



**New and Adjunct Faculty Handbook  
2011-2012**

DIXIE STATE COLLEGE OF UTAH

# **New and Adjunct Faculty Handbook**

© Dixie State College of Utah  
225 South 700 East  
Phone 435.652.7500 • Fax 435.656-4001

Dixie State College of Utah is an Equal Opportunity/Affirmative Action Institution.

This handbook was prepared on the basis of the best information available at the time of its printing. Periodically, policies and procedures are updated or re-designed; thus, all information in this handbook is subject to change without notice, obligation, or liability.

# Table of Contents

<b>Mission and Goals.....</b>	<b>4</b>
Executive Mission Statement .....	4
DSC is committed to quality general education and student success .....	4
DSC is a community college .....	4
DSC is a state college .....	4
Dixie State College’s goals and values are.....	5
Dixie State College’s Core Themes.....	5
Quality Undergraduate Education .....	5
Campus Culture .....	6
Community Partnerships .....	6
<b>Policies Related to Professionalism .....</b>	<b>6</b>
<b>Learning Objectives for Individual Courses.....</b>	<b>6</b>
<b>Instructional Procedures.....</b>	<b>6</b>
Characteristics of Effective Teaching and Learning .....	8
Good Teaching: The Top Ten Requirements .....	11
Cancellation of Courses.....	12
Student Retention .....	12
<b>Classroom Procedures.....</b>	<b>13</b>
Adding and Dropping Students from Classes.....	13
Wait Listing Full Classes.....	13
Instructor Absences .....	13
Student Absences.....	13
Attendance Policies .....	14
Religious Holidays .....	14
Retention.....	15
Testing Services.....	15
<b>Academic Dishonesty and Academic Discipline.....</b>	<b>15</b>
Disruptive Behavior.....	15
Student Appeals and Complaints.....	16
<b>Course Syllabus .....</b>	<b>17</b>
Requirements .....	17
Course Syllabus Template.....	20
Course Objectives and Learning Outcomes .....	22
Students with Disabilities .....	22
<b>First Class Session .....</b>	<b>22</b>
<b>Final Exams.....</b>	<b>23</b>
Do Not Cancel Final Exams .....	23
Final Exam Schedule:.....	23
Early Final Exams .....	23
<b>Grading Procedures .....</b>	<b>23</b>

---

Communicating Grading System to Students.....	24
Timeliness of Evaluation.....	24
Grade Deadlines – Late and Missing Grades .....	24
Last date of attendance on Grade Rolls .....	24
Entering Grades.....	24
Grade Changes.....	25
Student Appeals and Complaints.....	26
Grading System .....	26
Incomplete Grades.....	27
Instructor and Student Incomplete Contract.....	27
<b>Evaluation of Instruction.....</b>	<b>28</b>
Student Opinion of Instruction Surveys .....	28
Supervisor Classroom Visits .....	30
Peer Exchanges.....	31
<b>FERPA.....</b>	<b>31</b>
What Is an Educational Record? .....	31
Access to Student Records .....	32
Posting Grades.....	32
Returning Assignments .....	33
Parents Requesting Information .....	33
Crisis Situations/Emergencies .....	33
Letters of Recommendation.....	33
Who to Contact With FERPA Questions/Concerns .....	33
<b>Instructional Equipment, Supplies, and Resources.....</b>	<b>34</b>
Requesting Instructional Supplies .....	34
Audio-Visual Services.....	34
Instructional Technology Center .....	34
Equipment Support.....	34
Technology Assisted Instruction .....	34
Email .....	35
Library Services.....	35
Bookstore, Textbook-Adoption and Desk Copies.....	35
Duplication and Copy Machines .....	35
Helpdesk.....	36
Campus Resources Available to Students: .....	36
<b>General Campus Procedures.....</b>	<b>37</b>
General Checklist .....	37
Paychecks and Contracts .....	38
Teaching Load Limits.....	39
Retention, Promotion, and Tenure.....	39
Best Practices.....	39
Third Week Enrollment Reports.....	39
Smoking, Food, and Drink .....	40
Room and Equipment Changes .....	40
Mailboxes, Email and the Administrative Computer System (Banner) .....	40
Visitors in Classes .....	40

---

<b>Parking Procedures</b> .....	<b>41</b>
Where to Park on Campus.....	41
Obtaining a Parking Permit.....	41
Abbreviations for Campus Buildings.....	44
<b>Who's Who at Dixie State College?</b> .....	<b>47</b>
Telephone Directory.....	47
Organizational Charts.....	49

---

## **Mission and Goals**

### **Executive Mission Statement**

Dixie State College of Utah (DSC) is a publicly supported institution of higher education that strives to enrich its community and the lives of individual students by providing associate and baccalaureate degrees and certificates, by fostering lifelong learning, and by sponsoring activities and events that meet the cultural and entertainment needs of its regional constituents. DSC accomplishes these objectives directly by delivering excellent teaching in a learning environment recognized for its personal relationships, values, service, diversity and open access, and by creating strategic partnerships for learning opportunities.

### **DSC is committed to quality general education and student success**

DSC is committed to open enrollment and developing student learning capabilities. Lower-division courses are primarily open admission, while students must meet prerequisites for upper-division courses and programs.

Students will develop the skills and knowledge needed for the next phases in their lives, whether productive employment that contributes to society and economically sustains the student, further education at a transfer or graduate institution, or some other unique and personal aspiration. They will prepare to be life-long learners.

Graduates will be able to think critically, communicate clearly, and solve problems. Through exposure to the breadth of human knowledge and experience, they will investigate and enhance their world views to achieve a global perspective. They will make responsible and meaningful contributions to society, in part through service to others. Graduates will become citizen-scholars.

### **DSC is a community college**

DSC has an ongoing commitment to its community college role, which includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services.

DSC also contributes to the quality of life and economic development of the community and the state. Local citizens and alumni will enjoy educational, economic, cultural, and recreational opportunities provided by DSC that enhance the community's quality of life. They will feel ownership and pride in the College, sustaining it through donations and promoting it among their associations.

### **DSC is a state college**

DSC offers degree programs in selected high demand areas and in core or foundational areas consistent with its mission as a four-year institution. It also partners with other institutions in the Utah System of Higher Education in ensuring that quality graduate programs are available to Washington County residents.

DSC is committed to accountability and creativity in delivering quality higher educational opportunities within its service area. The College will be a cooperative and conscientious partner with other public and higher education institutions, responsibly using public funds to meet the state's needs.

## **Dixie State College's goals and values are**

### **Academic Rigor in a Challenging, Supportive Learning Environment**

DSC focuses on quality teaching and learning, and will be resolute in maintaining high academic standards and rigorous expectations for faculty and students. DSC will also nurture student confidence, retention and success by attracting and retaining dedicated employees, and by maintaining small classes, academic freedom and quality service.

### **Access and Opportunity**

DSC will invite members of the community with varying preparation for higher education, reach out to under-represented populations, and meet individuals' needs with offerings ranging from developmental education to an honors program.

### **Diversity**

DSC will promote diversity among its employees and student body to enrich the teaching and learning environment. DSC will provide diverse educational, economic, cultural, and recreational opportunities.

### **Workforce and Economic Development**

DSC will cooperate with the local community, region, and state to identify and meet the demands of business and industry. The college will provide leadership and support to economic development.

### **Sound Management and Responsible Stewardship**

DSC will be accountable in its stewardship over public resources and students' trust, using state, tuition, and donor resources to promote the College's mission.

## **Dixie State College's Core Themes**

DSC has identified three core themes derived directly from its mission statement. The core themes considered together express the essential elements of, and collectively encompass, the mission. Considered singly, each core theme touches on essential components within the mission statement, but certain intentional commonalities, even redundancies, exist as the five core values of the college's mission, stated above, weave throughout all three.

### **Quality Undergraduate Education**

Dixie State College will produce knowledgeable and competent students who are trained to think critically and solve problems. They will have the necessary skills to be successful in their chosen work; they will be flexible and resilient in the face of new and dynamic situations; and they will be prepared for life-long learning.

## **Campus Culture**

Dixie State College will maintain a culture of integrity, academic honesty, service, citizenship, engagement, and diversity that extends beyond campus to the surrounding community and world.

## **Community Partnerships**

Dixie State College will build and maintain strong relationships between students, faculty, staff, and community stakeholders, to foster economic growth and workforce development, continuing education, and cultural enrichment.

## **Policies Related to Professionalism**

For policies related to faculty responsibilities and academic freedom, see policy 3.4 at [www.dixie.edu/humanres/polfac.html](http://www.dixie.edu/humanres/polfac.html). For policy related to faculty evaluation, see policy 3.8, at the same web address.

## **Learning Objectives for Individual Courses**

It is important that each course instructor understand the overall mission of the College and how the particular course fulfills a part of that mission. Your syllabus should include the learning objectives that successful students will achieve when they complete the course you're teaching. Each department has drafted an official set of learning objectives for each course, which all instructors include in their syllabi. Contact your department chair for an official set of learning objectives for the courses you are teaching. In particular, courses that fulfill general education requirements should include certain common learning objectives, which are available from the department chair. Refer to this handbook for syllabus guidelines.

Each course taught at Dixie State College plays a role in the overall mission and goals of the college described above. For example, a business course may play a role in the applied technology education goal. An English course may play a role in the developmental education goal. An art course may play a role in the lower-division education goal.

All course syllabi should include a list of learning objectives, the desired outcomes for the courses. If and when you write the learning objectives for your course, keep the following goals in mind. Ask yourself, "What role does this course play in the overall mission of the college?" and "How does the course I'm teaching articulate with the overall mission of the college?"

## **Instructional Procedures**

Dixie State College is committed to quality instruction and authentic assessment. Education, it has been said, is the only thing people shell out a lot of money for . . . and then do everything possible to avoid getting their money's worth! Despite the financial and personal costs of their education, many students are afraid of the hard work that is required for that education to have maximum benefit. Thus, students often mistakenly seek out the easiest, least stressful, and often the least effective way to fill their requirements and

complete their degrees. Students ask one another about individual teachers' grading standards, expectations, and assigned homework. An informal system of comparison exists among students: "Professor Smith is demanding, rigorous, and thorough . . . but Professor Jones has lower expectations and easier grading standards." Before long, students flock toward options that offer them the least resistance, the lowest expectations, and the least real learning, however detrimental this might be to their education.

Even faced with such attitudes, Dixie State College of Utah is dedicated to high academic standards. Toward that end, the college encourages all teachers to . . .

1. **Maintain high expectations: As teachers, our approach to our disciplines is college level, and we insist that students produce college level work for college grades.** If we allow students to pass through our courses with shoddy, ill-prepared, substandard performance we have only reinforced a pattern that does not serve students well. Students who seek to fill requirements with the least effort possible may believe they are fulfilling their academic goals (graduation); however, they may in fact be subverting their own goals by avoiding the knowledge and skills they'll need for further progress.
2. **Establish a fair, college-level grading standard, and stick to it.** Demographic studies of high school grades show that grade point averages are very high. Many of our students come to college with average scores on the ACT test, but with grade point averages that are close to straight-A's. Thus, you may hear students comment, "I've never had such a low grade in my life as you have given me on this project." Students may pressure you to lower your grading standards; however, the college asks that you maintain demanding grading standards. Work with other instructors in your department to establish those standards, such that the grades you give are not unreasonably out of line. The college enlists your help in avoiding grade inflation.
3. **Insist on an amount of homework and a quality of performance that is college level.** The standard for homework is that students should be involved in two hours of preparation for every hour they are in class. Thus, if you are teaching a three-credit course and students attend class three hours each week, you should assign an amount of homework that is equivalent to six hours per week. Also, the homework you assign should be appropriately demanding, depending on the level of your course. In general, courses that are numbered less than 1000 are developmental and pre-college in expectation. Courses that are numbered from 1000 to 1990 are freshman level, appropriate to students in their first year of college. Courses that are numbered from 2000 to 2990 are sophomore level, appropriate to students in their second year of college. And courses numbered 3000 or more are upper-division, appropriate to students in their third or fourth year of college.
4. **Follow the campus procedures for placement, prerequisites, and adds/drops.** Many courses have prerequisites. Prerequisites and co-requisites can only be overridden by department chairs or deans. A faculty signature on an Add Card will only override a closed class or allow students who want to register for your class after the 3rd day of the semester. As the online system (<http://new.dixie.edu/reg/faculty/index.php>) is the preferred method for faculty to manage their classes, please log into this system frequently to check your class list and ensure that students who are attending are actually enrolled. Please also note that students may drop classes without your signature through the end of the eighth week of classes, and may completely withdraw from the semester through the 12th week. For additional details, see Registration Policy 5.3 at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html). More information about these and other policies are available online in the Policies & Procedures section under Faculty/Staff, as well as in the College Catalog, available online and in the bookstore.

