



Boston University Metropolitan College
International



YOUR STUDENT CHECKLIST

What?	How?	Who do I contact if there is a problem?
<input type="checkbox"/> Check in at the ISSO by February 1, 2016.	Schedule your meeting at supersaas.com/schedule/buisso/Spring_2016 Bring your passport and all immigration forms.	The International Students and Scholars Office (isso@bu.edu)
<input type="checkbox"/> Get your Terrier card.	Visit the Terrier Card office in the lower level of the Student Union. Bring a photo ID with you.	The Terrier Card Office (tco@bu.edu)
<input type="checkbox"/> Set up your BU Web account (login and Kerberos password).	Visit the BU IT Help Center located in Mugar Library.	The BU IT Help Center (ithelp@bu.edu)
<input type="checkbox"/> <u>Stay in Compliance:</u> Confirm that you have paid all tuition charges.	BU Student Link bu.edu/studentlink	Student Accounting Services 617-353-2264 studenta@bu.edu
<input type="checkbox"/> <u>Stay in Compliance:</u> Submit the Health Form and receive any required vaccinations.	Full-time students: follow the instructions found at bu.edu/shs/resources/forms/crchealthform	BU Student Health Services: 881 Commonwealth Avenue, West Entrance, or 617-353-3575
<input type="checkbox"/> <u>Stay in Compliance:</u> Update your BU Alert phone number and local address.	BU Student Link bu.edu/studentlink	The BU IT Help Center (ithelp@bu.edu)
<input type="checkbox"/> <u>Stay in Compliance:</u> Acknowledge the Mass. Motor Vehicle Law.	BU Student Link bu.edu/studentlink	The BU IT Help Center (ithelp@bu.edu)
<input type="checkbox"/> Check your class schedule to be sure it is correct.	BU Student Link bu.edu/studentlink	Your Departmental Academic Advisor
<input type="checkbox"/> Print your medical insurance Member ID card, and keep this card with you in case of a medical emergency. (Only if you have BU health insurance through Aetna)	Find "Boston University" and print your ID card at aetnastudenthealth.com	BU Student Health Services: 881 Commonwealth Avenue, West Entrance, or 617-353-3575

IMPORTANT CONTACT INFORMATION

Life-Threatening Emergency			Call 911
BU Police	617-353-2121	bu.edu/police	32 Harry Agganis Way
Sexual Assault	617-353-SARP (7277)	bu.edu/sarp sarp@bu.edu	930 Commonwealth Ave
BU Health Insurance	877-480-4161	aetnastudenthealth.com	Aetna Student Health 77 South Bedford Street Burlington, MA 01803
Student Health Services	617-353-3575	bu.edu/shs	881 Commonwealth Ave, 1 st Floor
International Students and Scholars Office	617-353-3565	bu.edu/isso isso@bu.edu	888 Commonwealth Ave, 2 nd Floor
Student Accounting Services (includes BU medical insurance payments)	617-353-2264	bu.edu/studentaccountingservices studenta@bu.edu	881 Commonwealth Ave, Lower Level
Terrier Card Office	617-353-9966	bu.edu/terriercard tco@bu.edu	775 Commonwealth Ave, Lower Level
Center for Career Development	617-353-3590	bu.edu/careers future@bu.edu	100 Bay State Road, 6 th Floor
Student Activities Office	617-353-3635	bu.edu/studentactivities sao@bu.edu	1 University Road
The Howard Thurman Center	617-353-4745	bu.edu/thurman thurman@bu.edu	775 Commonwealth Ave, Lower Level
Disability Services	617-353-3658	bu.edu/disability access@bu.edu	19 Deerfield Street, 2 nd Floor
FitRec	617-353-2748	bu.edu/fitrec fitrec@bu.edu	915 Commonwealth Ave

DEPARTMENT CONTACT LIST

Actuarial Science

Ms. Andrea Cozzi
808 Commonwealth Ave., Suite 273
617.353.8758
actuary@bu.edu

Administrative Sciences

Ms. Susan Sunde
Ms. Fiona Niven
Ms. Lucille Dicker (online programs)
808 Commonwealth Ave., Mezzanine
617.353.3016

Applied Social Sciences

Criminal Justice/City Planning & Urban Affairs

Mr. Danny Pezzano
808 Commonwealth Ave., Room 230
617.353.3025
dannydgp@bu.edu

Gastronomy

Ms. Barbara Rotger
808 Commonwealth Ave., Room 111
617.358.6916
brotger@bu.edu

Arts Administration

Ms. Raquel Peula
808 Commonwealth Ave., Room 269G
617.353.4064
rpeula@bu.edu

Computer Science

Ms. Lesley Moreau
808 Commonwealth Ave., Suite 250
617.353.2566

CONNECT WITH MET

Click the icons below to explore how you can connect with Boston University Metropolitan College!





SETTLING IN AT BU

Welcome to Boston University!

This is your student handbook. It covers the things you need to do to settle in at BU. You should refer back to this handbook whenever you have a question. Together, we can make your time at BU productive, enriching, and fun!

Terrier Card: Your passport to dining, fun, and discounts

What is it?	Where do I get it?	What do I use it for?
Your school ID card, showing that you are a student at Boston University.	Terrier Card Office, on the lower level of the George Sherman Union at 775 Commonwealth Avenue.	On-campus identification and access to your BU dining plan and campus buildings. Plus, some restaurants and businesses will give you discounts if you show your student ID card!

How to get your Terrier Card:

1. **Register** for a full-time classload (a minimum of 12 credits).
2. **Visit** the Terrier Card Office, on the lower level of the George Sherman Union at 775 Commonwealth Avenue.
3. **Present** a valid photo ID (like a driver's license, state identification card, or passport).

What does a Terrier Card do for me?

- If you have a BU dining plan, the card gives you access to the cafeterias.
- If you live on-campus, the card gives you access to the dormitories.
- You can buy dining or convenience points that let you use your card like a credit card at convenience stores or restaurants around campus.
- When you are out having fun, ask about a student discount! Some restaurants and businesses in Boston give a discount to students who show their ID card.

Your BU Login name and Kerberos Password

You might have created your login and password through an email invitation before you arrived at BU. In case you don't have these, here's what you need to know.

What is it?	Where do I get it?	What if I have problems?
A username and secure password that gives you access to BU email services, the Student Link, and Blackboard.	Visit the IT Help Center at one of their locations: <ul style="list-style-type: none">• Mugar Memorial Library, 771 Commonwealth Avenue• West Campus, 179 Amory Street	You can contact the IT Help Center at ithelp@bu.edu , through their website at bu.edu/tech , or by phone at 617-353-4357.

Your BU Email Account

Once you have your BU login name and password, you can create your BU email account through Google. Contact the IT Help Center with any problems.

Where do I get it?	I don't need another email account!	Can I forward it to another account?
Visit bu.edu/google to create your BU email account. Contact the IT Help Center with any problems.	Yes, you do! BU professors and staff members will contact you through your BU email account. If you don't set up your email, you will miss important information that the rest of your class receives.	Definitely! For instructions on how to forward mail to another account, visit bu.edu/tech/comm/email/google-mail/forwarding .

The BU Student Link bu.edu/studentlink

What is it?	What can I see on the Student Link?
A super-helpful website that lets you see important information about your records and status at BU.	<ul style="list-style-type: none">• Your current class schedule• Your tuition bill• Your final grades (when they are issued)• The university class schedule, to check out other classes• Personal records, like your address and phone number• Proof of your enrollment at Boston University• ...and more!

Compliance

Being “in compliance” means that you have fulfilled some important University obligations. If you are not in compliance, review the instructions on the following pages.

What is it?	How do I stay in compliance?	Why is it important?
<p>It’s a good thing! Being “in compliance” means that you have completed 5 main requirements of being a BU student.</p> <p>Being “out of compliance” is bad.</p>	<p>Being “in compliance” means that you have:</p> <ul style="list-style-type: none"> • Paid your entire bill • Completed all health requirements • Updated your emergency contact Information • Updated your local address • Acknowledged the Massachusetts Motor Vehicle Law 	<p>If you are out of compliance after the first day of class, you cannot:</p> <ul style="list-style-type: none"> • Make any changes to your class schedule • Collect your official BU transcript

You can view your Compliance status on the Student Link.

1. Locate the **Personal** tab in your student link
2. Click on the **Compliance Status** option

COMPLIANCE

- Review your compliance with University requirements.
- Compliance is a requirement to access all services of the University.

You are currently compliant with all University requirements.

Compliant?	Description	Message
Y	Student Account Status	Your student account is settled for the Spring 2014 semester.
Y	Medical Immunization Status	Your immunizations are up to date and complete. You do not need to take any action. You can review your immunizations here .
Y	BU Alert Phone Number	We have a current BU Alert contact phone number for you on file. Boston University requires all students to provide/confirm a BU Alert contact phone number every semester (by March 1 and September 1). You last updated your information on September 3, 2013.
N/A	Mass Motor Vehicle Law	Status does not require acknowledgement of the Mass Motor Vehicle Law.

The notifications here will inform you if you are “in compliance,” or if you need to take action.

If you have questions, read the complete compliance instructions, then contact the appropriate office:

For your student account (tuition and fees)	Student Accounting Services 617-353-2264 studenta@bu.edu
For your medical immunization status	Student Health Services 617-353-3575

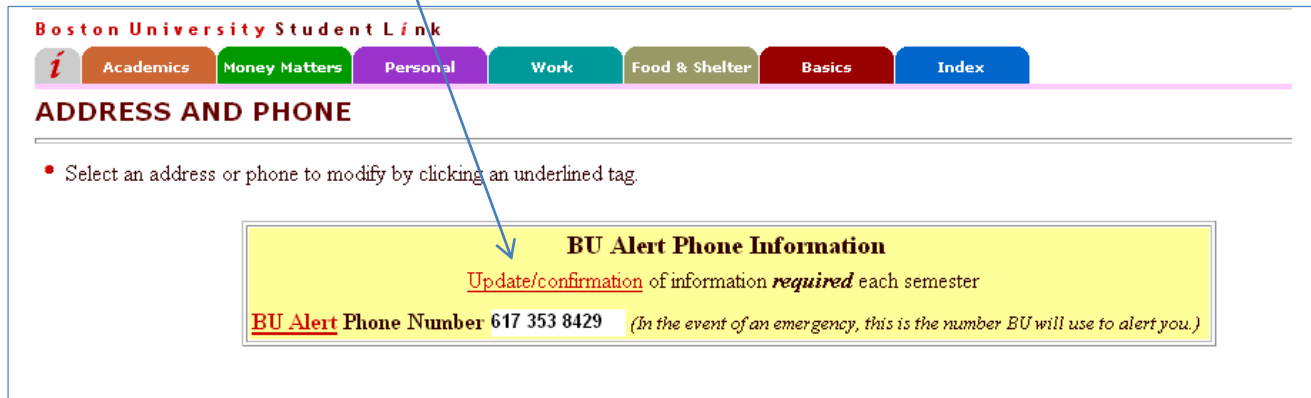
Compliance: BU Alert Contact Information

All students must provide a phone number where BU can reach you in an emergency. This is called your BU Alert phone number.

What is BU Alert?	When and how would it be used?	What phone number should I give?
BU Alert is a notification system that can quickly send information to BU students, faculty, and staff.	During a crisis or time-sensitive situation on the BU campuses. The BU Alert system can communicate with cell phones (text and voice messages), phone lines, e-mail, and pagers .	Update the system with the best number to reach you during an emergency (most likely a US cell phone). Do not give your parents' phone number or your international home phone number.

