



WRIGHT STATE
UNIVERSITY™

Lake Campus

*ADJUNCT
FACULTY*

HANDBOOK

2006-2007

Academic & Instructional Services



Welcome to the Lake Campus!

You bring an expertise that enhances our campus.

We consider you to be an important partner in delivering quality education to a diverse student body.

The Lake Campus has developed this handbook to help familiarize you with available services and university policies. We hope that it will ease your introduction to the Lake Campus.

If you have a question that can't be answered by using this handbook, please contact:

Dr. John R. Wolfe, Director
Academic & Instructional Services
(419) 586-0326

or call toll free 1-800-237-1477

john.wolfe@wright.edu

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A.

CONTRACTS, FACILITIES, AND ADMINISTRATION

ADDRESS CHANGES: Any change in your personal address or business address and/or telephone number must be sent to Cassie Dorsten, Business Manager. Correct addresses and current phone numbers are needed for up-to-date records.

ADJUNCT OFFICES: The adjunct faculty offices are located at 186C and 186D Andrews (see campus map—Appendix P). These offices have been provided for your use while you are on campus. A computer is available in each office. These rooms are kept locked. If you wish to access one of these offices, a key may be obtained by completing the Key Request Form (see *Appendix F*) and returning it to Lucy Steinbrunner, Administrative Support Staff.

BOOKSTORE DISCOUNTS: All adjunct faculty are eligible for discounts of 10% off on texts (including software) and 20% off on other merchandise in the bookstore during the term they are teaching. The bookstore runs sales in December, May and June. Fall adjunct faculty can take advantage of the December sale and Spring and Summer adjunct faculty may take advantage of the May/June sale.

CONTRACTS/FORMS: New employees will receive in the mail a packet concerning contracts, Income Tax Withholding Forms, I-9 Forms, "Drug-Free Workplace" forms, and Facility ID Card forms plus criminal background check materials. Please return these to Cassie Dorsten, Business Manager. **Do not** send them to the Dayton Campus. Returning employee contracts will be processed electronically.

If there are any changes or discrepancies concerning your contract or your paycheck, please inform Ms. Dorsten at once to ensure prompt action.

Pay is directly deposited into the account you specify in your initial paperwork. Changes may be made by seeing Cassie Dorsten.

Pay Advices are no longer sent. To check the deposit for last pay period:

Log into WINGS Express:

To access WINGS Express you will need a University ID (UID) and PIN. The UID is different from your CAMPUS account that you use to access WINGS. To find your UID and PIN, you must first have a CAMPUS username (e.g., w001abc) and password.

For assistance contact the CaTS Help Desk at (937) 775-4827, 1-888-775-4827 or by e-mail helpdesk@wright.edu.

- Click on:
- [Employee](#)
- Time sheets, time off, benefits, leave or job data, paystubs, W2 and T4 forms, W4 data.
- [Pay Information](#)
- Direct deposit allocation, earnings and deductions history, or pay stubs.
- [Pay Stub](#)

E-MAIL ACCOUNTS: As soon as you receive a university contract, you will be given a WSU e-mail account. You are encouraged to use this account as a means of communicating with students and staff. If you have questions concerning e-mail, please contact Ron Dorsten, Manager, Technical Services at ronald.dorsten@wright.edu or 419-586-0387 (8387 from campus phone).

FACULTY NEWS: Each quarter Academic and Instructional Services publishes *Faculty News* for the purpose of introducing the adjunct faculty to full time faculty and to one another, and keeping adjunct faculty apprised of current university policy. Anyone wishing to contribute articles on interesting class projects, teaching techniques, or literature in his or her discipline is encouraged to do so. We also have a section designated “Faculty Notes” in which we list any awards, grants, publications, travels, lectures, community activities, etc. accomplished by both full-time and adjunct faculty. Please inform us of any item you wish included.

FILMS & AUDIO-VISUAL SERVICES: Films and videotapes can be ordered through the library. The library provides an audiocassette duplicating service free of charge to faculty.



KEYS: If you need a key to a laboratory, room, desk, or file cabinet, please complete the Key Request Form (see *Appendix F*) and return to Lucy Steinbrunner, Administrative Support Staff.

LIBRARY: Adjunct faculty can interlibrary-loan books and other library materials via the computers located in the library or from off-site computers. The WSU library website can be accessed by using the instructor's name and Social Security number. A Photo ID card is required to check out library material and software. Photo ID cards are issued through the Lake Campus Library. These cards are also valid at the Dayton campus libraries.

LIBRARY RESERVES: The library has a reserve service. You may wish to place books, periodical articles, lecture notes, audiocassettes, or other materials on reserve in the library. Students are asked to sign out and study the material in the library unless the instructor specifies otherwise, or copies can be made.

MAILBOXES: Faculty mailboxes are located on the second floor next to the Faculty Secretaries' Office, Room 268. Mailboxes should be checked on a regular basis. This, along with e-mail, is a primary means of communication with you. Messages, newsletters, class announcements, etc., are all placed in your mailbox. Check the counter for packages that are too large for mail slot.

MEDIA EQUIPMENT: Eldon Wetter is responsible for all media equipment. Equipment not normally in the room must be requested at least 24 hours before needed.

MESSAGES: The faculty secretaries will take messages for all adjunct faculty. These messages will be placed in your mailbox.

Important: If your home phone and/or business phone are not listed on your syllabus, the faculty secretaries will not give these numbers out to individuals who may request them.

PARKING: Parking is available for all faculty in the main lot. The Faculty/Staff lot east of Trenary Lab requires a parking permit. Adjunct faculty members will need to contact B. J. Hobler or Sandy Gilbert, Student Services Officers, to obtain a permit.

Note: *The circle drive parking is for 30 minute and disability parking only. Additional handicap parking is available in the lot west of Trenary. If an individual needs to use these designated parking areas due to sickness or illness, please see a Student Services Officer for a permit.*

PHONE SERVICE: Phone service for adjunct faculty is available in the Adjunct Offices. The phone number for Adjunct Office 186C is 419-586-0396 (or 8396 from a campus phone). The phone number for Adjunct Office 186D is 419-586-0397 (or 8397 from a campus phone).

PREPARING OF EXAMS: The faculty secretaries request at least three days for preparing exams. Completed exams are placed in the *Pick-Up* file drawer in the work room. The office is locked after 8:00 p.m. Blue exam booklets and ScanTron sheets are available from the faculty secretaries.

SMOKING: Smoking is prohibited in the buildings.

SUPPLIES: Most supplies are available in the faculty secretaries' office (grade books, transparencies, ScanTron forms, white board markers, etc.). If you call ahead, the items that you need can be left in your mailbox for evening instructors (after 8:00 p.m.) or Saturday pickup.

TEXTBOOK ORDERS: Unless a text is mandated by the department in which you are teaching, each instructor is responsible for selecting the text and other required material. If time does not permit the selection of a new text, the text used most recently will be ordered. Please see the Bookstore Manager about this as soon as you are definitely assigned to a class. If you are unsure about the selection of texts, please contact Dr. Wolfe.

Desk copies of texts may be ordered through Steve Bridge, Assistant to the Director of Academic & Instructional Services for Adjunct Instruction.

TYPING & DUPLICATING OF CLASS MATERIALS: The faculty secretaries will assist you with class materials, syllabi, and tests that need to be typed and/or duplicated. Please allow the secretaries a minimum of 48 hours preparation time. Please try to do as much of your own typing and duplicating as possible as the secretaries are responsible not only for full and part-time faculty but also several other programs on campus. Their time is very limited. You may drop off materials in the faculty secretaries' office, or fax or e-mail the materials to:

FAX (419) 586-0368
Email carol.jones@wright.edu



B.

SYLLABI

SYLLABI: University policy requires a syllabus for each course. The syllabus the instructor hands out on the first day of class must, in these litigious days, be as complete as possible. Attention to these details before the class is underway eliminates misunderstanding and argument later. If you need help with your syllabus, please see Dr. Wolfe or Steve Bridge, Assistant to the Director of Academic & Instructional Services for Adjunct Instruction. **A copy of your syllabus must be on file in the Faculty Secretary's office by the end of the first week of class each quarter.** She will forward a copy to Dr. Wolfe.

The following points should be covered in your syllabus:

Name of instructor, class, section, and quarter

Required texts

Method for contacting instructor

Office space for adjunct faculty is limited so office hours are not required. However, the syllabus should specifically state what arrangements students might make to contact the instructor outside of class or to arrange conferences.

Overall purpose and goals for the class

--including a general chronological outline of lecture or project topics

Reading and writing assignments

--along with dates by which these must be completed. Please indicate the specific style sheet students are expected to follow in writing assignments.

Test and quiz policy and approximate dates of major exams

Grading policy

--including any allowances for extra credit. There is no standard university grade scale. Final grades must be recorded without plus or minus.

Make-up test policy

Note that the current university policy on make-up exams is that each instructor may handle these as he or she sees fit. Some instructors allow them, and some do not. Many offer as an alternate grade extra assignments, research papers or other projects. Make-up exams may be handed to students and received back from them by the Faculty Secretaries. However, the Faculty Secretaries are in no way responsible for proctoring the taking of the exam. The instructor must proctor the exam or find another faculty member to stand in.

Student attendance policy

--The university has no standard attendance policy. If you plan to make attendance part of the grade, please make this clear on the syllabus.

