



FACULTY HANDBOOK

Denmark Technical College

Academic Affairs

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I. MISSION STATEMENT

A. Mission

Denmark Technical College engages, educates, and empowers students to impact the industry by identifying transformative solutions to complex issues in South Carolina, the nation, and the world.

B. Vision Statement

To be an exemplary historically black college, providing premier technical education that exceeds industry standards.

C. Values

Denmark Technical College will embark upon its mission towards realizing its vision by adhering to the following values:

EXCELLENCE We are dedicated to fostering a culture of excellence in all facets of the College through the highest educational standards for student achievement, excellent and transformative faculty teaching, dedicated service, and co-curricular activities.

LEADERSHIP We will act as role models, inspiring others, encouraging ambition, drive, grit, and perseverance as we work together toward a common goal and vision.

STUDENT CENTERED Students are our top priority, and we are committed to helping them become globally competitive in an enriching, stimulating and supportive environment.

INTEGRITY As an institution, we must ensure that we are consistent in providing professional, reliable, and fair services for our students as well as the community stakeholders.

TRANSPARANCY Ensuring that all are aware of the successes and challenges of the college. **SERVICE** A commitment between faculty, staff, and students to serving and helping one another.

INNOVATION We will be forward thinking, creative, and proactive in our endeavors to advance Denmark Technical College.

D. Role and Scope

Denmark Technical College is a public, comprehensive, historically black, two-year technical college located in rural Bamberg County. The College annually serves approximately 1000 credit and continuing education students; a mix of traditional, nontraditional, full-time, and part-time. Denmark Technical College is the only technical college in the State of South Carolina with on-campus housing. Denmark Technical College is a member of the South Carolina Technical College System. As such its mission is related to the educational mission of the Technical College System and the State of South Carolina. The College's primary service area is comprised of Bamberg, Barnwell, and Allendale counties with a legislated mandate to serve students throughout the state. As an open-door institution, the College provides affordable, postsecondary education culminating in associate degrees, diplomas, or certificates, to citizens from diverse educational and socioeconomic backgrounds and conducts outreach to area high schools with opportunities for those students. The College provides workforce training needed by business and industry through collaborative partnerships and resource allocations.

Denmark Technical College pursues its mission within a student-centered environment based on the fundamental values of a commitment to excellence; fostering a positive learning process, well balanced social and cultural experiences; in an atmosphere of mutual respect, an understanding of and the ability to function in a technologically advance world; and with a realization of the need for a strong work ethic. The college seeks to fulfill its mission by offering programs in engineering technology, welding, building construction, transfer programs, allied health, early care and education, human services, criminal justice, general business, computer, and related technologies. The instructional methods include traditional lectures and lab and distance education for both on-campus and off-campus instructions. The College strives to achieve its mission with a set of clearly defined academic programs, partnership initiatives, and sustainability endeavors such as:

Senior College/University Transfer Program: Courses directly equivalent to the first two years of traditional college study as offered at senior colleges and major universities which may be transferred to senior colleges.

Technical Education: Curriculums designed to provide the knowledge and skills needed for employment in industry, business, and government.

General Education: Courses to provide the common knowledge, skills, and attitudes needed by each individual to be effective as a worker, a consumer, and a participant in a democratic society.

Continuing Education: Credit and noncredit classes offered with flexibility in time, place, and modality to assist the adults in the region to continue their learning experiences.

Transitional Studies: A program to prepare individuals for admission to the technical and transfer curriculums at the College by helping individuals develop the basic skills necessary to succeed.

Specialized Training Programs: Training coordinated with South Carolina industries through the ReadySC program and provided where specific job opportunities are available for new or expanding industries. Region and Community Services: Specialized services to help meet the cultural and educational needs of the region including cultural events, workshops, meetings, lectures, conferences, seminars, and other special community projects.

Student Development Programs and Services: Programs and services to enrolled and prospective students and alumni to increase their success and enhance their potential for personal, educational, and professional growth. The college increases student access to higher education through recruitment, developmental education, financial services, counseling and career services, and evaluation and support services.

Sustainability Services: A Continuous Improvement Plan to include technology integration, internal control measures for financial health and green technology measures for conservation.

(Approved by the Denmark Technical College Area Commission – November 19, 2020)

Division of Academic Affairs Mission Statement

Academic Affairs engages, educates, and empowers the college community by providing administrative vision and direction, advocacy, assessment structures, and support for all academic departments and programs.

II. Introduction

Denmark Technical College (DTC) is proud to have you as its faculty. The goal of this faculty handbook is to acquaint you with some of the important policies and procedures that will govern your activities as a DTC faculty. As part of your responsibilities, you will provide academic advisement to students, render quality instruction, and perform tasks for efficiency and effectiveness.

As you will browse through the Policies and Procedure section, please be mindful of the fact that all the State Tech Policies and Procedures can be obtained from your Division's Dean through the South Carolina Technical College System Intranet webpage and the Denmark Technical College Policies and Procedures can be obtained from the Learning Resource Center. The list of policies and procedures in this section is not a complete listing, rather a selection of some pertaining to the division of academic affairs.

The Advisement section provides an overview of academic advising to include the following: your responsibility as a faculty advisor/academic champion; advising the non-traditional students; advising strategies; making referrals; advising constraints; privacy and confidentiality of student records; legal issues and student's responsibility in the advising process. This information can assist you become a productive academic advisor/academic champion.

You should carefully analyze the Registration section to note any procedural changes during registration. Though class selection is done during advisement, it is during registration they are finalized and entered into the system. The purpose of the changes is to ensure a clean start and faculty cooperation is absolutely essential.

The Instructional Responsibilities section will provide tools for validation, assessment, and documentation. As you teach and students learn, your efforts are always noticed. It is necessary to assess such efforts to validate your success and document for future improvement.

In the resource section you will find information you may frequently need at your fingertips. These may be calendars of events, list of due dates, forms for submission, and fact sheets.

III. Policies and Procedures

The following policies and procedures (available in the institutional policy and procedure handbook) are relevant to you.

INSTRUCTION

| | |
|--------------------|--|
| 1-2-101.1 | Inter-Service Area Contractual Programs |
| 1-2-101.2 | Inter-Service Area Curriculum Programs |
| 2-1-024 | Acceptable use Policy for Network Service and the Internet |
| 2-1-026 | Intellectual Property Rights |
| 02.30.06.02 (2020) | Faculty and Staff Personnel Involvement in the Decision-Making Process |
| 3-1-004 | Open Admissions |
| 3-1-005 | Admission to Academic Programs With Limited Admission |
| 3-1-105.2 | Satisfactory Academic Progress |
| 3-1-006 | Curriculum Developmental |
| 3-1-007 | Academic Freedom |
| 3-1-008 | Cancellation of Classes |
| 3-1-010 | Academic Advising |
| 3-1-011 | Directed Independent Study |
| 3-1-012 | Exam Schedule |
| 3-1-104 | Advisor/academic champion Committee |
| 3-1-014 | Class Length |
| 03.10.01 (2020) | Class Attendance Policy |
| 03.10.04 (2020) | Grading System and Standards of Student Progress |
| 03.10.02 (2020) | Course Syllabus |
| 03.10.03 (2020) | Length of Academic Semesters |
| 03.10.05 (2020) | Transfer Policy |
| 03.10.06 (2020) | Academic Forgiveness Policy |
| 03.10.07 (2020) | Assessment of Student Achievement |
| 03.10.07.01 (2020) | Dropping and Adding Courses |
| 03.10.08 (2020) | Student Withdrawal Policy |
| 03.10.07.02 (2020) | Final Course Grade Appeals |
| 03.10.07.03 (2020) | Grade Correction |
| 03.10.07.04 (2020) | Incomplete Grade Awarding and Removing |
| 03.10.07.05 (2020) | Family Educational Rights and Privacy Act Policy |
| 3-1-016 | Office Hours |
| 3-1-017 | Program Suspension or Cancellation |

| | |
|--------------------|---|
| 3-1-020 | Credit by Examination |
| 3-1-021 | Approval of Academic Programs and Organizations |
| 3-1-022 | Technology-Based Instructional Delivery System |
| 3-1-024 | Residency Requirement for Graduation |
| 3-1-301 | Instructional Program Evaluation Timetable and Procedures |
| 03.50.02.02 (2020) | Residency Policy |
| 7-2-101 | Approval of Student Fees (Policy) |
| 8-2-103 | Faculty Teaching Load (Policy) |
| 03.30.01.03 (2020) | Secondary Employment Outside Denmark Technical College Policy |

NOTE: The original, signed policies and procedures are available at <https://www.denmarktech.edu/about-dtc/policy-library/e> on the college's website.