To update your BU Alert phone number:

1. Locate the **Personal** tab in your student link
2. Click on the **Address and Phone** option
3. Choose the **Update/Confirmation** link in the BU Alert Phone Info box



Boston University Student Link

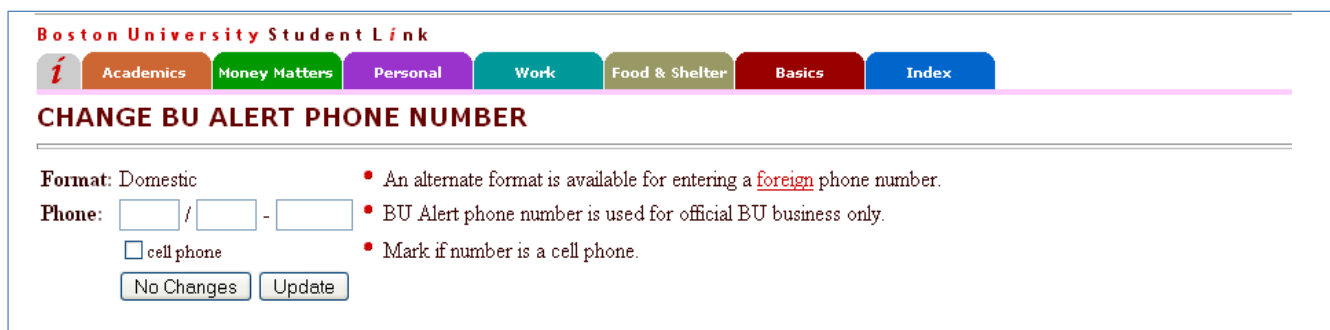
Academics Money Matters **Personal** Work Food & Shelter Basics Index

ADDRESS AND PHONE

- Select an address or phone to modify by clicking an underlined tag.

BU Alert Phone Information
Update/confirmation of information **required** each semester
BU Alert Phone Number **617 353 8429** *(In the event of an emergency, this is the number BU will use to alert you.)*

4. Enter the best **Phone Number** by which you can be reached in Boston
5. Select **Update**



Boston University Student Link

Academics Money Matters **Personal** Work Food & Shelter Basics Index

CHANGE BU ALERT PHONE NUMBER

Format: Domestic

Phone: / -

cell phone

- An alternate format is available for entering a foreign phone number.
- BU Alert phone number is used for official BU business only.
- Mark if number is a cell phone.

Compliance: Massachusetts Motor Vehicle Law Acknowledgement

What is it?	What if I don't have a car here?	Does the law apply to rental cars?
A Massachusetts state law about keeping a car from outside of this state. The law says that all drivers need to notify Massachusetts that their car is here.	Massachusetts says that you still need to acknowledge the law. You might not be considered "in compliance" at BU until you do.	Nope! The law only concerns cars that you own. If you rent a car while you are in Boston, you don't need to notify the state.

1. View the **Personal** tab in your Student link
2. Click on the **Mass Motor Vehicle Law Acknowledgement**

The screenshot shows the Boston University Student Link interface. The 'Personal' tab is selected, and the 'Mass Motor Vehicle Law Acknowledgement' option is highlighted in pink. A blue arrow points from this option to the right-hand screenshot of the compliance page.

MA Motor Vehicle Law Student Compliance

The following response was recorded on September 24, 2010 at 1:56:38 PM : I acknowledge

- The Massachusetts Motor Vehicle Law mandates that students whose home address is outside Massachusetts be apprized of the law
- Boston University is required to keep a record of your being notified of the law
- Eligible students must acknowledge having been informed of this law to remain in compliance. Students not in compliance will be unable to register for
- For instructions on how to comply with the law, check the [Registrar's Office](#) website.

The Massachusetts Motor Vehicle Law states,

IT IS UNLAWFUL FOR A RESIDENT STUDENT TO FAIL TO FILE A NONRESIDENT DRIVER STATEMENT WITH THE POLICE DEPARTMENT LOCATED IN THE SAME CITY OR TOWN AS THE SCHOOL OR COLLEGE ATTENDED, IN ACCORDANCE WITH SECTION 3 OF CHAPTER 90 OF THE MASSACHUSETTS GENERAL LAWS. FAILURE TO FILE SUCH STATEMENT IS PUNISHABLE BY A FINE NOT TO EXCEED \$200.

By clicking "I acknowledge" below, the user certifies that he / she has read the Massachusetts Motor Vehicle Law

3. **Read** the law and click **"I acknowledge"**
4. On the next screen, **re-enter** your BU login name and Kerberos password

MEDICAL RESOURCES

Using medical resources in the US can be very different from the system you come from. Here is some basic information about resources available to you through BU. You can find more information on the SHS website {bu.edu/shs} and by reading your insurance brochure, located on the Boston University portion of {aetnastudenthealth.com}

EMERGENCIES

In North America, the emergency phone number is **911**. Memorize this number! Use it for all life-threatening emergencies. The operator will dispatch what you need (ambulance, fire truck, police). Other resources:

617-353-2121 BU Police

617-353-SARP (7277) Sexual Assault

617-353-3569 Behavioral Medicine

617-232-2120 Poison Control Center

BU Student Health Services (SHS)

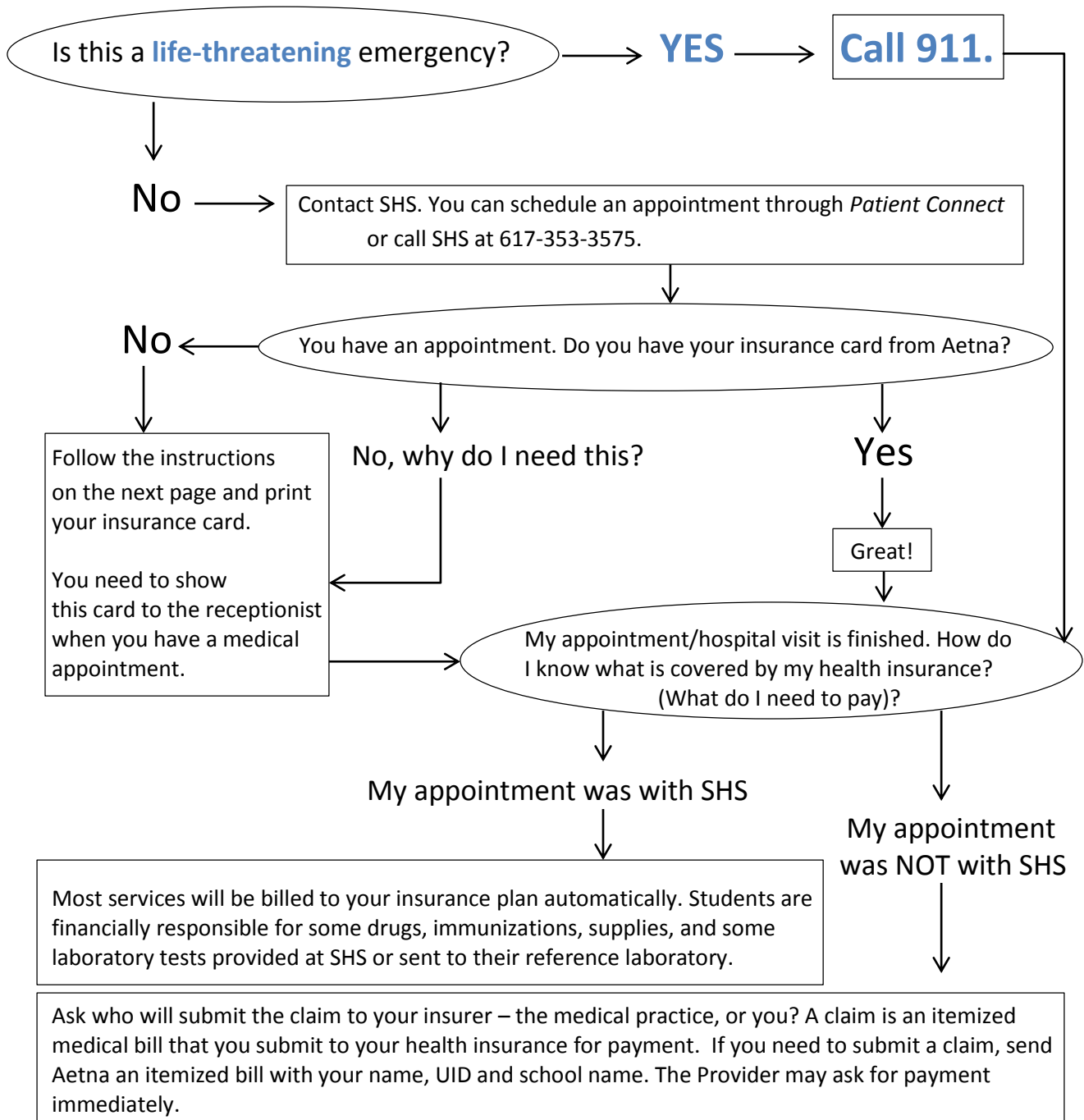
What is it?	Where is it?	Who can get an appointment?	How do I get an appointment?
A medical office open to students by appointment for <u>non-emergency</u> medical needs.	SHS is located right on campus: 881 Commonwealth Ave. West entrance, 1 st floor.	<ul style="list-style-type: none"> • ANY full-time BU student • A student in at least 9 credit hours • Any student with BU's Student Health Insurance through Aetna • A summer student 	Use <i>Patient Connect</i> bu.edu/shs/resources/factsheets/patientconnect OR Call SHS: 617-353-3575

With BU's insurance through Aetna, the Student Health Services office will work as your primary care physician. This means that you should see them for all non-emergency medical needs. They offer a variety of services and give referrals to another doctor (like a specialist) if needed.

- Walk-In Urgent Care Clinic
- Behavioral Medicine Clinic
- Crisis Intervention Counselor
- 24-hour access to urgent care
- Physical exams
- Sports medicine
- Immunizations
- Radiology
- Nutrition
- Travel medicine

It can be confusing to use the U.S. healthcare system, especially when you are new to it! We've made it easier for you to navigate your **BU health insurance through Aetna**.

Let's START:



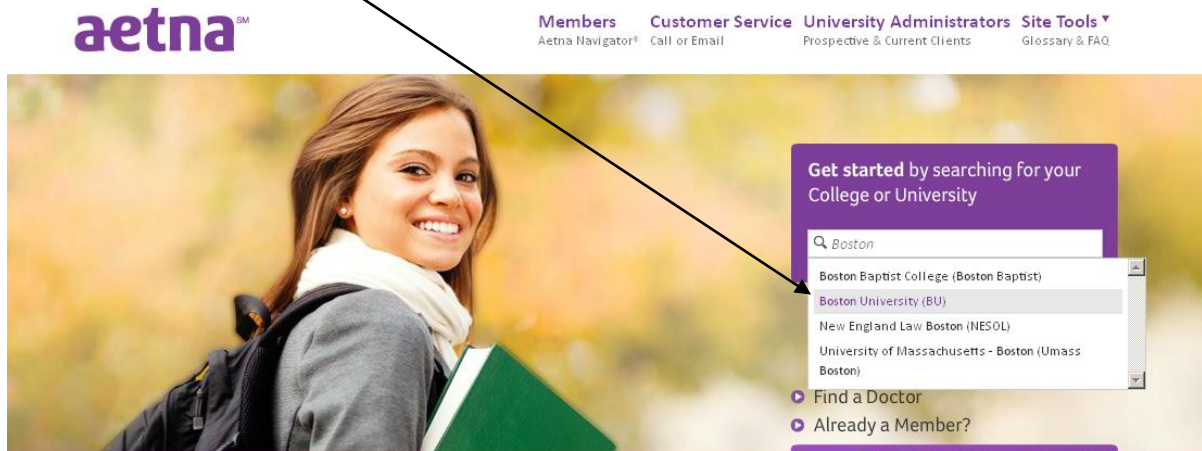
Still have questions? *Patient Connect* gives you access to send an Insurance Coordinator a message regarding insurance and billing questions.

