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Student Handbook

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SAINT MARY'S COLLEGE

History of Saint Mary's College

Saint Mary's College of California, now in its second century of service, is one of the oldest institutions of higher education in the West. Founded in 1863 in San Francisco by Archbishop Joseph Sadoc Alemany of the Dominican Order, the college became the responsibility of the Christian Brothers in 1868 when eight Christian Brothers journeyed from the East Coast to assume stewardship of the College. The campus was moved from San Francisco to Oakland in 1889. Because of crowded conditions there, it was transferred once again in 1928 to its present 420 acre campus in the picturesque Moraga Valley.

The College is owned and operated by the Christian Brothers, a lay religious teaching Order whose members take vows, live in community, and devote their lives to teaching, study and prayer. The Brothers, (officially known as the Institute of the Brothers of the Christian Schools), founded in Rheims, France, in 1680 by St. John Baptist De La Salle, form a teaching congregation numbering some 7,000 members, teaching over 800,000 students in 87 countries. In this country, about 1,000 Brothers operate 7 colleges and universities and over 90 schools teaching over 67,000 students that are located in 20 states and District of Columbia. The Christian Brothers continue a tradition of innovative and flexible responsiveness to the spirit and demands of contemporary society, while remaining faithful to their religious and academic heritage.

As a Roman Catholic institution of higher education, Saint Mary's College has gained a nationwide reputation for the excellence of its undergraduate and graduate programs in Liberal Arts, Business, and Education. More recently, it has been acclaimed for its education of working adults in the School of Extended Education.

The administration of Saint Mary's College is vested in the Board of Trustees and the President of the College and is empowered by the charter granted by the State of California to award the Bachelor's and Master's degrees. The College is accredited by the Western Association of Schools and Colleges (WASC).

Current enrollment at Saint Mary's College is in excess of 4000. The figure includes more than 2500 undergraduate on campus students, and more than 1500 adult and graduate students.

Saint Mary's College is organized into five schools: Liberal Arts, Science, Economics and Business Administration, Education, and in conjunction with Samuel Merritt College, Nursing.

Mission of Saint Mary's College

As Saint Mary's College enters the twenty-first century, it celebrates the three traditions which have sustained it since its earliest years and seeks its future in them: the classical tradition of liberal arts education, the intellectual and spiritual legacy of the Catholic Church and the vision of education enunciated by Saint John Baptist De La Salle and developed by the Brothers of the Christian Schools and their colleagues in a tradition now more than 300 years old. The Mission of Saint Mary's College is tri-fold:

1. to probe deeply the mystery of existence by cultivating the ways of knowing and arts of thinking.

Recognizing that the paths to knowledge are many, Saint Mary's College offers a diverse curriculum which includes the humanities, arts, sciences, social sciences, education, business administration and nursing, serving traditional students and adult learners in both undergraduate and graduate programs. As an institution where the liberal arts inform and enrich all areas of learning, it places special importance on fostering the intellectual skills and habits which liberate persons to probe deeply the mystery of existence and live authentically in response to the truths they discover. This liberation is achieved as faculty and students, led by wonder about the natures of reality, look twice, ask why, seek not merely facts but fundamental principles, strive for an integration of all knowledge, and express themselves precisely and eloquently.

2. to affirm and foster the Christian understanding of the human person which animates the educational mission of the Catholic Church

Saint Mary's College holds that the mystery which inspires wonder about the nature of existence is revealed in the person of Jesus Christ giving a transcendent meaning to creation and human existence. Nourished by its Christian faith, the College understands the intellectual and spiritual journeys of the human person to be inextricably connected. It promotes the dialogues of faith and reason: it builds community among its members through the celebration of the Church's sacramental life; it defends the goodness, dignity and freedom of each person, and fosters sensitivity to social and ethical concerns. Recognizing that all those who sincerely quest for truth contribute to and enhance its stature as a Catholic institution of higher learning, Saint Mary's welcomes members from its own and other traditions, inviting them to collaborate in fulfilling the spiritual mission of the College.

3. To create a student-centered educational community whose members support one another with mutual understanding and respect.

As a Lasallian college, Saint Mary's holds that students are given to its care by God and that teachers grow spiritually and personally when their work is motivated by faith and zeal. The College seeks students, faculty, administrators and staff from different social, economic, and cultural backgrounds who come together to grow in knowledge, wisdom, and love. A distinctive mark of a Lasallian school is its awareness of the consequence of economic and social injustice and its commitment to the poor. Its members learn to live "their responsibility to share their goods and their service with those who are in need, a responsibility based on the union of all men and women in the world today and on a clear understanding of the meaning of Christianity."

COLLEGE POLICIES:

- **Non-Discrimination Policy**
In compliance with applicable law and its own policy, Saint Mary's College of California is committed to recruiting and retaining a diverse student and employee population and does not discriminate in its admission of students, hiring of employees, or in the provision of its employment benefits to its employees and its educational programs, activities, benefits and services to its students, including but not limited to scholarship and loan programs, on the basis of race, color, religion, national origin, age, sex/gender/marital status, ancestry, sexual orientation, medical condition or physical or mental disability.
- **Photocopying:** The photocopy machines are for faculty use only and are coded.
- **ID Cards:** In order to use many of the college's facilities, you will need to present you college ID card.
- **Email:** Students receive a free email account for the two years you attend Saint Mary's College. Contact Information Technology Services (ITS) for more information: 631-4266

Email Policy

In the fall of 2003 the College made email its official mode of communication. The Program understands that some students have email access through their jobs or a shared account, and the Program is sensitive to the time email can take away from a student's life outside of the Program. With this in mind, the Program utilizes a multi-tiered emailing system for emails that go to group listings. Under this system, there will be four subject headings.

1. **URGENT:** If the subject line reads "Urgent", the email contains information that is applicable within the ensuing 24 hours and is of a serious academic nature. The Program hopes to use this heading *very rarely*.
2. **ACADEMIC:** If the subject line reads "Academic" it means that the email contains information vital to the students' studies here in the Program, and it is strongly suggested/required that all students take the time to read this. "Academic" emails will include announcements regarding events in, or associated with, the Creative Writing Reading Series. The Programs considers these events central to the academic experience of the program.
3. **SOCIAL:** If the subject line reads "Social" it means that the email contains information regarding on- and off-campus events related to the Program, its faculty, and its students. Students are encouraged to read these emails and to attend as many events as possible.
4. **OPPORTUNITIES:** If the subject line reads "Opportunities" it means that the Program is passing on information regarding jobs, internships, housing, publication contests, etc.

Of course, this system does not include emails sent directly to students because of specific individual needs, and it does not include emails related to individual courses. Students are asked to share some news with the community, they are asked to send it to the Program Coordinator for dissemination.

- **Parking (Fall and Spring Semesters):** Though parking is free at the college, a permit must be displayed at all times. One drawback of free parking is that there are often very few available spaces when one arrives to the college after eleven a.m., or so. Please factor this “circling time” into your commute. The Program will not get involved in any parking dispute between the college and the student.
- **Parking (Summer):** With most students away during summer months, ample free parking is available during this period.

ACADEMIC HONOR CODE

Saint Mary's College expects every member of its community to promote and abide by ethical standards, both in conduct and exercise of responsibility towards other members of the community. Academic Honesty must be demonstrated at all times to maintain the integrity of scholarship and the reputation of the College. Academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust and honesty between members of the community and betrays those who may eventually depend upon the College's academic integrity and knowledge.

As an expression of support for academic integrity throughout the Saint Mary's learning community and as an administrative tool to discourage academic dishonesty, Saint Mary's has implemented an Academic Honor Code. The Academic Honor Code has been approved by the ASSMC Student Body, the Faculty Academic Senate, the Provost and the President of Saint Mary's College.

ACADEMIC HONOR CODE PLEDGE

All students, whether undergraduate or graduate, are expected to sign a pledge to follow this Academic Honor Code. The pledge reads as follows:

As a student member of an academic community based in mutual trust and responsibility, I pledge:

- **to do my own work at all times, without giving or receiving inappropriate aid;**
- **to avoid behaviors that unfairly impede the academic progress of other members of my community; and**
- **to take reasonable and responsible action in order to uphold my community's academic integrity.**

ACADEMIC HONOR CODE PRINCIPLES OF ACTION

Individual Responsibility

It is the responsibility of every student and faculty member of the College community to know and practice the tenets of the Academic Honor Code. If there is confusion over the appropriateness of a particular action in light of the Code, or if a community member has recommendations about how to amend or alter the Code, those questions and suggestions should be addressed to the Academic Honor Council through the Academic Honor Code Coordinator, or to the program director or dean for adult and graduate programs.

Community Responsibility

In addition to maintaining one's own academic integrity, each member of the academic community should strive to preserve and promote integrity among his/her peers. This community empowers its members to take appropriate action in support of the Academic Honor Code. If a student, faculty member, staff member, or administrator suspects a violation of the Academic Honor Code, he or she should take action consistent with the Academic Honor Code Procedures described below. Additional possible actions include:

- Actively encouraging academic integrity among one's peers.
- Using moral suasion to avert a peer's academic dishonesty.
- Alerting a faculty member to suspected violations of academic integrity.
- Educating one another regarding the responsibilities of academic integrity.
- Helping a faculty member maintain an environment that is conducive to academic integrity.

VIOLATIONS OF THE ACADEMIC HONOR CODE

All violations of the Academic Honor Code are administered by the Academic Honor Council (AHC), or Program Director or Dean for adult and graduate programs. Members of the academic community are presumed to be familiar with the procedures outlines for determining a violation of the Academic Honor Code and, therefore, ignorance of the Code is not available as an excuse for an alleged violation of it.

Forms of violations of the Academic Honor Code include, but are not restricted to:

In Examinations: unauthorized talking during an exam, use of "cheat sheets" or other unauthorized course materials during an exam; having someone other than the student registered in the course take an exam; copying from another student's work; giving assistance to another student without the instructor's approval; gaining access to an exam prior to its administration; informing students in other course sections of the contents of an exam; preparing answer sheets or books in advance of an exam without authorization from the instructor; unauthorized collaboration on a take-home exam; altering another person's answers in the preparation, editing, or typing of an exam; bringing unauthorized materials into an exam room.

On Papers and Class Assignments (understood as all work assigned in a course):

Knowingly and intentionally submitting work prepared by someone else as one's own; using the thesis or primary ideas of someone else, even if those ideas have been edited or paraphrased, without proper citation; plagiarizing words, phrases, sections, key terms, proofs, graphics, symbols, or original ideas from another source without appropriate citation; receiving unauthorized assistance in preparing papers, whether from classmates, peers, family members, or other members of this or any other College community; collaboration within a class or across sections of a class without the consent of the instructor, preparing all or part of a paper for another student; intentional failure to cite a source that was used in preparing the paper; citing sources that were not used or consulted to "pad" a bibliography; citing sources out of another's biography without having consulted those sources; re-using previous work without the consent of the current instructor; providing a paper to another student for any purpose other than peer editing or review; using unapproved sources in preparing a paper; lying to an instructor to circumvent grade penalties; interference with access to classrooms, computers, or other academic resources.

In Research: fabricating or falsifying data in any academic exercise, including labs or fieldwork; using material out of context to inappropriately support one's claims; sabotaging another person's research; using another researcher's ideas without proper

citation; taking credit for someone else's work; hoarding materials and/or equipment to advance one's research at the expense of others.

In the Use of Academic Resources: destruction, theft, or unauthorized use of laboratory data, research materials (including samples, chemicals, lab animals, printed materials, software, computer technology, audiovisual materials, etc.); stealing or damaging materials from the library or other College facilities; not returning materials when asked to do so; appropriating materials needed by others such that their work is impeded; helping others to steal, hoard, destroy, or damage materials.

In Academic Records: changing a transcript or grade in any unauthorized way; forging signatures on College documents; willful public misrepresentation of achievements, whether academic, athletic, honorary, or extracurricular; falsifying letters of recommendation to or from college personnel; bribing any representative of the College to gain academic advantage; breaking confidentiality about the proceedings of the Academic Honor Council, an Academic Review Board, or an investigative committee in the adult and graduate program.

In Community Participation: Engaging in conduct that, if found to have occurred, violates the College's Technology use and Whistleblower Policies.

These types of conduct constitute violations of the Academic Honor Code and will be considered, if determined to have occurred, as acts of academic dishonesty. Any intentional conduct that represents falsely one's own performance or interferes with that of another is academic dishonesty. Academic dishonesty is distinguished from academic inadvertence which involves an act that might appear to be a violation of the Academic Honor Code, but is determined to be without intention to deceive. The Academic Honor Council or the Dean or Program Director for adult and graduate programs, receives and considers all reports of conduct that is alleged to be a violation of the Code and, thereafter, decides whether the alleged conduct, if determined to have occurred, constitutes academic dishonesty or academic inadvertence. In cases of academic inadvertence, no charge of academic dishonesty is made and the student is referred to the instructor for appropriate resolution.