IV. Academic Advising

FOREWORD

This section outlines DTC's new Academic Advising Process. It replaces previously issued handbooks on academic advising. Our intent is to simplify and to concentrate on information critical for effective advising. Knowing that revisions will need to occur over time, a loose-leaf format was chosen to facilitate ease of revision.

As you use this document, please let us know if you discover errors in any of the information contained in this handbook. Join us in making this a great year for our students and a new era in academic advising at DTC.

Revised July 2023

A. Advisement Functions

1. Academic Affairs Division

1. Conduct training sessions for faculty (and staff) on academic advising.
2. Conduct refresher sessions as needed on academic advisement.
3. Conduct academic advising orientation for students
4. Serve as a resource and referral source for the faculty regarding advising information, procedures, and techniques.
5. Assist in and facilitate the assignment of students to faculty advisor/academic champions.
6. Develop, maintain, and distribute materials which will enhance the coordination of academic advising.
7. Monitor academic progress of all advisees and intervene appropriately when these students are at risk.
8. Report annually, or as needed, to the President on the status of academic advising at DTC.
9. Evaluate academic advisement using advisor/academic champion and advisee evaluation surveys and data derived from monitoring academic advisement activities and processes and review as needed.

2. Faculty Advisor/academic champion or Academic Champion

The faculty and academic champion at DTC are guided by the principles that this college is student-centered and students are the most important persons at the college; that students are not dependent on us, we are dependent on them; that students are not an interruption of our work, they are the purpose for it; that students are part of our work, not outsiders; that students are not just statistics, they are human beings with feelings and emotions like ourselves; that students are people who come to us with needs or wants and that it is our job to fill them; and that students deserve the most courteous and attentive treatment we can give them.

Faculty advisor and academic champions will be expected to assume the following responsibilities for students who have been assigned to them for advisement:

- a. Address each advisee by name;
- b. Be knowledgeable of college policies and procedures as outlined in the catalog and in the faculty and student handbook/handbook;
- c. Establish and post specific office hours for advising assigned students and meet advisees on a regular basis;
- d. Assist students in monitoring their academic progress;
- e. Serve as referral agents for other college services;
- f. Be knowledgeable of college services and resources;
- g. Be a good listener, get along with people, and be genuinely interested in students;
- h. Respect the confidentiality of advisees;
- i. Seek out advisees in informal settings; and
- j. Establish and maintain a professional relationship with advisees.

3. Advising Majors

The Advisor/academic champion Will:

1. Be knowledgeable of program requirements;
2. Have knowledge of Developmental courses and General Education requirements and sequencing;
3. Assist student in understanding major requirements and proper sequencing and selection of courses;
4. Assist students in preparation of long range plans for the completion of program requirements;
5. Assist students in determining manageable academic loads;
6. Have knowledge of graduation requirements;
7. Inform advisees when to file for graduation;
8. Be knowledgeable of employment possibilities;

9. Keep accurate records in students' advising folders;
10. Focus on strengths and potential rather than limitations;
11. Take the initiative in contacting advisees to begin the advising process, to transmit information or just to be in touch;
12. Monitor advisees' progress continuously; and
13. Allow students to make their own decisions.
14. Advisement of probation and suspension students.

4. Advising Non-Traditional Students

In the last 10 to 15 years, increased emphasis has been placed on the non-traditional student. A consistent criterion of non-traditional status is that of age. The traditional college student is between the ages of 18 and 25, therefore, for simplicity and convenience let us define non-traditional students as those who are 25 years of age or older.

Many theorists would explain differences between young and older students in terms of systemic and predictable developmental life stages.

Traditional students are perceived as experienced people without much responsibility for decisions at home, in school, or in the community. They expect school authorities to make decisions and they expect to learn more or less what they are told to learn. Adults, in contrast, see themselves as decision-making members of the family and community. They may be less patient than traditional students. Most adults want their learning to carry some form of certification or recognition that has credibility to employers.

Although non-traditional students are, like traditional students, individual and unique, some generalizations can be made in comparing traditional and non-traditional students, though they may not be true in all cases.

According to Goldie Kaubach, the differences between non-traditional and traditional students are as follows:

1. Education is a full-time job for youth; while education for the adult is generally shared with a full-time job. The adult comes into the learning

situation with knowledge based on firsthand experience. He needs help in order to best relate his experience to new learning.

2. Unlike the majority of younger students, the adult learner carries responsibilities unrelated to the school community but very much related to his home, his family, his job, and his social community.
3. A youth sorts and stores knowledge against the day when he enters his chosen vocation; while the adult generally enters the learning situation in order to utilize this learning for the solving of immediate personal or vocational problems.
4. Education for youths is frequently compulsory or for want of something else to do; the adult enters into the learning situation on a voluntary basis.
5. Disciplinary action for misconduct or low grades is rare among adult students.
6. Student government, fraternities, sororities, athletics, pep rallies, dances, and other forms or organizations frequently regarded as important by younger students have small appeal for the adult. He is generally more interested in social and class activities which also include his family.
7. Tests for college admission with norms developed for young students are often inappropriate for adults who may have been out of school for several years.
8. While younger day students have access to counseling services (and academic advisement) during their two year stay at the college and continuing contact with other students who often serve unwittingly as counselors to their fellows, the adults often do not have other students as counselor surrogates. Very often he cannot schedule his time to fit a rigid, campus-wide set of office hours set for the traditional college student.
9. The adult student who returns to prepare himself to meet the demands of a changing economy is not always too well informed about the trends in the employment of the adult worker now attempting to re-tool for an era of automation.
10. Advising young students frequently involves assisting them to contain their ebullient spirits about self-worth and specialized talents within realistic proportions. Counseling the adult student may call for skill in helping to bolster shaken faith in one's knowledge, abilities, and talents

under the impact of newer scientific discovery and technological expansion.

Non-traditional or adult students are unique in a number of different ways and we should acknowledge these differences and make adjustments to our ways of dealing with these students.

5. Student Responsibilities

Students are expected to assume the following responsibilities to facilitate academic advisement:

1. Be knowledgeable about and abide by academic policies and regulations;
2. Make an appointment with advisor/academic champion to complete pre-registration forms;
3. Consult with advisor/academic champion prior to making any final decisions concerning program changes, drop/add, dropping out of college, etc.;
4. Inform advisor/academic champion of any change in residence, telephone number, schedule, employment, etc.;
5. Become familiar with advisor/academic champion's schedule and make an appointment whenever feasible;
6. Provide fair and accurate feedback for future evaluations of advisor/academic champion and advising system;
7. Consult with advisor/academic champion regarding any problems;
8. Know the requirements for graduating from your chosen program; (This is ultimately your responsibility and not that of your advisor/academic champion. By working together you will help ensure your success); and
9. Meet all requirements for the degree, diploma, or certificate.

6. Evaluating Advising

Advising has long been recognized as a primary agent of student satisfaction, success, and retention. Expectations of the success of the advising system are high and therefore some manner of assessing overall student feelings about the system must be in place from the onset.

Assessment will be conducted annually for the assessment of feelings of the total student population and also as self-evaluation by advisor/academic champions. The results of these evaluations will generate the data needed for recommendations for the improvement of the advising process.

B. Advising Process and Role of the Advisor/academic champion

1. Advising Strategies

Emphasized below are basic advising strategies used to assist in individual student developmental. Please review them carefully.

1. Become acquainted with the advisee in as many aspects as possible.
Getting to know the advisees outside the formality of the office when possible, and not only during class scheduling or unusual circumstances, can be extremely valuable. Knowing the academic abilities and background of the advisee is also important. Having good documentation such as high school courses with grades, rank in graduating class, placement test scores, ACT or SAT scores, transfer courses and grades from other colleges and present academic status is essential when assessing the student's ability and future direction.
2. Explore the objectives, interest, and motivations of the advisee.
The advisee's actual certainty of future objectives and goals is difficult to ascertain. When the advisor/academic champion has some knowledge of the advisee's non-academic background – such as influence, hobbies, and friends – more thorough advising is possible.
3. Develop rapport with the advisees.
If the student know that the advisor/academic champion is a professional person who has a genuine interest in students, the advising process becomes much more beneficial for both advisor/academic champion and advisee.

The student should be encouraged to become acquainted with other faculty members in the department, for multiple contacts can be useful to the student who is attempting to assess his personal goals.

4. Be knowledgeable of college rules, policies, regulations, and procedures which affect academic programs and activity.

Every advisor/academic champion must be well informed regarding current academic policies and procedures, for these are the foundations on which all advisement efforts will be built. Review of prior policies and study of new policy changes should be a regular activity of each advisor/academic champion before beginning each registration period.

Suggestions for student involvement in campus activities are often the key to retention in school.

