**Systemic Medical Microbiology and Infectious Disease**  
**BMS 6302**

**David L. Balkwill, Ph.D., Course Director**  
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(850) 644-9219

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**2005 – 2006 Course Syllabus**

### Click here for the schedule

<table>
<thead>
<tr>
<th>Description:</th>
<th>Building upon the principles learned in General Medical Microbiology and Infectious Disease (BMS 6301), the medical student studies in detail infectious diseases in organ systems. The biological characteristics and pathologic mechanisms of infectious bacteria, viruses, fungi and parasites are covered. Functional and clinical implications are presented in the form of relevant clinical case examples that include the use of laboratory testing for diagnosis and treatment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format:</td>
<td>Lecture/tutorial/case-based class sessions coordinated (by organ system) with BMS 6602 – Systemic Pathology &amp; BMS 6402 – Systemic Clinical Pharmacology.</td>
</tr>
</tbody>
</table>
| Course Director: | David L. Balkwill, Ph.D.  
Office: Room 2370E COM (Research office: 3300H COM)  
Office Hours: Open – students are welcome to stop by at any time or to make appointments in advance.  
Laboratory: 3380 COM  
Office Phones: 644-9219  
E-mail: David.Balkwill@med.fsu.edu |
| Other Instructors: | Edward Klatt, M.D. |
| Electronic Resources: | http://www.cdc.gov/mmwr/  
Access Medicine/Harrison’s Online (accessed through the COM Library home page) |
Detailed information on weekly assignments, class schedules, coverage of exams, etc. will be posted on the Blackboard web site for this course. Copies of all handouts, summaries, Power Point tutorials, answers to the cases discussed in class, etc. will also be posted at this site.

E-books on the COM Library site:

<table>
<thead>
<tr>
<th>Microbiology</th>
<th>Baron, Samuel</th>
<th>Medical Microbiology, 4th ed.</th>
<th>1996</th>
<th>NCBI Bookshelf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microbiology</td>
<td>Brooks, George F.</td>
<td>Jawetz, Melnick, and Adelberg’s Medical Microbiology, 23rd ed.</td>
<td>2004</td>
<td>Harrison'sOnline/AccessMed</td>
</tr>
</tbody>
</table>

Topical Syllabus

**Lecture/Tutorial/Clinical Case-Based Discussion Sessions**

Session 01. Cardiovascular Diseases: endocarditis, myocarditis & pericarditis (various causative agents); rheumatic fever (*Streptococcus pyogenes*); syphilitic aortitis (*Treponema pallidum*); Chagas’ disease (*Trypanosoma cruzi*); etc. – 2 hours.

Session 02. Respiratory Diseases – I (Student Presentations): aspergillosis (*Aspergillus flavus* & *Aspergillus fumigatus*), coccidiodomycosis (*Coccidioides immitis*), mycoplasma pneumonia (*Mycoplasma pneumoniae*), influenza (influenza viruses), Q fever (*Coxiella burnetii*), hantavirus pulmonary syndrome (Sin Nombre virus), Legionnaires’ disease (*Legionella pneumophila*) etc. – 2 hours.

Session 03. Respiratory Diseases – II (Student Presentations): croup (parainfluenza viruses), nocardiosis (*Nocardia* spp.), *Mycobacterium avium* complex infections, respiratory syncytial virus infections, psittacosis (*Chlamydophila psittaci*), SARS – severe acute respiratory syndrome (SARS coronavirus), pneumococcal pneumonia (*Streptococcus pneumoniae*), tuberculosis (*Mycobacterium tuberculosis*), etc. – 4 hours.

Session 04. Urinary Tract Infections: categories of urinary tract infections; pathobiology, frequency & significance of urinary tract infections; cystitis (various causative agents); urethritis (various causative agents); pyelonephritis (various causative agents); prostatitis (various causative agents); renal calculi & abscesses; etc. – 2 hours.

Session 05. Bacterial Gastrointestinal Diseases: gastritis & peptic ulcer disease
Campylobacter jejuni, Clostridium botulinum, Clostridium difficile, Clostridium perfringens, Escherichia coli, Salmonella enteritidis, Bacillus cereus, Salmonella typhi, Shigella dysenteriae, Staphylococcus aureus, Vibrio cholerae, Vibrio parahaemolyticus, etc.) – 2 hours.

