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Spring 2010

Spotlight on Faculty

CTE

Got Cheating?

A Guide on How to Deal with Academic Dishonesty

By: Beverly Baligad, Director of Judicial Affairs, Adjunct Faculty, Speech Communications

So here's the scenario. A student takes a make-up test in the Assessment Center. The student is told by the staff that the teacher is not allowing notes for the test, and all personal items need to remain off their desk. Minutes later, the test proctor notices (via camera) a stray piece of paper on the student's desk. The proctor zooms in on the stray piece of paper and notices that there are suspicious looking notes written on it. The proctor presses "record" and the Assessment Center has preserved evidence that the student appears to be cheating on a test. Now what?

As an instructor, you may be faced with this or a similar dilemma. So what do you do? Do you fail the student's test? Do you sit down and talk to the student? Do you report the student to Judicial Affairs? Do you call the Lead Faculty or your Department Chair?

Some instructors possess instinctive insight for dealing with students who cheat; yet others are unsure how these situations should be handled. The following are guidelines you can use to address academic dishonesty in your classroom.

1.) **Be clear about your expectations for academic excellence.** The best time to address academic dishonesty is before a student cheats or plagiarizes. Have a statement included in your course syllabus that tells students that you expect them to complete assignments and tests with integrity. You should be prepared to let students know how you deal with cheating in your class (i.e., give them a "0" for the assignment or test).

2.) **Report academic dishonesty.** It is also a disciplinary issue. In addition to grading the cheating or plagiarized paper accordingly, academic dishonesty should be reported to Judicial Affairs. When students enroll in classes at LCC, they agree to abide by the Student Code of Conduct and the General Rules and Guidelines. Academic Dishonesty is a violation of the Code [Art. III (B) (1)(a)]. Currently, Judicial Affairs serves as the Dean's designee for dealing with Student Code of Conduct violations. If a student has cheated or plagiarized a paper, you should contact Judicial Affairs at 517.483.9632 to report the incident. More information can be found at: http://www.lcc.edu/catalog/policies_procedures/studentrulesguidelines.aspx#code.

3.) **Keep all records and documentation.** The student may wish to challenge either the grade you gave them (via the Grade Appeal Process) or the allegation of the Student Code of Conduct violation through a Judicial Board Hearing. Facts will play an important part in establishing the wrongful behavior in either one of these situations, so make sure you keep all documentation for future reference.

4.) **Talk to the student about the academic dishonesty if you feel comfortable doing so.** Being an instructor means guiding students through lessons. This does not just pertain to lessons in your textbooks; it could also mean helping to guide the student through issues of right and wrong. When you give a student a "0" or an "F" for cheating or plagiarizing, explain why. Take advantage of those "teachable moments." Talking to them about the behavior helps to send the message that you, as their instructor, care about them and that LCC values integrity as a whole.

5.) **Talk to your Lead Faculty or your Department Chair if you are unsure about ways to handle the situation.** Many faculty members have not had to deal with the issue of academic dishonesty in their classrooms. If you are not sure about the process or if you have questions regarding your situation, contact your Lead Faculty or your Department Chair. They will have information on what to do OR whom you can speak to for help. Also, if you'd like to just "talk through" a situation with Judicial Affairs, you can call Beverly Baligad at 517.483.9632.

Peter Tascarella
Art, Design and Multimedia

"My passion and enthusiasm for sharing my experiences with art and design began when I was an undergrad teaching assistant. I found teaching to be an exciting and fulfilling way to make a lasting contribution to a community." Currently an instructor in the Art, Design and Multimedia program, Peter enjoys teaching Arts 102 (Design and Communication), Arts 103 (3D Design) and Arts 261 (Introduction to Interactive 3D Animation).

Peter's favorite aspect of teaching is the daily dialogue he has with his students and "Being inspired by their boundless creativity and enthusiasm. Also it is gratifying when students come back after a few years and tell me how much my courses helped in their development." Reflecting on his teaching philosophy, Peter stated, "I like to think of the role of an instructor as being less about an authority figure and more about being a facilitator, or a filter and a guide to help students develop their particular talents and strengths." He added, "Always find a way to be passionate about the subjects you teach." In fact Peter says his favorite thing about teaching in the program is, "The passion my colleagues have for art and design and how the success of our students is first and foremost in all of our conversations."

He grew up on "A small farm with chickens, a goat, dogs and too many cats to count. My mom liked to have what my dad termed a 'zoo.'" From the farm, Peter went to Rhode Island School of Design and received a Bachelor of Fine Arts in Sculpture. He later received a Master of Fine Arts in Sculpture from Virginia Commonwealth University (VCU) which led to an appointment at the VCU satellite in Qatar. As a result, from 2001 – 2003, he was the Director of the IT department in Doha, Qatar. Peter noted, "It was a unique opportunity to live and work in a country with a vibrant and rich culture."

On a more personal note, Peter and his wife Jennifer enjoy watching movies with their two cats. He also likes to make 3D models in Maya and 3DS Max (software programs for design). Peter is a supporter of the Capital Area Humane Society and participates in Rebuilding Ingham County every year through his church.

What's an APPLEGRAM?