5. Evaluate student motivation.

Enhancing a student's motivation by capitalizing on good academic planning can be a very helpful strategy. While lack of motivation is generally recognized as the most common cause of poor academic performance, no clear-cut methods to help a student to achieve maximum motivation have been developed.

Suggested strategies might include:

- A. Match courses early in program to the student's strengths, interests, and background.
- B. Help the student, when possible, to have a chance to build on success rather than failure.
- C. Challenge capable students to continue their efforts toward academic excellence.
- D. Explain the rewards of a strong academic program and associated good grades.

6. Be aware of limitations of advising.

Obviously, an advisor/academic champion cannot make decisions for an advisee, but can be a sympathetic listener and offer various alternatives for the advisee's consideration. Advisor/academic champions cannot increase the ability of a student but can encourage the maximum use of that ability. While advisor/academic champions cannot change some aspects of class schedules or employment loads,

the students can be referred to the proper offices for such adjustments when desirable.

Generally, advisor/academic champions should not attempt to personally handle complex problems concerning financial aid, mental or physical health, personal and social counseling. When these situations do arise, the faculty advisor/academic champion should refer students to professional personnel who are specially trained and knowledgeable about dealing with such problems.

2. The Advising Interview

Suggestions for improving communication:

1. Opening – Greet student by name, be relaxed, and warm. Open with a question e.g. “How are things going?” or “How can I help you?”
2. Phrasing Question - Conversational flow will be cut off if questions are asked so that a “yes” or “no” reply is required. A good question might be “What have you thought about taking next term?” or “What are some things that have made you think about business as a career?”
3. Out-talking the student - Good advising is effective listening. Listening is more than the absence of talking. Identify the fine shades of feelings behind the words.
4. Accepting the Student’s Attitudes and Feelings - A student may fear that the advisor/academic champion will not approve of what he says. Advisor/academic champions convey their acceptance of these feelings and attitudes.
5. Cross-Examining - Do not fire questions at the student like a machine gun.
6. Silence in the Interview – Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas.
7. Reflecting the Student’s Feelings - Try to understand what the student is saying. For example, it is better to say, “You feel that professor is unfair to you”, rather than “Everyone has trouble getting along with professors sometimes.”
8. Admitting you may not know the answer - If a student asks a question regarding facts and you do not have the facts and you do not

have the facts, admit it. Go to your resources for the information immediately or call the student back.

9. Setting Limits on the Interview - It is better if the advisor/academic champion and the student realize from the beginning that the interview lasts for a fixed length of time.
10. Ending the Interview - Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be "Do you think we have done all we can for today?" or "Let's make another appointment so that we can go into this further."

3. Interview Questions

Self-Exploration

- As far back as you can remember, what general occupational fields have you thought of?
- What subjects did you enjoy in high school? In what subjects were your best grades?
- Do you consider your strengths to be in the math/science areas or in the social sciences?
- What type of extra-curricular activities did you take in high school? Which were the most enjoyable? What did you learn about yourself from them?
- What are your best personal qualities? What do your friends like most about you?
- What do you see as limitations?
- Name the highest point in your life so far (your greatest accomplishment). What about the experience made it special?
- In what kind of work environment do you picture yourself in five years out of college?
- If you have a spare hour to use, what do you do?
- Why are you in college?
- What does a college degree mean to you?

Academic Major/Occupational Information

- What academic areas are you currently considering? What do you like about these areas?

- What occupations are you considering? What about these occupations attracts you?
- How do your abilities and skills fit the tasks necessary to succeed in these areas?
- Will these occupations provide the rewards and satisfactions you want for your life? Why?

Decision Making

- Do you ever have trouble making decisions? Little ones? Important ones?
- How do you generally go about making decisions? Describe the process.
- What specific strategies do you use?
- Do you use the same method for all types of decisions?
- Would you describe yourself as a spontaneous or a systematic decision maker?
- Do you make decisions by yourself or do you need other people's opinions first?

4. Making Referrals

Faculty academic advisor/academic champions are not expected to be counselors in the professional sense, although they may have occasion to do some counseling. There will be instances when other persons, agencies, or offices are needed to handle a problem or situation that the faculty advisor/academic champion or academic champion considers beyond his/her level of competency.

When to Refer:

1. When a student presents a problem or a request for information which is beyond your level of training or competency.
2. When you feel that personality differences which cannot be resolved between you and the student will interfere with effective progress.
3. If the problem is personal and you know the student other than on a personal basis.

4. If for some reason a student is reluctant to discuss a problem with you.
5. If, after a period of time, you do not believe that your work with the student has been effective.

DON'T WAIT UNTIL IT'S TOO LATE FOR ANYONE TO HELP.

How to Refer:

1. You should tell the student specifically why you are recommending a referral. Vagueness causes doubt and hesitation to follow.
2. Refer the student to a specific person.
3. When the student has returned from the referral, do not pump for information. Generally an inquiry about whether the appointment was kept will spark the advisee to continue the conversation concerning the referral.
4. You should not expect immediate help for particular symptoms. Changing basic attitudes and feelings, gaining academic skills, or learning to handle everyday problems may be a slow process.
5. Finally, you should respect the individual. The basic approach to all counseling and referrals is one of fundamental respect for the individual. You as the advisor/academic champion and the referral office provide a variety of alternatives for assistance, but they may choose to ignore or accept the help available. Your job is to see that the student becomes aware of this help and has the opportunity to utilize it.

The American College Testing Program and most of its Publications and Workshops on academic advising stress the following referral skills:

1. Don't refer too quickly.
2. Know the referral sources.
3. Clarify why you are making the referral
4. Explain the referral services.
5. Make referrals to a specific person, if possible.
6. Assist the student in making an appointment.
7. Follow up with the student.

Note: The referral sources are listed in the appendix of this handbook.

Characteristics of a Good Advisor/academic champion

A GOOD ADVISOR/ACADEMIC CHAMPION:

1. Is personally and professionally interested in being an advisor/academic champion.
2. Listens constructively, attempting to hear all aspects of students' expressed problems.
3. Sets aside enough regularly scheduled time to adequately meet the advising needs of students assigned to him.
4. Knows college policy and practice in sufficient detail to provide students with accurate, usable information.
5. Refers students to other sources of information and assistance when referral seems to be the best, student-centered information.
6. Attempts to understand student concerns from a student point of view.
7. Views long-range planning as well as immediate problem-solving as an essential part of effective advising.
8. Shares his advising skills with working colleagues who also are actively involved with advising.
9. Continually attempts to improve both the style and substance of his advising role.
10. Willingly and actively participates in advisor/academic champion-training programs, both initial and in-service.

REMINDERS FOR EFFECTIVE ADVISING

1. Care about advisees as people by showing empathy, understanding and respect.
2. Establish a warm, genuine and open relationship.
3. Evidence interest, helpful intent and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about advisees.
6. Be available; keep office hours and appointments.
7. Provide accurate information.
8. When in doubt, refer to the college catalog, advisor/academic champion's handbook, etc.
9. Know how and when to make referrals and be familiar with referral sources.

10. Do not refer too hastily, and do not attempt to handle situations for which you are not qualified.
11. Have student contact referral sources in your presence.
12. Keep in frequent contact with advisees; take the initiative; do not always wait for student to come to you.
13. Do not make decisions for students; help them make their own decisions.
14. Focus on advisees' strengths and potentials rather than limitations.
15. Seek out advisees in informal settings.
16. Monitor advisees' progress toward their educational goal.
17. Determine reasons for poor academic performance and direct advisees to appropriate support services.
18. Be realistic with advisees.
19. Use all available sources.
20. Clearly outline advisees' responsibilities.
21. Follow up on commitments made to advisees.
22. Encourage advisees to consider and develop career alternatives when appropriate.
23. Keep records of significant conversations for future reference.
24. Evaluate the effectiveness of your advising.
25. Do not be critical of other faculty or staff to advisees.
26. Be knowledgeable about career opportunities and job outlook for various majors.
27. Encourage advisees to talk by asking open-ended questions.
28. Do not betray confidential information.
29. Categorize advisees' questions; are they seeking action, information, or involvement and understanding.
30. Be yourself and allow advisees to be themselves.

Advising Constraints

Limitations on Advising Responsibilities

Academic advisor/academic champions are not counselors and should not assume that they are. Effective counseling takes skill and proper training. Sometimes advisor/academic champions hear and talk about personal problems with their advisees, but the orientation of advising is primarily to that of academic matters. Whenever a situation arises which is beyond the advisor/academic champion's capabilities, it is best to refer the advisee to other sources for the appropriate services. Quite often, no advice is better

than bad advice no matter how well intended. However, before referring, be sure to have a clear understanding of what is being said by listening carefully to the student. The student may not be saying what you think he or she is saying, or you may be incorrectly anticipating what a student might say.

