Daytona State College: School of Humanities & Communication

The Humanities & Communication Faculty Handbook including Departmental Policies & Practices

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CHAIR, HUMANITIES AND COMMUNICATION
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#1: Useful LINKS to resources, help, and guidance for Faculty

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Assistant Chair:  Jim Newell  x3848  newellj@daytonastate.edu
Administrative Assistant:  Elizabeth Camarota  x3630  camaroe@daytonastate.edu

School of Humanities & Communication WebSite: [Still under Construction]
http://daytonastatecollegeschoolofhumanitiesandcommunication.wordpress.com

DSC Faculty Guidelines: http://library.daytonastate.edu/faculty

Instructional Technology (IT) Support: http://library.daytonastate.edu/adjunct/IT

Faculty Innovation Center: http://www.daytonastate.edu/fic/index.html

Professional Development for Faculty:
http://www.daytonastate.edu/professionaldevelopment/index.html

Falcon Online Guide for Students: http://library.daytonastate.edu/falcononline

Academic Support Services: http://www.daytonastate.edu/academicsupport/index.html

View Your Schedule & Roster: http://daytonastate.edu/help/viewscheduleroster.html

Reporting Attendance: http://daytonastate.edu/help/Attendance_01.24.18.pdf

Entering Final Grades: http://daytonastate.edu/help/Entering%20Final%20Grades.pdf

FERPA: https://www.daytonastate.edu/recreg/ferpa.html

Counseling & Accessibility Services: http://www.daytonastate.edu/cas/
(Formerly Student Disability Services)

Adjunct Faculty Job Opportunities & Employment Practices:
https://www.daytonastate.edu/hr/adjunct_faculty_employment.html

Documentation & Citation (a Library InfoGuide): http://library.daytonastate.edu/citation

Student Services: http://library.daytonastate.edu/studentservices
#2: Overview of Expectations for Faculty

Consult these guidelines and departmental procedures as you plan and begin the term at Daytona State College. The items in **Bold Blue* refer to and link to other pages of this handbook. Dates for specific items are provided each semester.

**Preparing to Teach Your Classes:**
**Plan Your Class and Write Your Syllabus:**

- **Consult #3: Preparing a Syllabus**
- **Use the Syllabus Checklist SH&C**
- **Check the DSC Syllabus Template for the current term:** Go to the [DSC Website](#), click on *Faculty/Staff.* Then under Resources, find the **Syllabus Template.**
- **Review #4: College Level Communication Skills Course?** for any CLCS classes, including ENC1101, ENC1102 and all of our literature classes.
- **#7: Grading Policies: How do you Assign Grades?** Advice on calculating grades and on presenting your approach to calculating grades clearly in your syllabus.
- **See Sample Syllabi on the Department Web Site:**

- Plan to use Falcon Online: **#5: Falcon Online:** Put Content there and save the trees.
  - **Now Required:**
    - **You must upload your Syllabus into your Falcon OnLine Course.**
    - **You must keep your GradeBook in Falcon OnLine.**
    - **Use Assignments for Formal Writing Assignments with the “Originality Check” turned on.**
- **Full-Timers** must submit your **Office Hours & Create Your Outlook Calendar** prior to the start of classes.
  - **We will prepare and provide your Door Schedule** for you.
- Prepare your **Outlook Calendar** *(Full-Timers):* Put your class times, office hours and meetings into your online calendar. We cannot do this for you. So please Keep your **Calendar** up to date. See **#6: Office Hours & Create Your Outlook Calendar.**
- Submit **Syllabi** to the Hum & Com office in electronic form before your class begins.
- Complete your **#10 Attendance Verification** when asked (sometimes repeatedly).
Other College & Departmental Procedures You Should Know:

Please study the following items as well. The better informed you are, the better you can do your job by helping and guiding students through their college experience.

- **#17: Professionalism**: What are the expectations and characteristics of a truly professional educator? This offers Dr. Rivers’ views on that question so you can better understand his expectations.
- **#19: Student Complaints**: What happens when students complain & some advice.
- **#12: When the Chair seeks your Input / Approval**: When students ask to enroll in an already full class, or to enroll past the Drop/Add period, or to re-enroll after being dropped.
- **#9: Grading Policies: Should I Assign an Incomplete?**: Should be assigned rarely and only when the student and instructor have discussed and agreed to this. See our policy here.
- **#13: Teaching Research, Citation & Documentation**: Explains the department’s approach to teaching students how to use a style rather than focusing on a specific style. Crucial to providing consistent instruction in composition courses, ENC1101 and ENC1102.
- **#16: Understanding FERPA**: Federal regulations designed to protect student privacy. What you need to know to remain in compliance with federal law.
- **#20: Academic Support Services for Students**: Learn about The Learning Commons, our essential academic support services including The Library, The Academic Support Center and the DSC-UCF Writing Center. Your familiarity with the Learning Commons will help you better advise your students to seek effective support.
- **#21: Student Registration Issues**: Explains issues affecting student attendance and preparedness during the start of each term: Drop/Add, Late Registration, Purge, Purge-Hold, Book Voucher, Book Deferment.
- **#23: Academic Integrity**: Our process for teaching students to act with integrity, to submit their own honest work, and to avoid cheating and plagiarism. Includes a simple process for dealing with and reporting violations.
#3: Preparing a Syllabus

Preparing a good syllabus is crucial to your work as an instructor. The syllabus is not only a plan for the term: it is also a contract of sorts. A good syllabus lets students know what the teacher expects of them and what they can expect of the teacher. In “the olden days” when I was an undergraduate, syllabi were often only a single page long, listing required texts, a few dates, a few assignments, and perhaps a schedule of readings. Not so today.

In this litigious culture everyone, including students, will act like lawyers if they don’t get their way. Therefore, over the years, syllabi have become much longer, more complicated, and much more detailed regarding policies and procedures. When it comes to student complaints, your department chair can support you and your policies if they are clearly written in the syllabus and consistently enforced. *(Please see #19 Student Complaints for a more complete discussion of how I handle such things.)* That’s why I urge you to clearly establish your policies in your syllabus and stick with them consistently throughout the term.

In the School of Humanities & Communication, we do not mandate or provide faculty with a standard course syllabus. We expect faculty to design their own syllabi, and we want to preserve the right of faculty to develop their own writing assignments and approaches to achieving the student learning outcomes. On the other hand, we offer lots of sample syllabi and models, inviting new faculty to take from these materials as they please. We also encourage new faculty and adjuncts to seek out help from each other in designing their courses.

The **Department Web Site**: includes lots of resources that should help with faculty designing our multi-section courses, especially ENC1101 and ENC1102. [http://daytonastatecollegeschoolofhumanitiesandcommunication.wordpress.com](http://daytonastatecollegeschoolofhumanitiesandcommunication.wordpress.com)

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## At least Minimal use of Falcon Online is Now Required:

- **Syllabi must be posted in Falcon Online**: Therefore, you must learn how to upload your syllabus into Falcon Online. Once you have done that, you will know how easy it is to put any course materials on line. So go to it and help to save our copying budget.

- **You must post your GradeBook in Falcon Online and keep it current**: Once established, the Falcon OnLine Gradebook is easy to use and students can see their own grades as they are assigned. This is allows me to respond to many student concerns over grades, for I can look them up without disturbing you.

**Regarding Policies & Procedures**: Any policies and procedures regarding classroom activities or assignments, or anything else that may affect a student’s grade, must be stated clearly on the syllabus and enforced consistently. If you do this, I can support your policy when
students complain. If your policies are not clear in the syllabus, it appears that you are making them up as you go, and I may not be able to support you.

**Sample Syllabi for ENC1101 and ENC1102 are available on the**
- **Humm&Comm WebSite.** School of Humanities & Communication WebSite: [Still under Construction]
- [http://daytonastatecollegeschoolofhumanitiesandcommunication.wordpress.com](http://daytonastatecollegeschoolofhumanitiesandcommunication.wordpress.com)

- For ENC1101 and ENC1102 there is also an extensive Instructor’s Manual provided by W. W. Norton

- Consult the DSC Syllabus Template* for guidance regarding syllabus requirements and for boilerplate language that you may adopt or adapt for your own syllabus.

**What must all Syllabi for the School of Humanities & Communication include?**
Prepare a syllabus that includes all course policies with clear indications of consequences.

- **Student Learning Outcomes (SLO’s)** exactly as on the Master Course Description (MCD which you can find on the Hum&Comm WebSite or the Document Repository. Just ask in the office.)
- **A daily or weekly calendar** including due dates for major tests, papers or projects
- **College Level Communication Skills Class Policies** (See #4 College Level Communication Skills Course?)
- Enumeration of the **Major / Formal Writing tasks.**
  - Each should match an **Assignments Folder** (formerly a DropBox) in Falcon OnLine.
- Include a clear explanation of **Grading Criteria that is consistent.**
- We suggest you use the **Checklist / Syllabus Review** on the following page, the same Checklist we use when we review syllabi in our mentoring / evaluation documents.
Daytona State College  Faculty Mentor  School of Humanities & Communication

## Syllabus Review:

### Professor’s Information:

| ☐ Name | ☐ Title | ☐ email | ☐ phone *(optional for adjuncts: include at least Department phone)* |
| ☐ Office Hours listed | *(10 for most full-time faculty; optional for adjuncts)* |

### Course Information:

| ☐ Title | ☐ Credit Hours: | ☐ Catalog Description |
| ☐ Required textbooks &/or materials |
| ☐ Student Learning Outcomes *(from current Master Course Description)* |
| ☐ College Level Communication Skills Expectations *(formerly the Gordon Rule)* |
| ☐ How to Withdraw | ☐ Last Day to Withdraw |
| ☐ Statement on Student Evaluation of Instruction |
| ☐ If the Professor is Late (15 minutes rule for F2F classes) |
| ☐ Statement on Counseling & Accessibility Services *(formerly Student Disability Services)* |
| ☐ Where to find academic help: ASC, Library, Writing Center, etc. |
| ☐ Where to find non-academic help: Center for Woman & Men, Counseling & Accessibility Services |

### Course Policies: *Be clear about any and all policies, including specific penalties you plan to enforce*

| ☐ Detailed Schedule of Classes: Day by Day, or Week by Week |
| ☐ Table showing how course grade will be determined |
| ☐ Explain Grade Scale: *How do Points = Percentages = Final Grades?* |
| ☐ Explain special grades: *Incomplete, FN, P/F, W, W1* |
| ☐ Honor Code / Academic Integrity / Course Specific Consequences for Cheating & Plagiarism |
| ☐ Recycling Papers (old papers; shared papers) |
| ☐ Attendance Policy | ☐ Tardiness Policy |
| ☐ Late Assignment Penalties |
| ☐ On-Line Etiquette: Proper use of Falcon Online |
| ☐ Classroom Behavior |
| ☐ Use of technology in class: cell phones, laptops, etc |

*You may comment further and offer suggestions to improve the syllabus.*
#4: What is a College Level Communication Skills Course?

Florida State Board of Education Administrative Rule 6A-10.030, College-Level Communication and Computational Skills (formerly known as the Gordon Rule):

The Florida Legislature has required that students graduating from Florida State institutions take a certain number of credit hours devoted to college level mathematics and college level composition. With respect to composition, the current law requires that students “satisfactorily complete 12 semester hours of courses which include written assignments demonstrating college-level writing skills.” At DSC most AA students will satisfy this by taking their required General Education Courses, ENC1101, ENC1102 and any two other courses that satisfy the Humanities Requirement of the General Education Core. Because College Level Communication Skills (CLCS) courses in this department require instructors to give significant attention to student writing, the class size for these courses is capped. English Composition courses are capped at 25; other CLCS courses within the School of Humanities & Communication are capped at 30.

At Daytona State College, this means that students in any College Level Communication Skills Course must produce at least adequate college level writing in order to earn a satisfactory grade—a grade of C or better. In other words, if the student’s writing is less than adequate, he/she should not be given a satisfactory grade for the course. Instructors must therefore assign and evaluate formal writing assignments in which they assess the quality of student writing. The DSC Writing Rubric has been designed and made available to aid instructors and to facilitate the collection of assessment data. The DSC Writing Rubric is based on Daytona State College’s definition of “College Level Writing.”

**School of Humanities & Communication**

**Expectations for all College Level Communications Courses (CLCS)**

- Each CLCS course must require at least three formal writing assignments that will be evaluated for writing quality (at least 2500 words). *List them clearly in the Syllabus.*
- In any CLCS course, instruction must give some attention to writing, as relevant to the subject matter of the course.
- Students should receive meaningful feedback on writing assignments that will help them to improve.
• The English CLCS courses in Composition (ENC1101, ENC1102) must include at least four formal writing assignments (at least 5000 words). *List them clearly in the Syllabus.*

• Syllabi will clearly explain the CLCS policies for the course, including the provision that the student’s writing must be at least adequate college-level writing in order for the student to receive a satisfactory grade.

• The instructor’s determination of college level writing for the student will be based on or consistent with the DSC Writing Rubric.

Policies related to the CLCS Writing courses must be emphasized and clarified in the Master Course Descriptions of CLCS courses and in Course Syllabi.

• Every CLCS course must have at least one Student Learning Outcome (SLO) that is focused on writing.

• Every CLCS Course Syllabus must clearly explain the CLCS Policies, including:
  
  o A CLCS, writing-focused Student Learning Outcome (SLO)
  
  o A description of Three or more Formal Writing Assignments that comprise the CLCS portions of the course.
  
  o Explanation of how grades on those assignments contribute to the final course grade.
  
  o Explanation that if the student does not produce College-Level Writing, the student cannot earn a satisfactory grade for the course, no matter how the student scored on tests or what the course average may be.