## **Characteristics of Effective Teaching and Learning**

Our mission statement avows that "Dixie State College of Utah helps students achieve their academic, career, and life goals." Our students come to us with many goals, and they form other goals once they're in our programs. As teachers, our main task is to help students achieve the ambitions they bring to us and form while here. Our students desire the academic skills and knowledge that will build a foundation for success. They seek entry into rewarding careers. Also, they hope to develop life skills -- working on issues such as independence, interpersonal relationships, and self esteem. As teachers, our main role is to help students achieve their goals.

Current literature has identified five factors that distinguish good instruction: command of subject, organization and clarity, instructor-group interactions, instructor-individual interactions, and dynamism/enthusiasm.

### **Command of Subject**

As teachers, we should have thorough command of the material we teach, including both the skills and the knowledge of the discipline. A teacher who commands the subject . . .

1. Shows conceptual understanding. (Is able to break down into its component parts for purposes of analysis and is able to combine parts to demonstrate a concept.)
2. Examines the implications of various theories/concepts/procedures where applicable. (Is able to discuss the ramifications of various theories, concepts and procedures.)
3. Presents the origins of ideas and concepts where desirable. (Explains not only the idea but also the history of how the idea was developed.)
4. Presents relevant material. Stresses importance of certain key topics in relation to course objectives and/or real life. (Avoids presenting information that is not related to the subject. Includes new developments in the fields.)

### **Organization and Clarity**

Secondary school writing teachers tell their students that, in their essays, they should "first, tell the readers what you WILL tell them; second, TELL them; and third, tell them what you TOLD them." This model -- in which the communicator previews, presents, and reviews the material -- is a good model for teaching. It's often effective to tell students in the beginning of the presentation what learning objectives and material will be included. Then students are oriented as the material is presented. Finally, it's often effective to end the presentation with a thorough review of the material. A teacher who is clear and organized . . .

1. Presents each student with a course syllabus. The course syllabus should be given to students at the beginning of the course and should tell them the following: the instructor's name, when and where class meets, how the instructor can be contacted for help, course objectives/competencies, grading/attendance policies, required text/reading, and general schedule of class topics/activities. Refer to page 13 for complete guidelines for syllabus construction.
2. Organizes material well (logical and systematic). (The presentation is organized so that a main idea, theme, or concept is identified and defined. Supporting facts, details, and/or examples are also included. Material that is extraneous, less important, or supplementary is identified and presented after the main information. The instructor ties abstract theory and practical application together. The instructor explains the relationship between ideas. He or she has a lesson plan with well defined learning objectives for each class session. Learning objectives are most effective if they are couched in terms of student understanding or capabilities. The learning objectives should form the basis for organization of the material and the selection of pedagogical tools.)

3. Integrates conceptual understanding with factual information. (Facts are used to explain or clarify concepts as well as being presented for their own sake. The instructor does not deal only with facts or only with concepts but uses them together. The instructor ties abstract theory and practical application together. Instructor explains the relationship between ideas.)
4. Gives clear explanations. (Explanations should be logical and systematic--See #7. Information is straightforward and in language that students will understand. Terms are defined. One explanation is presented at a time.)
5. Presents facts and concepts from related fields when applicable and feasible. The instructor refers to concepts, theories, events from other fields that relate to or affect content being presented. For example, historical events are related to changes in literature or literary themes. (May not happen or may not be observable.)
6. Uses well-chosen examples. (Examples should demonstrate distinctive characteristics of a concept and/or steps in a procedure. The instructor uses easy-to understand examples first before presenting more difficult ones. Non-examples or counter-examples - a fact that denies a generalization or membership - should be presented after examples if they further clarify the topics. For example: A sentence fragment is a non-example of a sentence.)
7. Tries to clarify difficult topics. (The instructor uses examples/demonstrations. The instructor presents the information in different ways. The instructor uses media such as overhead transparencies, diagrams, or models if appropriate to the topics.)
8. Uses demonstrations effectively. (The demonstration clarifies the topic and show parts, procedures, and/or essential steps. The demonstration can be seen by students. The instructor explains each part of step during the demonstration.)
9. Uses timely summaries. (The instructor summarizes at the end of an idea, concepts, topics, or demonstration. The instructor makes transition from session to session by relating subject material to previous or future classes.)
10. Uses a variety of applicable teaching techniques. (Teaching techniques should be varied during each class. For example, lecture can be combined with questions and answers, discussion, or demonstration. Using different media is also another way to vary teaching techniques.)
11. Uses class time well-starts on time, uses full class period. (The instructor also allows time for student questions. Stays on topic and related issues. Maintains focus of class on topic.)
12. Uses a variety of media where applicable. (Media includes chalkboards, handouts, overhead transparencies, models, filmstrips, videotapes, as well as computer technology. The media helps to explain or clarify the topics by supplementing what the instructor is saying or doing.)
13. Specifies assignments clearly. (The instructor tells the student specifically what the assignment is and when it is due. The instructor also describes any special conditions or expectation such as length or format.)

#### **Instructor/Group and Instructor/Individual Interactions**

Good teaching involves several important interpersonal skills. Skilled teachers work well with groups, lead effective discussions, and help students to interact with one another. A good teacher . . .

1. Is careful and precise in answering questions. (Instructor repeats and clarifies student questions if necessary. Answers questions in simple straightforward manner. Provides frequent written and oral practice to detect areas of confusion.)
2. Encourages critical thinking and pertinent discussion. (Encourages inquisitiveness and curiosity as a first step toward critical thinking. Instructor challenges students to examine their own procedures or thesis. Guides discussion to keep it directed toward the intended subject.)
3. Is skilled at facilitating group participation, interaction, and cohesiveness. (Instructor is aware of group dynamics and individual personalities when forming groups. Recognizes and develops leadership and creates conducive atmosphere for interaction. Guides in assigning responsibilities to members of the group. Talks in terms of whole class as well as individuals.)
4. Seeks to identify students' points of confusion. (Instructor encourages students to feel comfortable in saying that they don't understand.)
5. Maintains an academic atmosphere in class. (Instructor promotes thinking, study skills, and scholarship. Encourages the use of the library, and the development of research and communication skills. Acquaints students with leaders and achievers in the specific discipline.)
6. Treats student with respect. Instructor does not demean students. Considers all students' questions seriously. Builds students' self-esteem. Learning student's names is a great way to show interest and respect.

#### **Dynamism/Enthusiasm**

A good teacher engages students' attention, interest, and enthusiasm. A professor is one who "professes" -- leads students to appreciate how fascinating, helpful, insightful, and valuable the material can be. A good teacher is one who . . .

1. Speaks audibly and clearly. (An instructor who mumbles or does not pronounce words clearly can be a real detriment to learning. Some rooms may require microphones obtainable from Audio-Visual to make a low-volume teacher heard room-wide.)
2. Is aware of classroom physical environment. (Extraneous noises, such as a noisy group of people outside the door or window, can be most distracting. Instructor attempts to cure the problem or recognizes that it must be endured. A hot or cold classroom can create discomfort and affect learning. Learn who to call to correct or report the problem.)
3. Seems to enjoy teaching. (Enthusiasm is contagious to students. An instructor who enjoys what he/she is doing can transmit that attitude to the student who in turn can have more interest in the course. Uses animation, speaks to the students, has eye contact, students seem responsive.)
4. Uses wit and humor effectively. (Humor in a long class can be an effective agent to relieve tedium if it is used properly. Humor should not be used extensively as it can cut in to time for presentation of material. Spontaneous humor seems to be better than that which is pre-programmed.)
5. Keeps contact with class reactions. (The instructor is responsive to changes in the mood of the class such as sleepiness or loss of attentiveness. Counters with more class involvement. Takes advantage of increased interest in some topics if it is consistent with the goals of the class.)

## **Good Teaching: The Top Ten Requirements**

*(This article is reprinted by permission from The Teaching Professor, Volume 12, Number 6, June/July 1998, a monthly newsletter published by Magna Publications which owns the sole copyright. For further information or subscriptions, contact 2718 Dryden Drive, Madison, WI 53704 or [custserv@magnapubs.com](mailto:custserv@magnapubs.com).)*

1. Good teaching is as much about passion as it is about reason. It's about not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful, and memorable. It's about caring for your craft, having a passion for it, and conveying that passion to everyone, most importantly to your students.
2. Good teaching is about substance and treating students as consumers of knowledge. It's about doing your best to keep on top of your field, reading sources, inside and outside of your areas of expertise, and being at the leading edge as often as possible. But knowledge is not confined to scholarly journals. Good teaching is also about bridging the gap between theory and practice. It's about leaving the ivory tower and immersing oneself in the field, talking to, consulting with, and assisting practitioners, and liaising with their communities.
3. Good teaching is about listening, questioning, being responsive, and remembering that each student and class is different. It's about eliciting responses and developing the oral communication skills of the quiet students. It's about pushing students to excel; at the same time, it's about being human, respecting others, and being professional at all times.
4. Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other. Good teachers migrate between these poles at all times, depending on the circumstances. They know where they need to be and when.
5. Good teaching is also about style. Should good teaching be entertaining? You bet! Does this mean that it lacks in substance? Not a chance! Effective teaching is not about being locked with both hands glued to a podium or having your eyes fixated on a slide projector while you drone on. Good teachers work the room and every student in it. They realize that they are the conductors and the class is their orchestra. All students play different instruments and at varying proficiencies. A teacher's job is to develop skills and make these instruments come to life as a coherent whole — to make music.
6. This is very important — good teaching is about humor. It's about being self-deprecating and not taking yourself too seriously. It's often about making innocuous jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere where you, like them, are human with your own share of faults and shortcomings.
7. Good teaching is about caring, nurturing, and developing minds and talents. It's about devoting time, often invisible, to every student. It's also about the thankless hours of grading, designing or redesigning courses, and preparing materials to still further enhance instruction.
8. Good teaching is supported by strong and visionary leadership, and very tangible institutional support — resources, personnel, and funds. Good teaching is continually reinforced by an overarching vision that transcends the entire organization — from full professors to part-time instructors — and is reflected in what is said, but more importantly by what is done.

9. Good teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one's peers. Effective teaching should also be rewarded, and poor teaching needs to be remediated through training and development programs.
10. At the end of the day, good teaching is about having fun, experiencing pleasure and intrinsic rewards ... like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens. It's about the former student who says your course changed her life. It's about another telling you that your course was the best one he's ever taken. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else.

### **Cancellation of Courses**

The teaching assignment depends on sufficient enrollment and the administrative decision to continue that class. The department chair, associate dean, or dean may cancel any class at any time up through the first few days of the term, by the end of registration, or by the end of the Drop/Add period if student enrollment is too low. When a class assigned to full-time faculty is canceled, a part-time instructor's assignment to teach a class may be given to that full-time faculty. The part-time faculty's teaching assignment for that class will be canceled for that semester.

### **Student Retention**

One sometimes overlooked duty of college faculty is to help students remain enrolled in school and help them become successful in their education endeavors. This does not mean awarding credit for classes not completed or lowering grading standards; it means offering students what they need to be successful in college-level work.

Clarity in assignments, prompt return of graded work with meaningful commentary, and displaying a caring attitude are all important behaviors by faculty that help in student retention. There are other campus services that can assist students achieve their education goals. Faculty should take advantage of these whenever appropriate. It is important to schedule sufficient graded activities.

**Early Alert Program:** This program allows faculty to notify advisors of students who are not succeeding – or not attending – classes between the third and eighth weeks of the semester. Faculty go to [www.dixie.edu/reg/faculty/index.php?page=early\\_alert](http://www.dixie.edu/reg/faculty/index.php?page=early_alert) (also available under Faculty Web Services), and fill out the form. Academic advisors then contact the student to offer resources and services (tutoring, writing center, counseling, etc.) to assist the student.