1. An advisor/academic champion cannot make decisions for an advisee, but he can be a sympathetic listener and even offer various alternatives for the student to consider.
2. An advisor/academic champion cannot increase the native ability of his advisee, but he can encourage the maximum use of that ability.
3. An advisor/academic champion cannot reduce the academic or employment load of a floundering student, but he can make recommendations to the appropriate office for such adjustments if it appears desirable.
4. An advisor/academic champion should not in any way criticize a fellow faculty member to a student, but he can make a friendly approach to any instructor who is involved in the student's problem.
5. An advisor/academic champion should not attempt to handle cases of emotional disturbance which fall outside the behavioral pattern of student adjudged reasonable normal. When complex problems arise concerning financial aid, mental or physical health, or personal- social counseling, the advisor/academic champion should refer to appropriate services on campus.

Privacy and Confidentiality of Student Records

The Privacy and safeguard of all student records are observed at Denmark Technical College. The confidentiality of all records is respected in accordance with the 1974 Privacy Act and the South Carolina Tech Student Code. No information, other than directory information, may be released to the public without prior consent of the student. Only members of the administration, and faculty, for statistical purposes, may have access to student records. Directory information consists of the student's name, major field(s) of study, dates of attendance, degrees received, veteran status, honors, and full or part-time status. A student may request in writing the

withholding of directory information. For more details of the college’s compliance procedures, contact the Office of the Registrar.

In academic affairs, a contractual relationship exists between the student and the institution. The basic provision of the college catalog, recruiting brochures, various bulletins, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of program and subsequent graduation. If students fail to meet the required standards, they can be penalized through such action as dismissal, suspension, or failure to graduate on schedule; if the institution fails to respect its own regulation, then the student may seek judicial action.

Finally, advisor/academic champions should keep accurate records of advising sessions which would help solve any disputes over the content of previous advising and also serve as legitimate protection against claims of erroneous advising.

Advisee Folder Information

It is important that each student is provided with academic advisement to optimally benefit from their college experience. Since this process is continuous, documentation is extremely important. To facilitate documentation, an advisee folder must be maintained with the following information on each of the advisee when applicable.

- | | |
|-------|---|
| _____ | 1. Signed (by counselor) curriculum display sheet with test scores. |
| _____ | 2. Advising Documentation Form |
| _____ | 3. Printed schedule from Colleague |
| _____ | 4. Colleague STAC Screen |
| _____ | 5. Copy of Transcript (if applicable) |
| _____ | 6. Change of Program Form (if applicable) |
| _____ | 7. Course Add/Drop Form (if applicable) |
| _____ | 8. Request for Grade Change Form |
| _____ | 9. Course Withdrawal Form (initiated by the student) |

- | | |
|-------|---|
| _____ | 10. Application for Graduation (if applicable) |
| _____ | 11. Complete Withdrawal Form (initiated by the |
| | Academic Champion as requested by the student) |
| _____ | 12. Satisfactory Academic Progress Form (if applicable) |
| _____ | 13. Program Course Plan Form (if applicable) |
| _____ | 14. All Other information shared during the Advising |
| | Process |
| _____ | 15. "T" Justification Form (if applicable) |
| _____ | 16. Course Substitution and Waiver Request Form (if |
| | applicable) |
| _____ | 17. Application for Independent Study (if applicable) |
| _____ | 18. Course Reinstatement Request Form (if applicable) |
| _____ | 19. Application and approval for Credit by Examination |
| | (if applicable) |
| _____ | 20. Application and approval for Independent Study (if |
| | applicable) |

V. Pre-Registration, Registration, and Graduation

- ❖ Students are not officially enrolled until they complete all the steps of the registration process which includes payment of fees.
- ❖ Any student registering after scheduled registration days must pay a late fee.

A. Selection of Major

- ❖ Each student will declare a program (major) at the Office of Admissions.
- ❖ All new students will participate in orientation and testing.
- ❖ The Office of Admissions will direct the student to the appropriate Division Dean/Advisor or Academic Champion (new students).
- ❖ The advisor or academic champion will receive the student's Curriculum Display Form from the Office of Career and Student Success upon the student's completion of the placement examination, if applicable.

B. Pre-Registration

- ❖ Students will meet with their advisor or academic champion during the pre-registration advisement period to develop the course schedules via WebAdvisor/Self-Service (Self-Service in October 2023).
- ❖ The advisor/academic champion and student may discuss any problem that the student is having academically at this time.

C. Proof of Registration

- ❖ "Final Check" will be stamped on each student's registration form along with the date indicating that the registration process is complete.

D. Registration for New Students (Panther Pathways)

- ❖ The Academic Champion will prepare and maintain an advisee file to include the following forms:
 - Advisee File Checklist
 - Curriculum Display with test scores
 - Advisor/academic champion/Advisee Contact Log
 - Transcripts (when applicable)
 - Other documents related to the student's academic progress
- ❖ Students will meet with their advisor/academic champions during an advising period (before the actual day of registration).
- ❖ Students not meeting minimum entry requirements must enroll in developmental courses and complete these courses within one academic year.

- ❖ The academic champion will transition each student's file to the Academic Dean at the end of the first semester.

E. Registration for Returning Students

- ❖ Returning students will meet with their advisor/academic champions during an advising period (before the actual day of registration).
- ❖ Advisor/academic champions will review student's cumulative transcript during the advising period.
- ❖ Advisor/academic champions will check the pre-registration schedule (with necessary changes) or develop a schedule for students who did not pre-register.
- ❖ Students who failed to meet the minimum basic skills requirements of the developmental courses will re-enroll in those courses when they register according to established guidelines.
- ❖ Both the advisor and the student will sign the contact log to verify that each advising session did in fact take place.
- ❖ The advisor and student will complete any additional forms such as Change of Program or Drop/Add forms.

F. Change of Program

- ❖ A student who wants to change his program (major) area is recommended to see his/her advisor or academic champion. The current division Dean will make sure the advisor/academic champion sends the file folder of that student to the new division Dean or advisor/academic champion.
- ❖ The new division Dean will:
Complete the Change of Program Form with appropriate signatures.
The student will submit the Change of Program Form to the Office of Enrollment Management.

G. Post Registration

- ❖ Advisor/academic champion/Academic Champion must post the office hours when he/she will be available to advise students.
- ❖ Advisor/academic champion must establish and maintain a professional relationship with advisees through a minimum of two conferences per semester.
- ❖ Advisor/academic champion/Academic Champion must keep records of all significant conferences with students.

- ❖ Advisor/academic champions must advise students regarding their academic program and scholastic progress.

H. Graduation Procedures

- ❖ The advisor will notify the student during the pre-registration or registration advisement session regarding eligibility for graduation. However, it is the ultimate responsibility of the student to keep up with graduation requirements. This should be considered as the last possible time for such notification. The student should know far in advance when he/she is due to graduate.
- ❖ The advisor and student will complete the application for graduation. The advisor/academic champion advises the student to get the required signatures from other departments on their graduation applications in order to complete the process.
- ❖ The advisor and student will establish the student's final sequence of courses for graduation on the curriculum display form.
- ❖ The advisor will notify the student if his grade point average delays his/her graduation.
- ❖ The student will take the application for graduation and a copy of the curriculum display to the Office of the Registrar for processing.

I. Requirements for Graduation

- ❖ A student must have satisfactorily completed the required number of hours specified by the curriculum in which he is specializing.
- ❖ A student must have paid all required fees, including the graduation fee, and any other financial obligation due the college.
- ❖ A student must file an official application for a degree, diploma, or certificate with the Office of the Registrar.
- ❖ A student must have a grade point average of 2.0 in the program of study.

Please Note: All students have the choice of satisfying requirements for graduation as found in the college catalog in force on the date of first admission to DTC or the catalog that is in effect on the date of graduation.

J. Add/Drop from Course(s)

After registering for courses students will have the opportunity to add and drop classes. There are many implications of dropping or adding a course.

- ❖ Addition of a course may create an overload situation requiring proper authorization.