An APPLEGRAM is a note of appreciation, a way to say "thanks." It's a kind of telegram that an LCC Employee (or student) can send to a fellow coworker or instructor who has made a positive difference. It might be sent to compliment special help, teaching methods, enthusiasm, preparation, classroom interaction, etc. Any LCC employee or student can send an APPLEGRAM.

To send an APPLEGRAM, simply click here http://www.lcc.edu/cte/services_support/applegram/ and complete the online submission form. The Center for Teaching Excellence will do the rest! It only takes a few minutes, and it is a great way to say thanks to a special instructor, administrator, tutor, librarian, counselor, lab tech, aide, custodian, PC tech, campus police officer, or food service employee, to mention a few.

Please note: All APPLEGRAMS are confidential. Sharing an APPLEGRAM with a fellow coworker and/or supervisor is left to the recipient's discretion.

Leslie Hoover
Nursing

Ten years before coming to LCC as a Pediatric Nurse instructor, Leslie Hoover was the Clinical Nurse Specialist at Sparrow Hospital for Pediatric Oncology. Leslie says her nursing love is acute care pediatric nursing, and she had to "search" for a master's program with this emphasis. She ultimately found such a program at the University of Iowa and received a Master of Arts in Nursing of Children. "I moved into education to share my 30 years of clinical practice with the next generation of nurses. I learned best from faculty who infused their teaching with examples from their nursing career and try to do the same for my students."

When discussing her teaching role, Leslie observes "I get excited and motivated when my students are enthusiastic about learning, and there is a sharing of knowledge between us." She commented further that, "The team spirit and caring nature of all faculty, administrators and support staff in the Nursing Careers Program and HHS Division make this an enjoyable place to work." When asked for a little teaching wisdom Leslie says, "It is important for faculty to be a "learner" too and also not to take some criticism from students too personally."

Leslie became a "full time" learner in 2008 when she had a sabbatical to study quality, safety and evidence-based practice in health care. As a result, the Nursing Program curriculum was enhanced beginning Fall 2009 by emphasizing quality improvement and cause analysis through the evidence-based nursing model. The curricular changes entailed orientation and training of both the faculty and the students.

Cooking, reading, watching sports, riding bikes and cross country skiing are her favorite free time activities. Additionally, Leslie loves to travel and is in the process of finalizing a three week trip this summer to Berlin, Copenhagen and Stockholm. She is an active member of the Central United Methodist Church and also belongs to several nursing organizations. Leslie recently completed a training program at the University of Michigan Spectrum Center to be an ally to the Lesbian/Bisexual/Gay/Transgender/Queer (LBGTQ) community. In her personal life, Leslie and her husband, Mark, have two daughters: Casady (22), who will graduate from U of M in May with a degree in Materials Science and Engineering, and Hallie (19), who is a sophomore at the University of Minnesota and is majoring in Graphic Design.

Did you know...

The CTE is pleased to sponsor Teaching Circles. Teaching Circles are groups of four to ten faculty who meet several times throughout a semester, or an academic year, to work together on a specific issue concerning their teaching or students' learning.

Teaching Circles are an opportunity for faculty to…

- collaborate with other faculty on a specific topic or project that will have an impact on learning and/or curriculum,
- learn together and share ideas around a common theme or question in teaching and learning, and
- continue to develop professionally with other colleagues.

To get more information, to view a list of Teaching Circles that have formed since the program's inception in 2002, or to submit an online registration form, go to the CTE's website at http://www.lcc.edu/cte/services_support/teachingcircles/

Set Accessibility Options

MS office provides a simple and quick method to make documents that contain graphics more accessible to anyone with a visual impairment. When designing or implementing learning materials (objects), here is a suggestion to consider making them usable by a wider range of people.

Meta tag your inserted pictures, clipart, drawings in Word or PowerPoint. This sounds like a fancy computerese term that only advanced users would understand, but it can provide important assistance to our students who have visual impairments. If you place a graphic object (picture, clip art, etc.) in a document/presentation, students with vision impairments may not know the graphic is there or be able to visualize what it is. Word, Power Point, Access and Excel allow you to insert text, which is not normally visible (a meta tag), which will describe the object in special situations.

How to Insert a Meta Tag using Office 2003 and older:

1. Right click on the graphic object. A menu will appear.
2. Click on the **Format picture…** menu item.
3. Click on the **Web** tab and enter text describing the graphic into the **Alternative text**: box.
4. Click on the **OK** button and the meta tag has been added to the graphic.

How to Insert a Meta Tag using Office 2007 or newer:

1. Right click on the graphic object. A menu will appear.
2. Click on the **Size…** menu item. Yes, I know, this doesn't make sense.
3. Click on the **Alt Text** tab and enter text describing the graphic into the **Alternative text**: box.
4. Click on the **Close** button and the meta tag has been added to the graphic.

Once the meta tag is added to the graphic and the graphic is scanned by screen reader software, the alternative text, describing the graphic, will be read to the student. This provides a simple way to add ADA accommodation to your documents/presentations.

Did you know…

The CTE is now offering an ANGEL Proficiency Exam!

Faculty who wish to opt out of "Introduction to ANGEL," the prerequisite for the LCC/CTE Teaching Online Certification training, may take an ANGEL proficiency exam. To schedule a proficiency exam, please complete "The ANGEL Proficiency Exam Request" form.