**Midterm Grades:** Faculty are required to submit midterm grades not later than the end of the eighth week of the semester for all students who are earning a grade below “C-”. This helps students know their standing, and it allows the Academic Advisement Center to contact those students who need intervention. Follow the instruction in the grading portion of this handbook.

## Classroom Procedures

### Adding and Dropping Students from Classes

During the first three days of classes, students can add and drop a class either online or at the Registrar's Office. After the third day, students may only add with instructor's approval. Instructors can approve either by signing an Add Card or online at <http://new.dixie.edu/reg/faculty/index.php>. Students may drop without instructor approval through the 8<sup>th</sup> week of the regular semester, and may completely withdraw through the end of the 12<sup>th</sup> week. For the complete registration policy, see [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html) or consult the college catalog.

### Wait Listing Full Classes

If a class is closed (full), and a wait list is available, a student may choose that option in the online Student Services system. Wait listing notifies a student when a seat becomes available in the course. The notification is sent to the student's Dmail account, and the student has 24 hours to add the course. The wait list is only available through the third day of the semester, after which time a student who wishes to add a course needs to have an ADD card signed by the instructor.

### Instructor Absences

When an instructor finds it necessary to be absent from any class, he or she must contact the department chair and complete an *Absence from Class* form, located at [www.dixie.edu/humanres/forms.html](http://www.dixie.edu/humanres/forms.html), in order to arrange for a substitute. The instructor may recommend a replacement and must be sure to provide information on class content to the department chair.

When a department chair or director/coordinator cannot be reached to report an absence, the instructor should call the office of the appropriate associate dean or dean (phone number can be found in the telephone directory portion of this handbook or by accessing the online college directory at [www.dixie.edu/directory/directory.php](http://www.dixie.edu/directory/directory.php)).

**Instructors may not cancel classes. Instructors must meet every class period for the full amount of time scheduled.** Even if instructors cannot be present, they should make every effort to provide some meaningful learning activity or teaching substitute. Many faculty have an informal practice of substituting for one another. (See policy on Professional Standards in Teaching, Policy 3.29 at [www.dixie.edu/humanres/polfac.html](http://www.dixie.edu/humanres/polfac.html).)

### Student Absences

Students who fail to attend the first scheduled class meeting and do not contact the instructor regarding the absence prior to the first scheduled class meeting may be dropped by the instructor. This allows other students to register (with instructor permission after the third day of the semester), and it removes financial obligations for the student.

Instructors may facilitate an administrative drop (also known as an administrative withdrawal) for any student who fails to attend class at all during the first two weeks of the semester. Having the student officially removed from the class roll **before the end of the third week of the term is beneficial to both the student and the college.** If a student attends class even once in the first two weeks of the semester, the instructor should not administratively withdraw the student, even if he or she never attends class again. (See **Administrative Withdrawal Policy, 5.44** available at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html) ).

In other words:

- The instructor **MAY** drop a student from class if the student fails to attend the first class meeting.
- The instructor **SHOULD** drop a student from class if the student fails to attend any class during the first two weeks of the semester. Ultimately, it is the students' responsibility to maintain accurate course enrollments, but instructors should be vigilant. (For more details, see the **Registration Policy 5.3** (available at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html) .)
- The instructor **MAY NOT** drop a student from class if the student has attended a class session.

**To administratively drop students from a class, instructors should:**

1. Be sure to check attendance on the first day of class and often during the first three weeks of the semester. Any student who attends a class even once may not be administratively dropped.
2. Verify that the student has never attended class. (Remember, that instructors may administratively withdraw students who have not attended any time after the first class session until the end of the third week of the semester. Also, although it is the students' responsibility to maintain their class enrollments, instructors **should** administratively drop students for failing to attend class on the first day of class, without receiving special permission from the teaching faculty member. Students who attend class even once should not be administratively withdrawn. (Policy 5.44.2.1)
3. Ask the department secretary to assist with the administrative drop, or contact the Registrar's Office to have a student administratively dropped from the class. There are several ways to contact the Registrar's Office:
  - Telephone the Registrar's Office (652-7707) and ask that the student be dropped. The instructor will need the course and section number as well as the student's name and DSC ID number.
  - Fill out an "administrative drop form" (available at the Registrar's Office) and send it via campus mail to the Registrar's Office.
  - Email [records@dixie.edu](mailto:records@dixie.edu) with the course and section number as well as the student's name and DSC ID number.

## **Attendance Policies**

At the beginning of each term, the faculty member will provide students with written attendance requirements as part of the course syllabus. Instructors are encouraged to work with students regarding class absences related to college functions as specified in the **Attendance Policy** (5-23 available at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html) Also, keep in mind that persons who are not registered in your courses are not allowed to attend.

## **Religious Holidays**

Students shall have the right to observe major religious holidays without penalty or reprisal by any administrator, faculty member, or employee of Dixie State College. Absences for major religious holidays shall not count toward the number of absences allowed by a given instructor or department. Students shall notify their class instructor in writing at least one week in advance of the intention to observe a major, required religious holiday, stating why an absence from class is necessary.

## **Retention**

Attendance is critical for student success, and students who disappear from a class may suffer from other issues that, if not addressed, will lead to the student's failure and withdrawal from college. Please see the retention section of this handbook.

## **Testing Services**

Location: North Plaza, North-East Corner  
Coordinator: Tamron Lee  
Phone: (435) 879-4692  
E-mail: tlee@dixie.edu

Testing Services provides assessment solutions to students, faculty, and staff of Dixie State College as well as members of the regional community. Testing Services is organized into the two main divisions: classroom testing and specialized testing.

- **Classroom Testing:** DSC students are able to take their exams in a secure environment and faculty are assured that strict testing protocol is maintained at all times.
- **Specialized Testing:** As a regional testing location, a variety of specialized tests are offered to the community. See current college catalog for more information.

## **Academic Dishonesty and Academic Discipline**

Students are expected to perform their academic work with high standards of personal integrity. Academic dishonesty in any form will not be tolerated at Dixie State College, including but not limited to: plagiarism on written assignments, submitting another person's work as one's own, and cheating on exams or quizzes (See **Student Rights and Responsibilities Code, policy 5-33**, available at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html) , or the college catalog). Instructors who have substantiated instances of academic dishonesty may:

- Give a failing grade on the specific assignment where dishonesty occurred.
- Fail the student in the entire course.
- Immediately dismiss and remove the student from the course.
- Refer the student to the Student Conduct Committee, which may reprimand, place on probation, suspend, and/or expel the student.

## **Disruptive Behavior**

Teachers at Dixie State College have the right to manage aggressively the classroom environment to ensure a good learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their course. In cases where physical violence to persons or property is feared, campus security should be contacted for assistance.

Furthermore, it is required that an institution give students "oral or written notice of the charges against them" before taking action, "except where a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the notice and a hearing should follow as soon as possible." (Goss v. Lopez, 1975).

### **Basic Protocol for Instructions**

(For more information, to go [www.dixie.edu/academics/disruptive\\_behavior\\_guidelines.php](http://www.dixie.edu/academics/disruptive_behavior_guidelines.php))

- Deal with the behavior immediately. The behavior is likely to progress if ignored.
- If a student poses an immediate threat to the safety of themselves or others contact DSC Campus Police immediately by calling **619-1144 or 619-1145**
- Do not take the behavior personally. In most instances the behavior has nothing to do with the instructor. You are simply the recipient.
- If you choose to speak with a student after class, explain why the behavior was inappropriate and inform them of all relevant behavior expectations in order to continue in the course.
- If you feel uncomfortable or unsafe with a student, request that a colleague, department chair or member of the Dean of Students staff is present at the meeting.
- Be sure to conduct conversations regarding inappropriate behavior in a private setting
- If it becomes necessary to deal with a student's behavior during class, use discretion to calmly inform the student the behavior must be discontinued
- If the behavior continues, or becomes an issue in a future class, ask the student to leave the classroom immediately. Following the class, the instructor should contact the department head, and document all pertinent information regarding the incident.
- If a student refuses to leave the classroom, you may choose to adjourn the class, or contact Campus Police for assistance.
- Always log the incident – including date, time, location, and the nature of the incident.
- Make sure your department chair is informed as any situation develops.
- Save inappropriate emails and document the dates of improper actions in the classroom

### **Student Appeals and Complaints**

Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through a standard complaint procedure to the Academic Integrity Committee. Importantly, as policy points out, “Whenever possible, problems should be resolved at the lowest possible level and involve individuals closely aware of and involved in the issue(s) before seeking appeals or grievance procedures.” (See **Student Rights and Responsibilities Code, policy 5-33**, available at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html), or the college catalog).

#### **Academic Integrity Committee**

The Dixie State College Academic Integrity Committee exists to promote and support an educational environment where academic integrity, honesty and fairness can flourish. The Committee, comprised of both faculty and students, adjudicates appeals from students who have received sanctions from faculty for academic misconduct. It also considers fair and appropriate sanctions when a faculty member or a representative of the College’s administration seeks to bring further sanctions against a student for academic misconduct. For more information on this committee, please see the Student Code on page 272 of 2011-2012 College Catalog.

## Course Syllabus

The course outline is the instructor's tool for structuring the content of the course. Specific, detailed objectives are to be on file for each course and submitted electronically so they can be posted online by the department. Consult with the department chair to see if there is an outline available to use as a guide in the development of outlines/syllabi for individual courses. This prepared outline serves as a basis for organizing the goals and objectives for the course. It is the skeleton for developing the course syllabus (overview) and for developing student activities and assignments.

Please send an electronic copy of your course syllabus to the department chair office so that your schedule and class policies are on file. A syllabus must be distributed to all students at the first class meeting and be discussed in detail. Copies should also be given to students who are added after the first class meeting.

A useful syllabus contains organized information that a student will use as a guide to course activity and requirements throughout the semester.

### Requirements

The syllabus may also provide links to web pages that contain this information.

The purpose of this requirement is to acquaint students with the policies, resources, and services that will help them succeed.

- Name of course, course number, CRN, meeting days, time, and location of class
- Semester and year
- Course description from catalog (For up-to-date descriptions, consult online catalog course descriptions.)
- Instructor's DSC email address, office location, office phone number, or other contact information
- Instructor's office hours (should be 5-hours weekly for full-time faculty -- by appointment or TBA is not acceptable)
- Course pre-requisites and/or co-requisites, including minimum placement grade / score (if applicable)
- Lab or other course fees (if applicable)
- General Education status (if applicable)
- Required textbook(s) and materials and costs; recommended books / materials
- Projected schedules of class activities, assignments, due dates, exams, etc.
- Explanation of grade determination
- Course objectives & outcomes

- Semester calendar to include at least the following dates / deadlines, either in a course schedule or as "important dates to remember" (Note: These dates can be found at <http://dixie.edu/reg/?page=calendar>):
  - Date classes begin
  - Last day to add without instructor permission
  - Pell Grant census date
  - All holidays / breaks when classes are not held
  - Last day for refund of tuition and fees
  - Late registration / payment fee - Purge date (students who have not paid tuition and fees IN FULL or made payment arrangements may be dropped from classes!)
  - Last day to add classes with instructor permission
  - Midterm grades posted
  - Last day to drop or audit classes
  - Last day for complete withdrawal from all classes
  - Last day of classes
  - Final Exam dates
  - Final grades posted
  - Commencement (as applicable)
- Date & time of final exam for specific class
- Disability Statement:
 

If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center within the first two weeks of the beginning of classes. Students are to contact the center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability.

You may call (435) 652-7516, or email the Director, Baaco Wahabu ([wahabu@dixie.edu](mailto:wahabu@dixie.edu)) for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973.