To view your full insurance plan, go to aetnastudenthealth.com

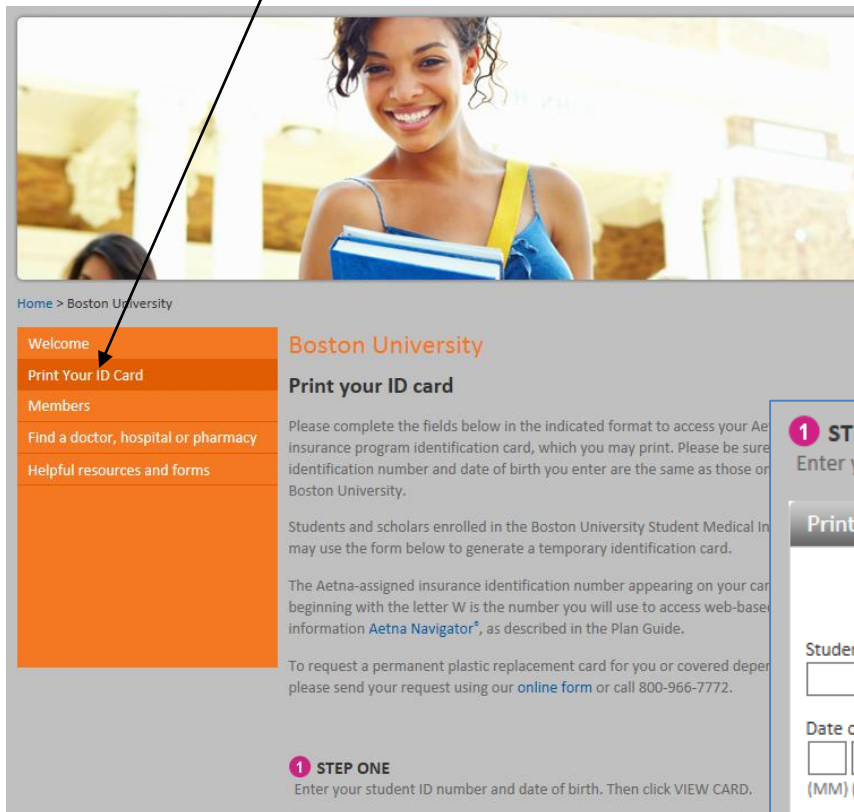
Print your Aetna Insurance Card (for students with the BU medical insurance plan)

You are expected to print your insurance card now - before you need to use it! Keep this card with you in case of a medical emergency. Place it in your wallet or purse so you have it with you every day.

1. Go to {aetnastudenthealth.com}
2. Type **Boston University** and select BU from the dropdown menu



1. Click **Print Your ID Card**



2. Enter your BU Student ID and Date of Birth in the appropriate fields
3. **Print** your member ID card

The close-up shows the 'Print Your ID Card' form. It has a heading 'Print Your ID Card' and a 'required' indicator. The form contains two fields: 'Student ID: *' with a text input box, and 'Date of Birth: *' with three dropdown menus for MM, DD, and YYYY. Below the fields is a 'View Card' button.

University Resources & Life in Boston
FitRec, Howard Thurman Center,
Career Development Center, On-campus dining,
Boston University's alcohol & drug policy, Transportation, Banking & communication,
Art & culture



FitRec

915 Commonwealth Avenue
bu.edu/fitrec

- Swim, jog, play squash, join an exercise class, practice yoga, cycle, dance and more
- Over 100 physical education classes are offered each semester
- Play one of 32 sports, like fencing, rugby, or water polo, in the intramural sports program
- Additional recreational facilities are located at the Case Center and the Track and Tennis Center

Howard Thurman Center for Common Ground
775 Commonwealth Avenue, Lower Level
bu.edu/thurman

- The center celebrates diversity and encourages students to learn more about themselves, about others, and about cultural boundaries in a global society.
- Programs include Tea Time, a Book Club, the Family History Project, Courageous Dialogues, and off-campus excursions with Beyond Comm Ave. You can also stop by to play board games, or just join a conversation group.
- The Culture Shock blog {bucultureshock.com} covers a wide range of topics from different BU student perspectives.



Boston University Center for Career Development
100 Bay State Road, 6th Floor
bu.edu/careers

- Find out how to structure a resume and cover letter for the U.S. job market
 - {bu.edu/careers/resumes-cover-letters}
- Get tips on networking and interviewing in the U.S.
 - {bu.edu/careers/networking-interviews}
- Find out when BU's next on-campus Career Fair will be held
 - {bu.edu/careers/internships-and-jobs/preparing-for-the-job-search/career-expos-events}
- Additional service available to degree-seeking students
 - BU CareerLink: {bu.edu/careers/services-workshops/bu-careerlink}

On-Campus Dining



Any student, whether living on- or off-campus, can sign up for a dining plan. Dining plans include a combination of all-you-care-to-eat meals at any of the cafeteria-style dining halls, and Dining Points, which can be used like cash at any of the on-campus retail dining locations. You can also use points, guest meals, or cash to purchase meals. Find out more at bu.edu/housing/dining.

- **Decide which dining plan is best for you:** figure out how many all-you-care-to-eat meals you are likely to eat each week or each semester.
- **Changing plans is easy:** by March 24, 2016 visit the Terrier Card Office in the lower level of the GSU, or email them at tco@bu.edu.

Plan	Meals in the Cafeteria	Dining Points	Additional Cost?
14-Plus	<u>14 per week</u> Weekly meal allotment is reset on Friday before breakfast	Low	None
9-Plus	<u>9 per week</u> Weekly meal allotment is reset on Friday before breakfast	Medium-high	None
330 Plan	<u>165 per semester; 330 per year</u> Carry unused meals over between weeks and semesters	Medium	None
250 Plan	<u>125 per semester; 250 per year</u> Carry unused meals over between weeks and semesters	High	None
Kosher	<u>11 per week in Hillel Dining Hall</u> Weekly meal allotment is reset on Friday before breakfast	Medium	None
Unlimited	Unlimited	Low	Yes; see bu.edu/housing/dining

Boston University's Alcohol and Drug Policy

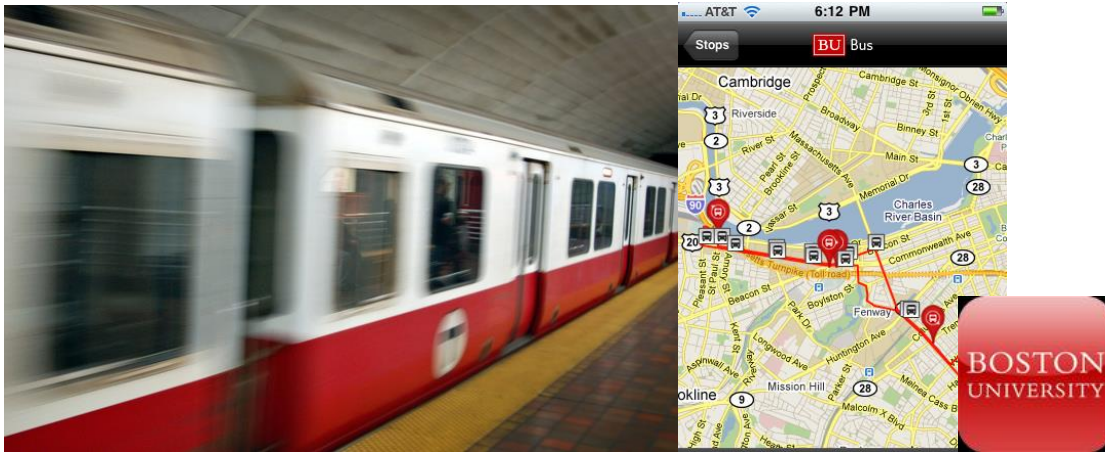
This is a short summary of BU's policy regarding alcohol and drugs. The full policy is provided in the Boston University Lifebook. If you have any questions, please ask Residence Life staff or the MET International staff.

- **The legal drinking age in the United States is 21.** If you are not 21 years of age and you are found intoxicated or drinking alcohol, you could face consequences from the University and also from the state.
- **Boston University is an entirely drug-free campus with a zero-tolerance policy.** Policy prohibits the unlawful use, possession, sale, distribution, or manufacture of drugs or alcohol on BU property or as part of University activities.
- **Violations of the alcohol and drug policy will result in severe sanctions** that may include expulsion from an on-campus residence or from Boston University.

	If you live on-campus	If you live off-campus
If you are under 21 years old:	Drinking alcohol is always illegal!	Drinking alcohol is always illegal!
If you are 21 years or older:	<ul style="list-style-type: none"> • You may bring limited amounts of alcohol into your own room (but BU encourages you not to do so). • BU policy restricts the quantity of alcohol that you can bring into your dorm. • Drinking is never allowed in the common areas of your residence. 	<ul style="list-style-type: none"> • You may not bring any alcohol into any on-campus residence. • Be sure to comply with all state and federal laws regarding alcohol and drugs.

Transportation

Getting around on-campus and in Boston



BU Office of Parking and Transportation Services
1019 Commonwealth Avenue
bu.edu/parking
bu.edu/thebus

- The BUS: the BU shuttle runs between BU's main campus and the medical campus
 - Free of charge for all BU students
 - Weekday schedule: every 10-20 minutes from 7am to 11pm.
 - Different schedule during weekends, university breaks, and summer
 - Track the BU Bus on a smartphone using the BU Mobile app
 - The complete BUS schedule is at bu.edu/thebus
- For information about on-campus parking, bicycles, or student T passes, contact BU's Office of Parking and Transportation Services at parking@bu.edu or 617-353-2160.

Boston Transportation
mbta.com

- The subway (metro) in Boston is called "The T"
- The T has five lines: Green (4 lines), Red, Blue, Orange, and Silver
- Charlie Card: a tap-and-go payment method
 - Get a free Charlie Card in T stations and some bus terminals
 - Add money to your card Charlie card on any bus or subway, or in the T stations
- Monthly "Link" passes are valid for unlimited travel on the T and local bus service

Banking and Communication in Boston



Opening a U.S. Bank Account

- Opening a U.S. bank account is not required
- When selecting a bank, consider its location, ATM access, and special offers for students
- To open an account, you will likely need your passport, immigration documents, and proof of enrollment at BU
 - Proof of enrollment could be your Terrier Card or statement from the Student Link
- For account access, consider opening a *checking account*
 - Often free for students
 - Usually includes a debit card and personal pin code

Telephone Options in Boston

- All BU students can install the BU telephone service in their on-campus dormitory room or off-campus apartment
- Visit {bu.edu/tech/comm/phone} and follow the link for students
- You can pick up an international calling card on campus from any *City Convenience* store
- For free communication, use Skype, Google+ or a similar platform to keep in touch with home

Cell Phones

- The main cell phone operators are T-Mobile, AT&T, Sprint, Virgin Mobile, and Verizon
- Check their websites to find out what the best plan is for you
- Phones are offered with or without a contract
- **Be careful with the contracts they offer you**, since two year contracts and deposits are common
 - Depending on how long you plan to stay in the United States, you might not want to sign a contract
- All providers offer cheap pre-paid phones without contracts or required deposits
 - The cheapest cell phone will cost about \$50 from a cell phone store or an electronics store like Best Buy or RadioShack

Art & Culture

Boston is a dynamic city filled with history, American culture, and fun things to do! On-campus, visit one of BU's six art galleries, or attend a show at the nationally-recognized Huntington theatre. Or take a trip downtown to find all the exciting adventures waiting for you!