• Students should be given and made familiar with the DSC Writing Rubric. They should understand that this will be used to determine whether they have produced adequate college-level writing.
Master Course Descriptions for the School of Humanities & Communication establish minimum expectations for CLCS classes:

**MCD’s for English Composition Classes (ENC1101 & ENC1102) now include the following language:**

In this College Level Communication Skills (CLCS) course, students must demonstrate their ability to produce “college-level writing through multiple assignments.”

- Students will complete at least four different, formal writing tasks in this course, totaling at least 5000 words (about twenty pages) of formal writing.
- All formal written work must be at least adequate “college-level writing” as defined by the college. If written work is determined to be unsatisfactory, less-than adequate as “college-level writing,” the student cannot receive a satisfactory grade of C or above, regardless of other work in the course.
- Students who have difficulty with writing tasks are encouraged to use the College Writing Center (CWC).

**All other College Level Communication Skills (CLCS) Classes in our Department now include the following language:**

In this College Level Communication Skills (CLCS) course, students must demonstrate their ability to produce “college-level writing through multiple assignments.”

- Students will complete at least three different, formal writing tasks in this course, totaling at least 2500 words (about ten pages) of formal writing.
- All formal written work must be at least adequate “college-level writing” as defined by the college. If written work is determined to be unsatisfactory, less-than adequate as “college-level writing,” the student cannot receive a satisfactory grade of C or above, regardless of other work in the course.
- Students who have difficulty with writing tasks are encouraged to use the College Writing Center (CWC).

**Sample Syllabus Statements regarding CLCS Rule Writing policies:** The following are examples of the kind of statements that should be in your syllabi to clarify for students that the quality of their writing will determine their success in these courses. Seeing a value in repetition, I have included all three at appropriate points in my syllabus.
• **This is a College Level Communication Skills (CLCS) course. Students will be evaluated upon their written work and must demonstrate college-level writing through multiple assignments in order to earn a “C” or better.** [appears following the SLO list]

• **College Level Communication Skills (CLCS) Course Policy:** Student writing submitted must demonstrate adequate college-level writing in order for the student to earn an acceptable grade (C or higher) in the course. [note following explanation of grade calculations]

• **These papers will be evaluated not only on the thinking that they embody but also on how well-written they are. Since this is a College Level Communication Skills (CLCS) course, it is Daytona State College policy that your written work in the course must demonstrate at least adequate college-level writing in order for you to earn a C or better in the course. In other words, if these papers are determined not to demonstrate college-level writing, you must earn a D or F for the course regardless of your other grades.** [part of explanation of formal writing assignments]

A **WORD** version of the **DSC Writing Rubric** is included in this Faculty Handbook. You should share this and go over it with your students, explaining how you will use this to determine whether they do or do not meet the College Level Communication Skills (CLCS) criteria for success in your course. Put it up as **Content** in Falcon OnLine so that you and your students can easily refer to it.

*You are **not** limited to using only this rubric. Falcon OnLine allows you to use multiple rubrics and provides an easy way for you to put your own rubrics into the system. Contact Falcon OnLine for help and more information.*
#5: Using Falcon On-Line: Now required in all courses

We have entered the digital era, my friends, and it’s time that we all caught up with the 21st Century. I don’t believe in technology for technology’s sake. Nevertheless, technology now provides us with valuable tools to enhance our delivery of instruction, and we need to learn how to take advantage of them. Our own Falcon Online makes these tools easily available and offers lots of support for us.

Therefore, I expect ALL faculty in the School of Humanities & Communication -- both adjunct and full-time -- to USE Falcon Online effectively with their face-to-face classes as well as their hybrid and online classes.

- Every course/section offered at Daytona State College has an on-line course provided by Falcon On-Line. (It’s there whether you use it or not.)

- A Guide to the Names and Acronyms:
  - LMS = Learning Management System, is the generic name for the online systems that house online course materials. This includes many vendors you may have heard of, WebCT, Canvass, BlackBoard, etc.
  - D2L = Desire 2 Learn is the name of the vendor that provides our LMS.
  - Falcon OnLine = Our Learning Management System: Most often, we refer to the system using our own name for it, Falcon OnLine. But in common parlance it is fair to say that Falcon OnLine is DSC’s LMS provided by D2L.

- Teaching a Face-to-Face Course: Required of ALL DSC Faculty
  - Training Required:
    - D2L 101: Introduction to Falcon Online.
  - Bare Minimum Requirements: But we encourage you to do more.
    - Post your Syllabus in Falcon Online.
    - Maintain your GradeBook in Falcon Online

- Teaching a Hybrid Course:
  - Training Required:
    - D2L 101: Introduction to Falcon Online.
    - D2L 102: Advanced Falcon Online & Online Pedagogy
    - Substantive Interaction Training
    - Attend Instructional Resources Meetings during Fall & Spring Planning
  - Bare Minimum Requirements:
    - Post the Syllabus & Maintain the GradeBook in Falcon Online.
• **Use other Falcon Online Tools:** Discussions, Assignments, Quizzes, etc. to provide the instruction that compensates for time that would otherwise have been spent in a F2F class.

• **Teaching a Fully Online Course:**
  o **Training Required:**
    ▪ **D2L 101 & 102 & Substantive Interaction & Instructional Resources Meetings** during Fall & Spring Planning
    ▪ Completely New **Online Faculty Training:** 45 hr., fully online, self-paced training to enhance online delivery. Faculty will have up to two terms to complete this and will be paid at the conclusion ($20/hr X 45 = $900).
  o **Requirements:** Vigorous and pervasive use of most if not all Falcon Online Tools.
    ▪ Post the **Syllabus** & Maintain the **GradeBook** in Falcon Online.
    ▪ Use other Falcon Online Tools: Discussions, Assignments, Quizzes, etc. to provide the instruction that compensates for time that would otherwise have been spent in a F2F class.

• **It’s easy, so learn it!**
  o Take advantage of the opportunities offered during the **Fall Planning Period.**
  o Or go to the **Faculty Innovation Center:**
    [http://www.daytonastate.edu/fic/index.html](http://www.daytonastate.edu/fic/index.html)
    ▪ Nunamann Hall (bldg. 200), room 206F
    ▪ Monday-Friday 8:00-5:00. Extension 3485:
    ▪ Email at: fic@daytonastate.edu
    ▪ Access the **Faculty/Staff How To Guides** at [http://daytonastate.edu/help/faculty.html](http://daytonastate.edu/help/faculty.html)
    ▪ Select **Falcon Online Help** and choose **Instructor Video Tutorials**.
  o Or ask a colleague for help. We have **e-Mentors** and others in the department who would be happy to guide you.
    ▪ Ben Graydon
    ▪ James Newell
    ▪ Rich Vollaro

**Now Mandated for all DSC courses:**

  o **Post your Syllabus in Falcon OnLine.** Once you see how easy it is to post the syllabus, realize that you can post any content – documents, links, videos etc, just as easily. So please put any extra content online for your students.
    ▪ **Makes it available 24/7 whenever the student wants to access it.**
    ▪ **Eliminates copying to save you time, and to save lots of trees.**
  
  o **Keep your GradeBook in Falcon On-Line:** Students really appreciate this, and it helps to eliminate a lot of questions and disputes about grades.
**Strongly Encouraged by the Department:**

- **Keep Content OnLine:** all handouts, directions, resources, anything you want to share with students. You can load WORD documents, PDF’s, videos. It’s also easy to create a link that takes students directly to any online materials, including YouTube content.

- **Use the Assignments Folders for paper submissions:**
  - Enable the “Originality Check,” so that Turn-It-In can review the student’s use of sources for you.
  - If you choose to, you can respond and grade online.

**Q & A for Falcon Online Use**

**Why keep my Content in Falcon OnLine?**

- **To make it available 24/7 for all your students** – even those who weren’t in class when you handed it out or who lost it. This leaves them no excuses. If they want a hardcopy, they can just print it themselves.

- **To save money on wasted duplication and help the department’s budget.** Remember, if we save on other expenses, there may be more money available eventually for other things, such as raises perhaps.

- **To help save the environment by killing fewer trees:** I know many of you are environmentalists. Let’s stop wasting paper!

- **Because it’s actually easier to put content online than to make and distribute copies to your students.** Just put it online and tell students where to find it.

**What can I post in my Falcon On-Line Course?**

You can put just about anything you want into Falcon On-Line for your students. It’s easy to upload into the **Content** area.

- **WORD Documents:**
- **PDF Files:**
  - In Microsoft WORD, it’s very easy to save any document as a PDF File. Many D2L users prefer to upload PDF’s rather than WORD documents because (a) they
come up faster and more easily, (b) there are no compatibility issues, and (c) the student cannot manipulate PDF’s whereas a WORD document can be altered.

- Powerpoint Presentations:
- Videos, Pictures, Diagrams, Flowcharts
- Create Links easily allowing your students instant access to anything online.
  - And Many More . . .

**Why should I use the Falcon On-Line Gradebook?**

- It’s now **required** by Daytona State College.
- Students can see their grades, and any feedback you’ve provided, any time they want.
- Once properly set up, the **Gradebook** keeps track of and calculates your grades for you. **Recording grades is easy,** just as easy as writing them in a paper gradebook. Even easier because it will do your **calculations** for you.
- If you choose to do online tests or quizzes, or to grade papers online, it can **automatically record the grades** for you.
- When students raise questions about their grades, the chair can often access those grades and answer many concerns on the spot without having set up further meetings and follow up with you.

**Why have students submit work in an online Assignments Folder?**

- So you have digital copies of students’ work and a record of when it was submitted.
- So that the work can be checked for Originality by **Turn-It-In**. This often helps you to advise students as to proper use of sources and to recognize if and when they have plagiarized.
- **Respond OnLine – or NOT:** You are **NOT** required to read and respond to student papers online, but you easily can if you wish.
- Easily use the **DSC Writing Rubric** and any other college assessment rubrics that are available. You can also easily create and apply **rubrics of your own** that are more specific to your courses or to specific assignments.

***The page below is part of our School of Humanities & Communication Faculty Mentoring Review Process. Anyone reviewing your course will have access to your Falcon OnLine course and will review your use of the Falcon OnLine system.***
Review Falcon On-Line for All Courses:
All faculty are expected to use the tools provided by Falcon On-Line to enhance their pedagogy and communication with students.

<table>
<thead>
<tr>
<th>Expected of SH&amp;C Faculty</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Syllabus: must be available on-line</td>
<td></td>
</tr>
<tr>
<td>☐ Course Content: available 24/7</td>
<td></td>
</tr>
<tr>
<td>☐ Online Gradebook: must match grading policies in syllabus and be kept reasonably up to date.</td>
<td></td>
</tr>
<tr>
<td>☐ Assignment Folders: for formal writing assignments</td>
<td></td>
</tr>
<tr>
<td>☐ Originality Check to enable Turn-It-In</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended for F2F & Hybrid**

*News/Announcements:*
Updates on the course homepage can remind students about assignments & due dates.

*Discussions:*
Discussion tool used to encourage student involvement discussion of course topics and issues.

*Tests / Quizzes:*
Test tool used to provide online tests and/or quizzes.

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*Any further comments on the instructor’s use of Falcon On-Line:
#6: Establish Office Hours & Create your OutLook Calendar

*Applies to Full-Time, 9 Month Faculty, 
Adjuncts are not required to hold or to post office hours, although we appreciate those who do.

Although you enjoy some flexibility, all Full-Time Faculty are expected to work at least a forty hour week of five days, Monday through Friday. While your teaching and office hour schedule may cover only four days per week, you are expected to be available for meetings and other college business five days per week. Faculty who teach only Face-to-Face and Hybrid will teach for fifteen hours per week and offer ten office hours. In addition to teaching your Face-to-Face and Hybrid class meetings, you must schedule ten office hours per week. Faculty who teach three or more fully online sections must put in some additional hours on campus which may be office hours or non-contact hours. The required hours are most clearly summarized in the chart below.

<table>
<thead>
<tr>
<th>Full-Time Load</th>
<th>Face-to-Face Load</th>
<th>Online Load</th>
<th>Additional Hours</th>
<th>Office Hours</th>
<th>Preparation Time</th>
<th>Total Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On Campus</td>
<td>On Campus</td>
<td>On Campus</td>
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<td>= 40</td>
</tr>
<tr>
<td>15</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>= 40</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>= 40</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>10</td>
<td>12</td>
<td>= 40</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>12</td>
<td>4</td>
<td>10</td>
<td>11</td>
<td>= 40</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>15</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>= 40</td>
</tr>
</tbody>
</table>

*Additional on-campus hours (non-student contact hours) may be used for prep or time reserved for the department or college service.

- You must schedule TEN Office Hours per week.
- If you teach three or more fully online classes, you must schedule additional hours that may be office hours or non-contact hours.
- You must give us your Schedule BEFORE the start of classes. Please determine your schedule prior to the start of classes and get that information to Elizabeth in the department office.
- If you schedule Student Support Hours in the ASC or the College Writing Center, these hours may be part of your ten office hour commitment.
- If your schedule changes from A Term to B Term, please plan ahead and submit your schedule for BOTH terms at the start of the semester. (We can adjust later if necessary)
- All hours must be clearly indicated in your Syllabi, on your Door Schedule, and put into your Outlook Calendar.
  - You must get your office hour schedule to us in the department office. When you do, We will create your Door Schedule for you.
You must put your office hours clearly into your Syllabi.

We recommend that you upload your Door Schedule into Falcon OnLine for your students.

You must put hours into your Outlook Calendar for yourself. Instructions follow below.