The Academic Honor Code is not intended to impede or inhibit the free exchange of ideas and collaborative learning which are hallmarks of a Saint Mary's education. The College supports and encourages cooperative learning, group projects, tutoring, mentoring, or other forms of interchange of ideas among students and faculty, one of the most important benefits of academic life.

ADULT AND GRADUATE PROGRAMS OVERSIGHT AND SANCTIONS

Adult and graduate programs endorse the Saint Mary's Academic Honor Code Pledge and all adult and graduate students are expected to abide by the Code. The procedures for the administration of the Academic Honor Code, the determination of violations, and the imposition of sanctions for students who have violated the Academic Honor Code in

adult and graduate programs are set forth in the student handbook(s) for their respective Schools.

TRADITIONAL UNDERGRADUATE STUDENTS OVERSIGHT AND SANCTIONS

For traditional undergraduate programs, the procedures for the administration of the Academic Honor Code, the determination of violations, and the imposition of sanctions are overseen by the Academic Honor Council (AHC).

OVERSIGHT: ACADEMIC HONOR COUNCIL

Council Membership

The AHC consists of twelve student members and two faculty members as specified below. These members share special responsibility for the dissemination and implementation of the Academic Honor Code on campus:

4 students: One student from each of the traditional undergraduate schools at the College (Economics and Business Administration, Liberal Arts, Intercollegiate Nursing, and Science). These representatives are appointed for a term of two years on a biannual basis by the Deans of their schools.

4 students: One student from each program that takes special responsibility for community education on academic integrity (Advising, Athletics, Collegiate Seminar, and Composition). These representatives are appointed for a term of two years on a biannual basis by the directors of their programs.

4 students: Four students will be appointed as members-at-large. These representatives are appointed for a term of two years on a biannual basis by the Academic Vice Provost.

2 faculty members: Two faculty members of the traditional undergraduate college. These representatives are appointed for a term of two years on a biannual basis by the Academic Vice Provost.

Rotation Process

In order to facilitate consistency in the processes of review and policy formation, representatives are appointed using the following system of rotation:

In the spring of even-numbered years, one faculty representative is appointed, along with one student from Advising, one student from Collegiate Seminar, one student-at-large, and one student each from the schools of Economics and Business Administrations and Nursing. In the spring of off-numbered years, one faculty representative will be appointed, along with one student from Athletics, one student from Composition, one student-at-large, and one student each from the schools of Liberal Arts and Science.

Responsibilities of the Academic Honor Council (“AHC”)

The responsibilities of the AHC include, but are not limited to, the following:

- To select from its membership a student Chair who will oversee the operations of the AHC for one year.
- To review and revise the Academic Honor Code as necessary, offering recommendations for changes to the Code to the Admissions and Academic Regulations Committee of the Educational Policies Board.
- To serve in an advisory capacity for the College community in understanding and interpreting the Code.
- To promote and maintain the Code, primarily through community education via publications, workshops, forums, and community events.
- To create and facilitate a non-credit seminar on academic integrity to be taken by students that are in violation of the Code.
- To constitute Review Boards from among its membership to consider alleged violations of the Code.
- To consider requests for the removal of “XF” grades from student transcripts and records.
- To provide an annual report (maintaining appropriate confidentiality) for the Educational Policies Board and ASSMC Student Senate reviewing the AHC’s activities for the year.

Coordinator of the AHC

In addition to the members of the Academic Honor Council, there is a staff Coordinator who is part of the staff of the Office of Academic Affairs. The Coordinator’s responsibilities are: to serve as “first contact” for a party who wishes to register a concern; to maintain office hours during which community members may file concerns, seek advice, obtain written materials relevant to the Academic Honor Code; to update written materials and information as per the instructions of the AHC; to distribute materials to appropriate parties during student orientation and at the beginning of new academic terms; to function as a “neutral party” in organizing and scheduling reviews by the AHC; to contact all involved parties and inform them of their rights and responsibilities in the process of pursuing a concern; to assign Advisors at the earliest possible time; to compile brief case inventories on concerns that are raised; and to schedule and book meetings of the Academic Honor Council at large, and to coordinate with the Chair of the AHC the constitution and meetings of Honor Review Boards.

Honor Review Boards

In cases when a violation of the Academic Honor Code is not handled through the channels of No-Contest Resolution, the Chair of the AHC designates the case for review and establishes an Honor Review Board comprised of members of the AHC.

The Honor Review Board consists of eight members of the AHC as follows: Five voting members comprised of four student representatives and one faculty representative, one non-voting Facilitator, and two non-voting Advisors. The appropriate sanction is decided by the majority vote of the five voting members.

The non-voting Facilitator serves as the neutral presiding officer of the review. The two non-voting Advisors, one assisting the party who brought forth the charge and one assisting the alleged violator(s), must be currently enrolled students at the College and members of the AHC. The role of the Advisor is to help the respective parties in their understanding of the Academic Honor Code, provide confidential advice, assist in preparing the respective parties for the Honor Review Board process, aid the parties in understanding the decisions of the Honor Review Board, and inform the parties of processes for petition for reconsideration. At no time during the review does an Advisor formally represent the party in the hearing or speak on his/her behalf, rather, each party is expected to speak for him- or herself.

SANCTIONS

Standard Sanction: Assignment of an “XF” Grade

For violations pertaining to a course, the standard sanction upon a student who commits a violation of the Academic Honor Code is the assignment of an “XF” grade in the course. For violations that do not pertain to a course, the sanction is determined by the Honor Review Board hearing the case.

The “XF” grade indicates failure in the course, and that the course failure was the result of a violation of the Academic Honor Code. A notation will be included in the student’s transcript indicating the meaning of the grade. For the purposes of computing grade point average and class standing, the “XF” will be treated as an “F.”

Through a letter filed with the AHC Coordinator, a student may petition the Academic Honor Council to remove an “XF” grade in the semester following its assignment. A successful petition will result in the replacement of the “XF” with the grade of “F” and the removal of the notation from the student’s transcript. Such a petition will be considered if the student has completed a non-credit seminar on academic integrity (administered by the Academic Honor Council) and has avoided any further violation of the Academic Honor Code. The decision to remove an “XF” grade resides with the Academic Honor Council and is not guaranteed merely with completion of the seminar on academic integrity. A letter reflecting the violation, the sanction, and the removal of the “XF” grade remains in the student file held in the Office of the Registrar.

Alternative Sanctions

That the assignment of an “XF” grade is the standard sanction for violations that pertain to coursework does not preclude the right of the Honor Review Board to assign an alternative sanction, one that is either more harsh or more lenient. The rationale for an alternative sanction other than the standard is the nature of the offense and not the status or identity of the offender. The community member who brings forth the charge against the alleged violator may recommend a particular sanction to the Honor Review Board, but the assignment of the sanction rests with the board.

Alternative sanctions include but are not limited to:

- Reprimand by the AHC, with a letter placed in the student's permanent file in the Registrar's office.
- Community service requirements, either to the College or to a selected community agency consistent with the offense committed.
- Community education requirements, including participation in the development of workshops, displays, bulletin boards, testimonials, brochures, or College forums.
- Attendance of a non-credit seminar on academic integrity.
- Academic or extracurricular probation.
- Loss of privileges for College leadership or athletic participation.
- Removal from the course, with alternate plans for completing it.
- Failure of the assignment.
- Failure of the course.
- Modified "XF" grade, with no limitations on extracurricular activities.
- Suspension from the College at the end of the term.
- Immediate suspension from the College.
- Expulsion from the College.
- Withholding of a degree, even in cases where all College requirements have been met.
- Revocation of a degree already received.

Note: All student information generated in connection with the Code and its implementation are education records of the student(s) involved and cannot be discussed or disclosed (or redisclosed) other than on an educational need-to-know basis or with the student(s) prior written and dated consent.

PROCEDURES FOR SUSPECTED VIOLATIONS OF THE ACADEMIC HONOR CODE

The procedure to be followed in any suspected violation of the Academic Honor Code for traditional undergraduate students will follow three, and, in certain instances (as specified below), a fourth step.

Step One: Initial Discussion

If a faculty member becomes aware of conduct that might constitute a violation of the Code, then he/she should first discuss the conduct with the suspected violator. This discussion might include asking the suspected violator(s) to explain the situation or confronting them with relevant information about the suspected conduct. The possible outcomes are:

- If the faculty member concludes that no violation has occurred, then the matter will be dropped.
- If the discussion results in confirmation by both parties that a violation has occurred, then the faculty member request a No-Contest Resolution through the AHC Coordinator (Step Two).

- If the discussion results in lack of confirmation by both parties that a violation has occurred, then the faculty member refers the case to review by an Honor Review Board through the AHC Coordinator (Step Three).

If a student or staff member wishes to report conduct that might constitute a violation of the Code, then he/she has two options:

- Refer the matter to the relevant faculty member, or
- Refer the matter to the Academic Honor Council through the AHC Coordinator (Step Three).

Step Two: No-Contest Resolution

The No-Contest Resolution process is an option in cases when the following four conditions are met: 1) neither party contests that the conduct has occurred; 2) the nature of violation caused by the conduct is clear; 3) the violation is course-related, and 4) both parties agree to the standard sanction for the admitted violation.

In No-Contest Resolution, the standard sanction of “XF” is applied. To provide fairness in its application, a member of the Academic Honor Council will be appointed by the AHC Coordinator to witness the No-Contest Resolution process. The AHC representative will serve only as an advisor to the proceedings and not as an agent of formal review. He or she will clearly inform both parties regarding the nature and consequences of No-Contest Resolution. The AFC representative submits a report to the AHC Coordinator describing the violation and outcome. That report should be signed by both parties. By choosing No-Contest Resolution, both parties waive the right to contest the matter at a later date.

Step Three: Honor Review Board

In the absence of a No-Contest Resolution, the case is referred through the AHC Coordinator to an Honor Review Board for review and determination.

Preparation. The AHC Coordinator informs the chair of the AHC of the need to convene an Honor Review Board. Once the Chair has established the Honor Review Board for a case, it will hold a review hearing. The hearing is a closed and confidential meeting with the person raising the concern, the alleged violator(s) and any witnesses who have relevant information that either party wishes to include in the proceedings. Prior to the review hearing, the Facilitator will provide a list of witnesses and relevant information to both the person raising the concern and the alleged violator(s).

Confidentiality. All of the testimony and relevant information from the review hearing will be kept in confidence, in accordance with the College policy and to protect the privacy of the student(s) involved under Family Educational Rights and Privacy Act (“FERPA”). Failure to maintain the confidentiality of the matters and/or the student’s privacy of the student(s) involved will result in a separate and independent charge of Code violation. No lawyers or lawyer’s representatives (e.g. paralegals) representing the

involved parties or family members of either party may be present during the review of the process or the deliberations of the Honor Review Board.

Multiple Alleged Violators. In the case of multiple alleged violators in closely related cases, one Honor Review Board will hear all testimony and evidence. The Facilitator has the discretion to hold one review for all students concerned subject to receipt of the prior written and dated consent of the student(s) involved, or separate reviews for each alleged violator. Reviews will be closed to all other persons unless all parties concerned consent in writing to an open review.

The Review Hearing. The Facilitator sets and coordinates the time and place for the review hearing as well as its structure and flow. Each party has the opportunity to present his/her position and offer relevant information and testimony, including of witnesses, to support their respective positions. Members of the Honor Review Board may forward questions during any phase of the review with the permission of the Facilitator.

Deliberation and decision. Upon hearing all arguments, the Honor Review Board meets privately to deliberate and make its decision. A valid decision constitutes a simple majority arriving at a common conclusion as to whether a violation “more likely than not” occurred. In the event of a split or tied vote, the case will be referred to the full body of the AHC for deliberation and decision. Within 48 hours of the close of deliberations, the Facilitator of the Honor Review Board informs both parties about the decision and sanction, if appropriate, through written notification. Notwithstanding this notice requirement, failure to inform both parties of the decision and sanction within 48 hours does not constitute a material procedural irregularity.

Removal of a Board Member. Any member of the Board who has a conflict of interest or bias or whose participation would give rise to the appearance of bias or conflict of interest must recuse him or herself from the deliberation and decision process. If during the review hearing or the deliberation the Facilitator detects a bias that may interfere with the impartial consideration of information by any voting member of the Honor Review Board and that may significantly affect the outcome of the Board’s decision, the Facilitator must remove the representative from the Review Board immediately. Review and deliberations will continue with the remaining members.

