MISSION STATEMENT OF THE UNIVERSITY OF TOLEDO

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

The core values are:

I. **Compassion, Professionalism and Respect**: Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor;

II. **Discovery, Learning and Communication**: Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning;

III. **Diversity, Integrity and Teamwork**: Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard;

IV. **Engagement, Outreach and Service**: Provide services that meet students' and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events;

V. **Excellence, Focus and Innovation**: Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility; and

VI. **Wellness, Healing and Safety**: Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.

University of Toledo, 2008
MISSION STATEMENT OF THE COLLEGE OF COMMUNICATION AND THE ARTS

The College of Communication and the Arts mission is to redefine education and create an immersive pedagogy that will prepare students for active global and local engagement through scholarly research, experiential and problem-based learning.

VISION STATEMENT OF THE COLLEGE OF COMMUNICATION AND THE ARTS

Redefine education and create an immersive pedagogy through:
- An expanding array of integrated media, art and communication practices;
- A learning environment that blends disciplinary traditions and creative innovation;

Foster active global and local engagement through:
- Media literacy;
- Creative inquiry;
- Considered risk-taking.

Cultivate scholarly research, experiential and problem-based learning through:
- A pedagogy that combines tradition and innovation with theory and practice;
- An immersive curriculum that equips students to create solutions for the unprecedented challenges of the twenty-first century.
- A fully engaged internship and externship program that creates tangible outcomes and networking opportunities.
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The University supports basic protections and reasonable accommodations for students who miss class with excused absences. Students are expected to attend every class meeting of courses in which they are registered. Only in specific, unavoidable situations does the University excuse absences from class: 1) personal emergencies, including, but not limited to, illness of the student or of a dependent of the student [as defined by the Board of Trustees' Policy on Family and Medical Leave], or death in the family; 2) religious observances that prevent the student from attending class; 3) participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performances, R.O.T.C. functions, academic field trips, and special events connected with coursework; 4) government-required activities, such as military assignments, jury duty, or court appearances; and 5) any other absence that the professor approves.

It is the responsibility of each instructor to decide what weight (if any) shall be placed on missed classes in the computation of final course grades. The instructor must inform students in writing during the first week of the course (e.g., in the course syllabus) of his/her policies on missed classes and related issues, including unexcused absences, make-up examinations, and makeup of work missed during students’ excused absences. It is the responsibility of each instructor to identify in his/her syllabus the methods (written, e-mail, and/or voice mail) by which any unexpected student absences should be communicated. Each instructor should provide students with at least two of the aforementioned methods as options to communicate any absences. Instructors’ missed class policies must be consistent with the University Policy as stated in the paragraph above. The taking of class attendance is at the discretion of the faculty.

Students are responsible for complying with the missed class policies of their instructors. Students bear the responsibility of notifying the instructor of a planned absence by one of the methods provided by the instructor. In the event of an emergency or an unavoidably short notice of absence, the student must present the instructor with an approved written excuse upon the student’s return to class. Approved written excuses will be at the instructor’s discretion, including, but not limited to, doctor’s notice, funeral programs, etc. It is strongly recommended that the student use two of the three aforementioned methods (email, writing, or voicemail) to insure that the instructor is properly notified of the planned absence. In the event that the instructor should not receive the student’s notification, the student should be prepared to present an alternative excuse. It will be at the instructor’s discretion to approve or disapprove of the alternative excuse.

Students are responsible for all material covered in classes they miss, even when their absences are excused as defined above. Students must make arrangements with instructors to complete
missed assignments, labs, examinations or other course requirements. In turn, instructors are not to penalize students with excused absences.

“The Provost shall inform faculty in writing of this policy, making clear that instructors bear responsibility for the academic conduct of their classes and for providing reasonable accommodation for students who miss class with excused absences.”

CONFIDENTIALITY OF STUDENT GRADES/RECORDS 3364-71-15

All faculty members should acquaint themselves with this policy (full policy at link above) and with the University's FERPA website. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law which requires that a written institutional policy complying with the act be established and that a statement of adopted procedures covering the privacy rights of students be published. Reinforcing longstanding institutional policy, the Act and other laws require The University of Toledo to maintain the confidentiality of student educational records except as noted. (See the University website about FERPA for any exceptions.) One consequence is that teachers may not discuss the work of a student who is over 18 with a parent unless the student has signed a consent form at the Registrar’s Office.

The dean of students is primarily responsible for the administration of this policy at the University of Toledo. Copies of this policy, the Act, and related laws and regulations may be reviewed in the Dean of Student’s Office. This policy also conforms to the requirements of the Ohio Privacy Act, as amended.

ACADEMIC DISHONESTY 3364-71-04

Refer to the above link for the full policy. A key policy text excerpt is provided here:

“Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating, they should seek the instructor’s advice. Examples of academic dishonesty include, but are not limited to:

1. Plagiarizing or representing the words, ideas, or information of another person as one's own and not offering proper documentation;
2. Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
3. Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
4. Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
5. Giving or receiving substantive aid during the course of an examination;
6. Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
7. Taking, converting, concealing, defacing; damaging, or destroying any property related to the preparation or completion of assignments, research, or examinations;
8. Submitting the same written work to fulfill the requirements for more than one course.

“While academic integrity is particularly the responsibility of the student, faculty members also have a responsibility. Assignments and tests should be constructed and proctored so as to discourage academic dishonesty. Faculty members are expected to inform their students explicitly as to what materials and procedures are authorized for use in the preparation of assignments or in examinations (e.g. the use of a calculator, computer, text materials, etc.) Should cases of academic dishonesty be found among students, the instructor may choose to counsel the student, or the following sanctions may be imposed:

1. The student may be assigned an F on the work in question.
2. The student may be assigned an F for the course. In this case, the instructor should inform both the dean and the student of this action through a written letter. The dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
3. The student may be placed on probation or suspended for some definite period of time, dismissed, or expelled by the dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record. It is expected that the dean will consult with the instructor and the student in making such a judgment, and that the dean will notify the student of the sanction imposed and of the appeals procedure.”

A student found to be academically dishonest by a faculty member may appeal according to The University of Toledo Academic Grievance Policy 3364-71-05.

**GRADES AND GRADING 3364-71-11**

Refer to the above link for the full policy. Policies and procedures regarding the grade of Incomplete (IN) have changed, and all instructors should familiarize themselves with the most current guidelines, summarized below.

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**INCOMPLETE GRADES**

A grade of IN should be requested by the student, not imposed by the instructor for work not submitted on time. In general, the student should have completed at least 75% of the course work as determined by the instructor in order to qualify for a grade of IN. Current Federal Financial Aid regulations mean that the awarding of a non-letter grade can result in the cancellation of a student’s financial aid package. Part time faculty in particular should consult with their department chair before offering a student a grade of
incomplete in order to arrange for the work to be evaluated and a final grade issued. It is highly recommended that instructors use the Incomplete Documentation Form for documenting each incomplete grade. You must log in to MyUT to access this form. Once you do, you will see it listed on the faculty page under Faculty Toolkit. See “Documenting the Incomplete Grade” in the Procedures section of this handbook.

\[\text{INCOMPLETE (IN) POLICY EXCERPT}\]

“The grade of incomplete (IN) is assigned only in extraordinary cases when unexpected conditions prevent the student from completing the requirements of the course within the term of enrollment. The student must complete the required work before the end of the following semester in which the grade is received (excluding summers); otherwise the grade will be converted to a grade of F by the Office of the Registrar. The student may initiate a request for an additional semester to complete the work for the grade (excluding summers). The extension is granted upon the approval of the faculty member and the associate dean of the college offering the course. Once a course is given a grade of F, the student is required to re-register and re-take the course to earn a different grade. The incomplete grade will not be considered in computing the student’s grade point average.”

\[\text{HARASSMENT 3364-50-01}\]

The full policy, including the definition of harassment and prohibited contact, is available at the above link. The policy summary is excerpted here:

“The University is committed to maintaining an environment of equity and respect that is free from sexual harassment and other harassment prohibited by this policy to enable all employees and students to perform to their highest level of potential. Harassment prohibited by this policy impedes the realization of the University’s mission of distinction in education, scholarship and service. Members of the University community have the collective responsibility to eliminate harassment prohibited by this policy through education and by encouraging all members of the University community to report concerns or complaints.

Harassment prohibited by this policy by or towards a member of the University community is prohibited. Employees who violate this policy will be subject to discipline up to and including termination. Students who violate this policy will be subject to discipline up to and including expulsion. Prompt corrective measures will be taken to stop harassment prohibited by this policy whenever it occurs.

Member of the University community means any University of Toledo faculty member, student, or staff member, or other individual engaged in any University activity or program, whether on or off campus.”

\[\text{HUMAN SUBJECTS RESEARCH GUIDELINES 3364-70-05}\]

The University of Toledo honors ethical research guidelines that require the protection of human subjects and mandates respect for them. The full policy can be found at the link above.
These guidelines are excerpted from the University's Institutional Review Board (IRB) website:

- Projects should be carefully designed to anticipate and minimize risk to the subjects.
- Participation of human beings as subjects in research must be voluntary.
- Consent processes and documentation must conform to the HSRRC requirements and comply with applicable law and sponsor guidelines.
- Confidentiality of identifiable information is presumed and must be maintained unless the investigator obtains express permission of the subject to do otherwise.
- All research projects involving human subjects must be submitted for prior review unless certain specified instructional exemption criteria are fully met. The checklist, which is available at the web site listed below, may be used to assist in determining whether a project must be reviewed by the HSRRC.

Any person conducting research through the auspices of the University is required to submit their research proposal to the Office of Research unless it meets specified instructional exemption criteria.

We expect any instructor or student who is planning on interviewing or surveying others for the sake of a research project to review and adhere to these guidelines. Types of research in composition might include the following:

- An essay to be submitted for publication that includes selections of student writing. (Please note that most major journals now require proof of research review by the researcher’s university.)

- Student-conducted field work such as interviews or surveys that will be made public in any way, including work being submitted for awards, posted to a class website, submitted to a chapbook or journal, or otherwise circulated outside of a classroom.

- Research by faculty or students that will include interviews or surveys of persons that will be made public in any way.

Full criteria and submissions forms may be viewed and downloaded here.