When calculating your office hours, observe the following:

- No office hours before 7:30 am.
- Office hours should be set in blocks of time no less than 1/2 hour.
- When class is scheduled from 8:00-9:20, you are credited with a 90 minute period. Do not schedule other activities during the extra 10 minutes of “lag time,” since you are already paid for that as part of the class commitment.
- All Full-Time DSC Faculty are expected to be on campus four to five days per week (normally between 8:00 and 5:00, MTWRF).
  - We will schedule you to be on campus at least four days each week.
  - If your schedule has you on campus only four days/week, you are still expected to be available for meetings and other activities on the fifth day. This IS still a full time job.
- Hours in Student Support Services:
  - All Full-Time Faculty are expected to take part in some significant Student Support Activity.
  - Hours worked in Student Support Services may be part of the office hour commitment.
  - Hours spent in Student Support Services are considered by the chair as contributing to the Service activities of the faculty member.
- Hybrid classes (50% F2F & 50% Online) are treated like F2F classes in load, just as if you were meeting them for three hours/week.
- If you teach Fully On-Line classes as part of your regular faculty load, use the chart above to determine how many office hours and/or non-contact hours you need to schedule on campus.
  - For in-load online courses up to 6 hours, no substitution by additional on-campus hours required. For 9 or more hours of load teaching fully online courses, faculty must schedule additional non-contact hours.

Please Do Your Best to Get It Right the First Time: Elizabeth and I will double-check all of these things before sending the Door Schedules on to our Associate Vice President’s office. If they’re not right, we need to consult you again for revision. It speeds the process along if you get it right the first time.
How to:
Enter Your Classes & Office Hours in Your Outlook Calendar

Why do I need to put my classes and office hours into my online calendar?

- Check your calendar each day. It will remind you 15 minutes in advance, of that meeting you forgot all about. You’ll miss fewer obligations due to forgetfulness.
- The Calendar is a record of your activities, useful when you have to go back and find something in the past. Like when you’re writing your annual Faculty Annual Activities Report.
- When your colleagues are scheduling a meeting, they’ll run an Outlook “Busy Search” to see when you’re available, assuming that you’re free if your calendar says so. You and they will both be annoyed when the meeting is scheduled and you cannot come.
- If you keep your calendar up-to-date, others will be better able to find you and schedule meetings.

Unfortunately, no one else can set up your calendar for you, so Elizabeth and I cannot do it for you (as we do in making your Door Schedules). Nevertheless, setting up your recurring appointments is quite easy if you follow the instructions below.

How to set Recurring Meetings in your Outlook Calendar:
Use this process to put your classes, office hours and scheduled meetings into your calendar.

1) Go into your Outlook Calendar and locate the first day and time for your meeting.
2) Select New Recurring Appointment.
3) Enter the appropriate start & end times for your meeting.
4) Select the Recurrence Pattern –
   - Usually this will be weekly
   - It should recur every 1 week(s) – this number determines if it is weekly, or if it occurs every two, three, etc. weeks
   - Select the day(s) of the week for the appointment (office hour or class)
5) Select the appropriate start & end dates. When scheduling your class periods, this generally means your first and last class meeting of the term.
6) Click on Okay
7) You will go back to the Appointment
8) Fill in the Subject line – course number and section or office hour
9) Fill in the location of the class or of your office for a meeting (Building & Room Number)
10) Click on Save & Close
11) Now check your calendar to confirm.
You will need to do this separately for each class or set of office hours, but it’s pretty easy to do for regular items on a weekly basis.

I encourage all full-time faculty members, as a part of your professional responsibilities, to keep your online calendar up-to-date and to use it.
#7: Grading Policies: How do you Assign Grades?

*NOTE: Daytona State College now requires all faculty to establish and keep current with a GradeBook in Falcon Online for each course.*

Your syllabus must include a clear, easily understandable explanation of how those final grades will be determined, including any and all policies that will influence those grades.

**Final Grades:** The College specifies that you assign Letter Grades at the end of the course. Here’s how those letter grades calculate into a cumulative Grade Point Average (GPA).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>High Average</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>Below Average</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>FN</td>
<td>Failure due to non-Attendance</td>
<td>0.0 (stopped attending prior to withdrawal date)</td>
</tr>
</tbody>
</table>

The SP Grade for “Satisfactory Progress” can be awarded only in ENC0027. This is reserved for students who have regularly attended class, have submitted assignments in a timely and responsible manner, but have been unable to pass the tests that will qualify them to move on to the college credit courses.

*Note: See #8: Grading Policies: Should I give an F or an FN? and #9: Grading Policies: Should I assign an Incomplete?*

**In Your Syllabus ➔ Show Two Charts:**
- **Grade Calculation** shows how graded activities total to form a final grade.
- **Another** shows how you translate from points or percentages into a final letter grade.
- By including a “Your Grade” column, you can invite students to keep track of their own grades, all of which are available in the *Falcon Online Gradebook.*
For Example: A Point System

- Assignments are worth a certain number of points, more for important items and less for others. This is how activities are weighted.
- A syllabus chart lists each item that counts toward the final grade and shows how the points add up to a possible total.
- Then you show how many points it takes to earn each of the possible final grades.

<table>
<thead>
<tr>
<th>Points</th>
<th>Your Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>150</td>
</tr>
<tr>
<td>Essay #1: Analyze a Belief</td>
<td>150</td>
</tr>
<tr>
<td>Essay #2: Analyze an Argument</td>
<td>150</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>100</td>
</tr>
<tr>
<td>Essay #3: Present an Argument</td>
<td>150</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>= 900</td>
</tr>
</tbody>
</table>

Another Example: A Percentage System

- Assignments are graded on a percentage basis from 0% up to 100% (or perhaps more).
- These charts show how an instructor may keep track of grades using either a percentage number grade or a letter grade.
- This instructor may use plus and minus grading during the course, but the chart shows also how final grades will be calculated.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Your Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #1: My Cultural Heritage</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #2: Reporting an Event</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #3: Rhetorical Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #4: Taking a Position</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #5: Research Based Argument.</td>
<td>25%</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During the Course</th>
<th>Letter Grade Equivalent</th>
<th>Final Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>A+</td>
<td>90% + = A</td>
</tr>
<tr>
<td>95%</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>92%</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td>A-/B+</td>
<td></td>
</tr>
<tr>
<td>88%</td>
<td>B+</td>
<td>85-89% = B+</td>
</tr>
<tr>
<td>85%</td>
<td>B</td>
<td>80-84% = B</td>
</tr>
<tr>
<td>82%</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td>B-/C+</td>
<td></td>
</tr>
<tr>
<td>78%</td>
<td>C+</td>
<td>75-79% = C+</td>
</tr>
<tr>
<td>75%</td>
<td>C</td>
<td>70-74% = C</td>
</tr>
<tr>
<td>72%</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td>C-/D+</td>
<td></td>
</tr>
<tr>
<td>68%</td>
<td>D+</td>
<td>67-69% = D+</td>
</tr>
<tr>
<td>65%</td>
<td>D</td>
<td>65-66% = D</td>
</tr>
<tr>
<td>50%</td>
<td>F</td>
<td>&lt;65% = F</td>
</tr>
<tr>
<td>0%</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
A Third Example: A 0.0-4.0 System

- Rather than percentage grades, the instructor uses letter grades which translate into a grade on the 0.0-4.0 scale.
- A chart lists each item that counts toward the final grade and the weight or percentage assigned to each item.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Your Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Essay #1: My Cultural Heritage</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #2: Reporting an Event</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #3: Rhetorical Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #4: Taking a Position</td>
<td>10%</td>
</tr>
<tr>
<td>Essay #5: Research Based Argument.</td>
<td>25%</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter Grade Equivalent</th>
<th>Final Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 4.0</td>
<td>A = 3.7+</td>
</tr>
<tr>
<td>B+ = 3.5</td>
<td>B+ = 3.2-3.69</td>
</tr>
<tr>
<td>B = 3.0</td>
<td>B = 2.7-3.19</td>
</tr>
<tr>
<td>C+ = 2.5</td>
<td>C+ = 2.3-2.69</td>
</tr>
<tr>
<td>C = 2.0</td>
<td>C = 2.0-2.29</td>
</tr>
<tr>
<td>D+ = 1.5</td>
<td>D+ = 1.5-1.99</td>
</tr>
<tr>
<td>D = 1.0</td>
<td>D = 1.0-1.49</td>
</tr>
<tr>
<td>F = 0.0</td>
<td>F = 0.0-0.99</td>
</tr>
</tbody>
</table>

Keep it Clear and Simple: Don’t confuse your students (and yourself) by mixing up points and letter grades and percentages.

Set Up & Keep Your GradeBook in Falcon OnLine: Daytona State College now requires all instructors to use the GradeBook feature in Falcon OnLine for all of their classes. This requires:

- **Setting Up the GradeBook for the Course**
  - This may be tricky, but we’re glad to help, so just ask.
  - The system is very flexible and can accommodate point systems and percentage (weighted) systems and even combinations of the two.
  - Once it’s set up, it’s very easy to update and use.
  - Set Assignment Folders up and enable the Turn-It-In Originality Check.
  - Allow students to see the Final Calculated Grade.

- **Keeping Current with Student Grades OnLine**
  - Entering grades in the Falcon OnLine GradeBook is just as easy as writing them in a paper gradebook.
  - AND it does all the calculation for you, so determining grades is that much easier.

  For help with Reporting your Final Grades: Remember to POST your grades to submit them. **LINK:** [http://daytonastate.edu/help/Entering%20Final%20Grades.pdf](http://daytonastate.edu/help/Entering%20Final%20Grades.pdf)
#8: Grading Policies: Should I give an F or an FN?

An **F = Failure** indicates that the student has failed to satisfactorily complete the course. This failure could result from poor performances on tests and assignments, or from failure to complete work. The student may also have failed to attend class regularly.

An **FN = Failure for Non-Attendance** indicates that the student stopped attending class and did not complete the work of the course.

**Please Follow This Simple Rule:**

- **Check the College Calendar for the Last Day to Withdraw, the 60% Date.**
- Assign an **FN only** if a student stopped attending prior to the 60% date.
- Assign an **F** to other failing students who attended or completed work after the 60% point – the Last Day to Withdraw.

**The Last Date of Attendance:** For every final grades of **F** or **FN**, the system will also require you to record a “last date of attendance.”
- If you select an **F**, you can only enter a date **after** the 60% date.
- If you choose **FN**, you can only enter a date **prior to** the 60% date.

**Record the Last Day the student attended on your Grade Roster**

![Grade Roster Image]

**What if I teach Online courses?** Follow the same guidelines but consider that the student attends an online course by completing work online. Falcon OnLine keeps track of this for you, so that you can document when the student last submitted or completed work online. [Do not] consider just signing in as attendance. Look for when they last completed work, took a test or quiz, or submitted an assignment.]
#9: Grading Policies: Should I assign an Incomplete?

"I"– Incomplete – A temporary grade issued only for a student who is passing the course but cannot complete the course requirements within the semester due to valid but unforeseen reasons.

- The “Incomplete” must be based on an agreement between the teacher and the student. The details should be spelled out in writing.
- It should be assigned only if the student has explicitly asked the instructor for an “Incomplete” and the instructor has agreed.
- The student agrees to complete specific requirements by a date designated by the instructor, but before 45 days past the end of the course itself.
- When the student has completed and submitted the assigned work on time, the instructor must submit a Change of Grade Form to record the student’s final grade.
- The “Incomplete” grade will automatically become an “F” by 45 days after the term ends if the instructor has not filed the necessary Change of Grade Form.

When should I agree to assign a grade of Incomplete?? - Very Infrequently!

You should only assign a grade of Incomplete when ALL of the following conditions are met:

1. The student has already successfully completed at least 75% of the assigned course work.
2. Some unforeseen emergency has legitimately interfered with the student’s progress toward completion of the course work.
   - For example: a late term car accident, a death in the family, or a child care issue that causes the student to miss class, miss tests, or fail to complete work.
   - Do NOT offer an incomplete to students who don’t attend class, do consistently poor work, or do not complete their work in a timely and responsible way.
3. You have agreed to continue working with this student to provide what aid is necessary to complete the work of the course. By assigning the incomplete, you agree to continue working with this student until the work is completed.
   - Never assign an incomplete expecting someone else to follow up with the student.
   - Adjunct Faculty who assign an Incomplete are expected to follow up and complete the process, even if they no longer work for DSC at the time. If you cannot commit to this, don’t agree to an Incomplete.
4. You and the student have communicated about the incomplete: the student has agreed to make up work that is clearly specified.
   - Document your agreement and copy the Student and the Department Chair as described below.
     - Do not assign an Incomplete without communicating these details with the student. I should never get a call from a student asking why there is an “I” grade on his/her transcript.

* Essential Note If these four conditions are not met, you should not assign an Incomplete grade. Assign a final grade based on the work completed, counting zeroes for the missing work. Even if a good student just doesn’t show up for the Final Exam, you should not assign an Incomplete. If the student who receives an F grade contacts you later, asking to take the final, you may still allow that and then easily recalculate and change the final grade.
How do I assign the grade of Incomplete?

- Unfortunately, the PeopleSoft system allows you to easily assign the grade of “I = Incomplete” just as you would in selecting any other grade; the drop-down menu now includes “I”.

- But, You must also send the Chair a record of the Incomplete grade for this student.
  - To create a record of your agreement with the student.
  - To notify the Chair who may have to follow up if you are unavailable.

