

## ***Chapter 20 Procedures and Resources in Support of Teaching/Librarianship***

### **Section A: Classroom Assignments**

Classrooms are assigned by the Registrar's Office based on time of day, number of students enrolled, and instructor identified needs (e.g., computer labs, science labs). Changes in classrooms may only be made in consultation with the Registrar's Office.

### **Section B: Classroom Maintenance**

Classroom maintenance encompasses both long-term planning for classroom upkeep and redesign, including technology upgrades, and short-term needs for repairs and improvements, including technology support. Long-term planning is coordinated by the Strategic Planning and Budgeting Committee in conjunction with appropriate administrative leadership and the Academic Technology and Facilities Committee. Identification of short-term needs should be addressed through submittal of support tickets to the appropriate department (e.g., Information Technology; Physical Plant) and raised, if necessary, with the Academic Technology and Facilities Committee.

### **Section C: Class Rosters**

Faculty members are asked to carefully review class lists, especially during the first two weeks of classes. During the first week of classes, faculty should determine whether waitlisted students may attend classes. After this period, only officially registered students are allowed to attend classes. If a student is attending class and is not on the roster, he or she should be referred to the Registrar's Office and not be permitted to attend further classes until added to the class list. Similarly, if a student is not attending class and his or her name is on the class list, the instructor should notify the Registrar's Office by phone or email.

Stringent federal guidelines mandate that an institution needs to provide exact dates of withdrawal or the date a student stopped coming to classes. If a student on the class list ceases to attend class at any time

during the term, faculty members must notify the Registrar's Office immediately, indicating the last day the student attended the class.

## **Section D: Course Syllabi**

In order best to serve the learning needs of students, faculty members are expected to provide students (and appropriate Chairs or Directors, and Deans) with a written syllabus for each course, including those taught wholly or in part through Canvas. Across the University, each syllabus should have the following common components:

1. Course title and number, cross listings, and description;
2. Prerequisites or co-requisites and Area Study or Core Requirement met by course;
3. Meeting time/days, and location or instructional contact times;
4. Contact information for Instructor, including office hours, office telephone, and e-mail address;
5. Required and recommended texts and course materials, including title, author and ISBN;
6. Course learning goals, and appropriate program, and/or college level learning goals, and/or learning outcomes;
7. Course calendar or schedule, indicating deadlines for major assignments (with appropriate disclaimer about flexibility);
8. Expectations concerning time on course work outside of class;
9. Expectations concerning climate of respect and civility;
10. Assessment criteria for student learning, including kinds of assignments, papers, exams, presentations, participation, etc.;
11. Grading policy, including attendance and participation;
12. Academic integrity definitions and reference to policy;
13. Statement referencing University policy for students with special learning needs;

Syllabi are the property of the University and must be provided for every course every semester in a format (Microsoft Word or PDF) that can be archived electronically. While there is sensitivity to the special dynamics of courses taught wholly or in part through Canvas, syllabi must also be archived for those courses. This not only serves student and advisors, but also helps guide decisions about transferability of courses in and out of Dominican and meets the expectations of accrediting bodies and government agencies. All syllabi provided electronically must be accessible to comply with the ADA and other disability laws.

Resources on syllabus design are available through the Borra Center for Teaching and Learning Excellence. Sample syllabi are available through

the departmental or school archives.

## **Section E: Warning Notices, Grades, and Grade Disputes**

Academic warning notices are ordinarily sent to undergraduate students whose work is unsatisfactory. After a warning notice has been received from the faculty member, an SSE Advisor, faculty advisor and/or others, as appropriate, promptly initiate the intervention/support process by contacting the individual student by email and telephone.

A warning notice is important because it serves as an early alert for students who are not performing up to class standards. All warning notices should be sent to the student using MyDU by following the appropriate link. A copy of the notice will be sent to the student, the student's advisor, and the Advising Office. Faculty members should send a warning notice for the following reason(s): excessive absences; missing, incomplete and/or unsatisfactory assignments; low performance on a test or multiple quizzes; reluctance to participate fully in class; disruptive classroom behavior; or other signs of academic distress or risk.

After a warning notice has been received from the faculty member, the SSE Advisor, faculty advisor and/or others, as appropriate, promptly initiate the intervention/support process by contacting the individual student by email and telephone.

Grade reports should be submitted online through myDU no later than the deadline established by the University Registrar for the semester. If the last scheduled class meeting for a course falls after the last day of final exams/last day of the semester, grades are due three days after the last scheduled class meeting. Other than I (Incomplete) or IP (In progress) grades, changes in grades filed with the Registrar's Office may be made only in cases of faculty or administrative error, and then only with the approval of the Dean or Director of the college or school.

If a student disputes a grade assigned by a faculty member, the student may take the complaint through the following channels: (a) consultation with the faculty member; (b) consultation with the department chair; (c) consultation with the Dean or Director; and (d) appeal to the appropriate

committee. Graduate students should check with their individual school for specific appeal procedures.