**Session 06. Viral & Parasitic Gastrointestinal Diseases:** viral gastroenteritis (adenoviruses, Norwalk virus, rotavirus), protozoan gastrointestinal diseases (*Entamoeba histolytica, Giardia lamblia, Cryptosporidium parvum*, etc.), helminthic gastrointestinal diseases (*Ascaris lumbricoides*, hookworms, *Strongyloides stercoralis, Trichuris trichiura, Enterobius vermicularis, Schistosoma* spp., etc.) – 2 hours.

**Session 07. Diseases of the Liver:** hepatitis (hepatitis viruses) & other viral pathogens that can affect the liver (yellow fever virus, Epstein-Barr virus, cytomegalovirus, etc.); parasitic pathogens that can affect the liver (*Entamoeba histolytica, Leishmania donovani, Ascaris lumbricoides, Toxocara* spp., *Fasciola hepatica, Schistosoma* spp., etc.) – 2 hours.

**Session 08. Diseases of the Reproductive System:** epididymitis (various causative agents), orchitis (viral & bacterial causative agents), cervicitis (*Chlamydia trachomatis, Neisseria gonorrhoeae, Trichomonas vaginalis, Candida albicans*, etc.), bacterial vaginitis, vulvovaginitis (*Trichomonas vaginalis, Candida albicans*, etc.), pelvic inflammatory disease (*Neisseria gonorrhoeae, Chlamydia trachomatis*), diseases involving genital sores or warts (*Treponema pallidum, Haemophilus ducreyi, herpes simplex virus, human papilloma virus*, etc.) – 2 hours.

**Session 09. Infections of the Head & Neck:** nose & face infections (skin infections, rhinoscleroma, ozena, etc.), common cold (rhinoviruses, coronaviruses, etc.), sinusitis (various causative agents), ear & mastoid infections (auricular cellulitis, otitis externa & media, mastoiditis), oral cavity infections (gingivitis, Vincent’s angina, Ludwig’s angina, cold sores, etc.), pharyngitis & laryngitis (various causative agents), etc. – 2 hours.

**Session 10. Hematopoietic Infections:** sepsis, systemic inflammatory response syndrome (SIRS) & septic shock (various causative agents); malaria (*Plasmodium* spp.); babesiosis (*Babesia* spp.); fifth disease & aplastic crisis (parvovirus B19); cervical lymphadenitis (various causative agents), cat scratch disease (*Bartonella henselae*), visceral leishmaniasis (*Leishmania donovani infantum*), brucellosis (*Brucella melitensis*), etc. – 2 hours.

**Session 11: Diseases of the Bones & Joints:** hematogenous & non-hematogenous osteomyelitis (various causative agents); infectious arthritis (*Neisseria gonorrhoeae & other agents*); specialized forms of arthritis: Lyme disease (*Borrelia burgdorferi*), secondary syphilis (*Treponema pallidum*), mycobacterial arthritis (*Mycobacterium tuberculosis*); arthritis caused by viral & fungal agents; etc. – 2 hours.

**Session 12. Diseases of the Central Nervous System – I:** acute bacterial meningitis
(various causative agents), viral meningitis (various causative agents), rabies (rabies virus), Creutzfeldt-Jakob disease (prion protein), encephalitis (various causative agents), etc. – 1 hour.

**Session 13. Diseases of the Central Nervous System – II:** brain abscesses (various causative agents), progressive multifocal leukoencephalopathy (JC virus), poliomyelitis (polio virus), neurocysticercosis (*Taenia solium*), shingles (varicella zoster virus), cerebral toxoplasmosis (*Toxoplasma gondii*), etc. – 2 hours.

**Session 14. Ophthalmic Diseases:** conjunctivitis, keratoconjunctivitis, keratitis, endophthalmitis, uveitis & posterior uveitis (various causative agents); pharyngeal conjunctival fever (adenovirus); trachoma (*Chlamydia trachomatis*); etc. – 1 hour.

**Session 15. Bacterial Diseases of the Skin:** folliculitis, furuncles, carbuncles, bullous impetigo & scalded skin syndrome (*Staphylococcus aureus*); nonbullous impetigo & scarlet fever (*Streptococcus pyogenes*); Rocky Mountain spotted fever (*Rickettsia rickettsiae*); acne (*Propionibacterium acnes*); leprosy (*Mycobacterium leprae*); cellulitis (various causative agents); etc. – 1 hour.