Step Four: Petition to Reconsider

Grounds for Reconsideration. Except as permitted below, the decision of the Honor Review Board is final (whether it is the product of a regular or ad hoc review board), and will be reported to the Academic Honor Council as well as to the Registrar’s office. The decision may be reconsidered only if: 1) new information not available at the time of the deliberation and Board’s decision can be offered for consideration. 2) one or more parties can provide information that supports an allegation that there was a failure to follow procedure that materially affected the decision of the board, or 3) the sanction applied goes beyond the standard sanction. If the case is not subject to reconsideration, then the matter ends at this step.

Reconsideration. Any petition for reconsideration of a decision by the Honor Review Board is filed with the AHC Coordinator, who informs the Chair of the Academic Honor Council. The Chair determines whether or not the information and reasons offered support the request for reconsideration (based on the above criteria). If the Chair deems that the information offered is sufficient to support reconsideration of the case, then it is brought before the full body of the Academic Honor Council. The Council rehears the case, taking into account the new information and/or material procedural irregularity that has been established. The Chair presents the original case (in brief), the board's decision, and the stated grounds of the petition to the AHC. The AHC may, in its sole discretion, rely on existing written information or call for new information and/or testimony as needed to allow a full and fair consideration of the petition. If the AHC disagrees with the decision of the Honor Review Board, then a new decision may be reached by the entire Academic Honor Council by a majority vote of those present. The Chair will be excluded from the initial vote and will only vote in the case of a tie. If the AHC uphold the decision of the Honor Review Board, then the case will be closed. In either situation, the decision of the Academic Honor Council is final.

Final Responsibility

Saint Mary's, through its designated officers, faculty and/or employees is solely charged with and responsible for interpreting and applying the Academic Honor Code. In exercising that responsibility, the College chooses to give students a distinct and significant role in designing the Code, hearing cases, recommending sanctions, and educating the campus community about the importance of academic integrity. This student participation, however, in no way prevents Saint Mary's from exercising its sole discretion, without prior notice, in interpreting, implementing and/or amending these policies and procedures. Given the uniqueness of their experience, in cases of alleged academic dishonesty graduate students are expected to work closely with individual faculty, the director of the Kinesiology graduate program, and, as needed the appropriate College dean.

Student Code of Conduct

Sexual Assault and Misconduct Policy

Sexual assault, sexual misconduct and “having sex” are not the same. Sexual assault and sexual misconduct are acts of hostility, power, control, degradation, and violence...not passion. They are attempts to control and degrade others using sex and sexual acts as weapons. Anyone can be a victim of sexual assault and sexual misconduct – women, men, and children. Perpetrators of sexual assault and sexual misconduct can be anyone: a stranger, someone you have known for a long time or someone you have just met.

Saint Mary’s College of California insists that all members of its community shall be able to pursue their interests free from sexual assault, sexual misconduct and other forms of sexual harassment. This Policy pertains to incidents of sexual assault and sexual misconduct between students or where the alleged perpetrator is a student. To report a violation of this Policy when the alleged perpetrator is a student, follow the procedures outlined below. To report a violation of this Policy when the alleged perpetrator is a faculty or staff member, contact the Director of Human Resources at 925-631-4212. For information regarding reporting other forms of sexual harassment see the Discrimination, Harassment, including Sexual, and Retaliation Policy.

Definitions of Prohibited Behaviors

Sexual Assault is defined as engaged in sexual intercourse with any person without that person’s consent. Sexual intercourse is the penetration, however slight, of the vagina, or anus with any object or body part and of the mouth with a sexual body part or sexual object. Students found responsible for violating the sexual assault section of this Policy will be expelled.

Sexual Misconduct is defined as the act of making sexual contact with the intimate body part of another person without that person’s consent. Intimate body parts include the sexual organs, the anus, the groin or buttocks of any person, or the breast of a female. Students found responsible for violating the sexual misconduct section of this Policy will be suspended for a minimum of one (1) year.

Consent is defined as unambiguous and willing participation or cooperation in act or attitude that is commonly understood to be consistent with the exercise of free will. Consent requires participants who are fully conscious, are equally free to act, have clearly communicated their willingness, cooperation, or permission to participate in a specific sexual activity, are positive and clear in their desires, and are able to cease ongoing consensual activity at any time. Refusal to consent does not have to be verbal; it can be expressed with gestures, body language or attitude. A prior sexual history between the complainant and respondent does not constitute consent.

Consent is not freely given if:

1. It is obtained through the use of force, through the fear of or the threat of force, or by kidnap, or
2. A reasonable person in the position of the alleged perpetrator at the time the alleged conduct occurred should have known that the other person was unable to give consent for any of the following reasons:
 - a. The individual is unable to make an informed decision as a result of alcohol or other drugs (including but not limited to predatory drugs or prescribed medications); or
 - b. The individual is unconscious, asleep, or suffering from shock; or
 - c. The individual is under the age of eighteen and therefore legally unable to give consent; or
 - d. The individual has a known mental disorder or developmental or physical disability, and therefore legally unable to give consent.
3. The individual has acted or spoken in a manner which expresses he or she refuses to give consent.

College and Community Resources

The following resources are available to students and other members of the Saint Mary's community for information and support concerning sexual assault and sexual misconduct:

SMC Sexual Assault Crisis Response Team – 925-878-9207

The College's Sexual Assault Crisis Response Team is available 24-hours a day, seven days a week via published cell phone number 925-878-9207, for confidential referral and support services when the traditional undergraduate College is in session. Members of the team are trained to assist students by providing information and discussing available resources and options (medical, legal, emotional, and academic), making referrals, providing access to appropriate College and community services, and providing on-going follow up. Members of the Sexual Assault Crisis Response Team **do not** act as counselors.

The Sexual Assault Crisis Response Team assures confidentiality if contact is made via the Response Team cell phone number. The victim's name and personal information will be kept confidential within the team unless written permission is received to release the information or unless one of the following exceptions exists:

- Knowledge of suicidal or homicidal thoughts; or
- Knowledge that child/elder abuse has occurred; or
- Information release is court-ordered; or
- There is an imminent threat to the safety of the caller, another student and/or a member of the College community.

If any of the above exists the Sexual Assault Crisis Response Team coordinator will consult with appropriate staff regarding next steps.

Students who believe they have experienced a violation of this Policy or of the sexual harassment provisions of the Discrimination, Harassment, including Sexual, and Retaliation Policy may choose to contact the Sexual Assault Crisis Response Team for assistance via the Response Team cell phone. When an individual contacts the response team via the cell phone number, no College discipline action will take place unless the individual chooses to move forward and make a formal report to the Associate Dean of Student Life or Director of Human Resources as described in the following section on Reporting. Any reports not initiated through the response team cell phone will be considered formal reports and will initiate College action.

Campus Resources

SMC Sexual Assault Crisis Response Team 925-878-9207

Sexual Assault Awareness Coordinator 925-631-4171
Advocacy, support, information and resource referral
De La Salle Hall, Ground Floor

Women's Resource Center 925-631-4193
Information, advocacy and resource referral
De La Salle Hall, Ground Floor

Associate Dean of Student Life 925-631-4235
Information about the discipline process & list of advisors
Ferroggiaro Hall, #202

Public Safety Department
Emergency 925-631-4282
Emergency Cell phone 925-457-6261 or 925-457-6265

Dean of Student Life 925-631-4235
Information about the discipline process & list of advisors
Ferroggiaro Hall, #202

Health and Wellness Center 925-631-4254
Medical and information resource
Augustine Hall, Ground Floor

Community Resources

Contra Costa Rape Crisis 24 Hour Hotline 800-670-7273

RAINN (Rape and Incest National Network) 800-656-HOPE (4673)
www.RAINN.org

STAND! Against Domestic Violence 888-215-5555
24-hour crisis counseling and emergency resource

Martinez County Hospital (Martinez) 925-370-5580
Medical assistance and evidence collection

Moraga Police Department (24-hour number) 925-284-5010

Reporting

If a student believes a violation of this Policy has occurred, there are several reporting options available. Students may contact the Sexual Assault Crisis Response Team for information about all available reporting options by calling 925-878-9207. Note, any report made outside of this phone number will initiate College discipline action. To report other forms of sexual harassment see the Discrimination, Harassment, including Sexual, and Retaliation Policy.

To the College

Individuals are strongly encouraged to report alleged incidents of sexual assault or sexual misconduct to the College and the police. All reports of alleged violations of this Policy received outside of the Sexual Assault Crisis Response Team phone number will be investigated and appropriate disciplinary action will be taken regardless of whether a police report has been filed. The College will evaluate allegations of sexual assault and sexual misconduct and, when appropriate, will take disciplinary action in accordance with the student discipline process set forth in this Policy. All complaints must be made within: (a) one year of the date of the incident, and (b) prior to the actual physical receipt by the respondent of the terminal degree from the College. Reports can also be made directly to the Office of Public Safety, or Associate Dean of Student Life. If the alleged perpetrator is an employee, reports should be made directly to the Director of Human Resources.

To the Police

Individuals are strongly encouraged to report all incidents to the police; however, it is the individual's decision whether or not to file a police report. If the individual wishes, the College will provide assistance in contacting the police and accompanying her/him to the hospital and/or police station. Individuals will have access to support and referral services on-campus regardless of whether or not she/he decides to report the incident to the police. Individuals are strongly encouraged to have both a medical exam to ensure their well-being **AND** a rape kit collected in order to gather forensic evidence.

Discipline Process

The discipline process described here applies to alleged violations of this Policy and the sexual harassment provisions of the Discrimination, Harassment, including Sexual, and Retaliation Policy only (for all other alleged violations of the Code or other College policy, refer to the administrative hearing process found in the discipline process section for cases other than sexual assault, sexual misconduct and sexual harassment). Upon receipt of a report or complaint, whether oral or written, of an alleged violation, the Associate Dean of Student Life will begin a preliminary investigation and determine if

there is enough information to merit a disciplinary hearing regarding the allegation. The Associate Dean of Student Life will meet with the complainant and the respondent separately to explain the student discipline process and obtain from each a written statement and list of witnesses, if any, who have information pertinent to the incident.

After meeting with the complainant and respondent, the Associate Dean of Student Life will prepare the case to be heard by the DHB panel. The complainant and respondent will generally be given at least seventy-two (72) hour advance notice of the scheduled meeting time for the DHB panel.

Members of the Saint Mary's community, including faculty, staff and students, are expected to participate in the student discipline process when they are called to a hearing as a complainant, respondent or witness. Should an individual fail to appear for a hearing when proper notification has been given or should the individual fail to provide a statement during the hearing, the hearing will proceed without benefit of that individual's input. Meetings with the DHB panel will be scheduled taking into consideration the individual's regular academic schedule only.

Truthfulness

All individuals participating in the student discipline process are expected to tell the full and complete truth in all disciplinary matters. In order to ensure this is possible, individuals participating in student discipline hearings regarding an alleged violation of the Sexual Assault and Sexual Misconduct Policy will not be charged and held responsible for minor violations of the Code or other College policy. However, if there is a concern about a student's safety and/or use of alcohol and other drugs, the College may recommend counseling or other educational resources in the affected student.

Confidentiality/Privacy

Every reasonable and appropriate effort will be taken by the Associate Dean of Student Life and all other involved staff to protect the privacy of all individuals involved in a student discipline proceeding, as well as the confidentiality of the details and content of the student discipline process, including but not limited to the preliminary investigation, DHB hearing, appeal process, and except where permitted by College policy and consistent with applicable law, the sanctions imposed and on whom. However, the College cannot guarantee absolute confidentiality. Individuals involved in the student discipline process, either directly, or as a witness, are expected to maintain the confidentiality of the process and be mindful of the privacy of others involved.

Rights of the Individual Alleging the Violation/Complainant

- The right to an advisor who will assist the individual through the student discipline process.
- The right to confidentiality of the student discipline process to the extent possible (see above).
- The right to request academic schedule adjustments.
- The right to seek off-campus medical and counseling services.
- The right to seek assistance from the Sexual Assault Crisis Response Team.

- The right to seek confidential assistance from a licensed counselor or a priest in a confessor relationship.
- The right to make a complaint which will initiate the student discipline process.
- The right to request an on-campus no contact order for the respondent as an interim measure through the student discipline process..
- The right to file a police report and take legal action separate from and/or in addition to the student discipline action.

Rights of the Respondent

- The right to an advisor who will assist the individual through the student discipline process.
- The right to confidentiality of the student discipline process to the extent possible (see above).
- The right to seek confidential assistance from a licensed counselor or a priest in a confessor relationship.
- The right to seek off-campus medical and/or counseling support.