- Compose a brief e-mail to document the Agreement:
  - Send to your Department Chair
  - Copy the Student

  1. Course Completion: How much of the course has the student already completed? (Percent – it should be 75% or more)
  2. Grade NOW: What would the student’s Final Grade be if calculated now, with the missing work counted as zeroes?
  3. Due Date: When are all these assignments due?
     - (Set a reasonable date that urges the student to complete things fairly quickly. You may give the student up to 45 days after the term’s end, but you do not have to. I encourage you to set an earlier and more appropriate due date.)
  4. Specific Tasks to be Completed: List exactly what tasks remain to be completed?

- Please remember that the “I = Incomplete” will automatically change to an “F = Failure” 45 days after the end of the term unless you have filed a Change of Grade Form for the student.

- Remember also that an “I” for ENC1101 may interfere with next term registration. The student cannot take ENC1102 without a successful completion of ENC1101, the pre-requisite.

Here is a Template for Documenting Incomplete grades:

Just copy the text from within the box below and paste it into an email.

E-Mail → Subject Line: Incomplete for [Student Name] in [Course]

For Example: Incomplete for John Smith in LIT2000

<table>
<thead>
<tr>
<th>E-Mail → Subject Line: Incomplete for [Student Name] in [Course]</th>
<th>For Example: Incomplete for John Smith in LIT2000-14AY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: ____________</td>
<td>Course: ____________</td>
</tr>
<tr>
<td>Student ID# : _________</td>
<td>Term: ____________</td>
</tr>
<tr>
<td>1. Percent of work the student has successfully completed already? _____</td>
<td></td>
</tr>
<tr>
<td>2. Final Grade without the missing work would be: ______.</td>
<td></td>
</tr>
<tr>
<td>3. Date when all work must be completed: ______.</td>
<td></td>
</tr>
<tr>
<td>4. Specific tasks the student must still complete:</td>
<td></td>
</tr>
<tr>
<td>➢</td>
<td></td>
</tr>
<tr>
<td>➢</td>
<td></td>
</tr>
<tr>
<td>➢</td>
<td></td>
</tr>
</tbody>
</table>
#10: Reporting on Attendance

In the past, Attendance Verification and Early Alerts were easily confused, so please study this so that you know the difference. In both cases, you are contacted as the instructor and asked to provide feedback on students who either do not attend or who perform poorly in your course. Your thoughtful and accurate response to these requests is crucial for both the College and your individual students.

- **Attendance Verification**: Identify students who are not attending your class. (Yes, even fully online students must “attend.”)
  - Twice during each term:
    - Attendance 1: Just after Drop / Add ends.
    - Attendance 2: Just after the Last Day to Withdraw
  - You Report Attendance in the Portal: Here’s a LINK to instructions:
    [http://daytonastate.edu/help/Attendance_01.24.18.pdf](http://daytonastate.edu/help/Attendance_01.24.18.pdf)

- **Early Alerts**: Provide “Progress Reports” for at-risk students and recommend that they seek appropriate help
  - Multiple times during each term.
  - Essential to efforts to retain students and help them succeed.
  - You are invited to submit Early Alerts with an email that includes a link to the Grades First system.

**What to look for:**

- **Attendance Verification**
  - An email reminder comes from the College or your Department Chair
  - subject line will say “Attendance 1” or “Attendance 2”
  - You must go into the DSC Portal to complete and submit.
  - Here’s How: [http://daytonastate.edu/help/Attendance_01.24.18.pdf](http://daytonastate.edu/help/Attendance_01.24.18.pdf)

- **Early Alerts**:
  - You will receive an email
  - The Subject line will say “Progress Report: Full Semester Campaign 1”
  - Includes a link to your Grades First and your classes

You can go directly to the Reporting Attendance PowerPoint provided to walk you through the process of Reporting Attendance in the DSC PeopleSoft Portal.

Please read on for an explanation and rationale.
Attendance Verification:
In compliance with federal and state mandates, the College must verify and report that students who receive Financial Aid are indeed attending classes. At DSC, we do not collect daily attendance records for the term. Instead, we ask faculty -- once after Drop/Add and again once after the Last Day to Withdraw without Penalty -- to report those students who have not been attending and to provide the “last date” on which the student did attend.

All DSC Syllabi must now include the following statement to advise students:

“Students who stop attending this class will be withdrawn from the class and receive a final grade of W1 (Withdrawn). Attendance includes participating in online or face-to-face environments as required.”

Attendance 1: Just after the Drop/Add period has ended.
- **You** mark each student as **Active** or **Never Attended**. Then Submit.
- **Students** who are on Financial Aid will be dropped from your course, class roster, and from Falcon Online. **Be patient; it takes time to process these drops.**
- **Students who are not on Financial Aid may remain in your course, so don’t expect everyone you report to be dropped.**
- **Students who have been dropped may contact you asking to be “reinstated” into your course. Please see separate instructions regarding the “Reinstatement” process.**

Attendance 2: Just after the Last Day to Withdraw without Penalty
- **You** mark each student as either **Active** or **Provide a Last Date of Attendance (LDA)** for any student who has not attended at all or been in touch with you **during the two weeks prior to the Attendance 2 request.**
- **If a student still on your roster has never attended at all, enter the first day of class as the LDA = Last Date of Attendance.**
- **Students** are administratively withdrawn and assigned the grade of **W1.**

For Your Information: Pages 4-6 provide a more detailed explanation from DCS regarding the new Attendance policies and the grades of F, FN, W and W1.
#11: Early Alerts Enhancing Efforts to Promote Student Success

Student retention and success are primary to our mission as a college and to your mission as an instructor. But if the instructor waits until mid-term to tell students that they are headed for failure, it is often too late.

Research shows that “Early Alerts” make a big difference. If the at-risk student is warned early in the term, when the difficulties first appear, there is a much better chance of saving her by encouraging greater effort and motivation, and by connecting her to support services, like our Academic Support Center and the Writing Center.

Our Early Alert system was created to encourage and facilitate more widespread and effective notifications. Please make every effort to identify struggling students as early as possible, to contact and motivate them and to connect them with support services while it is still possible for them to succeed. We strongly recommend TWO ways to do this, recommending that all faculty please do BOTH.

#1: The best Early Alert is direct contact from You, the Instructor: Contact the student – personally and individually in class, with an email, with a phone call -- then share your concerns in a supportive manner, and encourage the student to do what it takes to get back on track. Offer help yourself and guide the student to campus resources and support services like the Writing Center and the Academic Support Center.

#2: Use the Early Alert System. There may be as many as three Early Alert campaigns in a given semester. They come early in the term to catch students before they fall too far behind. Please respond to help those at-risk students to get back on track to succeed.

So, when you get that email with a subject line of:

**Progress Report: Full Semester Campaign 1  (or 2, or 3, etc.):**

- **Follow the link** provided into the Grades First system
- **You** identify those students who are “at-risk” in your class.
- **Use** the Drop-Down menu to indicate the issues involved. (poor quality of work, missing classes, etc.)
- **Write Comments** explaining more specifically where the student needs to improve.
- **Your Student** will receive a message that he she is at-risk and:
  - That you would like to meet and discuss the student’s progress.
  - This may includes the comments just as you have written them, so keep the student in mind when writing.
- **Advisors** will also receive your Progress Report. They too may reach out to the student to offer help and advice.
#12: When the Chair seeks your Input/Approval

*Overrides, Late Registration, or Reinstatements:*

As Department Chair, my policy is to contact and defer to you, the instructor, when students request an *Override*, a *Late Registration*, or a *Reinstatement*.

**What is an Override?** A student asks to be enrolled in your class even though the class is already full. Your approval means you are willing to accommodate this student by enrolling beyond the class cap.

**What is a Late Registration?** A student has asked to register for your class even though normal registration has closed and the Drop/Add period is over. They can ask for Late Registration only if a seat is still open and both the instructor and chair approve it.

**What is a Reinstatement?** A student was enrolled in your class, but has been dropped (usually due to financial issues or attendance) and now asks to be re-enrolled in your class.

**Evan’s Policy:** I do not approve overrides, late registrations, or reinstatements without the instructor’s input / approval. Normally, I advise students to contact you for your approval, but sometimes, especially for adjuncts (since you have no offices or contact information on our website), we will call you to make the request. [One exception: If a student is dropped in error by College, we reinstate to correct our error. In that case, I may not contact you before approving reinstatement.]

As Chair I have authority to approve or deny such requests. If I have already decided to deny the request (because it’s too late into the term, for example) I won’t even contact you. So if we do ask your approval, I am simply giving you the choice to accommodate the student, or not. I will gladly support your decision.

- If you do say “Yes,” then **YOU** must personally contact the department to approve the request. Please **email us**, both Elizabeth and me, with the details we need;
  - **Student’s name and student ID#**
  - **Course name and class section #**

- **DO NOT** tell the student to come back to us with only your verbal say so. I will not give my approval until I receive approval **directly** from you.

**Reinstatements: Please** respond to reinstatement requests **ASAP** to help minimize the disruption in your student’s progress in your course. Once dropped, the student loses access to Falcon Online course materials. Please read the following to better understand the effects of a drop and reinstatement.
Early in the term, students may be dropped from your roster for any number of reasons, but it’s usually about financial issues or because you’ve reported the student as not attending (see #10: Attendance Verification & #11: Early Alerts). And sometimes, it’s because of an error on our part, DSC’s fault. Students will work quickly to fix the problem and then ask for reinstatement, to be put back into the course from which they were dropped.

**Reinstatement** is complicated and requires approval from financial aid, advising and from the academic department.

- Student is dropped from the course and loses all access to Falcon Online.
- Student contacts DSC to find out why.
- Student addresses / fixes the problem.
- Student seeks permission to Reinstall by approaching an advisor, department chair, or the instructor.
- Instructor must approve Reinstatement to the department chair.
- Department Chair can then approve the Reinstatement.
- Records will process Reinstatement. Student should be back on the roster and back in Falcon Online within a day.
- If the issue is payment, the student must arrange payment within one day. If payment is not resolved, the student will again be dropped.

**We Must Act Quickly:** to process reinstatements to minimize the interruption in student work in your course. If we take too long, student falls further behind in their coursework.

**What You need to KNOW**

- **If the Drop was an error on DSC’s part:** The student may be reinstated into your course without anyone contacting you. In rare instances, this may lead to a class cap overload.
- Reinstatements must be approved by the Department Chair, not just by the instructor.
- Normally, I will approve reinstatement **only** when you, the instructor, have contacted me or Elizabeth to affirm that the student is attending and in good standing in the class. I will not take the student’s word for it that you have approved, and I do not know your signatures. Therefore, I need you to contact our office, Evan & Elizabeth, directly -- Email is best -- so we know for sure that you have approved.

**What You need to do ASAP when asked to approve Reinstatement**

- No matter who contacts you: advising, financial aid, your chair, or the student.
- **Review the student’s progress** in your class so that you can affirm that he/she is attending and taking part appropriately.
- **E-Mail to me and to Elizabeth** to indicate your preference:
  - If the student in Good Standing: Approve the Reinstatement.
  - If the student not attending or participating: Deny the Reinstatement.
  - Please include Student Name & ID#, Your Course & Section Number.
- Once I receive your approval/denial, I will contact Records accordingly. Elizabeth is also authorized to do the same on my behalf.
The student will be returned to your class roster, and to Falcon Online, within a day or so. They are now updating enrollment multiple times each day.

**Checking Student Progress through Falcon Online:**
When dropped, the student loses access to Falcon Online. Online instructors, then, may look to check student progress and find nothing there because it appears that all the student’s records are gone. So how can you verify that the student has “attended” and participated appropriately in the course?

**In Falcon Online:** Go to your Classlist. The student who has been dropped from your class will not appear on the list. However, just above the list is a Tab labeled “Enrollment Statistics.” If you click on this and scroll down, you will see every student who was ever enrolled in the class and some information about time spent and/or work completed.

- Next to each name is a drop down icon V
- Click on that V and it will say “View grades for”
- This will show all work the student completed prior to being dropped.
#13: Teaching Research, Citation & Documentation in the Composition sequence: ENC1101 and ENC1102

Both ENC1101: Introduction to Composition and ENC1102: Writing with Research require that students write papers that involve using sources.

In years past, we assessed our students’ mastery of documentation and citation in both of these classes. For the most part, we were less than satisfied. As a result, we sought ways to improve our courses so that we would better achieve our desired outcome. These discussions resulted in two substantive changes to our approach to teaching research, citations & documentation and to a re-design of the ENC1101-ENC1102 sequence.

#1: Focus on **How to Use a Style** rather than teaching only MLA Style.

We used to teach only MLA Style. Since students throughout the academy use many different styles (APA is the one most widely used), they are better prepared for future work if they can adapt to whatever style is expected. Also, since styles change on occasion, they may need to adapt to a new version of any style they have used before. Therefore, we have chosen to shift the focus away from teaching the details of any particular style to teaching them how to find resources and conform to the expectations of any style.

**Expectation:** ENC1101 & ENC1102 Instructors are expected to adjust their pedagogy accordingly, to teach students how to use resources to correctly use any style that may be expected.

#2: Focus on What Students Need To Know Without Reference to a Style Guide.

Students often feel overwhelmed with citation and documentation because they think they are expected to memorize all the details of complicated formatting styles. We believe that we can help them by more clearly focusing on what they need to learn and know versus what they need to be able to find by looking it up.

There are some things that students simply must know about citation and documentation. If they don’t already know it, they (a) won’t realize that they need to look it up, or (b) won’t know how to look it up even if they recognize a need.

Through discussion and consensus building among the English faculty, we created a guide called “Without a Style Guide” that enumerates the things that students need to know and fully understand without having to look them up.

**Expectation:** ENC1101 & ENC1102 Instructors are expected to effectively teach students to know and master those things that are on the “Without a Style Guide” list, and then to teach students how to use what they know to identify and use resources.
that will help them properly cite and document sources in whatever style they need to use.

