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Acknowledgements of contributors to this handbook:

*Contributions by Department of Dance Faculty, Department of Women’s Studies, and Texas Woman’s University Graduate School have been much appreciated. This handbook continues to be reviewed annually.*
Administrative Structure

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Coordinator, M.F.A. Program: Professor Jordan Fuchs
Coordinator, M.A. Program: Dr. Rosemary Candelario
Coordinator, Ph.D Program: Dr. Linda Caldwell
Coordinator, Dance Studies/Dance Education: Professor Gladys Keeton
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Dean, College of Arts and Sciences: Dr. Ann Staton
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GTA Office 940-898-2095 DGL 120
Production Office 940-898-2056 DGL 135
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<table>
<thead>
<tr>
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<th>Phone</th>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
I. Introduction

We are very happy that you are working for the Department of Dance this semester, and we appreciate your contributions to undergraduate education at TWU. This is a wonderful privilege and opportunity; it is also a large responsibility for us at our university. We greatly appreciate your work on behalf of the Department of Dance at TWU.

This handbook was prepared to be your primary reference and guide to all of the roles, responsibilities, and departmental and university policies that are relevant to Graduate Assistantships and Adjunct Faculty Positions. It is expected graduate assistants and adjunct faculty will use this handbook as a primary resource for teaching. See your mentor or supervisor for questions about the handbook.

II. Criteria for Graduate Assistantships and Course Assignments

The Department of Dance at Texas Woman's University has adjunct faculty positions and two types of graduate assistantships: graduate teaching assistants (GTAs) and graduate assistants (GAs). This document primarily addresses graduate assistantships in the dance department and secondarily addresses adjunct faculty positions.

The University provides a limited number of graduate assistantships, graduate teaching assistantships, and graduate research assistantships for qualified graduate students. Stipends vary according to assignment and educational level of the applicant. Information regarding appointment procedures and remuneration is also located in the Graduate Catalog.

Graduate programs are designed to enhance the student's scholarly and professional development. An assistantship should serve as an instrument to facilitate this development. A graduate assistant is both a student and a faculty member. As a student, the assistant is expected to maintain high academic standards to retain the assistantship. As a faculty member, the assistant is expected to complete teaching and research responsibilities in a timely and efficient manner.

Assignments and responsibilities will enhance the assistant's scholarship and professional development. For the graduate assistant and graduate teaching assistant, the assignment should provide opportunity for obtaining depth of knowledge within the academic discipline.
1. The Department of Dance at Texas Woman’s University recognizes adjunct faculty positions and two types of graduate assistantships:

a) **Adjunct faculty** is any instructor teaching college-level courses whose compensation in salary and/or benefits is not equal to the compensation received by full-time faculty. The appointment for adjunct faculty is a minimum of quarter time (.25 FTE) and a maximum of half time (.50 FTE) in the Department of Dance.

b) A **graduate teaching assistant** will be employed as the teacher of record. The graduate teaching assistant is an appointment with teaching responsibilities in which appointment as Teacher of Record requires at least 18 hours of graduate work in dance. As the teacher of record, the graduate teaching assistant is responsible for assigning final grades. Work units are determined in the same way as for a regular faculty member. The graduate teaching assistant is assigned undergraduate courses to teach. Exceptions to this policy are made only with the approval of the Dean of the Graduate School. The assistant is required to document all student contact hours. The appointment for graduate teaching assistants is a minimum of quarter time (.25 FTE) and a maximum of half time (.50 FTE) in the Department of Dance.

c) A **graduate assistant** will not be considered to be the teacher of record. The graduate assistant will be paid from Instructional Funds. The graduate assistant is an appointment with administrative and course assistant responsibilities that will work in direct support of instruction and will assist students on a daily basis. The primary purpose of the graduate assistant should not be to do filing and clerical work. Graduate assistants will be subject to all other policies concerning graduate assistants. The appointment for graduate teaching assistants is a minimum of quarter time (.25 FTE) and a maximum of half time (.50 FTE) in the Department of Dance.

Specific GA and GTA assignments are as follows:

a) **Administrative Assignments—20 hours/week**
   These positions are in direct support of the instructional program, in particular, the technique, performance, and choreography courses. These positions include the following: Publicity Coordinator, Digital Media Office Coordinator, Soma Fitness Studio Coordinator, and Recruitment Coordinator. In addition, there are typically 1-2 administrative assignments in support of the online instructional program. These hours vary depending on Online Course Assistant assignments.

   You are expected to work closely with your supervisor and take responsibility to gather information, ask questions, and seek clarification. Assess your work assignment, see what needs doing, and take initiative. You are expected to take leadership of your area of responsibility. Provide the Department Chair and your supervisor with a schedule of your work hours.

b) **Graduate Teaching Assistants—20 hours/week**
   The primary responsibility for these positions is teaching a course for credit and/or for assigning final grades for such a course. Graduate teaching
assistants are required to have completed 18 graduate hours in dance with a grade of C or better.

A graduate teaching assistant has the right of access to all course outlines, support teaching aids, and professional guidelines (accreditation) applicable to the teaching assignment. It is the responsibility of a graduate teaching assistant to maintain accurate daily records of attendance, grades, and correspondence pertaining to students within the class.

A graduate teaching assistant has the right to be notified of complaints made by students to the supervising professor and/or department administrator. The resolution of any complaints would ordinarily follow standard teacher-student channels, i.e., the student initiates the complaint with the teacher; the question moves through channels as needed.

A graduate teaching assistant is expected to participate in graduate teaching assistant meetings and departmental faculty meetings as appropriate. The assistant may be called upon to assist with registration and/or special activities planned by the department. It is expected that the assistant will abide by all university regulations and departmental policies.

A graduate teaching assistant who is the teacher of record with the primary responsibility of teaching a course for credit will receive regular in-service training, will be under the direct supervision of a faculty member experienced in the teaching field, and will be regularly evaluated. For a graduate teaching assistant who has no academic training or experience in teaching, in-service training will include a required course in teaching techniques. In addition, this graduate teaching assistant will observe when possible a section of the same course that is being taught by an experienced faculty member; decisions concerning times for and frequency of observations are to be made within the academic component. The evaluation process will include observation of the graduate teaching assistant in her or his teaching activity, participation in a post-observation conference, participation in the university teacher evaluation program, and formal evaluation by and communication with the head of the component or supervising professor. The academic component in which the graduate teaching assistant is employed will establish appropriate procedures to meet these requirements and will place on file in the Graduate Office a description of the procedures.

c) **Graduate Assistants—10-20 hours/week**

Graduate assistants with full appointments who are assisting in two courses per semester are expected to work an average of 20 hours per week, and graduate assistants with half appointments who are assisting in one course are expected to work an average of 10 hours per week during the semester. It is essential that GAs attend all classes and assist the instructor of record. Graduate Assistants may additionally take on administrative assignments at 10 hours per week.
d) **Online Course Assistants—10-20 hours/week**
These positions are in direct support of the 100% online courses and are critical to ensuring the success of these courses. Course Assistants work with the teachers of record of the course to which they are assigned.

http://www.twu.edu/gradschool/graduate-assistants.asp

2. **Eligibility for all Graduate Assistants**

   1. The student must be admitted to graduate school.
   2. The student must be in good academic standing at TWU. A student who is on scholastic probation may not hold a graduate assistantship.
   3. A student who is employed full-time in any university position cannot be appointed as a full-time graduate teaching assistant.
   4. A student is not permitted to hold a graduate assistantship at TWU concurrently with an assistantship at any other college or university or with a student assistantship at TWU.

   *Special criteria for graduate teaching assistants assigned primary responsibility for teaching a course for credit and assigning final grades*

   1. The student should have earned at least 18 semester hours of graduate credit in the teaching field.
   2. Preferably the student will have had teaching experience in the specialty area.
   3. The student whose primary language is not English should have demonstrated proficiency in English as described in the Graduate Catalog and as mandated by the Texas Higher Education Coordinating Board.

3. **Criteria**

   Students should consult their departments of study concerning the availability of assistantships within the departments. Completed applications and supporting documents, including official transcripts, verification of graduate status, and letters of reference must be filed with the head of the academic component (chair or dean) for review and recommendation. The applications are kept on file in the academic component’s office.

4. **Timing of Appointment**

   Applications should be processed through the academic components by June 1 for an assistantship for the succeeding academic year, by November 1 for an assistantship for the spring semester, and by April 1 for an assistantship for the succeeding summer session.
Appointments for assistantships are issued for a semester, an academic year, or a summer session. Appointment dates follow the fiscal calendar and include the following periods:

<table>
<thead>
<tr>
<th>Period</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td>September 1 through May 31</td>
</tr>
<tr>
<td>Fall</td>
<td>September 1 through January 15</td>
</tr>
<tr>
<td>Spring</td>
<td>January 16 through May 31</td>
</tr>
<tr>
<td>Summer</td>
<td>June 1 through August 31</td>
</tr>
</tbody>
</table>

Graduate Assistants are expected to be available one week before the beginning of the semester and one week after the end of the semester. A graduate assistant is entitled to official university holidays and the same work period as the faculty unless exceptions have been agreed upon in writing in advance by the graduate assistant and supervisor.

In reference to adjunct faculty, adjunct appointments are for four months: fall (Sept. 1-Dec. 31); spring (Jan. 16-May 15); and three months for summer (June 1-Aug 31).

To be aware of holidays, deadlines, and important dates, please download and print the academic calendar for your records. [http://www.twu.edu/downloads/schedules-catalogs-calendars/spring_2012_academic_calendar.pdf](http://www.twu.edu/downloads/schedules-catalogs-calendars/spring_2012_academic_calendar.pdf)

Adjunct faculty, GAs, and GTAs are to remain in residence until the end of the week of final exams. It is expected that the Dance Office will be notified if absence occurs. GTAs must make arrangements for someone to cover teaching responsibilities. Any leave of absence must have approval by the Department Chair and a Request for Absence from Campus Duty form must be submitted two weeks prior to the time expected to be away.

Reappointment to an assistantship is contingent upon prior performance, departmental research and teaching needs, and available funds. The number of years a student may hold a graduate assistantship depends upon the level of the degree program of the student. For a student at the master's level, the maximum number of years will be three. For a student at the doctoral level, the maximum number of years will be four. For a student who obtains a master's degree and a doctoral degree from TWU, the maximum number of years will be six. For a student working toward a doctoral degree and who has no master's degree or intention of earning a master's degree, the maximum number of years will be six. Exceptions to these limitations as recommended by the head of the academic component must have the approval of the Dean of the Graduate School.

TWU Graduate Assistantship Employment Policies are available at the Graduate School Website (the policies can be retrieved electronically at
http://www.twu.edu/gradschool/graduate-assistants.asp). Also, see Office of Student Life “Student Code of Conduct” (http://www.twu.edu/osl/StudentLifeOffice/StudentCodeofConduct.html).
III. General Rights, Requirements, and Information

1. Annual GA/GTA Orientation

A mandatory department orientation for all new and returning GAs/GTAs is held the week before the start of the fall semester; date, time, and place to be announced.

The Graduate School provides a required online web-based Graduate Assistant Orientation for all newly hired graduate assistants. If you have questions or problems, please contact the Assistant to the Dean of the Graduate School.
http://twugaorientation.pbworks.com/

2. Payroll

Information about payroll is posted on the TWU Graduate School web site. If you have not done so already, you need to fill out payroll paperwork with Human Resources at TWU. This must be completed no later than the first week of the semester in order for you to be paid for your work.

To get a copy of your payroll slip:
Go to Pioneer Portal > My Info > Pay Slip Information > Scroll down and choose a particular pay period/month to view.

To discuss pay slip issues, such as changing the location of a direct deposit, go to the Human Resources Building.

If you are NOT an enrolled student, but are teaching a course, your employment taxes deducted from your payroll will be higher than if you are an enrolled student and teaching a course.