Instructors are responsible for ensuring that both they and their students comply with these guidelines.
NEW HIRES: GETTING STARTED

HUMAN RESOURCES REGISTRATION (PAYROLL PAPERWORK)

In order to get connected with payroll and benefits, and to be authorized to get your Rocket identification card, parking permits, e-mail and so forth, your first step is getting your paperwork cleared through Human Resources and Talent Development. New full time faculty will be invited to an orientation session during the week before classes begin; see your chair for more information. Human Resources will come there to help you through the enrollment process for payroll and benefits. New part time faculty will have an orientation from their college staff. You can also refer to their webpage for new hires.

Orientation for new full-time faculty will include an orientation to the benefits package by the Human Resources Office. If you have not been received such an orientation, please call them and schedule one. Human Resources and Talent Development is based in the Academic Services Center, Suite 1000, on the Scott Park Campus Hours are Monday to Friday, from 8:30 a.m. to 5 p.m. To visit the Academic Services Center, enter off of Parkside Boulevard (between Nebraska and Hill Avenues). Parking is available in lot 22 (see map). Phone: (419) 530-4747.

Payroll questions (such as frequency, start/stop dates, etc.) are answered on the Payroll Office’s website. Use the hotlink for printable forms and follow the instructions on their site. Paychecks are direct-deposited; you can access your paystub on the Employee tab in the MyUT portal. Take questions to the department secretary or chair in the department office, or contact Payroll directly. The Payroll Office is located on the second floor of the Learning Resources Center on the Scott Park Campus. Phone: (419) 530-8780.

Human Resources also provides information about full-time faculty options for life, travel accident, liability and health insurance at, tuition waivers for you, your spouse and children, tax deferred annuities, and much more.

Full and part-time employees should visit the link about retirement plans. New faculty will also receive information about retirement plans at the new faculty orientation session held by the university.

ESTABLISHING YOUR UTAD COMPUTER ACCOUNT

Links and instructions to get set up on UTAD and MyUT are available on IT’s Faculty/Staff webpage.

The department office will arrange with IT to set up your system, establish a network connection and download the University's licensed software. This may require your presence, at least initially. As soon as you can, you should activate your UTAD account by following the on-screen instructions. In the Fall your account may take up to a half hour to be established; at other times five minutes is usually all it takes. Your first password will be your birth date. You should change that as soon as possible. Every four months you will be prompted to change your password.
ROCKET IDENTIFICATION CARD

The Rocket Card is the University of Toledo’s official Identification Card. It also serves as your Library card, your access card for the department computer labs, and can be formatted for use as a debit card for use on campus. If you have a picture that can be uploaded, you can order your new (or replacement) Rocket card online, as explained in this tutorial. In some cases, it may be necessary to ask the department secretary for a letter that authorizes you to get an identification card and details any necessary information for door access. In this case, take the letter and a picture ID to the Campus Card Office in 1550 Student Union. Your Rocket Card will take approximately 5 minutes to process and print. Be aware that if you lose or damage your card, you will need to pay a replacement fee for a new card, which can be acquired online. Any door access that had been coded into your card may need to be re-requested by your chair – this can be done by email.

You may want to use the debit card feature for dining on-campus (there are also off-campus locations) or making purchases at the bookstore. For more information, see the web link above or visit the Campus Card Office at 1550 Student Union. Phone: (419) 530-5842.

PARKING PERMITS

Parking permits are obtained through Parking Services, and must be obtained online. Graduate assistants should use the Graduate Assistants and Teacher Assistants link. Additional information, including designated faculty/staff parking areas, payment methods, etc., can be found on the webpage. Phone: (419) 530-5842.

KEYS

The department secretary will process your key orders through Key Control Center in 1400 of the Transportation Building. You will be notified when your keys are ready.

PHONES NUMBERS, DIRECTORIES & VOICE MAIL

Phone numbers are assigned by the department. Once your paperwork is processed through Human Resources, you will be able to add your name, office, phone and other information in the online directories.

On-campus calls can be made by dialing the last four digits of the phone number. To make a local call, dial 9, then the 10-digit phone number. To make a long distance call, dial 9, 1, then the 10 digit phone number.

Rocket Wireless provides a variety of plans and providers for faculty members interested in acquiring personal cellular service through the University. Rocket Wireless is in the Student Union in room 1560. You may visit in person, on the web, call 419-530-4807 or email rocketwireless@utoledo.edu.
FINDING CONTACT INFORMATION

To find phone numbers, office numbers or e-mail addresses for other faculty and staff or other offices, please use the online directory rather than calling the department office staff. To get e-mail addresses, it is usually fastest to use the global directory in your e-mail account which you access through your UTAD account (see below).

Voice Mail service is available for each phone extension. Please see the link for details on establishing and using the service.

USING MYUT—WEB PORTAL

Once you get your UTAD account established and your paperwork has cleared the proper channels, your web portal will be established. To get into the portal, from the UT home page, select the MyUT link at the top of the page. The Welcome page will offer you current news and feature stories about the university.

To access your personal MyUT account, enter your UTAD login and password at the top of this page. In the Faculty & Advisor tab, you will be able to access your teaching schedule and class lists. You will be able to monitor drop/add activity and to authorize students to add your course if necessary. You will submit all grades online through the portal at the end of the semester. You can also link to your email and distance learning courses through this page.

Under the Employee tab, you can access pay stubs, earning history, work forms, and payroll schedules, along with making changes to your personal information.

Another feature of the portal is that the link to UT Community allows you access to different areas of the greater university community, including shopping, dining, and recreational activities.

EMAIL

The University email policy makes clear that in Ohio, your University email is subject to Ohio Public Records law, and must be supplied in the case of a public records request. Use it accordingly.

You can access your e-mail account off-campus from any internet-connected computer via a web browser (e.g., Internet Explorer or Netscape).

CALENDARS

The academic calendar lists all important academic dates. The Provost's office develops the Personnel Calendar each year, which can be found in the side links on the Provost's website or obtained from your Chair.
The University of Toledo Federal Credit Union serves faculty, staff, students, alumni and family members of the University of Toledo. It is a full-service credit union offering a wide range of services that are competitive with local banks.

Payroll will allow you to make two deposits to two different accounts with each paycheck. So UT Federal Credit Union members may deposit to a savings or checking account at the credit union and to another account at a banking institution off campus as well. The main campus branch of the credit union is located in the Student Union, room 1570. Phone: 419-530-8426.

PROCEDURES

UNIVERSITY AND PROGRAM ASSESSMENT

Courses that fulfill University gen ed/core requirements are subject to assessment by the Faculty Senate Core Curriculum committee. The assessment of these courses is mandated as well by the Higher Learning Commission, which requires evidence of student achievement of learning outcomes in order to grant accreditation. Instructors of these courses are therefore required to furnish an assessment of student achievement to the core curriculum committee at the end of each term.

In addition, programs conduct annual assessment, and some of the measures used are tied to specific courses which may require your oversight.

Please discuss the department’s procedures for assessment in your course(s) with your chair or area head before the semester begins so that you can build the appropriate assessment measures into the course(s). You may find the rubrics in Appendix B of this document useful as well.

OFFICE HOURS

All full-time faculty members who teach must hold physical, on-campus office hours as required by their letter of hire. These office hours should be listed in course syllabi and publicly posted each academic term, and instructors should be readily available in their offices during all posted office hours. In addition, faculty members are expected to provide scheduled private office appointments for individual students with questions and need for help or assistance who cannot make the scheduled office hours due to legitimate conflicts. Arrangements more convenient to students than office visits (e.g., e-mail or chat groups) may be conducted during office hours as well, but this must be clearly explained in the syllabus and provide for equal access for students.
CLASS ROSTER

Class rosters can be obtained through the MyUT faculty tab. It is important that every student is registered for your class as early in the term as possible. Be aware that the Provost’s office will require a written explanation from the instructor as to how the student will be able to make up the course work to that point for course requests after the posted last day to add courses for a given semester.

SUPPLIES, COPYING AND MAILING

MULTI-FUNCTION PRINTERS

Faculty members are strongly encouraged to digitally post as many course materials as they can. All Faculty members have access to the multi-function printers in their respective department offices, but it may be more economical to use the University Print Shop. In order to balance whether a copy job should be run through the Copy Center or your local multi-function printers, please consult with your department administration, or use this rough “rule of thumb”:

- 8.5 x 11, B&W print copies – break even cost is at 200 pages.
- 8.5 x 11, color print copies – break even cost is at 30 pages.

For print jobs requiring more copies than the breakeven numbers cited, faculty are requested to place the order with the Copy Center instead of using the department printers. Do note that the University Print Shop requires submission at least 1 week in advance. Please see your department administration for how to submit documents to the Print shop.

SUPPLIES

Departments stock a limited supply of office supplies for faculty use. Faculty needing additional supplies should turn in a list of requested items to their department chair or area head. Department stationary is for official departmental business only and should not be used for memos or given to students.

MAIL

All outgoing mail must be approved by the Department Administration, unless it has been pre-stamped. Mail must be related to department business (letters of recommendation, etc.) or to professional development.

Please direct other questions or concerns about supplies, copying and mailing to your department chair.
Many classrooms contain technology for instructors to utilize during class. Should you need technical support or training on standard classroom equipment, contact Classroom Support Services in Carlson Library at 419-530-2656 unless signage with the equipment indicates an alternate support contact. Classroom Support’s regular hours are:

Monday through Thursday: 7:00 AM - 10:00 PM
Friday: 7:00 AM - 5:00 PM
Saturday: 7:00 AM - 3:30 PM

Some classrooms and/or lab spaces in our college contain specialized equipment specific to a discipline. If you need to learn how to use such equipment for a specific course, please contact your chair well in advance for assistance in locating the appropriate training or support.

Student computer labs which are not used for instruction, such as the open computer labs located around campus or smaller open labs in individual buildings are not maintained by Classroom Support Services. For support for equipment in these labs, have the appropriate department staff submit a request for service to the Help Desk.

For support for your office computer equipment, submit a request for service to IT. Should this support require an additional expenditure, it must first be approved by your chair. IT will provide you with a cost estimate to submit to your chair.

IT maintains a program for discounted computers and software for UT faculty members' personal use. Scroll down the page to find those links.