Advisors

Both the complainant and the respondent involved in a disciplinary matter alleging a violation of this Policy or the sexual harassment provisions of the Discrimination, Harassment, including Sexual, and Retaliation Policy, have the option of choosing a member of the College community (faculty, staff, or student) as an advisor to accompany them through the process. The advisor may not be a parent, relative, an attorney or a representative of an attorney.

Members of the DHB or individuals who will be serving as a witness in the case may not serve as an advisor. The advisor is not an advocate for the student in the proceedings and may not address the DHB panel or speak on behalf of the student. The advisor may speak with the student privately and in a manner that is not disruptive to the hearing or student discipline process. The respective student's advisor may be present at any time at which the student they are advising is meeting with the DHB panel or other member of the College staff regarding the disciplinary matter and at which the student wishes them to be present.

Disciplinary Hearing Board

The DHB for sexual assault, sexual misconduct and sexual harassment cases is comprised of faculty and staff who have been trained to hear these cases. Three (3) members of the DHB pool will generally be called to sit on a DHB panel, with one member serving as chair. Members of the DHB pool are appointed by the Vice Provost for Student Life upon the recommendation of the Associate Dean of Student Life and Dean of Student Life. The Associate Dean of Student Life or designee serves as the discipline process facilitator for all sexual assault, sexual misconduct and sexual harassment cases and is present during the hearing. The facilitator's role is to assist the chair and to ensure compliance with the process and procedures outlined below.

It is expected that DHB members will exhibit the highest ethical standards and disqualify themselves if they believe they cannot be impartial or fulfill their obligation to maintain the confidentiality of the process and dignity and privacy of the respondent, the complainant, and any witnesses before, during, and after the disciplinary hearing. Both the respondent and complainant may raise issues of concern about the impartiality of a member of the DHB panel convened for a particular case. The Associate Dean of Student Life has the sole discretion to decide whether a DHB member can be impartial and will remove anyone whom he/she determines is unable to be impartial and/or respectful of the confidentiality of the process and privacy of the individuals involved.

Outline of Hearing

1. DHB proceedings are closed to all parties except the individual student(s), the DHB panel, the Associate Dean of Student Life or designee, witnesses, and the respective student's advisor.
2. The chair will convene the DHB panel.
3. The chair will introduce the DHB panel to the complainant and explain the process.
4. The complainant will be asked to submit a written statement or make an oral statement to the DHB panel. Upon completion of the statement, the complainant will answer questions from the DHB panel. The complainant will be excused until the DHB panel recalls him/her for further questions.
5. The chair will invite the respondent into the hearing and will introduce the DHB panel to the respondent and explain the process. The facilitator will read to the respondent the complaint (including material information supporting it, e.g. time, place and specific conduct alleged), the College Policy that the conduct, if found to have occurred, would violate and the complainant's statement.
6. The respondent will be asked to submit a written statement or make an oral statement. Upon completion of the statement, the respondent will answer questions from the DHB panel. The respondent will be excused until the DHB panel recalls him/her for further questions.
7. The chair will recall the complainant. The facilitator will read the respondent's statement to the complainant. The complainant will be given the opportunity to respond to the respondent's statement at this session or he/she may request a subsequent session of the DHB to prepare a response.
 - a. If the complainant determines that a subsequent session of the DHB is not required, the complainant will respond to the statement and answer questions from the DHB panel.
 - b. If the complainant determines that a subsequent session of the DHB is required, the complainant will answer questions from the DHB panel and upon completion of these questions, will be excused until the DHB panel recalls him/her for the subsequent session.

8. The chair will recall the respondent. The facilitator will read the complainant's statement, if any, to the respondent. The respondent will be given the opportunity to respond to the statement at this session or the respondent may request a subsequent session of the DHB to prepare a response.
 - a. If the respondent determines that a subsequent session of the DHB is not required, the respondent will respond to the statement and answer questions from the DHB panel.
 - b. If the respondent determines that a subsequent session of the DHB is required, the respondent will answer questions from the DHB panel and upon completion of these questions, will be excused until the DHB panel recalls him/her for the subsequent session.
9. Any witnesses will individually be asked to make a statement and respond to questions from the DHB panel
10. All participants (complainant, respondent, and any witnesses) must be available for recall by the DHB panel for additional questioning until the chair excuses them.
11. The chair will ask the respondent to make a closing statement to the DHB panel. The respondent is then excused from the proceedings.
12. The chair will ask the complainant to make a closing statement to the DHB panel. The complainant is then excused from the proceedings.
13. The DHB panel will deliberate in private and based on their investigation and interviews will determine an appropriate finding:
 - a. It is more likely than not that the alleged conduct did not occur and the Respondent is not responsible for a violation of the Code or College policy.
 - or
 - b. It is more likely than not that the alleged conduct occurred and the respondent is responsible for a violation of the Code or College policy and impose sanctions, as appropriate.
14. The chair will notify the Associate Dean of Student Life of the hearing's outcome within twenty-four (24) hours of its completion. The Associate Dean of Student Life will communicate the finding of the DHB panel to the respondent and the complainant in writing generally within seven (7) business days. Unavoidable delay in providing notice shall not constitute an appealable procedural error.

Sanctions

The College has established the minimum sanctions for violations of the Sexual Assault and Sexual Misconduct Policy which are found in the Definitions of Prohibited Behaviors section of this Policy. More severe sanctions may be imposed by the DHB panel

depending on the circumstances of a particular case. Any one or more of the sanctions found in the discipline process section for cases other than sexual assault, sexual misconduct, and sexual harassment may be assessed to a student found responsible for violating the sexual harassment provisions of the Policy Prohibiting Discrimination, Harassment, including Sexual, and Retaliation.

Appeal Process

This process applies to an appeal of sanctions received from a violation of this Policy only. For appeal of sanctions received from a violation of the sexual harassment provisions of the Discrimination, Harassment, including Sexual, and Retaliation Policy, refer to the appeal section of the discipline process section for cases other than sexual assault, sexual misconduct and sexual harassment. Both the complainant and the respondent may participate in the appeal process in student discipline cases for violations of this Policy.

Only one request for an appeal may be submitted by either the complainant and/or the respondent. An appeal must be in writing and consists of:

1. A completed Appeal Request form (available in the Office of Student Life), and
2. A statement outlining and supporting the specific grounds on which the student is appealing.

An appeal must be submitted to the Associate Dean of Student Life and be based on one or more of the following grounds only or it will not be considered:

1. A process or procedural error was made that was significantly prejudicial to the outcome of the hearing as it affects the student appealing.
2. New information that was not available or known to the student appealing at the time of the hearing has arisen which, when considered, may materially alter the outcome. NOTE: Information that the appealing student chose not to present at the time of the hearing is not considered new information.
3. The sanctions were not appropriate for the specific violation of the Code or other College policy which the respondent was found to have violated.

If an appeal is received from either the complainant or the respondent, the Associate Dean of Student Life will notify, in writing, the non-appealing student within five (5) business days of receipt of the appeal that an appeal has been filed and the ground(s) upon which the appeal has been made. Within five (5) business days of such notification, the non-appealing student may submit a written statement to the Associate Dean of Student Life that he/she wishes to be considered by the Appeal Board.

An appeal is heard by an Appeal Board consisting of two (2) members of the DHB who did not serve on the original case and the Dean of Student Life serving as chair (the Vice Provost for Student Life or an Assistant Dean of Student Life will serve as chair if the Dean of Student Life is not available). The Appeal Board will consider the merits of an appeal on the basis of the information provided in the Appeal Request form, the student's written statement, the written record of the case, and the student's entire discipline record. Based on these materials, the Appeal Board will:

1. Reject the appeal if it finds the grounds for appeal unsubstantial; or
2. Reject the appeal if it finds that any procedural errors were minor in nature and would not have altered the outcome of the hearing or the sanctions imposed; or
3. Modify the sanction(s) if they are found to be inappropriate; or
4. Return the case to the DHB panel for a rehearing if a procedural error or new information, as defined above, has arisen. In such cases, the same DHB panel who originally heard the case shall reconvene as soon as possible. If a member of the original DHB panel is no longer available, the Associate Dean of Student Life will select additional DHB member(s) from the DHB pool.
5. Reverse the decision of the DHB panel or remand the case to a new DHB panel where substantial procedural error is determined to have unfairly influenced the hearing.

The Appeal Board chair will communicate its decision to the respondent and the complainant in writing once a decision has been reached. The decision of the Appeal Board is final and no further appeals are permitted.

During the consideration of a request for an appeal, sanctions imposed by the DHB panel shall not be in effect. However, the Director/Chair or designee may impose conditions or continue existing conditions governing the respondent's status with the College during the appeal process.

WHISTLEBLOWER POLICY: FRAUDULENT OR DISHONEST CONDUCT

Saint Mary's College of California, reflecting its Lasallian and Catholic values, expects that its faculty, staff and students will act in a manner that is consistent with those values in their use of College resources and property. To protect the integrity of Saint Mary's learning community and to ensure the highest standards of conduct by and among members of that community, the College will investigate any possible fraudulent or dishonest use or misuse of College resources or property by faculty, staff, or students. Anyone found to have engaged in fraudulent or dishonest conduct is subject to disciplinary action by the College up to and including dismissal or expulsion, and civil or criminal prosecution when warranted. All members of the College community are encouraged to report possible fraudulent or dishonest conduct. An employee should report his or her concerns to a supervisor, department chair or program director. If for any reason an employee finds it difficult to report his or her concern to a supervisor or department chair, the employee can report it directly to the area Vice President, Vice Provost, or Dean of the employee's school. Students should report any concerns to the Director/Chair.. Those receiving reports of suspected fraudulent or dishonest conduct involving employees are required to report such conduct to the Director of Human Resources; in the case of students, those receiving such reports (e.g. the Associate Dean of Student Life) are required to report such conduct to the Vice Provost of Student Life.

Definitions

Whistleblower: An employee or student who informs one or more of the individuals identified in the policy statement above about an activity that the employee or student believes to be fraudulent or dishonest.

Baseless Allegations: allegations made with reckless disregard for their truth or falsity. Individuals making such allegations may be subject to the appropriate College disciplinary action and/or legal claims by the individuals accused of such conduct.

Fraudulent or Dishonest Conduct: a deliberate act or failure to act with the intention of obtaining an unauthorized benefit. Examples of such conduct include, but are not limited to:

- Forgery or alteration of documents
- Unauthorized alteration or manipulation of computer files.
- Fraudulent financial reporting.
- Pursuit of a benefit or advantage that would create a conflict of interest with one's responsibilities or obligations as a member of the College community.
- Misappropriation or misuse of College resources, such as funds, supplies, or other assets or property.
- Authorizing or receiving compensation for goods not received or services not performed.
- Authorizing or receiving compensation for hours not worked.

Whistleblower Protections

The College will use best efforts to protect whistleblowers against retaliation, as described below. The College cannot guarantee confidentiality, however, and there is no such thing as an "unofficial," "informal," or "off the record" report. The party to whom such conduct is reported, will keep the whistleblower's identity confidential, unless:

1. the whistleblower(s) agree to be identified.
2. identification is necessary to allow the College or law enforcement officials to investigate or respond effectively to the report;
3. identification is required by law; or
4. the individual accused of violations of this Policy is entitled to the information as a matter of procedural and/or legal right to disciplinary actions.

College employees and students may not retaliate against a whistleblower with the intent or effect of adversely affecting the terms or conditions of employment or enrollment (including, but not limited to, threats of physical harm, loss of job, punitive work assignments, or impact on salary or wages, or the access to educational benefits).

Whistleblowers who believe they have been retaliated against may file a written complaint with the Director of Human Resources, if an employee is involved, or with the Associate Dean of Student Life, if a student is involved. This protection from retaliation is not intended to prohibit the individuals identified above (for receiving such reports of improper conduct) from taking action, including disciplinary action, in the usual scope of their duties and responsibilities that are based on valid employment- or student-related factors.

Whistleblowers must be cautious to avoid baseless allegations (as described earlier in this Policy).

Procedures

The Director of Human Resources, or her/his designee, shall conduct or direct the investigation of all suspected fraudulent or dishonest conduct with such College officials as may be necessary or appropriate at the discretion of the Vice President for Finance. In the case of suspected student conduct reported under this policy, the Associate Dean of Student Life or his/her designee either investigates the suspected conduct or may refer the investigation of such suspected conduct to the College's Disciplinary Hearing Board ("DHB"), consistent with policies and procedures in place to investigate allegations of violations of the Code or other College policies. Cases involving possible violation of criminal law will be investigated in cooperation with the Director of Public Safety or his/her designee.