- Cheer for the Red Sox at Fenway Park
- Shop the posh boutiques along Newbury Street
- Stroll through

• Eat your fill of pasta in the North End

• Soak up the culture in Harvard Square



Faneuil Hall Marketplace and Quincy Market

• Take in a show at the Boston Ballet

- Visit with seals and penguins at the New England Aquarium
- See the exhibits at the Museum of Fine Arts

ACADEMIC RESOURCES

Academic resources at BU, Your Department Coordinators, Metropolitan College Grade Scale, Blackboard software, The U.S. educational system, Strategies for Success



Boston University Libraries
771 Commonwealth Avenue (Mugar Memorial Library)
bu.edu/library

- 22 libraries with a total of 2.3 million volumes and electronic resources
- Specialized libraries include the Pardee Management Library, the Pappas Law Library, and the Geddes Language Center
- Upon request, librarians can provide:
 - library tutorials, research help, reference services, specialist consultations, and librarian-created guides with curated resources
- Online resources and library catalogs are available through {bu.edu/library}



Boston University Bookstore and Purchasing Textbooks
660 Beacon Street
bu.bncollege.com

- Barnes & Noble at Boston University
- Textbooks, books, BU clothes and items, furnishings for your apartment or dorm room
- **Purchase your textbooks** online through the bookstore website, or view your current schedule in the BU Student Link and select “Buy Books” on the left side of the screen
- You may also purchase your books from another store or online

Computer Facilities and IT Help Center
771 Commonwealth Avenue (Mugar Library Lab and IT Help Center)
179 Amory Street (West Campus IT Help Center)
bu.edu/tech

- On-campus computer lab in Mugar Library
- IT Help Center can assist with difficulties with your personal computer or with your BU web account

Department Coordinators

You are encouraged to contact your Academic Coordinator at any time during the semester. They can give you advice about:

- **Registering or changing classes:** class content and difficulty level, prerequisites
- **Degree requirements:** curriculum, credits
- **Graduation:** requirements, diplomas, and graduation events

Actuarial Science

Ms. Andrea Cozzi
808 Commonwealth Ave., Suite 273
617.353.8758
actuary@bu.edu

Administrative Sciences

Ms. Susan Sunde
Ms. Fiona Niven
Ms. Lucille Dicker (online programs)
808 Commonwealth Ave., Mezzanine
617.353.3016

Applied Social Sciences:

Criminal Justice

City Planning & Urban Affairs

Mr. Danny Pezzano
808 Commonwealth Ave., Room 230
617.353.3025
dannydgp@bu.edu

Applied Social Sciences:

Gastronomy

Ms. Barbara Rotger
808 Commonwealth Ave., Room 111
617.358.6916
brotger@bu.edu

Arts Administration

Ms. Raquel Peula
808 Commonwealth Ave., Room 269G
617.353.4064
rpeula@bu.edu

Computer Science

Ms. Lesley Moreau
808 Commonwealth Ave., Suite 250
617.353.2566

Metropolitan College Grade Scale



While there is no fixed absolute percentage of grades in any one level, it is important to note that high grades reflect an excellence in the understanding of class material and organization of thought, as well as the sharing of thoughts and insights of that student with other class members. Students who receive A-level grades have distinguished themselves above others in the class. This system will ensure that grades are earned, not awarded.

The grade distribution and the grading system of a particular course will be explained in the class syllabus, and will also be reviewed by the instructor during the first day of the class. If you have questions, please seek clarification from your instructor.

Graduation Requirements for MET Graduate Programs

- 3.0 minimum Grade Point Average (GPA)
- AND**
- All class grades must meet or exceed the minimum passing grade for your department

The information in the following pages explains how the GPA number is calculated, and shows the minimum passing grade for the Metropolitan College academic departments. If you fail a class, you should speak with your departmental coordinator for information about how this will affect your curriculum and your graduation.

The Metropolitan College Grade Scale

Actuarial Science, Computer Science, Criminal Justice	Grade	Honor Points	Administrative Sciences, Advertising, Arts Administration, City Planning & Urban Affairs, Gastronomy & Culinary Arts, Health Communication
	A	4.0	
	A-	3.7	
	B+	3.3	
	B	3.0	
	B-	2.7	Lowest acceptable passing grade
	C+	2.3	Failing grade
Lowest acceptable passing grade	C	2.0	Failing grade
Failing grade	C-	1.7	Failing grade
Failing grade	D	1.0	Failing grade
Failing grade	F	0	Failing grade
Incomplete; additional work required	I	-	Incomplete; additional work required
Registration necessary in same or continuing course during the following semester	J	-	Registration necessary in same or continuing course during the following semester
Audit, no credit	AU	-	Audit, no credit
Withdrew	W	-	Withdrew
Missing grade; grade not assigned	MG	-	Missing grade; grade not assigned

Grade Point Average (GPA)

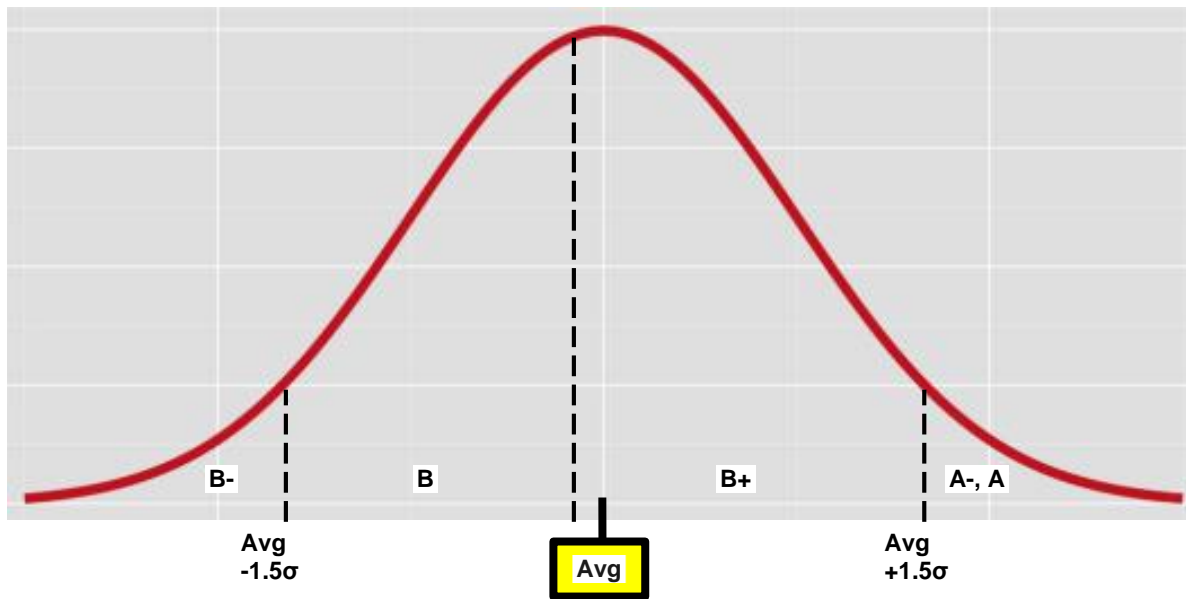
Your GPA is a number on a scale from 1.0 to 4.0. Each letter grade (A-F) that you receive on your transcript corresponds to a number of Honor Points. You must multiply the course credits by the Honor Points you received to get your Course Honor Points.

Your Grade Point Average (GPA) is calculated by dividing your total number of Honor Points by your total number of course credits. The Honor Points for all of your classes—including failed classes—are used in the calculation of your graduation GPA.

$$\text{GPA} = \frac{\text{Total Course Honor Points}}{\text{Total Course Credits}}$$

Grading on a "Curve"

Some instructors will grade on a "curve," which is a statistical method of assigning grades based on the way a student's performance compares to the performance of others in the class. When instructors grade on a curve, they assign a pre-determined distribution of grades to the students in the class. There are various reasons why an instructor will choose this method of grading, and you can ask any of your instructors about their grading practices.



Guideline cut-off scores for the various course grades

- Top 15% of class gets A, A- grade; typically course average $+1.5\sigma$ and higher.
- Course average -1.5σ gets a B- grade.
- Below average scores gets a B grade.

An example

- In a typical graduate-level class size of 30 students ... <see example to right>
- Average $+1.5\sigma \approx 79.5\%$.
- Average $-1.5\sigma \approx 52.5\%$.

Score	Grade
90%	A
88%	A
86%	A-
83%	A-
80%	A-
78%	B+
77%	B+
76%	B+
75%	B+
74%	B+
73%	B+
72%	B+
71%	B+
70%	B+
69%	B+
68%	B+
67%	B+
66%	B+
65%	B+
63%	B
62%	B
61%	B
60%	B
59%	B
58%	B
57%	B
55%	B
52%	B-
50%	B-
48%	B-
Avg = 66%	
$\sigma = 9\%$	

GPA Calculation: Examples

GPA Example 1

Course Credits	Course Grade	Honor Points	Course Honor Points
4	B+	3.3	13.2
4	B+	3.3	13.2
4	B-	2.7	10.8
4	B-	2.7	10.8
16			48.0

TOTAL

$$\frac{\text{Total Course Honor Points (48.0)}}{\text{Total Course Credits (16)}} = 3.00 \text{ GPA}$$



- 3.00 is a passing GPA
- Grades are passing for all MET programs

GPA Example 2

Course Credits	Course Grade	Honor Points	Course Honor Points
4	A	4.0	16.0
4	A	4.0	16.0
4	A	4.0	16.0
4	C-	1.7	6.8
16			54.8

TOTAL

$$\frac{\text{Total Course Honor Points (54.8)}}{\text{Total Course Credits (16)}} = 3.43 \text{ GPA}$$



- 3.43 is a passing GPA
- C- is a failing grade in all programs

GPA Example 3

Course Credits	Course Grade	Honor Points	Course Honor Points
4	A	4.0	16.0
4	B+	3.3	13.2
4	B-	2.7	10.8
4	C	2.0	8.0
16			54.8

TOTAL

$$\frac{\text{Total Course Honor Points (48)}}{\text{Total Course Credits (16)}} = 3.00 \text{ GPA}$$



- 3.00 is a passing GPA
- C is a passing grade for:
 - Actuarial Science*
 - Computer Science*
 - Criminal Justice*



- 3.00 is a passing GPA
- C is a failing grade for:
 - Administrative Sciences*
 - Advertising*
 - Arts Administration*
 - City Planning & Urban Affairs*
 - Gastronomy & Culinary Arts*
 - Health Communication*

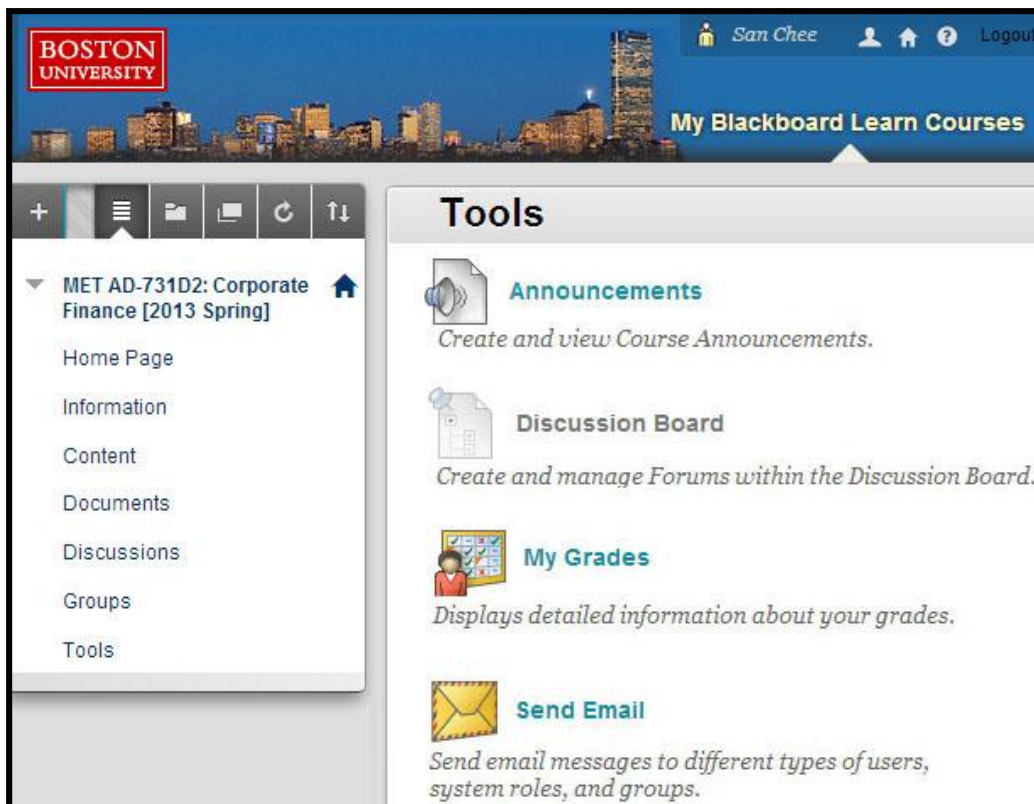
The Blackboard

Blackboard is a website that allows professors to manage their classes online. The website gives access to course materials and tools, like announcements, e-mail, discussion boards, and grades.