The DRC office is located right next to the Testing Center on the bottom floor of the Career & Financial Aid (CFA) building.
- Library, Computer Lab, Writing Center, Testing Center, and Tutoring Center statements and/or links (as appropriate to the course)

- Library – [www.library.dixie.edu](http://www.library.dixie.edu)
- Computer Lab - [www.dixie.edu/helpdesk/lab\\_hours.php](http://www.dixie.edu/helpdesk/lab_hours.php)
- Writing Center – [www.dixie.edu/english/dsc\\_writing\\_center.php](http://www.dixie.edu/english/dsc_writing_center.php)
- Testing Center – [www.dixie.edu/testing](http://www.dixie.edu/testing)
- Tutoring Center – [www.dixie.edu/tutoring](http://www.dixie.edu/tutoring)
- Academic Integrity / Academic Honesty: Specific course rules and reference to **Student Rights and Responsibilities Code, policy 5-33**, available at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html) , or the college catalog.
- Dmail Statement:  
 You are required to frequently check your Dmail account. Important class and college information will be sent to your Dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your Dmail account, go to [www.dixie.edu](http://www.dixie.edu) and select "Dmail" from the left column. To locate your Dmail username and password, go to [www.dixie.edu](http://www.dixie.edu), and click on "Log in to student services" (upper right corner).
- Instructor policy on late assignments, missed exams/quizzes, and unexcused absences
- Reference to "Policy for Absences Related to College Functions"
- Disruptive behavior policy / classroom expectations

**Sample Class Term Schedule.** This may be set up as a table as shown in the example below.

<b>Date or Week</b>	<b>Topic/Assignment</b>	<b>Class Preparation</b>	<b>Due Date</b>
1.	Class Orientation Discussion of Student Goals	None	
2.	Revolutionary War Assign Paper one	Chapter 1 (text)	
3.	Holiday-No Class	Chapters 3 & 4	
4.	The Civil War Quiz One	Chapter 5	Paper One due

## Course Syllabus Template

The following is a rudimentary, fill-in-the-blanks syllabus. It is intended for illustration purposes only. Instructors may be very creative in writing their course syllabus, if they desire.

Syllabus for [Course Name]

[Term, Year]

### Introduction:

- Instructor:
- Telephone:
- Email:
- Office Hours:

### Course Objectives:

1

1.1

1.2

2

2.1

2.2

### Textbook & Other Required/Recommended Materials:

### Your grade will be composed of the following elements:

100 points	Tests
50 points	Quizzes
100 points	Papers
50 points	Projects
300 points	TOTAL

Instructors may list their home phones in addition to campus phone numbers and email address, but are not required to.

Every syllabus should list course objectives. These objectives are the main outcomes that students should achieve. They answer the questions, "How will the student be different after having taken this course? What will be the 'value added?'" Objectives should be listed in more than just cursory detail. See below for more information.

Every syllabus should list all required textbooks and the textbook price. Also, if there are any additional costs in the course (i.e., the student must purchase supplements, tools, or other materials, including photocopies, computer disks, etc.), those costs should be listed here as well.

Each instructor sets up grading procedures as appropriate. Because the syllabus is the instructor's agreement with the student, binding both the teacher and the student to its terms, it is very important that the grading method be explained in detail.

Final grades will be determined on a percentage basis:  
A = 93%, A- = 90%, B+ = 87%, B = 83%, B- = 80%,  
C+ = 77%, C = 73%, C- = 70%, and so forth.

- Tests:
- Quizzes:
- Papers:
- Projects:

**Class Policies:**

Papers and assignments are due in class on the days listed in the class schedule. They may be handed in up to one week after the due date (no later); however, the grades of late work will be reduced by ten percent. You may hand in papers and assignments (not quizzes or preparation checks) early without a penalty.

All written work must be typed.

Intended to check attendance, quizzes may not be handed in late, taken early, or made up.

You may make arrangements with me to take exams either early or late; however, grades of exams taken either early or late will be reduced by ten percent.

Students guilty of cheating will be dealt with according to college policy.

**Disability Statement:**

**Class Schedule:**

Date . . . Lectures, Readings, Assignments:

Week One

Monday:

Wednesday:

Friday:

Week Two

Monday:

Wednesday:

Friday:

Because the syllabus enumerates the terms of assignments and grading, it may be a good idea to have detailed descriptions of grading procedures and expectations for the types of assignments that will be included in the course.

Each instructor enforces appropriate college policies and sets up policies as he or she sees fit. In doing so, however, you should keep in mind that --

- students must take final exams during scheduled final exam periods.
- instructors may not charge a late fee for course exams.

The Student Rights and Responsibilities Code (3-33) details college policy about academic dishonesty. It is available at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html) and in the college catalog. You may want to summarize it in your syllabus.

See "Students with Disabilities"

In some detailed way, you should list the scheduled readings, due dates, assignments, and lecture topics for the entire term.

**Other Required Information**

A list of required information can be found at [www.dixie.edu/reg/faculty/?page=Syllabus](http://www.dixie.edu/reg/faculty/?page=Syllabus).

## **Course Objectives and Learning Outcomes**

It is vital to include course objectives and learning outcomes in all course syllabi. The academic department housing the course should have an official or informal draft of course objectives. Instructors should contact the department chair for these course objectives. Instructors may add to the official objectives, or they may draft their own if no officially accepted set of outcomes exist.

Note that course objectives should comply with the mission and goals of the college. Instructors should answer the question, "What part does my course play in the overall goals of the college?" If the course fulfills a general education requirement, what General Education goals does this course seek to achieve? For General Education courses, the syllabus should include the common learning objectives that faculty have approved, which are available from department chairs and the college catalog.

## **Students with Disabilities**

It is our mission to provide education for individuals with disabilities through equal access, empowerment, support, resources, advocacy, collaboration and outreach through the college campus and community.

In addition to providing services and accommodations to students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973 and the ADA of 1990, we work closely with faculty and staff in an advisory capacity and assist in the development of reasonable accommodations, facilitating students with disabilities to fully participate in all of the programs offered on campus.

The Dixie State College Disability Resource Center will keep students informed and update them on the status of their request for accommodations. Students are encouraged to maintain contact the Disability Resource Center Coordinator to ensure appropriate accommodations are made available

## **First Class Session**

Be prepared to teach students an entire session on the first day of classes. Instructors are expected to hold the class for the required time period. Consider the following suggested practices for your first class session.

1. Introduce yourself.
2. Distribute a course syllabus to each student.
3. Go over the course syllabus. The more information you put in writing the better it will be. Students often say, "My instructor didn't tell me . . ." when, in fact, the instructor did tell what certain requirements were. Having it in writing would settle such controversy.
4. Verify that all students are registered. If the student is not registered, he/she must be referred to Student Services.
5. If prerequisites are required, ask the department secretary to verify that students have them. If students do not have the appropriate prerequisite, they should be referred to Student Services. They may not remain enrolled in the course without the prerequisite.
6. Tell about any additional expenses, whether required or optional.

7. Display a sincere interest in helping students succeed in your class and in college.

## Final Exams

### Do Not Cancel Final Exams

Instructors should conduct a graded activity during the regularly scheduled final exam period, even if they don't give a formal exam or are administering the final exam in the Testing Center. (Administering exams in the Testing Center during Final Exam week requires the approval of the department chair.)

The final period is considered a part of the course, and attendance is required of students and teachers. Do not tell students they don't have to attend during the final exam period. A class-related activity must occur during the final exam period of all classes.

### Final Exam Schedule:

Each term's class schedule contains a final exam schedule. For most day-time classes, a two-hour final examination period is scheduled during a four or five "finals period." This two-hour block of time may not be the same time or day as the regular class meeting. Instructors of daytime classes may find the final exam schedule in the first few pages of the class schedule (available from department chairs, department secretaries, or the deans).

For all night classes, the final examination times are listed in the semester schedule book.

### Early Final Exams

For a variety of reasons, some students can't attend the final examination during the scheduled examination time, and they ask that instructors give them the examination either early or late. Instructors have the prerogative to deny requests to reschedule final exams; however, if instructors approve a rescheduled exam, policy stipulates that students must receive the approval of the Department Chair before taking a final exam either early or late. If a student asks to reschedule a final exam, instructors should send the student to the dean's office to get a petition form, which must be completed, signed and returned before the instructor may give a rescheduled final exam. (For more detail, see **Student Records Policy, 5.14**, section eight, available at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html).)

## Grading Procedures

Almost no process requires more wisdom than assigning grades to students. In doing so, the instructor certifies their achievement, and establishes a comparative index that will be used by employers, the government, universities and other institutions in making decisions that have long-lasting consequences in students' lives. When assigning grades, instructors are obligated to adhere to standards of fairness and impartiality. Grading is at the same time the best way to motivate students, and the greatest cause of tension with them.

Work with the department chair and department colleagues to design a grading system, including grading policies. What types of grading assessments will be conducted in the course? How much weight should be given to different components? How will tardiness and other poor academic habits impact grades? These and other issues should be carefully considered.

## **Communicating Grading System to Students**

Because students are so anxious and apprehensive about grades, it is imperative that instructors design a good grading system, and that they communicate that system to students in some detail. Their apprehension and trepidation about grades may cause them to call into question any of the instructor's grading practices and policies. Because the syllabus functions contractually, establishing the methods and regulations vindicate the instructor if there should be any grievance.

## **Timeliness of Evaluation**

Students generally perform better when the evaluation occurs soon after the graded exercise is completed. Instructors should make reasonable efforts to provide timely feedback, usually no later than one week after the assignment was submitted. Instructors should also ensure that students understand how the grades are calculated and that they can assess their progress to date in the course.

## **Grade Deadlines – Late and Missing Grades**

Mid-term grades: Instructors are required to submit midterm grades no later than the end of the eighth week of the semester for students earning a grade below "C-". The instructor may enter the actual grade earned to that point in the semester, or a grade of "X" may be entered. Submitting midterm grades for students earning a grade of "C-" or above is optional.

All final course grades must be completed and submitted to the Registrar's within 48 hours after the last final exam period. It is vital that instructors observe this deadline since all sorts of processes rely on timely grades, including financial aid, registration for subsequent terms, placement in skill courses, etc. If grades are not submitted, students cannot receive scholarships and grants, cannot register for upcoming semesters, etc. A "Missing Grade" report is run at the time of the deadline; this report is sent to the deans who will contact the instructor with a reminder of the deadline when grades must be in. The deadline may be difficult, but it is required because essential processes rely on it.

## **Last date of attendance on Grade Rolls**

When a student stops attending before the end of the twelfth week of the semester, they will receive a failing grade. That grade should be entered as a WF. In addition, the estimated last date of attendance needs to be entered.

## **Entering Grades**

### **Follow these steps:**

---

1. Go to <http://new.dixie.edu/reg/faculty/index.php> and choose **Grading Instructions**, the instructions are as outlined below:
2. Go to myDixie and enter your assigned **User ID** and **PIN** number (if you don't know this information, call 652-7708).
3. Choose the "**Faculty & Advisors**" link.

4. Choose the "**Final Grades**" link.
5. Select the appropriate **Term** and hit the "**Submit**" button.
6. Select the **Course** you wish to grade and hit the "**Submit**" button.
7. You should now see your class list. Enter the grades in the space provided.
8. Use the **Tab** key to navigate through the list.
9. Hit the "**Submit**" button at the bottom of the screen to load your grades to the Banner system.
10. When complete, hit the "**Exit**" button located on the top right side of the screen.
11. If you have questions, contact the College Registrar, Julie Stender (435) 652-7703 or [stender@dixie.edu](mailto:stender@dixie.edu).

#### **Additional Grading Pointers...**

---

1. Please read the warning messages at the top of the screen.
2. If you have assigned an "I" grade, you should have completed an Incomplete Form, with copies to the instructor, the student, and the Dean's office.
3. Do not assign a "P" grade unless your class has been designated as "Pass/Fail"
4. The "WF" grade type is now being used to designate students who did not drop the class and stopped attending, and who earned an "F". Financial Aid also needs to know their approximate last date of attendance.
5. When finished entering your grades, it would be prudent to print out the screen(s) for your records.
6. If you need to correct a mistake in grading, you will need to submit a Grade Change Card (available in the Registrar's office or from your department secretary).

#### **Grade Changes**

Changes are made only when the instructor has made a clerical error in computing or recording grades, when a student has completed necessary work for an "I" grade, when an appeal has found the grade to be inappropriate, or when an exception to policy has been granted. Grade changes for other purposes are not permitted. To effect a grade change, the instructor must submit a Grade Change Card with the instructor's signature to the Registrar's Office. No grade will be changed for any purpose after a period of four years.

