to the course instructor as soon as possible after the absence.

POSTING GRADES

All faculty are required to submit their grades in HawkWeb, provide signed hard copy to the department chair, and submit copy of his/her grade book for each class taught to the department chair at midterm and finals.

Whereas individual assignment grades can be managed in BlackBoard, mid-term and final grades are posted using HAWKWeb. Contact the Department Chair to gain approval to request HAWKWeb access. Please refer to the semester academic calendar for submission deadline.

Incompletes

If at all possible, you should avoid giving incomplete grades. If you do, you must be available during the next semester to see that the work is made up. Some examples of the sorts of situations which might warrant assigning an incomplete grade would be if the student became ill and missed many classes, something unavoidable (and documented, such as a car accident) kept the student from appearing for the final exam and being able to immediately make it up, etc.

A sample form for issuing an Incomplete or “I” grade is attached in Appendix IV. Further, once the missing work has been completed, to change the “I”, you should use the Supplemental Grade Report form. Check with the department Office or contact the Office of the Registrar which is located in the Student Development Center.

CANCELING CLASS

If you must cancel your class, make preparations in advance if at all possible. You can also assign a project, computer work, written work, etc. in lieu of class. Remember to make full use of BlackBoard in terms of re-assigning work. If you are ill or some unforeseen circumstance causes you to miss class, call the departmental office.

Inclement Weather

University cancellation of classes or delayed openings will be posted on the UMES website. You can also check WESM 93.1 FM radio.

DROP/ADD

Students may drop or add your class according to the maximum number of students allowed in the course and in accordance with deadlines listed on the Academic Calendar. Students can drop or add courses using HawkWeb Self-Service online during the drop/add period only. To drop once the drop period ends, students need to submit the Course Withdrawal form. Again, be sure to check HAWKWeb regularly for the most recent roster.

PLAGIARISM, CHEATING, AND OTHER ACADEMIC DISHONESTY

Evidence of **plagiarism** is presented to the Vice President for Student Life and Enrollment Management for further action. Students must appear before a judiciary board to respond to the charges. Penalties for being found guilty include receiving an “F” in the course.

Academic Dishonesty*

The University requires academic honesty and integrity among all students. All students must be strongly discouraged from giving or receiving help during quizzes, examinations, and other class assignments unless specifically told that they can seek assistance. You should clearly explain all procedures for test taking, writing papers, and completing course assignments. When in doubt, students should be encouraged to consult with faculty. It should be emphasized that failure to adhere to high standards of academic honesty can result in referral to the Student Judicial System. The minimum sanction for cases of proven cheating is automatic failure of the course. Additional information can be located in the UMES undergraduate catalog, pages 30-32.

*This text is amended from that posted at
<http://facstaffwebs.umes.edu/elbass/biology%20101/ACADEMIC%20HONESTY.htm>

STUDENT SERVICES

After exhausting classroom management techniques, should you remain concerned about a student’s behavior patterns, UMES has referral systems in place. Counseling services are available through the Counseling Center; that referral form is circulated every semester through campus wide email from the Office of Public Relations. The form can be obtained by calling the Counseling Center at x6449.

With regard to concerns about grades, students can be referred to the Center for Access and Academic Success. The referral form is available online at www.umes.edu/CAAS or you may call x6215 for assistance.

Adjunct faculty are expected to fully utilize effective classroom management principles and consult with other faculty or the Department Chair as needed. Should a student continually display any of the following excessively inappropriate behaviors, contact any member of the UMES Behavioral Assessment Team if time permits. In case of any emergency, call 911 and then contact Campus Police at x3300. Additional information about the Behavioral Assessment Team and emergency responses can be found at www.umes.edu/Emergency or by calling Campus Police at x6590 for non-emergencies.

Excessive behaviors to report include but are not limited to:

Aggression, depression, behaviors that suggest negative changes in personal hygiene, eating disorders, cuts/bruises, preoccupation with death or sex as displayed verbally or in writing, drug use or drinking – especially in the middle of the day.

Of particular note, consider the following excerpt from the Student Code of Conduct Handbook: Student Judicial Manual -

“Disruptive, disorderly, or reckless conduct includes indecent exposure, lewd behavior, bomb threats, false fire alarms, and other actions which disrupt normal University functions, activities, and processes of the University community. When disorderly or disruptive conduct occurs in class, a faculty member may file a complaint of misconduct with the Judicial Administrator, and after a hearing, if that complaint is upheld; the student may be administratively withdrawn, and may then appeal. Disruptive, disorderly, or reckless conduct includes, but is not limited to the following:

- a. Threats, physical abuse, harassment, or hazing which threatens or endangers the health, safety, or welfare of a member of the University community;
- b. Fighting or physically assaulting another person or recklessly causing physical harm or causing reasonable apprehension of such harm;
- c. Obstructing or disrupting teaching, research, administrative and public service functions;
- d. Obstructing or disrupting disciplinary proceedings or other authorized University activities;
- e. Intentional participation in campus demonstrations which disrupt the normal operations of the University and infringe on the rights of other members of the University community;
- f. Leading or inciting others to disrupt scheduled and/or normal activity in any campus area, causing infringement on the rights of members of the University community; or,
- g. Trespass or unauthorized entry to any University premises, facility, property, or at a University-sponsored event or activity.”

EMPLOYMENT POLICIES

Various employment policies can be found in the Faculty Handbook in Section IV: Faculty Responsibilities and Section VIII: Other Services and Regulations. You are strongly encouraged to review these policies fully immediately upon hire. The Faculty Handbook can be found at: www.umes.edu/Academic. Appendix III contains the President's Statement on Certain Personal Relations and Professional Conduct and the UMES Sexual Harassment Policy.

As part of the employment paperwork, you will receive and acknowledge receipt of copies both the Substance Abuse and Domestic Violence policies. Failure to adhere to UMES policies can result in disciplinary action up to and including termination.

MISCELLANEOUS

PAYCHECKS

Paychecks are available on a biweekly basis. In some departments the Administrative Assistant picks up paper paychecks; in some instances, the employees must pick up their own. Check with the departmental office. If you teach evenings, you can leave self addressed stamped envelopes with the Human Resources Office so that your check can be mailed to you. The Human Resources Office number is 410-651-6400. Direct deposit is an option and the form is available from the Human Resources Office.

You will need to submit a Faculty Form VII showing the days you worked each month. Request the form from the Administrative Assistant. That form should be submitted to the departmental office immediately after the last day worked each month.

MILEAGE

Adjuncts can get mileage reimbursement if they are part of a grant-funded joint presentation, or if they are observing a student intern. Consult with the departmental Administrative Assistant for details.

PARKING PERMITS

You will need a parking permit; a window decal is \$20.00 and a hanging decal is \$30.00. A parking permit application must be completed and taken along with your automobile registration to the University Public Safety Office. The parking permit application can be downloaded from www.umes.edu/police. Select Campus Parking from the online menu.

MAILBOX

Individual faculty mailboxes are located in the departmental office.

TELEPHONE

When using a campus phone and dialing a campus building, just dial the last four numbers, which is the extension number. To dial outside of the University, dial 9 then the number including area code or 9+1+area code for long distance calls.