1. Go to {https://onlinecampus.bu.edu}
2. Log in with your BU login & password
3. Select your course
4. Find syllabi, a discussion board, announcements, and course readings for each class



There is also a "Tools" menu.



The Tools Menu allows you to...

Find or create **Announcements** about the course.

Your professor may expect you to post on the online **Discussion Board**.

See the grades you've received in **My Grades**.

Send an email to other students.

...and much more!

The U.S. Educational System

You may discover some differences between the way your classes were conducted at your home university, and the way classes run here in the U.S. Here's our advice to help you understand your new classroom environment.

What's the advice?	Why?
Do not be late to class!	People in the U.S. consider time to be a valuable and limited resource. Being on time to class is considered a sign of respect, and shows that you value the professor's time. It may seem rigid to begin classes and events exactly at the scheduled time, but this is normal in the U.S. Being late (even just a few minutes late) is considered rude and may negatively affect your grade.
Attend each meeting of the class (except in case of illness or emergency).	Many course notes and assignments are available online, but professors still require attendance at each class. U.S. classrooms strongly emphasize class participation and discussion, and you must be present in class to participate. Missing too many classes can negatively affect your grade.
Speak out in class!	Professors want every student to participate in discussion, so most professors will assign a grade for class participation. Speaking in class allows professors to know that you understand the material. If you do not participate, your grade may suffer.
Ask questions!	In a U.S. classroom, students are expected to share their knowledge and to question the course material, even when their perspective is different from that of the professor. Asking questions allows professors to know that you are thinking critically about the material. It is always okay to ask for clarification.
Embrace informality in class (while still retaining high standards of performance).	Professors in the U.S. can be less formal than in many countries, and it is common for a professor to be on a first-name basis with students (though you should check first before addressing a professor by his first name). Classroom dress is informal, and a professor may take a relaxed posture while giving a lecture. Note that informality like this is not a sign of relaxed standards of performance.
If you need help, ask for it.	Professors expect you to be direct and specific, and asking for help is not considered a sign of weakness. If you have a problem or if you do not understand the material, your professors will expect you to ask them for help. In many countries, this direct communication would be considered impolite, but it is very important in the U.S. If you do not feel comfortable approaching your professor, contact your Department Coordinator.

Strategies for Success



The learning environment in the U.S. values certain skills that are based on this country's educational philosophy. Here are four main areas of difficulty in adjustment, and some strategies to help you succeed.

Topic:

Strategies for Success

Coursework outside of class (homework)

- **A high volume of homework is normal for a U.S. classroom!** Independent learning and analysis is a large part of U.S. education philosophy, so professors assign a lot of independent assignments to promote this.
- **Follow deadlines.** You might be asked to finish an assignment before your class discusses the material. Professors consider your opinion and ideas to be a critical part of the learning process. It is usually not necessary to correctly and fully understand everything in order to complete the assignment. Submit all assignments when they are due to avoid a penalty to your grade.
- **Know that in U.S. classrooms, the learning process is often considered more important than having the right answer.** Your professors will not always give you the correct answers, and sometimes, there is no "correct" answer.
- **Meet with your professor outside of class.** Many professors hold "office hours," a time when any student can visit the office to ask for help or clarification about the material. Or, you can contact your professor by email or ask for a private meeting. If you feel shy about contacting your professor, contact your Department Coordinator.

Topic:**Strategies for Success****Class participation**

- **Many students are hesitant to speak in class!** Even students who seem like confident native English-speakers can secretly feel awkward when speaking to a group. Remember that in a U.S. classroom, there are no “wrong” opinions or “foolish” questions.
- **Write it down.** Try this: before class, write down three things that you could say during class discussion. It could be your reaction to a reading assignment, a question for other students to discuss, or an opinion based on your previous experience. If you start to feel nervous about speaking in class, you can read what you wrote.
- **Practice.** Meet with another student and discuss the material that you prepared for class. Saying your opinions out loud before class can help you choose your words and feel more confident.

Topic:**Strategies for Success****Note taking in class**

- **Practice.** Taking notes can be difficult if the professor speaks quickly or if there are words that you don't understand. Practice by listening to the radio and taking notes as if it were a lecture.
- **Record it.** Many students purchase an inexpensive recording device or use the recording function on their smartphones to record a professor's lecture, so that they can listen to it again.
- **Compare notes.** U.S. students in the same class often exchange notes or form a “study group” to compare notes and review the material with each other. You may be able to get help from other students whose notes are more complete in one area, and give them help in another area.
- **Ask for clarification.** Asking for an explanation is not considered rude or a sign of weakness. Understanding others and making yourself understood in a new language requires lots of rephrasing, repeating and clarification. It may be helpful to ask questions like, “As I understand it, you are saying... Is that correct?”
- **Meet with your professor.** Some professors distribute note sheets to the class, but others do not. Tell your professor that you are having difficulty taking notes in class, and ask her if she would consider distributing her notes.

Group projects

- **Adjust your expectations.** Professors in the U.S. value group work very highly because it gives students a chance to teach each other, and allows every student to take an active role in the class. Instead of trying to control every part of your project, direct your effort into showing your professor that you can be a productive group member.
- **Select a leader.** A leader will lead discussion, delegate duties, and hold everyone accountable. Or, you could select a different leader for each phase of the work.
- **Break up big jobs into smaller pieces.** Give different individuals or teams responsibility for different parts of the group project.
- **Develop a time-line,** including who will do what, in what format, by when. Remember that completing work by the agreed deadline is a sign of respect in the U.S., so make sure to respect your group members in this way. At the end of each meeting, individuals should review what work they expect to complete by the following session.
- **Make sure everyone can give their opinion.** Some people might take more than their share of the discussion, and others may rarely speak. Ask all group members to listen to each other and contribute their ideas. Make sure everyone has been heard before making a decision. A student who feels that his opinion is not valued is not likely to contribute to the project.



Spring 2016 SEMESTER DATES

Boston University Metropolitan College
International

Classes begin	Tuesday, January 19, 2016
Last Day to ADD Classes	Monday, February 1, 2016
Holiday, Classes Suspended	Monday, February 15, 2016
Substitute Monday Schedule of Classes	Tuesday, February 16, 2016
Last day to DROP classes (without a 'W' grade)	Tuesday, February 23, 2016
Spring Recess, Classes Suspended	Saturday, March 5 – Sunday, March 13, 2016
Classes Resume	Monday, March 14, 2016
Last day to DROP classes (with a 'W' grade)	Friday, April 1, 2016
Holiday, Classes Suspended	Monday, April 18, 2016
Substitute Monday Schedule of Classes	Wednesday, April 20, 2016
Last Day of Classes	Friday, April 29, 2016
Study Period	Saturday, April 30 – Monday May 2, 2016
Final Exams Begin	Tuesday, May 3, 2016
Final Exams End	Saturday, May 7, 2016

BUILDING ABBREVIATIONS

The names of BU buildings and facilities are often abbreviated. If you don't recognize the three-letter code where your class will be held, use this list to figure it out.

Abbreviation		Address
AAS	African-American Studies	138 Mountfort Street
ASC	African Studies Center	232 Bay State Road
BRB	Biology Research Building	5 Cummington Street
BSC	Biological Science Center	2 Cummington Street
BUT	BU Huntington Theatre	264 Huntington Avenue
CAD	Center for Anxiety and Related Disorders	648 Beacon Street
CAS	College of Arts and Sciences	685-725 Commonwealth Avenue
CFA	College of Fine Arts	855 Commonwealth Avenue
CGS	College of General Studies	871 Commonwealth Avenue
CNS	Cognitive and Neural Systems	677 Beacon Street
COM	College of Communication	640 Commonwealth Avenue
CRW	Crew Boathouse	619 Memorial Drive
CSE	Case Physical Education Center	285 Babcock Street
EGL	English Faculty Offices	236 Bay State Road
EIB	Editorial Institute Building	143 Bay State Road
EIL	Eilberg Lounge (Case Center)	285 Babcock Street
EMA	Engineering Manufacturing Annex	730 Commonwealth Avenue
EMB	Engineering Manufacturing Building	15 St. Mary's Street
ENG	College of Engineering	44 Cummington Street
EOP	Center for English Language	890 Commonwealth Avenue
EPIC	Engineering Product Innovation Center	750 Commonwealth Avenue
ERA	Engineering Research Annex	48 Cummington Street
ERB	Engineering Research Building	44 Cummington Street
FLR	Fuller Building	808 Commonwealth Avenue
FOB	Faculty Office Building (Alden Hall)	704 Commonwealth Avenue
FRC	Fitness and Recreation Center	915 Commonwealth Avenue
GMS	Graduate Medical Sciences	72 East Concord Street
GRS	Graduate School of Arts and Sciences	705 Commonwealth Avenue
GSU	George Sherman Union	775 Commonwealth Avenue
HIS	History and American Studies Departments	226 Bay State Road
IRB	International Relations Building	152 Bay State Road
IRC	International Relations Center	154 Bay State Road
JSC	CAS Judaic Studies Center	147 Bay State Road
KCB	Kenmore Classroom Building	565 Commonwealth Avenue
LAW	Law School	765 Commonwealth Avenue
LCC	Language Center Classrooms	882 Commonwealth Avenue
LNG	Modern Foreign Languages	718 Commonwealth Avenue
LSE	Life Science and Engineering Building	24 Cummington Street
MAR	Marsh Chapel	735 Commonwealth Avenue
MCS	Math & Computer Science	111 Cummington Street

MED	School of Medicine	72 East Concord Street
MET	Metropolitan College	755 Commonwealth Avenue
MOR	Morse Auditorium	602 Commonwealth Avenue
MUG	Mugar Memorial Library	771 Commonwealth Avenue
PDP	Physical Development Program	915 Commonwealth Avenue
PHO	Photonics Building	8 St. Mary's Street
PLS	Anthropology, Philosophy, Political Science	232 Bay State Road
PRB	Physics Research Building	3 Cummington Street
PSY	Psychology	64-86 Cummington Street
PTH	Playwrights' Theatre	949 Commonwealth Avenue
QSB	Questrom School of Business	595 Commonwealth Avenue
REL	CAS Religion	145 Bay State Road
SAC	Sargent Activities Center	1 University Road
SAL	Sailing Docks	Charles River Behind BU Bridge
SAR	Sargent College	635 Commonwealth Avenue
SCI	Science Center	590 Commonwealth Avenue
SDM	Henry M. Goldman School of Dental Medicine	100 East Newton Street
SEA	School of Education Annex	621 Commonwealth Avenue
SED	School of Education	2 Silber Way
SHA	School of Hospitality Administration	928 Commonwealth Avenue
SLB	Science Library Building	30-38 Cummington Street
SOC	Sociology	96-100 Cummington Street
SPH	School of Public Health	715 Albany Street
SSW	School of Social Work	264 Bay State Road
STH	School of Theology	745 Commonwealth Avenue
STO	Stone Science Building	675 Commonwealth Avenue
TTC	Track and Tennis Center	100 Ashford Street

Boston University Metropolitan College Graduate Student Academic Conduct Code

Effective: September 1, 2011

Academic Conduct Code Preamble

Metropolitan College's Graduate Student Academic Conduct Code is designed to assist in the development of a supportive and productive learning environment. It is both a description of the University's ethical expectations of students as well as a guarantee of students' rights and responsibilities as members of a learning community. The Code provides clarity related to policy and procedure regarding academic conduct.