Please make note:

- The “Without a Style Guide” document is included as a separate document in the Faculty Handbook and copied below for your convenience. Please study it and adjust your instruction appropriately.
- We do have an Assessment Quiz that is based on “Without a Style Guide”: During the 2012-2014 academic years, ENC1101 and ENC1102 instructors administered this short quiz. If you wish to use this in your classes, we can easily provide it.
- A Recommendation: Make it a habit to speak of “Citation and Documentation” as you teach these skills. Using both words will remind your students that this is a two-part process and that citing a source and documenting a source, although related, are not exactly the same thing.
  - Citation is how you indicate within a text that the language and/or ideas you’re using come from another source. This includes proper attribution, using signal phrases, and proper use of paraphrases, exact quotes and in-text citation.
  - Documentation is how at the end of the text (in a “Works Cited” or “References” page) you provide all the information that a reader would need to seek out and find the sources that you have “cited” in your text.

The DSC-UCF Writing Center provides some great resources to help you use various styles, especially MLA Style and APA Style. Check it out for materials to help you teach these processes, and share the link with your students.

Here’s a direct link to these resources:

http://daytonastate.edu/cwc/citations.html

Scroll down to find the “Without a Style Guide” Document.
Without a Style Guide: Suitable for a Closed-Book Exam

- First and foremost, students should know why writers must cite sources, that it is a matter of ethics, and that they plagiarize when they borrow information without attributing it to its source. The correct use of style guidelines also clarifies for readers which ideas belong to the writer and which ideas came from a source.

- Students should know what types of information must be cited in their essays: all direct quotations, any ideas or theories borrowed from a source, statistics and other forms of data, and visuals such as images, graphs, and diagrams.

- Students should know why writers use sources: to provide background information or to put an argument into context, to explain key terms or concepts, to support claims made by the writer, to lend authority to the writer’s argument, and to anticipate opposing viewpoints.

- Students should also understand that style guidelines are discipline specific—that they will be expected to use MLA for courses within the Humanities but that they will be expected to use APA in their social science courses.

- Students should be familiar with the basics of manuscript format. Details may vary. In MLA style a title page is not required. Instead, the first page of their essays should include their name, the instructor’s name, the name of the course, the due date, and an assignment title. In APA Style, a title page is still required. This information, as well as the rest of the document including the “Works Cited” or “References” page, should be double-spaced and typed in 12 point Times New Roman font.

- Students should know that in academic writing it is appropriate to refer to authors and other people mentioned in their essays by the person’s last name.

- Students should know that sources listed on a “Works Cited”/“References” page should be alphabetized by the authors’ last names or by the title of the document if the source lacks an author.

- Students should understand that citation and documentation work together: that an in-text citation must match a corresponding documentation entry on a “Works Cited” / “References” page at the end of the paper. Conversely, any document on the list must be explicitly cited somewhere in the text.

- Students should know what information to include in an in-text citation—typically the author’s last name, a page number, and/or a date. Although students should be able to reference a style guide when they encounter a source that deviates from the norm (multiple authors, no author, a group author, two or more works by the same author), they should understand that in any situation the first piece of information from the “Works Cited”/“References” entry should appear in the corresponding in-text citation.
• Students should know what a signal phrase is and how to use one.

• Students should know what a dropped quote is and that they should avoid them in their writing.

• Students should know that direct quotations should be enclosed in quotation marks.

• Students should be able to recognize when their use of paraphrase relies too heavily on the original wording of the source (a form of plagiarism).

• Although students should be able to reference a style guide to format their documentation page (“Works Cited” / “References”), they should understand that how they access a source will dictate how they format a documentation entry for that source, particularly with sources that may be found in multiple venues such as a textbook, a Web site, an online magazine, a database, etc.

• Students should know that titles of shorter works that appear in a larger work, such as titles of newspaper or magazine articles or Web pages, are normally enclosed in quotation marks. Students should also know that the titles of longer works or sources that house shorter works such as books, periodicals, and Web sites should be italicized. In APA Style, titles are treated differently. Students should know that they can refer to current resources, like The Little Seagull Handbook, for this information.

• Students should know that different types of sources -- a book, a magazine, a Web site, etc. -- require different types of information in their corresponding “Works Cited” / “References” entry.

• Students should know how to use a style guide to help them format in-text citations and documentation entries. In other words, they should know where to look for this information in the style guide and know how to use the respective tables of contents to find this information.

• Students should know that The Little Seagull Handbook and other handbooks offer a useful but abbreviated list of guidelines for MLA and APA Style and that there are other resources available to them, such as their instructors, the Purdue OWL, or the College Writing Center when they cannot find the answers that they are looking for in The Little Seagull Handbook.

• Students should know that style guidelines change occasionally, which may account for discrepancies between the various citation resources they may turn to.
#14: When you cannot meet your Scheduled Face-to-Face Class: Faculty Absence / Substitution Policies

All Faculty must inform the Department Office in advance whenever they do not meet their regularly scheduled class in the assigned classroom/space.

**Rationale:** Daytona State College classes are scheduled to meet the minimum required hours of instruction in compliance with our accrediting agency. Therefore, we strive to ensure that all scheduled face-to-face classes meet, whenever possible, even if the instructor of record is not available. The instructor must provide guidance and materials for use by a substitute. This Department Office will work with you to find and prepare substitutes to meet your classes when you are unable to do so.

**DSC Faculty are NOT authorized to cancel their classes.** This includes those meetings during the final week of the semester. You must provide instructional materials necessary and help us find a substitute. We ask that you also provide some “Generic Lessons” that a substitute could use in case of an accident, or last-minute, unexpected absence on your part. This office will strive to find a substitute for your class, and will only cancel the class after all else fails.

Please keep this in mind as you plan your syllabi. Only the Department Office can choose to cancel a scheduled F2F class meeting.

*It is Your Responsibility to let this office know whenever you are not meeting your scheduled class.*

When you meet class someplace other than your scheduled classroom:

- **You still need to let the Department Office know.** Some of your students may not get the message, so they will contact us to find out where you are. Also, in case of emergency, if we need to contact you or one of your students, this office needs to know where you are.

When you cannot meet your scheduled Face-to-Face Meetings:

- **Notify the Department Chair’s Office** of the class meetings you will miss. When possible, please notify us well in advance, and →
- **Arrange your own substitute:** If you arrange for a DSC colleague to cover your class, you only need to contact our office to record the absence and process the paperwork.
- **Help us find a Substitute:** Work with the department to locate and prepare a substitute instructor.
  - You may certainly suggest a substitute, but it must be someone known and approved by the department chair. Substitutes must be employees of the College, preferably the department, either Full-Time or Adjunct faculty.
For Last Minute & Emergency situations:
- Notify the Department Office ASAP.
- On Satellite Campuses: You must also Notify your campus’s main office during the day, or the Campus Safety office -- (386) 506-4444 -- in the evening, so that someone can meet your class or at least post a notice on the door regarding the cancellation.
- Provide instructions for a substitute who may meet your class in your stead. These instructions should provide work for your students so that the progress of the class is not put on hold because of your absence.

Full-Time Faculty must file leave for any F2F classes they miss. If you miss scheduled office hours and make them up within the same week, you do not need to file leave for them. However, if you do not make up the hours within the same week, you should file leave for the office hours as well. Faculty must provide a copy of the leave file to the department’s Administrative Assistant.

Adjunct Faculty may be docked the hours of the missing class so that we can file payment for a substitute who meets your class in your stead.

When Faculty Agree to serve as Substitutes: When we need a substitute, we will examine the schedules of our faculty and ask if you’re willing to substitute for a colleague. It helps us out greatly if you can anticipate your absences and arrange and prepare a suitable substitute yourselves. Then you just need to report your arrangements to the Department Office so that we can process the appropriate paperwork.

Adjunct Faculty who Substitute will be paid an hourly rate:

Full Time Faculty who Substitute are also paid an hourly rate:
- If the class takes place during your scheduled office hours, you may substitute in the class for no pay, or you may accept the pay and make up the missed office hours in the same week.
- Please notify the department Administrative Assistant of your choice to be paid or to use your office hours. You will be asked to sign the Instructional Pay Voucher.
- Otherwise, if the class meets outside your regular office hours, you will be paid for substituting.
#15: Mentoring, Peer Mentoring & Faculty Evaluation.

Regular observation and evaluation of faculty is now expected at all accredited institutions of higher education. In the School of Humanities & Communication, we have developed our own program of Faculty/Peer Mentoring. In designing this, we have sought to keep the emphasis on working together to help improve instruction for all. We urge everyone involved to look at their mentoring duties – whether you’re the mentor or the mentee – as opportunities for significant professional development. Share and learn.

For Adjunct Faculty:
- Adjuncts new to the college will be reviewed during their first term working with us.
- Otherwise, Adjunct Mentoring will normally occur during the Spring Term.
- We are required to observe and evaluate all faculty at least once per year.
- By documenting Our Mentoring Program we provide evaluations for the adjunct faculty.
- An assigned mentor, a member of our full-time faculty, will contact you to review the process with you and to establish times for meetings.
- Your Peer Mentor will visit face-to-face classes and review Falcon Online content.
- Review the Peer Mentor Forms for yourself to be aware of the expectations that the assigned mentor will bring to the process.
- Please be cooperative: welcome and learn from your assigned mentor.
- You are encouraged, but not required, to visit your Mentor’s class and online materials.
- Share your very best ideas so that your mentor can learn from you.
- All paperwork related to the Mentoring Process should be delivered to the Department Office by the end of the Term.

For New Full-Time Faculty:
- In your first year, you will be assigned a Faculty Mentor from among our full-time faculty.
  - This is your “go to” person for any questions or issues you have.
  - Meet regularly to discuss your concerns.
  - Let this person help get you acclimated to DSC.
  - Share your materials with him/her; seek advice on all matters.
- The process should go on throughout the year.
- Review the Peer Mentor Forms for yourself to be aware of the expectations that the assigned mentor will bring to the process.
- Please be cooperative: welcome and learn from your assigned mentor.
- Take advantage of the chance to share your best ideas so that your mentor can learn from you.

For Full-Time Faculty:
- Find Your Own Peers: Full-Time Faculty are invited to create their own Peer Mentoring groups, usually pairings, but some have created groups of three or more.
• Seek variety: try to work with different people and or review a different course each year.
• The Department Chair may visit and review your class him/herself or may ask another faculty member to review your work.
• Peers may be in the same field or department, but this is not always necessary. I encourage you to work with someone from outside our department now and then.
• All full-time faculty are expected to take part in Peer Mentoring each year, at the minimum working with one other member of our faculty.
• While peer mentoring may go on throughout the year, most mentoring will occur during the Fall Term so that paperwork can be completed and submitted to the Department Office no later than November 30.
• Meet with your peers early to establish a schedule of meetings and classroom visits and to arrange for the sharing of materials.
• Review the Peer Mentor Forms for yourself to be aware of the expectations that you and others should bring to the process.
• Please be cooperative: welcome and learn from your peers.
• Take advantage of the chance to share your best ideas so that your mentor can learn from you.
#16: Understanding FERPA

What is FERPA?

The Family Educational Rights & Privacy Act (FERPA), also known as the Buckley Amendment, is “a federal law designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings.”

What do DSC teachers need to know about FERPA?

FERPA is meant to protect the student’s privacy. In short, it means that you should not share any records or discuss the student’s progress with anyone other than the student, him or herself – *Not even with the student’s parents.*

- **What about Dual Enrolled Students who are underage?** Daytona State College policy is to treat dual enrolled students just as we would treat students who are of age, so please follow all the same FERPA procedures with your dual enrolled students. (See attached *Information about Dual Enrollment* document given to all DE students.)

*Student must Assigning a Delegate:* A student may allow someone else, a parent or guardian, to have access by assigning him/her as *Delegate* and indicating what information may be shared with that person. Student instructions are at this link: [http://daytonastate.edu/help/delegate.html](http://daytonastate.edu/help/delegate.html).

*Faculty Verify Delegate Status:* Before sharing FERPA protected information with anyone other than the student him/herself, you must verify Delegate status through our DSC Portal

- If the directions below fail you, please contact Elizabeth or Evan to verify Delegate Status for you.

  - Begin at the Daytona State College Website
    - Click on MyDaytonaState and provide username and password to enter the Portal.
    - On the very top bar, click on Go to CS.
    - From the list provided, click on Campus Community
    - At this point one of your options will be Delegated Access. Select that.
    - Click on Review Shared Information
    - Now Input a Student ID# to access details about any assigned delegate status.

Parents will contact you wanting to discuss their children’s work with you. Please keep the following *FERPA Do Not’s* and *FERPA Do’s* in mind as you plan your courses and speak with students and their helicopter parents.

**FERPA Do Not’s:**

- Do not post student grades publicly.
  - Students should not be able to see each other’s grades.
  - Never post a list of grades on your door or online.
Never open your whole GradeBook with student looking on.

- It’s **NOT** OK to post by ID# either. *Just don’t post grades at all.*

- **Do not** discuss the progress or actions of students with other students.

- **Do not** leave graded papers or portfolios for students to pick up. Other students can then look through and see each other’s grades.

- **Do not** discuss a student’s work, progress or behavior with parents or guardians unless and until you have verified that they have active delegate status.

**FERPA Do’s:**

- **Do respond to anyone who calls you with a request.** FERPA does not prevent you from talking to parents; it only prevents you from talking to them about the student’s work, behavior, or participation in the course. *Returning a call is simple courtesy.*
  - You may freely tell anyone how you run your course, how you assign grades, and so on, since that does not violate the student’s privacy.