APPENDIX I

Frequently Asked Questions – General

Where can I find the Academic Affairs Division semester calendar, e.g., semester start, end, holidays, exam days, etc.? *The academic calendar is found on the UMES website @ www.umes.edu/campuscalendar.*

Are there Departmental calendars too? *Yes. Check with the individual Departments for those calendars.*

Where can I get assistance with classroom computer/equipment needs? *The best person to contact is your Department Chairperson. It is recommended that you make your request at least one week in advance.*

What is my responsibility for tracking student attendance? *It is imperative that you take attendance at every class. Track attendance online using HawkWeb. There is a Help feature to learn how to use the attendance tracker module and video training is available in HawkWeb @ www.umes.edu/it/peoplesoft.*

How do I address attendance concerns? *Contact the Department Chair and the Center for Access and Academic Success @ 410-651-6215.*

Where do I get referral forms? *Referral forms are online on the MyUMES log in page for Faculty. The Student Referral Form is located on the left side of the screen. (Add url?)*

What is my responsibility for office hours? Where do I post them? *Most Departments do not require that Adjunct faculty maintain office hours since office space, generally, is not provided. Please check with the Department Chair. However, you are encouraged to share appropriate contact information so that students can reasonably reach you.*

What is the (Departmental) policy on plagiarism? How do I handle instances? *The University has a firm policy on plagiarism. It is in the UMES Faculty Handbook which can be linked from the Academic Affairs Division webpage @ www.umes.edu/academic. It is also found in the catalog and in the UMES Student Writing Handbook.*

Where can I get information on grading policies? *Please ask for information from the Department Chair. The University policy is that every student should see his/her mid-term and final grade. You must adhere to the deadlines as specified on the Academic Affairs Division calendar which is available online.*

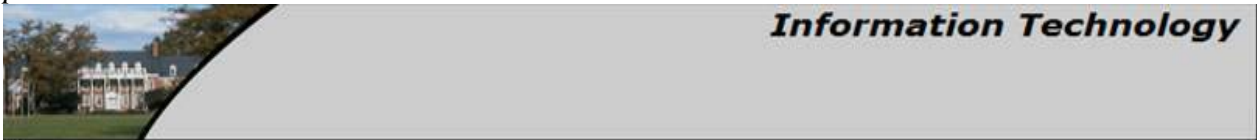
What is the policy on submitting grades? *All Faculty, Adjunct and full-time, must submit mid-term and final grades online as well as a print copy of final grades must be*

submitted to your department Chair. Training is offered during each semester. Information will be available in the Department office.

What is the retention schedule for class materials, e.g., attendance records, digital files of papers, unreturned papers, individual assignment grades, etc.? *UMES does not have a policy on retention of class materials, however all gradebooks and/or grading spreadsheets, etc., must be turned in to your department Chair when final grades are submitted. A good rule of thumb would be to retain materials for at least one academic year.*

Where can I get assistance with mathematical review of grades that are computed using automated software such as Gradebook? *Gradebook allows you to download your grades into a spreadsheet. From there, various calculations are available.*

Where are grades recorded? *Individual assignments can be set up and grades recorded using BlackBoard. In HAWKWeb grade rosters are accessible in the Faculty Center by clicking on the Grade Roster icon button beside each class that is listed. All Faculty are allowed to have HAWKWeb access but the request must be submitted by the Chairperson in order to grant access. In order to receive access to HAWKWeb an email must be sent via the Chairperson (can be sent from the Administrative Assistant per the Chairperson) to Balwant Singh bgsingh@umes.edu and Kenneth Gaston klgaston@umes.edu stating their approval for Faculty HAWKWeb access in their Department. The email must include their name, birthdate, social security number and UMES email address. The IT New Employee Assessment form that is completed by the Chairperson when new faculty are hired states to email the HAWKWeb Help Desk for the procedures to obtain HAWKWeb access.*



Information Technology

When a new employee is hired, an IT assessment **must be completed by the supervisor** if the employee is to have access to any of the following:

- Personal phone or fax extension
- Pager and/or cellular phone
- Campus computer systems
- E-mail
- Internet access from home

*** Completing this assessment form DOES NOT allow login access to HAWKWeb (PeopleSoft).** Faculty and staff must gain security roles and permissions via approval from the Administrative Computing Office. Please contact the HAWKWeb Help Desk at 410-651-8488 or HAWKWEBHELP@umes.edu for information regarding the approval process.

Please remember that some items may incur a charge to your department/office's account. Login accounts do not incur a charge. Telephone and fax extensions, pagers, cell phones, and computers may result in charges made. Please contact the Help Desk at x8324 (TECH) on-campus or 410-651-8324 off-campus with any questions.

[Complete the IT Assessment Form](#)

[Check Status of an Already Completed Form](#)

How do students view their assignment grades in BlackBoard? *In setting up each assignment, one must indicate the student view option. Students must log in and check their grades periodically; there is not any automatic notification once grades are posted.*

In BlackBoard, what is the difference between SafeAssign and Assignments? Do I need to look in both places for student submissions? Do I need to place assignment instructions in both places? *SafeAssign is a plagiarism device in BlackBoard. Students submit papers and they are checked for plagiarism before being sent to faculty for review. The assignment papers are automatically entered into the gradebook. Assignment instructions do not need to be placed in both locations, rather only in the Assignments area.*

How do I get assistance with BlackBoard? *Contact Mr. Kaye Pinhey at (410)651-7574. His office is located at 1106 Wilson Hall; his email address is kdpinhey@umes.edu. You can visit: <http://www.umes.edu/Academic> for assistance.*

How do I get assistance with HAWKWeb? *HAWKWeb Help link in the top right hand corner of the Faculty and Student Center which has online training and tutorials (SEE BELOW). HAWKWeb Help Desk at 410-651-8488 or x8488 or email hawkwebhelp@umes.edu*

The screenshot shows the Blackboard Faculty Center interface. At the top right, there is a "HawkWeb Help" link. Below it are navigation buttons for "faculty center", "class search", "browse catalog", "faculty search", and "learning management". The main heading is "Faculty Center".

Below the heading, there are links for "My Exam Schedule", "View My Advisees", "View Personal Data Summary", "My UMES", and "My Webmail".

The current term is "Fall 2008 | Univ of Maryland Eastern Shore" with a "change term" button. Below this, there are radio buttons for "Show All Classes" (selected) and "Show Enrolled Classes Only".

At the bottom, there are icons for "Class Roster", "Grade Roster", "Learning Management", and "UMES Faculty Tools".

The main content is a table titled "My Teaching Schedule > Fall 2008 > Univ of Maryland Eastern Shore".

	Class	Class Title	Enrolled	Days & Times	Room	Class Dates
	ENGL 203-0101 (1460)	FUNDAMENTALS OF CONTEMP SPEECH (Lecture)	26	MoWeFr 10:00AM - 10:50AM	Wilson Hall Room 1111	Sep 2, 2008- Dec 12, 2008
	ENGL 203-0501 (1464)	FUNDAMENTALS OF CONTEMP SPEECH (Lecture)	24	Sa 9:00AM - 11:30AM	Wilson Hall Room 1111	Sep 2, 2008- Dec 12, 2008
	ENGL 203-0701	FUNDAMENTALS OF CONTEMP SPEECH	24	TuTh 3:30PM - 4:45PM	Wilson Hall Room 1111	Sep 2, 2008- Dec 12, 2008

Where do I get parking sticker information? *Contact the Department of Public Safety at 410-651-6590.*

Will the Department Chair visit my classes to provide teaching feedback? *The Department Chair, or any other faculty members, may visit you at any time at their discretion.*

Can I review other syllabi for similar and successive classes? *Yes. Contact the Department Chair.*

How can I locate grant opportunities? *Visit www.umes.edu/osp. Select the IRIS option. A Principal Investigators Manual can be found on that website as well. Ms. Catherine Bolek, Director of Office of Sponsored Research & Programs, can be reached at 410-651-6714.*

What are the policies for unexpected illness? *Contact the Department Chair and students as far in advance as possible. Ensure students that class will resume as soon as possible.*

How do I find out whether full-time employment becomes available? Do Adjuncts receive special consideration? *Contact Ms. Mary Ames, Employment Manager, in the Office of Human Resources at 410-651-6401. Consideration for any position is based on the requirements as posted on the vacancy announcement. UMES is an Equal Employment Opportunity/Affirmative Action Employer.*

Are Adjuncts eligible for Tuition Remission or any related incentive? *No. Only full-time Faculty are eligible for Tuition Remission.*

What is the EPE? *The EPE is the English Proficiency Examination which is a required test of written proficiency. All UMES students are required to take and pass the exam. It is normally given when the students are enrolled in English 102.*

Are there Summer or Winter teaching opportunities for Adjunct Faculty? *Yes. Contact the Department Chair for this information.*

How do I get copying services? Are there limits? What is the turnaround time? *Contact the Department Chair to learn of the policies.*

Frequently Asked Questions – Employment and Pay

Can my resume be considered for more than one Department? *Yes, as long your resume reflects that you meet the minimum qualifications that the Department is requesting.*

How do I know what a Department is requiring in order to be considered for part-time teaching? *We have posted on the UMES website the minimum qualifications for each Department.*

How do I know that my resume has been received? *A letter will be sent to you confirming that your resume has been sent to the Department (s) you indicated.*

As a full time employee, how many classes may I teach as a part-time faculty? *Full-time employees may teach up to nine (9) credit hours.*