For students, the Code establishes an environment of integrity and professionalism that helps to assure each individual of receiving appropriate recognition for his or her work. The ethical decisions that students face in an academic environment are similar to those they will encounter routinely in the professional world they will enter upon graduation or where they are currently employed. The Code allows faculty to conduct a fair and accurate evaluation of student performance and to maintain a supportive and just learning environment. Academic integrity is a critical component of such an environment, giving faculty the freedom to extend their role as educators to include serving as mentors and colleagues as well as instructors. For administrative staff, the Code gives them the ability to deal more effectively with students, and to work on a student's behalf both within and outside the University.

This respect for universally recognized ethical values affects the University's reputation in both the academic and professional communities of which it is a part. This reputation is essential to the success of not only the current generation of students, but previous and future generations as well.

Academic Conduct Code

All students entering Boston University are expected to maintain high standards of academic honesty and integrity. It is the responsibility of every student to be aware of the Academic Conduct Code's contents and to abide by its provisions. The Academic Conduct Committee of Metropolitan College, which is composed of faculty and staff, has jurisdiction over all charges of academic misconduct brought against students.

In all charges of academic misconduct against a student, the student is entitled to full procedural fairness in any disciplinary proceedings. The Academic Conduct Code details the guidelines governing disciplinary proceedings. It also articulates the University's philosophy of discipline, defines violations of the code, and enumerates penalties applicable under the code.

I Philosophy of Discipline

The objective of Boston University in enforcing academic rules is to promote a community atmosphere in which learning can best take place. Such an atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of someone else's dishonesty. Penalties should be carefully determined so as to be no more and no less than required to maintain the desired atmosphere. In defining violations of this code, the intent is to protect the integrity of the educational process.

II Academic Misconduct

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments, or impedes other students' opportunities of being judged fairly for their academic work. Knowingly allowing others to represent your work as their own is as serious an offense as submitting another's work as your own.

III Violations of this Code

Violations of this code comprise attempts to be dishonest or deceptive in the performance of academic work in or out of the classroom, alterations of academic records, alterations of official data on paper or electronic resumes, or unauthorized collaboration with another student or students. Violations include, but are not limited to:

- A. **Cheating on examination.** Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
- B. **Plagiarism.** Representing the work of another as one's own. Plagiarism includes but is not limited to the following: copying the answers of another student on an examination, copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an academic endeavor without acknowledging his or her contribution. Plagiarism can consist of acts of commission-appropriating the words or ideas of another-or omission failing to acknowledge/document/credit the source or creator of words or ideas (see below for a detailed definition of plagiarism). It also includes colluding with someone else in an academic endeavor without acknowledging his or her contribution, using audio or video footage that comes from another source (including work done by another student) without permission and acknowledgement of that source.
- C. **Misrepresentation or falsification of data** presented for surveys, experiments, reports, etc., which includes but is not limited to: citing authors that do not exist; citing interviews that never took place, or field work that was not completed.
- D. **Theft of an examination.** Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
- E. **Unauthorized communication during examinations.** Any unauthorized communication may be considered prima facie evidence of cheating.

- F. **Knowingly allowing another student to represent your work as his or her own.** This includes providing a copy of your paper or laboratory report to another student without the explicit permission of the instructor(s).
- G. **Forgery, alteration, or knowing misuse of graded examinations, quizzes, grade lists, or official records of documents,** including but not limited to transcripts from any institution, letters of recommendation, degree certificates, examinations, quizzes, or other work after submission.
- H. **Theft or destruction of examinations or papers** after submission.
- I. **Submitting the same work in more than one course** without the consent of instructors.
- J. **Altering or destroying another student's work or records,** altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
- K. **Violation of the rules governing teamwork.** Unless the instructor of a course otherwise specifically provides instructions to the contrary, the following rules apply to teamwork: 1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor. 2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.
- L. **Failure to sit in a specifically assigned seat during examinations.**
- M. **Conduct in a professional field assignment that violates the policies and regulations of the host school or agency.**
- N. **Conduct in violation of public law occurring outside the University that directly affects the academic and professional status of the student, after civil authorities have imposed sanctions.**
- O. **Attempting improperly to influence the award of any credit, grade, or honor.**
- P. **Intentionally making false statements to the Academic Conduct Committee or intentionally presenting false information to the Committee.**
- Q. **Failure to comply with the sanctions imposed under the authority of this code.**

When an alleged infraction occurs in a School/College other than the one in which the student is enrolled, the initial determination of misconduct will be made by the Academic Conduct Committee of the school/college where the alleged infraction occurred, while assessment of penalty will come from the student's school/college of enrollment, based upon recommendation of the Dean and Committee from the school/college where the infraction took place.

IV Action on Suspected Violations

Every School or College shall designate an Assistant or Associate Dean with responsibility for administering the procedures set forth in this Code.

As a general rule, faculty who have reason to believe that a student has violated this Code shall meet with the student, personally or through a designee, inform the student of the suspected violation and document the student's response. Faculty members will then report suspected violations of the Code to the Assistant or Associate Dean using the "Faculty Report of Student Academic Misconduct." This form

will be accompanied by a statement indicating the supporting evidence upon which the faculty member has relied as well as the student's response to the charges.

A. Cases of Undisputed Academic Misconduct by the First-Time Offenders

If the student has admitted to the academic misconduct and has never been found guilty of an academic conduct violation at Boston University, the faculty member may request the designated Dean's authorization to sanction the student by means of grading penalty. In such a case, a student who has admitted to academic misconduct may agree to a grading penalty as determined by the faculty, up to and including a failing grade in the course. The faculty member will inform the designated Dean of the proposed grading penalty.

The designated Dean will ascertain whether the student has previously signed an Admission of Academic Misconduct Form or has any prior record of academic misconduct in any College or School in the University. If so, the designated Dean will refer the charges and supporting evidence to the Academic Conduct Committee, which shall then proceed with a hearing. If not, the designated Dean, at his or her discretion, and taking into account the nature of the infraction, may grant written permission to the faculty member to enter into an agreement with the student for a grading penalty in lieu of proceedings before the Academic Conduct Committee.

If such permission is received, the faculty member will inform the student of the option to agree to a grading penalty. If the student chooses this option, the agreement between the faculty member and student must be formalized through the University's "Admission of Academic Misconduct" Form. An accused student is not compelled to sign such an agreement and may choose to exercise the right to have his or her case heard by the Academic Conduct Committee.

B. Cases of Disputed Academic Misconduct or Cases of Repeat Offenders

If the student disputes the charge of Academic Misconduct or if the designated Dean denies permission for a grading penalty because the student is a repeat offender or because of the nature of the offense, the designated Dean shall then refer the charges and supporting evidence to the Academic Conduct Committee, which shall then proceed with a hearing.

V Penalties

A. Students Who Sign Approved Admission of Academic Misconduct Forms

Students who sign Admission of Academic Misconduct Forms shall receive the grading penalty noted on the form. Students will also receive a letter of reprimand from the designated Dean. The form and the letter of reprimand will be retained in the student's file at the Dean's Office, but shall not be recorded on the student's permanent academic record. The reprimand will not be made public when records or transcripts are sent out. It may, however, be considered when reviewing the student's eligibility for University programs and when imposing sanctions for future offenses. It may also be reported in response to a direct question about past academic misconduct or disciplinary sanctions from an undergraduate, graduate, or professional school to which the student seeks admission or from other authorized entities.

B. Students Whose Cases are Referred to the Committee

Students who are not allowed the option of a grading penalty or who elect to have their cases heard by the Academic Conduct Committee may receive the sanctions of Reprimand,

Disciplinary Probation, Suspension, or Expulsion only through action of the Academic Conduct Committee. However, faculty members always retain the right to assign grades reflecting their principled and equitable assessment of students' work. If applicable, a faculty member may assign a grade of "I" in a course while a matter is pending before the Academic Conduct Committee. In a case in which the Academic Conduct Committee has found a violation of the Code, the ultimate grade assigned by the faculty member may also reflect the faculty member's determination of how seriously overall course goals and expectations of the academic discipline are compromised by work involved in an incident of academic misconduct, and how that work should in consequence contribute to the final course grade.

- C. **Students who believe that a faculty member has penalized them for alleged acts of academic misconduct without having followed the procedures** set forth in this Code should make their concerns known as soon as possible to the designated Dean.
- D. **If the accused is found by the Committee** to have committed academic misconduct, the Committee may recommend any reasonable appropriate penalty. The penalty will generally be one or more of those listed below. However, because it is impossible to anticipate all variables of misconduct, the Committee has broad power to fashion a sanction that is fair to the student, suitable to the offense, and effective as a future deterrent. The Committee may recommend such other appropriate sanction as it sees fit.
 - 1. **No penalty for minor violations that do not warrant sanction.**
 - 2. **Reprimand**
 - a. For violations of a minor nature or mitigated by extenuating circumstances.
 - b. A copy of the reprimand shall be placed in the student's file but shall not be recorded on the permanent academic record. Past reprimands may be considered in imposing sanctions for future offenses
 - c. Reprimands are not to be made public when records, transcripts, etc., are sent out, but may be reported in response to a direct question about past academic misconduct or disciplinary sanctions from an undergraduate, graduate, or professional school to which the student seeks admission or from other authorized entities.
 - d. Reprimands place no restriction on the student's participation in academic or nonacademic School/College or all-University activities.
 - 3. **Disciplinary Probation**
 - a. For violations deemed serious enough to warrant some abridgement of the student's rights and privileges.
 - b. Given for a specified period of time.
 - c. Recorded on the student's permanent internal record.
 - d. Prohibits the student from being an officer in any recognized all-University or School/College student organization, and from participating in intercollegiate activities during the specified probation period.
 - 4. **Suspension**
 - a. For violations deemed serious enough to warrant separation of the student from the University community for a limited time, but not serious enough to warrant expulsion.

- b. Given for a period of one to three semesters.
- c. Recorded on the student's permanent internal record; the student's external record shall carry the statement "withdrawn."
- d. The student must apply to the Dean of his or her School/College for readmission, making a satisfactory statement concerning his or her interim activities and his or her intended future conduct.
- e. No academic coursework may be undertaken for Boston University credit, nor may any Boston University degree be conferred, during the period of suspension.

5. Expulsion

- a. For extremely serious academic misconduct.
- b. Recorded permanently on the student's academic record.
- c. Expulsion is permanent.

6. Other sanctions

- a. Removal from a Professional Program. For violations involving conduct that is considered serious enough to withdraw the student from a program leading to a professional endorsement from the University. Such conduct may take place within a professional field assignment as well as the University. Removal from a professional program does not, in itself, bar the student from graduation.
- b. For serious misconduct, including but not limited to misconduct that occurred while the student was enrolled at the University but was discovered after graduation or conduct involving fraudulent use of University transcripts or degree certificates after graduation, or similar serious misconduct, recommendation of the committee may include withholding of transcripts or revocation of the degree.