- ❖ Dropping of a course may impact financial aid status of the student and student may not be fully aware of the implications.
- ❖ If the course is a prerequisite course, it may impact on the following semester schedule.
- ❖ Dropping a course because the course was cancelled may require further analysis regarding full-time status, graduation requirement, and an appropriate solution must be generated.
- ❖ Dropping COL 101 or COL 104 may require that the student be withdrawn from all the other courses.
- ❖ Dropping the student from COL 103 or IDS 102 has to be thought through carefully. According to the curriculum, students are urged to take this course their first semester of attendance.
- ❖ Without analyzing the STAC screen, there is a possibility to register a student in a course which the student may have taken before and successfully completed. Sometimes, this may generate financial aid issues. Improving grade and subsequently GPA should be carefully considered.
- ❖ The student will meet with his advisor/academic champion, who will aid him in completing the Add/Drop form.
- ❖ If a course is being added to the Add/Drop form, the advisor/academic champion will obtain from the Office of the Registrar the status of that course, whether open or closed.
- ❖ The ADD/DROP form is used during the ADD/DROP period which is the first week of classes.
- ❖ The ADD/DROP form must be signed by the Dean of the Academic Division before it can be processed.

VI. Withdrawal Procedures

All course and complete withdrawals are to be initiated in the Office of Student Success with two (2) instructional days of reporting unless otherwise noted.

A. Withdrawal from the Institution

For various reasons, a student may be withdrawn from the institution. Your responsibility as an instructor and/or an advisor/academic champion is to note that the student is withdrawn and document the withdrawal date in your grade book.

- ❖ A student wishing to withdraw from all classes (complete withdrawal from the institution) must first consult an Academic Champion to review the situation. The student should complete a -
- ❖ “Withdrawal Form” which must be signed by the advisor/academic champion and other appropriate college personnel, and then return it to the Academic Champion. **Failure to follow this procedure will result in the student having to pay additional funds and/or receive failing grades in all courses. The student will receive W, WP or WF depending on the time of withdrawal within the term.**

B. Withdrawal from a Course

- ❖ A student who is consistently absent from the scheduled class meetings may be administratively withdrawn from the class by the instructor. Students who wish to withdraw from a course must see their instructor to complete the Withdrawal Form.

Students, who officially withdraw from the College after the Add/Drop period, but before midterm, will receive W grades for their courses. A student, who withdraws from a course after the mid-term date published in the Academic Calendar, shall receive a grade of WF or WP for that course. All withdrawal information is verified by the appropriate offices (Financial Aid, Fiscal Affairs, and Registrar).

C. Course Exemptions

Students may be exempted from certain courses or their prerequisites in several ways. Proficiency tests may be administered by the department or division concerned, and the student may thereby demonstrate his ability. Credit by examination may be considered for any of several “non-traditional” types of educational or work experiences. In each case, the advisor/academic champion must be cognizant of the institutional policy on the extension of such credit and advise the student accordingly. The advisor/academic champion should also be

prepared to establish communication with departments or divisions other than his or her own to schedule appropriate proficiency examinations for the student.

D. Course Prerequisites

A student should not be permitted to enroll in courses for which he has not completed the designated prerequisites. If this practice is not observed, the student becomes at risk and may fail to complete his course work successfully.

E. Test Scores

Interpretation of test scores begins in the Office of Career and Student Success where the eligibility of the student to enroll in the institution is established. Test scores also present an opportunity to identify any learning deficiencies that students may have so that appropriate corrective measures may be taken as early as possible.

F. Course Restrictions

- * Students who do not meet the minimum placement test score in writing and language skills, may register for developmental English and may not take any English course beyond the ENG 032 level.

| | | |
|---------|---------|---------|
| ENG 101 | ENG 102 | ENG 205 |
| ENG 209 | | |

- * Students who do not meet the minimum placement test score in math skills may not register for any math course beyond the developmental level (MAT 032) and may not take any course where math skills are a major requirement.

| | | |
|---------|---------|---------|
| BAF 201 | ECO 210 | ECO 211 |
| MAT 155 | MAT 110 | MAT 111 |
| MAT 112 | MAT 120 | |

- * Students who do not meet the minimum placement test score in reading skills, may not register for any courses beyond the developmental level (RDG 032) where reading skills are a major requirement for passing the course.

| | | |
|---------|---------|---------|
| HIS 101 | HIS 102 | HIS 201 |
| HIS 202 | PSC 201 | PSY 201 |
| SOC 101 | SPC 205 | |

- * Students must meet minimum program standards in language, math, or reading in order to enroll in credit courses where these skills are required.

G. Other Requirements

Students enrolled in Associate Degree and Diploma programs will be required to register for COL 103 (College Skills) during their first term of attendance. Students enrolled in a certificate program will be required to register for IDS 102 (Personal and Career Assessment) during their first term of attendance.

H. Financial Aid

Students are permitted to enroll in developmental courses for one academic year. Beyond that year, financial aid may not be available to support this activity.

Students enrolled without a high school diploma are permitted to enroll in developmental courses for one academic year.

Note: Contact the Financial Aid Office for more detailed information.

I. Cengage

Faculty members are required to select an eTextbook from Cengage Unlimited for each course taught. Exceptions will be made for courses taught in the following programs/courses:

Barbering

Building Construction Fundamentals

Cosmetology

Culinary Arts

ECD 101

Nurse Aide Assistant

Practical Nursing

Welding

J. Registration Tips

1. New students must have a curriculum display signed by a counselor with Math, Reading and English scores indicated on the display before they can register for classes. This is an indication that the student has been tested. Some new students may have pre-registered. Check your pre-registration list. Follow the curriculum display to enroll students in courses.
2. Returning students must register for courses in their major, and they must repeat any major courses in which a "D" or "F" or "WF" or "WP" was received. Follow the curriculum display when registering students for courses.

3. Non-high school graduates should be advised by an academic champion.
4. Students returning to DTC, who are on academic probation, must enroll in COL 101 or COL 104. The advisor must complete Satisfactory Academic Progress and Program Course Plan forms for each student. A copy of these forms must be kept in the advisee folder. Students on probation can only register for 13 total credit hours.
5. Students returning to DTC, who are on academic suspension, must submit an appeal to the Academic Appeals Committee for approval.

VII. Academic and Curriculum Information

A. Admission to DTC

Denmark Technical College follows an “open door” policy and imposes reasonable standards for admission to the institution. However, the criteria for entry into individual programs vary. All new students, both freshmen and transfer students, must submit an application to be admitted to a program of study by the Admissions Office. Admission to a specific program requires that the applicant has appropriate educational preparation, satisfactory placement test scores, and all admission requirements completed. Students having academic deficiencies will be required to enroll in developmental courses. This is determined by the appropriate placement test, which is administered to all students. Educational programs have minimum test score requirements.

These requirements, and any others necessary for entrance to a specific program of study, are stated in each program of study.

B. Admission Requirements

Applicants for admission to the College must be 18 years of age or older. A high school diploma or GED certificate, though desired, is not a prerequisite for college admission but may be required for specific program admission. Under certain circumstances, an applicant under the age of 18 who has not graduated from high school may be considered for enrollment through special arrangements between the College and the principal of the school where the applicant has been or is enrolled. In order for a student who does not have a high school diploma to receive Title IV funds, they must meet the College’s policy and procedures for equivalency of a high school diploma.

C. Students without a High School Diploma or GED

Based on the approved “ability-to-benefit” provisions of DTC, any applicant who is not a high school graduate must obtain a minimum ATB Accuplacer score of 34 in math, 60 in sentence skills, and 55 in reading for admission to the college.

Applicants failing to earn the minimum ATB Accuplacer score will be referred to adult education programs in the region. Each enrollee admitted without a high school diploma or GED may take up to one year of developmental courses and receive financial aid. The enrollee must also be enrolled in a high school diploma or GED program.

All developmental courses work should be completed within one year. If the student fails to clear up all basic skills deficiencies with one year, no financial aid will be available.

A student without a high school diploma or GED may not enter appropriate programs until a GED certificate is earned.

NOTE: Other admission policies can be found in the appropriate section of the college catalog.

Definition of Student Status – Financial Aid

The following definitions are used to describe the student’s status based upon the number of hours taken within a given semester.

*A full-time student is a student enrolled in an Associate Degree, diploma, or certificate program and registered for 12 or more semester hours.

*A three-fourths-time student is a student enrolled in an Associate Degree, diploma, or certificate program and registered for 9-11 semester hours.

*A one-half-time student is a student enrolled in an Associate Degree, diploma, or certificate program and registered for 6-8 semester hours.

For classification purposes

Students who have earned 0-29 credit hours is classified as a freshman.

Students who have earned 30 more hours is classified as a sophomore.

Course Load

The minimum number of semester hours for a student at Denmark Technical College for matriculation as a full-time student is twelve (12) semester hours.

Eighteen (18) semester hours is the maximum. However, additional credit hours may be approved by the Division Dean and the Vice President for Academic Affairs. Students and advisor/academic champions should use the curriculum display to determine the course load for each semester as outlined. If students desire to take an overload, the student must have a minimum cumulative grade point average of 2.8.