During the fall and spring semesters, Graduate Assistants are paid monthly on the first working day of the month following the month worked. For example, Graduate Assistants will receive their first paycheck for the fall semester on October 1st. Graduate Assistants who have summer appointments are paid in three monthly installments. For a graduate assistant to receive a paycheck, the Personnel Transaction Form must be approved and in the Office of Academic Financial Services by the published payroll deadline.
### Adjunct Faculty Pay Scale

<table>
<thead>
<tr>
<th>Instructor Rank</th>
<th>Appt.</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>@ ¼ (FTE=.25)</td>
<td>$1,591</td>
<td>$2,070</td>
<td></td>
</tr>
<tr>
<td>@ ½ (FTE=.50)</td>
<td>$3,182</td>
<td>$4,140</td>
<td></td>
</tr>
</tbody>
</table>

*If you are hired for more than .50 FTE, discuss your salary with the Department Chair.*

### Graduate Assistantship Pay Scale

#### Master’s Level Students

<table>
<thead>
<tr>
<th>Appt.</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year (9 months) @½ (FTE=.50)</td>
<td>$11,520 $1,280</td>
</tr>
<tr>
<td>@¼ (FTE=.25)</td>
<td>$5,760</td>
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<tr>
<td>$640</td>
<td></td>
</tr>
<tr>
<td>Semester (4.5 months) @½ (FTE=.50)</td>
<td>$5,760</td>
</tr>
<tr>
<td>$1,280</td>
<td></td>
</tr>
<tr>
<td>@¼ (FTE=.25)</td>
<td>$2,880</td>
</tr>
<tr>
<td>$640</td>
<td></td>
</tr>
<tr>
<td>Summer (3 months) @½ (FTE=.50)</td>
<td>$3,840</td>
</tr>
<tr>
<td>$1,280</td>
<td></td>
</tr>
<tr>
<td>@¼ (FTE=.25)</td>
<td>$1,920</td>
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<td>$640</td>
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</table>

#### Doctoral Level Students

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</thead>
<tbody>
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<td>Academic Year (9 months) @½ (FTE=.50)</td>
<td>$14,364 $1,596</td>
</tr>
<tr>
<td>@¼ (FTE=.25)</td>
<td>$7,182</td>
</tr>
<tr>
<td>$798</td>
<td></td>
</tr>
<tr>
<td>Semester (4.5 months) @½ (FTE=.50)</td>
<td>$7,182</td>
</tr>
<tr>
<td>$1,596</td>
<td></td>
</tr>
<tr>
<td>@¼ (FTE=.25)</td>
<td>$3,591</td>
</tr>
<tr>
<td>$798</td>
<td></td>
</tr>
<tr>
<td>Summer (3 months) @½ (FTE=.50)</td>
<td>$4,788</td>
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<tr>
<td>$1,596</td>
<td></td>
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<tr>
<td>@¼ (FTE=.25)</td>
<td>$2,394</td>
</tr>
<tr>
<td>$798</td>
<td></td>
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</table>
3. **Equipment**

All equipment is for department use only and is restricted to use by faculty, staff, and GA/GTAs. Students can use equipment only with faculty approval. Please respect the equipment and keep in mind that resources for replacing equipment are very limited. Report all problems with equipment to the Dance Office.

All adjunct faculty, GAs, and GTAs are provided desk space, access to a computer in the graduate office, and space to meet with students. You may use the computers, printers, and copy machines for all work directly associated with your teaching and GA assignments. If you need an access code for the copy machine, contact the Administrative Assistant. **If you use the computers for personal work such as writing papers for courses you are taking or doing online searches, you must provide your own paper for the printer or use the printer in the Computer Lab (DGL 123).** The Dance Department copy machine cannot be used for your personal work. A copy machine is located in the Student Center for student use. You may purchase a copy card at the Bookstore.

4. **Office**

You'll be sharing an office and computers in the GA/GTA Offices. There is Internet access in these locations. Digital Media and Sound Studios are located on the Lower Level of the DGL Building.

5. **Office Hours**

Adjunct faculty and Graduate Teaching Assistants (teachers of record) are required to have four (4) office hours per week. A schedule of office hours should be posted outside the GA/GTA Office. Office hours should be listed on each syllabus. By the first day of the semester, please inform the Administrative Assistant of the office hours you are keeping.

6. **Workload**

Actual hours may vary from week to week depending on the nature of the appointment. The following averages should be used to develop the workload: adjunct faculty and GAs working quarter time require an average of 10 hours per week and adjunct faculty, GAs, and GTAs working half time require 20 hours per week. Workload hours include time spent in preparation, teaching, reading and grading student work, office hours, and other assigned duties.
7. **Blackboard**

The Office of Lifelong Learning offers a variety of classes and workshops related to learning how to use Blackboard 9 from an instructor’s perspective. We highly recommend that each of you attend a class/workshop. If you experience difficulties or would like some assistance with designing or implementing your online course, please contact Blackboard Support for help. For more information call 940-898-3706 or email blackboard@twu.edu. The following site is also useful: http://www.twu.edu/blackboard/.

Please familiarize yourself with and use the teaching-related materials found in the WS Blackboard site for instructors and graduate assistants. Under the documents tab is a wealth of helpful teaching tips, articles, teaching exercises, and syllabi. **Remember to document dates of attendance records on Blackboard.**

More information regarding Blackboard may be found under the heading titled Supplementary Materials.

8. **Email Storage Space**

Because of temporary employment status, the maximum mailbox size setting for GAs/GTAs is 300MB. If you find that you need additional email storage space, a request can be entered through the Help Desk to gain access to additional storage space. You can email this request to servicedesk@twu.edu.

9. **Keys**

All adjunct faculty, GAs, and GTAs should go to Pioneer Portal, Facilities Management, and Key Request and follow instructions. Each adjunct faculty member, GA, and GTA should order keys for 1. DGL Entrance, 2. DGL 120, and 3. Pioneer Hall 328 (adjunct faculty and GTAs only). Check the key status and when they are ready, take your TWU ID card and go to Facilities Management to pick them up.

Upon completion of your time at TWU, you are required to return your keys to Facilities Management. You must request a receipt for the return of your keys and give that receipt to the Dance Department Administrative Assistant. The receipt will be placed in your file as documentation that your keys were returned. All keys are encoded with user IDs that track them to the owner and it is for your protection that we require a return receipt.

10. **Safety**

Always keep your office keys with you to avoid getting locked out of the office. If you are locked out, you will need to call the TWU Department of Public Safety (940-898-2911) to be let back in. **Do not loan your keys to**
**anyone or misplace or lose your keys.** If you finish class at 4:15, you are required to close all windows, turn off the lights, and lock studio doors. Please remember that everyone is responsible for maintaining a safe and secure building. Report all facility problems to the Dance Office. If you see strangers in the building or feel unsafe call Security—use the direct line Red Phone. Pioneer Hall facilities manager is Beth Palmer and her office is located on the second floor. Report all problems in PH directly to her office.

11. *Absences*

It is expected that the Dance Office will be notified if absence occurs for any reason including illness, injury, emergency, or professional activity. Adjunct faculty and GTAs must make arrangements for someone to cover teaching responsibilities; only faculty and teaching assistants can legally assume responsibility for a class. Notify the Dance Office immediately and provide the Administrative Assistant with information regarding the arrangements made for the class. Substitutes must be present in the classroom for the duration of the class. Any leave of absence for professional or personal reasons must have approval by the Department Chair and a *Request for Absence from Campus Duty* form must be submitted two weeks prior to the time expected to be away. In the case of emergency, requests will be processed immediately.

12. *Professionalism*

Standards of Conduct, Discipline, and Separation for Graduate Assistants (Graduate Assistants, Graduate Teaching Assistants, & Graduate Research Assistants) may be found at the following address:

http://www.twu.edu/gradschool/graduate-policy-manual.asp

Always conduct yourself and your classes in a professional manner. Take care to be well groomed, on-time, prepared, organized, and ethical in all of your dealings with faculty, staff, and students in the university community. All personal information regarding student is confidential and should not be discussed with others (including the student’s parents, spouse, or other family members), except with your Faculty Mentor and the GA/Instructor of Record with whom you are working.

Facebook and other social media sites are an aspect of your professional profile; therefore, great care should be taken to monitor these sites and be sure that content is appropriate. It is advisable to refrain from adding students as friends or posting any content (links, pictures, or videos) that might compromise your integrity as a professional. Please be aware that all potential employers research Facebook and other social media sites.

List the email addresses for the instructor of record and the GA(s) on the syllabus. On your syllabus list the main departmental phone number as your
telephone contact number. Do not give out your cell phone or home phone numbers to your students. Please make every effort to return email and phone messages within 24 hours, especially Monday through Friday. If you know that you will not be able to respond for a day or two, let your students know that there will be a delay in responding to queries so that they will not panic if they don’t hear back from you.

Be aware of email etiquette. The following guidelines have been adopted and distributed by Gail Orlando, the Senior Secretary of the Department of Women’s Studies. When responding to someone’s email or creating email, here are some tips that may help you communicate as effectively as possible:

- Never put anything in an email that you would not say in person or that you would not want forwarded. Remember that email is a written document.
- Make sure that you copy the appropriate people. For example, if you put in an email to “contact __________ for further information,” make sure you copy that person when sending the email.
- Try to respond to emails within a 24-hour period.
- When replying to a group email, it is not always necessary to “Reply to All” unless you are in a discussion group.
- Be cognizant of how you address the person. If you are close friends, addressing someone on a first name basis is fine. If you are contacting a dean, faculty member, or departmental chair, address them as Dr./Ms./Mr. ____. Always start your email by addressing the recipient by name.
- While salutations are important, the closure of your email is just as important. Be sure to thank the person for the time spent in reading your email and sign your name. Provide your contact information below your name (e.g. phone number and email address) so that the recipient has a choice of how to respond to you.
- Enter an appropriate subject line.
- Get to the point. Inform the person about the objective of your email in a few concise sentences.
- When responding to email, read it thoroughly and respond to each request or question within the email.
- Clearly provide timeframes, directions, and special instructions so that the recipient knows exactly what to do next with the email.
- Treat your emails like any other written document. Be sure you have proper punctuation and be sure to spell check.
IV. Teaching Policies and Procedures

General Information

1. Teaching and Professionalism

Check email daily and communicate with others in a timely manner.

If outside work or student activities are interfering with academic work or GA position, you will need to make a decision if the GA is an appropriate time commitment in your life. First and foremost you are a student and a GA in this department. If your coursework is suffering, you will need to re-evaluate your decisions based on the supervisor’s recommendation.

Take seriously any feedback you receive from your mentor and students (Idea Evaluations) regarding your teaching and/or behavior in your job. These are two indicators regarding the quality of your teaching/behaviors.

GTAs submit all GA evaluations online to the mentor and the supervisor in a timely manner.

Meet your classes on time and be well prepared. If you are absent, please call your mentor and make arrangements for a qualified substitute who is willing to teach your class. Make sure you have permission for the substitute from your mentor prior to the class meeting.

Students are our business. Maintain a positive learning environment in the classroom/studio/online. Endeavor to create a classroom environment in which there is active participation on the part of the students. Do not tolerate disruptive classroom conduct and if there are difficulties seek the advice of your specific faculty mentor immediately. If there is an escalation, see your supervisor.

Conduct evaluations during the appropriate time of the semester. Please speak with your mentor as to how to get the most students to participate in evaluating your class. Evaluations and instructions are sent out via email each semester. Review the evaluations and create goals based on the feedback.

Should a GTA/GA fail to meet the above expectations, an appointment can be terminated by the Department of Dance at TWU.
2. **Class Starting and Ending Times**

Major Classes begin and end at the designated starting and ending times. Non-Major Classes begin 10 minutes after the designated starting time and end 5 minutes before the designated ending time.

The instructor should arrive (be in the studio ready to start class) at the designated beginning hour and be prepared to stay after to answer questions or schedule appointments with students.

For example:

1:00-2:30  Major Class runs 1:00-2:30  
            Instructor is in the studio 1:00-2:45  

8:00 - 9:15  Non-Major Class runs 8:10 - 9:10  
             Instructor is in the studio 8:00 - 9:25  

**All instructors must begin and end classes on time. Instructors must not leave the room for an extended period of time.**

3. **Introductions and Information**

Introduce yourself and give the name, number, and section of the course. It is helpful to write your name and office hours on the board. This information should also be on your course syllabus.

Request that students who have any physical limitations that might affect their work in class see you after class. Some teaching assistants request students to fill out information cards and they find this to be very helpful. Remember: You cannot ask students for confidential information about their health status.

As a courtesy, introduce your dance musician to the class and take a few moments after class to thank her or him for the contributions to your class.

4. **Dressing Rooms**

Under no circumstances will students be allowed to change clothes in the public restrooms on the main floor. Students must use the dressing rooms located in the basement of the building. A locker can be obtained from the Administrative Assistant who will assign a locker, students must provide their own lock. In addition to dance majors, non-majors enrolled in Intro courses may also request a locker assignment.
Please make it clear to your students that the restrooms on the main floor are for public use and do not belong exclusively to the Dance Department.

The faculty dressing rooms are located at the end of the hall on the lower level. Adjunct faculty, GAs, and GTAs, please use these dressing rooms to open up additional space in the Women’s Locker Room. If you would like to use a locker, select any one that is not being used and provide your own lock. Remember to keep your lockers clean and the dressing room neat.

5. *Safety Notes to be Communicated to Students*

Be careful crossing the street.