VI Dissemination of Information

- A. Notice of probation, suspension, or expulsion is sent to the parent or guardian of a student who has consented to the release of such information to his or her parents or guardians.
- B. Dissemination of information is governed by the Family Educational Rights and Privacy Act of 1974. <http://www.bu.edu/reg/ferpa/ferpa-policy.html>
- C. Penalties imposed through the Academic Conduct Code, including reprimands, may be reported to graduate and professional schools to which a student seeks admission, or to other authorized entities, notably in response to a question about past academic misconduct or disciplinary sanctions.
- D. Efforts will be made to ensure that students receive a copy of the Academic Conduct Code at their first registration at the University. The URL to the code will be provided to students by their school/college.

Student Academic Conduct Committee

I Procedure

- A. **The designated Dean will institute proceedings** before the committee by forwarding the case to the Chair of the Academic Conduct Committee (committee). The committee shall consist of faculty and staff members appointed by the Dean. This committee has jurisdiction over every alleged act of academic misconduct on the part of (a) any student enrolled in the School/College, and (b) any student enrolled in a course taught in the School/College, whether that student is enrolled in that School/College or some other academic unit at the University or any other college or university. The committee will also have jurisdiction over every alleged act of misconduct pertaining to course credits earned in the School/College by any person. This shall include any person who has received a baccalaureate degree from the University.
- B. **When students are called before Academic Conduct Committees of another School/College in the University**, the designated Dean of the school or college holding the hearing shall inform the designated Dean of the School/College of enrollment of the nature of the charge and the time of the hearing. Whenever possible, a representative from the School/College of enrollment should be present at the hearing and deliberations.
- C. **If the designated Dean refers the case to the Academic Conduct Committee**, the Dean's office shall inform the student (by hand-delivered or certified letter with return receipt, to be sent at least twelve days prior to the hearing) of the following matters:
1. The charges.
 2. The date, time, and location of the hearing.
 3. The fact that the student may request to reschedule the hearing, within a limited time period, for a valid reason.
 4. The fact that the student may be accompanied by an advisor of his or her choice. At the discretion of the committee chair, the advisor may be allowed to make a brief statement on behalf of the student. The advisor may not participate directly in the hearing.
 5. The fact that the student may also bring witnesses to provide additional information related to the alleged offense. The chair may limit or exclude the matters presented by any individual to the extent that such information is repetitive or is not probative of the guilt or innocence of the student.
 6. The fact that he or she shall have the right to examine the person bringing the charges, to have access to all documents that have been introduced as evidence, to have copies of such documents prepared, and at the discretion of the chair and in a manner to be prescribed by the chair, to examine all witnesses
 7. The fact that the student may, but is not required, to submit a written statement and/or other documents for review by the Academic Conduct Committee, provided that any such written statement is prepared by the student (and not by his or her advisor), and provided that any statement or documents that student wishes the Academic Conduct Committee to review are received by the Dean's Office at least seven (7) days prior to the scheduled date of the hearing. The Academic Conduct Committee reserves the right not to accept or review any materials that are submitted after this deadline.

D. **Waiver of Twelve Days Notice.** A student may waive the twelve-day notice requirement. The committee may hold an expedited hearing when the Chair and student both believe that doing so is in the interest of fairness.

E. **Hearings**

1. Members of the committee may be excused if the case might involve a conflict of interest (e.g., kinship, teacher-student relationship, etc.).
2. The Dean may appoint *pro tempore* members to replace regular faculty members who are unable to attend, or who have been excused.
3. When students are called before Academic Conduct Committees of another School/College in the University, a representative from the home School/College student shall be invited to attend, but will not vote.
4. No student shall be found guilty except on the vote of a majority of the voting members present at a hearing.
5. The quorum for hearings shall be five voting members of the committee, at least three of whom shall be faculty members. Once the meeting is called to order, the departure or absence of one or more committee members shall not defeat the quorum and the meeting may continue to conclusion.
6. The chair shall be counted as a voting member, but shall cast his or her vote only in order to break a tie vote.
7. A hearing shall proceed in the absence of the accused student only if:
 - a. The student waives the right to be present or
 - b. The committee is satisfied that proper notice of the hearing was given to the student and that there is no legitimate cause for the absence.
8. The hearing shall be recorded by sound recording. The recordings are to be preserved for one year. Any participant in the hearing may obtain a copy of the recording or the transcript of the hearing (if one is made, though the University is under no obligation to produce a transcript) at actual cost. Deliberations are private and are not tape-recorded.
9. The Chair in his or her discretion shall administer the hearing to promote fairness. Subject to that discretion, the hearing shall include:
 - a. Presentation of charges by the committee chair.
 - b. Presentation and examination of material evidence and witnesses by the committee and by the accused student(s) but excluding material relevant to sanctions to be imposed. In appropriate circumstances the chair may take steps to protect a witness through actions such as sequestering, withholding a witness's identity, or taking testimony prior to a hearing.
 - c. Statement by the accused student(s) and examination of the student(s) by the committee.
 - d. Additional examination of witnesses if required.
 - e. After excusing the accused student, and advisor, and witnesses, deliberation of the committee, which shall not be tape-recorded.
 - f. Formulation of the judgment and assessment of any appropriate penalty by a majority vote of the members present.

10. The chair shall make the necessary determination of the scope of the inquiry with a view to according full and fair exploration of relevant material. It is in the discretion of the chair whether to accept additional documents prepared by any of the witnesses and first offered at the time of the hearing.
11. Because the hearing is not a court hearing, the committee is not bound by legal rules of evidence. However, every effort will be made to conduct hearings as fairly and expeditiously as possible.
12. The hearing shall not be public, and information gained at the hearing shall be treated as privileged information by all participants. This does not bar the disclosure of the findings and recommendations of the committee to those authorized to receive such information. Inasmuch as this provision is for the protection of the accused student, it does not bar him or her from disclosing information pertaining solely to him or herself, if he or she wishes to do so, provided, however that in proceedings involving multiple students, no student should disclose information learned about any other accused student to any persons not participating in the hearing.
13. At the request of the accused student, the chair of the Academic Conduct Committee may, at his or her discretion, elect to admit parents or legal guardians.
14. The hearing shall be conducted with proper decorum. The hearing may be recessed by the chair if:
 - a. Additional evidence or witnesses are needed.
 - b. It is apparent that a fair hearing cannot be held because of disturbances, illness, or similar causes.
15. The School/College may, from time to time, make public the facts and decisions of cases that come before the committee. However, such reports shall not reveal the name of any student, professor, or course involved in a case that has been heard by the committee.

F. Recommendation

1. **Cases involving student enrolled in the School/College where the infraction occurred:**

The committee shall write up its recommendation including a statement of the charges, evidence, judgment, and recommended penalty, which shall be transmitted to the designated Dean as soon as possible after the hearing at which the judgment was made. With regard to the judgment, the designated Dean shall review the evidence supporting the committee's findings. If necessary, the designated Dean may refer the matter back to the committee for further consideration and/or elaboration, or may request the transcript or recording of the hearing and/or copies of the evidence. However, the judgment of the committee shall not be replaced by a judgment more damaging to the student unless new evidence has been considered upon a rehearing. Similarly, with regard to the recommended penalty the designated Dean of the School or College conducting the hearing shall not impose more severe penalties than those recommended by the committee.
2. **Cases involving students enrolled in another School/College.**

If the accused student is not enrolled in the School/College where the infraction occurred, the designated Dean of the school/college conducting the hearing shall transmit the committee's judgment and recommended penalty to the designated Dean of the student's school/college. With regard to the judgment and recommended

penalty, the designated Dean of the student's school/college shall review the evidence supporting the committee's findings. If necessary, the designated Dean may refer the matter back to the committee for further consideration and/or elaboration, or may request the transcript or recording of the hearing and/or copies of the evidence. However, the judgment of the committee shall not be replaced by a judgment more damaging to the student unless new evidence has been considered upon a rehearing. With regard to the recommended penalty, the designated Dean is not bound by the committee's recommendation, but shall make an independent determination of the appropriateness of the recommended penalty, and may impose a penalty that is greater or lesser than that recommended by the committee.

- G. **The designated Dean of the student's school/college shall notify the student by certified or personally signed for letter of the judgment and penalty imposed.** The student shall also be informed that there is a procedure for appeal.

II Appeals

- A. All decisions may be appealed to the designated Dean of the school/college in which the student is enrolled. Such appeals must be filed within fourteen days of receipt of the judgment and penalty.
- B. A student who is appealing is entitled to receive a copy of all materials considered by the committee, a copy of the tape recording of the hearing, and a copy of the committee's report.
- C. When a student is enrolled in a school/college other than the school/college where the case was heard and is appealing both the judgment and penalty, the Dean of the student's school/college shall request that the Dean of the school/college where the case was heard render a decision on the appeal of the judgment. Thereafter, the Dean of the student's school/college of enrollment will render a decision on the appeal of the penalty.
- D. Standard on Appeal: The decision of the designated Dean should be upheld unless it appears on appeal that the decision was unreasonable and unfair. The Dean will notify the student of the decision. The letter shall also inform the student of the procedure for appeal to the University Provost.
- E. Within fourteen days of the receipt of the Dean's final response to appeals within the school/college, a student may appeal the judgment or the penalty to the University Provost. Appeals are to be in writing, setting forth the basis of the appeal and whether the student is appealing the judgment, the penalty, or both.
- F. The Provost shall review the documentation, and when deemed necessary, may refer the appeal back to the original committee for clarification and comments.
- G. Normally, a rehearing will be ordered only if new evidence is presented or a procedural error is identified. The procedure at a rehearing is the same.
- H. After the hearing, a recommendation to the Provost is to be made, as described in section I. E. ("Recommendation"), above.
- I. Before making a decision, the Provost may conduct his or her own investigation if he or she feels it is warranted.
- J. The decision of the Provost is final [except that, in cases of degree revocation, in which instance, the student may appeal to the President, whose decision shall be final].

III Reporting and Documenting Procedures

All evidence should be carefully documented using the guidelines set forth below:

- A. The person originating the charges shall present them in writing, accompanied by suitable exhibits, to the Office of the Dean. That person shall make himself or herself available to the designated Dean for pre-hearing conferences if necessary, and shall appear at or be available for the student academic conduct hearing whenever possible. However, the Chair shall have the discretion to excuse the complainant's attendance if the absence will not prejudice the student.
- B. Witnesses to the alleged infraction of the Student Academic Conduct Code may be requested to file a report on the incident and shall make themselves available for prehearing conferences and student academic conduct hearings.
- C. The following are the guidelines for obtaining evidence of violations of the Student Academic Conduct Code in connection with:
 1. **Conduct During Examinations.** If an irregularity occurs during an examination, the person who originally notes the irregularity should attempt to have his or her observations corroborated by others who are also in the room (e.g., proctors). The person(s) making the report shall provide specific information such as the time of the observation, type or irregularity observed, number of times it took place, exactly which sections of the examination were affected by the infraction, the name of each individual participating in the irregularity, and the extent of participation by each individual.
 2. **Papers, Reports, and Examinations.** If the misconduct is inferred from the appearance and/or content of a paper, examination, or other assignment where the professor or proctor has had no chance to observe the actual process, specific reference should be made to each section that gives evidence of misconduct. Where possible, copies of pertinent sections or answers and copies of any other pertinent material (original sources from which section or sections were allegedly plagiarized, and so on) should be submitted with the report to the Dean.
 3. **Other types of academic misconduct.** Reports should be prepared using the same rules of careful observation and accurate documentation as outlined above.

A Definition of Plagiarism

The following definition of plagiarism is taken from H. Martin and R. Ohmann's *The Logic and Rhetoric of Exposition*, revised edition, Hold, Rinehart and Winston, 1963.

"The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist, the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspension of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection...

"The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are

necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so admirably expresses one's opinion that one is tempted to make it personal property. Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit—but more the result, perhaps, of laziness than of bad intent—is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, an abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis of the recapitulation."

Examples of Plagiarism

[From H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition*, revised edition, Holt, Rinehart and Winston, 1963.]