## Student Appeals and Complaints

Students are encouraged to attempt resolution to problems with the instructor. If that is not possible, students may submit an academic appeal for an academic action (usually a grade) that they believe was arbitrary or capricious. Students may also submit a complaint if they believe treatment (other than an academic action) was unfair. The procedures for academic appeals and student complaints actions are outlined in the **Student Rights and Responsibilities Code, policy 5-33**, available at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html), or the college catalog. (Students are also entitled to, among other things, file sexual harassment or discrimination charges according to Policy 5-34 [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html).)

## Grading System

The current grade system consists of the following options:

Letter	Description	Point Value
A		4.0
A-		3.7
B+		3.4
B		3.0
B-		2.7
C+		2.4
C		2.0
C-		1.7
D+		1.4
D		1.0
D-		0.0
F	Fail	0.0
WF	Fail	0.0
I	Incomplete	0.0
P	Pass	*
AU	Audit	*
W	Withdrawal	*
NG	No grade	*
Z	Missing grade	*

Some courses may be taken under a credit/no credit grading system. These courses carry grades of "P" (credit, equivalent to a grade of "C" or better) or "F" (no credit) and are not computed in the student's grade point average. Sometimes students in classes designated as "P/F" request a letter grade; however, instructors may not give letter grades for courses designated as "P/F."

\*Does not affect GPA.

## Incomplete Grades

Incomplete grades are given to students who, having completed a vast majority of the coursework, become ill or cannot attend class for some other reason. Be conservative about awarding incomplete grades, and give them only when students are lacking some component that can be completed outside of class.

An instructor, based on the following, may give an incomplete grade (I):

1. The student, having completed a substantial portion of the required work, is unable to complete the class work for a legitimate reason (such as illness or accident). If the student has not completed a substantial portion of the required work, she or he should re-register for the course.
2. The student does not re-register for the class. If the situation requires that the student sign up for the course again, the instructor should give the grade that was earned, and the student's subsequent grade will replace the original grade (See Student Records Policy, 5.14, available at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html).)
3. The incomplete coursework cannot be completed in a formal classroom situation. If completing the coursework requires that the student attend lectures, labs, or field activities, then the student should re-register for the course.

Incomplete work must be completed within the time designated by the instructor. If possible, the incomplete work should be completed during the following term.

If the above requirements are satisfied, then the student and faculty member can negotiate a contract.

The "I" grade is not computed in the student's GPA; however, this grade will be changed to an "F" grade after one year if the instructor has not submitted a grade change card to indicate that the work has been completed.

**The Incomplete Grade Contract:** If the above requirements are satisfied, the student and faculty member negotiate a contract. This contract specifies both the work to be completed and the deadlines for that work, and should be signed by both the instructor and the student. Instructors should download the blank contract form from the web (under the Human Resource/Forms directory at <http://new.dixie.edu/reg/faculty/files/incomplete.pdf>) When completed, a copy of this form should be submitted to the Dean's office.

One final word: If grades are not ready by the grade deadline, do not submit Incomplete grades for all students in the section: On the students' transcript, these Incomplete grades appear, and these grades make it seem that the students were negligent in the course. (For more details, see Student Records Policy, 5.14, available at [www.dixie.edu/humanres/polstu.html](http://www.dixie.edu/humanres/polstu.html).)

The Incomplete Grade Contract contains the following information:

### Instructor and Student Incomplete Contract

**Instructions:** Fill out this form, and print it using the print option in your web browser. In addition to giving a copy to the student and retaining an instructor copy, also send a copy to the Dean's office. Although the "I" grade is not initially computed as an "F" grade in the student's GPA, it will be changed to an "F" by the Registrar's Office after one year if the grade is not previously changed by the instructor. When the required work is completed, send a Grade Change Form to the Registrar's Office and the change noted on any instructor or departmental records. Review [Policy 5-14](#) for additional details.

Student Name: \_\_\_\_\_ Student I.D. #: \_\_\_\_\_

Instructor Name: \_\_\_\_\_ Term & Year: \_\_\_\_\_

Course Abbreviation: \_\_\_\_\_ Section #: \_\_\_\_\_

Course Title: \_\_\_\_\_

List the assignments, tasks, work required for the student to complete the course:

Due date for completing the work (one year maximum): \_\_\_\_\_

Note: If a Grade Change Form is not submitted within the year, the grade will become an “F”.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Evaluation of Instruction

All faculty are evaluated by means of student surveys and supervisor observation, and self evaluations, see policy 3.8 at <http://www.dixie.edu/humanres/polfac.html>. Full-time faculty members submit yearly self-evaluations to their deans and arrange peer exchanges on the timetable contained within the current evaluation policy. A course evaluation policy (**Policy 3.8**, available at [www.dixie.edu/humanres/polfac.html](http://www.dixie.edu/humanres/polfac.html)) describes in detail the process to be used, the proper use of data, and the roles played by evaluators and instructors. Full-time tenure-track faculty should consult the Faculty Retention, Promotion and Tenure Policy (3-7 at [www.dixie.edu/humanres/polfac.html](http://www.dixie.edu/humanres/polfac.html) for more information on evaluation.)

### Student Opinion of Instruction Surveys

By policy all faculty at DSC are evaluated each Fall semester by their students and many faculty are required to be evaluated Spring semester as well. Approximately three weeks before the end of the semester, faculty being evaluated will receive an email indicating that evaluations are to begin and inviting faculty to encourage their students to complete the evaluations. To start the evaluation process and every few days during the time the surveys are open, students will also receive emails inviting them to complete their surveys. Those students who complete their surveys will be able to access their course grades sooner. Faculty who have student access to computers in their classrooms are encouraged to take 10 minutes at the end of class to have the students log on and complete their

surveys. Once the student survey period is over AND the faculty member has submitted his/her grades, s/he can access the evaluations online for assistance in preparing for future instruction.

### **Student Survey of Faculty Instruction**

The results of this survey will not be given to your instructor until after final grades are reported.

1. I am a: (1) Freshman (2) Sophomore (3) Sophomore + (4) Other.
2. This class was (1) Required or recommended for major (2) General Education (3) Elective Credit (4) Other.
3. On average I spent the following numbers of hours each week studying for this class: (1) 0-2 hours (2) 3-5 hours (3) 6-10 hours (4) 11 or more hours.
4. When I had a question about the course I could find the instructor out of class: (1) Usually (2) Occasionally (3) Seldom (4) Never.
5. When I had a question about the course I sought assistance other than the instructor's (such as a tutor): (1) Usually (2) Occasionally (3) Seldom (4) Never
6. In this class, I expect to receive a (n): (1) A (2) B (3) C (4) D (5) F.
7. My overall Dixie State College of Utah GPA is: (1) 4.00-3.50 (2) 3.49-3.0 (3) 2.99-2.50 (4) 2.49-2.00 (5) below 2.0.

Please answer each question below using the following code: (1) agree (2) agree somewhat (3) disagree somewhat (4) disagree (5) no opinion.

8. A syllabus was provided.
9. The syllabus communicated course objectives, requirements and grading standards.
10. A class schedule was provided; changes were announced in class.
11. The instructor's out-of class-assignments helped me understand the course content.
12. Assignments were returned in a timely fashion.
13. The instructor provided helpful feedback on graded assignments.
14. I was consistently informed of my grade standing in the class.
15. The instructor held class at the scheduled time(s), including beginning and ending class on time.
16. If the instructor was absent, a substitute taught the class and/or an assignment was given.
17. The instructor's explanations and/or demonstrations were clear.
18. The instructor attempted to be fair and respectful towards students in class.
19. The instructor was available during regularly scheduled office hours.
20. Required course materials (such as texts) were helpful.
21. I respect this instructor as a source of information in this field.

22. Overall, this class increased my knowledge, confidence, and/or abilities in this area.
23. Please make written comment on the reverse side of this form: What are the most positive aspects of this class?
24. Please make written comment on the reverse side of this form: Which aspects of this class are most in need of improvement?

### **Supervisor Classroom Visits**

Each new faculty member and all adjunct instructors will also be evaluated by the Department Chair, a full-time faculty member, division Associate Dean and/or the Dean. The evaluator will contact the instructor and notify him or her of the visit. The evaluator will complete an evaluation form. After the visit, the evaluator will go over the form, ask if the instructor has any questions, and allow the instructor to respond to the evaluation in writing if desired. The instructor will then sign and return the evaluation form. Additional classroom visits may be performed at the discretion of the Department Chair, Associate Dean, and/or Dean. The instructor will be notified of the visit in advance. The following is the current form used to evaluate instruction:

#### **Uniform Supervisor Classroom Evaluation Form**

Use the following code: (1) agree (2) agree somewhat (3) disagree somewhat (4) disagree (5) not applicable or no opinion.

- ( ) 1. Presentation well organized.
- ( ) 2. Speaks audibly and clearly.
- ( ) 3. Seems aware of classroom physical environment.
- ( ) 4. Class time used well, including starting and stopping on time.
- ( ) 5. Maintains a productive learning environment in the classroom.
- ( ) 6. Assignments specified clearly.
- ( ) 7. Explanations are clear.
- ( ) 8. Uses well chosen examples.
- ( ) 9. Periodically summarizes information given.
- ( ) 10. Keeps contact with class reactions.
- ( ) 11. Seeks to identify students' points of confusion.
- ( ) 12. Attempts to clarify points of confusion.
- ( ) 13. Is careful and precise in answering questions.
- ( ) 14. Uses a variety of teaching techniques where applicable.
- ( ) 15. Encourages pertinent discussion.
- ( ) 16. Skillfully facilitates student participation.
- ( ) 17. Treats students with respect.
- ( ) 18. Uses a variety of media where applicable.
- ( ) 19. Uses demonstrations effectively when applicable.
- ( ) 20. Presents facts and concepts from related fields when applicable or feasible.
- ( ) 21. The syllabus is well prepared and used in class.

Additional Observations and Comments:

---

Evaluator's signature/ Date

I have read this report and am aware that my signature does not necessarily indicate that I concur with the evaluation.

---

Instructor's signature/ Date

## **Peer Exchanges**

Peer exchanges are an important element of the evaluation process. They are designed to promote collegial exchange of ideas and constructive discussion about instruction between faculty members. Instructors will select a different peer for each year during a five year rotation. The instructor and the peer will arrange a classroom visit, and set a time to discuss the review. After both sign the review form, a copy is sent to the school's dean. A copy of the form is available at the following web site:

<http://www.dixie.edu/humanres/forms.html>.

## **FERPA**

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that sets forth requirements regarding the privacy of student records. FERPA governs the release of records maintained by an educational institution and access to those records. Institutions that receive funds administered by the U.S. Office of Education are bound by FERPA requirements, and failure to comply may result in the loss of federal funding. When a student reaches the age of 18 or begins attending a post secondary institution, regardless of age, FERPA rights transfer to the student.

### **What Is an Educational Record?**

Under FERPA, educational records are directly related to a student and are maintained by an educational agency, institution, or party acting for an agency or institution. Educational records can exist in any medium, including, but not limited to, typewritten, hand-written, computer generated, videotape, audiotape, film, microfilm, microfiche, and email.

#### **Educational records do not include:**

- Records in the "sole possession of the maker" (i.e. private advising notes)
- Medical records
- Employment records unless employment is based on student status (i.e. a work-study student)
- Records created and maintained by a law enforcement unit
- Alumni records (i.e. those created after a student's enrollment ceased)

## **Access to Student Records**

Dixie State College may not disclose information contained in educational records without the student's consent, except under certain limited conditions. For example, the college may disclose what is considered to be "directory" information unless the student has restricted disclosure of such information with the Registrar's Office.

**Directory information at Dixie State College is defined as:**

- Name, address, telephone number
- Student ID number
- Class level
- Field of study
- Dates of attendance
- Expected date of graduation
- Degrees and awards received
- Most recent educational agency or institution attended
- Email address
- Enrollment status
- Participation in officially recognized activities or sports
- Weight and height of members of athletic teams

If the student has restricted the disclosure of directory information, a privacy restriction will appear on the student's academic record. The word "Confidential" will appear next to the student's name.

The college can release additional information to its employees if it has determined that the individual has a legitimate educational interest (i.e. if the official is performing a task that is specified in his/her job description) or is related to a student's educational or disciplinary matter.

## **Posting Grades**

The public posting of grades either by a student name, institutional identification number, or social security number without the student's written permission is a violation of FERPA. Even with the names obscured, numeric student identifiers are considered personally identifiable information and therefore violate FERPA. Instructors can assign student unique numbers or codes that can be used to post grades. However, the order of the posting must not be alphabetic. Faculty members who wish to send grades to students via email need to be extremely careful with the distributions process.