**Session 16. Viral Diseases of the Skin:** anogenital & skin warts (human papilloma virus), rubella (rubella virus), chickenpox & shingles (varicella zoster virus), cold sores & herpetic whitlow (herpes simplex virus), smallpox (variola virus), fifth disease (parvovirus B19), hand-foot-and-mouth diseases (Coxsackie virus), etc. – 1 hour.

**Session 17. Fungal & Parasitic Diseases of the Skin:** blastomycosis (*Blastomyces dermatitidis*), coccidioidomycosis (*Coccidioides immitis*), histoplasmosis (*Histoplasma capsulatum*), tinea infections (various dermatophyte fungi), sporotrichosis (*Sporothrix schenckii*), cutaneous leishmaniasis (*Leishmania* spp.), Swimmer’s itch (*Schistosoma* spp.), etc. – 1 hour.

**Evaluation of Student Performance and Grading**

The material for examinations and quizzes will come from the lecture/tutorial/case-based discussion sessions, the full answers to the cases discussed in these sessions, the handouts that summarize the microbiology for each organ system covered in the course, materials on the Blackboard site for the course, and the appropriate sections of the textbook. The format for written examinations will be multiple choice questions (single best answer).

There will be five integrated block examinations in the Spring semester. These examinations will cover material in all the courses for the four weeks prior to each examination. The microbiology part of these examinations will consist of 12 to 18 questions, depending on the amount of material covered during each examination period. At the end of the semester, there will be a comprehensive final examination that covers all of the material presented during the second year of the medical curriculum. There will be six quizzes (5 points each), which will occur at the beginning of selected class sessions.
(see the Class Schedule for 2005-2006 and the Assignments section of the Blackboard site for the course). Students will also be required to give one group presentation on respiratory diseases, which will count for 10 points. The final grade in the course will be based upon the total score calculated from the total number of points as follows:

<table>
<thead>
<tr>
<th>Points Source</th>
<th>Points</th>
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<tbody>
<tr>
<td>77 questions (total) on the five integrated block examinations</td>
<td>77</td>
</tr>
<tr>
<td>25 questions on the comprehensive final examination</td>
<td>25</td>
</tr>
<tr>
<td>Group presentations on respiratory diseases</td>
<td>10</td>
</tr>
<tr>
<td>30 questions on quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>142</td>
</tr>
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</table>

Grading for the course is based on a numeric score calculated as a percentage achieved from all possible points, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>=&gt; 90% correct</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9% correct</td>
</tr>
<tr>
<td>B</td>
<td>80-86.9% correct</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9% correct</td>
</tr>
<tr>
<td>C</td>
<td>70-76.9% correct</td>
</tr>
<tr>
<td>D</td>
<td>65-69.9% correct</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 64.9% correct</td>
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**Attendance, Remediation, and Other College of Medicine Policies**

The following policies have been adopted by the Florida State University College of Medicine for all courses in the medical curriculum.

**Attendance Policy:**

Students are expected to attend all scheduled activities. Students are expected to be on time. Being on time is defined as being ready to start at the assigned time. If a student has an emergency that prevents her/him from attending a scheduled activity, she/he is to call and notify the Office of Student Affairs and request that they inform the supervisors/professors/clerkship faculty for that activity. If at all possible, the student should also call and, at a minimum, leave a message with one of the course/clerkship directors. It is important that students realize that their absence or tardiness negatively impacts a number of other people. Attendance, including tardiness, is part of the student’s evaluation for professionalism. Negative evaluations may result in decreased
Committee.

**Procedure for Notification of Absence:**

If the student knows in advance of an upcoming legitimate absence, the “Advance Notification of Absence from Educational Activity(ies)” form should be completed with signatures from the student, the Assistant Dean for Student Affairs, the course or clerkship faculty member and the Course/Clerkship Director. The form will be filed in the Office of Student Affairs. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the course/clerkship director and final decisions regarding these actions shall rest with the course/clerkship director.

If the absence occurs due to an unforeseen emergency, the student should contact the course/ clerkship director and the Assistant Dean for Student Affairs immediately to report the absence, including the reason for the absence. The implications for the absence (e.g., remediation, course grade adjustment, make-up exam, etc.) will be given to the student by the course/clerkship director and final decisions regarding these actions shall rest with the course/clerkship director.