D. Attendance Policy

Denmark Technical College expects students to attend all scheduled class meetings including lecture and/or laboratory sessions. Attendance and participation are necessary for academic success. Records of attendance will begin on the first day the student enrolls in the course.

Extreme circumstances may arise which are beyond a student's control. In an effort to work with students as they deal with difficult situations, students who provide documentation that demonstrates an excused absence will be allowed to "make-up" the work missed. In all cases, students are still responsible for the material presented in class that was missed due to an excused absence. Because "making-up" work is such a challenge, students should make every effort to attend classes as scheduled and deliver assigned work on time. Please read carefully the discussion below, regarding Excused Absences and Unexcused Absences.

Regardless of an excused/unexcused status for absences, if a student misses more than twenty-five percent (25%) of their scheduled class meetings, including lecture and/or laboratory meetings for a course, the student will not be able to receive credit for that course. Due to the varied nature of programs with a lab/clinical component, more stringent attendance requirements may be set by the individual departments. Absences related to school sponsored functions, including athletic events, will not be calculated into the twenty-five percent (25%) absence limitation. If a student must be absent, it is the student's responsibility to notify the instructor prior to the scheduled absence or within five (5) business days of the absence. It is the student's responsibility to make-up all work missed as a result of an excused absence. There is a distinction between excused and unexcused absences.

Excused Absences

Excused absences are given to students who have legitimate documentation to verify an absence. Such absences may include, but are not limited to, death in the immediate family, doctor's statements, jury duty, and approved student activities. Documentation requests should be submitted to the Office of the Vice President for Student Services for approval. Students with excused absences will be given the opportunity to make-up any work missed as a result of the absence.

Unexcused Absences

Unexcused absences are given when students do not meet the criteria for excused absences. When an absence is regarded as unexcused, the instructor has the option

of deciding whether or not to allow a student to make-up any work missed during the absence.

Tardiness:

- Students are expected to attend class on time.
- If a student is late for a class meeting, the student will be considered tardy and a "T" will be entered into the student's attendance record for the course.
- Three tardies will be considered one absence.

The specific requirements of a course will be published in the course syllabus and distributed to all students at the beginning of the term. If a student exceeds the twenty-five percent (25%) absence limitation, the instructor will apply one of the following:

- 1) If the student's last day of attendance is on or before the last day of the midterm week, the student will be withdrawn and a grade of "W" is assigned.
- 2) If the student's last date of attendance is after the last day of the midterm week, the student will be withdrawn and a grade of "WF" or "WP" is assigned at the discretion of the instructor.

Veterans Affairs

Attendance Veterans are responsible for maintaining satisfactory attendance as outlined in the College's policy. If a veteran fails to attend at least seventy-five percent (75 %) of the scheduled meetings of a class, his or her training will be reduced accordingly. Students receiving VA educational assistance are required to maintain satisfactory progress according to academic standards of Denmark Technical College as approved by the Veterans Affairs' Office.

Student Reinstatement

If a student is dropped from a course, the following will apply:

1. A student can be reinstated into each INDIVIDUAL course only ONE time unless there are extreme circumstances (see number 2 below). Students will not be reinstated into a course five (5) business days after the term's census (add/drop) date.
2. Any request (s) for subsequent reinstatement due to unusual circumstances or a reinstatement after the term or course withdrawal date MUST be approved in writing by the dean of the division.

E. Academic Policy

Academic Probation:

Probationary status will be determined by the student's cumulative GPA (See college catalog).

Students on academic probation are required to meet with their advisor/academic champion and plan a course of study before registering for the next semester. **All probationary students must be enrolled in COL 101 or COL 104.**

Students on probation will receive a letter from the Vice President for Academic Affairs explaining what probation means and a warning that a third consecutive probation will result in suspension.

Academic Suspension:

- ❖ A suspension of one semester shall occur after any two consecutive probationary periods.
- ❖ A student under suspension may not enroll at Denmark Technical College. However, they can petition the Academic Appeals Committee for reinstatement.
- ❖ The Academic Appeals Committee will submit a copy of the decision to the offices of Academic Affairs, Admissions, and the Registrar.

❖ GRADING SYSTEM

Denmark Technical College shall use a grading and grade point system in which the calculation of the student's grade point average (GPA) is based on a 0 to 4 point numerical scale. The grades and numerical values used in the calculation of the GPA are as follows:

- A = Excellent... Earns 4.0 Quality Points
- B = Above Average... Earns 3.0 Quality Points
- C = Average... Earns 2.0 Quality Points
- D = Below Average... Earns 1.0 Quality Point
- F = Failure... Earns 0.0 Quality Points
- WF = Withdrawn Failing... No Credits or Grade Points

Other grade and course symbols authorized for use are as follows:

- AU = Audit... No Credit or Grade Points
- I = Incomplete... No Credits or Grade Points
- W = Withdrawn... No Credits or Grade Points
- WP = Withdrawn Passing... No Credits or Grade Points

E = Exempt...Earns credits, No Grade Points
TR = Transfer...Earns credits, No Grade Points

Grades of W, AU, TR, and WP and the corresponding credit hours are not included in calculating the GPA. Credits transferred to Denmark Technical College are only used to determine eligibility to graduate. They are not used to calculate the GPA. A cumulative GPA of 2.00 is required for graduation. Incomplete 'I' grades are temporary and must be replaced by an academic grade. While the 'I' grade and the corresponding credit hours are on the student's permanent record, they are not included in calculating the student's GPA. A student receiving an 'I' grade must complete the coursework necessary to earn an academic grade by the date determined by the instructor or by midterm of the following semester or the grade will automatically turn into an F.

The highest grade earned in a course is computed in a student's grade point average. However, the student's complete academic records shall be reflected on the transcript.

Students may appeal a grade by acting in accordance with the College's grade appeal procedure.

Grade Point Average

A grade point average will be maintained for each student.

To determine GPA, numerical values are assigned to final grades as shown in the following example:

| COURSE | GRADE | CREDIT HOURS ATTEMPTED | QUALITY POINTS EARNED | TOTAL QUALITY POINTS PER COURSE |
|-----------------------------|--------------|---------------------------------------|--------------------------------------|--|
| Microeconomics | F | 3 | 0 | 0 |
| Communication I | B | 3 | 3 | 9 |
| Introduction to Business | A | 3 | 4 | 12 |
| College Algebra | C | 3 | 2 | 6 |
| College Skills | D | 3 | 1 | 3 |
| TOTAL | | 15 | | 30 |

Total Quality Points Divided by Credit Hours Attempted = GPA

$$30 / 15 = 2.00$$

For an A, 4 quality points are awarded for each semester hour of credit attempted; for a B, 3 quality points; for a C, 2 quality points; for a D, 1 quality point; and for an F, FA or WF no quality points. The grade point average is calculated by multiplying Credit Hours Attempted by the Quality Points Earned for each course grade, summing the Total Quality Points per course, and dividing the sum of the total number of Credit Hours Attempted.

VIII. Resource Guide

A. Forward

This resource guide is an informative resource document designed to highlight significant activities in the Academic Division that we must perform. All instructional activities must be reported on time and in a designed format so that information can flow into other areas on the campus.

Everything that is done in the academic area affects the Office of Admissions, Registrar Services, Financial Aid, Fiscal Affairs, and Office of Institutional Advancement and Effectiveness. Therefore, we must make sure that the information that faculty members submit is extremely accurate.

The Vice President for Academic Affairs, Dean and the faculty must do whatever possible to make sure that academic areas support the other areas of the College so all personnel at the College can perform their duties effectively. As you use this guide, please let us know if there are any errors or additional information that you would like to include.

This is a quick reference section which contains pertinent information. Some of this information may change from time to time. Therefore, from time to time you are requested to make corrections based on related notifications. For more detailed information, refer to the previous sections in this Faculty Handbook or the College Catalog.

B. Colleague

To facilitate advising, faculty will have access to the following COLLEAGUE screens.

| SCREEN | Detail | View |
|---------------|-----------------------------|---|
| STAC | Student Academic Credit | Registration, Add, Drop and Grades if posted for courses |
| STAT | Student Academic Transcript | Advisee transcript grouping; cumulative credits attempted; cumulative grade point average |
| TRCL | Transcript Course Listing | Degree Audit |
| RSTR | Academic Roster | Students enrolled in course |
| SPRO | Student Profile | Major, Advisor/academic champion, Restrictions, Counselor |
| PERC | Person Restrictions | Advisee restrictions on account |
| SRES | Section Restrictions | Number of students enrolled in each course section; course section lookup |
| GROS | Grade Roster | Advisee Midterm and Final grades; Final Check status |
| SATK | Section Attendance Tracking | Enter student daily attendance |

C. Instructional Responsibilities

1. Attendance

1. It is mandatory that attendance is checked each day the class meets.
2. Attendance must be entered into the Colleague and Desire to Learn (D2L) daily. This is needed so that important administrative reports can be generated. Attendance will be checked daily. Faculty members who do not follow this procedure will receive a letter of notification.
3. Signed attendance sheets must match the attendance entered into Colleague and D2L. If a student is present, indicate that with a "P". If the student is absent, indicate that with an A. Signed attendance sheets must be turned in to the dean's office daily.
4. The first business day immediately following the drop/add for each term, faculty must enter AT – attending or NA – not attending in the

midterm grades field in WebAdvisor/Self-Service/academic champion.