Is permission required from my supervisor in order to teach if I am a UMES employee? *Yes, you must complete a Secondary Employment Form in order for HR to process the Appointment Recommendation Form.*

How many letters of recommendation are required? *Three professional letters are required with original signatures.*

Where should the resume and letters of recommendation be sent? *The resume/recommendations should be sent to the HR Office. Once the resume is reviewed it will be sent to the Chair of the Department for review. The resume should have a cover letter attached indicating what Department you wish to teach in.*

Are official transcripts required? *Yes, official transcripts must be sent directly from the institution to the HR Office.*

When are the transcripts required? *After you have been made an offer to teach you should immediately request the transcript. HR allows two weeks for transcripts to arrive. If there are special circumstances preventing the transcripts from being sent, a letter must be sent from the registrar at the institution explaining why the transcript is being held and confirming that all degree requirements have been met.*

What if I am a UMES graduate? *You must request from the UMES Registrar's Office that the transcript is sent to HR.*

Is there a background check required? *Yes, the University is now completing background checks for new hires. A Notification of Release will be sent with the letter of acknowledgement.*

Do I return my contract to HR? *No, contracts should be returned to Academic Affairs.*

Is there a deadline for the return of my contract? *Yes. Fall contracts should be returned by August 23, and Spring contracts should be returned by January 15.*

Who do I contact to locate my contract? *Contact the Department issuing the contract which is responsible for locating the contract. Once they locate the contract, they will provide you with the status of the contract.*

Will HR take faxed copies of the payroll/personnel documents? *No, all payroll/personnel forms must be originals.*

I am unable to come in before the HR Department closes to complete paperwork, can the forms be mailed to me? *Yes, the forms can be mailed or e-mailed. However, keep in mind the completed forms cannot be e-mailed. Original signatures are required.*

How often will I need to update my payroll/personnel forms? *You will need to update the W-4 annually. If you terminate from the University for three years or longer you will need to complete a new I-9 and other forms as necessary upon rehire.*

When do I receive my first paycheck? *An employee can expect to receive a payroll check once all information has been received in the Office of Human Resources prior to posted payroll due dates.*

How is the payment determined? *The payment is based on position title, number of students and course credits.*

What are the official contract dates for part-time faculty? *Contract dates for all part-time personnel are dependent upon the start and end date of each academic session. The appointment cannot exceed one semester.*

What do I do about a change of address? *If you have a change of address, you will need to update your data in the PHR system and complete a manual change of address form in the Office of Human Resources. In addition, you will need to give your new address to your employing Department. Please follow the same procedures for name changes. This process will avoid delays in contract processing and payment.*

How is my salary paid for my contract period? Can my pay be reduced based on the number of students? *All Adjunct Faculty receive a flat rate for teaching courses. The flat rate is spread over the pay periods that are a part of the employment/contract dates. This salary spread could result in different bi-weekly payments for the Fall and Spring Semesters although the amount of the contract may be the same. Yes, your pay can be adjusted, or reduced, based on the number of students. If there is not a minimum of seven (7) students for a course, Adjunct Faculty are paid \$250 per student.*

Why can't I receive benefits if I am teaching four courses? *The University hires employees in many capacities. Adjunct Faculty are hired based on meeting certain degree requirements and only if needed to teach a course; therefore no benefits such as insurance or tuition remission are offered for this employment category.*

Why do I have to sign a new contract each semester? *A new contract is required to be signed each semester to verify that the adjunct is willing to teach a certain course for a certain amount of money. If there is no signed agreement to the terms, there is no contract.*

Why do I have to complete a new direct deposit form each semester? *A new direct deposit form must be completed each semester because adjunct Faculty are hired only as needed and the payroll system has no way of knowing who will or will not return; therefore, these records are deleted to avoid “non-active pay files” in the system.*

When will my direct deposit start? *Once a direct deposit form has been completed by the employee, the form is submitted to the Central Payroll Bureau for “pre-note” processing. This process usually takes about three pay periods. If you are interested, the direct deposit form should be completed as soon as you decide to accept employment at the University.*

How do I obtain copies of my pay stubs since I have direct deposit and do not receive paper copies? *Copies of your pay stubs may be obtained by logging on to the State of Maryland POSC (Payroll Online Service Center) website or by logging on to the UMES PHR (Payroll Human Resources) website. Instructions for logging onto either of these systems may be obtained from the Office of Human Resources.*

When should my contract be returned in order for me to get paid? *The Academic Affairs Office has specific deadlines that contracts are to be returned to their office. Please be advised that the payroll office works against set deadlines. Once contracts are returned to the Academic Affairs Office further processing takes place in the Administrative Affairs before the contracts reach payroll. Contracts that are not in payroll prior to payroll closing will not be processed for that pay date but will be processed the next possible pay date. Nothing can be added to payroll for payments once the system shuts down.*

How do I obtain a copy of my W-2? *A copy of your W-2 may be obtained by logging on to the State of Maryland POSC (Payroll Online Service Center) website. Instructions for the website may be obtained in the Office of Human Resources.*

How do I complete my timesheet? *Adjunct Faculty use the Faculty Form VII to record time on a monthly basis. Ask the Department’s administrative assistant for the form and assistance.*

Where are the pay periods listed? *Pay periods are listed on the Payroll Submission & Distribution Schedule sheets in the Office of Human Resources.*

Where can I find University and University System of Maryland policies on discrimination, sexual harassment, domestic violence, and similar concerns? *The Director of Human Resources, Ms. Marie Billie, Esq., is the University’s Equity Officer and can advise on UMES and USM policies in these areas. A number of policies are distributed as part of the employment intake process (i.e., substance abuse and domestic violence). In other instances, training is conducted annually or semi-annually (i.e., sexual harassment).*

APPENDIX II

SAMPLE COURSE SYLLABUS

DEPARTMENT OF EDUCATION

Course:

PSYC307 Educational Psychology (3 credits)
 EDUCATION MAJORS ONLY SECTION
Time: MWF 10:00 - 10:50 (section 0101)
Place: 2037 Hazel Hall

Instructor:

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 Tuesday and Thursday 9:00 – 9:30 ; 1:00 – 1:30 and by appointment

Required Texts:

Santrock, J. W. (2008). *Educational psychology, 3rd Edition*. Boston, MA.: McGraw Hill.

Companion Website for *Educational psychology*: www.mhhe.com/santedu3e . This is an online Learning Center. It includes a Study Guide, Practice Tests, Interactive Activities, PRAXIS Preparation sites and activities, a portfolio primer, a Teacher Resource Center and much more. You should plan to use it extensively.

All students are required to pay a one time fee of \$105.00 to register with Tk20 CampusTools HigherEd (<https://umes.tk20.com/campustoolshighered/start.do>) if you have not already done so. This fee will cover your enrollment in all of your education courses and will allow you to continue using the website after you leave the University. The fee can be paid online or at the University Bookstore.

Required Text (no purchase necessary)
Six copies of this text will be on reserve at library.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Course Description:

This course examines the theories and principles of teaching and learning **as applied in a variety of educational settings** at all age levels with emphasis on elementary age children, middle school students and adolescents. The focus of the course is on the behavioral, cognitive, and social-emotional features that impact the learning process. Special emphasis is placed on teacher characteristics and environmental conditions affecting the learner, and on developing the knowledge, skills and attitudes that enhance pupil self-esteem, motivation, confidence and success. Clinical/classroom experiences provide an opportunity to apply learning theory within an educational framework and within the educational system.

PREREQUISITES: C or better in PSYC 200 and second semester sophomore or higher level, or permission of instructor. EDCI 200 should be completed or be taken concurrently with this course. This section of the course is for current and potential education majors only.

Conceptual Framework for the University of Maryland Eastern Shore Teacher Education Unit.

The University of Maryland Eastern Shore teacher/counselor education programs prepare professionals who are reflective, innovative, value diversity and are effective (**PRIDE**). Our candidates are professionals who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously reflect on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are innovative in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing diversity centers around understanding and interacting with individuals in various educational, social and cultural environments. Finally, teacher and counselor candidates demonstrate the knowledge, skills and dispositions that support effective student learning outcomes.