Planned cancellations by the instructor

Classroom disruptions

Unfortunately, it is now necessary to specifically ask that cell phones be turned off during class and any sort of communications device absent during tests. It is also wise to note that any disruption of class (chatter during lecture or student presentations, harassment of fellow students, etc.) will not be tolerated and will be reported to John Wolfe or Steve Bridge.

Academic integrity policy

Please follow the guidelines outlined on page 14 of this handbook. Make clear to students the definition of a violation and the consequences. Please be aware that if you yourself do not follow the procedures set forth in the official policy, the university cannot be held responsible for upholding any decision you might make in reference to any penalties you might impose. See *Appendix A*.

Tutoring, study sessions, and disability services

Information regarding the availability of free tutoring, study sessions, and disability services from Academic and Instructional Services. (For questions regarding these services, please see Mary Hart in AIS, or call 419-586-0326.)

The following format is suggested:

Tutoring: Wright State University - Lake Campus routinely attempts to offer free tutoring and study sessions through Academic and Instructional Services to all enrolled students. Please contact AIS as soon as possible.

Disability Services: If a student has a disability that will require special accommodations, it is essential that he or she discuss it with the instructor before or during the first week of the quarter. Academic and Instructional Services (AIS) will work with these students on an individual basis to determine what services (i.e., extended test time and textbooks in alternative formats), equipment, and accommodations would be appropriate regarding **documented** needs. Students who believe they may qualify for this type of service should initiate contact with the instructor and AIS as soon as possible to enable the university to meet their needs.

Call 419-586-0326 or 1-800-237-1477 or visit AIS (225 Dwyer)

Posting of Grades

Grades will be posted on-line at the close of each quarter.



C.

COURSE STRUCTURE AND CONTENT

ACADEMIC TERM: Wright State University is on the quarter system. Class time per week is 50 minutes per credit hour. Breaks are not included in listed class time.

CLASS MEETING TIMES: All classes must be held at the scheduled times. Exceptions must be approved by the Dean or Associate Dean. *(Please post a note on the classroom door if your class is being moved to another location. This avoids the impression that you have simply decided not to have class.)*

EXAMS & OTHER SERVICES FOR DISABLED STUDENTS: Students who have been approved to receive assistance through Learning Disability Support Services (LDSS) in Academic and Instructional Services, should inform you (as their instructor) of any special accommodations they will need in your course during the first week of classes. Learning disabled students may use a variety of services which allow them to be equal and competitive in the classroom. Services available include the following: textbooks in alternative formats, test proctoring, and tutoring. Learning disabled students are eligible to receive three hours of peer tutoring per week for each course in which they are enrolled.

Test proctoring allows students to take their tests in a quiet room with a proctor and have additional time and reading assistance as needed. Please see *Appendix C* for questions and answers regarding testing and arrangements for students with disabilities.

FINAL EXAMS: All final exams must be given at the time scheduled during final exam week. The times are listed in the back of each quarter's class schedule. Finals are given in the same classroom as the lectures; however, these times and days may be somewhat different from regular class times. Please make sure you list the final exam information on the class syllabus.

GRADING: Instructors are responsible for grading. A grading scheme should be as explicit as possible and explained on the syllabus. In addition, the Academic Mediation Policy (*Appendix B*) should be followed to resolve disputes between faculty and students over grades or other academic evaluations. Grades will be posted on-line through Wings.

MAKE-UP EXAMS: Make-up exams are given entirely at the discretion of the instructor, and he is responsible for administering and proctoring them. Your policy should be reasonable and stated on the syllabus. These exams may be handed out and collected by the faculty secretaries, but the secretaries are under no circumstances to be asked to proctor or be in any way responsible for making sure the students follow directions. We realize that this imposes a hardship on adjunct faculty who travel some distance and who are often here for a limited portion of the day. These individuals might consider a policy of not allowing make-up exams, substituting a paper or other project, or giving a take home or open book exam. If the student is in need of assistance due to a disability, Academic & Instructional Services should be advised.

POSTING EXAM SCORES: If you elect to post exam scores, post the scores by the last four digits of the social security number rather than using the student's name.

SCORING OF EXAMS: ScanTron answer sheets for exams are available in the faculty secretaries' office. A secretary will score them for you or you may do it yourself. For additional information on exams, see *Appendix N*.



SPECIAL COURSE MATERIALS: If you are using a required reading list or special required reading materials, one or more copies should be placed on reserve at the library and, if desired, with Academic & Instructional Services.

D. COURSE ADMINISTRATION

ABSENCE FROM THE CLASSROOM: The university expects all instructors to be in class on time and to remain in class, actively engaged in the business of instruction for the entire assigned class period. However, our adjunct faculty is comprised of busy people from all walks of life. On occasion, for either professional or personal reasons it is necessary for an instructor to miss a class.

Please notify Dr. Wolfe in writing as far in advance as possible of an impending planned absence and what, if any, alternate arrangements are being made.

Actual cancellation of classes should be kept to a minimum, particularly for classes which meet only one day per week. If a class must be cancelled, instructors might consider assigning students a take-home assignment. In order to avoid cancellation, the instructor might arrange for a film, test, or work project under the direction of another member of the faculty. Obviously, last minute absences due to illness or family emergencies cannot be avoided. Please notify both Dr. Wolfe and the Faculty Secretaries as quickly as possible if you are canceling a class for these reasons. It is the practice at the Lake Campus to try to notify students, who often drive long distances for a single class, that the session is being cancelled.

EMERGENCY CLASS CANCELLATIONS:

For last minute cancellation of classes please call:

the Faculty Secretary at 419-586-0310, 419-586-0349 or the Dean's Secretary at 419-586-0328

If unavailable, please notify Dr. Wolfe at 419-586-0326 or Steve Bridge at 419-586-0318.

ACADEMIC AND INSTRUCTIONAL SERVICES: This service provides opportunities for both students and faculty to ensure their success in academe.

For **students**, at all levels of academic proficiency, such opportunities include tutoring, study sessions, and independent/individualized instruction in conjunction with another department and/or through Academic and Instructional Services itself. These services are free of charge to any WSU-LC student. Computer software packages and audiovisual materials allow students to improve their basic skill deficiencies or allow advanced students to progress more rapidly in certain subjects or skills. Disabled students are provided supplemental services which include extended testing arrangements, test proctoring, counseling, tutoring, and textbooks in alternate format.

For **adjunct faculty**, AIS focuses on instructional practices, academic policies and procedures, as well as providing opportunities to become acquainted with the teaching experience of other colleagues at WSU-LC. AIS will enhance the faculty's exposure to different modes of instruction and ways of teaching the necessary skills needed by students in today's world.

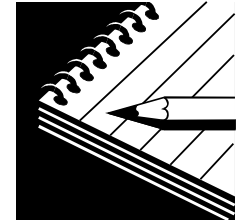
AFFIRMATIVE ACTION: The university is committed to affirmative action. This commitment extends to the classroom. Instructors should not discriminate against students because of race, sex, religion, ethnic background, or disability status. See *Appendix D* and *Appendix G* for additional information.

AUDIT: If a student audits a class, he/she may choose to participate at whatever level desired.

CLASS LISTS: Class lists will be available on-line through Wings-Wings Express. You will be able to access this using your U ID number, which will be given to you when you receive a contract. If you have any questions regarding this ID number, please contact Cassie Dorsten at 419-586-0350. You will be given a set of instructions for accessing Wings by Academic and Instructional Services. If you have further questions, contact Ron Dorsten at 419-586-0387.

CLOSED CLASSES: In the case of a closed class, check with the Registrar before admitting a student to class.

COURSE EVALUATIONS: Instructors are evaluated by their students at the end of *each* quarter. Evaluation Forms will be placed in instructor's mailboxes and should be conducted after the eighth week. The procedure for handling the forms is as follows:



- a) Allow 15 minutes for evaluations.
- b) Assign a student to distribute and collect the forms. Tell the student to seal the envelope in front of the class before you return.
- c) Leave the room while students are completing the evaluations.
- d) Have the student return the completed forms in the sealed envelope to the faculty secretaries' office (room 268)
- e) After the evaluations have been tabulated, a completed summary will be returned to you for your records. Evaluations will be returned to you only after grades have been submitted. One copy of the evaluation will be sent to the Associate Dean's office and then to the Director of Academic and Instructional Services for review, and one will be kept in the faculty secretaries' office.

DROPPING OR ADDING A CLASS: The front of a class schedule for each quarter lists the dates students may drop a class or withdraw from classes without being penalized. After the eighth week, students may not drop classes. A grade must be given. This could be a grade of "X." See *Appendix E* for an explanation of grades. Permission to drop or add a course is handled by the student's advisor.

GRADE SHEETS: Grades will be posted on-line using Wings-Wings Express. You will be provided an instruction sheet by Academic and Instructional Services. There are also instructions on-line. Incomplete forms and grade change forms are available in the registrar's office and must be filled out by hand. For the university grading system, see *Appendix E*.

AN INCOMPLETE GRADE, "I", MUST BE ACCOMPANIED BY AN INCOMPLETE FORM: This form must be completed by the instructor and submitted with the grade sheet. The Incomplete Forms are available in the Registrar's Office. The instructor is to inform the student that the work needs to be completed before the 8th week of the following quarter or the "I" will automatically change to an "F" if a grade change form is not filled out by the instructor. An "M" grade is a continuing grade that does not count until it is changed to a letter grade. To change a grade, submit a filled out grade change form to the Registrar's Office; you will receive a copy. See *Appendix E*.