If the facts reported could be a violation of this Policy, the Director of Human Resources or her/his designee or, in the case of students, the Associate Dean of Student Life, will provide the individual making the accusation with a copy of this Policy and review its terms. If the Director of Human Resources or her/his designee or, in the case of students, the Associate Dean of Student Life or the DHB, determines that fraudulent or dishonest conduct occurred, the appropriate College disciplinary steps will be invoked consistent with applicable College policies. If it is determined that a violation of this Policy has not occurred, the Director of Human Resources or the Associate Dean of Student Life will explain to the person who has reported the concern or conduct the reason for the determination and advise the person of any other reporting channels (administrative (to appropriate government agencies) or criminal (to appropriate law enforcement agencies)). Consistent with the requirements of California law, the College posts in Filippi Hall near the Human Resources Department, among other locations, a toll free number for reporting violations of a state or federal statute or regulation to a government or law enforcement agency, or retaliation by the College for making such disclosures.

Discipline Process for Graduate Programs

GUIDING PRINCIPLES

The mission statement of Saint Mary's College of California informs the guiding principles governing the College community. All members of the College community are expected to read and have a working knowledge of the College's mission statement and the following principles. College policies, and procedures for addressing alleged violations of College policies, are intended to: create a responsible, civil and intellectual learning community; promote the respect of College and individual property; create an environment in which all members of the community are treated with dignity and respect; and provide an environment that facilitates intellectual, personal and spiritual development. By voluntarily choosing to affiliate with the College, students are presumed to have knowledge of and have accepted the responsibilities outlined in their respective student handbooks. Claiming not to know College policies and the discipline process is not considered a legitimate excuse or defense for violations of College policy. To the extent there is conflict between other College handbooks or publications regarding

the issues addressed in this process as it applies to students in graduate programs, this statement of process controls.

The following procedures are intended to provide a fair process for determining violations of College policy, and imposing sanctions for such violations; they should not be confused with standards, rules or procedures that apply in civil, criminal, or external administrative legal settings. Determination by administrative hearing officers of responsibility for violations of Policy shall be based on the standard of whether it is more likely than not that the respondent's alleged conduct occurred and the conduct violated College policy. Civil or criminal rules of evidence shall not apply, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceeding unless it is demonstrated that there was significant prejudice to the final outcome of the discipline proceedings as it affects the student sanctioned or the College. The results of lie detector tests will not be accepted in student discipline proceedings. Tape recordings are not made or permitted in any phase of the discipline process.

DEFINITIONS

The following definitions refer to the discipline process, Code of Conduct and other College policies for Graduate Programs as presented on this website.

- “Appeal Officer” means the Dean or Associate Dean of the school in which the respondent is enrolled.
- “Campus” includes all land, buildings, facilities, and other property owned, used or controlled by the College including satellite facilities used by Saint Mary’s programs.
- “Code” means the Student Code of Conduct.
- “College” means Saint Mary’s College of California.
- “College official” includes any person employed by the College and who is acting within the course and scope of his or her College employment.
- “Complainant” means any person making a complaint, whether oral or written.
- “Complaint” is an oral or written allegation of conduct which may constitute a violation of College policy.
- “Day” means a day when the College is open for business, regardless of whether classes are in session. In determining any deadlines as set forth in the student discipline process, references to a number of “days” prior to or after an occurrence of an event shall not include the day of the event.
- “DHB” means the Disciplinary Hearing Board.
- “Director/Chair” means the director or chair of the program in which the student is enrolled.
- “Health” means physical or mental well-being.
- “Hearing Officer” means the director or chair of the program in which the respondent is enrolled or the individual designated by the Director/Chair to serve as a hearing officer for that school or program.
- “May” is used in the permissive sense.
- “Respondent” means a student against which a complaint has been made.

- “Shall” and “will” are used interchangeably and are intended to have the same meaning i.e., to express a certainty of outcome, a requirement, or an absence of discretion or choice.
- “Student” means any person enrolled in a graduate program on a full- or part-time basis or who is enrolled in credit/no credit classes, including when studying or traveling abroad in connection with a College-sponsored program.

AUTHORITY

The authority and responsibility for enforcing College policies is delegated by the President through the Provost to the Director/Chair or designee, who is charged with administering the student discipline process within the Director/Chair’s respective school or program. If a student is registered in more than one school or program, the Director/Chair or designee of the school or program in which the report was made will fulfill this role.

JURISDICTION

This discipline process is applicable to conduct which occurs on College owned or controlled premises or at activities which the College sponsors or recognizes (including, but not limited to, off-campus sanctioned events, sporting activities, study abroad, travel and off-campus academic work). The student discipline process may be activated, at the discretion of the Director/Chair or designee, for alleged conduct that occurred off campus and when such conduct by Saint Mary’s students might adversely affect other Saint Mary’s students, the interests of the College community, the pursuit of College objectives and/or surrounding community,

TRUTHFULNESS

All individuals participating in the student discipline process are expected to tell the full and complete truth in all disciplinary matters. Failure to tell the full and complete truth may result in separate discipline action.

CONFIDENTIALITY/STUDENT PRIVACY

Reasonable and appropriate steps are taken by all involved College staff and faculty to protect the privacy of all individuals who may be involved in a student discipline proceeding as well as the confidentiality of the details and content of the student discipline process, including, but not limited to any investigation, the administrative hearing, the appeal process, and except where permitted by College Policy and consistent with applicable law, the sanctions imposed. However, the College cannot guarantee absolute confidentiality. All individuals involved in the student discipline process as a complainant, a respondent or as a witness are expected to maintain the confidentiality of the process and to be mindful of the privacy of others involved.

RECORD RETENTION

Discipline records are normally maintained in the Student Life Office and are kept for four (4) years after the student earns a degree. For those students who are separated from or leave the College, records will be maintained until four (4) years

after their scheduled degree completion date. The College permanently maintains the records of those students who are expelled from the College. Students are responsible for updating directory information, including address, with the Office of the Registrar.

ADMINISTRATIVE HEARINGS

The hearing process described here applies to students enrolled in graduate programs for alleged conduct that, if found to have occurred, would constitute a violation(s) of the Code or College policy other than the Sexual Assault and Sexual Misconduct Policy and the sexual harassment provisions of the Discrimination, Harassment, including Sexual, and Retaliation Policy (the discipline process for such alleged conduct can be found in the discipline process section of the Sexual Assault and Sexual Misconduct Policy).

Initiating a Complaint

The College will take whatever appropriate action may be needed to prevent, correct, and when necessary, discipline conduct that violates College policies. Any member of the College community may make a complaint against a student for conduct that the person believes may constitute a violation of College policy. All complaints must be made within: (a) one year from the date that the alleged conduct first occurred, and (b) prior to the actual physical receipt by the respondent of the terminal degree from the College.

A complaint should be submitted to the Director/Chair and should include:

1. The name of the student(s) alleged to have engaged in conduct that may be a violation of College policy;
2. A clear statement describing the nature of the alleged conduct including date, time, place, witnesses, etc.; and
3. The name(s), address(es) and telephone number(s) of those filing the complaint.

Absent this information, the College may face unavoidable obstacles or delay in the student discipline process. All reports or complaints of alleged conduct that may constitute a violation of the Sexual Assault and Sexual Misconduct Policy or the sexual harassment provisions of Discrimination, Harassment, including Sexual, and Retaliation Policy will be referred to the Associate Dean of Student Life for a hearing before a DHB panel.

HEARING PROCEDURES

Upon receipt of a complaint, the Director/Chair will initiate a meeting with the complainant in order to conduct an administrative disciplinary hearing. Hearings generally take place with the Director/Chair of the program in which the respondent is enrolled but the Director/Chair may designate another hearing officer as needed. Students participating in the discipline process, either a complainant or respondent will ordinarily be given seventy-two (72) hours advance notice of the scheduled meeting time with the hearing officer.

Members of the Saint Mary's community, including students, staff and faculty, are expected to participate in the discipline process when they are called to a hearing as a complainant, respondent or witness. Should an individual fail to appear for a hearing when proper notification has been given or should an individual fail to provide a statement during the hearing, the hearing and deliberations will proceed, and a decision will be made, without that individual's input. Meetings with the hearing officer will be scheduled taking into consideration the individuals regular academic and employment schedule only.

The hearing officer will meet with the student(s) to:

1. Discuss the complaint and alleged conduct,
2. Determine an appropriate finding:
 - a. It is more likely than not that the alleged conduct did not occur and the Respondent is not responsible for a violation of the Code or College policy, or
 - b. It is more likely than not that the alleged conduct occurred and the Respondent is responsible for a violation of the Code or College policy and impose sanctions, as appropriate.
3. If the respondent is found responsible for a violation of the Code or other policy the hearing officer will impose sanctions as appropriate.
4. After a decision has been rendered, the respondent will receive a letter summarizing the outcome and sanctions as appropriate, generally within seven (7) business days. Unavoidable delay in providing notice of outcome shall not constitute an appealable procedural error.
5. If a sanction has been imposed, it is the responsibility of the student to ensure that the administrative hearing officer or the Associate Dean of Student Life receives notice of completion of the sanction. Failure to complete a sanction may result in the assessment of additional sanctions without another administrative hearing occurring.

SANCTIONS

The sanctions described below may be assessed through the College discipline processes in response to the behavior and discipline background of the respondent and in keeping with College policies and procedures so that education and growth may take place. The assessment of sanctions is itself a part of the educational process, even in the case of the sanction of Expulsion. Expulsion is not intended, nor invoked, by the College to punish or deter conduct as in the criminal justice system or to compensate or make whole the complainant(s) as in the civil legal system. Rather, it is a determination by the College that the student has demonstrated by his/her conduct that he/she is unqualified to continue as a member of the Saint Mary's learning community.

Any one or more of the following sanctions may be assessed to a student found responsible for violating the Code or College policy. Failure to comply with a sanction may result in more severe sanctions being imposed.

Warning: The student is given written notice that their conduct is in violation of College policy and is informed that future violations may result in more severe sanctions.

Loss of Privileges: Denial of a specific privilege for a defined period of time. Examples include, but are not limited to, computer use, library use, and student employment.

Restricted Access: Conditions imposed on a student that specifically dictate and limit his/her future presence on the campus and/or participation in College sponsored activities. The restrictions will be clearly defined and may include, but are not limited to, presence in certain buildings or locations on campus or a no contact order forbidding the student from contact with another member of the community.

Fines: As appropriate to the violation, a fine may be imposed and may include other sanction(s).

Restitution: Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of monetary payment or appropriate service to repair or otherwise compensate for damages.

Educational Project/Programs/Activities: Programs and activities designed to help the student become more aware of College policies and to help the student understand the inappropriateness of the behavior. Examples include, but are not limited to, online programs, letter of apology, and community service.

Probation: Written notification that the student's behavior is in violation of College policy and that any further violation while on Probation may result in Suspension or Expulsion.

Suspension: Separation of the student from the College for a defined period of time after which the student is eligible to apply for readmission. Readmission is not guaranteed. During the suspension period, the student is not permitted on campus and shall not participate in any off-campus College sponsored/affiliated activities.

Expulsion: Permanent separation of the student from the College prior to the actual physical receipt of the College diploma. A student who is expelled will not be eligible to receive an academic degree from the College at any time. The student is not permitted on campus and shall not participate in any off-campus College sponsored/affiliated activity. In addition, the College may rescind a College degree following the awarding of a College diploma (including after the physical receipt of the College diploma), or may withhold the awarding of a degree pending the outcome of the student discipline process for a violation of College policy, that does, or would have the potential to, result in sanction of Expulsion. The sanction of Expulsion is noted on the student's academic transcript.

APPEAL PROCESS

The following appeal process refers to all hearings involving alleged violations of the Code or College policy other than the Sexual Assault and Sexual Misconduct Policy (see the Sexual Assault and Sexual Misconduct Policy for the process for such cases), including alleged violations of the sexual harassment provisions of the Discrimination, Harassment, including Sexual, and Retaliation Policy.

The respondent may appeal the decision reached by an administrative hearing officer that results in sanctions within five (5) days of the date of the sanction letter.

Requirements

Only one appeal is permitted. An appeal must be in writing and consists of:

1. A completed Appeal Request form (available from the Director/Chair or the Associate Dean of Student Life), and
2. A statement outlining and supporting the specific grounds on which the Respondent is appealing.

An appeal must be submitted to the Director/Chair and be based on one or more of the following grounds or it will not be considered:

1. A process or procedural error was made that was significantly prejudicial to outcome of the hearing as it affects the student appealing.
2. New information that was not available or known to the student appealing at the time of the hearing has arisen which, when considered, may materially alter the outcome. NOTE: Information that the appealing student chose not to present at the time of the hearing is not considered new information.
3. Modify the sanction(s) if they are found to be inappropriate; or
4. Return the case to the hearing officer for a rehearing if new information, as defined above, has been presented. If original hearing officer is no longer available, the appeal officer will identify a new hearing officer in consultation with the Director/Chair.
5. Reverse the decision of the hearing officer and remand the case to a new hearing officer OR modify the decision of the hearing officer where substantial procedural error is determined to have unfairly influenced the hearing.