Instructional Goals and Course Competencies	INTASC Principles	Conceptual Framework	Knowledge Skills and Dispositions	MTTS
The learner will be able to:				
1. analyze expert practice for the purpose of developing a personal theory of teaching. a. discuss current research on teacher effectiveness. b. discuss current research on expert students.	1, 9	Effective	Knowledge	
2. explain how research in educational psychology is applied to teaching; describe commonly used types of research; and give examples of research findings that contribute to effective teaching.	1		Knowledge	

Instructional Goals and Course Competencies	INTASC Principles	Conceptual Framework	Knowledge Skills and Dispositions	MTTS
<p>The learner will be able to:</p> <p>3. identify facts and principles related to the cognitive development of individuals.</p> <p>a. describe Piaget’s four stages of cognitive development and give examples of how one might teach concepts at each stage of development.</p> <p>b. describe Vygotsky’s social interaction perspective and its impact upon learning.</p>	2, 4	Diversity	Knowledge Skills	
<p>4. discuss characteristics of diversity and individual differences and their impact on the classroom</p> <p>a. describe the role of various personal, social, and cultural factors in the development of individual similarities and differences.</p> <p>b. select appropriate teaching/learning styles to aid learning and self-concept.</p> <p>c. analyze his/her own learning style using a model discussed in class.</p> <p>d. describe the theory of multiple intelligences and demonstrate how instruction and assessment can be developed to fit the various types of intelligence.</p>	2, 3, 4, 7 9	Reflective Innovative Diversity	Knowledge Skills Disposition	
<p>5. identify and discuss facts and principles related to the major views of learning including:</p> <p>a. explain behavioral views represented by classical conditioning, operant conditioning, and social learning theory.</p> <p>b. cognitive views represented by information processing, constructivism, discovery learning, and meaningful reception learning.</p> <p>i. describe a variety of mnemonic (memory) strategies.</p> <p>ii. describe effective study techniques.</p> <p>iii. construct meaningful mindmaps/graphic organizers related to major.</p>	1, 3, 4, 7	Innovative Diversity	Knowledge Skills	

6. describe and apply concepts of effective classroom management using behavior modification, social learning theory, and cognitive behavior modification.	2, 3, 5, 6		Knowledge Skills	
7. describe teaching guidelines from major views of learning which will foster student learning.	4	Innovative	Knowledge	
8. discuss the effect on motivation of needs, attributions and beliefs, self-regulated learning, student autonomy, grouping, and teacher expectations.	5	Diversity	Knowledge	
9. describe a variety of instructional techniques (expository teaching, discovery/inquiry learning, cooperative learning, direct instruction, individualized instruction) and relate them to his/her areas of instructional concern.	4	Innovative	Knowledge	
10. identify valid and effective assessment procedures in the classroom. a. develop complete instructional objectives. b. develop a variety of test items and/or questions to evaluate objectives.	3, 8, 9		Knowledge Skills	
11. critically evaluate classroom case studies: a. identify problems and issues in classroom case studies; b. identify teaching guidelines from development and learning. c. use teaching guidelines from development and learning to recommend teacher behaviors for resolving the problem; d. predict the effect of teacher's behavior on student learning.	2, 3, 4, 9	Reflective Effective	Skills Disposition	
12. demonstrate technology skills by conducting a WebQuest (online research) and making a PowerPoint presentation.	1, 6	Innovative	Skills	I, II, III, V
13. contribute to cooperative learning group lessons on course-related topics.	4, 5, 6	Innovative Effective	Knowledge Disposition	
14. think reflectively on class activities, cooperative learning, classroom observations, and related experiences and document reflections in journal entries.	9	Reflective	Skills Disposition	

Maryland Redesign Components. There are four components to the Redesign of Teacher Education. They include: Strong Academic Background, School-Based Professional Preparation, Performance Assessment, and Linkage with K-12 Priorities. Objectives #4 and 14 relate to School-Based Preparation; Objectives 10-11 related to Performance Assessment; and Objectives 4, 12, 13, and 14 relate to Linkage with K-12 Priorities.

Learning Experiences

Classes will be conducted in the form of LECTURE AND DISCUSSION with a variety of activities to make the learners actively involved. Some of the planned activities and/or experiences are listed below.

1. **Small Group Work.** A number of activities such as brainstorming solutions to posed problems, cooperative learning lessons, inquiry/discovery learning lesson; case study analyses, critical thinking skill activities, and a class presentation will be carried out.
2. **Video Simulations and films.**
3. **Tk20 Campus Tools HigherEd.** Check on-line weekly for assignments and updates.
4. **Classroom Presentations.**

Student Outcomes/Requirements	INTASC Principles	Conceptual Framework	Knowledge Skills and Dispositions	MTTS
EXAMINATIONS. Three exams will be required of all students (including seniors). They will consist of multiple choice and short answer questions drawn from the instructional objectives. Exams will be composed of an in-class as well as an out-of-class portion such as a Learning Style Analysis or a Multiple Intelligences Lesson	1		Knowledge	
COOPERATIVE LEARNING LESSONS. During the semester, students will work with one another in cooperative learning groups of 3 - 4 students. The content of the lessons for these groups will involve skills and information relevant to the course. Students will assume increasing responsibility for instructing others as the semester progresses leading up to a formal class presentation.	4, 6, 7	Diversity	Knowledge Skills	

<p>WEBQUEST AND PRESENTATION Students will work in groups of two to carry out a WebQuest. A WebQuest is a form of internet—based strategy that allows groups to solve tasks/problems collaboratively through research and discussion using the internet as a major source of information gathering. Groups will present their findings via PowerPoint presentations to the class and will post the presentation on Tk20.</p>	1. 6. 7	Innovative	Knowledge Skills	I , I I
<p>Reflections on Practice . Each student will complete three writing assignments that reflect upon the activities and readings of the class and/or case studies. Reflection papers describe what the student learned, how it can be helpful at a later time, and how it meets a particular INTASC principle. Each reflection paper will be three to four double-spaced pages. Case studies will respond to specific questions and will be two to three double-spaced pages. One copy of each paper is to be submitted to Tk20 by the due date.</p>	9	Innovative Diversity	Knowledge Skills	
<p>DEVELOPMENTAL PORTFOLIO. Each professional education student should maintain selected returned assignments in a portfolio. These could include the multiple intelligence lesson, the learning styles analysis, reflective journal entries, WebQuest and case study critiques or field observations. Other assignments which could become part of the portfolio include article summaries/critiques, instructional objectives/test items, mnemonic devices, graphic organizers such as mindmaps, concept webs, and lesson plans and visuals for cooperative learning sessions. The purpose of the developmental portfolio is to allow you to track your progress over the final two years of your program. Some entries may become part of your interview portfolio. Be sure to go online to www.mhhe.com/santedu3e for useful information on portfolios.</p>	9	Reflective	Knowledge dispositions	I , I I

Other Course Requirements: Prominent among them are the display of *Professional Dispositions*: As a part of your preparation for becoming a teacher or other professional, you will be expected to act in a professional manner. This includes: Academic Integrity, Attendance and Participation, Attitude, Respect, and Preparation among others. **You will also be expected to complete the Dispositions and Diversity Inventory (DDI) found on Tk20.**

<p>Academic Integrity. Maintain strong academic integrity. Plagiarism on papers, cheating on exams and quizzes (both giving and/or taking assistance), borrowing research from the internet without proper citations, or engaging in other acts generally considered unethical, will result in a grade of F for the course and referral to the appropriate University officials.</p>		Professional	Dispositions Knowledge	III
<p>Attendance and Participation. Attend and actively participate in all class meetings unless informed otherwise by the instructor as a number of graded activities take place during class time. All absences need to be discussed with the instructor. An excused absence does not mean that you are not responsible for the missed work. All work must be made up. Students will have a maximum of two weeks from the time they return to school to complete missed work. More than three (3) unexcused absences will result in a lowered course grade. Excessive tardiness will also contribute to a lowered course grade. See UMES Policy for Class Attendance.</p>		Professional	Dispositions	
<p>Attitude: Students are expected to demonstrate an eagerness to learn, enthusiasm for the course content and a generally positive disposition. Be aware of how your attitude is conveyed to others in terms of conversation, body language, completeness and neatness of work as well as a willingness to contribute to class discussions.</p>		Professional	Dispositions	
<p>Respect: Be considerate of others. Listen while others are talking and use appropriate verbal/body language. Make certain you complete your section of any group project in a professional and timely manner so you don't leave your classmates lacking.</p>		Professional	Dispositions	
<p>Preparation: Complete assigned</p>		Professional	Dispositions	