INDIVIDUAL HELP: Instructors should be available for a reasonable time before and after class to provide students with individual assistance. These times should then be announced in class or listed on the syllabus.



JOB PLACEMENT: Students seeking work study or other jobs on campus should see Sandra Gilbert, Student Services Officer, 419-586-0336. Students looking for help in job placement after graduation should see Lisa Elick, Career Services, 419-586-0301.

PLACEMENT TESTING: Placement Testing is provided to all students along with career exploration.

STUDENT COMPUTER ACCOUNTS: User names and passwords are provided to the students in the admission's letter from the university.

STUDENT DISRUPTIONS: We suggest that if the adjunct instructor and student cannot reach some immediate verbal accommodation, the instructor seek the advice of Dr. John Wolfe, Director of Academic and Instructional Services. He will help you contact the campus conduct officer who will then be notified in writing of any serious offenses. He will then call a meeting of the Campus Conduct Committee, consisting of two full-time faculty and three students. The student will be notified of the meeting and requested to attend. If he does not, the meeting will proceed without him. The student will be fined \$25.00 for non-attendance and will be notified of whatever sanctions were imposed if he or she was found guilty. Because we are an educational institution, except in very rare cases of serious misdemeanors, these sanctions are educational in nature, i.e. extra work, a special project.

TUTORING SERVICES: Tutoring is available free of charge for all enrolled students at WSU - LC through Academic and Instructional Services. Students should be encouraged to visit AIS to fill out an application for assistance. Your assistance in identifying and referring potential tutors to AIS is appreciated.

WEATHER CANCELLATIONS: Please do not cancel a class due to weather without consulting the administration. If a decision is made by the administration to cancel classes or close the campus due to weather, you will be notified when possible. The following radio stations will broadcast Lake Campus weather information:



WDRK, Greenville	106.5 FM
WCSM, Celina	96.7 FM OR 1350 AM
WIMA, Lima	102.0 FM OR 1150 AM
WKKI, Celina	94.3 FM
WDOH, Delphos	107.1 FM
WBYS, Fort Wayne	98.9 FM
WTGN, Lima	97.7 FM
WZOQ(ZOO), Lima	92.0 FM
KOOL 95(WCLR), Piqua	95.7 FM
WMVR, Sidney	105.5 FM
WERT, Van Wert	98.9 FM OR 1220 AM

Also, call the Lake Campus at **1-800-237-1477** or **1-419-586-0300** for weather messages on voice mail.

ADDITIONAL INFORMATION: In addition to the appendices referred to in the text, the following information is also included:

- Full-Time Faculty
- Key People on Campus
- Key Office Hours
- Key Office Hours (Summer)
- Techniques for Teaching Adults
- Guide for the Release of Student Information
- Lake Campus Map



UNIVERSITY HOLIDAY SCHEDULE

Following is a list of holidays to be observed by the university between Memorial Day 2006 and Memorial Day 2007.

MEMORIAL DAY	Monday, MAY 29
INDEPENDENCE DAY	Tuesday, JULY 4
LABOR DAY	Monday, SEPTEMBER 4
VETERANS DAY	Friday, NOVEMBER 10
THANKSGIVING DAY	Thursday, NOVEMBER 23
DAY after THANKSGIVING	Friday, NOVEMBER 24
CHRISTMAS EVE	Tuesday, DECEMBER 26
CHRISTMAS	Monday, DECEMBER 25
NEW YEAR'S DAY	Monday, JANUARY 1
MARTIN LUTHER KING DAY	Monday, JANUARY 15
MEMORIAL DAY	Monday, May 28

E.

APPENDICES

APPENDIX A

ACADEMIC INTEGRITY PROCESS AND PROCEDURES: Academic dishonesty includes, but is not limited, to the following:

a) *Submission of an assignment purporting to be the student's original work that is wholly, or in part, the work of another person (plagiarism).*

b) *Dishonest conduct during an examination such as the following: possession of textbooks or notes not authorized by the instructor, or of devices specifically prepared for the purpose of cheating; communication with another person (other than the instructor) by any means; looking at another person's paper; violation of procedures prescribed to protect the integrity of an examination; cooperation with another person in academic dishonesty.*

Any adjunct instructor faced with academic integrity issues should see John Wolfe, Director of Academic & Instructional Services or Steve Bridge, Assistant to the Director of Academic & Instructional Services for Adjunct Instruction.

Office of Judicial Affairs

A detailed explanation of the newly revised WSU Academic Integrity Process and Procedure is available on the Wright State website at the following address:
<http://www.wright.edu/students/judicial/integrity.html>

A Faculty's Guide to Academic Integrity

Wright State University is committed to academic excellence. It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars. Faculty play a crucial role in educating and upholding these standards. Reporting EVERY incident of academic misconduct is important.

This webpage also includes:

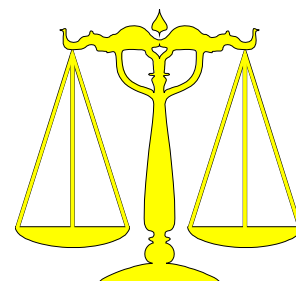
Tips for Faculty About Academic Integrity Recommended Sanctions for Violations of Academic Integrity

All Judicial Affairs forms may be downloaded either as PDF or MS-Word formats. Downloading a form in MS-Word format allows you to complete the form on your computer before printing it out.

<http://www.wright.edu/students/judicial/forms.html>

PUBLICLY ACCESSIBLE FORMS

Academic Integrity Violation
Academic Integrity Violation Notification
Academic Integrity Resolution
Incident Report
Incident Report Addendum



APPENDIX B

ADJUNCT FACULTY ACADEMIC MEDIATION POLICY, LAKE CAMPUS

Intent: To mediate and help resolve disputes between faculty and students over grades or other academic evaluations in which the student feels that he or she has been treated or graded unfairly while preserving the rights of both faculty and students, maintaining academic freedom, and upholding the aims of the university.

Recognizing that students should have protection through orderly procedures against prejudice or capricious academic evaluations and recognizing that they are responsible for maintaining standards of academic performance established for each course in which they are enrolled, the university adheres to the following procedures for such protection:

1. It will be recognized that the burden of proof in such cases rests with the student.
2. A student who believes he or she has received a grade or an evaluation based on improper consideration must first consult with the faculty person involved.
3. Should the student not be satisfied with this consultation, the student must then meet with the Director of Student Services who advises the student of the academic mediation process.
4. The next step involves submitting a formal appeal to the Director of Academic and Instructional Services. A student who has earned over 45 hours at the end of the quarter in which the disputed grade was issued must submit the appeal before the final exam period of the quarter immediately following that in which the grade was issued. The appeal should include the following:
 - A) A statement of the specific complaint.
 - B) A factual summary of the circumstances leading to the complaint.
 - C) Presentation of supporting documentation to substantiate the complaint. Such documentation can include, but would not necessarily be limited to, a course syllabus and graded material such as tests and homework.
 - D) A statement indicating all previous attempts to resolve the complaint informally.
5. After submitting the appeal, the student may schedule a meeting with the Director of Academic and Instructional Services to discuss its particulars and respond to any subsequent questions. The Director of Academic and Instructional Services will review the appeal before contacting the instructor, who may submit a written response. The Director of Academic and Instructional Services will then attempt to resolve the dispute, producing a summary report within 30 calendar days from its receipt to be

distributed to the student, the faculty member, the Director of Student Services, and the Dean.

6. If the dispute remains unresolved, the student, within 20 calendar days of receiving a copy of the Director of Academic and Instructional Services' Report, may forward the appeal to the Dean for further consideration by the same method. The Dean will then, within 30 calendar days, provide a summary to be distributed to the student, the faculty member, and the Chair of the Lake Campus Petitions Committee.

7. If the dispute has still not been resolved to the student's satisfaction, he or she may forward the appeal, within 20 calendar days of the date of the Dean's report, to the Petitions Committee. After reviewing the reports provided by the Dean and, if necessary, after consulting with the Dean, the Petitions Committee will meet to consider the appeal. The Committee may request the attendance of both the student and the instructor. In addition, the Committee may choose to meet with or contact other individuals who may possess relevant information. Within 30 calendar days of its meeting to consider the appeal, the Committee will submit a report to the student, the instructor, the Director of Student Services, the Director of Academic and Instructional Services, and the Dean.

8. Within 20 calendar days of receiving the Committee's report, the student must present any further appeal to the Associate Provost for Academic Affairs. This appeal must include the three reports mentioned above.

9. If the Director of Student Services or the Director of Academic and Instructional Services is the instructor from whom the student is seeking reconsideration, then his or her role in the appeals process will be substituted by the Associate Dean. If the instructor is a member of the Petitions Committee, then he or she will not function as a Committee member during any consideration of that particular appeal; an alternate member will be appointed by the President of the Lake Campus Faculty Senate.

10. The student may request that any of the three reports mentioned above be included in his or her permanent file. All of these reports should contain either a description of any resolution of the dispute or an opinion on the appeal's validity. The reports may contain recommendations and opinions but will include no mandates.



APPENDIX C

TESTING ARRANGEMENTS FOR DISABILITY SERVICES

Some students will need special testing accommodations due to the effects of a disability. In order to assist you in administering exams to students who need special testing conditions, we have a test proctoring service available for your use. The following are typical questions and answers that will assist you in understanding how the test proctoring service operates.

1. *How do you determine who needs special accommodations?*

Students who have difficulty in reading or writing an exam because of visual and/or dexterity impairments will require physical assistance in completing exams.