- **Do explain to the parent that a federal law called FERPA prevents you from discussing their child’s work without verifying their granted access, the delegate status.**

- **Do refer any parents who are angry or frustrated about FERPA restrictions to Evan.** You do not have to deal with that issue.

- **Do keep your Grade-Book in Falcon OnLine,** a secure system in which students can see only their own grades.
  - If parents want to see a student’s grades, tell them that their student can use Falcon On-Line to show them.
  - Keeping your online Grade-Book helps students to follow their own progress and understand how their grades are calculated. This also helps us to deal effectively with student complaints about grading.

- **Do call Evan for assistance if a parent insists on a meeting to discuss a student’s work or grades.**

- **Do share information about a student’s progress with others at the college only on a “Need to Know” basis.** You may discuss a student’s issues with me, with Campus Safety, with Judicial Affairs etc., as you need to and as is appropriate.

**Here’s a Link to the DSC WebSite FERPA Pages:**

[https://www.daytonastate.edu/recg/ferpa.html](https://www.daytonastate.edu/recg/ferpa.html)
#17: Professionalism

Be a Professional: A professional educator is one who cares deeply about his/her students, their needs, their success. A professional does not punch a clock and count hours. Rather, a professional will do whatever is possible to enhance student learning. I offer these comments on professionalism so that you will know what I expect and what qualities I value in an instructor.

Your First Obligation: Teach a Quality Course: I do not subscribe to the notion that two year colleges should offer easy, watered-down versions of the courses that others take at “real colleges.” Daytona State College is a real college, and a good one. The credit that a student earns for ENC1101, ENC1102, LIT2000 or HUM2020 from DSC will transfer without question to the best universities in the state. Therefore, I want you all to offer quality courses that are reasonable but rigorous. All courses in the School of Humanities & Communication should be characterized by the following.

Course Content should be significant. Reading, writing and critical thinking are essential components of any course worth taking.

A Reading component: College students need to be more than “literate”: they must become fluent readers, and a significant portion of the course should be delivered through reading and study. Design your courses so that students must study and read in order to master the course material. Instructors should strive to assure that the students actually read and study; instructors should not create substitute course materials that effectively take the place of reading.

A Critical Thinking component: Memorizing facts is useful preparation for Trivial Pursuit, but it is not what a real education is about. Finding information is easy these days, but knowing how to find it, knowing how to judge the quality of the information, and what to do with it when you do find it are far more important. We miss the boat if we think primarily in terms of “covering more content” rather than the depth of understanding and mastery students achieve. Whatever our subject matter, we must teach students how to think their way through our material, developing their reasoning and analytical skills and leading them to deeper understanding and mastery of the subject matter. By focusing on the kind of thinking that students need to practice and master, we will improve our courses, and students will learn so much more for their efforts.

A Writing component: **Especially for (CLCS):** If they are designed well, writing assignments are one of the very best ways to engage students in the kind of intellectual work necessary for in-depth learning and mastery. While writing assignments can be developed to enhance learning in any course, our CLCS courses mandate that attention be given to improving student writing and that courses meet at least minimum expectations for writing assignments. [For ENC1101 & ENC1102 that’s a minimum of 4 formal writing tasks totaling at least 5000 words; for other CLCS courses it’s a minimum of 3 formal writing tasks totaling at least 2500 words.] If you design your assignments well, your students will achieve their most significant learning by thoughtfully completing them.
Your Syllabus: Update syllabi each term – They must be Up-to-Date

Write a syllabus that is clear, readable, specific, and comprehensive. Be sure to clearly explain any policies that you plan to enforce during the course of the term. If they are clearly spelled out in your syllabus, I can support you. If you make up policies as you go, your students will complain, and I cannot support you. Your policies should be clear, fair and applied consistently. In particular, be sure to include and explain:

- **Grading Policies:** How the final grade is calculated (the focus of most student complaints). This must be clearly explained in the Syllabus (See #7 Grading Policies: How do you Assign Grades? and clearly set up in your Falcon Online GradeBook.

- **A List of the Writing Assignments**
  - Include at least a title and/or description of each formal paper and indicate the approximate length and/or minimum word count. Include point value and/or percentage value for each assignment.
  - Include #4: What is a College Level Communication Skills Course? Policies

- **Policies regarding Academic Integrity:** cheating plagiarism, including specific penalties.
  - Be sure to include a clear policy regarding “self-plagiarism” if you plan to limit or prohibit it in any way.
  - See #23: Academic Integrity

- See other materials to guide you in writing a syllabus.
  - Check the DSC Syllabus Template*
  - Use the Syllabus Checklist included in #3: Preparing a Syllabus
  - See Sample Syllabi on the Department WebSite.

- Do not set your goals based on minimum requirements. Minimums are stated to identify what is just barely adequate. I encourage you to aspire to do a great job, not a minimally acceptable job. **So:**

  - **Plan to do the best you can, not the least you can get away with.**

Use Class Time Wisely:

I believe that truly accomplishing the purposes we aim at in our courses requires more time than we have in any given term. You all know that our classes are scheduled to meet the very minimum instructional time mandated by the state of Florida and our accrediting agencies. That’s why I believe that a good teacher jealously maintains those class meetings. Knowing that there is more to do than can ever be done, she schedules every minute of every class. That’s why a true professional does not run out of material and let students leave class early.

- Plan your classes effectively to use all of the scheduled class time.
- DSC Faculty are NOT authorized to cancel their classes: Consult #14: .
- Do not dismiss your classes early.
- **Give students HOMEWORK** and hold them accountable for completing it. Most student writing should be done on their own. They should be able to read, to write, and to watch videos on their own time. Use classroom time for instruction, interaction, and activities that contribute to student learning.
• Do **not** fill class time with movies. An occasional, carefully selected film may be appropriate, but I’ve known some who fill class after class with A-V materials. If watching an entire movie is part of your course, let them watch on their own and then process it in class. Put materials online and let the students watch there.

• Take advantage of class time for interaction: between you and your students, and among the students themselves.

• Spend class time on **learning activities**. Keep parties to a minimum. Scheduled class time is meant for **instruction**. I may like parties, but I don’t think they are instructional.

• I encourage you to give a cumulative **Final Exam**. Since we have no separate “Final Exams Schedule,” do it as DSC recommends, on the final day of class.

**Meet in your Assigned Classroom:**

If you change rooms – for any reason- **You MUST:**

• **Contact our office to let us know:** (386) 506-3630

• **Post a notice on your Classroom Door and on the Whiteboard / Blackboard.**

  This is a large college and students are often late, lost, or confused. Especially in those first weeks of class but really throughout the whole term, our office must know where you are meeting your class.

• When you move your class into another classroom (because you need more seats, because the computers aren’t working, because you want the computer classroom, etc.)

• When you take your class to the library or to the Photography Museum.

• **Any time** you are meeting your class but not in your scheduled classroom: **Somebody won’t get the message.** One student, attending for the first time at class meeting #3, will not know that you have moved the class to another classroom. Another student, having missed the first day of class, won’t know that you told them to meet in the library. Another student will have simply forgotten what you told her, so she won’t know why you’re not in class.

  **Where will all these students go for help? That’s right, they’ll end up, one way or another, in our office trying to find out where you are. We will advise them based on the best information that we have, sending them normally to your regularly scheduled classroom unless we know otherwise. That’s why we need to know:**

• **In what classroom you will regularly meet your class?** Normally that will be your assigned classroom, but if you make any change in that, we need to know. We will confirm any such changes and correct the records so that we, and others in the college, can find you.

• **When you schedule regular class meetings elsewhere, we need to know.** Because students sometimes forget or get lost, and because sometimes emergencies happen. Someone may need to contact one of your students, or you yourself, so we need to be able to locate you.

• **So, if you’re not in your regularly scheduled classroom, for ANY reason; CALL US! We need to know!**

  It’s easy – just dial 506-3630.
If we don’t answer, just leave the message.

When you have to miss class:

- When you teach Face-to-Face Classes, I expect you to make every effort to meet each class period scheduled in the College Calendar.
- See item #14: Faculty Absence / Substitution Policies: for a full explanation of how to report absences and why we must make every effort to provide a substitute, allowing the work of these classes to continue on schedule.

Treat Students with Dignity & Respect:

Daytona State College is a teaching institution: we are here for our students. We strive to teach the best courses we can to provide them with the best education possible. Students respond well to instructors who genuinely support their efforts. Very few are inspired by people who abuse them.

- Maintain a positive, enthusiastic attitude.
- You can “be friendly” but not “a friend.” Be kind and supportive but always their teacher.
- Remind yourself that they are not “kids.” Treat them as responsible adults. Expect them to act as responsible adults.
- Pay them the compliment of treating them as intelligent and capable. Watering down your expectations is tantamount to giving up on them.
- Tell them, frequently, that you believe in them; that you want them to succeed.
- Tell them as clearly and effectively as you can how to succeed, what they need to do in order to succeed.
- Assign students the grades they have earned. You’re not “giving” them grades; they are earning grades.
- Do not speak disparagingly of students to other students.
- Do not speak disparagingly of the college or of your colleagues with the students. This is unwise, unprofessional, and it undermines all of us.
- Never take pride in “failing” students. It’s certainly not your fault that they fail, but it’s not a success either.
- Never tell them they cannot earn an A in your course. Tell them what it takes and how to do it. Encourage them to try.
- Grade the work, not the student: It’s best not to even talk about the “A” student or the “C” student. You’re not grading people. You are grading specific performances, and there is nothing to suggest that one individual should always earn a consistent level of grading through different subject matter or through different assignments.

Communication: Be Responsive and Responsible.

I believe that a professional educator should stay in touch, do her best to be informed and communicate effectively and responsibly with both students and colleagues. Since the work of the college goes on even while you may be “on vacation” or enjoying your summer,
there are times when we need to contact you anyway. That’s why we need reliable contact information and we need you to be professional and responsive.

**Interacting with your Colleagues and with the Department Office:**

- **Provide current contact information to our office and to the Office of Human Resources (HR).** We must be able to contact you in case of emergencies.
  - **College Phones and E-Mail:** Full-Time Faculty have college phone numbers and college email addresses. These are public directory items, easily accessible to anyone searching the college web site, so we regularly provide these for students.
  - **Personal Contact Information:** We also need to have personal contact information including:
    - **Phone #:** At least one current phone number that can be used reliably to contact you.
    - **E-Mail Address:** An address that you check regularly through which we can expect to contact you and get a reasonably prompt response.
  - **Personal Contact Information:** Know that we respect your personal privacy and we do not give your personal contact information out to students.
    - If students want to reach you, we’ll take their contact information, and we will contact you asking you to contact the student.
    - We encourage students to check their syllabi or Falcon Online class to see if you have provided personal contact information. If so, we encourage them to use it.
    - We will share your personal contact information only with other officials of the college who need to contact you.

- **Read Your E-Mails regularly and Respond Promptly:**
  - **Email is our Main Tool for Mass Communication:** I rely on e-mail to get messages out to my large faculty, both adjunct and full-time. E-Mail is quick and effective, but only if the person on the other end pays attention. My e-mails will include important information that you need to have.
    - [I get frustrated when people who don’t bother keeping up are then the first to complain about poor communication. ]
  - **Please Assume that it is important,** whether a group or a personal e-mail.
  - **Please Respond Promptly – It helps me out:** When I contact you for some purpose, I am often working on a deadline. I like to meet my deadlines, but I often need your response before I can submit mine.
  - **Please Respond Promptly – Students need your help:** Students often need your response in order to solve problems with registration, catch-up work, or whatever. Sometimes an instructor’s failure to respond means that a student cannot register for a term, cannot get financial aid, cannot get food stamps.
Interacting with Your Students:

- **Please provide contact information on your syllabus:**
  - **Full-Timers**: You can rely on the college phone & e-mail address.
  - **Adjuncts**: You will **not** have a college phone, but you should have a College e-mail address. You are **not** expected to provide personal contact information for your students.
    - Nevertheless, they will need to contact you. If you provide no contact information, they will come to us. Then we will have to contact you, asking you to contact them. It takes up time and extra steps when every contact has to come through our office.
    - **So Please, if you can, provide some contact information on your syllabus.** For example, some have set up a second G-mail account for just this purpose.

- **Respond to their requests promptly**: Making them wait only aggravates them and slows down a process. By communicating effectively and promptly with your students, you provide a role model demonstrating effective and respectful communication.

- **Understand and follow FERPA Guidelines:**
  - **In short**: Respect student privacy by discussing their progress only with the student him/herself. **You violate FERPA when you discuss anything about the student’s progress (work ethic, lateness, attendance, etc.) with anyone other than the student, even the student’s parents.**
  - For more on FERPA please see #16: [Understanding FERPA](#)
**#18: Professional Development.**

I’ve taught English in one form or another since 1974. I’ve earned a Bachelor’s Degree, a Master’s Degree and a Doctor of Arts. Nevertheless, I still continue to learn, to study, to find new materials to share with my students, and to develop new ways of reaching them. I cannot imagine a time when I will say that I know all there is to know about my profession. I can always learn more to enhance my knowledge and enhance my teaching.

*Continuous improvement* involves both an *attitude* and a *behavior*. It requires that we not only be open to learning new things but also willing and even eager to seek them out. For this reason, continued professional development is expected of everyone working in education. I consider that dedication to continuing professional development to be one characteristic of the true education professional. This is also why Professional Development plays an important role in faculty evaluation for our full-time faculty.