2. Course Syllabi

A syllabus for each course must be distributed to the students at the first class meeting. The syllabus must include the following:

Course Level Student Learning Outcomes

Course number, title, year and semester

Instructor's name and office number

Office hours

Textbook and other required readings and materials

ADA Statement

A clear description of the grading policies and procedures with percentages for each graded category

Attendance Policy

Academic Honesty Statement

Teaching methods

Test schedules

Objectives for the Course

Bibliography (Up-to-date)

Library assignment

Major Assignment

Tutoring Support

Clinical Experience or Lab hours (if applicable)

Clinical Experience description (if applicable)

Teaching and Learning Sequence

Evaluation and Assessment

Discrimination Statement

Any other fields listed in the Course Syllabus policy

Please attach a copy of the clinical experience description to the appropriate course syllabus and distribute to students accordingly. This will document that instructors have shared with students the lab and clinical experience objectives and requirements. Other information related to course content and test schedules may be included.

The syllabus should be developed carefully because it becomes the students' guide to the course. In the event questions arise related to grades, attendance regulations, or other matters relating to the course, the student is referred to the syllabus for clarification. Faculty should avoid making alterations in course requirements, grading policy, attendance requirements, or other policies relating to the course after the syllabus is distributed because the syllabus becomes a contract between the faculty member and the student. As the syllabus is developed, reference should be made to the course description in the College Catalog and the College class attendance policy which appears in the DTC College Catalog.

3. Instructor's Absence from Class

If a faculty member has to be away from class for any reasons (personal leave, to attend a meeting, etc.), the faculty member must find another instructor to cover his/her class(es) during their absence(s). Prior to the absence(s), the amount of time off requested must be entered into the e-leave system, and the completed "Instructor's Absence – Class Schedule" Form must be approved by the Dean.

If there is an emergency and a faculty member cannot meet a class(es), then the Dean of that division must be notified two hours prior to the class meeting to discuss coverage of assigned class(es) and assignments. If the Dean cannot be reached, then a call should be made to the Vice President for Academic Affairs at (803) 378-2075.

4. Student Assessment

It is important to develop a comprehensive assessment mechanism to clearly demonstrate student mastery of the learning and performance objectives. The mechanisms must be assessment appropriate, i.e. acquisition of knowledge may be done via a multiple choice test, developmental of communication skill must involve a presentation, and authentic work must be demonstrated as a portfolio or a research paper.

All courses must contain a major assignment to comply with the institution's assessment practices. Additionally, all appropriate courses must comply with the Quality Enhancement Plan (QEP) process.

5. Office Hours and Contact Information

Faculty must maintain eight office hours per week for all courses. In addition, the personnel data sheet must be completed and submitted to the Division Dean at the beginning of each academic year. It is important that all students have the opportunity to be able to contact you. Therefore, in addition to the office hours please provide necessary contact mechanisms for the students in writing as a part of the syllabus. This will reduce and/or eliminate many time consuming and redundant efforts to arrange communications between you and the student.

The Faculty Member's Office Hours and Faculty Direct Instructional Activities Schedule forms must be submitted for the division dean's approval within the first week of the semester (or course) start date.

6. Performance Evaluation

Classroom Evaluation

During the course of the semester your classroom will be visited for evaluation for a minimum of three visits.

7. Policies and Procedures

Faculty members are asked to become familiar with the South Carolina State Technical College System Policies and Procedures which will be a valuable guide for his or her job responsibilities. As of the publication of this orientation handbook, the South Carolina State Technical College System Policies and Procedures are available at the following web address for your use:

<https://www.sctechsystem.edu/faculty-and-staff/policies-and-procedures/index.html>

IX. Faculty Performance Management System (FPMS)

A. Curriculum Management

To assess periodically the curriculum for quality and effectiveness and make changes as appropriate.

WHY IS THIS JOB RESPONSIBILITY IMPORTANT?

A) For *quality* maintain

- (1) Currency and relevancy of the theories and practices in the field;
- (2) Intellectual rigor appropriate to the level of the degree program; and
- (3) The “connectivity” among the components of the curriculum.

B) For *effectiveness* of its curriculum, establish learning outcomes of the curriculum and assesses the extent to which these outcomes are being achieved by providing opportunities to the learner for

- (1) Increasingly complex understandings of theories, principles, and practices;
- (2) Increasingly complex levels of analysis and developmental of skills; and
- (3) Application of theories and principles.

WHAT ARE THE SUCCESS CRITERIA? (MILESTONES)

1. (A1) Submit syllabi based on guidelines for all courses taught during the academic year and document by adapting current textbooks, bibliography, and other references;
2. (A2) Submit one assignment for each unique preparation with intellectual rigor demonstrated by clear directions and detailed evaluation rubrics; and
3. (A3) Submit the i) Curriculum Map Analysis report, ii) Use of Result reports for assignment, course, and program showing the “connectivity” among the components of the curriculum such as learning opportunities, instructional strategies, and direct assessment methods.
4. (B1) Align the evaluation rubric criteria with course level student learning outcomes to show increasingly complex understandings of theories, principles, and practices (knowledge, comprehension)
5. (B2) Align the evaluation rubric criteria with the General Education Student Learning Outcomes to show increasingly complex levels of analysis and developmental of skills
6. (B3) Submit two samples of student work for each of the assignments in A2 from each course taught demonstrating application of theories and principles.

HOW DO WE MEET THE SUCCESS CRITERIA? (ACTION)

1. Follow the guidelines to prepare the syllabi for all the courses being taught in a semester.
2. Certify the syllabi through an online certification process to check the quality and submission of all syllabi in a timely manner through the designated offices.
3. Develop a timeline to collect sample student work, a point of contact to check for quality and a process to organize the works for future analysis.
4. Two samples of student work are collected with the assignment and instructor feedback.

HOW DO WE EXCEED THE MEET STATUS? (ACTION)

1. Flip one course based on best practices..
2. Develop an interactive learning book for a course to facilitate learning.

WHEN TO MEET THESE SUCCESS CRITERIA?

1. Follow the guidelines to prepare the syllabi for all the courses being taught in a semester – At the beginning of each semester.
2. Certify the syllabi through an online certification process to check the quality and submission of all syllabi in a timely manner through the designated offices – At the end of each semester.
3. Develop a timeline to collect sample student work, a point of contact to check for quality and a process to organize the works for future analysis.

WHERE TO SUBMIT THE DOCUMENTS OR OBTAIN CERTIFICATION?

1. All syllabi are submitted to the Office of the Academic Dean, who certifies the quality and adherence to the guidelines and forwards the syllabi to the office of the Vice President for Academic Affairs.
2. All student works are maintained in the Office of the Academic Dean.

RESOURCES

Course Syllabus

A syllabus for each course must be distributed to the students at the first class meeting.

The syllabus should be developed carefully because it becomes the students' guide to the course. In the event questions arise related to grades, attendance requirements, or other matters relating to the course, the student is referred to the syllabus for clarification. Faculty should avoid making alterations in course requirements, grading policy, attendance requirements, or other policies relating to the course after the syllabus is distributed because the syllabus becomes a contract between the faculty member and the student. As the syllabus is developed, reference should be made to the course description and the College's class attendance policy which appear in the Denmark Technical College Academic Catalog and Student Handbook.

A clear test schedule is expected. You must use the academic calendar as one of the guides to avoid major conflicts. It is the student's responsibility to notify faculty about any unplanned situation that may arise. The student also needs appropriate authorization to miss the class and make up the tests/work for approved college activities. All academic excuses for all college wide activities must be obtained from the Office of the Vice President for Academic Affairs. Excuses from the counselors, student activity directors, and/or athletics will not be accepted as suitable academic excuses. Faculty should have a written alternative procedure to accommodate students with excused absences. All special cases will be documented as to how these situations were managed.

Describe how library resources will be used in the course. Be specific by asking students to access resources (books, journals, periodicals, online materials through library login) in the library. Describe how one or more of the course assignments cannot be done without accessing the library resources.