**Remediation Policy for Absences from Examinations, Quizzes, Small Group Sessions, Laboratory Sessions, Clinical Learning Center Sessions, Preceptor Visits, and Clerkship Call:**

The remediation policies for absences from examinations, quizzes, small group sessions, laboratory sessions, clinical learning center sessions, preceptor visits, and clerkship call are:

1. **POLICY ON MISSED EXAMINATIONS:** Students are required to take major in-term and final examinations. According to the Curriculum Committee, a student can only be excused from an examination by a course director decision based on the personal situation of the student. The course director will determine the time of the exam make-up session. Also, according to the Curriculum Committee decision and the existence of the FSU-COM honor code, the student will be given the same examination given to the other students. *In this course (BMS 6302), all examinations must be made up within 1 week of returning to class.*

2. **POLICY ON MISSED QUIZZES:** Students are required to take scheduled and unscheduled quizzes in the courses. A student can only be excused from a quiz by a course director decision based on the personal situation of the student. The student must make arrangements with the course director to make up a missed quiz. Also, according to the Curriculum Committee decision and the existence of the FSU-COM honor code, the student will be given the same quiz given to the other students. *In this course (BMS 6302), all quizzes must be made up within 1 week of returning to class.*

3. **POLICY ON MISSED SMALL GROUP SESSIONS, LABORATORY
SESSIONS, CLINICAL LEARNING CENTER SESSIONS, PRECEPTOR VISITS AND CLERKSHIP CALL: The student should contact the course director, small group leader or clerkship director for instructions on remediation of the missed session and material covered.

Remediation Policy for Students Who Fail the Course

Remediation of courses/clerkships will be planned and implemented by a combined decision of the Evaluation and Promotion Committee in collaboration with the course/clerkship director.

Unexcused Absences

Each unexcused absence from an academically required small group, laboratory, PBL, or other group activity where students are broken into smaller meeting units, will be penalized by deduction of the points attributable to the quiz administered for that session, if applicable, from the “final point score.” Students who have an unexcused absence from an examination will lose the entire score (points) awarded for that examination, and the final grade for the course will reflect this loss. **Students with more than two such absences in the Spring Term will not receive academic credit for the course, and a grade of “F” will be submitted to the Registrar.**

Academic Honor Policy

Students are expected to uphold the new Florida State University Academic Honor Policy that was approved by the Faculty Senate and Student Senate on February 16, 2005 and that became effective on August 22, 2005. The new Academic Honor Policy is an integral part of the FSU academic environment. The policy outlines the University’s expectations for students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process. A copy of the new FSU Academic Honor Policy is provided at the end of this syllabus.

Students with Disabilities (ADA Statement)

Students with disabilities needing academic accommodation should:

1. Register with and provide documentation to the student disability Resource Center (SDRC).
2. Bring a letter to the instructor from the SDRC indicating that you need academic accommodations. This should be done within the first week of class. Specific arrangements should be settled with the instructor 5 working days prior to each exam for which accommodations are being requested.
**Evaluations**

Student evaluations throughout the course are an important way of improving medical education, particularly during the founding years of the College of Medicine. Not only are your comments and suggestions valued, but the evaluation process represents one way for you to become familiar with the peer review process. Peer review is an important quality management function in all branches of medicine. In order for peer review to work properly, it must be taken seriously by both the evaluators as well as those being evaluated. Therefore, we ask that you give careful consideration to evaluations. When making comments, consider what you would say if you were face to face with the person to whom the comments are directed. How would you react if the comments were directed at you? Give thought to how learning resources were used in regard to the way to learn best. What worked for you and what did not? How is your time used optimally? Are you making adequate progress? Are you being challenged to improve? Be specific. Ultimately, your use of the evaluation process can help you learn how to improve your own medical practice.

**Course Objectives**

*Knowledge*

- Expand the knowledge base of principles of microbial taxonomy, structure, physiological function, and pathogenesis.
- Expand the vocabulary for describing the taxonomy of microbial organisms and the diseases they produce.
- Expand their understanding of the various mechanisms by which different categories of microorganisms cause disease and its related signs and symptoms in the human body.