Students can enroll without your signature into available class space during registration periods and during the first three days of the term. After that, to the end of the Add/Drop period, your signature is needed for a student to enroll. Before signing any student into your course, check your rosters on the Faculty and Advisor tab on myUT. It is strongly recommended that instructors do not sign students into a section that will cause it to be overenrolled. Only sign in students if there is an available seat in the section.

If a student seems to get into your class (beyond the course max and/or after the access deadline) without your signature, clarify what’s happened by calling a Registrar’s Assistant at x4843 or x4856.
CC+ AND TECHS STUDENTS

The University of Toledo has several high school outreach programs. Many of these programs happen on the UT campus, and you may well have students from these programs in your classroom – especially if you teach general education and/or introductory courses. Our college also offers some selected course sections that are reserved for TECHS students only.

COLLEGE CREDIT PLUS (CC+)

College Credit Plus is a new program that combines the former PSEOP and dual enrollment programs in order to allow high school students who have not yet graduated to take classes for dual high school/college credit on the college campus. The University has requirements for acceptance into the University PSEOP program.

TOLEDO EARLY COLLEGE HIGH SCHOOL (TECHS)

TECHS is a Toledo public high school operating in partnership with UT. The school is located on the Scott Park campus. TECHS students generally come from backgrounds in which the percentage of those who go to college is well below the national average. TECHS provides the opportunity for students to simultaneously achieve a high school diploma and earn up to 60 college credits at UT. Up to 100 students are recruited each year for admission to the school as 9th graders.

HIGH SCHOOL STUDENTS IN THE COLLEGE CLASSROOM

Since these students are receiving college credit for the courses they take, their performance should be judged strictly as college students. However, as their instructor, you should be aware of three things:

1. Since students can receive dual credit for your course, as a requirement for high school graduation and college credit, if they fail your course, they may not graduate from high school according to their planned schedule.

2. As an instructor, you are not supposed to “single out” high school students as such in your class.

3. Instructors should not alter course content to teach “down” to these students. If you are using readings or films that might be construed as inappropriate for younger students or if it is likely that students do not have the life experience to write well in response to your chosen readings, you may wish to privately offer an alternative selection for them.

Occasionally, misunderstandings arise. If you have reason to think an enrolled student is not yet 16, see your Department Chair or Associate Dean.
STUDENT GENERATED WITHDRAWAL (W)

A student may withdraw from a class in any given semester by the date posted on the academic calendar for that semester. Instructors should include that date on the syllabus for every course. The student will receive a grade of "W" on his or her transcript.

The University no longer allows withdrawal by instructor and the Instructor Withdrawal (IW) grade has been eliminated.

Instructors can access the Attendance Reporter through the myUT link on the University webpage. Students who are reported by instructors as "never attended" on the week 3 roster, or as "stopped attending" on the week 8 roster will have this absence recorded by the registrar but will NOT be withdrawn from the course. The registrar will notify students of this report. The “stopped attending” date can be modified until grades are posted, at which point the report will become the official record for purposes of determining eligibility for financial aid. Students will still be responsible for either returning to the class or withdrawing within the specified deadline. See “Failing Grades and Active Participation” later in this document.

CANCELING A CLASS

You are expected to meet all your class meeting days scheduled throughout the term. If illness or a personal emergency requires you to cancel class, you should email all students, and call your department office so that the staff can respond to students who may call. Office staff will post a notice outside the classroom whenever possible. Also inform your department office staff of any regular class sessions noted on the syllabus as not meeting, so staff can answer questions from students who have misplaced the information.

DOCUMENTING PLAGIARISM

When you suspect that a student has plagiarized, follow these steps:

- Refrain from directly accusing the student of plagiarism unless you have firm evidence of it.
- Ask the student if the work is his or her own.
- If the student claims it as his or hers and the teacher has doubts, explain the doubts to the student and ask the student to provide copies of his or her resources.
- Seek outside verification by reviewing likely sources, including using keyword searches on the Internet.
- Determine if the use of someone else’s work is intentional fraud or inept citation practices. For example, if a student names the sources on a works cited sheet or somewhere in the text, even if improperly, the student probably simply doesn’t understand proper citation practices. Instances of poor citation practice may be legally considered plagiarism, but in an undergraduate writing class, they are treated as poor writing strategies.
If you have firm evidence of plagiarism—the published source, student admission—the student should at minimum fail the assignment with no recourse to make it up. This may mean the student fails the course as well, but it is entered differently in the record. The maximum response would be to fail the student for the course. Failing students for plagiarism means that students may not retake the course and replace the grade. They may have to retake the course and earn a passing grade to fulfill university requirements, but the F will remain on their transcript.

In any charge of plagiarism, you must also notify the Associate Dean for the College of Communication and the Arts in writing. The Associate Dean will notify the student and advise him or her of applicable rights and will prevent the student from withdrawing from the course. Please copy the plagiarized work, attach a letter documenting the plagiarism and noting that the student failed the course for academic dishonesty, and turn this paperwork over to the department chair and to the Associate Dean. The Associate Dean will notify the Tri-College office so that the material is placed in the student’s permanent file. This will ensure that a record is maintained with the college about the student’s plagiarism. In the future, when a student seeks to replace a grade, there will be a central file to consult before allowing a grade replacement.

Your department may have additional procedures for handling academic dishonesty, so be sure to consult with your chair early in the discovery process.

COURSE EVALUATIONS

The University mandates that all classes must be evaluated within the last four weeks of each semester. For courses that meet face-to-face, departments may conduct these evaluations on paper forms or within Blackboard. If on paper, the department office will provide you with the forms for this purpose. Learning Ventures has an evaluation for online courses which instructors should confirm will be accessible to their students.

You may not be present in the room during an evaluation process using paper evaluations. The evaluations should take place during a regular class meeting or convocation close to the end of the term. Your evaluation results will be provided to you some time after you have submitted final grades for the semester. Sample evaluation sheets may be obtained from the department office.

FINAL EXAMINATIONS AND GRADES

The University sets final examination schedules each term and publishes them on the Registrar’s webpage. Finals are to be given only during assigned times. Grades are posted through the Faculty and Advisor tab in the myUT portal, and are due by the date announced each semester. An instructor’s failure to post grades by the due date will have an immediate negative impact on any student with a federal financial aid package.

FAILING GRADES AND ACTIVE PARTICIPATION

Federal financial aid regulations require differentiation between students who finished and failed a course, and students who stopped attending/participating at some point and subsequently failed. Instructors are therefore required to enter the last day attended for any student who receives a
failing grade. Students who completed the course but failed should have the last day of class entered for that date. Students who stopped attending/participating the course at an earlier point should have the date on which they last participated in the course entered for the last day attended. Federal financial aid regulations define active participation as:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial, or computer-assisted instruction;
- Attending a study group that is assigned by the institution;
- Participating in an online discussion about academic matters; and/or
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Federal guidelines specifically state that the following activities are NOT considered active participation:

- Logging into Blackboard;
- Participating in academic counseling or advising;
- Living on campus; and/or
- Having a campus meal plan.

PLEASE NOTE – All course grades entered will fail to submit if even one failing grade is missing a last day entry. If it is not possible for the instructor to enter a last day of attendance for a failing student, it is better to submit no grade for that one student, and submit the remainder into the system. Instructors can re-access any grading page to enter additional information until the deadline is reached. For help with any grading problems, contact the Registrar at x4844.

**DOCUMENTING THE INCOMPLETE (IN) GRADE**

Should a student request an Incomplete (IN) grade, and if at least 75% of the course work has been completed, the instructor has the option to assign an IN. Assigning an IN grade requires careful follow-up on the part of the instructor. How the student will complete the work, deadlines for submission and how work will be evaluated must all be documented and made clear to the student. The Incomplete Documentation Form should be filled out each time you assign an IN grade to a student. This form is available on the Faculty and Advisor tab once an instructor is logged into MyUT, under the Faculty Toolkit heading. Instructors should complete the form, and make 2 additional copies – one for the student, and one for their department chair. In addition to providing clear guidelines to the student, this form allows a department, in the case of an instructor who assigns an IN and then does not return to the University, with a way to evaluate any subsequent student work and to assign a grade. **Note that the due date cannot exceed the end of the next**
semester (summers are excluded), although the form does provide an option to extend an incomplete for one additional semester when circumstances warrant. Retain a copy of all documents for your records. Teaching assistants may not assign an incomplete without discussing it with their faculty supervisor.

POSTING GRADES

The federal Family Educational Rights and Privacy Act (FERPA) of 1974 as amended identifies the rights of students and their families with respect to student educational records kept by the institutions. The act provides students with the right to (1) inspect and review their record, (2) restrict the disclosure of their record, and (3) seek to amend their record. Students have the right to expect that information in their educational records will be kept confidential, and will be disclosed only with their permission or under provision of the law. More information about FERPA can be found in the Confidentiality of Student Grades/Records section of the University Policies area of this handbook.

According to current legal interpretation of FERPA, instructors may not post student grades in public places, including electronic ones, with a student’s name, all or part of a student’s Social Security number or student ID number attached.

Instructors may post grades within the Blackboard site for the course. If you would like to learn more about this system and its features for teaching and/or grading purposes, consult the Learning Ventures website for instructor resources and contact information.

Given that students now have access to their final course grades online within 24 hours of their posting by the instructor, the need to physically post grades has been greatly minimized. If you feel you must physically post them, options for legally posting student grades include using randomly-generated numbers or words as identifiers, and posting grades according to these. Or, let the students choose their own identifiers (numeric or verbal). DO NOT list them in order according to the alphabetized names of the students, or by rocket number.

END OF TERM RECORDS

At the end of every term, collect and retain your attendance and grades records and label with your name, course, section, and term numbers. If you are a part time faculty member, or will be leaving the university at the end of the semester, turn copies in to the department office. These records are maintained in order to address grievances or changes of grade that may arise after the end of the semester.

CHANGE OF GRADE

When a student has satisfied work required to remove a grade of Incomplete (IN) or when circumstances warrant the change of a grade given in an earlier term, a University Change of Grade form should be completed. Change of grade forms are available on the Faculty and Advisor tab of the myUT portal.
GRADE APPEAL/GRIEVANCE

The best way to avoid appeals is for faculty to clearly state requirements for their courses in a syllabus and stick to the established criteria for grading.