Dress appropriately when leaving the building.

If you are locked out of the building or need assistance, call the TWU Department of Public Safety (940-898-2911).

6. *Reminders*

Monitor the following policy: NO street shoes, food, or drink containers without lids in the studios.

The following documents should be completed and turned in to the Administrative Assistant in a timely fashion as required by the Department of Dance:

- **Office Hours Form**
- **Course Syllabus**
- **Roster Verification**
- **Student Information Form**
- **Early Warning System Grades**
- **Midterm Unsatisfactory Progress Report Grades**
- **Final Grades**
1. **University Attendance Policy**

Consistent and attentive attendance is vital to academic success, and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of students' grades.

Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented student illness, serious illness or death in the student's immediate family, pregnancy or pregnancy related conditions, official school activity, state-recognized religious holiday, active military service that is of a reasonable brief duration, or other verified absences deemed appropriate by the instructor. Students must consult with instructors regarding the completion of make-up work.

Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student failing the course. An incomplete may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor.

All excused absences required documentation (physician note or obituaries) for absences within 30 days of the absences.

Please note that a documented absence does not preclude a student from still being responsible for assigned work or test. It is the student's responsibility to contact the professor.

Participating in a dance class is predicated on the use of one's body. Instructors may report students who by excessive absences or tardiness endanger their standing in a course to the Office of the Registrar (Mid-term failing notices). The Registrar will notify such students that their academic record is in jeopardy.
All instructors must keep a written record of class attendance.

1. **Class Rolls**

Prior to the first day of class, you should check the list of students enrolled in your course by logging into Pioneer Portal, going to My Tools, and then going to Grading and Class Roster. Send any student to the Registrar's Office immediately who is attending your class or participating in your online course in Blackboard, but whose name does not appear on the official class roll. A student who is not registered for your class is not allowed to attend your face-to-face class or participate in the class in Blackboard.

If you are teaching online, be sure that the Blackboard list of students accurately corresponds to those listed on the roster. It is quite likely that you will have to add and delete students manually; please update your list of students in Blackboard by the first day of the semester. Use the roster in Pioneer Portal as your most accurate and official list of currently enrolled students; check this roster and update your list of students in Blackboard regularly throughout the first week of the semester. The roster in Blackboard is not the official class roster of students enrolled in your class.

2. **12th Day (Census Day) Class Rolls**

These rolls are official documents used to report TWU enrollment to the State of Texas. Please check them very carefully. Please indicate if a student has not attended your face-to-face class or has not participated yet in Blackboard. A GA can assist the instructor of record with this task.

In accordance with section 51.911, Texas Education Code, Texas Woman’s University allows a student who is absent from class for the observance of a religious/holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. The student must notify the instructor of each class that the student will be absent within the first 15 days of the semester in which the absence will occur.

Check your official roster prior to teaching class every day until roll reconciliation. Roll sheets may change. You must keep accurate records of class attendance for each day the class meets. This information will be asked of you at the 12th day roll meeting. You will also need this information for mid-term notices.
3. **Attendance and Participation in Studio Classes**

It is imperative that every instructor has a clearly defined attendance policy and that it be applied consistently and fairly to all students. The Department of Dance Undergraduate and Graduate Handbooks contain a detailed attendance policy related to the dance major’s technique classes. This policy may be used to help establish the parameters for the non-major studio classes. In general, students with more than six (6) absences (three weeks or 20% of the semester) should not expect to receive a grade better than a ‘C’.

Instructors should not ‘grade on attendance.’ However, they should evaluate the work of students in class during every class period. Students who are not in class to do the work and be evaluated do not receive the assessment points for that day. The Department of Dance approved syllabi for Introductory studio courses (DNCE 1011, 1091, 1050, 1061) provide the assessment and evaluation parameters for the courses.

4. **Grading**

The instructor is responsible for conducting regular and on-going evaluation of student work throughout the semester. This assessment process culminates in the assignment of a letter grade for each student at the end of each semester of the academic year. Make sure to grade fairly, treat students equally and with respect, communicate the basis for evaluation clearly, return graded work in a timely fashion, and provide sufficient time after feedback for students to improve performance.

The instructor should take care to keep careful records of students' attendance, daily work in class, exams, and overall progress during the semester. Grading at best is a difficult enterprise, and the subjective nature of dance technique/activity classes and the lack of objective written tests on which to base a grade, make grading an even more complicated process. To assist you, the GTA mentors have developed syllabi containing learning outcomes and appropriate assessments for evaluation.

Respect students’ privacy especially with grades and student identification numbers. Post all grades on Blackboard and post in a timely manner. Return graded papers to those who are officially enrolled. Graded papers should not be left in the hallway for students to pick up. Class lists and graded papers are confidential and should not be shared with the class.
While we do not grade on attendance, if participation is a requirement of the course, and a student is not present or present and not participating, then the instructor cannot provide an evaluation for the quality of participation in class for that day. An appropriate method of evaluation is to assess the performance of each student in each class during the semester using a point system. The final grade for daily participation can be based on an average of these daily assessments.

Incomplete grades can only be given in exceptional cases and are not given in studio courses. The Department Chair must approve all incompletes. Applications for a Grade of Incomplete must be filed with the grade sheets. Consult the General Catalog for the policies regarding incompletes and be sure that your request complies with all conditions before submitting it to the Department Chair for review.

The instructor should keep personal record of add/drop sheets signed. A copy of every add/drop sheet must be submitted to the Dance office.

Stay up to date with the academic calendar and institutional grading policies, such as midterm grade reports and final grade submissions. At midterm, no mid-semester grades are issued. Instructors may submit an unsatisfactory progress report to the Registrar’s Office on each student whose course work is unsatisfactory. The report is forwarded to the student. Unsatisfactory progress reports are not issued during the summer. When entering grades at the end of semester through Pioneer Portal, the instructor is to print the final entered grades BEFORE submitting them. Once submitted, the grades cannot be retrieved.

Submit final grades according to the department policy and the format of the course in a timely manner and with appropriate documentation to both support those grades and clarify any issues that may arise at a later date.

Faculty and GTAs should keep their grade books. Keep all documentation that supports the grades for at least two years and when leaving the university, leave those with the Administrative Assistant.

5. Documentation, Record Keeping and Final Exam Schedule

The instructor must be able to document every grade given with precise reasons for why a student received a particular grade. As part of the evaluation process, each instructor should administer a sufficient number of assessments of performance so that an adequate supportive rationale may be established as a matter of record.
No mid-semester grades are issued; rather, instructors submit an **Unsatisfactory Progress Report** for each student whose work is unsatisfactory or trending in that direction. In addition, the University has an **Early Warning System** for freshman that alerts them to potential problems. All instructors in the Department of Dance are required to submit Early Warning notices and Unsatisfactory Reports for students doing sub-standard work in their courses. It is the responsibility of GTAs and faculty to submit reports on time. Information regarding reports can be obtained by the Office of the Registrar (website). Be sure to print a copy of reports and send a copy to your GTA mentor and the Department Chair.

Studio classes, in general, do not meet during the final examination period. All course work for elective one-credit studio courses should be concluded on the last day of classes for the fall or spring semesters. All 3-credit courses **MUST** meet for a final exam, presentation, or assessment at the time specified in the official exam schedule. (See the Exam Schedule posted on the TWU Website.)

6. **Syllabi**

   **Please reference the syllabi templates and examples under Supplementary Materials.** Your GTA mentor will provide the appropriate syllabus for the course that you are teaching. You are only to change information that is colored in **RED**. The information that will be changed on the departmental template syllabus includes name, office, office hours, phone number, calendar, and email address. Donot change the content of the syllabus in any way. Follow the learning outcomes and content of the class. Distribute your syllabus and talk about specific expectations of the content and behavior during the first day of class. If online, give an assignment so you will know who is participating in the class before the 12th day role meeting. Always check with your mentor to make sure you understand the policies and procedures regarding the syllabus as a contract for students.

   When teaching courses that do not have department standard syllabi, it is the responsibility of the instructor to establish a fair and clearly defined system of evaluation for which he or she can be held accountable. As part of this process the instructor should develop clear goals and measurable learning outcomes for the course that correspond to the stated purposes and Exemplary Educational Objectives of the core curriculum requirement. The instructor should provide in writing to each student in the class a course syllabus that follows the guidelines approved by the University and conforms to the Department of Dance Syllabi Format.
Post short syllabus and CV on Pioneer Portal before the first day of classes. One copy of the long syllabus goes on the Blackboard shell and one is submitted as a PDF file to the Department of Dance Administrative Assistant on the second Friday of the semester. Submit the syllabus and the office hours form electronically to the Department of Dance Administrative Assistant in a timely manner and without mistakes.

**Core Curriculum and “Bracketed” Course Syllabi:**

All courses approved for the University Core Curriculum must follow the specific syllabi guidelines for Core Curriculum courses. See [http://www.twu.edu/academic-affairs/core-curriculum.asp](http://www.twu.edu/academic-affairs/core-curriculum.asp). In particular, look at the following: 1. State Assumptions and Defining Characteristics (includes Basic Core Competencies & Fine & Performing Arts Educational Objectives), 2. Multicultural/Women’s Studies Educational Objectives, and 3. Global Perspectives Objectives. Dr. Caldwell oversees the Core Curriculum Course Assessments and leads workshops on preparing syllabi and conducting assessments.

Undergraduate and Graduate ‘Bracketed Courses’ (Modern III, Modern IV, Ballet III, Ballet IV) must have two syllabi identifying graduate-level learning outcomes and expectations on the 5000-level syllabi.

**Compliance with HB 2504:**

Effective Fall semester 2010, all public institutions of higher education are required to post, on the institution’s website, syllabi and instructor CVs for every undergraduate course. The TWU Uploader System is accessed through your Portal Account – select Tools and then Select Uploader.

- Use the syllabi template provided in the Abbreviated Syllabus Uploader (different from the Department of Dance Syllabi Format).
- Use the CV template.
- Only abbreviated syllabi and CVs are uploaded to the TWU website.
- Upload the syllabi and CV as pdf. files.
- Upload your CV once – it will automatically populate to your other courses.
- All syllabi and CVs must be uploaded no later than the 1st day of classes.

**Important Information for Preparing Course Syllabi:**

- **PROOF YOUR SYLLABI (please…)** – Often syllabi submitted to the Dance Office contain incorrect dates, inaccurate and/or incomplete
information, incoherent language, sloppy formatting, spelling errors, outdated information, mathematical errors, and other lapses in careful attention to detail. It is your responsibility to ensure that your syllabi are accurate and error free, as well as, professional in presentation. Please remember that your syllabi are contracts with the students enrolled in your courses, as well as public statements about the quality of your work and that of the department.

- **Use the New (effective Fall 2010) Department of Dance Syllabi Format.** This format is used for the detailed syllabi -- it is not the Abbreviated Syllabus Uploader for compliance with HB 2504.

- The Dance Syllabi Format is available on the TWU Website. Save the template copy to your hard drive before you begin editing so the template remains in its original format.

- GTAs teaching the Introduction studio courses – DNCE 1011, 1051, 1061, 1071 – We have developed a standard syllabus that will be used for all of these courses. These will be sent to you via email after teaching assignments have been finalized. Speak with your mentor regarding any proposed syllabus changes.

- NASD accreditation standards require that all syllabi be on file in the Dance Office -- please do not make work for the Office Staff by not submitting your syllabi on time as requested. Submit complete syllabi NOT the abbreviated versions posted to the TWU website.

- Do not forget to include the University-required ADA and Academic Integrity Statements. These are relatively new statements so please update all previous ADA & Academic Integrity statements on your syllabi. Please see the following web address for updates: [http://www.twu.edu/academic-affairs/syllabus-requirements.asp](http://www.twu.edu/academic-affairs/syllabus-requirements.asp)

- Syllabi must include information regarding how grades will be assigned (Grading Policy). Once the semester is underway and students have received the syllabus, you cannot change the grading evaluation system, so it is best to provide a general framework for how grades will be calculated.

- Do not forget to include your office hours and email addresses.

- Faculty and GTAs are required to post office hours and be available in their offices during these times – Full time faculty – 8 hrs/week; GTA’s – 4 hrs/week. Please include this information on your syllabi.
• All course syllabi and other materials should be distributed electronically using Blackboard. More information regarding Blackboard may be found under the heading titled Supplementary Materials.