**Most Professional Development Opportunities are now available for Adjunct Faculty**

*To review Professional Development Opportunities here at Daytona State College:*

http://www.daytonastate.edu/professionaldevelopment/index.html

**For All Daytona State Faculty:**

*Professional Development Opportunities here on Campus.* We’re lucky that a number of professional development opportunities are available right here on campus. Speakers are frequently brought in, and we have our own home-grown programs (some listed below), as well as the *Center for Interdisciplinary Writing and Research (CIWR).*

- **Mastering Falcon Online:** We are well into the Digital Age, and the college offers a powerful *Learning Management System (LMS)* with tools that are useful for all of our classes, F2F, Hybrid or Fully Online. All faculty are required to have some training and to use some features, even in fully F2F courses. *See #5: Falcon Online*

- **The WAC / WID Program:** Check it out this most effective professional development program focusing on how to assign and use writing in your courses.
  - **WAC/WID = Writing Across the Curriculum / Writing in the Disciplines**
  - I strongly recommend this program, especially for those with little or no background in “rhetoric & composition.” WAC/WID is a great way to learn and enhance your approach to teaching composition in any subject area.

- **The Critical Thinking Institute (CTI):** This program focuses on learning about approaches to critical thinking in general and within your discipline. Participating will lead you to rethink and improve your pedagogy.

- **The QuESST Academies:** Taking the place of *Master Faculty* and the *Leadership Development Institute (LDI)*, the QuESST Academies offer another opportunity for significant professional development here on our own campus, at no cost to you. Apply to join.

- **Attend Departmental Meetings and Workshops:** *For Adjuncts:*
  - **Adjunct Meetings:** Every term we set up special meetings for those adjuncts who teach particular courses: Developmental Reading and Writing, College Credit
Composition. We normally schedule two meetings for each group, one in the afternoon and one in the evening to make it possible for everyone to attend. It is extremely important that you attend one of these meetings. Syllabi, student learning outcomes, expectations are subject to change all the time, and these meetings are designed to keep you all up to speed.

- **Department Meetings & Workshops:**
  - **Adjuncts:** Although Adjuncts are not expected to attend department meetings, and much that goes on there may not directly affect the adjunct’s work, you are always welcome to attend if you can.
  - **Full-Time Faculty:** You are expected to attend departmental functions as part of your professional responsibility. I will be very clear when a meeting is for a specific subset of the department. Normally, however, you should assume that you must attend. If you do not attend, you need to let this office know why and file a leave form.

- **The DSC-UCF Writing Center:** Working in the College Writing Center is not only a great way to support DSC’s students: it’s a great opportunity to learn more about education, writing, and student learning. Even with just the required training, your experiences working with student writers will help you see things from their perspective. Working in the CWC will make you a better teacher. Dr. Block has also devised a program and materials that would allow you to use your CWC experience, along with some reading and study, as a major professional development goal. I strongly urge you to take advantage of this program, no matter what your field. As a chair, I will consider participation in this a major professional development commitment.

**Professional Development Opportunities Elsewhere:** Opportunities to attend conferences abound. They often involve travel, but since we’re near Orlando, a popular convention site, we get more than the usual opportunities for conferences close to home. For full-timers, the college can sometimes help defray the costs, especially if you’re presenting on the program. I strongly encourage you to take in a good conference now and then. These are a great way to connect with colleagues and “recharge your batteries” (that’s a great phrase, but don’t ask me what it means).

**Seek Further Credentials:** By furthering your own education, you can move from the minimum standard (the Master’s Degree) to the Gold Standard (the Doctorate) in your field, enhancing your portfolio and making you more employable both here and elsewhere. Coursework in another field can also give you a credential that will allow you to teach different courses.
  - **For Adjuncts:** With a Master’s Degree and at least 18 graduate credit hours in a given field, we can credential you to teach courses in that field. At this point, that’s enough if you want to work as an adjunct in the School of Humanities & Communication. If you do a good job teaching for us, we’ll continue to hire you.
  - **However, if you really hope to grab a full-time job here, or elsewhere, I encourage you to seek the doctorate.** When we invite applications for a full-time position, we get many well-qualified applicants. Oftentimes, a search committee will begin by eliminating those who
do not hold the higher degrees. If your goal is a full-time career as an academic, recognize that the doctorate is the price of admission, and plan your efforts accordingly. I recommend seeking a doctorate at a strong and recognized university. Remember also that many people do not consider the online education mills to be of the same quality as established university programs.

- **Choose your Degree Carefully**: A Master’s Degree in Education qualifies you to teach courses in education. It does not qualify you to teach English or humanities. I frequently receive applications from people with online Masters of Education, asking to teach English courses. Usually, they are not qualified. I will prefer to hire those with the stronger background in English.
#19: Dealing with Student Complaints:

No matter how good a teacher you are, students will sometimes complain. As a matter of fact, they will often complain when you do the very things that you should do: hold them to minimum standards, expect them to come to class, to complete their work in a timely manner, and to do their own work. The only way to avoid complaints completely is to (a) be fun and entertaining, (b) require very little of your students, and (c) give them easy grades. This is NOT what I want you to do, and that’s why I am not greatly concerned that students complain. Often, it means you’re doing what you should be doing, establishing clear expectations and holding students to reasonable standards.

When students do complain, I want you to know that I will do my best to support you, if I can. On these pages I want to explain how I approach dealing with student complaints and to offer some advice that will help us to minimize complaints and to deal quickly and effectively with those who do complain.

If a student brings a complaint to me, know that I will normally contact you to let you know about it. Please do not think that I have already found you guilty. I know from experience that there are at least two sides to every story and that the complaining student usually tells a rather distorted version of what happened, a version designed to support whatever the student is asking for. I listen and take notes carefully, but I do not reach any conclusions until I have heard your side of the story. That’s why I contact you:

a) to let you know when students talk to me about you [I think would want to know], and
b) to hear your side of the story, and
c) to discuss how we might best respond to that student’s concerns.

#1: Any Policy you wish to enforce must be clearly set out in your Syllabus.

- A well-designed, clear and comprehensive syllabus is your best friend.
- If you state your policy clearly in your course syllabus, and you apply that policy consistently with your students, I can and will support you, unless the policy is a very bad idea indeed.
- Your syllabus establishes a kind of contract between you and your students. By remaining in your class, students have accepted the terms of the contract laid out in the syllabus.
- If your policy is not clearly stated in your syllabus, however, we may not be able to support you. Policies should be set at the start of the term and should not be changed along the way. Do not make up rewards and punishments as you go.
  - For instance, if your syllabus says nothing about tardiness, students can assume that you will not penalize them for habitual lateness.
- Use the DSC Syllabus Template provided as a useful guide, not a mandate.
  - Do it Your Way: Feel free to be creative and present your syllabus in your own way, as is most appropriate and useful for yourself and for your students.
But Cover What’s Needed: The Syllabus Template reminds you of all the policies and procedures that DSC wants to see included in your syllabus. You may adjust the format, but be sure to include policies.

What do students usually complain about?

- **The #1 Complaint: Their grades:** The teacher has been unfair. They want a better grade and hope that they will get one by complaining. It seldom works. See my advice below about handling student grades.

- **Teacher does not respond to calls or emails.** (Or does not respond **quickly** enough.)
  - Students already expect teachers to be on call, 24/7 for immediate service.
  - Do not encourage such perceptions. Promise to respond in a **reasonable** time, and then do so.
  - When students contact me because (they say) they cannot contact you, I will contact you and ask you to communicate with the student.

- **Unclear expectations:** the student does not know or understand what the teacher wants. This is a frequent complaint in writing courses.

- **Teacher is unwilling to help and offer support.**
  - Be available during your scheduled office hours.

- **Teacher has favorites.**
  - This is a perception. Do your best to treat all students fairly and avoid the appearance of favoring some over others.

- **The Teacher is just too hard, expects too much.**
  - College courses should require work, so do assign reading, writing and projects that are reasonable and necessary for learning.
  - Please do **not** tell your students that you “don’t give A’s,” or that they cannot expect to do well in your course.
  - Be positive and supportive, assuring them that if they’re willing to work they can meet your reasonable expectations.

- **Teacher does not return work (tests, papers) in a timely fashion.**
  - Don’t make promises you cannot keep. Tell them how long it will really take you to get papers back to them, then
  - Do your best to meet your predicted date.
  - When returned, student work, especially writing and projects, should include meaningful and useful feedback.

- **Teacher is rude, criticizes the student in class.**
  - No one likes public humiliation, so be sensitive, and don’t do it.
  - Whenever possible, handle problems with individual students **outside** of class, one-on-one, rather than in class.

- **Teacher uses language or assigns materials that the student finds offensive or inappropriate.**
  - Curse mildly and don’t make it a habit.
  - If you’re really a potty-mouth, please change your vocabulary.
College is for adults, and you should treat your students as adults – yes, even the dual enrolled students.

If dealing with predictably offensive materials, you can always offer alternatives for the squeamish.

When students do complain: My Procedures.

• First: I listen to the student voice his/her concerns. I take notes.
  • If a parent is involved, I advise about the FERPA laws and verify that the parent has been given delegate access before discussing the student’s progress with the parent. Refer to #16 Understanding FERPA for more on FERPA Guidelines.

• Second: I ask, “Have you tried to resolve this with your instructor?”
  • If no, I try to send the student back to the instructor to resolve it there before getting involved myself.

• Third: I tell the student what I will or will not do to resolve the dispute.
  • I will help the student understand an instructor’s policies; I will help the student understand how her grades have been calculated; I will advise the student on how best to approach negotiating with the instructor.
  • I will not re-read and or re-grade assignments for the student. The teacher of record is responsible for grading student work, and we will not second guess that prerogative.
  • I will meet with the student and the instructor together IF I believe there may be some value in such a meeting to allow the student to make a clear request, to clarify the instructor’s policies or calculations, or to reconcile conflicting stories.
    • In such a meeting, I will act as a facilitator or mediator.

• Finally, if these measures do not lead to a resolution, I will:
  • Advise the student as to how to file a formal complaint, in writing, addressed to me as the first step in the Formal Complaint process.
  • Tell the student what my decision on that complaint would be, based on what I understand to be the facts at that point.

In most cases, the student complaints that come to me are resolved in the process, before the student gets to the point of writing a Formal Complaint. Sometimes it results from the instructor choosing to offer the student an alternative or another chance. Most often, however, the student comes to understand and accept the original decision of the instructor.

Complaints about Grades:
By far the most common complaints I deal with are from students who think they deserve better grades than their teacher has given them. Usually this comes at the end of the term, when students realize that they will not pass or get the grade that they wanted. It’s easy to understand why someone who is failing may seek a different grade, but some of the most
stubborn complainants are those who have earned B’s but insist that they are A students and that they “will not settle” for anything less than an A.

Such students (and their parents) are often disappointed when I explain that it is not college policy to ask someone else to re-read and re-grade the student’s work. The grade is the prerogative of the instructor of record. We hire qualified instructors with appropriate credentials, so we do not intend to undermine and question their judgment. If the student wishes for a re-consideration of grades in a course, the student must ask this of the instructor.

Students often ask for clarification of how their final course grade was calculated. As I tell both students and instructors, I believe that students are entitled to this. When students say that they cannot understand how they got the grade they did, I check for the “Grade Calculation” on the instructor’s syllabus and work with the student to see how the grade calculation was done. Now that all faculty are required to keep their GradeBook in Falcon OnLine, I don’t even need to contact the instructor to check grades. I can review the student’s complete grade record quite easily.

Final grades must be based on a clear calculation done according to the procedures laid out in the instructor’s syllabus. If the calculation is correct according to the syllabus, I can simply support the teacher’s assigned grade. If the calculation is incorrect, I assure the student that her instructor will be glad to re-calculate and correct the final grade accordingly.

You can help minimize student complaints about their grades by offering specific and clear explanations of the grading policy in your syllabus:

- Fully establish your Grading Policies in your Syllabus #3: Preparing a Syllabus
- And please consult #7: Grading Policies: How do you Assign Grades? for Sample Tables illustrating clear policies.
  - Spell out each aspect/assignment/ test/ project in the course that will be graded
  - Provide a table (or spreadsheet) showing how all these grades add up to a final grade.
  - Be sure that the weight of assignments (whether in percentages or points) is clear and can easily be calculated.
  - Show/explain how you will translate between percentages or points and the letter grades used in the final grading scheme.
- DSC requires that you Keep your Gradebook in Falcon Online. Students can see every grade when you’ve posted them and check the calculations for themselves. Students love this, and it eliminates lots of questions about grades.
- Beyond the syllabus: When responding to student writing, offer feedback that will help students understand the grades they have received.
  - Use a clear and effective rubric.
  - Students appreciate comments that will help them learn to write more effectively. Your feedback should give them this kind of help.
- Be consistent in responding and grading: students do talk and share their work. They are quick to perceive preferences and inconsistencies, and to complain of unfairness.
#20: Academic Support Services for Students (and others)

Daytona State College is rich in resources that support students and help them achieve success in the classroom and in their lives. Unfortunately, many students who could benefit from these services do not take advantage of them. We faculty members can help by reminding students of these resources and urging them to use this support. That’s why it’s essential that we are familiar with these resources and regularly remind students, especially when we see that they need help.

Those who teach ENC1101 especially must be well-informed about resources for our “first time in college = FTIC” and struggling students.

SLS1122: Managing Your Success:  Now required of most AA students, this course teaches the skills needed to succeed in college-level work and encourages them to use Our Learning Commons Resources: Library Services, the Academic Support Center (ASC), and the DSC-UCF Writing Center (CWC).

**Developmental Classes in English to better prepare students for ENC1101**
- ENC0027: Introduction to College Reading & Writing. (Spring 2018)
- ENC0055L: The English Studio: A developmental support class that students take concurrently with ENC1101 to help them succeed. One hour/week, one Dev Ed credit hour.