Students wishing to file an appeal based on fall courses must do so no later than the end of the subsequent spring semester. Students wishing to file an appeal based on spring or summer courses must do so no later than the end of the subsequent fall semester.

## Section F: Definition of a Credit Hour

The number of credit hours assigned to University courses should correspond either to the number of hours spent in class (where 1 credit hour assumes 50 minutes instructional time each week for the course over a 15-week semester) or, for courses that are delivered in formats other than primarily face-to-face meetings, to the appropriate mix of instructional contact, directed experiential activities, and student work/research product that equate to a credit hour as defined above and that results in the intended learning outcomes as outlined in the syllabus.

## Section G: Class Times and Course Scheduling

Course scheduling is a collaborative effort between the Office of the Registrar, appropriate Deans, University Librarian, Directors, Department Chairs, and faculty. The Registrar is primarily responsible for establishing the procedure for completing and publishing the academic course schedule based on facility availability and accreditation requirements. The faculty are primarily responsible for course selection, and best means of delivery.

**Courses are offered in the following Six (6) modalities:**

**F2F – (Face-to-Face)** – scheduled on campus at set meeting times.

**HYB – (Hybrid)** – course will include a combination of online activities and on-campus meeting times.

**HFX – (Hi-Flex)** – students may attend face-to-face or at synchronous online times throughout the semester. Consult syllabus for specific requirements.

**OSM** – Online with fixed meeting times. Course will have one or more scheduled meetings; no campus attendance is required.

**OWM** – Online without fixed meeting times. Course will have no fixed scheduled class meeting times; no campus attendance is required; consult syllabus for specific requirements.

**ARR** – time and setting to be arranged by instructor and student.

Once the schedule is published, requests for a change in assigned class time or class delivery format must be approved by the Department Chair or Director, and the Dean, who will notify the Registrar's Office of any change in schedule. Ordinarily, undergraduate classes will not be scheduled Tuesday or Thursday from 2:15 to 3:15 p.m.

## **Section H: Student Attendance**

Faculty members should make clear their policy with respect to student attendance to students at the beginning of each course. Each faculty member may deal with matters of class absences.

Students are expected to be responsible for all course material and assignments. Faculty members may use their discretion in assisting students to make up work missed because of unavoidable absences.

The Dominican University Athletic Department strongly supports the academic efforts of student athletes. Academic achievement is of the highest priority and the Athletic Department will continue to make every effort to minimize missed class time for athletic participation. Student athletes are responsible for timely communication regarding schedule conflicts with their instructors. Please see the Dominican University Student-Athlete Policy for a full statement of this policy for student athletes.

## **Section I: Faculty Absences**

Faculty members' planned absences from class should be clearly stated in course syllabi. Unplanned absences should be communicated to students as soon as possible and reported to the Department Chair, Dean, or Director.

## **Section J: Final Examinations**

The Registrar's Office schedules and publishes the times of final examinations in the class schedule. Changes in the schedule should not be made by individual faculty members. In fairness to students and other instructors, a faculty member should not administer a final examination (or its equivalent) during the last week of classes in a semester. Faculty members may exercise their own judgment as to whether a final examination is appropriate in a particular course.

## **Section K: Office Hours**

Faculty members are expected to be available to students for conference periods at designated times. Faculty members teaching a full schedule of classes should, ordinarily, maintain and post at least three hours of available time each week spread over at least two separate days. Adjunct faculty should make themselves available at least one hour per week for each course taught, or by appointment. Formal meetings outside of office hours (by appointment) and informal meetings between students and faculty are also strongly encouraged.

## **Section L: Academic Advising**

Advising is an especially important part of the University's academic mission. During registration and pre-registration periods, faculty should extend their office hours to be more available to students.

Advising work also requires knowledge of a computer-based method of retrieval from the University's registration and records system. Faculty are expected to be trained in the use of this system before advising, so as to have the most up-to-date information available on an advisee.

The Division of Student Success and Engagement and the Colleges provide support to the faculty for student advising. The faculty should consult with these sources for help in delivering meaningful advising for students.

## **Section M: Student Success and Engagement**

*Mission Statement:* The Division of Student Success and Engage provides programs and services that facilitate the holistic development, campus engagement, timely academic progress and purposeful degree completion for Dominican University students.

*Vision Statement:* The Division of Student Success and Engagement aspires to provide innovative, data driven, collaborative programs and services that increase the persistence and purposeful degree completion rates of all Dominican University students.

The Division of Student Success and Engagement is an integrated unit designed to provide comprehensive programs and services that place student success at the core. Student success is defined as the holistic development, campus engagement and purposeful degree completion for all

students. SSE encompasses a coordinated care network and case management approach that structurally enables collaboration across departments and is supported by predictive student risk analytics that direct us to intervene and create differentiated levels of support. Simply put, the research suggests that we can help all students succeed if we provide support that is proactive, customized and delivered just-in-time.