Students who have dyslexia (learning disability) may also need assistance with reading and/or writing and usually require additional time.

It is the student's responsibility to notify the instructor of his/her need for testing accommodations at the beginning of the quarter.

2. *What types of assistance are available?*

Some students who need special testing accommodations may use adaptive equipment such as print magnifiers, typewriters, or dictaphones. Other students may use a proctor to provide clerical assistance in reading or writing. Use of the above accommodations often necessitates additional time.

3. *How much additional time is necessary?*

Since additional time affects the equity of the testing situation, it is important for you to determine how much additional time will be allotted.

We generally recommend the following amount of time:

For exams involving primarily *multiple choice, true/false, or short answers*, we recommend one and one-half times the allotted exam time (i.e., one and one-half hours for a one-hour exam).

For exams involving *essay questions and/or calculations*, we recommend double time (i.e., two hours for a one-hour exam).

A PROCTORING/EXAM REQUEST *for Disability Services Students* will be sent to you for completion and should be returned to Academic & Instructional Services (*Room 225*). We will adhere to the time allotment you have specified on the authorization form.

4. *When are exams proctored?*

It is best to proctor exams at the same time they are administered in the classroom; however, it may not always be possible to make this arrangement. If a test cannot be administered to a student during the class time, a mutually agreed upon time will be arranged between the student, Academic & Instructional Services staff, and the instructor (preferably before the test is administered in class).

5. *How are make-up exams handled?*

If a student misses an exam, we will promptly return the exam to you.

If you allow the student to take a make-up exam, we will proctor it with your authorization only, and at a time mutually agreed upon by you and the Academic & Instructional Services staff.

6. *How can you be certain that the proctored exam totally reflects the student's responses?*

Proctors provide clerical assistance only. Under no circumstances is a proctor permitted to assist the student in formulating the answers to an exam. The proctor merely reads the questions as they are printed and records answers as they are given by the student. No interpretation of questions is given by the test proctor.

7. *How is test security maintained?*

Exams are handled in a manner that insures maximum confidentiality. When exams are received from you, they are stored in a secured location. Students being tested never handle exams without the supervision of the test proctor. Completed exams are hand-delivered directly to you or your mailbox.

8. *Who are the test proctors?*

Test proctors are student employees who are either lab assistants and/or tutors in Academic & Instructional Services. Test proctors are never enrolled in courses for which they proctor exams. Academic departments are encouraged to refer potential test proctors to us for possible employment.

9. *Whom should you contact if you have additional questions about test proctoring service?*

Contact: John R. Wolfe, Director of Academic & Instructional Services, Extension 8326. If you have any other questions on how to accommodate students with disabilities in your classroom, feel free to contact Dr. Wolfe.



APPENDIX D

INCLUSIVE LANGUAGE POLICY

The Policy

Wright State University, an institution of higher learning in a free society, believes communications should convey social equality, personal worth, and human potential regardless of race, sex, color, religion, ancestry, national origin, age, disability, veteran status, or sexual orientation.

As an equal opportunity institution, Wright State University shall refer to and portray all persons in nondiscriminatory ways.

Communications issued by any University office or department shall contain no demeaning or discriminatory material, either verbal or pictorial. Whenever and wherever possible, representations shall include a cross-section of all racial, ethnic, and age groups as well as members of both sexes. Furthermore, representations shall seek to include disabled as well as able-bodied persons and non-traditional as well as traditional students.

The Guidelines

To assist in the implementation of the above policy, the Task Force on Non-Discriminatory Communication has assembled the following Guidelines for the University community.

Publications are available as reference sources regarding non-discriminatory communications. For additional information or for assistance in locating reference materials, call:

Office of Affirmative Action Programs
(937) 775-3207

Consulting services are available to departments wishing to have materials reviewed in regard to these Guidelines; call:

Office of Affirmative Action Programs
(937) 775-3207

APPENDIX E

THE GRADING SYSTEM

Academic achievement is indicated by the following letter grades and points used in calculating GPAs.

- A** *Excellent-4 points per credit hour*
- B** *Good-3 points per credit hour*
- C** *Satisfactory-2 points per credit hour*
- D** *Poor-1 point per credit hour*
- F** *Failed-0 points per credit hour*
- X** *Student did not complete course or officially withdraw-0 points per credit hour*

A student's GPA at Wright State is obtained by dividing the number of points the student has earned at Wright State by the total number of hours the student has attempted, excluding the following symbols, which appear on student records but are not used in computing GPAs:

- L** *Audit-given only if arranged when the student registers*
- N** *No report-the instructor did not report a grade*
- P** *Passing-indicates work of C quality or better; given only for specifically approved courses*
- M** *Satisfactory progress on a project-final grade assigned upon completion of the project*
- T** *Attendance in honors courses. Those hours are not counted toward graduation. Not used effective fall 1998.*
- U** *Unsatisfactory performance*
- I** *Incomplete-given only when part of the required work is missing and arrangements have been made with the instructor to complete the work. The instructor must submit an Incomplete grade contract at the time the grade sheet is submitted to the Office of the Registrar. If the work is not completed by the end of the following quarter, or earlier if required by the instructor, the I grade automatically is converted to an F and the grade point is recalculated, unless the instructor submits another I grade. Work for an Incomplete received spring quarter does not have to be completed until the end of the following fall quarter if the instructor does not indicate an earlier date on the Incomplete grade contract.*
- W** *Withdrew-given for courses from which the student officially withdrew, that the student dropped during the fourth through seventh week of classes or equivalent, or for which the student successfully petitioned for withdrawal.*

APPENDIX G

GENDER AND SEXUAL HARASSMENT

What is Gender Harassment?

Gender harassment is a form of sexual harassment that consists primarily of repeated comments, jokes, and innuendos directed at persons because of their gender or sexual orientation. This behavior may or may not be aimed at eliciting sexual cooperation from those addressed, but it contaminates the learning environment. Gender harassment closely resembles racial and ethnic slurs and epithets.

Gender harassment may include:

- disparaging an individual's intellectual abilities and potential
- disparaging an individual's seriousness of academic commitment
- using sexist humor as a classroom teaching technique
- turning a discussion of an individual's work into a discussion of his/her physical attributes or appearance

What is sexual harassment?

Sexual harassment. Sexual harassment does not fall within the range of normal personal relationships. It is an abuse of power. When a person with power abuses that power to intimidate, coerce, or humiliate someone because of gender or sexual orientation, that is sexual harassment. It is a breach of the trust that normally exists between students and others in the academic community. Sexual harassment creates confusion because the boundary between professional roles and personal relationships is blurred. The harasser introduces a sexual element into an academic setting where it has no place.

The difference between voluntary sexual relationships and sexual harassment is the element of coercion, threat, and/or unwanted attention. Sexual harassment is usually unwelcome and repeated, but it can be an action that occurs only once. In most ordinary personal relationships, people can exercise freedom of choice in deciding whether to establish a close, intimate relationship. This freedom of choice is absent in sexual harassment.

You are the victim of sexual harassment if a person in authority has:

- subjected you to unwanted sexual attention, such as making sexually suggestive comments.
- attempted to coerce you into a sexual relationship.
- punished or threatened to punish you for refusal to comply with sexual advances.
- implied that sexual favors may be a basis for grades in a course or for otherwise influencing your academic career.
- engaged in conduct of a sexual nature which has the purpose or effect of interfering with your performance in class or creating an intimidating, hostile, offensive working or learning environment.

Put simply, sexual harassment is any coerced, unethical, and unwanted emphasis on sexuality or gender.

What Forms Can Sexual Harassment Take? Most sexual harassment is either verbal or physical.

Verbal harassment may include:

- sexual innuendos and comments and sexual remarks
- suggestive, obscene, or insulting sounds
- humor or jokes about sex or women in general
- sexual propositions, invitations, or other pressure
- implied or overt threats

Physical harassment may include:

- patting, pinching, brushing up against the body, and any other inappropriate touching or feeling
- attempted or actual kissing or fondling
- coerced sexual intercourse
- assault
- leering or ogling
- obscene gestures



APPENDIX H

2006-07 FULL-TIME FACULTY

Note: For dialing phone numbers off-campus, replace "8" with (419) 586-0.