The appeal officer will communicate his/her decision to the respondent in writing once a decision has been reached. The decision of the appeal officer is final and no further appeals are permitted.

During the consideration of a request for an appeal, sanctions assessed by the administrative hearing officer shall not be in effect. However, Director/Chair or their designee may impose conditions or continue existing conditions governing the respondent's continued relationship with the College during the appeal process.

CAMPUS SERVICES

- **Alcohol and Drug Evaluation and Educational Services**
Counseling Center, De La Salle Hall, Ground Floor – 631-4364
Nancy Glenn, Ph.D., Associate Director/Coordinator of Alcohol & Drug Programs
The Counseling Center provides alcohol and drug interventions and education services for students who may experience difficulties or desire information related to alcohol and other drug use. The program provides confidential evaluations, counseling, consultation and, when appropriate, referral to campus and community resources.
- **Art Gallery**
631-4379 – Hours: Wednesday – Sunday 11:00 A.M. – 4:30 P.M.
Carrie Brewster, M.F.A., Director
The Hearst Art Gallery displays a wide variety of changing exhibitions and houses the College's permanent art collection, which includes approximately 200 paintings by William Keith, California's leading late 19th century landscape painter.
Admission to the gallery is free and SMC students receive a 10% discount of jewelry, cards, posters, and art book sold in the gallery.
- **Bookstore**
Cassin Student Union – 631-4373
Barnes and Noble provides the services of the bookstore: books, supplies, snacks, personal items, and Saint Mary's College memorabilia and clothing.

Monday – Thursday	8:30 a.m. – 7:00 p.m.
Friday	8:30 a.m. – 4:00 p.m.
Saturday	10:00 a.m. – 2:00 p.m.
Sunday	Closed
- **Career Development Center**
Ferroggiarro Hall, 2nd Floor – 631-4600
Brother Brendan Madden, FSC, Director
The center assists students with career planning and job placement. In collaboration with the Alumni Office, the center offers career information and networking opportunities. The center's Job Placement service maintains a current database of on and off-campus job opportunities.
- **Computers/Information Technology Services (ITS)**
631-4794/4266
Dennis Rice, Director
ITS provides support services to students, faculty, and staff for effective use of available campus computer resources. A complete ITS User's Guide is available

in the Academic Computer Lab in the Saint Albert's Hall Library, or you can download a copy from the ITS section of SMCnet: <http://smcnet.stmarys-ca.edu>.

- **Counseling Center**

- **De La Salle Hall, Ground Floor – 631-4364**

- At the Counseling Center, students can receive individual, couple, and group counseling in a private and confidential setting. The center provides a non-judgmental, safe atmosphere where students can explore emotional conflicts, thoughts, and feelings with trained professionals.

- **Financial Aid**

- **Filippi Hall, Second Floor – 631-4370**

- **Linda Judge, Director**

- The Office of Financial Aid assists students with financial aid to pursue their education at Saint Mary's College. Financial aid is awarded to qualified students in the form of scholarships, grants and loans.

- **Library**

- **631-4229/4230**

- **Thomas L. Carter, M.A., M.L.S., Dean of Academic Resources**

- The Saint Mary's College Library, an essential place for study and research, is open 94 hours a week during the academic calendar and longer during finals week. Regular library hours are:

Monday – Thursday	8:00 a.m. – 11:45 p.m.
Friday	8:00 a.m. – 5:00 p.m.
Saturday	10:00 a.m. – 6:00 p.m.
Sunday	10:00 a.m. – 11:45 p.m.

A student's ID card serves as the student's library card, allowing for the check out of materials for four weeks and to renew by phone.

- **Post Office**

- **Cassin Student Union – 631-4882**

- The Post Office sells stamps, money orders, envelopes and packing supplies, postcards, and certifies or registers mail. Hours of operation are:

Monday – Friday	1:00 – 4:00 p.m.
Saturday and Sunday	CLOSED

- **Public Safety**

- **Brother Jerome West – 631-4052**

- Public Safety is responsible for safety and security programs, crime prevention, parking control, and escort services on campus property. All students, faculty and staff are required to register any vehicle on campus and must display a current SMC parking permit.

- **Public Transportation**

676-7500

County Connection bus service Routes 106 and 206 link the College to BART and nearby cities. Schedules are available at the Information Center in Filippi Hall.

- **Services for Students with Disabilities**

Sichel Hall – 631-4358

Jeannine Chavez-Parfitt, M.S., Coordinator

Services, without charge, and reasonable accommodations are available to students with physical or mental impairments or conditions that qualify as a disability and which impeded the equal opportunity to participate with other students at Saint Mary's College.

THE GRADUATE KINESIOLOGY PROGRAM

Departmental Mission

Our department mission is consistent with the Liberal Arts, Catholic, Lasallian traditions of Saint Mary's College in that we share common goals of developing critical thinking skills in students, striving for diversity in the classroom, integrative thinking, and respecting the individual. There are five main tenets to our mission in the Department of Kinesiology and they are as listed below:

1. To provide students with the depth and breadth of knowledge related human movement that will allow them to make informed decisions as practitioners. The specific goal is to provide a general curriculum that covers the main subdisciplines of Kinesiology. With that knowledge base, we hope that students will be ready to influence the field with their leadership and expertise.
2. To bridge the gap between research and practice in the field. We do this by immersing the students in the empirical research data and teaching them how to critically analyze the questions that are asked and the methods used to address them. We also provide the students with an environment in which they can investigate the reasoning behind the common practices in our field.
3. To develop responsible, independent thought in each of our students. We share the Lasallian tradition of developing the whole person by broadening student's perspectives. Our goal here is to create a learning environment that is rich with diversity and members share in the ideal of supporting one another with mutual understanding and respect.
4. To pay close attention to the ever changing needs of the students who in turn are currently (or will be) providing service to the community. It is our goal to establish working relationships with each and every student and continue those relationships well after graduation.
5. To further develop communication skills. One of the primary aims of this department is to foster competence in critical thinking and verbal and written communication in our students.

Overview of the Program

At the intellectual center of our program is the study of human beings engaged in physical activity. The curriculum is designed to assure that graduate students are exposed to the breadth and depth of classical and contemporary knowledge in the component areas of the field. The liberal arts tradition of Saint Mary's College is reflected in the program's seminar style classes, its commitment to the development of responsible independent thought, and its attention to student needs.

Students in our field are fortunate to be able to choose from a multitude of career opportunities (athletic director, athletic trainer, community college teacher, corporate fitness director, intercollegiate and interscholastic coach, personal trainer, physical education administrator, physical education teacher, physical therapist, university instructor, or wellness counselor, community park and recreation supervisor, and miscellaneous allied health related professions). Professionals in our field face a myriad of challenges, therefore, our challenge is to provide educational experiences that prepare our students for success.

The graduate program in Kinesiology (formerly GHPER) was established in 1976 with an enrollment of 20 students. Since that time, the department has continued to offer a summer-based program with a broad focus in physical education and sport. This program was developed to serve the needs of a wide variety of working professionals who were looking for additional education to provide upward mobility in the field. Ours is a field in which a master's degree is increasingly required for achieving career goals. The program was designed to educate athletic coaches, teachers and administrators who were already working in the field and chose to earn a master's degree. Although this program was not the first of its kind in the San Francisco Bay Area, it was unique in that it targeted those already working in the field. Today, this program is still attractive to working professionals because the majority of the courses are scheduled over the summer and in the evening making it convenient for working professionals.

Since 1976, over 200 students have graduated from the master's program and have gone on to serve as leaders in the profession as coaches, teachers, administrators, fitness professionals, physical therapists, and athletic trainers. Some of our graduates have earned doctoral degrees in exercise physiology, sport management, and sport history.

In the past few years, the graduate program in Kinesiology has undergone changes in philosophy and leadership. During that time, the emphasis of our program has been moved from administration/management toward a broader curriculum to mirror the needs of the professionals now working in our field and reflect the expertise of our faculty.

The Philosophy of the Program

The graduate program in Kinesiology at Saint Mary's College is multifaceted. We dedicate ourselves to promoting health education as well as the physical, social, and moral development of youth in our country. We also recognize the importance of enhancing sport performance safely and responsibly by educating practitioners about appropriate and inappropriate methods of doing so.

There are several reasons why a graduate program in Kinesiology is essential to an institution like Saint Mary's College. First and foremost, we educate people about health, physical activity, and the human body. Leading physicians, epidemiologists, public health practitioners, and scholars from our own field now agree that a sedentary lifestyle is, for many Americans, the norm. This kind of behavior combined with Americans' frequent overnutrition and high fat diet is associated with many of the major causes of morbidity and death in our country today: cardiovascular disease, stroke, diabetes, osteoporosis, and some cancers.

It is disturbing to note that the levels of inactivity and obesity among Americans are increasing. The prevalence of these risk factors (physical inactivity and obesity) are especially concerning because of their high rates among children—we know that unhealthy habits in children are linked to the same practices later in life. Women, especially minority women, are at risk for being overweight and obese, thus at risk for those illnesses that are associated with them.

Well constructed and administered programs of physical education, exercise, and sport have been shown to be very effective in educating Americans of all ages, ethnicities, and races about their bodies, the risks of a sedentary lifestyle and poor diet, and establishing environments where healthful physical activity of various modes can be practiced. Thus, we educate our students about the importance of physical activity so they can educate others in the community.

A well constructed program in Kinesiology not only focuses on health education and physical development. It addresses issues of social development through sport and leisure. Tremendous importance has been placed on the role of the schools and other social institutions in teaching children the social and moral values that will help them be successful in life. In our society, sport has often been viewed as an important way to promote character and socialize young people. Sport can provide valuable lessons about the important of teamwork, self-discipline, respect for authority, and hard work. However, it can also reinforce negative qualities like cheating, aggression, poor sportsmanship, and egotism. Scholars have examined the role of sport as a socializing agent in our culture. They have found although many young athletes find sport to be beneficial in promoting positive cultural values, not all coaching practices automatically lead to positive character building in sport participants. In fact, many children drop out of sport and seek other activities that may be more conducive to social and moral growth. Clearly, more study in this area will help to clarify the role of sport in socializing youth in our culture.

Researchers and practitioners in our field study human performance with the purpose of exploring different ways to improve sport performance. Technological advances in biomechanics, exercise physiology, athletic training, sports medicine, sport psychology, and motor control have led to new techniques in coaching and training which have led enhanced sport performance for many athletes. Many of these breakthroughs are safe and have led to more effective practices in sport, however some, like anabolic steroids and performance enhancing drugs are dangerous and have lead to a myriad of problems for participants. In our field, we continue to explore different ways that science can aid in the advancement in human performance, but do so responsibly.

Because of the diversified and ever changing nature of our discipline, we strive to employ a faculty that can offer a broad spectrum of courses in the subdisciplines of our field: sport history, sport sociology, sport philosophy, pedagogy, research methods, sport law, athletic administration, exercise physiology, and sport and exercise psychology as they relate to sport and physical activity. A well rounded curriculum provides the breadth of knowledge that our students need in order to further their professional careers. To provide the depth of knowledge, the faculty must be well qualified and experts in their respective fields.

The faculty who teach in the Kinesiology summer-based program are considered adjunct faculty and have separate contracts for the summer based courses. Most of the faculty are recruited from the undergraduate Kinesiology program at Saint Mary's College. Other adjunct faculty are recruited from other institutions to teach courses in their specialty area.

Students

Many of our students enter the program already employed in the field as coaches, teachers, and/or administrators but we have seen more diversity in the applicant pool over recent years. For example, more students with interest in fitness and/or sport management have applied to the program. More women have applied and been accepted in the program over the past five years than at any other time. We are striving to making this program here at Saint Mary's College an attractive choice for all work professionals in our field.

Most students live within a 100 mile radius of Saint Mary's College while earning their degrees and few students enter the program from outside Northern California. Many of our students applying to the program consider curricula, cost, faculty, prestige of the institution, and convenience as the major factors, contributing to their decision. Thus, one of our main goals is to continue to maintain Saint Mary's strong academic reputation while providing an affordable education to our students.