## **Returning Assignments**

Assignments and papers that contain personally identifiable information should not be distributed to the student in a way that would allow other students to view the information. Graded papers must not be left unattended in an office or classroom or returned to the students via another student. Both of these examples are violations of FERPA. A possible solution would be to leave these exams, quizzes, etc. with an assistant or secretary who requests proper identification prior to distributing the information to the student.

## **Parents Requesting Information**

Concerns such as progress in a course, deficiencies in a subject area, scores or grades on papers, exams, etc. are all examples of personally identifiable information that constitute part of the student's educational record. This information is protected under FERPA, and parents do not have access unless the student provides written authorization that specifically identifies what information may be released to parents.

## **Crisis Situations/Emergencies**

If non-directory information is needed to resolve a crisis or emergency situation, an education institution may release that information if the institution determines that the information is "necessary to protect the health or safety of the student or other individuals." Factors considered in making this assessment are the severity of the threat to the health or safety of those involved, the need for the information, the time required to deal with the emergency, and the ability of the parties to whom the information is to be given to deal with the emergency. All such requests should be directed to the Registrar's Office.

## **Letters of Recommendation**

Written permission from the student is required for a letter of recommendation if any information included in the recommendation is part of the educational record (i.e. courses taken, grades, GPA, and other non-directory information). The release must specify the records to be disclosed, the purpose of the disclosure and the party to whom the disclosure can be made. An email request for a letter of recommendation fulfills this requirement.

If the letter of recommendation is kept on file by the person writing the recommendation, then it becomes part of the student's educational record, and the student has the right to read it unless he/ she has specifically waived that right of access. The only time a written release form of the student is not required is if the recommendation will be based solely upon personal acquaintance/observation of the student and the letter does not contain any information derived from educational records concerning the student's participation, performance, or academic achievement in school.

A brief online training module is available for instructors and staff: [www.dixie.edu/ferpa](http://www.dixie.edu/ferpa)

## **Who to Contact With FERPA Questions/Concerns**

Any questions concerning FERPA may be directed to:

- Registrar's Office: 652-7708, [records@dixie.edu](mailto:records@dixie.edu)
- The Office of Compliance, 1-202-260-3887, Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 or [www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html)

## **Instructional Equipment, Supplies, and Resources**

### **Requesting Instructional Supplies**

All requests for supplies must be processed through the department chair or the department secretary. Some supplies are on hand in department offices; however, some supplies will have to be purchased through the Bookstore or from off-campus vendors. Before purchasing supplies from the bookstore, or before making a purchase requisition from an off-campus source, contact the department chair for approval. The chair or the department secretary can help prepare requisitions.

### **Audio-Visual Services**

Audio-visual services are provided in most rooms. These items may include computers, projection systems, DVD players, video-tape recorders, as well as a variety of computer-generated audio-visual devices. Instructors should anticipate their equipment needs and arrange for equipment before the day it is needed. Secretaries in the various buildings may help arrange for equipment during office hours.

Please be sure to put audio-visual equipment away and lock classrooms as directed. Be certain to turn off any projectors.

### **Instructional Technology Center**

Dixie State College offers its faculty and staff the services of a fully equipped Instructional Technology Center. Located in the Browning Library; this center offers both high-end instructional media equipment (computers, scanners, digital cameras, etc.) and training in how to use that equipment. Dixie State College faculty use the center to assist in creating online course materials, presentation graphics, and stand-alone web based or CD ROM instructional support applications. If you need assistance, call Josh Stanley at extension 7863.

### **Equipment Support**

To obtain support with classroom equipment a work order can be sent to the IT department through Dixie State College's Home page under the Faculty and Staff Link. For personal immediate help call Dave Mortensen: 652-7595. If a student needs help, s/he can contact the IT Student HelpDesk at extension 7951.

### **Technology Assisted Instruction**

The learning management system (LMS) used by DSC at the present time is Blackboard. Our contract with BB ends at the end of spring semester 2012. The new LMS is Instructure Canvas. The LMS is used to compliment offerings in your lecture class and as a vehicle for blended and fully online courses. The LMS is linked to our Banner system and each class taught generates its own "course" in the LMS. To access your course "template", you log in to Blackboard or Canvas and you will find that the students enrolled in your course are already there. The LMS is used for distribution of course materials, instructional pieces, references, testing and grading.

Instructors wishing to offer online courses should contact the Associate Dean of Outreach, Becky Smith, at extension 7836.

## **Email**

The department secretary will request a campus email account for instructors. Once it is created, instructors can reset their password. Vital administrative information will be sent to this email address, so it should be checked regularly and often. The direct address to email login is: **mail.dixie.edu**.

## **Library Services**

The Library faculty and staff will provide assistance with setting up library instruction for students, reference assistance, suggesting items for library purchase, placing items on course reserve, and interlibrary loan. Contact them at extension 7714.

## **Bookstore, Textbook-Adoption and Desk Copies**

Textbooks, supplemental reading material and supplies are available at the bookstore for all classes. During the college year, the bookstore will be open Monday - Thursday, from 7:45 a.m. to 6:00 p.m., Friday, 7:45 a.m. to 5:00 p.m. and closed on Saturday and Sunday and holidays. Refunds or exchanges on textbooks will only be made for a two-week period after the first day of start of classes. The refunds will be 100% during the first seven days, and 70% for the next 7 days. For refunds and exchanges, students must have a current schedule showing the class has been dropped, and a current cash register receipt. More information is available at <http://bookstore.dixie.edu/home.aspx>

Any textbooks used in a credit class must have been officially adopted. In some departments, all faculty teaching a given course will use a common textbook. In other departments, faculty may choose from among several textbooks. Either way, check with the department chair. Faculty members are encouraged to comment on the most appropriate textbooks for their courses. Each semester, the bookstore sets deadlines for textbook adoptions when faculty must designate the text(s) to be used in their course(s) the following semester. Adherence to these deadlines assists the bookstore in obtaining materials for students in a timely manner at the best price available.

The department chair will approve a loaned desk copy of an officially adopted textbook for use in your class.

## **Duplication and Copy Machines**

Copy machines are located throughout the college. Access is available through the use of a personal code (assigned by the department). The Library also has public copy machines. Instructors requiring large duplication orders should make arrangements with the secretary well in advance of the time copies are needed.

Also, instructors are advised to be conservative in their use of copy machines. The expense associated with duplicating course materials is very, very high. Instructors should make the handouts and materials they need; however, they should be careful to limit copying as much as possible. The College is developing several on-line resources that can be used to supplement or replace printed materials.

When copying copyrighted material, the official permission from the publisher must be obtained. If declaring fair use of the copyrighted material, instructors put themselves at risk. Copyright violations are a serious infraction of intellectual property rights.

## Helpdesk

Location: Northwest Corner of Smith Computer Center Lab

Hours: Monday – Friday, 8:00 a.m. – 6:00 p.m.

Email: [helpdesk@dixie.edu](mailto:helpdesk@dixie.edu)

Telephone: (435) 652-7951

Website: <http://dixie.edu/helpdesk/>

Computers and technology are a necessary part of today's learning environment and workplaces. Students may need support to succeed in the growing digital world and the ever growing and changing educational technologies requirements placed upon them. The DSC IT Helpdesk provides a necessary service to students, faculty, and staff that will help keep them up-to-date with the ever-changing IT services on the DSC campus. It also provides an important role in student retention by adding a valuable service that will show that DSC is dedicated to assisting our students so they can succeed. The IT Helpdesk is supported through the Media Technology Group: Jared Johnson, Dave Mortensen and Richard Robbins. Our goal is making technology work for DSC's students, faculty, and staff, not the students, faculty, and staff trying to make technology work!

### Services provided to students:

**Blackboard Vista** – Answer all student inquiries and help troubleshoot computer issues.

**Dmail** – Account access and creation problems.

**Campus Wireless Access** – Assist in connecting various mobile devices to the RedStorm wireless network.

**Laptop Assistance** – Help in installing programs, removing viruses and general troubleshooting.

**Leased Laptop Repair** – Repair and checkout Dell Lease Laptops to those students participating in the DSC lease program.

**Online Course Support** – Troubleshoot computer problems associated with the online course tools (i.e. Wimba, Safe Assign, Mediasite, etc.).

**Live Chat Support** – Live Wimba chat room to assist students via chat or through remote desktop.

**Helpdesk Website** – The IT Helpdesk Website is a student resource to tutorials, FAQs, and other troubleshooting materials.

### Campus Resources Available to Students:

#### Health & Wellness Center

Location: 110 Student Activities Center (Old Gym)

Coordinator: Barbara Johnson

Hours: Monday – Friday, 9:00 a.m. – 4:00 p.m.

Email: [johnsn\\_b@dixie.edu](mailto:johnsn_b@dixie.edu)

Phone: (435) 652-7755

Website: <http://dixie.edu/wellness/>

#### Mission Statement

The Dixie State College of Utah Health & Wellness Center Mission is to enhance the health and well-being of students, faculty, and staff. We strive to provide confidential and accessible assistance to those who seek help; and this is achieved by utilizing specific areas of health development: Physical, Emotional, and Intellectual.

## **Tutoring Center**

Location: Browning Building (Ground Floor)

Coordinator: Barbara Turnbow

Office: 108 Browning Building

Email: [turnbow@dixie.edu](mailto:turnbow@dixie.edu)

Phone: (435) 652-7743

Website <http://dixie.edu/tutoring/>

Dixie State College sponsors several types of learning assistance services that benefit many Dixie State students. Tutoring is one of the most widely used of these services.

### **Who can receive tutoring?**

All registered, degree-seeking Dixie State College students have access to some form of tutoring.

## **Writing Center**

Location: Browning Building (Ground Floor)

Coordinator: Chelsi Sutton

Office: 112A Browning Bldg.

Email: [sutton@dixie.edu](mailto:sutton@dixie.edu)

Phone: (435) 652-7868

Online Writing Lab: [owl@dixie.edu](mailto:owl@dixie.edu)

Website: <http://dsc.dixie.edu/owl/>

The Dixie State College Writing Center is located on the first floor of the Browning Learning Resource Center. Our services are free to DSC students, and our mission is to help you become a better writer by approaching your assignments as a process of invention, writing, and revision.

The Writing Center is staffed by peer tutors who offer suggestions, instruction, and tips to help you improve your individual skills. Please keep in mind that the Writing Center is not a proofreading service. We focus on helping you become a better writer rather than helping you correct every single mistake in an essay. Tutors give basic suggestions for improvement and teach you to review your our best to help you improve your writing skills, but responsibility for generating a perfectly written, error-free paper lies solely with you.

While face-to-face sessions are most effective, we also offer an Online Writing Lab (OWL), which can be accessed at [owl@dixie.edu](mailto:owl@dixie.edu). You may e-mail your paper as an attachment to this site; tutors review the paper and return it to you via e-mail. If you use this service, allow a few days for your paper to be reviewed. For example, if a paper is due on Friday, you should not wait until Thursday night to submit the paper to the Writing Center.

We look forward to helping you at the Writing Center; please let us know how we can improve our service to you and to Dixie State College. For more information, contact the Writing Center Director.