Nevertheless, grievances do arise. There are separate policies and procedures for undergraduate and graduate students who wish to pursue a grievance. UT Policy 3364-71-05 Academic Grievance applies to undergraduate students. Graduate students should first follow our College procedure. Should resolution not be achieved within the College, the student should consult UT Policy 364-77-02 Graduate Student Academic Grievance for the next steps.

These issues can arise some time later, so it is wise to save all your records for at least three years.
PREPARING A SYLLABUS

The primary function of a syllabus is to provide students with a written record of the requirements for the particular courses in which they are enrolled. This document defines classroom policy for a particular class for the duration of that particular semester and should provide review and reinforcement of applicable university policies. Students rely on and use the information provided therein for their preparation, scheduling and completion of assignments for class. The syllabus should reiterate the appropriate university policies and include in clear language any and all information that students need to successfully achieve the objectives and goals of the course. In addition, the syllabus serves as a guide for any grade grievances or complaints. It is recommended that each syllabus contains the information found below.

Communication and the Arts faculty must prepare a syllabus each semester for every course taught, including independent studies, applied lessons, and ensembles, and copies must be placed on file in the department office. To do so, please send an e-copy of the syllabus to the department secretary at the beginning of the term.

REQUIREMENTS FOR THE SYLLABUS

The Provost’s office has provided templates and other resources for syllabus preparation. Instructors are advised to include the following policy statements, instructor information and student/instructor concerns listed below on every syllabus for CoCA classes at UT.

- Course name, course and section number;
- Instructor name, office location, office hours and contact information;
- Student Learning Outcomes and Course Objectives;
- General Education statement (if appropriate);
- Course prerequisites;
- Accessibility statement;
- Technology/communication guidelines;
- Required texts and materials;
- Course requirements and assignments;
- Attendance and excused absences;
- Plagiarism and penalties;
- Requirements for the submission of work to be graded;
• Late assignments;
• Grading policy for the course;
• Statement on Blackboard;
• Class Calendar.

COURSE AND INSTRUCTOR INFORMATION

Full time faculty members are required to post and maintain office hours as required by the letter of hire. Placing this information at the top of the first page of the syllabus provides ready information and easy access to students who may need to contact an instructor. You should also provide information on two ways you prefer that students contact you (i.e. email, phone, etc.) and specifications about that contact (i.e. no text or cell phone calls after 11 pm, how quickly email will usually be answered, etc.)

STUDENT LEARNING OUTCOMES AND COURSE OBJECTIVES

Current best practices encouraged by UT's accrediting body, the Higher Learning Commission (HLC) and national discipline-specific accrediting bodies (i.e. NASAD, NASM, etc.) as well as the Ohio Board of Regents call for clearly stated student learning outcomes (SLOs) for every academic program, and for every course offered by that program. SLOs are required on the syllabus for any Ohio Transfer Module (OTM) or Transfer Assurance Guide (TAG) course.

STUDENT LEARNING OUTCOMES (SLO)

SLOs are written from the perspective of what the student will be able to DO at the end of the course as a result of what they have learned. SLOs should be specific and measureable, and should be appropriate for the level of the course. Stating clear SLOs allows students to see and understand what they will accomplish in the course. It is advised to ask students to reflect upon their level of success with SLOs at different times in the course.

All instructors should include specific SLOs on all course syllabi. Instructors should also include any relevant Program SLOs, as determined by the department.

For more information about writing SLOs and the process of assessment, including a copy of Bloom’s Taxonomy of Learning and the action verbs associated with each level, see Appendix B: Assessment later in this document. The University Assessment Committee (UAC) web page has good faculty resources as well.

COURSE OBJECTIVES

Not all instructors list course objectives in addition to SLOs. Course Objectives usually consist of five or six statements that detail what the course will cover, or the intent of the course. Examples:
WHAT'S THE DIFFERENCE?

Example 1:
Course Objective: To introduce students to a variety of different theatrical genres and styles.
Student Learning Outcome: Students will be able to classify a theatrical text by genre and style.

Example 2:
Course Objective: To help students improve conversational fluency by leading them to discover and compose spontaneous cooperative communication responses in real-life problems through role play and simulation.
Student Learning Outcome: Students will demonstrate the ability to compose spontaneous cooperative communication responses in real-life problems, utilizing role plays and simulations.

GENERAL EDUCATION STATEMENT

For courses that are part of the General Education, the syllabus should contain the following statement: “This course fulfills a General Education requirement at the University of Toledo.”

COURSE PREREQUISITES

Ideally students would be unable to enroll in a course for which they do not have the pre-requisite(s), but this is not always the case. Instructors should inform students of course prerequisites on the syllabus, and verbally on the first day of a course, so that students who do not qualify for a course in which they are enrolled can drop immediately and add the appropriate courses as soon as possible. Listing these prerequisites near the top of the first page of the syllabus increases the chances that students will read this requirement in case they miss the instructor's comments on this important matter on the first day of class.

ACCESSIBILITY STATEMENT

The syllabus should clearly state that students requiring accommodation due to accessibility issues must first be registered with the Office of Student Disability Services, which will notify the instructor concerning what accommodation is required.

TECHNOLOGY/COMMUNICATION GUIDELINES

Modern technology presents some challenges in the classroom. It is the instructor's responsibility to set the standard for classroom etiquette and technology use. This is suggested wording from the Department of Art that can be used or adapted for your syllabus:
The University has the right to expect that students will receive electronic communications and will read them on a frequent and consistent basis. A student’s failure to receive or read in a timely manner official University communications sent to the student’s official email address does not absolve the student from knowing and complying with the content of the official communication.

Cell Phone/Personal Technology: The Department of Art is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment, therefore:

- No phone calls/texts should be made or answered during class. If there is a need to check for and/or receive a call (parent with sick child and similar needs), the student must inform the instructor in advance that the student may need to excuse him/herself to take an important call or text.

- Ringtones must be turned off in class and, if left on, cell phones must be in vibrate mode.

- Students must not engage in text messaging, tweeting, using Facebook, etc. in the classroom for any reason other than legitimate course related research.

- Students who create disturbances with ringing cell phones or texting will be warned. Repeated disruptive behavior, the student be asked to leave and marked absent.

- Personal computers may not be used during class except by permission from the instructor.

REQUIRED TEXTS AND MATERIALS

List all textbooks, handbooks (with authors, edition numbers and publishing dates) and other necessities, giving students specific information to ensure they obtain the exact materials needed for class.

COURSE REQUIREMENTS/ASSIGNMENTS

Outlining course requirements allows students to assess the scope of the course and the rigors of the coursework to come. This section often contains a list of the papers/projects/presentations that will be assigned in the course of the semester. Explanations of such issues as in-class writing, in-class collaboration and class participation/classroom work can also be addressed here so that students understand instructor expectations in situations that impact student grades. Current best practices call for linking the assignments in a course to the particular SLO or SLOs that the assignment assesses and can be done as simply as stating: “This assignment assesses SLO #2 and SLO #4”. Note that a course schedule, explanation of assignments and grading, and linking of assignments to SLOs are all currently required to be on the syllabus of a course seeking TAG or OTM approval from the state of Ohio.
ATTENDANCE

The University of Toledo Missed Class Policy has several significant provisions that must be taken into account as you establish an attendance policy for your course:

- Students should not be penalized for excused absences as long as they make up any work missed.

- Absences are to be excused for personal emergencies, religious observances, participation in University of Toledo sponsored activities, government-required activities, and any other reason approved by the instructor. It is encouraged that instructors require students to contact the instructor in advance of any excused absences whenever possible.

- Instructors must notify students in the course syllabus of policies regarding missed classes, make-up work, and how work that is missed for unexcused absences is to be computed in the final grade.

- Instructors must notify students in the course syllabus of two methods (e-mail, voice mail, or written notice) of contacting the instructor to notify him or her of an absence.

The full attendance policy can be found at the link above or in the University Policies section of this handbook.

PLAGIARISM

A clear statement about what plagiarism is, and how it will be dealt with in your class is vitally important. Strategies to reduce plagiarism in your classroom include:

- Take the time to talk about plagiarism in class, providing examples of the various types of plagiarism to your students.

- For courses with writing assignments, cover in-text citation strategies and conventions and works cited requirements. Do not assume all your students already know (or remember) how to do this.

- Design assignments to counteract plagiarism (including the use of local writing contexts, varied forms of research, etc.)

- State the definition of plagiarism on your course syllabus. Include in this definition statements about attribution, ghostwritten papers, cut and paste writing, insufficient citation, and unacknowledged collaboration. This is suggested wording from the UT Composition program that can be used or adapted to include other kinds of creative work:

  Representing the work of anyone other than yourself as your own constitutes plagiarism. Examples of plagiarism include the following:

  - Having someone write your entire paper or a portion of it.
  - Having someone give you substantial help with the substance of your paper.
• Submitting work in a current course that was originally prepared for another course without instructor consent.

• Using the words, thoughts and ideas of another person in your writing without giving proper credit through in text citations and a reference page. Note that you must give credit for thoughts and ideas not just for direct quotes.

• Cutting and pasting materials from various sources. This instance includes listing and combining comments, materials and ideas from various sources into a paper or project without your own commentary, analysis or interpretation.

If you do not know how to give credit where credit is due—and that is a legitimate concern—see me and we will review the process. A paper that is plagiarized in whole or in part will receive an F, the student producing it may receive an F for the class, and the paper may be turned over to the administrative supervisors to determine further action. Plagiarism is grounds for dismissal from the University. The policy on plagiarism can be found at http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-04%20%20Academic%20dishonesty.pdf

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REQUIREMENTS FOR SUBMISSION OF WORK

Providing general standards for the submission of work informs students of requirements that remain consistent throughout the semester. This section gives details about such issues as media requirements, paper format-MLA documentation, double-spaced final drafts, 12 pt. type, folder requirements, etc.

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LATE ASSIGNMENTS

Many instructors impose some type of penalty for work turned in after a due date without an excused absence. This practice is justified not only because it allows an instructor to reasonably manage the grading of assignments, but also because turning in a late assignment allows the student additional time and possible feedback from the returned work of other students. In establishing and applying a late penalty policy, be consistent and reasonable.