• All Online Courses must include the Online Drop Policy, which may be found on the TWU Dance homepage or at the following web address: http://www.twu.edu/downloads/dance/Online_Class_Procedure.pdf

• Drop Policy Information for Instructors: The student must contact the course instructor via email listing their full name, ID number, the course number, the section number and title, and a statement requesting to be dropped from the class. The instructor then checks to see if the student is a freshman, which requires the “freshman drop policy” conference with the student (applicable after the 12th day of classes). The instructor then forwards the student email to the Department of Dance administrative assistant, providing a grade of W or WF to apply to the drop slip and the instructor’s authorization to drop the student from the course; make sure to erase all previous conversations with the student and only forward the part of the text where the student says they want to drop the course. The drop slip is then forwarded to the Registrar for processing. A Xerox of each drop slip must be maintained in the dance office. The receipt of the drop slip bearing the Registrar’s stamp confirming processing is to be attached to the original Xerox copy in the dance office. The instructor should advise the student to check his/her class schedule to confirm that he/she has been dropped from the course. The instructor then compares the official roster from Portal with that of Blackboard to confirm consistency.

7. Course Content (Academic Freedom and Responsibility)

All Teaching Assistants have the freedom to design the content of their courses within the parameters of the approved course description, purposes, objectives and learning outcomes. The instructor has a responsibility to meet the goals of the University Core Curriculum. These include addressing in all core courses 1) the core competencies and 2) the exemplary educational objectives.

The purpose of the one-credit introductory studio courses (Modern Dance, Ballet, Jazz, and Tap) and the 3-credit theory/studio courses (UAD, World Dance, Dance History, as well as non-major online courses) is to provide students with an understanding of the nature of dance as an art form and social/cultural phenomenon. In studio courses, this goal is met by engaging in a variety of studio dance practices with related critical and reflexive experiences focusing on the process of using movement as a medium for the transformation and expression of ideas. This includes developing an understanding of both creating and perceiving dance forms. These are also
the primary goals of the theory courses. Although the 3-credit courses are intended as lecture/discussion courses with substantial reading and writing components, the content and instructional approach should integrate both theory and practice.

Submit 2-3 examples of best student work to Linda Caldwell for use in SACS and NASD accreditation.

8. Additional Information

**Resources of Interest:**

- Dance Online Video Database
- Dance Digital Media Library
- Dance Graduate Library

See Dayna Morgan for Department Videos

See Jordan Fuchs for Videos of Guest Artists

**GTA File Storage:**

The Department of Dance has purchased an external hard drive for the use of the GAs/GTAs who are teaching/assisting online courses to download and store online course materials. The external hard drive may be checked out from the Dance Office. The external hard drive is formatted for both Mac and PC. Please create a folder on the hard drive bearing your first and last name. Within that folder, create a sub-folder for each course that you will be downloading course materials from. The folder should be named in accordance with the Blackboard name, i.e., 10FADNCE338350, which identifies the year, semester, department, course number and course section. You may create additional sub-folders within the course folder if you choose to separate items relating to the specific course such as papers, videos, emails, etc. After completion of downloading the course materials, double check that the materials exist on the external hard drive, then delete the course materials from your computer hard drive. This purging will increase your storage capacity and allow your computer to work faster. When finished, please immediately return the external hard drive to the Dance Office to make it available for the next person to use. If you have any questions, please contact the Dance Department Administrative Assistant.
Registering for Courses that Conflict in Day or Time

Register for one of the courses. Fill out an add slip for the additional course(s) that you need to register for. Bring the add slip to the Dance Office Administrative Assistant with the name and number of the course that you have already registered for as well. The Administrative Assistant will prepare a memo for the Registrar asking permission for you to register for both classes. Watch your student account in Pioneer Portal to ensure that the course(s) show up in your registered classes; if they do not show up, come back to the Dance Office.
V. Supervision and Evaluation

Supervisor’s Performance Expectations for the Position of Graduate Assistants

The Supervisor, Professor and Chair Mary Williford-Shade, is the guide & overseer of policy and procedures that affect the department. (for example, pay issues, leave from campus, Idea evaluations and analysis, emergencies, pro-longed sickness, injuries during class and evaluations from mentors or escalated conduct or grade issues.)

Mentors guide areas related to content, teaching methods and basic conduct and grade issues related to courses. There are three main mentors, however, if a GA is assisting any GTA or Teacher of Record, the GTA will provide an evaluation of the GA.

Dr. Rosemary Candelario: Theory and online courses

Professor Sarah Gamblin: Studio courses

Professor Jordan Fuchs: Video and Publicity

These are minimum performance expectations required for successful continuation in the position of GTA or GA in the Department of Dance at Texas Woman’s University.

Students are our business!

How would you describe the values in this dance community? What is the mission TWU and the Department of Dance Mission and Goals? How do they affect our expectations of you as part time faculty? How can you bring your culture and values and integrate them into this community?

Please understand that GTA and GA positions are awarded each year based on budget and needs of the department. Anyone interested in continuing in a GA position must reapply in a timely manner to be considered for renewal.

Practice collegiality, which is not the same as congeniality. Create a positive, supportive environment within the department and work with others in a respectful manner even if you disagree or do not relate to them or their values.

Support the student/faculty community. Attend all departmental activities such as fall semester breakfast and spring semester graduation luncheon, performances and student presentations. Be communicative to the Supervisor when necessary.
Prepare a one-page self-analysis based on experiences and feedback from student evaluations and teachers of record at the end of each year and meet with the Supervisor.

The contract for part-time faculty and full time faculty begins the week before school begins and lasts until two weeks after finals. So, be present or able to be reached during those times. In particular, attend all required meetings the week before school begins in the beginning of the fall term and any meetings held during the two-week period after finals.

All new and returning GTA/GAs should attend the Graduate School GTA/GA Workshop convened the week before the beginning of the fall term. If admitted during the spring term they will take the workshop online and F2F during the next fall term.

Be proactive and meet regularly with your mentor and attend all scheduled meetings for graduate assistants. Please do not be tardy.

Know the university’s strict rules regarding “sexual harassment.” Sexual harassment is not tolerated by the university and is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal, or physical conduct of a sexual nature that interferes with academic work.

Office Hours: All GA/GTAs who are teaching or assisting in courses must have 4 office hours per week and they must be provided to the Dance Office via email on the Office Hours form during the second week of school each semester.

Publicity and Videography GAs should be in the office at least 10 hours per week.

Recruitment GA should be in their office for 20 hours per week.

Leave your classroom/studio and media components organized and in good condition. (For example, turn off lights, computer screens and pick up trash.) Report any problems with the space or technology to the Dance Office.

Ask permission in a timely manner from your supervisor to leave campus before filling out the Absence from Campus form. The form must be filled out at least two weeks in advance of the leave. Make sure your mentor knows you are leaving and you have discussed the substitute teacher with them.

When leaving the university, all GTAs are responsible for downloading their online course materials on the department hard drive in the Dance Office. They are responsible for cleaning up their office spaces and returning their keys based on the TWU and Department of Dance key procedures.
Evaluations of Instructors and GAs

At the end of the semester, each instructor (adjunct or GTA) and graduate assistant will be evaluated by the Faculty Mentor assigned. The evaluations will be based on reviews of syllabi, classroom observations, etc. A form for this evaluation has been developed and is distributed to each of you. Continuation of an assistantship and future hiring of adjuncts are contingent upon successful job performance.
EVALUATION OF AN ADJUNCT

*Give a copy of this evaluation to the person evaluated and the original to the Department Chair*

Adjunct evaluated: _______________ Date observed: _______________

Name of class or job title: __________ Name of evaluator: __________

**THE INSTRUCTOR:**

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<tr>
<th>Item</th>
<th>Always</th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>1. Is punctual (beginning and end of class)</td>
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<td>2. Demonstrates professional attitude when communicating with students</td>
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<td>3. Uses appropriate language and grammar in communicating to students</td>
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<td>4. Gives directions in diverse methods (anatomy, imagery, counting, demonstrating, etc.)</td>
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<td>5. Gives feedback to individuals and to the class as a whole</td>
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<td>6. Gives constructive feedback that supports student growth</td>
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<td>7. Explains why specific skills are used in class</td>
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<td>8. Balances theory (history, anatomy, aesthetic) with practice</td>
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<td>9. Keeps students engaged</td>
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<td>10. Has content that is anatomically sound and appropriate to the level of the class</td>
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<td>11. Teaches current and sound content</td>
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**THE SYLLABUS:**

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<td>1. Includes all TWU Requirements</td>
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<td>2. Has clear objectives and outcomes</td>
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<td>3. Includes content that supports objectives and outcomes</td>
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<td>4. Has clear and appropriate assessments</td>
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Comments on items from above checklist:

Major strengths:

Recommendations for improvement:
EVALUATION OF A GRADUATE ASSISTANT

Give a copy of this evaluation to the person evaluated and the original to the Department Chair

Name of GA evaluated: _______________ Date observed: _______________

Name of GA class or job title: ________ Name of evaluator: _____________

THE GA:
1. Completed requested assignments on time
2. Completed requested assignments in a manner that was thorough, articulate, and professional
3. Had the expertise needed to perform the assigned duties
4. Responded to your queries face-to-face and online
5. Maintained a professional attitude with you, the public, and/or classroom students
6. Was dependable

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<tbody>
<tr>
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<td>2. Completed requested assignments in a manner that was thorough, articulate, and professional</td>
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<td>3. Had the expertise needed to perform the assigned duties</td>
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<td>4. Responded to your queries face-to-face and online</td>
<td>_____</td>
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<tr>
<td>5. Maintained a professional attitude with you, the public, and/or classroom students</td>
<td>_____</td>
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<tr>
<td>6. Was dependable</td>
<td>_____</td>
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</tbody>
</table>

Comments on items from above checklist:

Major strengths:

Recommendations for improvement:

Are there other issues that you would like to discuss about the GA for your class/es or departmental functions?

What is your overall assessment of the GA’s performance?
   Superior __ Competent __ Adequate w/deficiencies __
   Not performing duties assigned __
EVALUATION OF A GRADUATE TEACHING ASSISTANT

Give a copy of this evaluation to the person evaluated and the original to the Department Chair

Name of GTA evaluated: ____________________ Date observed: ____________________

Name of GTA class or job title: ___________ Name of evaluator: _________________

THE GTA:

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>1. Is punctual (beginning and end of class)</td>
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<tr>
<td>2. Demonstrates professional attitude when communicating with students</td>
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<tr>
<td>3. Uses appropriate language and grammar in communicating to students</td>
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<td>4. Gives directions in diverse methods (anatomy, imagery, counting, demonstrating, etc.)</td>
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<tr>
<td>5. Gives feedback to individuals and to the class as a whole</td>
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<tr>
<td>6. Gives constructive feedback that supports student growth</td>
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<tr>
<td>7. Explains why specific skills are used in class</td>
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<td>8. Balances theory (history, anatomy, aesthetic) with practice</td>
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<tr>
<td>9. Keeps students engaged</td>
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<tr>
<td>10. Has content that is anatomically sound and appropriate to the level of the class</td>
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<tr>
<td>11. Teaches current and sound content</td>
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THE SYLLABUS:

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<tr>
<th></th>
<th>Always</th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>1. Includes all TWU Requirements</td>
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<tr>
<td>2. Has clear objectives and outcomes</td>
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<tr>
<td>3. Includes content that supports objectives and outcomes</td>
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<tr>
<td>4. Has clear and appropriate assessments</td>
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</tbody>
</table>

Comments on items from above checklist:

Major strengths:

Recommendations for improvement:
GTA Online Instruction Assessment

Name of Instructor:___________________  Course and Term:________________

Evaluator:______________________________

I. COURSE OVERVIEW AND INTRODUCTION

**General Review Standard:** The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Navigational instructions make the organization of the course easy to understand.</td>
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<tr>
<td>1.2 A statement introduces the student to the course and to the structure of the student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components.</td>
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<tr>
<td>1.3 Etiquette expectations with regard to discussions, email and other forms of communication are clearly stated.</td>
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<tr>
<td><strong>I.4</strong> The self-introduction by the instructor is appropriate and available online.</td>
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<tr>
<td><strong>I.5</strong> Students are requested to introduce themselves to the class.</td>
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<tr>
<td><strong>I.6</strong> Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.</td>
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</tbody>
</table>
II. LEARNING OBJECTIVES (COMPETENCIES)

**General Review Standard:** Learning objectives are clearly defined and explained. They assist the student to focus learning activities.