*Skills*

- Demonstrate the ability to use the laboratory to diagnose infections, including appropriate specimen collection, ordering of tests, and interpretation of test results in the context of the patient’s presentation and findings.
- Demonstrate the ability to form differential diagnoses for infectious diseases in each organ system.
- Demonstrate knowledge of general categories of therapeutic modalities available to treat infections.
- Demonstrate knowledge of the effect of age on the types of infections seen in the life-cycle, including those seen in perinatal, pediatric, and geriatric patients.
- Demonstrate problem solving ability and diagnostic reasoning with infectious diseases.
• Demonstrate knowledge of clinical manifestations in the history and physical examination that point to infection.
• Demonstrate the ability to correlate microbial infection with radiologic imaging findings.
• Demonstrate knowledge of public health surveillance and measures to deal with infections in a population.

Attitudes/Behaviors
• Demonstrate professional attitudes and behaviors towards others.

Integration with COM Goals and Objectives

Knowledge
• Demonstrate the application of the scientific bases of health, disease, and medicine to common and high impact medical conditions in contemporary society.
• Describe the development, structure and function of the healthy human body and each of its major organ systems at the macroscopic, microscopic, and molecular levels.
• Recognize and discuss the implications of altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various diseases and conditions.
• Identify changes in the structure and function of the human body associated with the aging process and be able to distinguish normal changes associated with aging from those that denote disease.
• Describe the molecular basis of diseases and maladies and the way in which they affect the body (pathogenesis).
• Demonstrate the ability to use basic biobehavioral and clinical science principles to analyze and solve problems related to the diagnosis, treatment, and prevention of disease.
• Describe strategies to support life long learning via both print and electronic sources to assist in making diagnostic and treatment decisions (e.g., practice guidelines) and to remain current with advances in medical knowledge and practice (e.g., medical information data bases).

Skills
• Demonstrate the appropriate use of laboratory tests and radiographic studies in making diagnostic and treatment decisions.
• Demonstrate the ability to evaluate the patient’s medical problems and to formulate
accurate hypotheses to serve as the basis for making diagnostic and treatment decisions.

- Demonstrate the ability to acquire new information and data and to critically appraise its validity and applicability to one’s professional decisions, including the application of information systems technologies for support of clinical decision-making.
- Demonstrate the ability to organize, record, research, present, critique, and manage clinical information.
- Demonstrate the ability to communicate compassionately and effectively, both verbally and in writing, with patients, their families, colleagues and others with whom physicians must exchange information in carrying out their responsibilities.
- Demonstrate the ability to work effectively as part of a health care team, with appreciation for the multiple contributions of other health care professionals and agencies to the health of the individual and the health of the community.

**Attitudes/Behaviors**

- Demonstrate professionalism and high ethical standards in all aspects of medical practice, specifically competence, honesty, integrity, compassion, respect for others, professional responsibility and social responsibility.
- Demonstrate awareness of the health care needs of aging patients and a willingness to care for the elderly.

**FLORIDA STATE UNIVERSITY ACADEMIC HONOR POLICY**

**Introduction**

The statement on *Values and Moral Standards at FSU* says: “The moral norm which guides conduct and informs policy at Florida State University is responsible freedom. Freedom is an important experience which the University, one of the freest of institutions, provides for all of its citizens – faculty, students, administrators, and staff. Freedom is responsibly exercised when it is directed by ethical standards.” (*Values and moral standards at FSU* retrieved from the current General Bulletin located at [http://registrar.fsu.edu/](http://registrar.fsu.edu/)).

The statement also addresses academic integrity: “The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The [Academic Honor Policy] is a specific manifestation of this commitment. Truthfulness in one’s claims and representations and honesty in one’s activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process.” (*Values and moral standards at FSU* retrieved from the current General Bulletin located at [http://registrar.fsu.edu/](http://registrar.fsu.edu/)).
Guided by these principles, this Academic Honor Policy outlines the University’s expectations for students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty throughout the process.

**FSU Academic Honor Pledge**

I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at Florida State University. I will abide by the Academic Honor Policy at all times.

**Academic Honor Violations**

Note: Instructors are responsible for reinforcing the importance of the Academic Honor Policy in their courses and for clarifying their expectations regarding collaboration and multiple submission of academic work. Examples have been provided for the purpose of illustration and are not intended to be all-inclusive.

1. **PLAGIARISM.** Intentionally presenting the work of another as one's own (i.e., without proper acknowledgement of the source).
   