readings and projects on time. Be ready to fully participate in class activities. Your preparation or lack thereof may affect the learning of others as well as your own.				
Due Dates: It is expected that all assignments will be submitted to the instructor on or before the due dates. Papers and projects submitted after the due date will receive a lowered grade. No further papers or projects will be accepted after they have been returned to the class.		Professional	Dispositions	
Word Processed Projects: Please submit all written projects (Multiple intelligence lessons, learning style analyses, article summary/critiques, and other out-of-class assignments other than art work) on Tk20 unless directed otherwise. Please proof all work before submitting it for a grade. Papers which have not been spell checked and edited again for errors will be docked ten points (one letter grade) regardless of the excellence of content.		Professional	Dispositions	
Rewrite Option. In the event a student is asked to rewrite a paper, the final grade on the report will be two-thirds the difference between the points earned on the rewrite and the original. This option will be permitted at the instructor's discretion for below standard and failing papers. In recognition of students who success-fully complete the assignment without a rewrite, the highest grade awarded a rewrite is a B+.				
Email Address: Every student must obtain an UMES email address. Course assignments, including reflection papers, WebQuests, and schedule revisions will be placed on Tk20. It will be necessary to register with Tk20 and to check it several times a week. Procedures will be discussed in class.			Knowledge Dispositions	I, II, III, V

Evaluation Procedures:

The final course grade will be based upon performance in the following areas plus participation level:

<u>Task</u>	<u>Percent of Final Grade</u>
Exams: (3@ 25% each)	60
#1	20
#2	20
#3	20
Reflective Journal: (3 entries)	20
WebQuest	20

It is expected that all outside work will be grammatically correct and without spelling or major typing errors. Errors will reduce the grade received.

What Do I Have?													
Task: Weight	Grade												
	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Exam 1 20%	240	220	200	180	160	140	120	100	80	60	40	20	0
Exam 2 20%	240	220	200	180	160	140	120	100	80	60	40	20	0
Exam 3 20%	240	220	200	180	160	140	120	100	80	60	40	20	0
Reflective Journal 20%	240	220	200	180	160	140	120	100	80	60	40	20	0
WebQuest 20%	240	220	200	180	160	140	120	100	80	60	40	20	0

As a result of more than 3 absences and/or nonparticipation, a student's grade in the course will be lowered 10 quality points for each absence or lack of participation in class activities.

For the following grades, a student must earn:

A+= 1150; A= 1050; A-= 975; Excellent

B+= 900; B= 800; B-= 675; Very good

C+= 600; C= 500; C-= 400; Satisfactory

D+= 300; D= 200; D-= 100; Passing

F= below 100; Failure

INTASC Principles:

The major instructional goals and competencies for this course have been referenced according to the following ten principles designed by the **Interstate New Teacher Assessment and Support Consortium (INTASC)**:

Principle #1 – The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2 – The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4 – The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle #5 – The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6 – The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7 – The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8 – The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.

Principle #9 – The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10 – The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Maryland Teacher Technology Standards:

SEVEN STANDARDS AND OUTCOMES	INDICATORS
I. Information Access, Evaluation Processing, and Application Access, evaluate, process, and apply information efficiently and effectively.	1. Identify, locate, retrieve, and differentiate among a variety of electronic sources of information using technology. 2. Evaluate information critically and competently for a specific purpose. 3. Organize, categorize, and store information for efficient retrieval. 4. Apply information accurately in order to solve a problem or answer a question.
II. Communication A. Use technology effectively and appropriately to interact	1. Use telecommunications to collaborate with peers, parents,

electronically. ----- B. Use technology to communicate information in a variety of formats.	colleagues, administrators, and/or experts in the field. ----- 1. Select appropriate technologies for a particular communication goal. 2. Use productivity tools to publish information. 3. Use multiple digital sources to communicate information online.
III. Legal, Social, and Ethical Issues Demonstrate an understanding of the legal, social, and ethical issues related to technology use.	1. Identify ethical and legal issues using technology. 2. Analyze issues related to the uses of technology in educational settings. 3. Establish classroom policies and procedures that ensure compliance with copyright law, <i>Fair Use</i> guidelines, security, privacy, and student online protection. 4. Use classroom procedures to manage an equitable, safe, and healthy environment for students.
IV. Assessment for Administration and Instruction Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.	1. Research and analyze data related to student and school performance. 2. Apply findings and solutions to establish instructional and school improvement goals. 3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.
V. Integrating Technology into the Curriculum and Instruction Design, implement, and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem-solving, communication and/or collaboration.	1. Assess students' learning/instructional needs to identify the appropriate technology for instruction. 2. Evaluate technology materials and media to determine their most appropriate instructional use. 3. Select and apply research-based practices for integrating technology into instruction. 4. Use appropriate instructional strategies for integrating technology into instruction. 5. Select and use appropriate technology to support content-specific student learning outcomes. 6. Develop an appropriate assessment for measuring student outcomes through the use of technology. 7. Manage a technology-enhanced environment to maximize student learning.
VI, Assistive Technology Understand human, equity, and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.	1. Identify and analyze assistive technology resources that accommodate individual student learning needs. 2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics, and abilities.
VII. Professional Growth Develop professional practices that support continual learning and professional growth in technology.	1. Create a professional development plan that includes resources to support the use of technology in lifelong learning. 2. Use resources of professional organizations and groups that support the integration of technology into instruction. 3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning. 4. Identify local, state, and national standards and use them to improve teaching and learning.

(MSDE) Maryland State Department of Education
Program Approval & Assessment Branch
Developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology* (PT³) USDOE Catalyst Grant May 2002

Precautionary Disclaimer

“The instructor reserves the right to amend the course syllabus during the term. If changes must be made, students will be notified. Notice given during class is considered proper notice. Office hours are subject to change depending on the instructor’s schedule.”

Instructions for student athletes:

“Any student athlete enrolled in class must make an appointment within the first week of the semester to meet with the instructor so that game schedules and travel schedules can be discussed and the instructor can clarify for the athlete procedures and policy on make-up work. Student athletes are reminded that absences (whether excused or unexcused) do not relieve them of their responsibility to complete course assignments. Instructors must know in advance that absences related to athletic events will occur so that early planning can take place. (See attached policy on class attendance).”

Dress Code:

Students are expected to exercise good judgment concerning appropriate dress for the classroom. Dressing appropriately in an environment that is conducive to learning requires that clothing not be distracting and is sufficient in quality and quantity to cover and protect the body (particularly in laboratories). Individual freedom of dress is upheld at UMES, but students should be respectful of sensitivities of others and recognize that dressing professionally is a part of training the university desires to provide. Attire that is more appropriate for the bedroom or night clubs should not be worn in the classrooms, as such may be distracting or offensive to others.

General Reminders for Students:

- Students whose names do not appear on the official class roster will not be allowed to attend the class after the add period ends.
- A grade of “I” will not be given to students who have a failing grade going into the finals.

UMES Policy on Class Attendance

All students are expected to attend all classes. Excessive unexcused absences for any reason may result in either a low grade or course failure. All students will be considered excessively absent from a class if they miss a class more hours during the semester or term than the class meets each week.

1. The University expects all students to take full individual responsibility for academic work and progress. They are expected to attend classes regularly, for consistent attendance offers the most effective opportunity open to all students to gain command of the concepts and materials of their courses of study. **Absences (whether excused or unexcused) do not alter what is expected of students qualitatively and quantitatively.**
2. The University will excuse the absences of students that result from instances such as: illness (where the student is too ill to attend class), death in the immediate family*, religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, and compelling circumstances beyond the student’s control. Students requesting excused absences must furnish acceptable documentation to their course instructors to support their assertion that absences were the result of one of these causes. However, the nature of some courses will preclude makeup of assessments missed. In these cases, students will not be penalized for excused absences; grades will be completed on actual assessment as explained in the course’s syllabus. Otherwise, students with excused absences will be given an opportunity to make up missed assessments. The responsibility for granting excused absences and determining which assessments can be made up lies with the instructor of each individual course. **Absences (whether excused or unexcused) do not relieve the students of their responsibility to complete the course assessments.**

3. Students must notify their instructors of the reason of any absence as soon as possible. Where the reason for an absence from a scheduled assessment is known in advance (for example, in cases of religious observance or participation in University activities at the request of University authorities), students must inform their instructors two weeks prior to the absence, if known that far in advance or immediately upon discovering the impending absence. Prior notification is particularly important in connection with examinations and other major assessments since failure to reschedule them before conclusion of the final examination period may result in loss of credits during the semester. Where the reason is not known in advance (for example, in cases of health related emergencies or compelling circumstance beyond their control), students must inform their instructors as soon as possible after its development.