As writing instructors, you can play a crucial role by advising your students to take advantage of these resources, to help the ambitious among them to actually earn those A’s that they insist are their due, and to help those who struggle by identifying their weaknesses as early as possible and by advising them on how to access the appropriate support services.

Academic Support Services:  http://www.daytonastate.edu/academicsupport/index.html
- Library Services: http://www.daytonastate.edu/library
- Academic Support Center: http://www.daytonastate.edu/asc
- DSC-UCF Writing Center: http://www.daytonastate.edu/cwc

**Academic Support Services are here to help all students succeed in their classes. But they also support Faculty and staff in their own professional and personal development.**

Library Services: http://www.daytonastate.edu/library

Library Services for Faculty: The Daytona State Library offers over 80,000 physical items, 130,000 e-books, and 100 research databases to meet the information needs of you and your students. We also provide a number of services specifically for Faculty including: in-person Information Literacy Instruction for your classes, research assignment design consultation, course reserves, and professional research services. We also encourage input from faculty and
staff in areas such as collection development and continuous quality improvement for library services. Below are listed some of the more popular services as well as contact information. For general questions about library resources and services you can always call the Research Assistance Desk at 386.506.3518 or Mercedes Clement, Head Librarian, at 386.506.3440.

- **Information Literacy Instruction**: Daytona State Librarians offer a full range of Information Literacy Instruction from developmental classes to upper division Bachelor's program courses. Workshops can be tailored to specific projects or themes. Most workshops take approximately 50 minutes and we will be happy to come to your classroom. This service is offered on all campuses. Please book workshops at least one week in advance by calling the Research Assistance Desk at 386.506.3518 or e-mailing weeksd@daytonastate.edu. For Deland/Deltona workshops, please call 386.785.2017.

- **Research Assignment Design Consultation**: Let us help you design research assignments that take maximum advantage of the resources available to your students. The Daytona State Librarians are available for consultation by phone or appointment. We can check resources, create specialized Research Guides and even provide customized instruction for your students. Call or e-mail Dustin Weeks for details on how we can help at 386.506.3593 or weeksd@daytonastate.edu.

**Additional Services Include:**
- Media Reservations
- Course Reserves and Textbooks
- Research Services
- Collection Development

For more information on any of these services and access to our resources, please call us or visit our webpage at [http://www.daytonastate.edu/library](http://www.daytonastate.edu/library)

**Academic Support Center**: [http://www.daytonastate.edu/asc](http://www.daytonastate.edu/asc)

The following services and resources are offered by the Academic Support Center (ASC) to support you and your students:

- **Access to Computer Aided Instruction (CAI)**: The Academic Support Center provides access to computers and lab materials for courses in Business, Computers, Mathematics, Modern Languages, Reading and Writing.

- **Supplemental Instruction**: SI is a series of weekly review sessions for students taking historically difficult courses. Sessions are open to all students; attendance is voluntary. SI Leaders are either faculty or students who have successfully completed the designated course themselves.

- **Workshop Sessions**: The ASC offers workshop sessions, open to all interested students. The Gear-Up series of workshops offers students valuable tips and hands-on practice for success in Mathematics, English, and Science courses as well as digital literacy skills.
• **Handouts & Study Guides**: The ASC has prepared and offers handouts that can help students with many subjects. These are easily available online under the “Helpful Handouts and Links” tab.

• **Tutoring** is available on all campuses, free of charge for all currently enrolled and registered students. Tutoring is offered on a question and answer basis for most subjects; longer learning sessions are available in some areas such as math and science. Virtual tutoring is also available for certain subjects.

**The DSC-UCF Writing Center**: [http://www.daytonastate.edu/cwc](http://www.daytonastate.edu/cwc)

The Writing Center, which opened in August of 2010, is a free resource for anyone in the Daytona State College community, students, faculty and staff.

**Please remind your students that the Writing Center is here to help them:**

• Brainstorm, plan, revise, and edit

• Work on any type of writing—for any class, or even outside of class (such as creative writing or cover letters)

• Work on multi-modal projects, such as presentations, web documents, videos, and more

• Practice and revise their presentations using the video camera and computer in the private presentation practice room within The Cellar

• Create a space for working on their own, or in groups, that fits their needs, by providing computers, tables, and even comfortable seating in The Cellar

**As a faculty member, you can contact the Writing Center to:**

• Schedule an in-class Writing Center introduction/orientation. We recommend that these orientations take place on the day you assign the first writing assignment in your class

• Reserve space in “The Cellar,” a reconfigurable, tech savvy, student friendly environment that’s great for class days where you want to encourage discussion, hands on activity, and engagement

• Meet with a Writing Specialist to brainstorm ideas on revising or creating any kind of writing/communication you’re working on—including writing assignments or other course materials (because we work with so many students all day, we see the things they get confused by—so if you want to know if something you want to try might throw them for a loop, we can probably help you figure that out).

• Customize one of the writing workshops we’ve created to fit the writing projects in your class—and schedule a time for someone to do that workshop for your class (please give us at least a month’s notice so we have time to schedule it!)
The Writing Center is open on all the campuses, so anyone can check our website (www.daytonastate.edu/cwc) to see our times and locations. Tutoring or consultation sessions run up to 50 minutes and start on the hour or half-hour, and they tend to book up fast, so please encourage students to call ahead to make an appointment. We will take walk-ins if we have an opening, however, so it never hurts to check in and see if someone is free. Ask a question or make an appointment by calling 386.506.3297.
#21: Student Registration Issues:

Although the issues dealt with in this section concern students more than they do faculty, our students regularly bring their questions and their confusion to the faculty for guidance. If you are well-prepared with a little knowledge, you can help your students immensely. On this page we have included information that you and your students need to help get students properly registered and ready to learn in your classes.

**Priority #1: Student Learning and Student Success:**

*Therefore:* **Always encourage students to attend class and complete their work in a timely fashion.**

- **Never** insist that registration issues must be solved before students can attend class. That would only penalize students and put them behind in their work.
- **Never** send them out of class to go to handle other issues. Tell them to do this between classes.
- In courtesy to your colleagues, never require your students to take part in activities which conflict with other classes. If students ask, tell them that their class commitment is a priority and you cannot, indeed will not, recommend that they skip someone else’s class.

**Drop/Add Period:**

The **Drop/Add Period** is a clearly marked time at the beginning of each term during which students can adjust their schedules, by **Dropping** and/or **Adding** classes without penalty:

- For full-term classes, **Drop/Add** is normally the first three days of class.
- For 7-Week Classes, **Drop/Add** is only the first two days of class.
- Students who add your class during **Drop/Add** cannot be turned away as beginning too late because they’ve missed the first class meeting.

**Late Registration:**

After the **Drop/Add** is over, a student **may request** to enroll late in your course. However, unlike Drop/Add during which the student has a right to drop and add, there is no promise that requests for late registration will be granted.

- There must be an open seat in the class; the student cannot ask for an override.
- Late Registrations must be approved by both the instructor and the department chair.
- I prefer to discourage late registration in our English composition courses.

**Purge:**

When students register for classes at Daytona State College, they must arrange for payment, normally within a very few days. Students enroll in their courses when they register. Periodically the College runs a **Purge** during which students who have not paid their bills or made other arrangements, are dropped from their classes.

- Months before the start of a term, the **Purge** may happen every month or every two
weeks.
- As the start of the term approaches, we Purge more frequently, every few days.
- Just at the start of classes, we may be Purging every day.
- Students who have paid their bills in full will not be Purged.
- Students who have done the paperwork and received their needed financial aid will not be Purged.

**Purge-Hold:**
Students who have applied for financial aid may remain registered in their courses pending approval of that aid. A Purge-Hold allows the student to retain his/her course enrollments while the financial aid issues are still pending. Therefore:
- If a student has a Purge-Hold, the student will NOT be dropped from his/her classes for non-payment during a purge.

**Book Voucher:**
A student’s financial aid package includes a Book Voucher which allows the student to purchase books but only at our College Bookstore. Since vouchers can only be used at the College Bookstore, financial aid students cannot shop elsewhere for their books, and we must be sure that required texts are available there. Therefore:
- Students on financial aid can and should come to class prepared with their books.
- Faculty may not ask students to purchase materials that we have not made available through the College Bookstore.

**Book Deferment:**
Students who have a Purge-Hold can get a Book Deferment from the Financial Aid Office. While this is not the same as a Book Voucher, it still allows the student to purchase the necessary book. So, being on Purge-Hold does not prevent the student from getting his/her books.
- Students on Purge-Hold can and should come to class prepared with their books.
#22: Reporting Problems

_I encourage you to Report Problems:_

Please remember that we cannot fix problems if we don’t know about them. So, you need to tell us and report any problems you are having, whether they involve inoperative technology, inadequate seating, or vermin in your classrooms (no, that never really happens here – just kidding). In practice, we’ve found that when the squeaky wheel is either frequent or particularly loud, it is more apt to be greased sooner and more effectively. So don’t wait for others to report and fix the problem. Report it right away and let others report it as well.

To Report Problems with Facilities:

- Describe the problem clearly and specifically in an email
- Send this to our office, to Elizabeth Camarota and copy me (Evan Rivers).

To Report Problems with Classroom Technology:

- Describe the problem clearly and specifically in an email
- Send the email to the HelpDesk at:
  - helpdesk@daytonastate.edu
- Copy the email to: Rob Saum, Cheryl Cohen, Evan Rivers & Elizabeth Camarota.

To Report Problems dealing with Students:

- Contact Dr. Rivers directly by calling 506-3778 or my email at riverse@daytonastate.edu.
#23: Academic Integrity: Dealing with Cheating & Plagiarism

Visit the Academic Integrity pages on the DSC WebSite:  
http://www.daytonastate.edu/academicintegrity/index.html

- **Resources → Faculty Resources**
  - Academic Integrity Guidelines for DSC Faculty
  - How to Report Violations of Academic Integrity (VAI)

We must all take Academic Integrity very seriously. As English faculty teaching the composition courses, we are most likely to find and to recognize plagiarism. It is our responsibility to teach them what plagiarism is and how to write with honesty and integrity, clearly recognizing when and how they have used the work of others.

And when students do cheat or plagiarize, we must call them on it and attach appropriate penalties to deliberate violations of academic integrity. To that end, the College has developed a system for reporting and recording deliberate Violations of Academic Integrity. All faculty are expected and encouraged to use this system.

**Please:**
- Teach and remind your students about *Academic Integrity*.
- Model such integrity in your own actions.
- When you discover *deliberate* cheating or plagiarism, *Report It* using the VAI Report Form #1: Instructor form provided.
- Study these materials to know what should or should not be reported.
  - Academic Integrity Guidelines for DSC Faculty:  
    http://www.daytonastate.edu/academicintegrity/files/Academic%20Integrity%20Guidelines%20for%20DSC%20Faculty%20final.pdf
  - How to report Violations of Academic Integrity:  
    http://www.daytonastate.edu/academicintegrity/files/How%20to%20Report%20VAI%20for%20Faculty%20final.pdf
- Use the tools provided in *Falcon OnLine* to help you.
  - Require students to submit their work in the *Assignments Folders*.
  - Turn on the *Originality Check* that automatically runs their work through the “*Turn-It-In*” system.
  - Look past the “Percent from Other Sources” to determine if an honest effort was made to identify their use.

On the following pages find the VAI Report Form #1: Instructor to be used by DSC Faculty.
### VIOLATION OF ACADEMIC INTEGRITY

**VAI #1: Instructor’s Report**

<table>
<thead>
<tr>
<th>GENERAL INFORMATION STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name:</td>
</tr>
<tr>
<td>First Name:</td>
</tr>
<tr>
<td>Date of Incident:</td>
</tr>
<tr>
<td>Student’s ID#:</td>
</tr>
<tr>
<td>Faculty Name:</td>
</tr>
<tr>
<td>Course, Section Number, &amp; Term:</td>
</tr>
</tbody>
</table>

**The Process for Faculty:**
- Instructor makes a good faith effort to meet with / contact the student to discuss the allegation.
- Instructor explains the **Academic Consequence** consistent with the instructor’s syllabus.
- Both instructor and student sign this form. If a student is unable or unwilling to sign, the instructor still processes this report.
- Instructor sends this report along with documentation to his/her immediate chair / supervisor.

**DESCRIBE THE ALLEGED VIOLATION:**
- ☐ Plagiarism
- ☐ Cheating on exam
- ☐ Cheating by sharing information to another

**Brief Description** of the alleged incident:

Instructor’s assigned **Academic Consequence**: 

---

**Academic Consequence**

- [ ] Plagiarism
- [ ] Cheating on exam
- [ ] Cheating by sharing information to another

**Instructor’s assigned Academic Consequence:**

---

**Other:**

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### FACULTY and STUDENT MEET

<table>
<thead>
<tr>
<th>Instructor contacted Student regarding the allegation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s): ____________________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor and Student met/conferred:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date(s): ____________________________</td>
</tr>
</tbody>
</table>

**Violation of Academic Integrity File** must include this form properly completed and all supporting documents.

<table>
<thead>
<tr>
<th>“I admit this violation of Academic Integrity, and I accept the Academic Consequence issued by my instructor.”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appeal Waived.</strong></td>
</tr>
<tr>
<td><strong>Student’s Signature &amp; Date</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“I dispute this allegation and/or academic consequence, and I wish to appeal the allegation and/or the Academic Consequence issued by the instructor.”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appeal Requested</strong></td>
</tr>
<tr>
<td><strong>Student’s Signature &amp; Date</strong></td>
</tr>
</tbody>
</table>

**Instructor’s Signature & Date:**

__________________________________________________________________________________________________________

**Supervisor/ Chair Signature & Date:**

__________________________________________________________________________________________________________