   **Typical Examples Include:** Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts or information without acknowledgement of the source.

2. **CHEATING.** Improper application of any information or material that is used in evaluating academic work.
   
   **Typical Examples Include:** Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.

3. **UNAUTHORIZED GROUP WORK.** Unauthorized collaborating with others.
   
   **Typical Examples Include:** Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.

4. **FABRICATION, FALSIFICATION, AND MISREPRESENTATION.** Intentional and unauthorized altering or inventing of any information or citation that is used in assessing academic work.
   
   **Typical Examples Include:** Inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false
information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.

5. **MULTIPLE SUBMISSION.** Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor’s responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing by the time assignments are given.

   **Typical Examples Include:** Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

6. **ABUSE OF ACADEMIC MATERIALS.** Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.

   **Typical Examples Include:** Stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (*This refers only to abuse as related to an academic issue.*)

7. **COMPLICITY IN ACADEMIC DISHONESTY.** Intentionally helping another to commit an act of academic dishonesty.

   **Typical Examples Include:** Knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.

8. **ATTEMPTING** to commit any offense as outlined above.

**Student Rights**

Students have the following important due process rights, which may have an impact on the appellate process:

1. To be informed of all alleged violation(s), receive the complaint in writing (except in a Step 1 agreement, described in the Procedures Section, where the signed agreement serves as notice) and be given access to all relevant materials pertaining to the case.

2. To receive an impartial hearing in a timely manner where they will be given a full opportunity to present information pertaining to the case.
Students are also accorded the following prerogatives:

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<tbody>
<tr>
<td>1.</td>
<td>When possible, to discuss the allegations with the instructor.</td>
</tr>
<tr>
<td>2.</td>
<td>Privacy, confidentiality, and personal security.</td>
</tr>
<tr>
<td>3.</td>
<td>To be assisted by an advisor who may accompany the student throughout the process but may not speak on the student’s behalf.</td>
</tr>
<tr>
<td>4.</td>
<td>To choose not to answer any question that might be incriminating.</td>
</tr>
<tr>
<td>5.</td>
<td>To contest the sanctions of a first-level agreement and to appeal both the decision and sanctions of an Academic Honor Hearing.</td>
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The student has the right to continue in the course in question during the entire process. Once a student has received notice that he/she is being charged with an alleged violation of the Academic Honor Policy, the student is not permitted to withdraw or drop the course unless the final outcome of the process dictates that no academic penalty will be imposed. Should no final determination be made before the end of the term, the grade of “Incomplete” will be assigned until a decision is made.

Students should contact the Dean of Students Department for further information regarding their rights.

**Procedures for Resolving Cases**

**Step 1.** Throughout the Step 1 process, the instructor has the responsibility to address academic honor allegations in a timely manner, and the student has the responsibility to respond to those allegations in a timely manner. For assistance with the Academic Honor Policy, students should consult the Dean of Students Department and instructors should consult the Office of the Dean of the Faculties.

If a student observes a violation of the Academic Honor Policy, he or she should report the incident to the instructor of the course. When an instructor believes that a student has violated the Academic Honor Policy in one of the instructor’s classes, the instructor must first contact the Office of the Dean of the Faculties to report the alleged violation to determine whether to proceed with a Step 1 agreement. The instructor must also inform the department chair or dean. (Teaching assistants must seek guidance from their supervising faculty member.) However, faculty members or others who do not have administrative authority for enforcing the Academic Integrity Policy should not be informed of the allegation, unless they have established a legitimate need to know. If pursuing a Step 1 agreement is determined to be possible, the instructor shall discuss the evidence of academic dishonesty with the student and explore the possibility of a Step 1 agreement. Four possible outcomes of this discussion may occur:

1. If the charge appears unsubstantiated, the instructor will drop the charge, and all documents created in investigating the allegation will be destroyed. The instructor should make this decision using the “preponderance of the evidence” standard and should
inform the Office of the Dean of the Faculties.

2. The student may accept responsibility for the violation and accept the academic sanction proposed by the instructor. In this case, any agreement involving an academic penalty must be put in writing and signed by both parties on the “Academic Honor Policy Step 1 Agreement” form, which must then be sent to the Dean of Students Department. This agreement becomes a confidential student record of academic dishonesty and will be removed from the student’s file five years from the date of the final decision in the case.