## **General Campus Procedures**

### **General Checklist**

For full- and part-time faculty, the department secretary can facilitate arrangements for the following:

1. **ID Card/ Library and Activity Card:** The DixieOne Card is used as your ID card; you can get your picture added to this card at the Registration window on the second floor of the Whitehead Student Services Building. For more information about this card contact Carlene Holm 652-7603. The card must be activated at the information desk of the Gardner Building if it is to be used in the library, food court, or fitness center. This card will provide access to many campus activities (ball games, concerts, plays, etc.) for you and a guest and allow you access to library services. Also, after depositing funds into a food account, you may use the card (tax free) for purchases at the Snack Bar and Cafeteria. To put funds into a food account, contact the Information Desk on the first floor of the Gardner Center.
2. **Tuition Waivers:** Full-time faculty and their spouses and dependent children do not pay tuition at Dixie State College of Utah. Adjunct faculty may take up to three credits during any term they teach; however, this tuition waiver applies only to the adjunct him/herself. (See [Tuition Waiver policy](#), 4.16.)
3. **Employment Forms:** The first term in which you teach (either full-time or adjunct faculty), you must complete certain employment forms, including an I-9 and a W-4. Division secretaries can help you fill out these employment forms.
4. **Keys:** Your department secretary will order keys for you by filling out a temporary or permanent key request. This request will be sent to Campus Services, and you can pick up the finished keys from the secretary in the Campus Services Department (just east of the McDonald Building). Keys must be returned to the Campus Services secretary when you permanently end your employment at Dixie State College.
5. **Bookstore:** Full-time college employees get a ten-percent discount on many items at the bookstore, located on the second floor of the Gardner Building. Also, with the approval of your department chair, you may purchase instructional supplies on department accounts at the bookstore.
6. **Telephone Switchboard:** The Dixie State College of Utah switchboard is open from 8:00 a.m. to 5:00 p.m. The number is 652-7500.
7. **Telephone Messages for Students:** Only EMERGENCY telephone messages will be reported to instructors or students. Such requests should be directed to the Registrar's Office.
8. **Security:** Security officers patrol the campus to monitor campus crime, parking, and other issues. They may be contacted at 652-7515. If an emergency requires immediate response because of imminent danger or threat, dial 911.

## **Paychecks and Contracts**

Full-time faculty are paid twice a month. Adjunct faculty are paid three times each semester (the last day of the following months: September, October, November for Fall Semester; February, March, and April for Spring).

The College strongly recommends that all faculty members take advantage of electronic payroll deposit, better known as Direct Deposit. The form is available in the Business Office on the first floor of the Whitehead Building; otherwise, all paychecks will be distributed through the appropriate department secretary.

Accounts Payable now uses Direct Deposit for travel reimbursements, cell phone stipends, vendor payments, etc. This form is available here: [www.dixie.edu/busoff/File/AP%20Direct%20Deposit%20Form.pdf](http://www.dixie.edu/busoff/File/AP%20Direct%20Deposit%20Form.pdf) or on the Accounts Payable website: [www.dixie.edu/busoff/accounts\\_payable.php](http://www.dixie.edu/busoff/accounts_payable.php)

The standard faculty workload is 27 workload factors per academic year. If they choose to do so, and if demand for instruction justifies it, full-time faculty may teach one "overload" courses, which

is instruction above the annual load. Overload paychecks are usually distributed three times per term. The maximum adjunct faculty workload is 20 WLF per academic year. Adjunct faculty receive paychecks on the same schedule that full-time faculty receive overload checks, usually three times per term.

Following are terms for overload and adjunct instruction:

- The contract appointment is only for the time indicated, usually one term. No guarantee is made for additional terms.
- Performance of instructors is subject to evaluation, which may include classroom visitation.
- Should enrollment fail to reach or fall below an appropriate class size, the class may be canceled any time within the first two weeks of the term and the appointee's assignment adjusted accordingly.
- When necessary, to complete an annually contracted full-time instructor's work load, the assignment may be given to the contracted faculty member. The Department Chair has the right of class assignment.
- In the event the class is canceled, assigned to a contracted faculty member, or otherwise not taught by the appointee, the appointee will be reimbursed at the rate of \$25.00 per contact hour for the time which the appointee has been required to be in class.

### **Teaching Load Limits**

For information regarding college workload policy, please refer to your Dean, Associate Dean, or Department Chair. The current Faculty Workload policy (3-10) and model are available at [www.dixie.edu/humanres/polfac.html](http://www.dixie.edu/humanres/polfac.html).

### **Retention, Promotion, and Tenure**

Full-time faculty should become familiar with the policy on Retention, Promotion, and Tenure (3-7, found at [www.dixie.edu/humanres/polfac.html](http://www.dixie.edu/humanres/polfac.html)). New full-time faculty are strongly encouraged to develop a mentoring relationship with a more seasoned DSC faculty member who will be able to advise and encourage them throughout the retention, promotion, and tenure process.

### **Best Practices**

New full-time faculty are required to attend Best Practices Seminars held monthly from September to April. Other faculty are encouraged to attend these practical seminars.

### **Third Week Enrollment Reports**

Dixie State College of Utah receives funding from the State of Utah based upon the number of credit hours for which students are actively enrolled. The basis for determining the number of credit hours is a count taken at the end of the third week. The college must determine with great accuracy the number of students who have enrolled and are actively attending classes as of this date. Instructor cooperation in keeping accurate records on those students attending and those not attending is very important, since these rosters are subject to state audits. Also, be sure to administratively withdraw students who have never attended class before the third week (see **Absences – Students** in this document).

## **Smoking, Food, and Drink**

The College is dedicated to providing a healthy, comfortable and educationally productive environment for students, employees and visitors.

- Eating and drinking in classrooms is prohibited except where required, i.e. food preparation classes. Please discourage eating and drinking in classrooms, especially in carpeted areas.
- The use of alcoholic beverages is prohibited on campus at all times.
- The use of smokeless tobacco is also prohibited on campus for students, faculty, and staff.
- In compliance with the State of Utah Clean Air Act, smoking is prohibited in all buildings and within twenty-five (25) feet of all buildings on campus.
- Smoking is prohibited in any college-owned vehicle.

## **Room and Equipment Changes**

Room changes can be made only through the appropriate dean. Instructors who have problems with assigned classrooms should contact the Department Chair or administrative person on duty. Make any request for changes in writing. We will try to help you by shifting classes as necessary. Do not change rooms without permission even for one day/night. An instructor or a student may be needed and we must have a record of the class location. For the smooth operation of general campus scheduling, it is vital that room changes be coordinated through the deans' offices. Direct scheduling questions to Sharon Lee (extension 7650) the director of academic scheduling.

If a class activity involves going to the Tutoring Center or the Library for part of the class period, leave a note on the board or door.

Equipment such as computers, overhead projectors, computer-generated visual equipment, audio equipment, or other items should not be moved from room to room because equipment has been assigned to a specific area. No equipment should be taken off campus without the permission of the dean.

## **Mailboxes, Email and the Administrative Computer System (Banner)**

Mailboxes are provided for faculty. Check with the department secretary for location. Please keep communications flowing; check your mailbox weekly.

Email accounts are available for full- and part-time faculty. To set up your email account, contact T. J. Griffiths at 652-7920, or the department secretary can request one online.

The College maintains a very large computer database, the Banner system, which contains admission information, grades, addresses, class lists, as well as a huge body of other financial and academic data. All faculty have direct access to the Web version parts of this database. Access to Banner allows faculty to look up current class lists, enter grades, and access other information. To get access to this database, faculty must have a short training session and receive a password. Contact the Registrar's Office (652-7708) for access information or go to Faculty Web Services at [www.dixie.edu/reg/faculty/index.php](http://www.dixie.edu/reg/faculty/index.php).

## **Visitors in Classes**

Only students whose names appear on the class rolls of a scheduled class will be allowed in the classroom. No visitors or children are permitted in the classrooms when classes are in session.

(See the **Attendance Policy**, especially section 5.23.6., available at [www.dixie.edu/humanres/polfac.html](http://www.dixie.edu/humanres/polfac.html).)

## **Parking Procedures**

### **Where to Park on Campus**

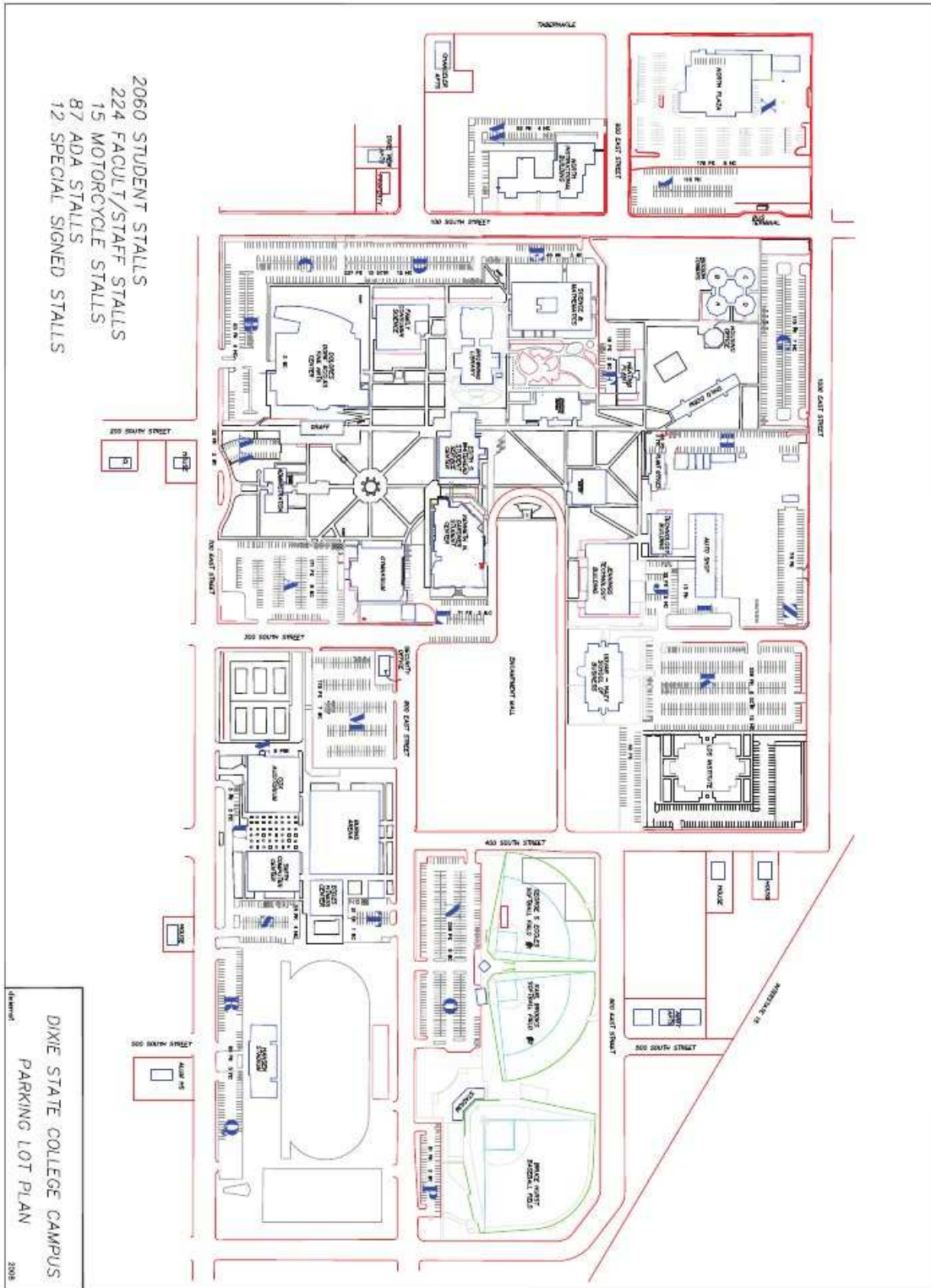
All faculty must have a parking sticker to park on campus during the day. The Campus Planning Committee has designated certain parking spaces as "staff" spaces during certain hours of the day. Generally speaking, the "staff" spaces are painted with yellow paint, and they are reserved for faculty and staff from 7:00 AM until 5:00 PM. Because some faculty and staff keep late hours, certain spaces are reserved as "staff" spaces until 11:00 PM.

### **Obtaining a Parking Permit**

All vehicles parking on campus must have a permit, which can be obtained through these steps:

1. Complete the form and pay parking fees at the Campus Police Office (just north of the Burns Arena). Fees are \$20.00 for the first vehicle and \$10.00 for each vehicle thereafter.
2. Note that you will need to provide your automobile's license plate number, so be sure to bring that information.
3. The Campus Police Office will give you a decal for each automobile. Place the decal in your car's window.