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GRADING POLICY FOR THE COURSE

In courses that fulfill a General Education requirement, or are required in a major program of study, it is useful to spell out the procedure for students who may need to retake the course at a later date:

Grades of lower than a C can be deleted if

1. the student retakes the identical course and receives a grade of C or higher;

2. the original grade was not a result of academic dishonesty.
If a student is seeking a grade deletion, s/he will submit a form to the department for the original instructor’s verification that the low grade was not given for academic dishonesty.

See the University Policies section of this handbook for descriptions of and uses of IN and W.

BLACKBOARD STATEMENT

Since all courses have a BlackBoard course shell, instructors are advised to include a statement that informs students whether or not the technology is used, and if so, how this technology will be incorporated and assessed. The following is a sample statement that can be used or adapted for use in your syllabus:

“This course will be enhanced by our own BlackBoard site. All course documents and handouts may be accessed there. We may use Blackboard for some or all of the following: to carry on class discussions, peer review, collaborative writing, research, reading responses, email and submissions of drafts. Occasionally, we may use the chat room for virtual office hours and class meetings. Participation in discussion boards, reading responses, class chats and online peer review may be incorporated into the preparation of each assignment; your active participation will be reflected in your final grade. You are encouraged to contribute articles, images or website links relevant to our class activities to be posted to our site. It is the responsibility of each student to activate your UTAD account and secure access to BlackBoard from either your home or campus computer.”

CLASS CALENDAR

Instructors are expected to provide to students a calendar of the semester that outlines by weeks, days or class sessions the approximate progress for the course. Useful dates to include are:

- drop/add dates;
- project deadlines;
- exam dates;
- holidays.

Some calendars contain more detail than others including reading selections, class agendas, and homework assignments for each class session.
The six-story library on main campus is the William S. Carlson Library, the primary library for both undergraduate and graduate research. It includes the Canaday Center, which consists of special collections, rare books and University archives. Other UT libraries include the LaValley Law Library, the Scott Park Library, and the Education Library located in the Carver Teacher Education Center in Gillham Hall. Students and faculty also have access to the Toledo Museum of Art reference library in UT's Center for Visual Art or online.

UT is a member of the OhioLink system, which indexes the combined holdings of the State Library of Ohio, 17 public universities, 23 community and technical colleges, and 44 private colleges in Ohio. OhioLink allows for inter-library loans, and many of the articles available through the OhioLink Research Databases are available online in full text.

The library offers many services to both you and your students:

- Instructors may place articles on Reserve Reading lists through the circulation desks at Carlson Library or through the library website. Articles may be listed by hotlinks to allow students to access them online if they are available through the OhioLink Research Databases.
- The library will provide class instruction on a variety of topics ranging from surfing the databases to evaluating websites. Library faculty will also customize instruction for your specific course.
- LibGuides have been created to assist students in researching.
- Carlson Library has locked faculty study carrels available. Apply in the Microform & Multimedia Room (basement).
- Faculty are encouraged to recommend titles the library may consider purchasing. Suggestions may be submitted through the services web page, or to your department's library liaison.

UNIVERSITY TEACHING CENTER

Phone: 419-530-4508

The University Teaching Center (UTC) provides teaching resources for UT faculty. The UTC promotes excellence in teaching and learning and seeks to create a culture that values and rewards activity that enhance instruction and student learning. It is located in UH 5120, but most of the
available resources, including workshop information, tech tips, education app recommendations and reviews and links to Monday Morning Mentor can be found on the webpage.

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**THE WRITING CENTER**

**Phone: 419-530-2176**

Located in Carlson Library, the Writing Center offers one-on-one tutoring for students, faculty and staff on an appointment and walk-in basis. If you wish to incorporate a visit to the Writing Center into your syllabus, please call ahead to familiarize the staff with your assignments and due dates. The WC staff also gives workshops and presentations in classrooms about services and about writing. Call to schedule a 15-20 minute presentation tailored for your class. Check their website for hours.

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**OFFICE OF STUDENT CONDUCT**

**Phone: 419-530-5476**

Instructors who are having trouble with difficult students should contact their chair, who may in turn ask the Student Conduct Officer or Dean of Students for his/her involvement. If the problem is one that needs immediate action, the instructor should contact University Police at 419-530-2600. More information is available at the student affairs website. The office itself is located at Ottawa West #1015.

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**OFFICE OF STUDENT DISABILITY SERVICES**

**Phone: 419-530-4981**

The Office of Student Disability Services provides assistance to persons with disabilities as they develop their academic and personal potential within the University community. You may contact them for assistance if you have a disability. You may contact them for help if you have an identified student with a disability or if you think you may have a student with a disability (the office will send you a letter verifying that the student has identified as disabled). You cannot approach a student to discuss accommodation for a perceived disability if he or she has not identified with the Office of Student Disability Services!!!
EXCERPT FROM THE COMPOSITION FACULTY HANDBOOK, DEPARTMENT OF ENGLISH, UNIVERSITY OF TOLEDO.

USING IN-CLASS WRITING

Instructors are encouraged to assign some form of in-class writing regularly. Although students might dismiss this as “busy work,” in-class writing serves several important purposes. Not only does it develop writing “muscles” through practice, but it also triggers perceptual and conceptual processes, permitting students to recall memories, examine complex topics, and to discover their voice. These exercises not only help students to generate ideas, they help students recognize the value of using writing as a tool in invention.

All instructors should consider administering an in-class writing on the first day of class. Use this first writing to gauge your students’ writing abilities and to identify any students you feel may have been misplaced.

IDEAS FOR CREATING IN-CLASS WRITING PROMPTS

- Begin each class with a ten-minute free-write about a topic of their choice.
- Ask students to respond to a question that will be addressed in lecture or discussion.
- Ask students to respond to the class discussion, identify key points, or pose a final question.
- Use as the discovery draft for major paper projects.
- Ask students to respond to a reading, or to a topic in the news.
- Assign a question from the textbook as an in-class writing prompt.
- Ask students to reflect on a class activity, a recent workshop or assignment, or on their own writing process.
- Ask students to write a portion of a paper during class time: draft the introduction or conclusion, or create a position paper capturing their argument.
- Respond to the writing of other students, presenting counter arguments, etc...

FURTHER READING:

LEADING CLASS DISCUSSIONS

While writing is the main focus of any composition class, encouraging students to discuss topics from readings, popular culture, and current events will help them develop writing topics and practice critical thinking skills. Thus, in many of your classes, both small and large group discussions will take place. Before looking at some specific strategies that lead to productive conversations, a few important points need to be addressed:

- Throughout composition literature, you will hear about various roles that teachers should take during discussions, including discussion leaders, moderators, facilitators, guides, etc. The role or persona one takes is most often an individual choice. What is most important is that students—all students—have the opportunity to join the discussion and that teachers strive to get students more involved in leading class discussions and introducing topics and questions they have about the article(s) under discussion.

- Avoid IRE: Initiating a question, Receiving a Response, and Evaluating that response. Work towards more cross-dialogue, where students are questioning and responding to each other, not just the teacher.

- Wait time is important here. Wait time is the interval between when you ask a question and when a student responds. Early in a teacher’s career, wait time can be difficult. But remember that silence in a classroom is not necessarily a bad thing; often students will need time to think about and formulate a response to your question. One trick is to keep a drink nearby during discussions; every time you feel like you need to fill the silence, take a drink. Eventually, a student will provide an answer (because, they hate silence as much as you do).

- Consider more small group work early in the semester (giving students a chance to meet each other and grow comfortable with discussion), then move into full class discussions later in the semester once you and the class feel more comfortable with talking in class.

- Finally, consider how you plan to physically arrange the classroom. You probably want a layout where students can easily see each other and where there will be few distractions to take away from the conversation. Many teachers prefer to use a circle format (everyone makes a large circle with their desks or tables, facing inward toward each other). While this layout usually produces strong discussions, be aware that some students may feel threatened or exposed while facing other members of the class. Like anything that occurs in the classroom, realize that it will take time for some students to open up and become more vocal members. Also consider using small groups earlier in the semester, as this gives students a chance to get vocally involved with a smaller group of students first before moving into large group discussions.

The following are some small and large group discussion methods that can be used in any class:

- **Starburst Activity**: Hand out one Starburst candy (in the wrapper) to all students. Based upon color of the wrapper, certain students will talk (ex: “Now all the red wrapper students
will discuss the text. Everyone else listens.”). Keep going through all the colors. This activity offers all students a chance to talk and encourages strong listening skills.

- **Colored Chalk**: Bring a box of colored chalk to class. Ask students (individually or in pairs) to place a question about that day’s reading on the board. After all questions have been placed on the board, invite everyone to grab a piece of chalk and answer as many questions as they want. Use the questions and answers as the introduction to the day’s class discussion.

- With longer articles, you can have students work in small groups, summarizing a section of the article and coming up with questions to lead class discussion. Then, each group leads class discussion based on their section for part of the class.

- **Non-evaluative Statements**: If you have a class of students who jump into evaluating a text before truly understanding it, have them choose a sentence, idea, or argument in the text that they understand. Make sure the statement is descriptive and not evaluative (i.e. “one page 3, the author says…” “Overall, this author agrees with the perspective that…”). Each student can mention a few of these to start with, then once you are assured that students have a good grasp of the article, move into a more evaluative discussion.

- **Questions on Board**: The teacher asks students for questions about the article and places these on the board. Then, either the teacher can provide some answers and additional talking points (if early in the semester) or the class can pick which questions they want to start the discussion with.

- **Slips of Paper**: At the start of class, have students write down a few questions on slips of paper. Fold these slips and place them into a bowl. Pass the bowl around and have the student take out a slip of paper, read the question, and then offer an answer to get discussion going. Keep passing the bowl until you have gone through all the questions (eliminating similar questions along the way) or until you are ready to move into a more open discussion or onto the next activity.

- **Strips of Paper**: Break a reading into five or six sections and write a discussion question about each section. After you print out your questions, cut them into strips. Break students into as many groups as you have questions. Allow each group to select a question. Allow small group discussion to come up with an answer. Call on groups in the order of the questions so that the discussion follows the order of the reading.