Discipline	Faculty	Extension
<i>Lake Campus Dean</i>	Mindy S. McNutt, Ph.D.	8321
<i>Lake Campus Associate Dean</i>	Gregory F. Schumm, M.Ed.	8325
<i>Assistant Dean for Development</i>	Thomas A. Knapke, Ph.D.	8389
<i>Accountancy</i>	Ronald A. Kremer, M.B.A., C.P.A.	8338
<i>Biological Sciences</i>	Robert M. Hiskey, Ph.D.	8311
<i>Chemistry</i>	Mark Cubberley, Ph.D.	8348
<i>Economics</i>	Joseph K. Cavanaugh, Ph.D.	8353
<i>Engineering Technology</i>	Gregory F. Schumm, M.Ed.	8325
<i>English</i>	Martin Kich, Ph.D. Heather Levy, Ph.D. James M. Schwartz, Ph.D. David Wilson, Ph.D.	8374 8356 8317
<i>Geological Sciences</i>	Chuck Ciampaglio, Ph.D.	8357
<i>History</i>	Dane Daniel, Ph.D.	8390
<i>Liberal Arts</i>	Benedict DeDominicis, Ph.D.	8312
<i>Management</i>	Jacquelyn Palmer, Ph.D.	8380
<i>Mathematics</i>	Jon Dunlap, Ph.D. John F. Hawley, M.S.	8369 8339
<i>Mechanical Engineering Technology</i>	Brent A. Campbell, M.Ed.	8319
<i>Office Information Systems</i>	H. Roger Fulk, M.S. Lisa Elick, B.S. Cindy Laman, M.Ed.	8337/8313 8301 8343
<i>Organizational Leadership</i>	Mindy McNutt, Ph.D.	8321
<i>Psychology</i>	Dave Hochstein, Ph.D.	8346
<i>Sociology</i>	James W. Steinberg, Ph.D.	8342
<i>Teacher Education</i>	Judy Brewer, M.Ed. Virginia Keen, Ph.D. Ken Rosengarten, Ph.D.	8323 8395 8315

APPENDIX I

KEY PEOPLE ON CAMPUS

<i>Academic Advising</i>	Vaughn Schellhause	8329
	Sharon Showman	8305
<i>Academic & Instructional Services</i>	John Wolfe	8326
<i>Adjunct Faculty</i>	John Wolfe	8326
<i>Admissions/Registration</i>	B.J. Hobler	8324/8331
<i>Appointment with Academic Advisor</i>	Teresa Bienz	8330
<i>Appointment w/ Dean/Associate Dean/Asst Dean</i>	Lucy Steinbrunner	8328
<i>Appointment with Faculty</i>	Carol Jones	8310/8349
	Jan Eckstein	8349
<i>Athletics</i>	Steve Moor	8314
<i>Bookstore</i>	Patricia Howard	8388/8345
	Kelli Jones	8345
<i>Buildings & Grounds</i>	Betty Staugler	8365
<i>Business Community Outreach</i>	Julie Miller	8375
<i>Business Enterprise Center (BEC) Consultant</i>	Ron Kremer	8338
	Bill Tracewell	8355
<i>BEC Secretary</i>	Carol Jones	8310/8349
<i>Business Services</i>	Cassandra Dorsten	8350
<i>Career Services</i>	Lisa Elick	8301
<i>Computer Services</i>	Ronald Dorsten	8387
	Mike Baxter	8335
	Greg Kremer	8306
<i>Custodial Services</i>	Richard Birt	8347
	Brenda Godfrey	8327
<i>Disability Services</i>	John Wolfe	8326
<i>Enrollment Management</i>	Greg Schumm	8325
<i>Extended Test Time</i>	John Wolfe	8326
<i>Faculty Assistance (typing, xeroxing, etc.)</i>	Carol Jones	8310/8349
	Jan Eckstein	8349
<i>Fee Payment/Financial Aid</i>	Sandy Gilbert	8336
<i>Grounds</i>	Dick Raudabaugh	8351
	Amos Steinbrunner	8351
<i>Information, General</i>	Teresa Bienz	8330
<i>Insurance, Student</i>	B.J. Hobler	8324/8331

<i>Keys</i>	Lucy Steinbrunner	8328
<i>Library Services</i>	Alex Pittman	8360
	Barb Hicks	8386
<i>Lost and Found</i>	Teresa Bienz	8330
<i>Maintenance</i>	Dennis Ray	8347
	Russ Kerfoot	8347
	Amos Steinbrunner	8347
<i>Marketing</i>	Joan Bernstein	8372
<i>Miller's Analogies Testing</i>	B. J. Hobler	8324/8331
<i>Placement Testing</i>	Teresa Bienz	8330
<i>Pre-College Programs</i>	Eldon Wetter	8344
<i>Public Relations</i>	Sandi Holdheide	8359
<i>Quarterly Class Schedules</i>	Cassandra Dorsten	8350
<i>Room Assignment for Classes</i>	Cassandra Dorsten	8350
<i>Room Assignment for Reservations</i>	Eldon Wetter	8344
<i>Salary/Contracts</i>	Cassandra Dorsten	8350
<i>Student Activities</i>	Steve Moor	8314
<i>Student Employment</i>	Sandy Gilbert	8336
<i>Student Recruitment</i>	Corrie Wright	8320
<i>Student Services</i>	Greg Schumm	8325
<i>Study Sessions</i>	John Wolfe	8326
<i>Switchboard</i>	Teresa Bienz	8330
<i>Teacher Education</i>	Paula Bryan	8352
	Liane Muhlenkamp	8316
<i>Textbooks in Alternate Format</i>	John Wolfe	8326
<i>Tours</i>	Corrie Wright	8320
<i>Transcript Request</i>	B.J. Hobler	8324/8331
	Sandy Gilbert	8336
<i>Transferring</i>	Vaughn Schellhause	8329
	Sharon Showman	8305
<i>Tutorial Services</i>	John Wolfe	8326
<i>Vehicles (University)</i>	B.J. Hobler	8324/8331
	Sandy Gilbert	8336
<i>Vehicle Rental</i>	Cassandra Dorsten	8350
<i>Veteran's Benefits</i>	B.J. Hobler	8324/8331
<i>Work Study</i>	Sandy Gilbert	8336

APPENDIX J

KEY OFFICE HOURS

(Fall, Winter, Spring)

ACADEMIC ADVISING	10:00 a.m. to 5:00 p.m. <i>Monday through Thursday</i> 10:00 a.m. to 3:00 p.m. <i>Friday</i> Other times by appointment
ACADEMIC & INSTRUCTIONAL SERVICES	10:00 a.m. to 9:00 p.m. <i>Monday through Thursday</i> 10:00 a.m. to 2:00 p.m. <i>Friday</i>
BOOKSTORE	9:00 a.m. to 7:30 p.m. <i>Monday through Thursday</i> 10:00 a.m. to 2:00 p.m. <i>Friday and Saturday</i>
CAFETERIA	11:00 a.m. to 7:30 p.m. <i>Monday through Thursday</i> 11:00 a.m. to 1:00 p.m. <i>Friday</i> Breakfast served 8:00 a.m. to 10:00 a.m. <i>Monday through Friday</i>
CAREER SERVICES	9:30 a.m. to 2:30 p.m. <i>Monday/Wednesday</i>
COMPUTER LABS	Changes quarterly (Rooms 185, 188, 190, 194, 196) Check posted times Labs 194 and 196--10:00 a.m. to 3:00 p.m. <i>Saturday</i>
DEAN'S OFFICE	8:00 a.m. to 5:00 p.m.
FACULTY	Office hours posted in faculty hallway 2nd Floor near elevator Appointment suggested

FACULTY SECRETARIES **8:00 a.m. to 8:00 p.m.**
Monday through Thursday
8:00 a.m. to 4:00 p.m.
Friday

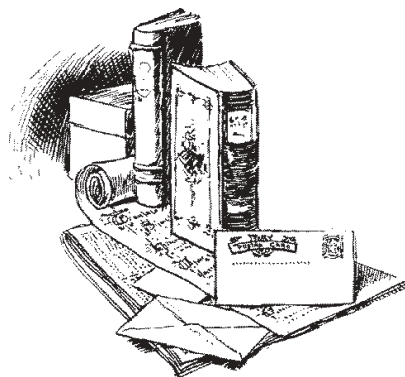
LIBRARY **9:00 a.m. to 8:00 p.m.**
Monday through Thursday
9:00 a.m. to 5:00 p.m.
Friday
9:00 a.m. to 4:00 p.m.
Saturday

PLACEMENT TESTING **By appointment**
Monday through Friday

REGISTRATION/BURSAR/FINANCIAL AID **8:30 a.m. to 6:00 p.m.**
Monday through Thursday
8:30 a.m. to 4:30 p.m.
Friday

STUDENT SERVICES SWITCHBOARD/RECEPTIONIST **8:00 a.m. to 6:00 p.m.**
Monday through Thursday
8:00 a.m. to 5:00 p.m.
Friday

STUDENT SERVICES SECURITY **6:00 p.m. to 10:00 p.m.**
Monday through Thursday
5:00 p.m. to 9:30 p.m.
Friday
8:00 a.m. to 2:00 p.m.
Saturday



APPENDIX K

KEY OFFICE HOURS--Summer

ACADEMIC ADVISING	10:00 a.m. to 5:00 p.m. <i>Monday through Friday</i> Other times by appointment
ACADEMIC & INSTRUCTIONAL SERVICES	10:00 a.m. to 7:00 p.m. <i>Monday through Thursday</i>
BOOKSTORE	9:00 a.m. to 7:00 p.m. <i>Monday through Thursday</i> 10:00 a.m. to 2:00 p.m. <i>Friday</i>
CAFETERIA	11:00 a.m. to 6:30 p.m. <i>Monday through Thursday</i> 11:00 a.m. to 1:00 p.m. <i>Friday</i> Breakfast served 8:00 a.m. to 10:00 a.m. <i>Monday through Friday</i>
CAREER ASSESSMENT	By appointment
COMPUTER LABS	Changes quarterly (Rooms 185, 188, 190, 194, 196) Check posted times
DEAN'S OFFICE	8:00 a.m. to 5:00 p.m.
FACULTY	Office hours posted in faculty hallway 2nd Floor near elevator Appointment suggested
FACULTY SECRETARIES	8:00 a.m. to 7:00 p.m. <i>Monday through Thursday</i> 8:00 a.m. to 2:00 p.m. <i>Friday</i>
LIBRARY	9:00 a.m. to 7:00 p.m. <i>Monday through Thursday</i> 9:00 a.m. to 2:00 p.m. <i>Friday</i>
PLACEMENT TESTING	By appointment
REGISTRATION/BURSAR/FINANCIAL AID	8:30 a.m. to 6:00 p.m. <i>Monday through Thursday</i> 8:30 a.m. to 4:30 p.m. <i>Friday</i>
STUDENT SERVICES SWITCHBOARD/RECEPTIONIST	8:00 a.m. to 6:00 p.m. <i>Monday through Thursday</i> 8:00 a.m. to 5:00 p.m. <i>Friday</i>
STUDENT SERVICES SECURITY	6:00 p.m. to 10:00 p.m. <i>Monday through Thursday</i> 5:00 p.m. to 9:30 p.m. <i>Friday</i>