**Following are lot names and hours of "staff" designation:**

- Lot "A," south of the Administration Building (building #1 on map) and west of the old Gymnasium (#17). This lot has some spaces reserved until 5:00 PM and until 11:00 PM. It is primarily general parking, with 20 visitor/1 hour spaces. Park here if you work in the Administration Building, the Student Service Center, the Gymnasium, or the Gardner Center.
- Lot "B," west and north of the Graff Fine Arts Center (building #2 on map). This lot has spaces reserved until 5:00 PM. Park here if you work in the Graff Fine Arts Center.
- Lots "C, D, and E," along the north end of the campus, extending from the Science Building (building # 5 on map) to the Education and Family Studies Building (#3). This lot has spaces reserved until 5:00 and until 11:00 PM. Park here if you work in Education & Family Studies, the Library, or the Science Building.
- Lot "H," just south of Shilo Dorms (building #10 on map), extending to the east from the Maintenance Building (#22). This lot has spaces reserved until 5:00 PM. Park here if you work in the Browning Learning Resource Center or in Maintenance.
- Lot "J," located between the Jennings Technology Building (building # 26 on map), the Technology Building (#24), and the Auto Shop (#24). This lot has spaces reserved until 11:00 PM. Park here if you work in the McDonald Building, the Jennings Technology Building, the Technology Building, or the Auto Shops.
- Lot "K," just east of the Udvar-Hazy Building (building #27 on map). This lot has spaces reserved until 5:00 PM. Park here if you work in the Udvar-Hazy Building.
- The Taylor Health Sciences building also requires a permit.

**Abbreviations for Campus Buildings**

Banner	Building Name
ABBY	Abby Apartment
ADMIN	Administration Building
AIRPRT	Airport Hanger Airport
ATCSHP	ATC Shop
WEIGHT	Athletic Weight Facility
ATH1	Athletics Home 1
ATH2	Athletics Home 2
AUTO	Automotive Mechanics Building
ASTOR	Automotive Storage
BROWN	Browning Learning Resource Center
LIB	Browning Library
MAINT	Building Maintenance
BURNS	Burns Arena
SERVIC	Campus Services
FINAID	Career / Financial Aid
CHANCE	Chancellor Apartment

COLINN	College Inn
INNHOU	College Inn House
COOPER	Cooper Field Building
COX	Cox Auditorium
CSTOR	Custodial Storage
DSS	Dixie State Store
DIXAPT	Dixie View Apartments
ECCLES	Dolores Dore' Eccles Fine Arts Center
CABIN	Dolowitz / Snow Cabin
FITNES	Eccles Fitness Center
EDFAM	Education and Family Studies
ESTOR	Electrical Storage
HCC	Jeffrey R. Holland Centennial Commons
GARDNR	Gardner Center
GRAFF	Graff Fine Arts Center
GSTOR1	Grounds Storage
GSTOR2	Grounds Storage
GYM	Gymnasium
HAB	Habibian Wrestling & Athletic Center
HANSEN	Hansen Stadium
HCON	Hansen Stadium Concession
HAZMAT	Hazmat Storage
TAYLOR	Taylor Health Science Building
HEAT	Heating Plant
	House (446 South 700 East)
HOUSE	Housing Office
HURCTR	Hurricane Education Center
HURST	Hurst Baseball Complex
ICL	Institute of Continued Learning (Bleak House)
IR	Institutional Residence
JEN	Jennings Communication Building
MCDON	McDonald Center
MSTOR	Mech Storage
MORGAN	Morgan Apartment Complex
TOWERA	Nisson Tower A
TOWERB	Nisson Tower B
TOWERC	Nisson Tower C
TOWERD	Nisson Tower D

NIB	North Instructional Building
NPLAZA	North Plaza
TANNER	O.C. Tanner Amphitheater
	PAVILION
PLANT	Plant Office Trailer
SCI	Science Building
SECUR	Security
SHILOH	Shiloh Dormitory
SMART	SMART ENTERPRISES HOME
SMITH	Smith's Computer Center
SOFTBL	Softball Building
ALUMNI	Stephen & Marcia Wade Alumni House
SSC	Student Service Center (Edith Whitehead)
TECH	Technology Building
HAZY	Udvar-Hazy Business

**Non College Buildings**

UPLAZ	University Plaza
LRKIN1	LARKIN PROPERTY #1
LRKIN2	LARKIN PROPERTY #2
LRKIN3	LARKIN PROPERTY #3

# Who's Who at Dixie State College?

## Telephone Directory

Also see Campus Directory at <http://dixie.edu/directory/directory.php>

### WHO'S WHO - DIXIE STATE COLLEGE CAMPUS DIRECTORY: (prefix 652 unless otherwise indicated)

EXECUTIVE ADMINISTRATION	
President - So. Admin.....	Stephen Nadauld 7501
V.P. Academic Services - So. Admin. ....	Donna Dillingham-Evans 7505
V.P. Administrative Services. – SSC.....	Stan Plewe 7504
V.P. Student Services - Gardner Student Center .....	Frank Lojko 7511
V.P. Advancement – No. Admin.....	George Whitehead 7906
V.P. Cultural Affairs – No. Admin.....	Christina Schultz 7542
Dean of Arts & Letters - Browning Bldg.....	Don Hinton 7651
Dean of School of Education.....	Brenda Sabey 7841
Dean of Business & Communication - Udvar-Hazy.....	Bill Christensen 7887
Dean of Nursing & Allied Health – Taylor .....	Carole Grady 879-4802
Dean of Science & Technology – North Instructional Building.....	Victor Hasfurther 7861
Dean of Adult Studies – North Plaza .....	Steve Bringhurst 7901
Dean of Library – Library.....	Daphne Selbert 7711
CIO/Dean of Information Services – Library .....	Gary Koeven 7770
Dean of Students – Gardner Student Center .....	Del Beatty 7514

ASSOCIATE DEANS	
Fine & Performing Arts .....	Brent Hanson 7792
Humanities & Social Sciences.....	Addison Everett 7810
Academic Outreach.....	Becky Smith 7836

DEPARTMENT CHAIRS 2011-2012	
Biology – Science Bldg. ....	David Jones 7632
Business – Udvar-Hazy .....	Philip Lee 7832
Communication – Jennings .....	Brent Yergensen 879-4311
Computer & Information Technologies – Udvar-Hazy .....	Curtis Larsen 7972
Criminal Justice/HUM/SS/Psyc.....	Leonor Ceballos 2012
Developmental Studies – Browning.....	Gordon Jolley 7647
Education.....	Brenda Sabey 7841
FCS/PEHR – EFS.....	Linda Wright 7847
Fine and Performing Arts .....	Brent Hanson 7792
English – McDonald.....	Randy Jasmine 7811
Integrated Studies – North Plaza .....	Darl Biniáz 7813
Physical Sciences.....	Pete Van Valkenburg 7769
Math – NIB Bldg.....	Scott Mortensen 7764
Music – Eccles .....	Glenn Webb 7969
Geology – Science Bldg.....	Peter Van Valkenburg 7769

EXECUTIVE DIRECTORS	
Athletics - Gym.....	Jason Boothe 7526
Auxiliaries/Bookstore - Gardner Student Center.....	Randy Judd 7641
Business Services - Student Services Center .....	Scott Talbot 7601

Campus Services .....	Sherry Ruesch	7551
Human Resources - So. Admin.....	Pamela Montrallo	7522
Enrollment Services - Student Services Center.....	David Roos	7704

### DIRECTORS

Advisement - Student Services Center.....	Rick Palmer	7697
Accounting - Student Services Center .....	Eric Grob	7610
Alumni – Alumni House.....	Kalynn Larson	7535
Broadcast Communications - Student Services Center.....	Stan Everett	7635
Career & Employment Services - Student Services Center.....	Kathy Kinney	7736
Center for Media Innovation.....	P	
Community Education – North Plaza.....	Janet O'Riley	7671
Cooperative Education - Student Services Center.....	Karl Hutchings	7668
Dining Services- Gardner Student Center .....	Martin Peterson	7676
Dixie Business Alliance – UPLAZA .....	Len Erickson	7752
Educational Talent Search (ETS) – NIB Bldg.....	Kitty Hughes	7657
Road Scholar (formerly Elderhostel).....	Don Steck	634-2051
Facilities Operations – Heating Plant.....	Doug Whitehead	7557
Facilities Planning – Campus Services .....	Jon Gibb	7551
Financial Aid - Student Services Center .....	J. D. Robertson	7576
Fitness Center - Avenna Center.....	Christian Hildebrandt	7989
Institutional Research & Legislature – Larkin .....		7597
IT Security Administrator – Smith Computer Center.....	Andrew Goble	7963
IT Support Services - Smith Computer Center.....	Mary Stubbs	7854
Payroll - Student Services Center.....	Krystal Thompson	7610
Public Relations - No. Admin. ....	Steve Johnson	7544
Purchasing - Student Services Center .....	Jackie Freeman	7612
Registrar – Student Services Center .....	Julie Stender	7703
Resident Life - Housing.....	Seth Gubler	7571
Revenue – Student Services Center .....	Carlene Holm	7603
Security .....	Don Reid	7515
Southwest Computer Crime Institute .....	William Matthews	897-4421
Student Activities - Gardner Student Center.....	Donna Stafford	7513
Testing Center – North Plaza.....	Tamron Lee	879-4692
TRIO/Student Support Services - NIB Bldg.....	Jonathan Morrell	7656
Upward Bound - NIB Bldg.....	Craig Harter	7659

### ACADEMIC SUPPORT STAFF

Administrative Assistant to VP of Academics.....	Sheila Bastian	7506
Administrative Assistant to Dean of Arts & Letters .....	Lory Mattucci	7653
Administrative Assistant to Dean of Business & Communications .....	Stella Callagee	7652
Administrative Assistant to Dean of Nursing & Allied Health.....	Colleen Hales	879-4810
Administrative Assistant to Dean of Science & Technology .....	Ruth Bruckert	7862
Administrative Assistant to Dean of Adult Studies.....	Sheila Cannon	7739
Administrative Assistant to Dean of Education .....	Deborah Connolly	7842
Secretary to Business/Technology .....	Lanora Nielson	7723
Secretary to Communication .....	Kathleen Briggs	7638
Secretary to English & Social Sciences .....	Janeene Cowley	7815
Secretary to Fine Arts .....	Jan Maxfield	7790
Secretary to Science.....	Kathi Steadward	7760
Secretary to Math.....	Sylvia Bradshaw	7984
Secretary to Dental Hygiene .....	Veronica Fely	879-4906
Secretary to Dental Hygiene Clinic.....	Elyse Perkins	879-4900
Secretary to Developmental Education .....	Barbara Turnbow	7743

<b>OTHER</b>
--------------

Admissions - Student Services Center .....	Laralee Davenport	7698
Accounts Payable - Student Services Center.....	Terry Losee	7606
Admissions - Student Services Center.....	Darla Rollins	7706
Athletics - Burns .....	Jeff Cluff	7524
Bookstore (Textbooks) – Gardner Center.....	Claudia West	7642
Cashier - Student Services Center.....	Christy Jensen	7605
Cultural Affairs - Avenna Center .....	Gail Bunker	7994
Disability Resources Center – CFA Bldg. ....	Baako Wahabu	7516
Diversity Student Center – Gym .....	Kristine Whittaker	7899
Emergency/Campus Security.....		7515
Faculty Senate President – Jennings.....	Paul Abegg	7904
Financial Aid/Workstudy – CFA Bldg.....	Roberta Cole	7584
Gardner Center Information .....		7685
Housing.....	Kathy Welch	7570
Human Resources – So. Admin.....	Will Craver	7521
Information Center – So. Admin.....		7500
Library Circulation / Reserve.....	Ellen Bonadurer	7713
Loan Collections - Student Services Center .....	Hailey Orr	7607
Mail Room – Campus Services .....	April Ashcroft	7554
Night Patrol Cell.....		619-1144
Payroll - Student Services Center.....	Kim Seach	7611
Recruiting - Student Services Center.....	Joshua Sine	7591
Registration - Student Services Center.....	Mace Jacobson	7708
Scheduling (Facilities) - Browning.....	Sharon Lee	7650
Scholarships -Student Services Center.....	Sue Perschon	7578
Student Employment/Career Center .....	Kathy Kinney	7736
Ticketing Office - Avenna Center .....	Michael Garcia	7800
Vehicle Scheduling – Campus Services.....	Felicia Griswold	7550
Wellness Center – Student Services Center. ....	Barbara Johnson	7755

### **Organizational Charts**

Periodically the organizational structure of the College changes incrementally. Organizational charts are kept current in the online policy manual, at [www.dixie.edu/humanres/polorg.html](http://www.dixie.edu/humanres/polorg.html).