- **Talk-Twice**: This works well for classes where you have certain students dominating the conversation. Basically, the system is as follows: Everyone is allowed to make two comments. However, a person cannot offer a third comment until everyone in the class has spoken at least once. Either you or a student can keep track of the turns taken.

- Another effective method is to have students work on questions in small groups first and then either have each group summarize what they discussed or simply move into a larger class discussion.
What is the difference between a portfolio and a folder full of papers? According to Kathleen Blake Yancey, the difference is collection, selection, and reflection. First, a portfolio is a collection of writing developed over the course of the semester using peer and instructor feedback to facilitate revision. Second, students are often asked to select specific texts to place into the portfolio, based upon best writing, most improved writing, most enjoyable assignments, etc. Finally, and most importantly, students need to reflect upon their writing in a letter to the instructor and/or other possible readers, discussing strengths and weaknesses of the writing, growth as a writer, and abilities in meeting course objectives.

Portfolios are an effective assessment tool because they present a full picture of the student as a writer, allowing qualitative or holistic assessment of the student’s body of work. However, portfolios work best if assessment comes throughout the semester, not just at the end. Instructors should consider not only offering comments to individual papers throughout the semester, but also asking students to turn in the portfolio at different intervals for response (many instructors ask students to compile and turn in a “mid-term portfolio” consisting of writing during the first part of the course). This way instructors view student writing as works in progress and focus more on formative assessment (or assessment that will encourage revision and growth) than simply summative assessment (or assessment that offers a final evaluation or grade).

The use of portfolios as an assessment tool encourages students to take agency in and ownership of their writing and to recognize that writing projects are always works-in-progress. Building a portfolio develops reflective skills and the student’s ability to assess and revise their own work. Most portfolio assessment models postpone grading until the portfolio is presented at the end of the semester.

<table>
<thead>
<tr>
<th>TYPES OF PORTFOLIOS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process or Working Portfolios</strong>: Students turn in everything (or a larger selection) in the portfolio: rough drafts, notes, prewriting, final drafts, peer reviewed copies, and any other materials that they composed during the course.</td>
</tr>
<tr>
<td><strong>Showcase Portfolios</strong>: Students write a set number of papers during the year, then choose a certain number of papers to put in the portfolio at the end. For example, students can be asked to write six papers during the year, then they choose three papers to put in the portfolio (either their best writing, favorite writings, writings that best show their development, etc.)</td>
</tr>
<tr>
<td><strong>Final Copy Portfolio</strong>: Students are asked to include a revised copy of each paper they did during the semester. Students choose how to organize the papers. Students are asked to include a table of contents, with the title of each piece and a short annotation, and a reflective letter that discusses the writing in the portfolio and why they chose the organization they did.</td>
</tr>
<tr>
<td><strong>Integrated Portfolio</strong>: The integrated portfolio includes a collection of students’ work in some or all subject areas. The purpose of this portfolio is to show student performance in</td>
</tr>
</tbody>
</table>
the various disciplines and highlight the connections between each discipline. Student reflections include a description of how subject areas overlap in school and in the real world, why they chose this particular artifact, and what goals should be set.

- **Employment Portfolio/Teaching Portfolio**: Used in a business writing class, students choose which works to place in the portfolio and arrange them in a way that will allow them to use the portfolio on the job market. Portfolio could include application letter and resume, sample writings, letters of recommendation, etc. Teaching portfolios would include additional items like a vitae, student evaluations, observation reports, etc.

- Media savvy courses often require visual elements in addition to written requirements. Some instructors have portfolios uploaded to the student’s personal website as an “electronic portfolio”.

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**OPTIONS FOR USING PORTFOLIOS IN YOUR COURSE**

- Papers are submitted on a deadline and are returned with feedback, but no grade. The student revises the paper for later submission as one of many works in the portfolio.

- Papers are submitted on a deadline and are returned with feedback and an “advisory grade” that indicates how the paper would be evaluated if graded or with an alternative assessment, such as writing whether you consider the draft to be a late, middle, or early draft (see “A Comprehensive Plan to Respond to Student Writing” by Jeff Sommers). The student revises the paper for later submission as one of many works in the portfolio.

- Papers are submitted on deadline and are graded with feedback for revision. Writers may select their best work for inclusion in the portfolio, which receives a grade separate from each of the individual papers.

- **Regardless of portfolio type and method, students should always be assigned a final, reflective essay to introduce the work in their portfolio.**

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**FURTHER READING**


TEACHING PEER REVIEW

Peer review is a valuable activity in the composition classroom, not only because it elicits feedback, but also because responding to the writing of others helps students recognize and articulate the strengths and weaknesses of their own writing.

When instructors assume that students fully understand how to read and respond to the work of others, workshops fall flat, generating vacuous responses that do little to improve reading and review skills, and leading students to deem them a waste of class time. Peer review is most successful when it is approached as an academic skill developed with guidance and practice.

SUGGESTIONS FOR TEACHING STUDENTS TO READ AND RESPOND THOUGHTFULLY

- Model the response you want students to generate. Use a student writing sample and ask students to respond. As a group, discuss which comments were most useful.

- The fishbowl method. Select a small group of students and work outside of class with them on proper peer review methods. Then, have students participate in a peer review during class time as the rest of the class watches the session. Spend time talking about and answering questions after the fishbowl.

- Distribute a sheet of guidelines for reading and responding to papers, or write prompts for response on the board. Ask writers to read their paper aloud to a small peer group. The group responds in writing, then discusses the paper collaboratively.

- Distribute feedback forms as reading and response guides.
  - Directed feedback: Ask students to write a letter to peer readers explaining their goals and concerns about their paper. Peer reviewers read the letter, then the paper, and write a response with attention to the writer’s letter.
  - Circulate between groups, keeping students on task.
  - Be a peer reviewer—randomly read student papers and respond using the same criteria you give students.
  - Give feedback to reviewers. Occasionally note the strengths and weaknesses of the student response, either verbally or in writing. Tell students when they are reviewing well.
  - Ask students to reflect on the positives and negatives of the peer review sessions.
  - Vary the peer-review method with each workshop to present students with different approaches to peer analysis.
**PEER-REVIEW METHODS**

- Small groups of 3-5 students read their paper aloud or exchange with group members who read silently. Students can
  - Read and respond to the papers of 3-4 group members during class time.
  - Read and respond to the papers of 3-4 group members who have posted their work online at a discussion board.
  - Read and respond to papers via e-mail.
  - Bring 3-4 copies of their papers to be distributed to the group. Group members read and respond as homework, and discuss their responses at the next class period.

- Pairs of students can work together using the above methods.

- Teacher-led peer review (instead of scheduling individual conferences, the teacher meets with groups of 3 to 4 students and conducts a peer review session. Papers are often exchanged in advance and students come prepared to discuss the texts).

- Large group sessions:
  - Pass the paper: Students pass their draft to the reader behind them for a quick read. You might ask readers to jot down three questions that they have after reading the draft. This works well for shorter pieces, like e-mails, memos, and sales reports.
  - Students place their drafts at the front of the room, and take another student’s paper at random.
  - Students explain their goals, then read the paper or a portion of the paper to the class and ask for feedback.

**ASSESSING THE EFFECTIVENESS OF PEER RESPONSE GROUPS**

- Ask students to submit written peer response sheets with final drafts.
- Assign an in-class writing asking students to explain how peer feedback influenced revision.
- Teachers can read over peer review sheets, note where they agree with peer reviewers, and then respond only to areas not addressed in the peer reviews.
- Teachers can ask students to create a “revision plan”, addressing what their reviewers suggested and discussing how they will revise the paper based on these suggestions. Again, the instructors can respond to this sheet first and offer a few additional comments that were not addressed.
• Create a simple assessment form for peer groups. Ask them to evaluate one another and the group as a whole, and to provide suggestions for improvement.

STUDENT CONFERENCES

Meeting individually with students a few times during the semester greatly enhances student retention, class discussion, and provides an excellent opportunity to address student’s writing difficulties directly and in the context of their own writing.

TIMING

Students who display significant writing difficulties should be asked to conference with you the most. Some instructors meet with all students once a term and with weaker writers more frequently. Advise students at the beginning of the term that you will be asking them to conference with you at various times during the semester. Students benefit from a conference where the topic of conversation is a text they have written recently and will have a chance to revise based on your feedback.

Mid-term is often a good time to meet with students and review a mid-term portfolio. Many instructors ask students to bring their mid-term portfolio to the conference and use that time to evaluate the works in progress. Feedback provided in this conference can be used by students to revise work for their final portfolio. Instructors can schedule conferences at multiple times during the semester (i.e. after each formal paper; at the start of the course, at mid-term and during finals).

SOME TIPS FOR EFFECTIVE CONFERENCING

• Sit side-by-side or at adjacent corners so you can look at the paper together. Teachers are less intimidating when they’re not behind a desk.

• Let the student set the agenda. Open by asking the writer if he or she has any specific questions or concerns.

• If the student has nothing to contribute, have notes on key issues for yourself.

• If you’re looking at the paper for the first time and time permits, you may wish to read the paper aloud or ask the student to read it to you. This allows both of you to “hear” missteps or add comments.

• Use "I" language in your comments; e.g., "I wasn't sure what you meant by this sentence" instead of "You need to clarify this."

• If a student’s writing is troubled by grammar errors, you can use part of the conference time to review a pattern of error you have identified. Point out the first few examples, model strategies for re-writing them, and then ask the student to locate and fix one on their own. Recall that these errors are likely to be habitual. Don’t try to address too many at once or to achieve perfection. Think improvement.
APPENDIX B: TEACHING PRACTICES: VISUAL COMMUNICATION

RESOURCES FOR VISUAL COMMUNICATION AND LITERACY

The College of Arts and Humanities at University of Maryland College Park has created The Visual Literacy Toolbox, which includes a page on the Basics of Visual Literacy as well as online activities, activity plans, a bank of questions, learning objectives and additional resources.

Technology Online is a website dedicated to educators, students, and all those with an interest in technology education in New Zealand. It showcases examples of contemporary teaching and learning and provides curriculum support materials. The page devoted to visual communication has standards, assessments and teacher guidance.