<table>
<thead>
<tr>
<th>Specific Review Standards</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>II.1 The course learning objectives describe outcomes that are measurable.</td>
<td></td>
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<tr>
<td>II.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.</td>
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<tr>
<td>II.3 The learning objectives of the course are stated clearly and written from the students’ perspective.</td>
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<tr>
<td>II.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.</td>
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<tr>
<td>II.5 The learning objectives address content mastery, critical thinking skills, and core learning skills.</td>
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</tbody>
</table>
## III. ASSESSMENT AND MEASUREMENT

**General Review Standard:** Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.</td>
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<tr>
<td>III.2 The grading policy is stated clearly.</td>
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<tr>
<td>III.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation.</td>
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<tr>
<td>III.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.</td>
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</tbody>
</table>
## IV. RESOURCES AND MATERIALS

**General Review Standard:** Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>IV.3 The purpose of each course element is explained.</td>
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<tr>
<td>IV.4 The instructional materials are logically sequenced and integrated.</td>
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<tr>
<td>IV.5 All resources and materials used in the online course are appropriately cited.</td>
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</tbody>
</table>
V. LEARNER ENGAGEMENT

**General Review Standard:** The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment and personal development.

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>V.1 The learning activities promote the achievement of stated learning objectives.</td>
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<tr>
<td>V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.</td>
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<tr>
<td>V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)</td>
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<tr>
<td>V.4 The requirements for course interaction are clearly articulated.</td>
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<tr>
<td>V.5 The course design prompts the instructor to be present, active, and engaged with the students.</td>
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</table>
VI. COURSE TECHNOLOGY

**General Review Standard:** To enhance student learning, course technology enriches instruction and fosters student interactivity.

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.1 The tools and media support the learning objectives and are appropriately chosen to deliver the content of the course.</td>
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<tr>
<td>VI.2 The tools and media enhance student interactivity and guide the student to become a more active learner.</td>
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<tr>
<td>VI.3 Technologies required for this course are either provided or easily downloadable.</td>
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<tr>
<td>VI.4 The course components are compatible with existing standards of delivery modes.</td>
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<tr>
<td>VI.5 Instructions on how to access resources at a distance are sufficient and easy to understand.</td>
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<tr>
<td>VI.6 Course technologies take full advantage of available tools and media.</td>
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</table>
VII. LEARNER SUPPORT

General Review Standard: Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

<table>
<thead>
<tr>
<th>Specific Review Standards:</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII.1 The course instructions articulate or link to a clear description of the technical support offered.</td>
<td></td>
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<tr>
<td>VII.2 Course instructions articulate or link to an explanation of how the institution’s academic support system can assist the student in effectively using the resources provided.</td>
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<tr>
<td>VII.3 Course instructions articulate or link to an explanation of how the institution’s student support services can assist the student in effectively using the resources provided.</td>
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</tr>
<tr>
<td>VII.4 Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc.</td>
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</tbody>
</table>
**VIII. ADA COMPLIANCE**

**General Review Standard:** The course is accessible to all students.

<table>
<thead>
<tr>
<th>Specific Review Standards</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII.1 The course acknowledges the importance of ADA requirements.</td>
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<tr>
<td>VIII.2 Web pages provide equivalent alternatives to auditory and visual content.</td>
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<tr>
<td>VIII.3 Web pages have links that are self-describing and meaningful.</td>
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<tr>
<td>VIII.4 The course demonstrates sensitivity to readability issues.</td>
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</table>

**Final Comments:**
VI. Policies, Liabilities, and Services

1. Insurance

Graduate assistants who meet the following criteria will be eligible for health insurance benefits:

a) Graduate assistants who work at least 20 hours a week.
b) Graduate assistants who have an appointment of 4.5 months or greater.
c) Graduate assistants who are not permitted to be members of the Teacher Retirement System of Texas solely because it is a condition of their employment that they be enrolled in graduate courses.

Graduate assistants who meet the criteria for eligibility for health insurance and wish to enroll in a health plan must go to the Human Resources Office in order to enroll in insurance coverage.

http://www.twu.edu/gradschool/graduate-assistants.asp

2. Workers’ Compensation

All employees of the University are automatically covered by Workers' Compensation Insurance. This insurance coverage is administered by the State Employees Workers' Compensation Division of the State Attorney General's Office. An employee is required to immediately report all on-the-job injuries to his/her immediate supervisor regardless of how minor it may appear so that the injury is a matter of record.

http://www.twu.edu/gradschool/graduate-assistants.asp

3. TWU Sexual Harassment/Assault Policy

It is the policy of Texas Woman's University that no member of the University community may sexually harass another. Any employee or student will be subject to disciplinary action for violation of this policy. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or education;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decision affecting that individual;
3. Such conduct has the purpose or effect of substantially interfering with an individual's professional or academic performance or creating an
intimidating, hostile or offensive employment, education, or living environment.

Sexual harassment is illegal under Title VII of the Civil Rights Acts of 1964 and Title IX of the Educational Amendments Act of 1972. In some cases, sexual harassment may be subject to prosecution under the criminal sexual conduct law. All complaints concerning matters of sexual harassment will originate with the EEO/Affirmative Action officer. If a person wishes to file a complaint of sexual harassment, the complaint must be filed within 60 days following an incident. The full text of this policy is available from the Department of Human Resources and the Office of Student Life.

Sexual Assault is a felony under the criminal laws of the State of Texas and will not be tolerated at Texas Woman's University. Any such act committed by a Texas Woman's University student is a violation of the Student Code of Conduct and subject to disciplinary action.

Texas Woman's University is committed to providing an educational atmosphere in which students can achieve their goals and maximum potential. When students experience sexual assault, their sense of safety and trust is violated. This violation can seriously interfere with personal lives and educational goals. Thus, the University is committed to establishing rules and procedures that are responsive to sexual assault victims.

According to Texas Woman's University Student Code of Conduct, sexual assault is defined as:

The oral, anal, or vaginal penetration by a sexual organ of another or oral/anal/vaginal penetration by any means against the victim's will or without his/her consent. An individual who is mentally incapacitated, unconscious, or unaware that the sexual assault is occurring is considered unable to give consent. The type of force employed may involve physical violence or force, coercion, intentional impairment of an individual's ability to appraise the situation through the administering of any substance, or threat of harm to a victim.

While the Texas Woman's University community prides itself on its very low incidence of sexual assault compared to state-wide statistics, students on a university campus are always potential victims of sexual assault. While most sexual assault victims are women, men may also be victims. In Texas, a sexual assault is committed about once every hour. To reduce your risk of sexual assault you must be aware, prepared, and informed.

For guidance, contact the Denton Counseling Center at 940-898-3801.

http://www.twu.edu/counseling/policy.asp
4. **Policy Forms**

   Academic Dishonesty Report Form  

   Grade Appeal Policy, Procedure, and Form  
   [http://www.twu.edu/slis/grade-appeal.asp](http://www.twu.edu/slis/grade-appeal.asp)

   Academic Problem Resolution Form  
   [http://www.twu.edu/academic-affairs/forms.asp](http://www.twu.edu/academic-affairs/forms.asp)

   HIPPA  

   FERPA  

5. **Support Services**

   Graduate School  
   [http://www.twu.edu/gradschool/default.asp](http://www.twu.edu/gradschool/default.asp)

   Reminders and Information about Expectations for Graduate Assistantships  
   [http://www.twu.edu/gradschool/graduate-assistants.asp](http://www.twu.edu/gradschool/graduate-assistants.asp)

   Graduate Policies  

   Information Regarding Concerns about Student Behavior  
   [http://www.twu.edu/counseling/services-student-behavior.asp](http://www.twu.edu/counseling/services-student-behavior.asp)

   Office of Disability Support Services  
   [http://www.twu.edu/disability-support-services/](http://www.twu.edu/disability-support-services/)

   Student Health Services  
   [http://www.twu.edu/student-health-services/](http://www.twu.edu/student-health-services/)

   Counseling Center  
   [http://www.twu.edu/counseling/](http://www.twu.edu/counseling/)

   Counseling and Family Therapy Clinic  

   Department of Public Safety  
   [http://www.twu.edu/dps/](http://www.twu.edu/dps/)

   Career Services  
   [http://www.twu.edu/career-services/](http://www.twu.edu/career-services/)
Fitness and Recreation
http://www.twu.edu/fitandrec/

Math and Technology Success Center (MTSC)
http://www.twu.edu/mtsc/

Science Learning Resource Center (SLRC)
http://www.twu.edu/slrc/

Write Site
http://www.twu.edu/write-site/
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Dance has long been an important part of the academic and artistic community at Texas Woman’s University. Dance classes have been offered since the founding of the University in 1901. Every year, dating back to 1926, dance artists have visited and performed on the campus. In the early years academic study in dance at TWU was developed under the auspices of Physical Education and with the guidance of educators Dr. Anne Schley Duggan and Dr. Aileene S. Lockhart, both of whom were committed to the development of dance as a discipline in higher education. The first dance degree offered by TWU was the Bachelor’s degree in 1953. Three years later, in 1956, the Master of Arts in Dance and Related Arts was approved and in 1957, TWU became one of a very few universities in the United States to offer a doctoral program in Dance. Through the 1960’s and 70’s we continued our close association with Physical Education and shared many courses and policies for the administration of our degree programs. During these years, a growing community of dance scholars helped shape dance as a discipline with its own modes of inquiry, theories, concepts and language. Dance developed not only as an art form but also as a specialized area of study in colleges and universities throughout the country. In 1974, after many years as part of a single Health, Physical Education, and Recreation component, Dance became an autonomous department within the College of Health, Physical Education Recreation & Dance.

As part of a university-wide strategic planning effort, the university implemented a new plan for academic reorganization in Fall 1989. At this time we became the administrative unit Programs in Dance located in the Department of Performing Arts in the College of Arts and Sciences. Joining together with Drama and Music aligned us with the other performing arts at TWU and allowed us to formalize the many interdisciplinary efforts that have long been characteristic of our work. In Fall 2002, the expansion of our collaborative artistic endeavors led to the forming of the School of the Arts which is comprised of the Departments of Dance, Music and Drama, and Visual Arts. In addition to our collaborative work with the other arts, we have developed many other cooperative academic and artistic
initiatives with several programs on campus such as Education, Women’s Studies, Nursing, History, Rhetoric, and Kinesiology.

During the period from 1995-1999, Dance Teacher magazine ranked college and university dance programs based on a survey of dance department heads in the U.S. and Canada. Each year TWU was ranked one of the "Top Ten Dance Programs in the U.S. and Canada." In 1998 we were invited to join the Council of Dance Administrators, an invitational group of approximately 20 institutions providing a roundtable for dance executives to discuss current issues of importance to dance in higher education. In fall 2001, Texas Woman’s University became an accredited member of the National Association of Schools of Dance.

With the emergence of distance learning technologies, the academic landscape began to shift dramatically throughout the University. In summer 2005, we taught our first 100% online course and in fall 2006, we offered six sections of 100% online courses for University Core Curriculum credit. A 12-credit area concentration in Dance Studies comprised of 100% online courses for the Bachelors of General Studies Program was inaugurated in fall 2006.

Established in 1958, the doctoral program at TWU is the oldest continuing Ph.D. program in Dance in the U.S. Building on our long history with doctoral study, in summer 2006 we entered a new era of graduate programming with the inauguration of the Low-Residential Format of the Ph.D. in Dance program. Responding to the needs of the field and the increasing numbers of full-time professionals seeking doctoral degrees, we redesigned the schedule format of the Ph.D. program to make it accessible to accomplished working professionals. In summer 2006, we welcomed the first Low Residential Doctoral Cohort, the first dance doctoral program of its kind in the United States.
In keeping with the mission of the Texas Woman’s University to emphasize liberal arts and professional programs, the mission of the Department of Dance is to prepare liberally-educated and socially responsible dance professionals (artists, educators, and scholars) who are well-grounded in the practice, theories, and contexts of dance. To achieve this mission the Department of Dance provides a comprehensive liberal arts-based program and fosters an environment in which individuals, particularly women, are encouraged to develop artistic excellence, integrity and social responsibility, prepare for careers in the dance field, and explore their leadership potential.

**Goal: Liberal Arts-Based Programs of Study**

To prepare dance artists, educators, and researchers who possess an in-depth and integrated knowledge of dance making and who can critically engage in the aesthetic, cultural, and historical contexts of dance as an art form, and cultural phenomenon.

**Objectives**

- Offer graduate and undergraduate programs of study that are grounded in the values and assumptions of liberal education and are fundamentally process-oriented.
- Create a teaching/learning community that values and fosters diversity and difference as well as encouraging social responsibility.
- Enhance programmatic opportunities by incorporating experiential/real-life academic and artistic content throughout the curriculum.
- Emphasize the creation, development, implementation, and assessment of personal pedagogies that have their origins in scholarly practice (art making and research).

**Goal: Collaboration, Integration, Interdisciplinary**

To provide a creative and collaborative learning environment which challenges students to develop unified physical, intuitive, and intellectual endeavors.

**Objectives**

- Facilitate integrated learning through the development of "networks of content" between and among courses.
• Provide scholarly (art making and research) opportunities for students to engage in collaborative projects.