APPENDIX L

TECHNIQUES FOR TEACHING ADULT STUDENTS

FIRST CLASS SESSION:

1. You should get to know as many of the students as possible.
2. You should introduce yourself and establish your "humanness."
3. The participants should be introduced to each other.
4. You should eliminate any fear or anxiety by providing a relaxing and informal activity.
5. Participants should be immediately invited to participate, most commonly by having them tell a little about themselves.
6. The subject should be introduced as well as what the course will cover.
7. The style of your teaching should be established and your techniques described to eliminate any fears of a boring class.
8. The participants should become involved in the course in some way.
9. You should encourage your participants' return by describing what they can expect next time.
10. You should try to get any preliminary feedback from your participants at the close of the class or afterward.
11. You should internally review the class session, what went well, what could have been done better, what you can do next time.

Draves, W. A. (1984). *How to Teach Adults*. Manhattan, KS: The Learning Resources Network. pp. 44-45.



TECHNIQUES TO BRING ADULTS INTO THE DISCUSSION:

- Don't single out an individual as the quiet one, or make a point of turning the group's attention to the individual. Instead, ask a number of people for their opinions, including the person you are trying to bring out.
- Turn to the quiet person for a response.
- Try to involve the quiet person at first in a "starter" question, like a response, yes or no answer, or personal opinion, rather than asking a difficult or risk-taking question for openers. Some examples: "Brenda, what do you think of what Ken just said?" "Andrew, would you agree or disagree with that?" "Paul, do you personally think media news is slanted these days?"

Draves, W. A. (1984). *How to Teach Adults*. Manhattan, KS: The Learning Resources Network. pp. 64-65.

IDEAS FOR OUT-OF-CLASS EXPERIENCES:

- If guest speakers cannot come to you, go to them. Having them talk in their own work place or surroundings will be more enjoyable, too.
- Have the class do investigative work in your local library.
- Go on a field trip in or out of town to a factory, worksite, office, or company related to the subject you are studying.
- Visit a museum or local exhibition.
- Attend a meeting of a citizen's group, community action group, club, or organization working with the problem you are discussing.
- Take advantage of conventions, conferences, and other gatherings happening in your area during the time of your session.
- Send class out to interview media people, business leaders, workers, ministers, or other people associated with the topic you are studying.

Draves, W. A. (1984). How to Teach Adults. Manhattan, KS: The Learning Resources Network. p. 77.

BEFORE THE TERM BEGINS CHECKLIST:

The instructor can review this list one to three weeks before the beginning of a term to identify those activities which have not been completed.

Write objectives. Make out a complete list of all objectives for the class. This list will include topics covered and should be written in a way that makes it clear just what is required of the student.

Develop a syllabus. The syllabus includes a course description, objectives, textbooks used, teaching strategies, an outline of the course, evaluation methods to be used, and a bibliography. The section on evaluation clearly outlines what is required of the student to pass the course and to attain a certain grade.

Locate classroom. Before the quarter starts, make certain you know where the class will be taught, and visit the classroom whenever possible. This will give you an idea of the environment in which you will be teaching, and you can determine how audiovisual materials may best be utilized in the particular classroom.

Meet with supervisor or master teacher. Talk over your course plans with your supervisor and discuss the way in which you intend to teach the class. Often there has been a precedent established as to how the course is taught. Material to be covered may be in a previous syllabus. Locate copies of previous syllabi so you can compare them to the one you have prepared.

Visit previous instructors. Find out who had taught this course in the past and talk to them about their strategies. Often, instructors who have already been through a course can give you suggestions as to the background of students you can expect, material you can cover in a particular class period, and activities which might be appropriate for the class. They can also suggest local resources that are available to assist you in teaching.

Visit the Library and Academic & Instructional Services. Get an idea of the supporting materials that are available there to help you and your students in this particular course.

BEFORE EACH CLASS CHECKLIST:

When preparing for each class session, the instructor can use this checklist as a reminder of necessary activities to be completed in planning for class.

Construct a lesson plan. Before class is to begin, set up a planning sheet for each class day. Include on this sheet the class name, date, time, any announcements to be given, topics to be covered, assignments to be given, jokes or stories to be told, record keeping procedures to be performed, answers to questions that have been asked in previous classes, or review material that might be needed before continuation.

Set up class projects. Plan in detail and in advance any activities you will ask students to perform in or out of class.

Locate relevant articles. Course topics can be made more interesting by finding human interest stories or current events articles to emphasize points covered. Students' attention can be focused prior to a lecture by sharing this information.

Use a check list and remember materials. Prior to entering the classroom, make sure you have all books, handouts, papers to return, transparencies, audio-visual materials, chalk, grade book, pencils, etc., that will be needed in class. A briefcase can be of great help in keeping these materials well-organized and available when needed.

Grade papers promptly. Schedule your time so you can grade papers between classes and return all papers by the next class. Students are usually anxious to receive feedback, and immediate feedback is a powerful educational tool.

Be on time. If for some reason you will be unable to be on time to a class, make certain you have someone go to that classroom and let students know you will be late.

Always schedule class activities so they will occupy the entire class period. If you are giving a short quiz or test, prepare lecture material or other class activity for the balance of the class period. Do not dismiss classes early.

Examine your physical presentation. Take a moment periodically to review the type of image you project. Make certain you are personally appropriate in terms of appearance. Consider or examine glasses, breath, hair, beard, clothes, shoes, pockets, and belt to see if they project a professional image as well as an open and available personality.

Self-evaluation. Continually review and reflect on your individual performance within the class and note areas of needed improvement. Notice particular ways in which you avoid taking responsibility for classroom failure (how you choose to be a "victim"). "The class doesn't work because of the book, the room, student attitudes, student immaturity, the course outline, my supervisor, the administration, my wandering mind, my fatigue, not enough time, how little I'm getting paid, my forgetfulness, other responsibilities I have, money worries, inadequate support material, my office mate, or the color of the classroom walls." Let go of the excuses, and *make it work*.

A useful device to remember self-evaluation is to give yourself a grade at the end of every class. Take a moment to reflect on the class and your role in it and then assign yourself a grade from A to F.

Test frequently. Feedback supports success. Frequent feedback will keep most students from developing an attitude of "Well, I think I am doing OK. I'll wait and see." Most of us do better when we are given small increments of material to master.

Keep a teaching journal. Soon after each class, record your observations of the students, the classroom environment, and your own behavior while preparing for and conducting the class. Write about what worked and what didn't. Record your plans for changing how you will conduct the next class or the next course.

Schedule filmstrips, movies, guest speakers, or field trips. Occasionally, schedule a filmstrip, slide presentation, a movie, guest speaker, or field trip that will stimulate discussion and add to the material being presented. Consider interrupting movies periodically to add your personal emphasis or to solicit class discussion.

DURING CLASS CHECKLIST:

This is a checklist that can be examined at the very beginning or end of a class to make certain these topics have been covered and these activities are performed. This checklist should be reviewed at least once a day.

Review/preview. Start each class with a very brief review of what took place in the previous class or classes, and then give a brief preview of what's going to take place in this class. Present a clear agenda for the day, either verbally or by writing it on the board.

Review/preview. At the end of each class, take time to review what has just transpired in that class period, and give a brief preview of what will be covered in the next class or classes. Make homework assignments at this time.

Copy thoughts/questions. During class when you have an idea of what to cover in a future class, be sure to write it down on the planning sheet you brought for that day. Also, on this planning sheet you may record questions which students have asked but which you did not answer immediately. This will let students know that when you say, "We'll get to that question later," you are sincere. It will also remind you to cover that topic at a future time.

Advertise your intentions and your activities. Let students know you are concerned about their progress, are available for outside consultation, well-organized, balanced in your presentation (you utilize lectures, class discussion, role playing, etc.), are open-minded to other points of view, prepared, knowledgeable in your field and other fields, enthusiastic, and interested.

Avoid "War Stories." It is interesting to tell of problems that you have encountered, but be cautious. What you may consider an unusual event, students may fear as commonplace. "I remember a computer program once that had a bug I couldn't find. I did everything that I have taught you to find errors, and I just couldn't find the bug. I finally took it to a co-worker of mine. She was known for her ability to locate any programming error, but after days of work she couldn't find it either. I finally had to rewrite the entire program." This is interesting and many students in your class are likely to consider their first or second programming error to be one of the category you described.

Teachers are sometimes like performers in front of an audience. The show must go on regardless of perceived student reaction. Act as if students were on the edge of their seats devouring every phrase. Even if it appears to you that students are not paying attention, present your material as if they were. More often than not, they truly are absorbing more than you think.

Consider the classroom a luxury. It is expensive to bring several students together with one teacher in a room for an hour. If you see this as a luxury, you may consider using the time for something other than what students could get out of reading a textbook. Given what is possible in a classroom, it is wasteful to use class time for covering material that could be read either from the text or from your prepared handouts.