3. The student may accept the responsibility for the violation, but contest the proposed academic sanction. In this circumstance, the student must submit the “Academic Honor Policy Referral to Contest Sanction” form along with supporting documentation to the Office of the Dean of the Faculties. The Dean of the Faculties (or designee) will review the submitted documentation to determine whether the instructor has imposed a sanction that is disproportionate to the offense. The Dean of the Faculties may affirm or modify the sanction as appropriate. The decision that results from this review is final.

4. The student may deny responsibility. In this circumstance, the instructor submits the “Academic Honor Policy Hearing Referral” form along with supporting documentation to the Dean of the Faculties Office for an Academic Honor Policy Hearing. The student is issued a letter detailing the charges within ten class days of the receipt of the referral, and the schedule for the hearing will be set as soon as possible and within 90 days from the date of the letter. These timelines may be modified in unusual circumstances. Unless all parties agree, the hearing will not be held any sooner than 7 class days from the student’s receipt of the charge letter. The process then proceeds to Step 2.

If the student is found to have a prior record of academic dishonesty or the serious nature of the allegations merits a formal hearing, the instructor must refer the matter to Step 2 for an Academic Honor Policy Hearing by submitting the “Academic Honor Policy Hearing Referral” form to the Office of the Dean of the Faculties.

**Step 2. Academic Honor Policy Hearing.** A panel consisting of five members shall hear the case. The panel shall include: one faculty member appointed by the dean from the unit in which the course is taught; one faculty member appointed by the Dean of the Faculties who is not from that unit; and two students appointed through procedures established by the Dean of Students Department. The panel shall be chaired by the Dean of the Faculties (or designee), who is a non-voting member of the committee.

The hearing will be conducted in a non-adversarial manner with a clear focus on finding the facts within the academic context of the course. The student is presumed innocent going into the proceeding. After hearing all available and relevant information, the panel determines whether or not to find the student responsible for the alleged violation using the “preponderance of the evidence” standard. If the student is found responsible for the violation, the panel is informed about any prior record of academic honor policy violations and determines an academic sanction (and disciplinary sanction, if
appropriate). In some cases, a Step 1 sanction may have been appropriately proposed prior to the convening of an Academic Honor Hearing. If the student is found responsible in these cases, the panel typically will impose a sanction no more severe than that which was proposed by the faculty member. The panel is required to provide a clear written justification for imposing a sanction more severe than the sanction proposed in Step 1.

The chair of the Academic Honor Policy hearing panel will report the decision to the student, the instructor, and the Dean of Students Department. The Dean of Students Department will report the decision to the University Registrar, if appropriate. If the student is found “responsible,” this outcome will be recorded with the Dean of Students Department and becomes a confidential student record of an Academic Honor Policy violation. Records in which suspension or a less severe sanction (including all academic sanctions) is imposed will be removed five years from the date of the final decision in the case. Records involving dismissal and expulsion will be retained permanently, except in cases where a dismissed student is readmitted. Those records will be removed five years from the date of the student’s readmission.

**Sanctions**

**Step 1**

This Step 1 procedure is implemented with first-offense allegations that do not involve egregious violations. The decision regarding whether an allegation is egregious is made by the Dean of the Faculties (or designee) and the instructor. The criteria used by the instructor to determine the proposed academic penalty should include the seriousness and the frequency of the alleged violation. The following sanctions are available in the Step 1 procedure.

1. additional academic work
2. a reduced grade (including “0” or “F”) for the assignment
3. a reduced grade (including “F”) for the course

**Step 2**

An Academic Honor Policy Hearing is held for all second offenses, for all first offenses that involve egregious violations of the Academic Honor Policy, for all offenses that involve simultaneous violations of the Student Conduct Code, and in all cases where the student denies responsibility for the alleged violation. The decision regarding whether an allegation is egregious is made by the Dean of the Faculties (or designee) and the instructor. In some cases, a Step 1 sanction may have been appropriately proposed prior to the convening of an Academic Honor Policy Hearing. If the student is found responsible in these cases, the panel typically will impose a sanction no more severe than that which was proposed by the faculty member. The panel is required to provide a clear written justification for imposing a sanction more severe than the sanction proposed in Step 1. Students will not be penalized solely for exercising their right to request a Step 2
may be imposed singly or in combination:

1. additional academic work

2. a reduced grade (including “0” or “F”) for the assignment

3. a reduced grade (including “F”) for the course

4. Reprimand (written or verbal)

5. Educational Activities – attendance at educational programs, interviews with appropriate officials, planning and implementing educational programs, or other educational activities. Fees may be charged to cover the cost of educational activities.