• Establish mediums/forums/venues through which interdisciplinary discussions and exchanges can occur

• Participate in campus opportunities to promote interdisciplinary thinking/doing as related to scholarship, teaching, and service.

• Partner with academic components that encourage interdisciplinary work and provide models of interdisciplinary scholarship and pedagogy.

**Goal: Student and Faculty Scholarship**

To foster opportunities for faculty and students to engage in scholarly endeavors—art making and research—that will advance the knowledge of dance as a discipline and art form.

**Objectives**

• Emphasize praxis throughout the curriculum as the foundation for scholarship (art making, research, art making/research, research/art making).

• Create a “culture of intellectual possibility” that values diversity in qualitative scholarly pursuits and provides opportunities for students to be scholars throughout their programs of study as they experience the processes of choreographing, performing, presenting, writing, designing, and composing their work.

• Mentor students in submitting scholarly work to conferences, festivals, publications, and other art making and research venues.

• Encourage and support faculty scholarship that will enhance the national and international profile and stature of the Department of Dance and the University.

**Goal: Future-Oriented Teaching/Learning**

To prepare dance professionals (artists, researchers, educators, leaders) to meet the demands of an ever-changing dance world.

**Objectives**

• Weave process-oriented experiences throughout the curriculum designed to educate students for the future by engaging them in such activities as questioning, recontextualizing, discovering problems, solving problems, thinking about their own thinking, and considering ideas from multiple perspectives.
Create a teaching/learning community that emphasizes personal agency and social responsibility.

Integrate appropriate uses of technology in teaching, art making and research.

Utilize online technology to enhance teaching/learning and the exchange of ideas in face-to-face classes as well as making courses and programs more accessible to working professionals.

**Goal: Leadership, Ethics and Integrity**

To provide role models for leadership and the advancement of the significance of dance in society and to emphasize the importance of participating in the profession with the highest regard for ethical practice and integrity.

**Objectives**

- Engage students in discussions about artistic integrity and ethics related to and in the context of diverse practical settings and experiences.

- Emphasize the importance of maintaining personal health and wellness through demonstrating a value for diverse body types, attending to health/wellness issues in courses, offering and integrating bodywork in the technique program and communicating current information on issues, programs, and workshops.

- Provide students with opportunities to serve in the role of “artistic citizen” in practical/experiential settings.

- Maintain active professional roles as faculty in order to share experiences with students and to integrate current knowledge/information in coursework appropriate to the content.

- Provide opportunities for students to have contact with working professionals in the field.

- Ensure ethical practice in research and teaching through careful mentoring/supervision of students and monitoring compliance with the Federal laws and institutional policies protecting the rights and welfare of human participants in research.

**Goal: Dance in General Education**

To provide dance experiences as part of a basic arts education which aim to provide all University students with the knowledge and skills to understand and appreciate the arts.
**Objectives**

- Offer both studio and theory courses in a variety of dance forms and formats, including 100% online courses, to fulfill University Core Curriculum requirements.

- Offer dance coursework in support of other University programs such as the BGS and MAT programs.

- Maintain a presence in University-wide courses through serving as guest lecturers and performers.

- Provide formal and informal concerts/performances/lecture demonstrations by students, faculty, and guest artists in a variety of venues and schedules to reach diverse audiences.

- Maintain an active role in governance and policy development through University committee service and leadership.

**Goal: Dance Advocacy in Regional, National and International Communities**

To provide dance and performance arts programs for festivals and organizations by facilitating student experience in the development and realization of community-based dance programs at the regional, national, and international level.

- Offer a variety of dance experiences and programs to the regional community and provide opportunities for TWU students to teach and organize these programs. Such programs include but are not limited to, the TWU Community Dance Center, Career Day for Dancers, KidsDance: Rhythms for Life, Dance for the Planet, and DanceWorks/International Dance Company lecture-demonstrations and workshops, as well as, formal and informal concerts and annual dance guest artist residencies.

- Engage students in organizing and implementing community-based performances in K-12 schools and various social, residential, and community centers.

- Provide opportunities for students to present their scholarly endeavors (performance and research/writing) at national conferences, festivals, workshops and other venues.

- Provide opportunities for students to share their scholarly work in face-to-face and online formats with international dance communities (Japan, Korea, New Zealand, Egypt, Poland, etc.)

Approved: Fall, 1988
Updated: Fall, 1997
Objectives Added: Spring, 2000
Revised: May, 2006
3. Blackboard Assistance: Pre-Semester Checklist

Before you begin the semester, use this checklist as a guide to review your course site and prepare for the upcoming semester.

Site Availability:

☐ Is your site available to students?

Creating a Welcoming Online Environment:

☐ Have you posted a welcome message for your students in the Announcements?
☐ Have you posted information about yourself in the Faculty/Staff Information area?
☐ Did you include your online office hours in your Faculty Information?

Course Information:

☐ Have you posted your syllabus online?
☐ Does your syllabus clearly state the course objectives and all course requirements?
☐ Have you posted a course schedule in the syllabus with the due dates of ALL of your assignments?
☐ Does your syllabus contain additional guidelines specific to online learning such as technical requirements, online participation requirements, and more?
☐ Have you included links to necessary downloads or plugins?

Course Documents and Assignments:

☐ Do the document title and folder names accurately describe the content?
☐ Are all the documents and links needed for an assignment in the same folder?
☐ Are your assignments clearly defined?
☐ Do your assignments clearly state what you expect from your students?
☐ Do your assignments match your course objectives?

Other Considerations:

☐ Have you disabled (turned OFF) the Blackboard features you are not using? For example, if you have not decided to use the Groups tool, you should disable this feature.
☐ Do all your external links work on and off campus?
☐ Is the course site free of spelling errors?
Blackboard Instructions:

To make a course available on Blackboard at the beginning of the semester:
- Select “Control Panel”
- In “Course Options,” select “Settings”
- Select “Course Availability”
- “Submit”
- Return to Settings menu and select “Name and Description”
- “Submit”

To create a link for students to submit an assignment through Blackboard:
- Select “Control panel”
- In “Content Areas” select “Assignments”
- Select Learning Unit (in top right corner)
- Press GO
- Fill out Name, Instructions, Points Possible
- “Submit”

Shortcut for entering grades:
- Click on the assignment at the top of the grade book page
- Click on “View Item Grades”
- “Submit”
- This allows you to enter grades into the vertical grade column

Adding a picture to your Blackboard page:
- In “Course Options” select “Course Design”
- Click on “Course Banner”
- Use “Browse” to select image from your file
- “Submit”
- You can also use this menu to set font, etc. for Blackboard page
4. Program Compliance Guidance

**Undergraduate Programs**

**SB 1726 and HB 2504**

Required: ALL undergraduate course syllabi must contain measurable student learning outcomes (SLOs). SLOs are course specific outcomes. SLOs must be included on the syllabi that are uploaded for HB 2504 compliance. SLOs must be the same across all sections of a given course.

Accountability: All syllabi will be checked this spring by Dr. Senne to ensure that they contain SLOs. Dr. Stankey is responsible for verifying that syllabi and vitae are uploaded.

Assessment: No assessment of the SLOs is required at this time.

**Coordinating Board**

Required: ALL core courses (including university designated options) must contain EEOs in addition to the SLOs. EEOs in each course must be the same across all sections of the course. SLOs should be reflective of the intent of the EEOs.

Accountability: Undergraduate Studies tracks assessments and implementation of planned changes.

Assessment: EEOs will continue to be evaluated on the current schedule through spring 2014.

**SACS (Southern Association of Colleges and Schools)**

Required: All academic programs must develop an Academic Institutional Assessment Plan (AIAP). The plan will be comprised of Program Outcomes (PO), curriculum map, assessment measures, and continuous quality improvement plan.

- **Program Outcomes:** must measure the knowledge, skills, and/or dispositions that students successfully completing a degree program will achieve. Programs will be required to have a minimum of one measurable and meaningful PO for the next evaluation cycle.

- **Curriculum Map:** The PO/POs are to be mapped across the program curriculum. Programs will be provided an assessment plan template that they will complete in the development of their program assessment plan, one piece of which will be to
map out how the outcome(s) is/are threaded throughout the curriculum.

- Assessment Measures: There must be a minimum of two measurements for each PO. One of the two measures of assessment must be a direct measure of student performance, as opposed to student "perceptions" of how well they've performed.

- Continuous Quality Improvement: Assessment data will be used to inform the action plan for quality improvement. Data will be used to assist the program in determining how student learning can be improved on a continuous basis. The focus is always on improving student learning.

The new assessment plan will be introduced in November. Programs will have until **mid-February** to develop a high quality academic assessment plan.

Accountability: Dr. Senne will receive the AIAP for each program, review it, and give feedback for improvement as needed. This will occur during spring so that all programs will be ready to begin data collection by summer 2012 (or fall 2012 at the latest) specific to their newly developed academic assessment plan.

Assessment: Assessments will be collected annually and reported to Dr. Senne every 1-3 years as determined by the plan. When data are reported, it is expected that serious dialogue regarding the analysis and interpretation of the data has occurred and that the program faculty have developed specific actions/tactics/strategies that will be employed to continue to improve student learning over time.

**Graduate Programs**

At this time, neither SB 1726 nor HB 2504 apply to graduate courses.

**Coordinating Board:**

Required: All doctoral programs are required to assess and report data related to the 18 doctoral program characteristics.

Accountability: The Graduate School Dean ensures that programs have provided the data and that the data are made available.

Assessment: Data are collected and reported annually

**SACS:** See comments above for Undergraduate Programs
5. HB 2504 Syllabus Template

Syllabus:  Semester & Year here.

Course Prefix here.  Course Number here.  –  Course Title here.

Faculty Name:  Insert here.

Catalog Course Description

Insert here.

Learning Objectives/Outcomes

What students should know or be able to do by the end of the course.

Subject Matter

General description of each lecture or discussion.

Major Course Assignments and Examinations

Provide brief descriptions of each.

Readings

List any required or recommended readings here.

Note:  This is an abbreviated syllabus and is subject to change.  A more detailed syllabus will be distributed to students by the instructor.
Department of Dance
EXAMPLE of House Bill 2504 syllabus

Syllabus: Fall 2011

DNCE 2151-01 – Intermediate Modern Dance I

Faculty Name: Mary Williford-Shade

Catalog Course Description
Intermediate-level study in modern dance. Prerequisite: Elementary Modern Dance I and II or permission of instructor. Four and one-half laboratory hours a week. Credit: One hour. May be repeated for additional credit.

Learning Objectives/Outcomes
1. To describe and perform terminology, mechanics, and movement concepts in context of one’s own individual body on an intermediate level through reading assignments, blackboard discussions, daily movement evaluations, and midterm and final exams.

2. To identify and perform with expression such “fundamental” movement patterns as core to distal, yield and push and reach and pull, head/tail, upper/lower, body half, and spirals within intermediate steps, actions, and phrases. Students will do this by engaging in patterning exercises, observational assignments, and analysis projects.

3. To demonstrate basic partnering and improvisational skills by keeping spatial arrangements and increasing contact and improvisational skills when performing dance sequences during daily, midterm, and final evaluations.

4. To create a non-judgmental and safe environment in a professional context conducive to inner exploration and self-learning while taking and giving feedback. This will be accomplished through observation and discussion, partner witnessing, and student and teacher assessments.

5. To take ownership of one’s body through the learned, adapted, and improvised movement material as a dance maker and communicate them effectively to an audience while recognizing weaknesses and strengths within the three movement categories. Students will engage in “pop quiz performances” and receive performance assessments, daily evaluation
grades, and written and/or verbal feedback from the instructor at least once a semester.

6. To analyze and execute the stylistic components of the contemporary dance technique with an awareness of your personal expressive powers through observation, reflection, discussion, and performance.

7. To identify soma fitness principles, apply them to dance technique, and demonstrate an ability to design a personal practice by attending the Soma Fitness Studio for ten hours a semester and working with a somatic practitioner to set personal somatic fitness goals for technique class.

**Subject Matter**
This class is the second course within a sequence of eight modern dance classes in the dance major technique curriculum and is considered an intermediate level of study. Emphasis will be placed on experiencing and understanding the roles of performer, choreographer, and improviser within a professional contemporary dance context. Students will deepen their study of contemporary dance technique through intermediate movement sequences and short dances choreographed by the instructor, create phrases based on particular conceptual frameworks, deepen their awareness of somatic principles as expressive tools, and participate in more challenging improvisation and partnering experiences than in DNCE 1161-01. Increased range of movement built on fundamental movement patterns and the ability to more deeply express movement principles to an audience define the purpose of this class.