The examples given below should distinguish between dishonest and the proper use of source material. If instances occur which these examples do not seem to serve as a model, conscience will, in all likelihood, be prepared to supply advice.

The Source

"The importance of the Second Treatise of Government printed in this volume is such that without it we would miss some of the familiar features of our own government. It is safe to assert that the much criticized branch known as the Supreme Court obtained its being as a result of Locke's insistence upon the separation of power; and that the combination of many powers in the hands of the executive under the New Deal has still to encounter opposition because it is contrary to the principles enunciated therein, the effect of which is not spent, though the relationship may not be consciously traced. Again we see the crystallizing force of Locke's writing. It renders explicit and adapts to the British politics of this day the trend and aim of writers from Languet and Bodin through Hooker and Grotius, to say nothing of the distant ancients, Aristotle and the Stoic School of natural law. It sums up magisterially the arguments used through the ages to attack authority vested in a single individual, but it does so from the particular point of view engendered by the Revolution of 1688 and is in harmony with the British scene and mental climate of the growing bourgeoisie of that age. Montesquieu and Rousseau, the framers of our own Declaration of Independence, and the statesmen (or should we say merchants and speculators?) who drew up the Constitution have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. In the hands of these it has been the quarry of liberal doctrines; and that is how it has served the Socialist theory of property based on labor is final proof of its breadth of view."

Charles L. Sherman, "Introduction" to John Locke,
Treatise of Civil Government and A Letter Concerning Toleration

1. Word-for-Word Plagiarizing

"It is not hard to see the importance of the Second Treatise of Government to our own democracy. Without it we would miss some of the most familiar features of our own government. It is safe to assert that the much criticized branch known as the Supreme Court obtained its being as a result of Locke's

insistence upon the separation of powers; and that the combination of many powers in the hands of the executive is contrary to the principles enunciated therein; the effect of which is not spent, though the relationship may not be consciously traced. The framers of our own Declaration of Independence and the statesman who drew up the Constitution have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. All these are marks of influence of Locke's Second Treatise on our own way of life."

In this example, after composing half of the first sentence, the writer copies exactly what is in the original text, leaving out the center section of the paragraph and omitting the names of Montesquieu and Rosseau where he takes up the text again. The last sentence is also the writers own.

If the writer had enclosed all the copied text in quotation marks and had identified the source in a footnote, he would not have been liable to the charge of plagiarism; a reader might justifiably have felt, however, that the writer's personal contribution to the discussion was not very significant.

2. The Mosaic

"The crystallizing force of Locke's writing may be seen in the effect his Second Treatise of Government had in shaping some of the familiar features of our own government. That much criticized branch known as the Supreme Court and the combination of many powers in the hands of the executive under the New Deal are modern examples. But even the foundation of our state—the Declaration of Independence and the Constitution—have re-echoed its claims for human liberty, for the separation of powers, for the sanctity of private property. True, the influence of others is also marked in our Constitution—from the trend and aim of writers like Languet and Bodin, Hooker and Grotius to say nothing of Aristotle and the Stoic school of natural law; but the fundamental influence is Locke's Treatise, the very quarry of liberal doctrines."

Note how the following phrases have been lifted out of the original text and moved into new patterns:

"crystallizing force of Locke's writing"

"some of the familiar features of our own government"

"much criticized branch known as the Supreme Court"

"combination of many powers in the hands of the executive under the New Deal"

"have re-echoed its claims for human liberty...property"

"from the trend and aim...Grotius"

"to say nothing of Aristotle and...natural law"

"quarry of liberal doctrines"

As in the first example, there is really no way of legitimizing such a procedure. To put every stolen phrase within quotation marks would produce an almost unreadable, and quite worthless, text.

3. The paraphrase

Paraphrase

"Many fundamental aspects of our own government are apparent in the Second Treatise of Government. One can safely say that the oft-censured Supreme Court really owes its existence to the Lockean demand that powers in government be kept separate; equally one can say that the allocation of varied and widespread authority to the President during the era of the New Deal has still to encounter opposition because it is contrary to the principles enunciated therein...Once more it is possible to note the way in which Locke's writing clarified existing opinion."

Original

“Many familiar features of our own government are apparent in the Second Treatise of Government. It is safe to assert that the much criticized...Court obtained its existence upon separation of powers; and that the combination of many powers in the hand of the executive under the New Deal has still to encounter opposition because it is contrary to the principles enunciated therein...Again we see the crystallizing force of Locke’s writing.”

The preceding comparison shows how the writer has simply traveled along with the original text, substituting approximately equivalent terms except where his or her understanding falters, as it does with “crystallizing,” or where the ambiguity of the original requires too much ingenuity to decipher, as it apparently does as in “to encounter opposition...consciously traced” in the original.

Such a procedure has its uses; for one thing, it is of value to the reader. How, then, may it properly be used? The writer might begin second sentence with “As Sherman notes in the introduction to his edition of the Treatise, one can safely say...” and conclude the paraphrase passage with a footnote giving the additional identification necessary. Or he or she might indicate directly the exact nature of what is being done, in this fashion: “To paraphrase Sherman’s comment...” and conclude that also with a footnote indicator.

In point of fact, this course of action does not particularly lend itself to honest paraphrase, with the exception of that one sentence, which the paraphrase above copied without change except for abridgement. The purpose of paraphrase would be to simplify, or to throw new and significant light on a text; it requires much skill if it is to be used honestly, and should be used rarely by the student except for the purpose, as suggested above, of personal enlightenment.

4. The “Apt” Text

“The Second Treatise of Government is a veritable quarry of liberal doctrines. In it the crystallizing force of Locke’s writing is markedly apparent. The cause of human liberty, the principle of separation of powers, and the inviolability of private property—all three major dogmas of American constitutionalism—owe their presence in our Constitution in large part to the remarkable Treatise which first appeared around 1685 and was destined to spark within three years a revolution in the land of its author’s birth and, ninety years later, another revolution against that land.”

Here the writer has not been able to resist the appropriation of two striking terms—“quarry of liberal doctrines” and “crystallizing force”; a perfectly proper use of the terms would have required only the addition of a phrase: “The Second Treatise of Government is, to use Sherman’s suggestive expression, a “quarry of liberal doctrines.” In it the “crystallizing force”—the term again is Sherman’s—of Locke’s writing is markedly apparent.”

Other phrases in the text above—“the cause of human liberty,” “the principle of the separation of powers,” “the inviolability of private property”—are clearly drawn directly from the original source, but are so much matters in the public domain, so to speak, that no one could reasonably object to their reuse in this fashion.

Since one of the principal aims of college education is the development of intellectual honesty, it is obvious that plagiarism is a particularly serious offence, and the punishment for it is commensurately severe. What a penalized student suffers can never really be known by anyone except that student. The student who plagiarizes and “gets away with it” suffers something less public, and probably less acute, but the corruptness of the act, the disloyalty and baseness it entails, must inevitably leave a mark on him or her, as well as on the institution.

5. Making a Bibliography or Works Cited Page; Using Footnotes

[Adapted from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition*, revised edition, Holt, Rinehart and Winston, 1963.]

Documenting Sources

Essays written for college courses generally require the use of sources: books, periodicals, internet sites, and other documents containing information relevant to the topic of the essay to be written. Such sources are both documented within the essay, as either footnotes or parenthetical citations, and appended to the essay, in either a works cited page or a bibliography.

Very simply, a bibliography lists all the books, periodicals, internet sources, and other documents the writer looked at to prepare the essay, whereas the works cited page lists only the material the writer actually used to write the essay; a footnote or a parenthetical citation indicates very precisely the source of quotation, specific statement, or idea occurring in the text of the essay. For all such documentation, standardized systems have been developed so that readers anywhere can turn quickly from the footnote or parenthetical citation to the works cited or bibliographical listing to find the proper source for the material at hand. The three most frequently used formats are derived from the Publication Manual of the American Psychological Association (APA), The Modern Language Association Handbook for Writer's of Research Papers (MLA), and the Chicago Manual of Style.

Students are obligated to discover and adhere to the citation format sanctioned by the faculty, course or department for which the essay is undertaken.

Just as honesty requires quotation marks around any statement copied directly from a written or electronic source, it requires a footnote or a parenthetical citation to indicate the place from which information, ideas, or paraphrased reconstructions have been gathered and utilized in the text.

A fine bibliography or works cited page and careful citation, no matter how ably prepared, will not make up for the deficiency in reasoning, style, and substance of the essay proper, but they do enhance the value of good scholarly writing because they act as auxiliary agents in the process of communication.

6. Use of Sources Obtained from a Computer Network

The requirement to document, with proper citations, material obtained from sources other than the mind of the writer applies to words, ideas, drawings, images, and any other items obtained via electronic media such as the Internet. For example, if the writer paraphrases a paragraph from a Web site, the same procedure should be followed as outlined in item (5) above. The proper citation in the footnotes and bibliography should include the author (if known), the name or title of the electronic site, the date, and the URL or Internet address.

Some instructors may, at their discretion, forbid use of electronic sources for a given assignment or for all assignments in the course. If, despite this instruction, a student uses and cites an electronic source, a low grade may result, but the action by itself is not a violation of the Academic Conduct Code.

7. Excessive Collaboration

The following example illustrates the distinction between authorized and excessive collaboration.

In a laboratory course, students may work together in a group, collecting the same data. In the syllabus, the instructor has stated that collaboration on laboratory exercises is allowed up to the point of discussing procedures and checking on the consistency of data to guard against typographical errors. The professor has made clear, however, that each student must analyze the data and answer the

questions in the laboratory book independently. While writing up the exercise, one student asks another group to show him the graphs that the second student plotted using the data. Realizing that his own graphs were in error, he draws new graphs that correspond to those of the second student.

In this example, the first student has clearly exceeded the extent of collaboration allowed according to the syllabus. By allowing the first student to view her graphs, which were part of the analysis of the data, the second student has given unauthorized information to the first student. Both are therefore guilty of violations of the Academic Conduct Code.

Note that if the extent of the collaboration allowed is not stated explicitly in the syllabus, the students in the class must assume that no collaboration whatsoever is allowed after the group works together in the laboratory.

Appendix: Examples of Misconduct

The following list contains examples of academic misconduct, and is not intended to be complete. Note that, although the examples refer to written assignments and exams, the same rules apply to assignments and exams that are administered or presented orally or by some other non-written means. (Adapted from Academic Dishonesty among College Students, S. Maramark and M. B. Maline, US Dept. of Education Report no. OR-93-3802, August, 1993.)

- Copying from another student's exam or assignment
- Allowing another student to copy from your exam or assignment
- Allowing another student to see your exam or to see part or all of your assignment before you hand it in, unless authorized by an instructor
- Collaborating on assignments or take-home exams when instruction (or the syllabus) calls for independent work
- Providing or receiving answers to an exam using a system of signals or other means of communication with another student
- Bringing unauthorized materials to an exam without placing them where they cannot be used during an exam
- Altering the answers to, or otherwise tampering with, exams or assignments after they have been handed in, without consent of the instructor
- Taking an exam or completing part or all of an assignment for another student
- Having another person take an exam for you or complete part or all of one or more of your assignments
- Hiring a ghostwriter to write part or all of an assignment
- Submitting all or part of a purchased term paper as your own
- Using course materials, including lecture notes and excerpts from textbooks, in written assignments without proper citation
- Downloading text, drawings, images, and other materials from the Internet and using these in written assignments without proper citation of the sources
- Copying material without proper citation
- Feigning illness to avoid taking an exam or handing in an assignment on time
- Submitting the same term paper for credit to more than one course without permission
- Reviewing a copy of the regularly scheduled exam prior to taking a make-up exam

- Reviewing a stolen copy of an exam prior to taking the exam
- Providing questions from a test given in one section of a course to students in another
- Receiving questions from a test given in one section of a course from another student in another section before you have taken the test
- Altering or forging an official document