CURRICULUM

Program Learning Outcomes

Upon completion of the program, Kinesiology graduate students will be able to:

1. Identify and explain relevant theories, research, and practices in the disciplines of psychology, sociology, philosophy, law, administration, and physiology as they relate to sport and physical education.
2. Distinguish between poor and good research in the above-mentioned subdisciplines.
3. Design research studies to address important questions in the subdisciplines.
4. Demonstrate effective library research skills and computer skills.
5. Recognize and implement effective leadership practices.
6. Identify and reflect upon specific values and beliefs that are important to personal success in their chosen career.
7. Critically analyze various philosophical perspectives on moral/ethical issues.
8. Demonstrate mastery of the law as it relates to their chosen careers.
9. Design effective and efficient training regimens that involve psychology, physiology, and motor learning principles.
10. Evaluate standardized tests in the field (cognitive, effective, physical, and psychomotor) and administer these tests when appropriate.
11. Demonstrate effective communication skills—both written and verbal.
12. Demonstrate effective computer skills.

Individual learning outcomes are assessed by faculty during each course. Annual colloquium papers are utilized by the head administrator to assess student mastery of core program learning outcomes.

GRADUATE PROGRAM CURRICULUM

Summer I

KINES 280: Colloquium (2 units)
KINES 200: Introduction to Graduate Study & Research (3 units)
KINES 205: Philosophical Bases of HPER (3 units)

Any Fall

KINES 278: Sociohistorical Aspects of Health, Sport & Leisure (3 units) or
KINES 299: Independent Study (2 or 3 units)

Any Spring

KINES 224 Seminar in Human Motor Performance (3 units) or
KINES 299 Independent Study (2 or 3 units)

Summer II

KINES 280: Colloquium (2 units)
KINES 230: Supervision & Legal Aspects of HPER (3 units)
KINES 270: Psychological Analysis of Sport & Exercise (3 units)

Summer III

KINES 280: Colloquium (2 units)
KINES 220: Administration of HPER (3 units)
KINES 275: Applied Exercise Physiology (3 units)
Comprehensive Examinations*

*The comprehensive examinations are administered one week after classes end in the third summer.

KINESIOLOGY GRADUATE COURSES

KINES 200 Introduction in Graduate Study and Research (first year course)

This course is an introduction to science and research in Health, Physical Education and Recreation. It is designed to foster an understanding of the research employed in the subdisciplines. It is also intended to prepare the student to write comprehensive literature reviews. In this course, ethical issues in research are discussed, the qualities of good research are reviewed, and students learn how to critically analyze the empirical research in our field.

KINES 205 Philosophical Foundations of HPER (first year course)

This course is an introduction to the basic foundations of philosophy as they relate to the sport and physical activity domain. The course is designed to promote an understanding of the nature of philosophy and the major schools of philosophical thought. Topics include: The importance of philosophy to physical education and athletics, various teaching and coaching philosophies, ethical issues in sport and physical activity (e.g. cheating, sportsmanship, drug use), as well as social issues (e.g. race, ethnicity, and gender).

KINES 270 Psychological Analysis of Sport and Exercise (second year course)

This course is an exploration of the psych-social dimensions of physical activity, current theories and empirical research are discussed in an effort to understand the mental aspects of sport and exercise. Topics include: goal orientation, motivational climate, self-esteem, arousal regulation, performance enhancement techniques, leadership, and character development through sport.

KINES 230 Supervision and Legal Aspects (second year course)

This course intends to bring to the students' attention the various opportunities for proactive risk management for teachers, coaches, and administrators that will minimize the legal liability of themselves and their subordinates. Topics include: an overview of the legal system, tort liability through negligence in supervision, facility care and maintenance, and hiring. These topics will be examined primarily in the context of case law in the California courts.

KINES 224 Seminar in Human Motor Performance (fall semester course)

This course is an overview of the neurophysical foundations of motor behavior in the sports and physical activity domain. Current theories, empirical research, and applied practices in the areas of coaching, psychology, pedagogy, and motor skill development are discussed. Topics include: Motor program theory, facilitating an ideal learning environment, and the roles of the learner and the instructor in motor skill acquisitions.

KINES 278 Sociohistorical Aspects of Health, Sport & Leisure (spring semester course)

This seminar investigates health, sport, leisure, exercise, and concepts of the body in past societies as well as in contemporary industrialized nations. Our field's past and present link to medicine and public health is also explored. The beliefs and practices of different social aggregates (ethnic, racial, age, and gender) with regard to the body are surveyed. Analyses of past and present scholastic, collegiate, national, and International sport models are also undertaken. Institutions such as Nineteenth-century British public schools and American colleges, the NCAA, and the IOC are examined.

KINE 220 Administration of HPER (third year course)

This course is designed to give students an understanding and appreciation of the administrative process as it applies to school and college physical education and athletic programs. Current literature in the areas of business and management are discussed. Topics include developing administrative styles, diversity issues as they relate to effective management of human resources, revenue acquisition & budget development, media relations, intraorganizational competition, sponsorship acquisition and retention, marketing, and event management.

KINES 275 Applied Exercise Physiology (third year course)

This course is a study of the physiological adaptations that the body makes to exercise. Current theories and empirical research are applied to the response of acute exercise and the chronic adaptations that occur in the metabolic, cardio-respiratory and musculoskeletal systems. This provides the basis for constructing suitable conditioning programs for sport and exercise participation. In-class laboratories are designed to present measurement techniques and evaluate physical fitness.

KINES 280 Colloquium

During the summer session, a group of experts is invited to campus to address the department's graduate students. The four-day colloquium focuses on one of the following contemporary issues in our field: 1) Females in Exercise and Sport: Historical, Physiological, Psychological, and Ethical Issues, 2) Improving Human Performance: Ethical, Psychological, and Administrative Issues, 3) Ethnicity and Race as Factors in the College Athletic Experience, and 4) Character Development Through Sport and Physical Education: Socio-Historical, Psychological, Pedagogical, and Administrative Issues.

KINES 201 or KINES 201C Thesis or Comprehensive Examinations

The culminating experience for the graduate program is either comprehensive examinations or a thesis requiring original research in a self chosen topic area. Comprehensive examinations cover course work in KINES 200, KINES 270, KINES 205, KINES 230, and KINES 220. Students can take the exams after completing 27 units. Examinations are offered at the end of each Summer session.

Subsequent to faculty approval, students can opt to write a thesis. Those writing a thesis register for KINES 201 (6 units) in lieu of six units of course work outside the examination areas. Those opting to write a thesis must notify the department chair after the first summer session.

KINES 299 Independent Study Courses

During the Fall and Spring semesters, students do have the opportunity to enroll in independent study courses. An independent study project can be a very rewarding experience for both the advisor and the student. Advisors have the opportunity to work with students on an individual level and to often time experience shared inquiry. An independent study project allows a student a unique opportunity to develop expertise in areas that they find particularly interesting that may go beyond information presented in class or in areas not covered by the traditional curriculum. Further, students are free to work on their projects at times that are convenient for them. However, with this freedom of an independent study comes responsibility. In the past, some students found that without the structure of having regular class meetings and peers to offer different perspectives on the subject matter, it was difficult to stay focused on the project throughout the entire semester. In these cases, students procrastinated and ended up trying to complete much of the work just before the end of the semester and turned in projects that did not meet the expectations of their advisor.

THE GRADUATE KINESIOLOGY FACULTY

Craig G. Johnson, Ph.D.

Dr. Johnson received his doctoral degree, with an emphasis in motor learning from the University of California at Berkeley and has been at Saint Mary's College since 1979. His teaching and scholarly interests include the physiological, biomechanical and psychological aspects of sports and exercise. He has been an active member and held several offices in both CAHPERD and the Western Society of Kinesiology and Wellness (formerly WCPES). Dr. Johnson served as Chair of the Graduate Kinesiology Program for 16 years. He currently teaches undergraduate and graduate courses in the areas of human motor performance, kinesiology, exercise physiology, and the philosophical aspects of physical education and athletics.

Deane A. Lamont

Dr. Lamont received his doctoral degree from the University of California at Berkeley and has been at Saint Mary's College since 1995. His scholarly interests focus on the sociohistorical aspects of health, sport, and leisure. Dr. Lamont has published his research in a number of refereed journals. He is a member of the North American Society for Sport History, the American Historical Association, and the American Alliance for Health, Physical Education, Recreation and Dance. In addition to teaching the sociohistorical graduate seminar, Dr. Lamont teaches undergraduate courses in Greek thought, sport history, philosophy, and community health. Dr. Lamont serves as the Chair of the Undergraduate Program.

Derek Marks, Ph.D.

Professor Marks received his doctoral degree from the University of New Mexico and has been at Saint Mary's College since 2006. He is a member of the American College of Sports Medicine, and the American Society of Exercise Physiologists, and is certified as an Exercise Specialist and Certified Exercise Physiologist for these organizations, respectively.. His professional interests include: exercise physiology, nutrition for health and performance, and fitness testing and design. Dr. Marks' scholarly interests include investigation into the limitations of human performance and testing the effectiveness of nutritional ergogenic aid. Dr. Marks teaches classes in exercise physiology, sports nutrition, and physical fitness concepts.

Steve Miller, Ph.D.

Dr. Miller received his doctoral degree from the University of California at Berkeley and has been at Saint Mary's College since 1997. He is a member of the Association for the Advancement of Applied Sport Psychology and the North American Society for the Psychology of Sport and Physical Activity. His scholarly interests include the psychological and social aspects of sport and exercise. Dr. Miller specializes in moral development and motivation in sport, and he heads an on-going research project designed to promote social and moral development through sport. Dr. Miller teaches graduate and undergraduate classes in sport & exercise psychology, sociology of sport, and human motor performance.

Shari Otto, Ph.D.

Dr. Otto received her doctoral degree from the University of California at Berkeley and has been at Saint Mary's College since 1978. Her professional interests involve the areas of curriculum and pedagogy. Her most recent research work has been in the area of student teachers' attitudes toward physical education and teaching. She has presented at numerous professional conferences and has held various leadership positions in AAHPERD and CAHPERD. For the past several years she has consulted with the California Commission on Teaching Credentialing with regard to acceptable standards for entering level teachers. Dr. Otto teaches undergraduate and graduate classes in pedagogy and in research methods.

Robert Thomas, M.A.

Mr. Thomas received his master's degree in Kinesiology at Saint Mary's College in 1989. He has an undergraduate degree in philosophy from Loyola University, Los Angeles (now known as Loyola Marymount University). Mr. Thomas has been teaching in the graduate program at Saint Mary's College since 1990. He teaches the Supervision and Legal Aspects course. He brings to the program over 25 years of legal background working in the California Office of the Attorney General as a research analyst and investigator in the environment section. Mr. Thomas spent over 10 years in youth sport administration as a manager, coach, league administrator, safety director and president of the San Ramon Valley Little League. He was elected to the league's Hall of Fame in 2004.

Mark Nagel, Ed.D.

Dr. Nagel received his doctorate from the University of Northern Colorado. He is currently an associate professor in the Sport and Entertainment Management Department at the University of South Carolina. He primarily teaches in the areas of sport finance, sport marketing, and event management. He currently is an active member of the North American Society for Sport Management, the Sport and Recreation Law Association, and the Sport Marketing Association. He has written articles for a variety of publications including Sport Marketing Quarterly, International Journal of Sport Management, Journal of the Legal Aspects of Sport and The Sport Business Journal. He was an assistant coach with the University of San Francisco's Womens' Basketball team from 1994-1997. Dr. Nagel joined Saint Mary's in the summer of 2001 as an adjunct professor; he teaches KINE 220: Administration of HPER.

Sue Johannessen, M.A.

Ms. Johannessen is a Lecturer in the Physical Education Program and Department of Integrative Biology at the University of California at Berkeley. Since 1990, she has taught courses there in exercise testing and prescription, health and fitness, and activity instruction. Ms. Johannessen has been teaching at Saint Mary's College since 2000. She received her masters degree in Physical Education with an emphasis in Exercise Physiology at the University of California at Davis in 1983. Her background includes directing exercise testing laboratories in both private industry and for the university. She is a member of the American College of Sports Medicine and is certified as an Exercise Specialist.

GRADUATE KINESIOLOGY PROGRAM ADMINISTRATIVE POLICIES

Admission Requirements

Applicants must possess a bachelor's degree from an accredited institution. A major in kinesiology, physical education, or a related field is highly recommended. An overall grade point average of 2.75 is expected. Professional experience is also considered important and those with experience and a degree in an unrelated area are encouraged to apply. All potential graduate students must submit an official transcript of academic work from each institution attended, three letter of recommendation, and a 2-3 page statement of career goals. The goals statement should include what the student expects to gain from participation in this particular master's program, what he or she can offer to the program, as well as short and long term career goals.

Academic Requirements

Students begin the M.A. program by attending the first of three summer sessions (summer sessions begin mid-June and end in late-July each year). Individual must successfully complete 30 units of coursework, maintain at least a 3.0 GPA, and then pass comprehensive examinations in selected areas. Comprehensive examinations are administered at the end of the third summer session. Students can opt to write a thesis in lieu of comprehensive exams. Procedures for writing a thesis are outlined elsewhere.