*Family members are defined as being one or more of the following persons:

Father, stepfather, grandfather or legal guardian.

Mother, stepmother, grandmother

Sister, brother, stepsister, stepbrother

Any person living as an integral member of a student's home.

Academic Honesty

Academic honesty and integrity lie at the heart of any educational enterprise. Students are expected to do their own work and neither to give nor receive assistance during quizzes, examinations, or other class exercises. Because the university takes academic honesty seriously, penalties for violations may be severe, including failing the course and possibly being dismissed from the university. Students accused of academic dishonesty will be given due process before disciplinary action is taken. **Please request most current policy and procedure followed when academic dishonesty accusations are lodged by faculty against students from the faculty member, the academic advisor, or the department chair.**

Cheating and plagiarism are two of the most common forms of academic dishonesty and are described below:

Cheating includes but is not limited to:

- a. giving answers to others in a testing situation without permission of the instructor;
- b. taking or receiving answers from others in a test situation without permission of the instructor;
- c. having possession of test materials without permission;
- d. taking, giving, or receiving test materials prior to tests without permission;
- e. having someone else take a test or perform an assignment for you;
- f. submitting as your own work, work done by someone else;
- g. permitting someone else to submit your work under that person's name;
- h. falsifying research data or other research material;
- i. copying with or without permission any work, e.g., essays, short stories, poems, etc., from computer, hard drive or discs and presenting them as your own.

Plagiarism is the act of presenting as your own creation works actually created by others. Plagiarism consists of:

- a. taking ideas from a source without clearly giving proper reference in a way that identifies the original source of the ideas and distinguishes them from your own;
- b. indirectly quoting or paraphrasing material taken from a source without clearly giving proper reference in a way that identifies the original source and distinguishes the paraphrased material from your own compositions;
- c. directly quoting or exactly copying material from a source without giving proper reference or otherwise presenting the copied material as your own creation.

Reading List

Action Research International. (An online journal).

<http://www.scu.edu.au/schools/gcm/ar/ari/arihomet.html>

Campbell, L., Campbell, B., & Dickinson, D. (2004). *Teaching and learning through multiple intelligences*. (4th ed.). Boston, MA: Allyn and Bacon.

Kozulin, A. (Ed.). (2003). [Vygotsky's Educational Theory in Cultural Context \(Learning in Doing: Social, Cognitive & Computational Perspectives\)](#)

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mills, G. E. (2002). *Action research: A guide for the teacher researcher*(2nd ed.). Columbus, Ohio: Merrill/Prentice Hall.

Ormrod, J. E. (2008). *Educational psychology: Developing Learners, 6th Edition*. Upper Saddle River, NJ: Prentice Hall.

Reed, A. F. S., & Bergemann, V. E. (2005). *A guide to observation, participation, and reflection in the classroom*. Fifth Edition. Boston, MA: McGraw Hill.

Slavin, R. E. (2008). *Educational psychology: Theory and Practice, 9th Edition*. Boston, MA.: Allyn and Bacon.

SAMPLE COURSE SYLLABUS

DEPARTMENT OF HUMAN ECOLOGY

COURSE SYLLABUS

FMCT 141:	Introduction to Fashion Industry	Instructor:	Dr. James I. Am
Spring 2009:	MWF 11:00 ~ 11:50 AM	Office:	4444 RHC
		Office hours:	Tu/Thurs 9 am – 12 pm Tu/Thurs 2 pm – 4 pm Or by appointment
		Phone:	410-651-9991
Room:	4444 RHC	E-mail:	thatprofessor@umes.edu

COURSE DESCRIPTION:

INTRODUCTION TO THE FASHION INDUSTRY provides an introduction to the fashion industry including the organization and operation of various marketers in the textile and apparel industry, career opportunities, fashion trends, related field trips, and 40 clock hours of work experience in a retail or related setting. 3 Lecture Hours.

PREREQUISITE: None

COURSE OBJECTIVES:

- To develop a basic understanding of an industry that is an important segment of our economy and to expose the student to the viewpoints of persons actively engaged in the fashion business, as well as the basic operation of a business via on-the-job experience.
- To develop research and presentation skills in the preparation of projects and reports through use of library and computing facilities.
- To develop oral communication skills through presentation of assigned projects.

COURSE COMPETENCIES:

Upon completion of the course, the student will be able to:

1. Understand and analyze the interconnected facets of the fashion industry: From manufacturing to marketing, including how the production and distribution of the raw materials of the fashion industry are interrelated to the final production of a fashion good.
2. Analyze the economic, sociological, and psychological factors affecting contemporary and historic fashion; to become acquainted with literature and resource materials dealing with these factors.
3. Trace the historical development of the fashion industry.
4. Identify the domestic and international industries which produce apparel and textile products for men, women, and children.
5. Discuss the penetration of fashion imports on fashion markets in the United States and its implications.
6. Compare and contrast the fashion industry in the US and abroad.
7. Understand basic forms of business ownership, business structure, and growth in the fashion industry.
8. Explain how the auxiliary enterprises contribute to the effectiveness of the fashion business.
9. Discuss career opportunities in the fashion industry.
10. Understand terminology used in the fashion industry.
11. Understand the role of the consumer in fashion merchandising.

REQUIRED TEXTBOOK:

Stone, E. (2007). *InFashion*. New York: Fairchild.

SUPPLEMENTAL TEXTBOOK(S):

American Psychological Association Council of Editors. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

REQUIRED ACCESS: *Women's Wear Daily (WWD)*, *Daily News Record (DNR)*, *Bobbin Magazine*, *Chain Store Age*, *Textile Age*, *Visual Design Store Merchandising (VDSM)*, *National Retail Federation online subscription*, *WGSN-edu.com*

*** 3-ring binder for assigned course reports**

COURSE CONTENT:

UNIT I	The Changing World of Fashion - The Nature, Environment, Movement, and Business of Fashion
UNIT II	The Primary Level: The Materials of Fashion - Textiles, Leather, and Fur
UNIT III	The Secondary Level: The Producers of Fashion - Product Development, Fashion Apparel: Women's, Men's, Children's, and Teens
UNIT VI	The Retail Level: The Market's for Fashion – Global Sourcing and Merchandising, Fashion Retailing, So You Want to be in Fashion: Fashion Auxiliary Services

COURSE REQUIREMENTS:

Assigned Readings:

All readings are listed on the syllabus and must be completed. Discussions and other activities will be based on the assumption that the reading has been completed.

Attendance policy:

Regular attendance is expected and required. Absences (whether excused or unexcused) do not alter what is expected of students qualitatively and quantitatively. Excessive absences will have a direct affect on students' final grade. An absence from class does not excuse a student from handing in an assignment on time. It is the students' responsibility to obtain lecture notes, assignments and/or other material. Please review the university's attendance policy). Only three absences excused are acceptable. After three absences one letter grade will be deducted for each additional absence. Six missed classes excused or otherwise will result in a failing grade for the course (Please read UMES Attendance Policy posted on Blackboard).

Tardiness: A student who is more than ten minutes late will be marked as late. Two times are equal to one absence.

Quizzes:

Unannounced quizzes may be given on occasion for which is no make-up. There will also be graded in-class activities for which there is no make-up.

Behavior:

No food is permitted in the classroom. All electronic equipment must be silenced during class (points can and will be deducted for class disruptions). Do not use cell phones and/or other listening devices in class. Students should be dressed appropriately in learning environment. Do not wear any items that will be disruptive from the learning environment. Refer to the dress policy on Blackboard.

Late Assignment policy:

All due dates are listed in the syllabus unless otherwise announced. Assignments must be turned in on or before the identified time/date. Assignments must be turned in on or before the identified time/date. Any work handed in after the due date will be considered late. **All late assignments will be marked down 10% of full possible points for each class day beyond their due date (i.e. 95 points becomes 85 points if it is one class late and 75 points if it is two classes late.) Any late assignment one week late will not be accepted.**

Recording Keeping:

Students are expected to maintain a file of all returned assignments and test grades. In the event that the students’ record is not consistent with the instructor’s record, it is the student’s responsibility to provide evidence of work completed.