**Major Course Assignments and Examinations**
Daily Movement Evaluations
Midterm Examination
Final Examination

**Reading**
6. HB 2504 CV Template

Curriculum Vitae: Date

Faculty Name

Education

All institutions of higher education attended, with degree(s) earned, but no dates.

Teaching Experience

All previous teaching positions, including the names of the institutions, the position, and beginning and ending dates.

Professional Publications and/or Creative Achievements

Significant professional publications (e.g. discipline-related refereed papers/publications; books/book chapters; and juried creative performance accomplishments) relevant to the academic positions held, including full citation data for each entry.

Other Professional Activities Relevant to Teaching (optional)

May include non-traditional teaching experience, relevant non-academic business or professional experience, community or university service, civic engagement activities, and student mentoring experience.

Contact Information

Office telephone number, work address, institutional email address. Personal information, such as home address or personal phone number, is not required.
7. Syllabus and Vitae Upload on Portal

Upload Your Syllabus

1. Log into Portal and select the My Tools link:
2. Select the following link:

3. To upload your syllabus, select the Upload Syllabus Link:
4. Select the term:

5. Select the course:

7. Select the file:
8. Submit the syllabus:

9. Click the link to make sure you uploaded the correct document. If not, repeat the process to overwrite it. File naming is automatically taken care of in the process of the upload.
Go to step 3 and repeat the process in order to upload a syllabus for another course.

**Upload your CV**

1. Repeat the process until you get to step 3. From there, select the Upload Vitae link:

![Upload Syllabus and Vitae](image_url)
2. Browse to find your CV. Be sure it is a .pdf file:

3. Select the file:

4. Submit the file:
5. Click the link to be sure you have uploaded the correct file. If not, repeat the steps to overwrite the incorrect file. File naming is automatically taken care of in the upload process. **You will only need to do this once as it will be the same for all courses:**
To write effective learning objectives, use the ABCD model, which include the following parts:

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Audience</td>
<td>Who is your audience? Who is performing the action?</td>
<td>Given the symbol representing a particular isotope of an atom or ion, <strong>the student will be able to</strong> determine the number of electrons, protons and neutrons in that species eight out of ten times.</td>
</tr>
<tr>
<td>B = Behavior</td>
<td>What will the student be able to do? Behaviors always use a verb or action word. Sometimes you will describe the product or the result of the behavior.</td>
<td>Given the symbol representing a particular isotope of an atom or ion, the student will be able to <strong>determine the number of electrons, protons and neutrons in that species</strong> eight out of ten times.</td>
</tr>
<tr>
<td>C = Condition</td>
<td>How will the student accomplish the task? What information is given? What information is not given? Give the conditions in which performance will occur.</td>
<td>Given the symbol representing a particular isotope of an atom or ion, the student will be able to determine the number of electrons, protons and neutrons in that species eight out of ten times.</td>
</tr>
<tr>
<td>D = Degree</td>
<td>Describe the minimum criteria for acceptable student performance. • How often? • How well? • How many? • How much? Define expectations regarding accuracy, quality, and speed.</td>
<td>Given the symbol representing a particular isotope of an atom or ion, the student will be able to determine the number of electrons, protons and neutrons in that species <strong>eight out of ten times</strong>.</td>
</tr>
</tbody>
</table>
1. Outcomes must measure something useful and meaningful. The evidence produced by the outcome measure will be useful in developing and improving student learning in the course and program.

2. Outcomes must be consistent with program goals, core curriculum outcomes and university mission.

3. Outcomes must be measurable. Use verbs that specify the trait, ability, behavior, of habit of mind you will assess with the class assignments. Be sure that each outcome is going to be tested at least once.

   Example:
   - Do not use, “students will understand...;”
   - Choose a verb that allows you to measure their understanding. If students understand a concept, they should be able to describe a phenomenon, explain a process, identify key elements, etc. And in many cases they should be able to apply understanding in a variety of ways (listed below). These verbs can link the desired understanding to an assignment that measures what they have learned.

4. Outcomes must be explicitly stated in terms of what students can do. Use active verbs (below) to describe what students will be able to do when they successfully complete the course activities. Care must be taken to avoid listing what the instructor plans to do, but instructor goals can be converted into student learning outcomes as shown below:

<table>
<thead>
<tr>
<th>Faculty Course Objective – faculty planning, program planning</th>
<th>Student Learning Outcome – on the Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>To demonstrate --- to students</td>
<td>Students will be able to describe, explain, review, ....</td>
</tr>
<tr>
<td>To introduce students to -----</td>
<td>Students will recognize, identify, ....</td>
</tr>
<tr>
<td>To teach students to understand --</td>
<td>Students will be able to describe, explain, ....</td>
</tr>
</tbody>
</table>
ACTIVE VERBS for LEARNING OUTCOME STATEMENTS

The verbs below are considered measurable and suitable for leaning outcome statements in 5 different types of outcomes. Note that three of the categories of verbs are useful for assessing critical thinking. Beginning your learning outcomes with these verbs will help assure you are measuring learning.

I. **Comprehension** [or understanding] of new material

<table>
<thead>
<tr>
<th>Verb</th>
<th>Appropriate testing/ measurement of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify</td>
<td>Sort a random list into appropriate groups</td>
</tr>
<tr>
<td>Describe</td>
<td>Write or orally describe a phenomenon or concept</td>
</tr>
<tr>
<td>Discuss</td>
<td>Write or orally discuss a phenomenon or concept</td>
</tr>
<tr>
<td>Explain</td>
<td>Write or orally explain a phenomenon or concept</td>
</tr>
<tr>
<td>Express</td>
<td>Choose appropriate language or symbols to express a concept (e.g. write a poem or paint a picture evoking sadness)</td>
</tr>
<tr>
<td>Identify</td>
<td>Choose an appropriate answer in a multiple choice test</td>
</tr>
<tr>
<td>Indicate</td>
<td>Choose an appropriate answer in a multiple choice test</td>
</tr>
<tr>
<td>Locate</td>
<td>Pinpoint a site on a map or label a diagram (e.g., skeleton)</td>
</tr>
<tr>
<td>Recognize</td>
<td>Select an appropriate answer in a multiple choice test</td>
</tr>
<tr>
<td>Restate</td>
<td>Re-write or explain a concept in their own words</td>
</tr>
<tr>
<td>Review</td>
<td>Present a summary</td>
</tr>
</tbody>
</table>

II. **Analysis** (part of critical thinking):

<table>
<thead>
<tr>
<th>Verb</th>
<th>Appropriate testing/ measurement of learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Describe parts, organization, functions – such as a process</td>
</tr>
<tr>
<td>Calculate</td>
<td>Use mathematical reasoning to determine a quantity, etc.</td>
</tr>
<tr>
<td>Categorize</td>
<td>Place items in appropriate general groups based on similarities</td>
</tr>
<tr>
<td>Compare</td>
<td>Identify the similarities between 2 or more items, concepts, etc.</td>
</tr>
<tr>
<td>Contrast</td>
<td>Identify the differences between 2 or more items, concepts, etc.</td>
</tr>
<tr>
<td>Critique</td>
<td>Describe the relative merits of something based on criteria</td>
</tr>
<tr>
<td>Examine</td>
<td>Methodically scrutinize something to determine facts</td>
</tr>
<tr>
<td>Experiment, test</td>
<td>Try out something to determine an unknown or whether something is effective</td>
</tr>
<tr>
<td>Differentiate, distinguish</td>
<td>Show how 2 or more items are dissimilar and distinct</td>
</tr>
</tbody>
</table>
III. Evaluation of concepts, alternatives (part of critical thinking):

**Verb**  
**Appropriate testing/ measurement of learning**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appraise, assess</td>
<td>Describe and judge the value or quality of something based on reasoning</td>
</tr>
<tr>
<td>Evaluate, judge, rate, score</td>
<td>Assign a numeric value or ranking that indicates quality</td>
</tr>
<tr>
<td>Choose/select best</td>
<td>Use established criteria to identify the optimal alternative from good options</td>
</tr>
<tr>
<td>Argue</td>
<td>Describe reasons and present evidence for a point of view (written exam question)</td>
</tr>
<tr>
<td>Estimate</td>
<td>Present a general calculation or anticipated cost or effect of something</td>
</tr>
<tr>
<td>Predict</td>
<td>Write/ speak an advance description of what will happen</td>
</tr>
</tbody>
</table>

IV. Synthesis of knowledge (part of critical thinking):

**Verb**  
**Appropriate testing/ measurement of learning**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate</td>
<td>Express [oral, written] in a systematic way a theory or plan</td>
</tr>
<tr>
<td>Collect</td>
<td>Gather, list appropriate facts in support of a hypothesis</td>
</tr>
<tr>
<td>Compose, Design</td>
<td>Create an artifact (picture, poem, music, etc.) in order to communicate</td>
</tr>
<tr>
<td>Arrange, Organize</td>
<td>Write a detailed plan/ arrangement to manage a problem</td>
</tr>
<tr>
<td>Plan</td>
<td>Write/describe a procedure to accomplish a goal before beginning it</td>
</tr>
<tr>
<td>Propose</td>
<td>Present a written plan with rational arguments for its adoption</td>
</tr>
</tbody>
</table>

V. Application of new knowledge or skills:

**Verb**  
**Appropriate testing/ measurement of learning**

<table>
<thead>
<tr>
<th>Verb</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply</td>
<td>Use knowledge to accomplish a task</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show [orally, writing] how to accomplish a task based on learning</td>
</tr>
<tr>
<td>Dramatize</td>
<td>Use role-playing to illustrate a concept</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Use drawings to explain, show a process, etc.</td>
</tr>
<tr>
<td>Practice</td>
<td>Use knowledge to follow established procedures and refine a skill</td>
</tr>
<tr>
<td>Schedule</td>
<td>Use knowledge to develop a timeline and plan to accomplish a task</td>
</tr>
<tr>
<td>Solve</td>
<td>Use mathematical or scientific reasoning to determine an unknown</td>
</tr>
<tr>
<td>Use</td>
<td>Employ tools and techniques appropriately</td>
</tr>
</tbody>
</table>

9. Philosophy of Grading
There are two ways to approach the problem of defining grades. One is to take them linearly—to begin, for example, with A, define what an A grade is, and then move on to B, C, D, and F, showing how each falls short of the grade just before it. This is probably the most common system, the one to which students and teachers are both most accustomed. We have, in fact, used it on the following pages for precisely that reason. But this system has one important disadvantage: the danger of presenting A as a norm, a standard from which work receiving other grades has not just deviated but fallen short. The problem with this approach is that A is not a standard in that sense; that is, work that merits A is not normal work but rather work that is striking in its excellence, work that is superior in all respects. A-quality work is both exceptional and rare.

There is, however, another approach, one that more accurately reflects basic divisions among levels of quality. In this approach, we begin by thinking first about the most basic division between satisfactory work and unsatisfactory work. We start, therefore, by defining C work. This division serves as a more accurate guide to the assignment of grades because it clarifies that C, B, and A represent different levels of achievement, given the basic stricture that the task was completed satisfactorily. D and F, likewise, represent different levels of not fulfilling the assignment.

Note that both presentations, the linear sequence and the organization that starts with a division between satisfactory and unsatisfactory work, say essentially the same things. Examining both should give a clear picture of what level a paper must achieve to receive a specific grade.

**Grading Standards** (These grading standards have been adapted by permission from the standards used in the Hood College, Maryland, English Department and the University of Maryland Professional Writing Program.)

**To get a grade of C, an essay must be adequate in each of the following four areas:**

1. **Content.** The C paper fulfills the assignment. It meets all specified requirements of length, subject, pattern of organization, etc. Moreover, it presents a sound central idea supported by relevant material. The central idea may be lacking in originality and the support may achieve nothing greater than sufficiency, but everything is in place.

2. **Evidence and reasoning.** The argument is appropriately supported with evidence, and the reasoning used in the argument is clear and sensible. Possibly the reasoning is predictable or the evidence may occasionally be on the obvious side, but both are sound and clear. The paper shows awareness of other points of view.

3. **Organization.** The paper has a discernible and logical plan. The entire essay is unified in support of the central idea; individual paragraphs are
similarly unified in support of subordinate points. The train of thought is generally clear. Failure to provide an effective introduction and conclusion or, alternatively, to provide adequate transitions may occasionally make the organization seem a bit disjointed. (Note that if both of these occur, we are likely no longer dealing with a satisfactory paper—the reader will have to work too hard to make sense of it.) In contrast, the organization may be artificial, forced and labored. Essentially, however, logical order prevails, to the benefit of the intended audience.