Graduate students must remain in good academic standing (by maintaining a cumulative GPA of no less than 3.0). Failure to do so will result in academic probation and may invoke dismissal. A student whose GPA remains below 3.0 for two consecutive academic sessions is subject to automatic dismissal from the program. A student must have a GPA of 3.0 to graduate.

Graduate students may not move forward in the program if they earn (in any course) below a "B" grade. A "B" grade is defined as: B-, B, or B+. Students earning below a "B" grade will be placed on academic probation and shall be prohibited from registering for future classes until they have repeated the class and earned at least a "B" grade.

Graduate students are expected to be continuously enrolled in the program. A class will not count toward the degree unit requirement (30) or the GPA after seven years have elapsed from the completion of the course (last class meeting date).

Attendance Policy

Because of the intensity of the program and the nature of the courses, attendance is extremely important. Students are expected to attend and participate in all class

meetings. Any missed time in class may affect a student's grade in a number of ways. The Graduate Kinesiology program policy allows the student to miss up to four hours of class in a course without being dropped from the course roster. However, specific attendance policies are determined by individual instructors. Students should notify instructors in advance if they plan to miss any class time.

Transferring Units from Outside Institutions

Graduate students may transfer no more than six units into the program. All courses transferred must be graduate level work from accredited institutions. Classes that will be the subject of a comprehensive exam may only be taken at Saint Mary's College. Transfer courses will only be accepted if a "B" or better was achieved. A grade of B- is unacceptable as is any course that has been graded P/F. Transferred classes are usually substitutions for courses offered in the Saint Mary's College program, and thus should be substantially similar to the Saint Mary's College course (e.g. A Sociology of Sport course taken at an accredited college or university would probably substitute for the same Saint Mary's College course). However, in extraordinary cases, coursework that is deemed particularly useful to an individual student's academic progress may be accepted. Students must obtain written approval from the Program Director for both types of transfers before undertaking the outside work. Correspondence and "distance learning" courses are not encouraged.

Graduation Requirements

30 units, completion of a thesis or comprehensive examinations, cumulative GPA of 3.0 or higher, good standing with the College.

Comprehensive Examinations

To complete the degree all students must either write a thesis or complete comprehensive examinations in specified content areas. Those students opting for comprehensive exams, must register for KINES 201C. Graduate students enrolled in KINES 201C must complete a minimum of 27 units of coursework, maintain a GPA of at least 3.0, and be in good academic standing before they are considered eligible to take the comprehensive exams. Examinations cover content areas in the following courses: KINES 220, KINES 270, KINES 205, KINES 230, and KINES 220. Therefore, all five of these courses must be completed prior to the examination date and the student must have earned a B grade or higher in each course to be eligible to take the examinations.

The comprehensive exams will be taken in one day. All questions must be answered. Failure to answer all questions will result in failure of the comprehensive exams. Five hours will be the maximum time permitted (one-hour limit per question). Graduate students will be presented with the comprehensive exam questions in the following order: Introduction to Graduate Study & Research, Psychological Analysis of Sport & Exercise, Philosophical Bases of HPER, Supervision & Legal Aspects of

HPER, Administration of HPER. Following the philosophy question, a one-hour break will be observed..

Graduate students undertaking the comprehensive exams will be graded in the following manner for each exam question: Pass or Fail. The following should be noted regarding the comprehensive examinations:

- a) Five pass grades are required to successfully complete the comprehensive exams.
- b) If a student fails one or more exams, he/she will be given the opportunity to retake those exam questions during the subsequent fall or spring semester. The reexamination should be arranged with the appropriate faculty member. The examination questions may be retaken anytime after September 1 but not after April 1. Failure to retake the failed question(s) in the prescribed time will result in the failure of the comprehensive exams.
- c) Students who fail more than two questions or do not retake a failed question within the prescribed time, will be required to retake all five comprehensive examination questions during the next summer session.
- d) Students may attempt the comprehensive examination questions only twice. Thus, a retake of a failed examination question is a second and last attempt.

Students enrolled in KINES 201C are required to attend an orientation with the Director at the beginning of the summer term to review the requirements for graduation and the comprehensive examination procedures. The following information is reviewed during that orientation:

Eligibility

Comprehensive exam date, time and room

Content Areas

Review of academic policies related to KINES 201C

Students with disabilities and special needs

Study groups

Format of the examinations

Grading of the examinations

Notification of results

Role of the faculty

Comprehensive exam contract form

Writing a Thesis

To complete the degree all students must either write a thesis or complete comprehensive examinations in specified content areas. Those students opting to write a thesis, must first select an appropriate topic, obtain approval from the Program Director and the KINES 200 instructor, and choose a thesis advisor before registering for KINES 201. Students

writing a thesis are advised to follow the following procedures:

1. **Topic Selection:** Decide on the topic or problem which you wish to investigate as the subject of your thesis. The topic should not be too broad nor too narrow. It should be manageable within the time and resource constraints of the program, yet it should represent a significant contribution to the field. The actual problem to be studied should be original in nature, but it should have a theoretical base (ie. it should be based upon current knowledge in the field). An evaluation of the suitability of your topic should be provided in KINES 200 Introduction to Graduate Research, assuming that you have chosen the same topic to research in that class.
2. **Thesis Committee:** Consult with a faculty member of the graduate program in Kinesiology who is familiar with the topic you have chosen and interested in supporting your thesis project. If this faculty member is willing to serve as the Chair of your thesis, he or she will be your primary thesis advisor. With the advice of your thesis advisor, secure the support of two additional faculty members to serve on your thesis committee, and submit a proposal to the Program Director indicating the members of your thesis committee. At least two of the three members of your thesis committee must be members of the Saint Mary's Graduate Kinesiology faculty. A fourth member may be appointed to the thesis committee if necessary. Proceed upon the approval of the Program Director.
3. **Thesis Proposal:** In consultation of your thesis advisor, prepare an outline of your thesis project to be presented to your thesis committee for their approval. This proposal should be designed to inform the committee of the suitability, background and development of your thesis topic, and the exact procedures that you plan to use to complete the thesis research and data analysis. When complete, the thesis proposal is submitted to the thesis committee and the Program Director. A thesis proposal meeting is then held, during which the proposal, or a revised version of the proposal, must be approved by all three members of the thesis committee. With this approval, the student is allowed to complete the research and analysis required for the completion of the thesis.
4. **Preparation of the Thesis:** In consultation with your thesis Chair, collect, analyze, and interpret your thesis data. Write your thesis following the Publication Manual of the American Psychological Association as your guide. Submit the written thesis to your thesis advisor for corrections, changes and approval. When the thesis advisor has approved your thesis, submit it to each of the members of your thesis committee for their approval.
5. **Thesis Defense:** Upon approval of your thesis committee, organize a thesis defense of your thesis. Upon successful defense of your thesis, thesis committee members indicate their approval by signing the thesis. After submitting three professionally bound copies of the thesis to the Program Director, you have satisfied all thesis requirements.

Independent Study Courses

Academic Credit

Students can earn 1-3 units for KINES 299 projects. The numbers of units is determined before the project starts and is dependent upon the amount of work entailed. As a general rule, the amount of work for a three units of independent study should equal the amount of work for a three unit graduate course in the program.

First select a topic

It is the responsibility of the student to initially develop the context of the project. In most cases, students choose independent study projects because a content area was not covered in sufficient depth through course(s) offered at SMC. The content must be deemed worthy of study by the faculty and by the SMC Registrar's Office.

Examples of previous independent study projects include topics such as: reviews of literature on goal setting, cardiovascular fitness, teacher burnout, leadership styles, coaching philosophies etc....; theoretically-based interventions with PE classes or sport teams; developing policy manuals for administrators, coaches, or athletic trainers (based on scholarly literature); and analyses of adherence to NCAA policies and regulations such as Title IX.

Discuss topic with the Kinesiology Program Director

Once the topic is chosen, the student must inform the Program Director of the content and the resources that you plan to use to complete the project *and provide a comprehensive timeline for its completion*. All independent study projects require approval from the Program Director. The Program Director should be able to match students with the appropriate faculty member(s) who will offer guidance on the project.

Write a proposal

After gaining approval of the Program Director, students should complete a proposal form that must be signed by the faculty advisor, the Chair, and the student. Only then will this form be submitted to the Registrar's Office. Proposal forms are in the Kinesiology office. The form requires that you specify the content of the project, the resources that you will use to complete the project, and the method of evaluation. Since the Registrar's Office must approve all projects, this form should not be viewed as a mere formality.

Register for units

Students must register for KINS 299 during the regular Fall or Spring registration period. No student will be allowed to register for independent studies after the first week of class.

Grading Policy

Students and faculty should agree upon a grading system and a timeline for the completion of the project at the beginning of the project. The project proposal and corresponding timeline should be viewed as a contract. A specific date for turning in

the final project is required (typically last week of classes). If students are unable to meet the terms of the contract, they will not earn a passing grade. Students who have well developed ideas, write good proposals, adhere to timeline, and work diligently throughout the entire semester while keeping in touch with the faculty member regularly regarding their progress usually do quite well. Those who procrastinate or deviate from the proposal without the consent of the instructor often do not earn passing grades. Remember that the final grade is based on the process as well as the finished product. Both are important. Regular meetings between student and faculty are expected and important for the student to demonstrate progress. Final papers should reflect the work the student has put into the process. Past independent study projects have averaged approximately 10 pages per unit.

Financial Aid

The Saint Mary's College Financial Aid Office facilitates loans available to graduate students. Each form of aid has distinct features that may or may not make it available to you depending upon your academic record, your program of study, the availability of specific funds, the extent of need, and the timeliness with which you complete your financial aid application(s).

Loan Programs

Subsidized Federal Stafford Loans are low-interest loans to students for educational costs. These loans are insured by a state or federal agency and are available through private lenders such as banks or credit unions. Students who demonstrate financial need will have the interest on the loan paid by the government (subsidized) during their enrollment. Eligible students must be enrolled at least half-time in their program of study. Loan fees of 4% are deducted from all loan proceeds. Repayment of principal and interest begins six months after the students leaves school or enrolls less than half-time

Unsubsidized Federal Stafford Loans are for students who do not qualify, in whole or in part, for the need-based subsidized Federal Stafford loans. Borrowers may receive both subsidized and unsubsidized Stafford loans totaling up to the applicable Stafford loan limit if they do not qualify for the full amount permitted under the subsidized Stafford Loan Program. The terms of the unsubsidized loans are similar to those of the subsidized Stafford loans, except the government does not pay interest on the unsubsidized Stafford loans. The student is responsible for the interest that accrues during enrollment in school, during the grace period, and during periods of deferment.

Applications for the Stafford loans are available at the Saint Mary's College Financial Aid Office. In order to be considered for Stafford loans, you must complete a Free Application for Federal Student Aid (FAFSA) as well as a loan application and Data Form from the Saint Mary's College Financial Aid Office. When your file is complete, you will be informed of financial aid decisions within 8 weeks. Financial

aid awards normally cover a full academic year. Funds are dispersed at the beginning of each term.

For more information on Stafford loans, please call the Saint Mary's Financial Aid Office (925) 631-4370.

Scholarships

We offer limited scholarships for graduate students. A maximum of \$2,000.00 per year is available for approved special projects.

Course Evaluation Procedures

At the end of every semester, students are asked to offer anonymous feedback about strengths and weaknesses of each course. This valuable feedback is first reviewed by the Program Director and then made available to the individual course instructors. Instructors then consider the feedback in an effort to continually improve their courses. The following questions are asked in the course evaluation:

What was your overall impression of this course?

What was your impression of the material covered in the course?

Please take some time to share with us your thoughts on the reading material assigned for the course.

What did you think of the instructor's teaching style?

Facilitation of discussion is vitally important to graduate courses. Was discussion encouraged in this course? Were class discussions meaningful and did they aid in the learning process?

What was your overall impression of the instructor's methods of evaluation?

Was this instructor an effective teacher? Why or why not?

In what ways was this course intellectually stimulating?

In what ways do you think that this course could be improved?

Would you like to offer any additional comments?

New Student Orientation

Before the start of the semester it is customary for the Chair of the program to meet with new students to answer any questions that they may have and to discuss the following:

- The Mission of Saint Mary's College
- Departmental Goals
- Learning Outcomes
- Timeline for completion of the program
- Expectations for student conduct in class and out of class
- Academic Policies
- Academic Dishonesty
- Grades
- Academic Services for Students and Disabilities
- Grievance Procedures
- Class times
- Important building and room locations
- ID cards
- Financial Aid
- Housing
- Comprehensive Examinations vs Thesis
- Colloquium expectations