6. Restitution

7. Conduct Probation – a period of time during which any further violation of the Academic Honor Policy may result in more serious sanctions being imposed. Some of the restrictions that may be placed on the student during the probationary period include, but are not limited to: participation in student activities or representation of the University on athletic teams or in other leadership positions.

8. Disciplinary Probation – a period of time during which any further violation of the Academic Honor Policy puts the student’s status with the University in jeopardy. If the student is found “responsible” for another violation during the period of Disciplinary Probation, serious consideration will be given to imposing a sanction of Suspension, Dismissal, or Expulsion. The restrictions that may be placed on the student during this time period are the same as those under Conduct Probation.

9. Suspension – Separation from the University for a specified period, not to exceed two years.

10. Dismissal – Separation from the University for an indefinite period of time. Readmission is possible but not guaranteed and will only be considered after two years from the effective date of the dismissal, based on meeting all admission criteria and obtaining clearance from the Dean of Students or designee.

11. Expulsion – Separation from the University without the possibility of readmission.

12. Withholding of diplomas, transcripts, or other records for a specified period of time.

13. Revocation of degree, in cases where an egregious offense is discovered after graduation.
Appeals

Decisions of the Academic Honor Policy Hearing Panel may be appealed to the Academic Honor Policy Appeal Committee, a standing four-member committee composed of two faculty appointed by the President and two students appointed by the Vice President for Student Affairs. The chair will be appointed annually by the President, and members will serve two-year renewable terms. In case of a tie vote regarding a case, the committee will submit a written report to the Provost, who will then make the final determination.

On appeal, the burden of proof shifts to the student to prove that an error has occurred. The only recognized grounds for appeal are:

1. Due process errors involving violations of a student’s rights that substantially affected the outcome of the initial hearing.

2. Demonstrated prejudice against the charged student by any panel member. Such prejudice must be evidenced by a conflict of interest, bias, pressure, or influence that precluded a fair and impartial hearing.

3. New information that was not available at the time of the original hearing.

4. A sanction that is extraordinarily disproportionate to the offense committed.

5. The preponderance of the evidence presented at the hearing does not support a finding of responsible. Appeals based on this consideration will be limited to a review of the record of the initial hearing.

The procedures followed during the appeals process are:

1. The student should file a written letter of appeal to the Office of the Dean of the Faculties within 10 class days after being notified of the Academic Honor Policy Hearing Panel decision. This letter should outline the grounds for the appeal (see 1-5 above) and should provide supporting facts and relevant documentation.

2. The Academic Honor Policy Appeal Committee will review this letter of appeal and will hear the student and any witnesses called by the student, except in appeals based on consideration #5 above. The committee may also gather any additional information it deems necessary to make a determination in the case.

3. The Appeals Committee may affirm, modify, or reverse the initial panel decision, or it may order a new hearing to be held. This decision becomes final agency action when it is approved by the Provost. In cases where the student is found responsible, the decision becomes a confidential student record of academic dishonesty.
4. Appellate decisions are communicated in writing to the student, the instructor, the Office of the Dean of the Faculties, and the Dean of Students Department within 30 class days of the appellate hearing.

**Academic Honor Policy Committee**

An Academic Honor Policy Committee shall be appointed by the University President. The Committee will include: three faculty members, selected from a list of six names provided by the Faculty Senate Steering Committee and three students, selected from a list of six names provided by the Student Senate. The Dean of the Faculties or designee and the Dean of Students or designee shall serve *ex officio*. Faculty members will serve three-year staggered terms, and students will serve one-year terms. The committee will meet at least once a semester. It will monitor the operation and effectiveness of the Academic Honor Policy, work with the Faculty Senate and the Student Senate to educate all members of the community regarding academic integrity, and make recommendations for changes to the policy.

**Amendment Procedures**

Amendments to the Academic Honor Policy may be initiated by the Academic Honor Policy Committee, the Faculty Senate, the Student Senate, and/or the Vice President for Academic Affairs. Amendments to the policy must be approved by both the Faculty Senate and the Student Senate.