The Toledo Museum of Art’s Director, Brian Kennedy, is a strong proponent of visual literacy, and as a result, the TMA has created a web primer on the importance of visual literacy.

The Visual Communication Guy website/blog has an infographic of a 5 step visual analysis process. He also provides other teaching aids and references.

Business writers Bovee & Thill have created an online magazine about teaching visual communication in their field.

FURTHER READING


Williams, Sean D. LORE, Composition Meets Visual Communication, Clemson University, Fall 2005.

Assessment is an ongoing process aimed at understanding and improving student learning. It involves:

- making our expectations explicit and public
- setting appropriate criteria and high standards for learning quality
- systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards
- using the resulting information to document, explain, and improve performance

When it is embedded effectively within larger institutional systems, assessment can help us:

- focus our collective attention
- examine our assumptions
- create a shared academic culture dedicated to assuring and improving the quality of higher education


Each program in CoCA has developed a program assessment plan which is posted on the University Assessment Committee website as of October 1, 2014 or available from your chair and/or from your department’s assessment coordinator. You should consult the appropriate program plan(s) for the ways in which your course(s) contribute to the plan(s). There is additional information on the website of the Office of Assessment, Accreditation and Program Review.

For more information on best practices in assessment, the Higher Learning Commission has endorsed guidelines, *Committing to Quality: Guidelines for Assessment and Accountability*, published by the New Leadership Alliance for Student Learning and Accountability in 2012.

**STUDENT LEARNING OUTCOMES (SLOS)**

Student Learning Outcomes, or SLOs, should be developed for every program, and for every course within that program. They are written from the perspective of what the student will be able to do in the course or program upon completing it. This means they are written in terms of observable behavior and should contain action verbs that describe observable behavior. This makes them measurable – because they are observable. You cannot observe whether someone “knows” or “understands” something – you can only observe them demonstrate that knowledge or understanding.

SLOs are NOT a description of;

- Course/program content or topics;
- How a skill will be learned;
- What students will be asked to do during the course/program.
In order to be written to the appropriate learning level, SLOs utilize Bloom’s Taxonomy of learning domains, a classification of levels of intellectual behavior important to the learning process.

Lower levels of learning are at the bottom of the pyramid, and as learning deepens, a learner progresses up through the higher levels. This 3D model (mouse over the blocks on the web page) shows that concept visually.

**Particular verbs are equated with each level**, so students in the introductory level of learning in a topic will most likely be expected to remember and understand the facts and ideas presented. By the upper course levels and at the program level, students should be working at the highest levels of the pyramid.

Inactive and unobservable verbs to avoid in SLOs:
- Appreciate
- Become aware of
- Become familiar with
- Know
- Learn
- Understand
- Value

**Examples of good SLOs at various levels:**

Students will be able to identify the tonality of a given work in relation to intervals, scales, primary and secondary chords and key relationships. (Understanding level)

Learners will demonstrate the ability to communicate effectively in both oral and written forms. (Applying level)

Students will be able to compare and contrast the aesthetic perspectives of two given artistic periods and describe the characteristics of these perspectives. (Analyzing and understanding levels)
RESOURCES FOR SLOS AND ASSESSMENT

The Association for the Assessment of Learning in Higher Education (AALHE) has a great deal of information on its website.

University of Toronto has a teaching topics website that includes information about SLOs, including examples of good SLOs.

Minnesota State University Mankato provides information on writing measurable outcomes.

The University of California Riverside has posted sample learning outcomes for undergraduate majors in the arts from a variety of other institutions.

Loyola Marymount University's Communication Studies program has posted 4 categories of SLOs.
### REMEMBERING:

Define | Reproduce | Name
--- | --- | ---
List | State | Outline
Memorize | Label | Select
Repeat | Match | |

### UNDERSTANDING:

Classify | Locate | Defend
--- | --- | ---
Describe | Report | Predict
Discuss | Select | Rewrite
Explain | Translate | Summarize
Identify | Paraphrase | |

### APPLYING:

Apply | Interpret | Write
--- | --- | ---
Choose | Operate | Build
Demonstrate | Schedule | Modify
Dramatize | Sketch | Produce
Employ | Solve | |
Illustrate | Use | |

### ANALYZING:

Analyze | Discriminate | Test
--- | --- | ---
Compare | Distinguish | Diagram
Contrast | Examine | Separate
Criticize | Experiment | |
Differentiate | Question | |

### EVALUATING:

Evaluate | Judge | Critique
--- | --- | ---
Appraise | Select | Defend
Argue | Support | Justify
Defend | Value | Prioritize

### CREATING:

Create | Develop | Devise
--- | --- | ---
Assemble | Formulate | Generate
Construct | Write | Revise
Design | Compose | Determine
ASSESSMENT METHODS

Assessment methods are tools and techniques used to determine the extent to which the stated learning outcomes are achieved. A variety of methods, qualitative and quantitative, direct and indirect, should be used. The following are examples of direct and indirect assessment methods:

**Examples of Direct Assessment Methods:**
- Comprehensive exams
- Performance assessment for graduating seniors
- Writing proficiency exams
- National Major Field Achievement Tests
- GRE subject exams
- Certification exams, licensure exams
- Locally developed pre- and post- tests
- Senior thesis / major project
- Portfolio evaluation
- Reflective journals
- Capstone courses
- Internship evaluations
- Grading with scoring rubrics*
- Curriculum/syllabus analysis

**Examples of Indirect Assessment Methods:**
- Peer institutions comparison
- Job placement
- Employer surveys
- Graduate school acceptance rates
- Performance in graduate school
- Student graduation/retention rates
- Exit interviews
- Focus group discussions
- Alumni surveys
- Tracking of alumni awards, achievements (national, state, international, etc.)

*Note: Grades alone do not provide adequate feedback on students’ performance for the purpose of assessment. However, if grading is tied to rubrics, it can be a useful tool to identify strengths and weaknesses of overall student performance.

RUBRICS

Rubrics can be useful not only for the instructor, but for the student who can use them to self-evaluate. They can be used as individual evaluation tools by the instructor, but they can also serve as overall assessment documents, as a good rubric allows the instructor to compile individual results into overall data for a particular section, or even compile data across sections, as the Film Writing Rubric does. This data is particularly helpful for a program to clearly identify what it does well, and what it needs to improve.

RESOURCES

UC Denver has a 30 minute online tutorial on creating rubrics.

The Association of American Colleges and Universities has a series of downloadable rubrics.

Once designed, evaluate your rubric with a Rubric to Evaluate Rubrics.

Following are some rubrics developed in our College that instructors might find useful to use or adapt.
# ART HISTORY RUBRIC

<table>
<thead>
<tr>
<th>Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Analysis</strong></td>
<td>Demonstrates little evidence of analytic ability</td>
<td>Demonstrates some evidence of analytic ability</td>
<td>Demonstrates evidence of significant analytic ability</td>
<td>Demonstrates evidence of superior analytic ability</td>
<td></td>
</tr>
<tr>
<td><strong>Media, Processes, and Vocabulary</strong></td>
<td>Demonstrates little knowledge and understanding of media, processes, and discipline-specific vocabulary</td>
<td>Demonstrates some knowledge and understanding of media, processes, and discipline-specific vocabulary</td>
<td>Demonstrates significant knowledge and understanding of media, processes, and discipline-specific vocabulary</td>
<td>Demonstrates superior knowledge and understanding of media, processes, and discipline-specific vocabulary</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Communicates poorly</td>
<td>Communicates with some attempt at clarity and organization</td>
<td>Communicates persuasively using supporting evidence and clear organization</td>
<td>Communicates eloquently using excellent supporting evidence to state a position and develop an argument</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Demonstrates little evidence of ability to analyze and synthesize various research materials</td>
<td>Demonstrates evidence of some ability to analyze and synthesize various research materials</td>
<td>Demonstrates evidence of significant ability to analyze and synthesize various research materials</td>
<td>Demonstrates evidence of superior ability to analyze and synthesize various research materials</td>
<td></td>
</tr>
<tr>
<td><strong>Historical Awareness</strong></td>
<td>Demonstrates little evidence of historical awareness</td>
<td>Demonstrates some evidence of historical awareness</td>
<td>Demonstrates evidence of significant historical awareness</td>
<td>Demonstrates evidence of superior historical awareness</td>
<td></td>
</tr>
<tr>
<td><strong>Art Historical Methods</strong></td>
<td>Demonstrates little knowledge of art historical methodologies</td>
<td>Demonstrates some knowledge of art historical methodologies</td>
<td>Demonstrates significant knowledge of art historical methodologies</td>
<td>Demonstrates superior knowledge of art historical methodologies</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## FILM WRITING RUBRIC