4. **Expression and literacy.** Although the style need not be distinguished, the C paper is written in clear English. The C paper may commit a few of the errors listed below, but such lapses must not be serious enough or frequent enough to interfere significantly with the communication of ideas: loosely strung out sentences; choppy sentences; poor parallelism; illogical word order or subordination; unnecessary shifts in subject or verb; awkward use of the passive voice; wordiness; vague, trite, or inappropriate diction; dangling or misplaced modifiers; subject-verb disagreements; pronoun-antecedent disagreements; unclear or problematic pronoun reference; incorrect verb forms; mixed constructions or any other ungrammatical constructions; run-on sentences; comma splices; sentence fragments; any misuse or omission of punctuation marks; misspellings; errors in capitalization and in hyphenation or compounding of words.

The C paper, then, is satisfactory. It may not display special competence, but it gets the job done.

The B paper goes beyond adequacy to excellence. The thesis may be more original or interesting, and the paper shows full awareness of its intended audience. The evidence is detailed and fully persuasive. The reasoning is thoughtful and shows clear awareness of other points of view. The organization is clear, and the presentation flows naturally from point to point—no misplaced paragraphs, no loose ends left dangling. The overall structure of the paper is well thought out and is appropriate to its audience and purpose. Sentence structure and diction are effective, requiring only minor improvements. There are at most only infrequent and minor errors in grammar, punctuation, spelling, and other mechanics.

The A paper has all the virtues of the B paper, but in fuller measure and to an exceptional degree. It is particularly marked by originality in thought and elegance of style. The best evidence is used, and used effectively. The organization is carefully crafted to give a sense of the necessary flow of the argument. Audience accommodation is adeptly managed.

Work that falls below the C standard is inadequate in at least one of the four areas.

The D essay is inadequate. A few, but not all, of the following problems may occur. The paper does not appeal to the intended audience or does not satisfactorily fulfill its stated purpose. Sometimes, the purpose cannot be discerned without some work on the reader’s part. Evidence may be inappropriately obvious, out of order,
or irrelevant; in some cases, important evidence may simply be missing. The reasoning is flawed or inadequately supported. Organizational structure is unclear, tentative. The paper may suffer from significant or numerous errors in grammar or mechanics, and the diction may be awkward or problematic for the intended audience.

The F paper shows more than one or two of the problems mentioned as typical of the D paper; it may be off the assignment; it may fall seriously short of length requirements (which almost invariably means insufficient depth of analysis or discussion); the thesis is unclear; evidence is missing or has been inappropriately attributed; the organization is haphazard; or there are numerous and consistent errors in grammar, mechanics and diction.

**Grading Criteria**

**The A Paper**

- It not only fulfills the assignment but does so in a fresh and mature way. The paper is exciting to read; it accommodates itself well to its intended audience.

- The evidence is detailed and used persuasively and where appropriate; citations are used effectively where appropriate and are formatted correctly.

- The organization gives the reader a sense of the necessary flow of the argument or explanation. Paragraphs are fully developed and follow naturally from what precedes them; the conclusion reinforces the reader’s confidence in the writer’s control of the argument. Organizational guides are used as appropriate.

- The prose is clear, apt, and occasionally memorable. The paper contains few, if any, errors of grammar, mechanics, word choice or expression, none of which undermines the overall effectiveness of the paper.

**The B Paper**

- The assignment has been followed and fulfilled at a better-than-average level. The paper appropriately addresses its intended audience.

- The evidence is detailed and persuasive. The paper may sometimes rely too heavily on the obvious, though the writer does not consistently settle for the obvious. The reasoning is better than adequate: it is thoughtful, with awareness of other points of view.

- The introduction and conclusion are clear, but perhaps not as forceful as they could be. Most paragraphs follow well and are appropriately divided, though one or two could be better placed and developed.

- The expression is more than competent. Not only is sentence structure correct, but subordination, emphasis, sentence length, and variety are used effectively. Some sentences could be improved, but it would be surprising to find serious
sentence errors, such as comma splices, fragments, or fused sentences in a B paper. Punctuation, grammar, and spelling reveal proficient use of the conventions of edited American English.

The C Paper

- The assignment has been followed satisfactorily. The paper presents an appropriate thesis. However, the thesis may be too broad or general, or its presentation may be problematic in some way (e.g., the intended audience may, for various reasons, have trouble immediately discerning the thesis).

- For the most part, the argument is supported with evidence. However, while an effort has clearly been made to find and use the best sort of evidence, the evidence is likely to be obvious; the paper may even lack some pertinent information. The reasoning, while generally sound, is predictable or the reasoning, while generally good, is occasionally flawed.

- The paper demonstrates an implicit sense of organization, but several paragraphs and/or sentences within paragraphs are misplaced to the extent that the organizational structure is recognizable but disjointed.

- Sentence structure is generally correct, although the writer may show limited competence with sentence effectiveness, failing to use such elements as subordination, sentence variety, and modifiers to achieve emphasis. A C paper may thus be characterized by a wooden style. Comma splices, unintentional fragments, and fused sentences—errors that betray inadequate understanding of sentence structure—may occasionally crop up. The vocabulary is fairly limited. The paper may contain errors in spelling, mechanics, and grammar that reveal unfamiliarity with conventions of edited American English. (While a C paper may differ from a B paper in containing some errors in mechanics, grammar, vocabulary or expression, note that too many errors of this sort will quickly change a C paper to a D or F paper).

The D Paper

- The paper reveals a poor sense of audience and a limited sense of purpose. The purpose or thesis cannot be discerned without significant work on the part of the reader.
  
  and/or

- Necessary evidence is out of order and/or missing; irrelevant evidence may instead be present. The reasoning will necessarily be flawed.
  
  and/or

- The organization is difficult to discern. The introduction is unclear or nonexistent, paragraphs are not well developed or arranged, transitions are incorrect or missing.
  
  and/or

- There are numerous errors in grammar, spelling, punctuation, and other mechanics. The diction and/or syntax may be so weak that sentences are sometimes incomprehensible for the intended audience, although experienced readers can make sense of what is written. Lack of proofreading may turn an
otherwise adequate paper into a D paper.

The F Paper

- The paper is off the assignment. The thesis is unclear; the paper moves confusedly in several directions. It may even fall seriously short of minimum length requirements.
  and/or
- There is virtually no evidence, or the attribution of evidence is problematic or neglected.
  and/or
- The organization seems to a significant degree haphazard or arbitrary.
  and/or
- Numerous and consistent errors of grammar, spelling, punctuation, diction or syntax hinder clarity or even basic communication. Some sentences are incomprehensible.
10. **DIGITAL MEDIA LIBRARY POLICIES**

**HOURS: 8:AM – 4:PM, M-F**

1. The Digital Media Library is accessible by appointment only.

2. PLEASE email Dayna Morgan at dmorgan@twu.edu to request a date and time to access the DML; you will receive a confirmation email.

3. Reservation requests must be made NO LATER than 24 hours prior to the requested appointment. Requests will be honored in the order in which they are received.

4. Do NOT remove materials from the DML room.

5. Use Media Placeholders when removing resources from the shelves.

6. Return materials to their original location (*this is why you used the placeholders*).

7. Log off of the computer when finished, turn off the TV and VCR, turn off the light and make sure the door is locked.

8. The library is not available after hours unless prior arrangements are made and approved.

9. All inquiries should be directed to Dayna Morgan at dmorgan@twu.edu

*We are happy to provide this service for the students of the Department of Dance. In return, we ask that you please obey the rules and respect the space and the materials that have been collected here for your use.*

*THANK YOU*
11. How to Calculate Your GPA (Grade Point Average):

Grade Points: Number of credit hours for a course times the grade value
- A = 4 pts X Credit Hours
- B = 3 pts X Credit Hours
- C = 2 pts X Credit Hours
- D = 1 pt X Credit Hours
- F = 0 pts

\[
\text{GPA} = \frac{\text{Total Number of Grade Points from All Classes}}{\text{Total Number of Credit Hours Attempted}}
\]

Example GPA Calculations:

Using First semester Nursing courses

Scenario 1

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Total GPA = 68/17 = 4.0

Scenario 2

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Total GPA = 64/17 = 3.77

Scenario 3

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Total GPA = 55/17 = 3.06

Scenario 4

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Total GPA = 48/17 = 2.83
12. Strategies to Increase Response Rate of Online Course Evaluations

Instructors:

- *Research shows that the greatest incentive to students is instructors’ encouragement to them and instructors’ explanation of why course evaluations are important to them. One way to do this is to report changes made to the course based on previous course evaluation results.*
- Instructors can communicate the value of course evaluations in class and in course syllabi.
- Instructors can consider letting students out of class early to do their evaluations.
- Instructors can ask students to bring their laptop to class during the evaluation period and allow time to fill them out in class. Instructors must leave the room during this process.
- If instructors have access to computer labs, they can reserve a time during the evaluation period for students to go and fill them out. Instructors should leave the room during this process.
- Instructors can include the evaluation period dates in their class syllabus.

Chairs

- Department Chairs can communicate the value of course evaluations to all their faculty members
- Student incentives for course evaluation completion (ex. drawing at random...)
- Departments can post a message on their website and/or office bulletin

University/College

- "Advertise" the importance of course evaluations (in any student-type announcement/flyer, etc.)
- Send automatic email reminders (IR) during the evaluation period to students at their email accounts
- Create pop-up window when students log into Self Service Banner
- Create active logo to appear on university’s homepage during evaluation period
- Scrolling announcement on university homepage and/or other university webpages

From: [http://www.sunyorange.edu/ir/olcourseeval/strategies.shtml](http://www.sunyorange.edu/ir/olcourseeval/strategies.shtml); retrieved April 23, 2013
13. SAFETY PROCEDURES

BUILDING AND STUDENT SAFETY

Keep windows closed and do not prop open exterior building doors after they are locked. If you see them propped open, close them and report the incident to the Administrative Assistant via email to the Dance Office.

First Aid materials are in each studio at the bottom of the sound equipment towers. Contact the Administrative Assistant immediately if there is an accident or injury.

If you see maintenance problems in the building, email the Administrative Assistant immediately providing the room number and the exact location in the room where the problem exists, as well as what the problem appears to be.

FIRE DRILL PROCEDURES:

When the fire alarm goes off, drop everything and leave by the nearest exit, closing all doors behind you.

The meeting place for everyone exiting DGL for a fire drill is the hallway by the pool in Pioneer Hall. Wait there until DPS comes to tell us that the building is clear and we can return.

If you see a fire or smell smoke or encounter any other issue that you know is not supposed to be happening in the building, call campus police at extension 2911 from a campus phone, or simply pick up the RED PHONE which automatically contacts you to the campus police.

There are exits at each end of the building and each studio has a fire extinguisher – it is not your responsibility to use the fire extinguisher, you should contact DPS via the RED PHONE and immediately exit the building.

RED PHONES are located on the wall in the upstairs & downstairs lobby, as well as directly outside the main studios. The RED PHONE connects automatically to the campus police office as soon as you pick up the phone.

Outside the buildings and scattered across the campus are BLUE PHONES on poles. The BLUE PHONE automatically connects to the campus police as soon as you pick it up. If you see a dangerous situation outside, please pick up the BLUE PHONE and tell DPS your location and what the problem is.
**INJURY PROCEDURES:**

If a student gets injured while in DGL during business hours, **contact the Administrative Assistant in the Dance Office immediately**, if she is not available, contact any Professor that is available. If the Dance Office is closed, contact campus police first by using the **RED PHONE** or dialing 911 from a campus phone or **if using a cell phone, dial 940-898-2911**. The campus police will tell you what to do next. Then fill out an injury form with the Administrative Assistant about the incident.

If there is an injury, please render aid to the injured person by lying them down, making sure they are breathing, and remaining calm and making all attempts to keep the injured person calm by assuring them that help is on the way.

No one should be let into the building who is not connected with Department of Dance activities. Production coordinator sends list of names to Police so they know who should have access.

There are ice trays in the downstairs freezer along with plastic zipper bags to make an ice pack. If someone has hit the floor or another object and has swelling, prepare an ice pack for their injury while you wait for DPS to come to their assistance.

If you notice that the ice trays are empty—fill them.

If you notice that there are no zipper bags in the freezer to make an ice pack, send email to the Administrative Assistant, we will restock the freezer.
INJURY REPORT FOR STUDENTS

Name of injured: ________________________________

TWU ID: ______________________________________

Campus address: _________________________________

Campus telephone: _______________________________

Date of accident: ___________________ Time: ____________

Class or activity: __________________________________

Nature of injury: _________________________________

Description of accident: __________________________

Were unsafe conditions existing: ____________________

First aid treatment: _______________________________

Treatment given by: _______________________________

Disposition of case: _______________________________

Transported via: _________________________________

Follow-up: ______________________________________

Instructor signature: ______________________________

Printed name: ___________________________________