For lectures, consider substituting exercises, group discussion, small group interaction, guest speakers, frequent testing, question/answer session, brainstorming, role playing, student presentations, movies, slide tape programs, field trips, demonstrations, simulation games, forming study groups, etc. Use the classroom for human interaction. Present content with books, handouts, or computers.

Utilize audio-visuals. Charts and graphs, transparencies, films, filmstrips, and slides, in addition to the chalkboard, add interest and effectiveness to presentations.

Utilize flipcharts. At times, large pieces of paper on an easel are a good substitute for a chalkboard. When these pieces of paper contain important information, they can be brought to class in the future and taped to the wall.

Lighten up. Friendliness and humor are not synonymous with loss of control or unprofessionalism. Relax.

Retreat from students. When a student is asking a question, walk away while continuing to face him. This will encourage his projecting (vocally) the question so others can hear it. It will also tend to make others feel they are included (physically) in the answer or in any discussion that follows.

Paraphrase questions. When a student asks a question or asks for clarification, restate the question in your own words. This will let the student asking the question know you understood it. This paraphrasing will make a question available to other students who might have not heard or understood it the first time.

Only lecture when others aren't. When other people in the room are talking, stop your lecture or presentation. Look directly at students who are having side conversations and, if they do not stop, you can stop talking. If that is not effective, ask them directly (in a friendly way) to please stop.

Write clearly. It is very difficult for people to read anything written on the board if it is not done very precisely. Slow down when you write on the board and make sure it is legible.

Start with a bang. Begin each class with something that will capture (demand) student attention.

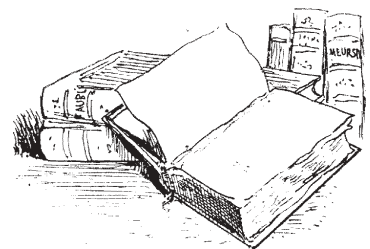
Maintain eye contact. Continually search the classroom for students who might have questions, appear bored, or look confused. Share your general observations with the class when appropriate; for example, you might say,

"You look confused,"

"Is it too hot in here?" or

"Am I moving too rapidly/slowly?"

Ask for feedback. When you ask a general question of the class, expect some type of feedback. Do not let general questions go unanswered. Request that the class either respond verbally or nonverbally with head nods or short questions.



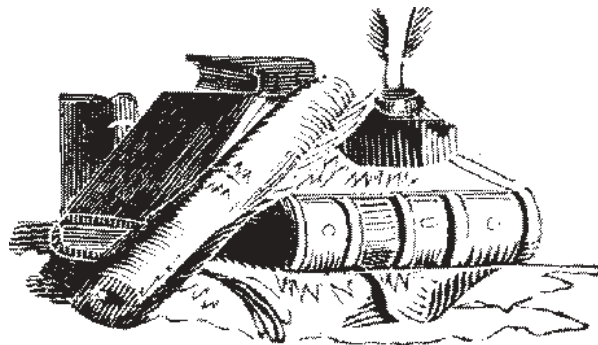
Break up presentations. If you have a long lecture or presentation to make, break it up every 15 or 20 minutes with an activity or at least a lighter moment in the presentation (relevant jokes, anecdotes, etc.). Anecdotes or jokes are used to gain attention, and they can be followed immediately with technical material that might not capture class attention by itself.

Develop a sense of urgency. Approach information in class and your presentation with a sense of urgency. Your attitude will be contagious, and students will develop an appreciation for the importance of what is being done in the classroom.

Allow pauses. In every presentation it is necessary at times to stop and not say anything. It is not necessary to have every 10-second period during a lecture filled with sound.

Skim notes. Be aware of being overly dependent on your notes. Make notes prior to class and review them at the start of class. Then be generally independent of those notes.

Ellis, D. B. (1986). *Becoming a Master Student Course Manual*. Rapid City, SD: College Survival, Inc. pp. 217-224.



OTHER SUGGESTIONS:

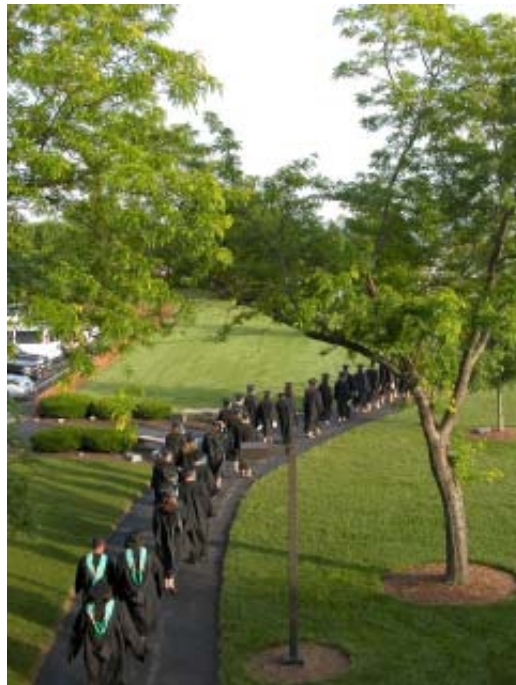
1. Tell the students by what name and title you prefer to be called (Prof., Dr., Mr., Mrs., Miss, Ms., first name).
2. Learn the name of each student as quickly as possible and use the student's name in class. Based upon your own style, student preference, and the classroom atmosphere you want to create-
 - a) call on students by their first names or nicknames.
 - b) call on students by using Mr., Mrs., Miss, Ms.
3. Have the students establish a "buddy" system for absences, work missed, assignments, tutoring, etc. Exchange telephone numbers, pair them by major or geographical proximity (zip codes).
4. Call students on the telephone if they are absent. Make an appointment with them to discuss attendance, make-up work, etc. If you cannot contact them by telephone, drop them a short letter or postcard.
5. Get feedback periodically from students on their perceptions of your attitudes toward them, your personal involvement, etc.
6. Conduct a personal conference with all students sometime during the quarter.
7. Conduct a full instructional period on the first day of classes. This activity sets a positive tone for the learning environment you want to set. Engage in some impersonal activities listed elsewhere or ask the students to submit areas that they would like to learn about during the quarter.
8. List and discuss your course objectives on the first day. Let students know how your course can fit their personal/career goals. Discuss some of the fears and apprehensions that both you and the students have. Tell them what they should expect of you and how you will contribute to their learning.
9. Provide a course outline for each student; include required and optional textbooks, assignments, grading policies, attendance rules, etc.

10. Tell the students (orally and in writing) what your attendance policy is. Make them aware of your deep concern for attendance and remind them periodically of the policy and the concern.
11. Insist that students contact you or a faculty secretary if they are going to be absent for more than one class period.
12. Explain clearly student responsibilities for missed classes, exams, late papers, etc.
13. Be flexible when scheduling make-up tests and quizzes; students may have other classes.
14. If you had to miss a class, explain why and what you will do to make up the time and/or materials.
15. At the beginning of each class period, announce your topic of the day and your objectives.
16. Distribute an outline of your lecture notes before class starts. This approach assists students in organizing the material you are presenting and impels you to present your material in an orderly manner.
17. Get to class before the students arrive; be the last one to leave. Meet all of your classes as scheduled.
18. Circulate around the class as you talk or ask questions. This movement creates a physical closeness to the students. Avoid standing behind the lectern or sitting behind the desk for the entire period. Do not allow the room design or furniture arrangement to set up artificial barriers between you and the students.
19. Vary your instructional techniques (lecture, discussion, debate, small groups, films, etc.).
20. Use familiar examples in presenting materials. If you teach rules, principles, definitions, and theorems, explicate these with concrete examples that students can understand.
21. Be prepared to use an alternate approach if the one you've chosen seems to bog down. You should be confident enough with your own material so that student interests and concerns, not lecture notes, determine the format of instruction. Remember one approach may work well with one group, but not with another. Each class generates its own "personality" and leadership.
22. Let students know the learning resources you use in class (slides, tapes, films) are available to them outside of class. Explain the procedures to secure the material and take them to the location (Academic & Instructional Services, Library, etc.).
23. If you require a term paper or research paper, you should take the responsibility of arranging a library orientation. Librarians are happy to cooperate.
24. If the subject matter is appropriate, use a pretest to determine their knowledge, background, expertise, etc.
25. Devise the first test of the quarter to cover a small unit—fewer topics to study, fewer test questions, etc.
26. Be sure your tests cover the most important aspects of the unit and course. Explain your philosophy and purpose of testing.
27. Return tests, quizzes, and papers as soon as possible. Write comments (+ or -) when appropriate. Explain verbally or in writing the errors that students made.
28. Ask students to evaluate your test either at the end of the test or during the next class period.