The division has three departments:

#### *Academic Advising & Student Development*

This department provides support for faculty advisors and creates advising tools to assist in facilitating a seamless advising process. In addition, the Advising & Student Development department develops innovative and engaging services and programs to support holistic advising and skill development for all students. Advising encompasses supporting student's course selection, academic goal identification, career planning and personal and professional skill development.

#### *Academic Development and Support*

The Academic Development and Support department serves two primary functions in the Division of Student Success and Engagement. It serves as an academic-skill building hub for students, providing them with learning professionals, peer tutors, learning accommodations, and study tools to increase their capacity to succeed in the classroom. It also serves as an innovation lab for faculty partners to collaborate with the staff of SSE and pilot efforts to thrive academically, engage in transformative experiences during their university years at Dominican, and build toward successful futures.

In addition, this department oversees Disability Support Services which fosters student, faculty, and staff awareness of Disability Support services. Also DSS develops tools and support in providing accommodations for students, informational workshops and online training modules for faculty on supporting students and in collaboration with faculty partners, develop policies which support students.

#### *Student Life*

This is a department that supports an integrated, student development experience for all students, residential and commuter. Student Life plans, develops, and coordinates diverse programs, services, and resources that support an engaged campus community. The Student Life department coordinates a holistic approach to

supporting students through their residential experience and engaging students with diverse and impactful programs. In addition, Student Life encompasses the Wellness Center who collaborates with partners across divisional units to identify and remove institutional obstacles to student success and engagement and provides students with holistic well-care.

## **Section N: Instructional Audio-Visual Equipment and Media**

University audio-visual equipment services are requested through the Dominican Support Center. For a current listing of services and to request DVD's or equipment, check the website: [support.dom.edu](http://support.dom.edu)

A primary service includes provision of AV equipment for use in the undergraduate and graduate classrooms. Requests for equipment for class use should be made at least 24 hours in advance. The IT staff delivers and sets up equipment used in classes or special lectures, and will provide some guidance upon delivery.

For "special events" (e.g., non-classroom usage, department-sponsored lectures or events that are open to the public), equipment requests must be made 2 weeks in advance. This could include microphones, video or audio recordings of events, or delivery of other equipment. The IT staff will deliver and provide some guidance on delivery, but not operate the equipment throughout the event. If an IT staff member's presence is required at the event, a minimum of 2 weeks' notice must be provided.

Visual media collections are managed and distributed in the Rebecca Crown Library Media Center: <http://research.dom.edu/rcf>. For best service, faculty members should make film, DVD, VHS, etc. requests at least three weeks prior to the show date.

## **Section O: University Bookstore**

The Stepan Bookstore sells textbooks and other course-related materials either required or recommended by Dominican faculty, as well as a variety of supplies, clothing and gift items. The bookstore's Textbook Supervisor, through Dominican's Director of Auxiliary Services, notifies faculty of textbook ordering deadlines and distributes order forms for each term. Failure to work within these deadlines may impact students' ability to return used books for cash, and may also result in special handling costs charged to the appropriate department. In addition, the Higher-Education Opportunity Act (under Section 112) requires that



students should be told at the time of registration for classes what books will be required. Orders may be submitted in person, via fax, email or online. Faculty members are encouraged to interact with the bookstore's Textbook Supervisor to answer questions or resolve any issues.

All academic departments maintain charge accounts with the bookstore. Faculty may, with the approval of their Department Chair or Director, utilize their account to charge work-related materials.

For further information, including hours of operation, please visit the bookstore website: <http://www.bkstr.com/dominicanstore/home>

## **Section P: Student Misconduct or Behavioral Concerns**

The Behavioral Concerns Team (BCT) is a collaborative committee of Dominican University professionals that meets regularly to discuss the behavior of individuals about whom reports are received. Faculty and staff are encouraged to report any type of behavior or threat of behavior that could potentially harm members of the University community. The Behavioral Concerns Team recommends that a faculty or staff member never make a promise of confidentiality to a student.

***In the case of a suicide threat or attempt, faculty or staff members are advised to call emergency (911 or x5999 on a Dominican campus phone) so that authorities can take immediate precautions to protect the safety of the University community.***

Faculty members are also encouraged to report any potentially problematic information received via email, electronic class postings, list serves, blogs, assignments, social online networking sources or similar sources. Even if the incident may seem minor, it is important to inform the Team so members can consolidate the various pieces of information received from different segments of the University community.

***In case of an emergency at any time, contact 911 or (708) 524-5999 immediately.***

Training and Education: The Behavioral Concerns Team will make educational materials available for faculty and staff, with the goal of helping all employees learn to more effectively manage difficult campus situations. As information becomes available, it will be posted to the website and made accessible to faculty and staff.