Academic Honesty:

Students are expected to do their own work and neither gives nor receives assistance during exams, or class exercises, except where such assistance is explicitly stated. Please review the university’s academic honesty policy. All assignments must be representative of your ability and efforts. If you get caught cheating in the class, you will receive an “F” for the course.

Class Participation: Your class participation or lack thereof will impact your grade. Students are expected to provide meaningful commentary and engage in intellectual discourse with their fellow classmates and the instructor.

Etiquette: Please turn off cell phones, PDAs, pagers, watches, upon entering the learning environment. Students observed distracting the class, that is, talking, using the phone, and/or texting during class will lose 5 points each class time.

Disability Statement:

Students capable of academic success, regardless of their disabilities are admitted to the university. The faculty and staff of the University of Maryland Eastern Shore work cooperatively to assist their students in achieving their educational goals. Moreover, students with disabilities are accommodated in accordance with both federal and state laws. To receive special accommodations for a disability, the student must register with the Office of Services for Students with Disabilities **before** any special accommodations can be granted. At the time of registering for disability services, please bring documentation to support your claimed disability. The accommodation must be recent and provided by a licensed professional with expertise in the special disability area. If you have any questions about disability services or accommodations, please contact Dr. Dorling K. Joseph at (410) 651-6461. The Office of Services for Students with Disabilities is located in the Student Development Center (SDC), Room 2203.

GRADING:

Method of Evaluation:

Grading Scale:

Exam 1	100	A = 90 - 100
points		B = 80 - 89
Mid term Exam	100 points	C = 70 - 79
Exam 2	100	D = 60 - 69
points		F = 0 - 59
Final Exam	100 points	
Project I – Trade Publication Reviews	50	
points		
Project III – Career report	120 points	
Project III – Company report	120 points	
Class Activities/Participation	<u>150 points</u>	
	840	
points		

Extra credit assignments will be given on occasion.

Class participation includes quizzes, in-class exercises, group presentations, discussions, critiques, and other assigned tasks. Failure to attend on those days will result in a grade of “0.”

You will be expected to use a variety of resources to complete your assignment including, but not limited to your text, other books, videos, scholarly journals, newspapers, newsletters, the internet, and interviews. A portion of your grade for each assignment will be based on presentation. As a result, all assignments should be presented in a professional manner, i.e., typed, well-written, neat, proofread. References must be used and properly documented using the American Psychological Association (APA) format. Please refer to the *Publication Manual of the American Psychological Association* (5th ed.) which is listed in the “Supplemental Textbook(s)” section of this syllabus.

Blackboard: A course website has been created using Blackboard. Included on the course website are the syllabus, lecture notes, assignment and exam information, Field Experience Form, and additional classroom related university information.

TENTATIVE WEEKLY SCHEDULE

WEEK	TOPIC	ASSIGNMENT
1	The Nature of Fashion	Read Chapter 1
2	The Environment of Fashion	Read Chapter 2
3	The Movement of Fashion	Read Chapter 3
4	The Business of Fashion Library skills session	Read Chapter 4 February 2009 – Meet in library 1st floor at 11 am
5	Textiles : Fibers and Fabrics EXAM 1 – Chapters 1-4	Read Chapter 5 FEBRUARY 27, 2009
6	Leather and Fur	Read Chapter 6
7	Product Development	Read Chapter 7 Trade Publications due March 13, 2009
8	NO CLASS SPRING BREAK	
9	So You Want to be in Fashion: Auxiliary Services	Read Chapter 12 Draft resume due
10	Fashion Apparel: Women’s -,Men’s- , Children’s- and Teen’s wear EXAM 2 – Chapters 5, 6, 7, and 12	Read Chapter 8 APRIL 3, 2009
11	Career report presentations	Career report due APRIL 10, 2009
12	Accessories	Read Chapter 9 Revised resume due April 17, 2009
13	Global Sourcing and Merchandising	Read Chapter 10
14	Fashion Retailing	Read Chapter 11
15	Company report presentations	MAY 11 – 15, 2009
16	EXAM 3 – Chapters 8,9, 10, and 11 and company report presentations	MAY 18, 2009 (8 – 9:50 am)

Disclaimer: This is a tentative course outline. The instructor reserves the right to change, omit, delete or otherwise deviate from what is printed herein without the prior knowledge of students. Such deviations/changes or omissions will be disclosed as soon as instructor is aware.

APPENDIX III

President's Statement on Certain Personal Relations and Professional Conduct

The basic function of a university is the discovery and transmission of knowledge - activities which are founded upon the free and open exchange of ideas. In order for this to happen, members of the campus community - faculty, students, and staff - need to be guided by a strong commitment to principles of mutual respect, trust and professional codes of conduct.

Of particular concern are the sexual relationships between persons of unequal power: for example, a faculty member with a student, or an administrative supervisor with his or her employee. Such relationships are generally considered unwise because they present serious ethical concerns. Many professional codes of conduct actually prohibit sexual relationships that occur within the context of one's profession.

Accordingly, faculty, students, and staff are warned about the possible costs of even an apparently consenting relationship. There is doubt that any such relationship can truly be called "consenting" unless the participants have equal power within the workplace or the classroom. Further charges can always be levied of conflict of interest or favoritism.

All members of the University community are urged to give very serious attention to this matter.

Sexual Harassment Policy

VI-1.20 (B) - UMES GUIDELINES AND POLICY PROHIBITING SEXUAL HARASSMENT AND PROCEDURES FOR FILING COMPLAINTS CAMPUS POLICY

APPROVED BY THE PRESIDENT ON SEPTEMBER 27, 2000.

I. Purpose

To comply with BOR VI-1.20 - University System of Maryland Policy on Sexual Harassment and with the complaint reporting and investigation procedures of Md. Code Ann., State Pers. & Pens. §§ 5-210 through 5-213, to state the University of Maryland Eastern Shore Policy prohibiting sexual harassment, to define sexual harassment, to deter sexual harassment, and to establish procedures for enforcing the University policy prohibiting sexual harassment.

II. Applicability

This Policy prohibiting sexual harassment is applicable to all University of Maryland Eastern Shore faculty, staff, students, volunteers, vendors and contractors. Except as otherwise provided in this Policy, any matter subject to review under this Policy and the procedures contained in this Policy is not subject to review under any other University or System policy and procedure.

Anyone believing he or she has been sexually harassed may file a complaint with the Maryland Commission on Human Relations, the Equal Employment Opportunity Commission, or other appropriate enforcement agency. (See Part V below.) Filing a complaint under this Policy does not preclude the right to file a complaint with these enforcement agencies.

III. Policy Statement

A. Introduction

The University of Maryland Eastern Shore is committed to maintaining a working and learning environment in which faculty, staff, and students can develop intellectually, professionally, personally, and socially, free from intimidation, fear, coercion, and reprisal. Sexual harassment is a form of illegal gender discrimination. Sexual harassment between faculty and students or supervisors and subordinates exploits the unequal power structure inherent in these professional relationships and will not be tolerated by the University. Additionally, harassment of employees or students by their peers is also strictly prohibited. Sexual harassment may occur between people of the same or of different genders. Sexual harassment is an infringement on the individual's right to work and study in an environment free from unwanted sexual attention and sexual pressure of any kind. Sexual harassment by UMES faculty, staff, students, volunteers, contractors, and vendors is expressly prohibited.

With this Policy, the University places its community on notice that sexual harassment within the University workplace and within University educational programs will not be condoned and will not be allowed to interfere with the mission of the University. Persons found to be in violation of this Policy will be subject to disciplinary action and/or other appropriate sanctions.

The University is mindful of the principles of academic freedom and is committed to protecting the expression of ideas, teaching methods, and course content in the academic setting. At the same time, faculty members may not engage in classroom behavior which is sexual harassment and violates this Policy.

The University can prevent sexual harassment in its workplace and educational programs only if members of its community are willing to come forward with complaints. Therefore, every employee of the University has an affirmative duty to immediately report to the Director of Human Resources or the Executive Assistant to the President any

behavior which he or she believes is in violation of this Policy. Students and volunteers are strongly encouraged to forward all complaints of sexual harassment to the Director of Human Resources or Executive Assistant to the President.