29. Explain thoroughly (orally and in writing) your grading methods and procedures. Remind students of those procedures when you return tests, themes, research papers, etc.
30. As often as you can and in as many ways as you can, show your concern for the students' progress in the course.
31. Give each student a midterm grade and indicate what each student must do to improve; a midterm conference may be needed.
32. Let students know that you are able and willing to discuss study techniques and habits for your course.
33. Tell students directly when it is appropriate or inappropriate to ask questions in class or during a lecture. If you tell them it's OK to ask a question when you are lecturing, don't be annoyed if they do!
34. Don't be afraid to admit that you don't know all the answers to questions that students raise.
35. Help students feel free to ask questions. When you answer a student's question, be sure he/she understands your answer. Make the student repeat the answer in his/her own words.
36. Have students read one another's papers before they turn them in. This activity helps them locate one another's errors before being graded.
37. If the class lends itself to a field trip, have the students plan it and make some or all of the arrangements.
38. Ask students to submit sample test questions (objective or subjective) prior to a test. The class itself can compose a test or quiz based on your objectives.
39. Have students set specific goals for themselves throughout the quarter in terms of their learning and what responsibilities they will undertake.
40. Encourage study groups (a form of peer tutoring). Emphasize the fact that students are not competing with one another, but that they can learn from one another.
41. Encourage students to take advantage of tutoring services.
42. Encourage students who do well to become tutors.
43. Invite students to read their papers (or summaries) to the class.
44. Utilize small group discussion in class whenever feasible. Identify a goal to be achieved through the discussion.
45. Take the initiative to contact and meet with students who are doing poor work. Be especially cognizant of the "passive" student, one who comes to class, sits quietly, does not participate, but does poorly on tests, quizzes, etc.
46. Throughout the quarter, have students submit topics that they would like to cover or discuss.
47. Take students on a mini-tour of Academic and Instructional Services, computer labs, science labs, etc. If a particular student needs reading/study skills help, don't send him/her. **TAKE HIM/HER!**



48. Encourage students to attend cultural activities and to participate in extracurricular activities. Give recognition and/or rewards for meaningful participation.
49. Use samples that include the experiences of all age groups in your classes.
50. Develop library/supplementary reading lists which complement course content. Select books at various reading levels.
51. Use Academic and Instructional Services and library reference shelf for some of your old tests and quizzes. Tell the students that you will use some questions from the old tests in their next tests.
52. Place study guides and lecture notes in a file in the library and/or Academic and Instructional Services.
53. Engage in periodic self-evaluation of each class. What was accomplished? How did students react?
54. Set up special tutoring sessions and extra classes. Make these activities mandatory, especially for students who are doing poorly.
55. Look at your record book periodically to determine student progress (inform them) and determine for yourself if you know anything about that student other than his/her grades.
56. Work with Academic and Instructional Services to discuss procedures to follow up absentees, failing students, etc.
57. Utilize the skills of other faculty members as guest lecturers and discussion leaders.



APPENDIX M

CAMERA POLICY

To meet your classroom priorities, the campus has a portable video camera and tripod housed in the Lake Campus Library. Please note the following policy, which is intended to help make the unit widely available with minimum disruptions.

Pick-up

The camera/tripod is housed in the library in 114 Trenary. We ask that you reserve the camera at least 24 hours in advance to avoid possible schedule conflicts, and *arrange for pick-up in the Lake Campus Library.* (See Appendix J for library hours.)

Check-out

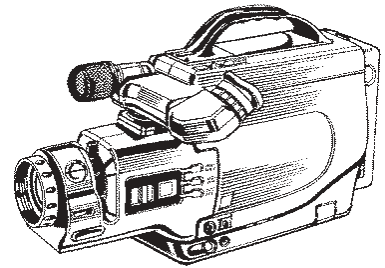
The employee on duty will check out the camera in its carrying case and the tripod to you or your designee and get a signature. Instructions for operating the camera are also included, and we ask that you secure the camera to the tripod when you reach your classroom. While we are unable to provide an operator, the unit is very user-friendly. Should you wish further operational instructions, please discuss with Alex Pittman at 586-0360.

Video Cassette

We ask that (if possible) you please bring your own supply of mini DV's. We will have a supply on hand, however.

Return of Unit

Please arrange for the return of the unit to the Lake Campus library following your videotaping session.



Please contact Alex Pittman with any questions at 586-0360 in the Lake Campus Library.

APPENDIX N

GUIDELINES FOR CONSTRUCTING TESTS

Short-Answer Items:

1. Try to phrase items so that there is only one possible correct response.
2. Phrase items so that the student clearly understands what type of response is demanded; that is, so he knows the length and preciseness of response required, or, in an item with a numerical response, the units in which the answer should be expressed.
3. The response, preferably, should be a single word or short phrase.
4. Avoid using statements taken directly from the text.
(Rules 5-7 apply to completion items.)
5. Omit only key words, not trivial words.
6. Place the blank near the end of the sentence.
7. Avoid overmutilated items; include a maximum of two blanks within an item.

Essay Questions:

1. The question should clearly and unambiguously define the task for the student, without interfering with the measurement of the intended outcomes.
2. The question should indicate the direction and scope of answer desired.
3. The question should require the student to demonstrate his command of essential background knowledge.
4. Use questions that have clearly acceptable answers, rather than ones that only measure opinions or attitudes.
5. It is usually better to use more specific questions which can be answered briefly rather than fewer broad, general questions.
6. Start essay questions with phrases such as: compare and contrast, present the arguments for and against, give the reasons for, explain how (or why), give an example of, and similar phrases.
7. Do not use optional questions.

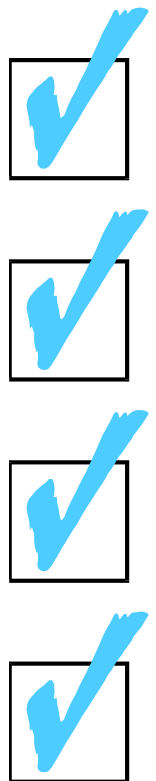
Multiple Choice Items:

1. Each item should test one, and only one, central idea.
2. Each item should be independent of every other item. One item should not aid in answering another item.
3. Write as clearly, simply, briefly, and correctly as possible; eliminate all nonfunctional words.
4. Avoid textbook phraseology and examples; whenever feasible, use new situations and terms.
5. The item stem should present the central problem and all problems and qualifications; it should include all words that otherwise would occur in each alternative.
6. Avoid negatively stated items.
7. If an item includes controversial material, cite the authority whose opinion is being used.
8. Alternatives should be homogeneous in content, form, and grammatical structure.

9. There should be one, and only one, correct response; this alternative should be clearly correct.
10. All distractors should be plausible and attractive to students who do not know the correct answer; yet they should be clearly incorrect or inadequate.
11. Distractors may represent common misconceptions, logical alternatives, frequent mistakes, or other plausible but incorrect information.
12. Alternatives should not overlap, include, or be synonymous with each other.
13. If alternatives fall in a logical arrangement—e.g., alphabetically, by magnitude—list them in this order.
14. The position of the correct responses should not fall in a pattern but rather be randomized.

True-False Items:

1. Items should deal with a single idea, not a combination of several ideas.
2. Express each item simply and clearly in words whose meanings are definite and precise; include no more than one qualifying phrase.
3. Statements should be entirely true or entirely false, not partially true and partially false.
4. The crucial element in the statement should be apparent to the student; the truth of the statement should not rest on trivial details or trick phrases.
5. Items should be based on significant facts, principles, and generalizations.
6. Include approximately equal numbers of true and false items on the test; make sure correct responses do not fall in a pattern.
7. Whenever possible, use quantitative rather than qualitative terminology.
8. Do not create false statements by inserting "not" into true statements.
9. Avoid mere repetition of textbook statements and statements that are minor variations of textbook statements.
10. Avoid specific determiners (i.e., words like sometimes, never, always) that provide clues to the correctness of the statement.
11. When items refer to controversial material or to matters of opinion or value, cite the authority whose opinion is being used.



Draves. W. A. (1984). How to Teach Adults. Manhattan, KS: The Learning Resources Network. pp. 38-41.

APPENDIX O

GUIDE FOR THE RELEASE OF STUDENT INFORMATION

- **Public Information** may be released to anyone without the student's consent unless the student has formally prohibited the release of that information.
- **Exception:** Grades and GPA may not be released except in the following instances:
 - To WSU faculty and staff with a legitimate educational need to know;
 - In compliance with a lawful subpoena or judicial order (only after an attempt is made to inform the student by the Office of General Counsel, unless otherwise ordered).
 - Parents of dependent students who request access to all public and grade information regarding their son or daughter once dependency status has been determined by the Office of the Registrar (Residency Officer, 937-775-5588).

PUBLIC INFORMATION INCLUDES:

- Student's Name *
- All addresses including e-mail *
- Telephone listings *
- Major field of study
- Number of hours registered
- Full or part-time status
- Class standing (freshman, sophomore, junior, senior, graduate, or professional)
- Dates of attendance
- Degrees awarded and total hours earned
- Special honors and awards
- Most recent previous educational agency or institution attended by the student
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

* These items are included in the WSU telephone directory.

DO NOT DO THE FOLLOWING:

- discuss a student's record, grades or GPA, or release an advising report without checking his or her picture I.D.;
- release grades, GPA, or other restricted information to parent, spouse, or anyone other than the student without a signed Release of Student Information form;
- release grades, GPA, or other restricted information to anyone over the phone;
- don't place in a student's file any personally identifiable information about another student;
- release information about a student to anyone in the university who does not have a legitimate educational right to know;
- post student grades in any identifiable format, i.e., alphabetical order, with SSN's redacted etc...

Please call the Office of Student Services (419-586-0324 or 419-586-0331) with any questions regarding the release of student information.

(Revised 11/9/04)

APPENDIX P

ADJUNCT
OFFICES

186D	186C
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EMERGENCY CLASS CANCELLATIONS:

For last minute cancellation of classes please call:

**Faculty Secretary
419-586-0310/419-586-0349**

or

**Dean's Secretary
419-586-0328**

*If unavailable, please notify Dr. Wolfe at 419-586-0326
or Steve Bridge at 419-586-0318.*