<table>
<thead>
<tr>
<th>Level/Score</th>
<th>1 (Naïve)</th>
<th>2 (Novice)</th>
<th>3 (Intermediate)</th>
<th>4 (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject and Assignment Comprehension</strong>&lt;br&gt;Ave. Score: FR 1: ___ FR 2: ___ SR: ___</td>
<td>- Shows little understanding of the topic or assignment&lt;br&gt;- No understanding of film production or studies terminology or failure to utilize this terminology</td>
<td>- Shows some understanding of the topic or assignment&lt;br&gt;- Some understanding of film production or studies terminology, but some incorrect usage</td>
<td>- Shows understanding of the topic or assignment&lt;br&gt;- Good understanding and use of film production or studies terminology but not enough usage</td>
<td>- Shows thorough understanding of the topic&lt;br&gt;- Clear understanding and excellent use of film production or studies terminology</td>
</tr>
<tr>
<td><strong>Writing Skills</strong>&lt;br&gt;Ave. Score: FR 1: ___ FR 2: ___ SR: ___</td>
<td>- Undeveloped ideas or none at all&lt;br&gt;- Weak vocabulary&lt;br&gt;- One type of sentence or no understanding of proper sentence structure&lt;br&gt;- There is no clear structure or organization&lt;br&gt;- There are major errors and major omissions&lt;br&gt;- No thesis has been stated&lt;br&gt;- Very poor grammar</td>
<td>- Develops a variety of simple ideas, but does not develop them in any way&lt;br&gt;- Evidence of some good vocabulary&lt;br&gt;- Contains a variety of sentences, some with good structure&lt;br&gt;- Some evidence of structure&lt;br&gt;- There are some errors and omissions&lt;br&gt;- A thesis is present but is not clearly expressed&lt;br&gt;- Some good grammar</td>
<td>- Presents ideas of some complexity but does not develop them fully&lt;br&gt;- Evidence of good vocabulary&lt;br&gt;- Contains a wide variety of well-constructed sentences, though not always effectively used&lt;br&gt;- Structure is logical and effective&lt;br&gt;- There are only a few errors and omissions&lt;br&gt;- A thesis is well expressed&lt;br&gt;- Good grammar</td>
<td>- Presents ideas of complexity and develops them fully&lt;br&gt;- Evidence of advanced vocabulary that supports the work&lt;br&gt;- Contains a wide variety of sentences effectively used&lt;br&gt;- Structure supports the thesis and enhances the argument&lt;br&gt;- Thesis clearly expressed and resolved&lt;br&gt;- Excellent grammar</td>
</tr>
<tr>
<td><strong>Research and Citation</strong>&lt;br&gt;Ave. Score: FR 1: ___ FR 2: ___ SR: ___</td>
<td>- Rudimentary research undertaken&lt;br&gt;- No bibliography or citations&lt;br&gt;- Little or no use of relevant secondary sources</td>
<td>- Evidence of some research&lt;br&gt;- Sketchy use of relevant secondary sources&lt;br&gt;- Some citation used, bibliography present, but some improper usage or formatting</td>
<td>- Use of both primary and secondary sources&lt;br&gt;- Bibliography and proper citations present</td>
<td>- Extensive, appropriate, varied use of primary and secondary sources&lt;br&gt;- Detailed bibliography correctly presented, sophisticated use of quotations, proper citations</td>
</tr>
<tr>
<td><strong>Critical Thinking and Cultural Understanding</strong>&lt;br&gt;Ave. Score: FR 1: ___ FR 2: ___ SR: ___</td>
<td>- No clear point of view&lt;br&gt;- No evidence of awareness of multiple perspectives or appreciation of cultural diversity&lt;br&gt;- Inability to state opposing points of view&lt;br&gt;- Close minded point of view</td>
<td>- Point of view somewhat clear&lt;br&gt;- Vague understanding that other perspectives and arguments exist&lt;br&gt;- Some appreciation of cultural diversity&lt;br&gt;- Somewhat open minded</td>
<td>- Point of view clearly expressed&lt;br&gt;- Somewhat capable of synthesizing complex concepts into a clear argument&lt;br&gt;- Clear evidence of understanding that other perspectives and viewpoints exist but needs to more fully develop ability to effectively articulate them</td>
<td>- Point of view clearly and convincingly expressed&lt;br&gt;- Clearly capable of synthesizing complex concepts into a clear argument&lt;br&gt;- Demonstrates fluency of understanding of multiple perspectives, clear evidence of appreciation of cultural diversity, and ability to accurately articulate all</td>
</tr>
</tbody>
</table>
# APPLIED MUSIC RUBRIC

## Scoring Rubric

<table>
<thead>
<tr>
<th>Tone Quality</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No understanding of tonal quality concepts.</td>
<td>Basic understanding of tonal quality concepts not yet developed.</td>
<td>Strong basic approach demonstrated. Slow to correct minor problems.</td>
<td>Excellent tone achieved most of the time. Faults and problems infrequent. Minor problems quickly corrected.</td>
<td>Excellent tone achieved throughout the entire performance. Tone uniform, consistent and well-controlled.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intonation (or for piano)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Technique</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No understanding of basic technique.</td>
<td>Basic problems exist with technique. Good technique only demonstrated some of the time.</td>
<td>Technical facility good most of the time. Correct technique demonstrated most of the time.</td>
<td>Coordination, accuracy, and flexibility quite good. Demonstrates excellent knowledge and command of technique.</td>
<td>Coordination, accuracy, and flexibility excellent. Demonstrates thorough knowledge and command of technique.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rhythm/Tempo</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythms not performed as written. Tempo not controlled.</td>
<td>Basic rhythmic accuracy demonstrated in simple passages, although rapid and complex passages are weak. Tempo not always controlled.</td>
<td>Rhythmic accuracy and precision good most of the time. Demonstrate good awareness of pulse and tempo, although occasional problems occur.</td>
<td>Rhythmic accuracy and precision excellent. Tempo under control most of the time. Rhythmic interpretation or variations appropriate, with only minor inconsistencies.</td>
<td>Rhythmic accuracy and precision are exact. Tempo obviously under complete control. Rhythmic interpretations or variations appropriate for the selection.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Musicality / Interpretation</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No sense of phrasing or musical style.</td>
<td>Very little meaningful or musical style. Style is undeveloped and inconsistent. Musical phrasing is mostly mechanical and non-musical.</td>
<td>Stylistic accuracy demonstrated some of the time. Stylistic interpretation demonstrated some of the time, but often rigid and mechanical. Musical phrasing is basic but not always consistent.</td>
<td>Stylistically accurate and consistent most of the time. Some passages may lack stylistic interpretation but do not detract from the performance. Musical phrasing is natural most of the time.</td>
<td>Stylistically accurate and consistent throughout. Seldom rigid or mechanical. Excellent and meaningful phrasing and interpretation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dynamics</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>No dynamic range.</td>
<td>Limited dynamic range.</td>
<td>Some successful attempts at basic dynamic variation, though limited in scope and range.</td>
<td>Good use of dynamics throughout, with some lack of dynamic control.</td>
<td>Excellent use of dynamics throughout. Full dynamic range demonstrated.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Memorization (piano/voice only)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not memorized. Requires the music to complete the performance.</td>
<td>Poorly memorized, several noticeable memorization errors.</td>
<td>Generally well-memorized, a minor noticeable flaw or error.</td>
<td>Well-memorized, a small flaw noticeable to only those who know the music.</td>
<td>Flawless memorization, effortless recall.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Skills (voice only)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text contains numerous mispronunciations, including poor formations of vowels and/or consonants.</td>
<td>Text contains several mispronunciations, including poor formations of vowels and/or consonants.</td>
<td>Text contains some mispronunciations, including inaccurate vowels and/or consonants.</td>
<td>Text is pronounced correctly, but not always completely secure. Demonstrates incomplete understanding of textual nuances.</td>
<td>The text is artistically declaimed; pronunciation is completely correct. Demonstrates complete understanding of textual nuances.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unprofessional behavior or demeanor, and/or unprofessional appearance/attire.</td>
<td>Some unprofessional elements of behavior, demeanor, and/or appearance/attire.</td>
<td>Appearance/attire and demeanor within bounds acceptable for student performances.</td>
<td>A minor slip in professional appearance/attire or demeanor.</td>
<td>Appearance/attire and demeanor completely professional.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D: COCA COURSE SCHEDULING

PRIOR TO THE START OF REGISTRATION

Part 1 – System open for course scheduling. It will be open for at least one month.
  • Courses roll into the system from the previous year.
  • Course Scheduling Coordinator (CSC) makes any and all deletions, changes & additions to
    the schedule.
  • Double check that all attributes are correct in system (WAC, DL, cross lists, Honors....)
  • Chair distributes the finished schedule to all faculty (area heads in particular) for proofing
    prior to the close of open input.
  • Changes during this period can be done directly to the schedule by the department’s CSC.

VERY IMPORTANT - Once this period closes, changes may not be made directly by the
department. From this point forward, Chairs must send change requests to the Associate Dean,
who will forward them to the Provost’s office for approval.

Part 2 – Room Assignment – view only. 2 weeks
  • Additions, modifications and deletions must have Chair, Dean, & Provost approval.
  • Include CRN for all modifications and deletions.

Part 3 – View only (students can see schedule) 1-2 weeks.
  • Procedure same as above.

AFTER REGISTRATION OPENS

  • Prior to requesting a change to the course schedule after registration opens, department
    should ascertain whether any students are enrolled in the course.
  • If there is no enrollment, or if it is an addition to the schedule, the change can be
    requested through the appropriate approval channels.
  • For course cancellations when there are students enrolled, follow this process:
    o Send email request to Associate Dean to approve canceling the course and ask that
      the course section be closed to additional enrollment.
    o Notify enrolled students by phone or email that the course will be cancelled.
    o Reply to registrar staff that the students have been notified.
  • For course modifications when there are students enrolled, follow this process:
    o Send email request to Associate Dean to approve modifying the course and ask that
      the course section be closed to additional enrollment and a new (modified) course
      created. The registrar’s staff will create a new course, which will generate a new
      CRN.
Upon receipt of new CRN, notify enrolled students by phone or email that they should drop the existing course and add the new modified course. Provide the new CRN so that they can easily re-enroll.

Reply to registrar staff that the students have been notified.

RESPONSIBILITIES OF CHAIRS

- Collect any needed information on scheduling from area heads or others who assist with scheduling prior to the open input timeframe for course scheduling.
- If you do not input the schedule yourself, provide your designated CSC with the information as soon as the schedule is opened for input.
- Once the schedule is done, notify area heads/faculty to review the schedule. Provide a deadline of at least one week before the end of the open input timeframe for communicating back to you any issues needing correction.
- For changes needed after the end of open input, send the request by email to the Associate Dean. For new courses, be sure to include all of the following info:
  - Alpha code, course and section number
  - Course title
  - Day, time, room (if controlled. If not controlled, include requirements such as mediated room, etc.)
  - Enrollment cap
  - Instructor last name and R-number (or “staff”)

RESPONSIBILITIES OF AREA HEADS OR OTHERS WHO ASSIST WITH SCHEDULING

- Provide your chair/schedule coordinator with all information they need in a timely manner so that it can be entered and reviewed before the end of open input.
- Review the tentative schedule for all courses in your area promptly when asked to do so by your chair. Proof carefully, and let your chair know of any necessary corrections as quickly as possible.

RESPONSIBILITIES OF FACULTY NOT DIRECTLY RESPONSIBLE FOR COURSE SCHEDULING

- Review AT LEAST your own courses in the tentative schedule promptly when asked to do so by your chair. Proof carefully, and let your chair know of any necessary corrections as quickly as possible.

LINKS AND REFERENCES

- Course Scheduling Coordinators page (includes link to current AY scheduling dates)
- Schedule of Courses web page