This Policy is in effect in order to deter sexual harassment at the University and to impose sanctions when it occurs. In determining whether alleged conduct constitutes sexual harassment, the University will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual behavior and context in which the alleged incidents occurred. In assessing whether a particular act constitutes sexual harassment prohibited under this Policy, the standard shall be the perspective of a reasonable person within the University community. The rules of common sense and reason shall prevail.

Sanctions against University faculty and staff for sexual harassment may range from reprimand to termination, depending on the severity of the conduct and the circumstances of the particular case. Likewise, sanctions against students and volunteers at the University for sexual harassment may include suspension or expulsion from all University programs. Vendors or contractors who violate this policy will receive appropriate sanctions which may include contract termination.

B. Definitions

For the purpose of this Policy, the University adopts the sexual harassment definitions promulgated by the Equal Employment Opportunity Commission (EEOC) and the Office of Civil Rights of the United States Department of Education (OCR). Unwelcome sexual advances, unwelcome requests for sexual favors, and other behavior of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment by the University or an individual's participation in a program; or
2. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; or
3. Such conduct by an employee, by a student, or by a third party is sufficiently severe, persistent or pervasive to:
 - a. limit an individual's ability to participate in or benefit from an educational program or activity;
 - b. create a hostile or abusive educational environment; or
 - c. have the purpose or effect of unreasonably interfering with an individual's work performance, or of creating an intimidating, hostile, or offensive work environment at the University.

C. Distribution of Policy and Procedure

The UMES Policy Prohibiting Sexual Harassment and the Procedures for Filing Complaints will be regularly distributed to UMES employees (faculty and staff), volunteers, and students through the faculty, staff, and student handbooks or other communication vehicles deemed appropriate.

D. Mandatory Training

Faculty, staff and students are required to attend sexual harassment training as offered by the University.

E. Retaliation Prohibited

Retaliation by University employees, volunteers, vendors, contractors, or students against a person who makes a complaint of sexual harassment, supports a complaint of sexual harassment or testifies during an investigation of a complaint of sexual harassment is expressly prohibited. If an individual is found to have engaged in retaliation in violation of this Policy, he or she will be subject to disciplinary action. Any individual who has been subject to retaliation in violation of this Policy should immediately report such conduct to the Director of Human Resources or the Executive Assistant to the President.

F. Confidentiality

The University will protect the confidentiality of harassment complaints and the parties involved to the extent possible except to the extent the University's ability to conduct an effective investigation is jeopardized. Complainants, respondents, witnesses and all persons involved in investigations or in resolving a complaint of sexual harassment, shall use good faith efforts to keep confidential all information relating to a complaint. Therefore, failure to exercise good faith in maintaining confidentiality may result in disciplinary actions and/or other serious sanctions.

Allegations of sexual harassment are extremely serious, with potential for great harm to all persons if ill-conceived or without foundation. The University is committed to protecting the rights of the alleged harasser as well as those of the complainant. Therefore, it is also a violation of the Policy for an individual to file an untruthful or bad faith claim of sexual harassment. An individual found to have filed an untruthful or bad faith complaint is in violation of this Policy and may be subject to disciplinary action.

IV. Procedures for Filing Complaints

A. General Provisions

Any person who believes he or she has been the victim or target of sexual harassment, retaliation or other conduct which violates this Policy should promptly file a complaint with the Director of Human Resources or the Executive Assistant to the President. Any

member of the University community who receives a report of sexual harassment or becomes aware of conduct in violation of this Policy shall immediately notify the Director of Human Resources or the Executive Assistant to the President.

For the purposes of these procedures, the Complainant is the person filing a Complaint. The Respondent is the person who is alleged to have violated this Policy. A Complaint shall include a signed written statement from Complainant with the following information:

- the identity of the person or persons who allegedly harassed the complainant;
- a description of the actions or practices that form the basis of the complaint and an explanation of how they constitute an alleged violation of this Policy; and
- the telephone number and address where the complainant can be contacted.

The Complaint shall be filed with either the Director of Human Resources or the Executive Assistant to the President. To the extent possible, Complaints shall be filed within 30 days after the Complainant knew or reasonably should have known of the alleged violation. If a Complaint is not filed within the 30 days time period, the University will investigate the Complaint but its ability to investigate and take certain remedial action may be limited.

If the Complainant is an employee with statutory grievance rights and Complaint involves a matter that may be grieved under the statutory grievance procedure, the Complainant will be notified of his or her right to file a grievance under the statutory grievance procedure and will be required to elect whether he or she wants to proceed under this Policy or the statutory grievance procedure.

All other Complaints alleging a violation of this Policy will be processed in accordance with the following procedures.

B. Complaint Investigation and Resolution

Upon receipt of a Complaint, the Director of Human Resources or Executive Assistant to the President (the "Investigator") will investigate the complaint. The Investigator may administer oaths, obtain affidavits, conduct interviews, and obtain relevant non-privileged information necessary to investigate and resolve the issues presented by the Complainant. Persons in the University community who are contacted by the Investigator in connection with a Complaint are expected to cooperate fully with the Investigator and provide documentary or testimonial evidence as requested. Failing to cooperate during an investigation, providing false information, or obstructing or impeding an investigation is subject to disciplinary action, up to and including termination from employment and expulsion from the University. The Complainant and Respondent may be represented during the complaint investigation process by any person he or she chooses.

1) Complaints Against Students

After investigating a Complaint against a student, the Investigator will first try to resolve the Complaint informally.

If informal resolution fails and the Investigator determines that this Policy has been violated, the Investigator will file a Judicial Code complaint against the student with the Office of the Judicial Administrator in accordance with the University Judicial Code. The complaint filed by the Investigator will then be processed through the Judicial Code process.

If informal resolution fails and the Investigator determines that this Policy has not been violated, the Investigator will prepare a written report recommending a proposed decision to the President of the University. The President will issue a written decision to the Complainant and grant relief as appropriate.

2) Complaints Against Employees and All Other Persons Who Are Not Students

After a Complaint is investigated, the investigator will first try to resolve the Complaint informally. If informal resolution fails, the investigator will prepare a written report recommending a proposed decision to the President of the University. Within 30 days of the receipt of the complaint (or longer with the Complainant's agreement or if allowed by law), the President will issue a written decision to the Complainant and grant relief as appropriate.

C. Appeals

If the Complainant is a University employee, the Complainant may appeal the President's decision, within 10 days of receipt of the decision, to the Secretary of the Department of Budget and Management. The appeal must be in writing and will be further adjudicated in accordance with Md. Code Ann., State Pers. & Pens. § 5-213. The Secretary's decision is final.

In all other cases, the President's decision is final.

V. External Filing Procedures

A person wishing to file a formal complaint of sexual harassment with an external agency may do so with one of the following agencies:

Equal Employment Opportunity Commission (EEOC)
1801 L Street, N.W.
Washington, D.C. 20507
(202) 275-7377

Equal Employment Opportunity Commission (EEOC)
10 S. Howard Street, 3rd Floor
Baltimore, Maryland 21201
410-962-3932

Maryland Commission on Human Relations
6 St. Paul Street
Baltimore, Maryland 21202
410-767-8600

United States Department of Education
Office for Civil Rights
3535 Market Street, Room 6300
Philadelphia, Pennsylvania 19104-3326
(800) 421-3481

To protect the legal rights and remedies available to a Complainant through external agencies, federal courts and/or state courts, a person filing a complaint of sexual harassment must comply with certain time limits and deadlines. Therefore, a person wishing to file a complaint with an external agency must contact that agency to verify time periods for filing complaints.

APPENDIX IV
SAMPLE Incomplete Grade Form
School of _____

Office of the Dean
Records of Incomplete Grades

1. This form must show the name and ID number of student who received an Incomplete (I) in the course described below.
2. It must specify the work to be done to remove each "I".
3. This report must be signed by the instructor of the class and the department chairperson.
4. Copies of this form must be filed in the Offices of the Department Chairperson, and instructor.

Student Name & ID Number: _____

Semester () Fall () Spring () Summer Year: _____

Department: _____

Course Number: _____ Credit Hours: _____

Title: _____

Grade prior to "I": _____

Work to be completed

Instructor's Signature

Chairperson's Signature

12/5/08