(i) Update course outline

The coordinator should check that the dates, sections to be covered, suggested problems, any sample exams are up
to date on the course web page. The same applies to information on any course outline to be reproduced for all sections.

(ii) Inform colleagues

The coordinator should tell new or visiting faculty to prepare multiple versions of exams, that the midterm and
final exams are departmental, and any other matter they might not know. This can be done either by a brief meeting
or memo. The coordinator should establish a uniform policy regarding the use of calculators (and type allowed) on
common exams.

(iii) Handle course related complaints

Complaints concerning the course or its instructors should be first heard by the coordinator.

(iv) Cheating

Every effort should be made to discourage students from cheating. This includes having instructors announce
that there are multiple versions of exams, and that cover sheets are routinely copied after they are graded. The latter
measure may be practical only in small sections, though it might be worth it in the large sections to do so for both the
first exam and the midterm exam. Instructors should also announce that while a lack of appropriate scratch work on
the interior of the exam may be used as evidence to support cheating, such work cannot be counted in the event the
selection on the cover sheet is incorrect. When a case of cheating does arise, the instructor involved should inform the
course coordinator and meet with the Director of Undergraduate Studies to discuss possible disciplinary action.

(v) Write midterm and final exams

There should be at least four versions of each exam. The versions should be distinguished by a subtle difference
on the cover sheet, so that students cannot readily determine which versions their neighbors have. The exams should
be made available for instructors to proofread well in advance to the date of the exam. The coordinator should consult
with Connie Wright on when the exam must be ready for duplicating.

Please remind all instructors that to ensure fairness in our common exams they should restrict any review to old
exams, problems from the book, etc. We are trying to prevent even the impression that some sections might have a
better idea of what is on the exam than others.

(vi) Share midterm and final exams with Ivy Tech

We have an agreement with Ivy Tech under which they use our midterm and final exams in their M118/M119
courses. The exams are to be given at the same times as ours, and gradelines respected. Arrangements should be made
for the pick-up of exams. Pete Kornya (plkornya@ivytech.edu), is currently a good contact for this.

(vii) Make midterm variance forms available

Since the midterm exam is given on a Saturday, many students will have conflicts. Midterm variance forms ask the
students to explain why they wish to take the exam at an alternative time. The completed form should be supported
by some sort of documentation such as a plane itinerary, wedding invitation, or letter from a coach. The minimal
requirement is that the student be either off campus at the time of the exam, or otherwise clearly engaged in some
other activity. Regarding who shall decide each student’s case, the coordinator shall adopt one of two policies: either
all such decisions are to be made by the coordinator, or all are to be made by the student’s instructor. In either case,
the coordinator should collect the variance forms from all instructors, and maintain a list of the students expected at
the make-up exam.

(viii) Arrangements for exemption credit, DSS students

Students seeking exemption credit for the course will take the final exam (with a handful of extra problems added
to make it represent the entire course) in the course coordinator’s section. The coordinator may delegate to another
instructor (perhaps the first to come forward with such a case) the task of getting the names of DSS students and
arranging for a room and a proctor.

(ix) Arrange for a make-up midterm exam

The coordinator should reserve a room of adequate size on either the first Sunday evening or Monday morning
following the regularly scheduled exam. If the midterm make-up exam is to be held Monday morning it should commence
before 8am, i.e. before any exams have been returned to students. The coordinator should arrange for a proctor to
administer the make-up exam, and provide the proctor with a list of students expecting to take the exam.

(x) Establish gradelines for midterm and final exam

The grading of the midterm and final exams should take place immediately after each exam. Keys to each version
should be provided to all instructors. The coordinator should collect tally sheets from the individual sections and once
the scores for most students are in, compile a course-wide tally. The coordinator should then lead a discussion with
instructors on where to draw gradelines for the exams. Factors to consider are impression of difficulty of exam, student
performance, and the historical standards for the course, which is roughly 1/3 A’s, B’s, 1/3 C’s, 1/3 D’s, W’s, and F’s.
Instructors should be reminded to consider the grade distribution on exams in assigning course grades, along with other
factors relevant to their sections. Copies of the midterm and final exams, the keys, gradelines with percentages, and
results of the exams for exemption students should be turned into the Undergraduate Advisor.