Course Syllabus Format

Please use the developed format ("Evaluation of the Course Syllabus) which is located in the Institutional Forms and Chart section to submit course syllabi for all of the courses. It is your responsibility to ensure that on their first day in the class each of the students receives a copy of the syllabus and is properly oriented. All students in your class must sign to acknowledge the receipt of a copy of the syllabus.

Instructional Outcomes

After developing Program Outcomes, Learning Outcomes, and Course Outcomes you delve into Instructional Outcomes. These outcomes guide your daily teaching actions. You design your lesson plans based on these outcomes. The assignments ensure that the criteria of performances in these outcomes are met. Each of the Instructional Outcomes should be a Measurable Statement with the following three components:

1. **Given a Condition of Performance** *the student will perform* _____.
2. *Observable action with* _____.
3. **Measurable criteria** *which is/are* _____.

Performance Objectives <http://hrtoolbox.tamu.edu/references/Writing-Performance-Objectives.pdf>

Task

Begin with an **action verb**: verbs such as ‘write’ and ‘solve’ communicate intent more clearly than words like “know,” “learn,” and “understand.”

Performance

Answer this question: **What** will the student know or be able to do?

This indicates the observable behavior.

Criterion

Describe **how well** the student will know or be able to do the performance. Make sure it is measurable.

Condition

Describe the **condition** (material/equipment) that must exist for the student to perform. Can begin with “given” or “when.”

| Instructional Outcome (EXAMPLES) |
|---|
| 1. After selecting a product or an idea , the student will be able to <i>develop a communication process to promote it to peers by <u>writing to persuade, documenting the research, organizing facts and figures, presenting to peers, and outfitting a demonstration.</u></i> |
| 2. Based on the guidelines , the student will be able to <i>develop a portfolio demonstrating personal growth and developmental in the areas of time management, organization, and communication through <u>a reflective journal, opinionated expressions, articulated study skills applications, and personal analysis (LID) reports.</u></i> |
| 3. After researching , the student will be able to <i>develop a resume <u>for an advertised job.</u></i> |
| 4. Based on the process elaborated in the class, the student will be able to set short-term and long-term goals and corresponding action plans. (P) |
| 5. After introduction to various forms of learning styles , the student will be able to <i>articulate a sense of personal learning style <u>in writing.</u></i> (4) |
| 6. After completing a Learning Style Inventory, the student will be able to analyze and interpret the data and validate personal learning style. (4) |

| |
|---|
| 7. <i>Given actions</i> , the student will be able to correctly (70%) identify it as a result of critical thinking. |
| 8. Given situations, the student will be able to provide inductive and deductive reasoning. |
| 9. The Student will be able to dissect a problem through the problem solving process discussed in the class. |
| 10. <i>Based on the information provided</i>, the student will be able to <i>apply quantitative reasoning process to correctly (70%) solve a problem.</i> (5) |
| 11. After familiarization with the characteristics of active learning, the student will be able to create a personalized process towards becoming an active learner.(E) |
| 12. After analyzing various note taking strategies, the student will be able to create a personal note taking process and submit sample notes based on the process.(6) |
| 13. After reviewing several strategies to prepare for an examination, the student will be able to clearly articulate their test taking approaches. |
| 14. After self-processing pertinent information, the student will successfully identify strategies to process discipline specific information.(6) |
| 15. <i>After reviewing several study skills</i> , the student will be able to <i>identify five techniques to enhance personal study skills.</i> |

Universal Assessment Outcomes (to facilitate developmental of rubrics)

| Category | Universal |
|--------------|--|
| KNOWLEDGE | 1. Ability to identify, retrieve, and organize, relevant as well as quality information for processing |
| | 2. Ability to conceptualize through interpretation, examples, metaphors, contextualization, and characterization |
| | 3. Ability to apply (acquired knowledge and process) to a prescribed situation (modeling) |
| | 4. Ability to integrate knowledge, processes, and application skills for transfer of generalized solutions |
| | 5. Ability to demonstrate depth and breadth of knowledge through synthesis, analysis, evaluation |
| | 6. Ability to demonstrate problem solving skills |
| PROFESSIONAL | 1. Ability to communicate through verbal skills |
| | 2. Ability to communicate through written skills |
| | 3. Ability to articulate through organization skills |

| | |
|----------|--|
| | 4. Ability to articulate through presentation and demonstration skills |
| | 5. Ability to demonstrate meaningful integration of technology |
| | 6. Ability to demonstrate research skills |
| | 7. Ability to demonstrate professional growth |
| | 8. Ability to think critically through analysis and reasoning (includes quantitative reasoning) |
| | 9. Ability to show professionalism in the field with ethical values and advocacy efforts |
| PERSONAL | 1. Ability to show a sense of globalization – diversity, cultural awareness |
| | 2. Ability to demonstrate social interaction – self-awareness, team work, leadership, conflict resolution, etc. |
| | 3. Ability to demonstrate personal growth – (self expression, self image, self discipline, emotional management, self worth, respect for others – time, views, etc.) |
| | 4. Ability to be an active learner towards becoming a lifelong learner |

Outcomes and Assessment

Program Outcome (AA-AS)

What graduates will accomplish within first few years of graduation - Use Program mission as the guideline.

Graduates of the AA-AS program will:

1. Become a professional by applying integrated knowledge from various disciplines, by communicating ideas and products effectively, and by applying critical thinking and problem
2. solving strategies to solve problems in real world settings.
3. Continue to enhance quality of life through personal and professional growth
4. Develop the skills for and an interest in becoming a life-long learner
5. Become a functional, productive, and contributing member in the emerging knowledge economy by engaging in civic activities, rendering professional

services, adhering to ethical standards and increasing personal productivity through use of information technology

Learning Outcomes (AA-AS)

By the time of graduation, what would an AA-AS student be able to do? (5-10)

By the time of graduation, students majoring in AA-AS at DTC will:

1. Integrate concepts and processes mastered from the area of concentration including humanities and arts, social and behavioral sciences, natural science and mathematics for contextual application and systemic generalization. (PO-1)
2. Demonstrate effective communication by progressively applying acquired knowledge and experiences in listening, speaking, reading and writing. (PO-1)
3. Articulate critical thinking by practicing analytical reasoning, problem solving and quantitative reasoning processes. (PO-1)
4. Demonstrate personal growth. (PO-2)
5. Demonstrate professional growth. (PO-2)
6. Demonstrate acquisition and application of skills towards becoming a lifelong learner. (PO-3)
7. Demonstrate increased understanding regarding self-awareness, global perception, and social interaction. (PO-4)
8. Articulate a sense of personal values, ethical standards, and moral responsibilities. (PO-4)
9. Utilize research skills and information literacy for increased personal productivity. (PO-4)

Course Outcomes (COL 103) - Derived from the Learning Outcomes (5-10):

1. Demonstrate understanding of concepts and application of process skills to optimize learning (such as note taking, preparing for examination, active learning, and processing discipline specific information). (LO-1)
2. Synthesize communication skills by reading, writing, researching, organizing, presenting, demonstrating and speaking. (LO-2)
3. Enhance critical thinking skills through self-analysis (goal setting, learning style, Curiosity, Value), analytical reasoning, problem solving and quantitative reasoning processes. (LO-3)
4. Demonstrate personal growth by documenting and reflecting over time. (LO-4)
5. Demonstrate professional growth by documenting and reflecting over time. (LO-5)

6. Understand and apply life and professional skills such as resource management, physical and emotional health management, time management and personal finance management based on current trends and upcoming challenges. (LO-6)
7. Demonstrate increased understanding regarding self-awareness, global perception, and social interaction. (LO-7)
8. Articulate a sense of personal values, ethical standards, and moral responsibilities in the context of existing institutional policies and procedures. (LO-8)
9. Assess various learning tools and techniques such as technology, instructor, print materials, and peers and to enhance learning. (LO-9)

Assignment

Resume and Letters of Recommendation

(Portion of Course Grade 5%)

COURSE OUTCOME

- Synthesize communication skills by reading, writing, researching, organizing, presenting, demonstrating and speaking. (LO-2)
- Demonstrate increased understanding regarding self-awareness, global perception, and social interaction (LO-7)

Instructional Outcome:

After researching, the student will be able to develop a resume for an advertised job (IO – 3)

Directions:

Prepare your resume for an advertised job.

Actions:

1. Obtain the advertisement.
2. Prepare a suitable resume.
3. Write a sample letter of recommendation for yourself.
4. Obtain one letter of recommendation from an instructor.
5. Obtain one letter of recommendation from an acquaintance.
6. Write a cover letter for the job.

Evaluation Rubric for Resume

| | Universal Assessment Outcome | Assignment Action | Portion of Assignment Grade | Student Grade | Course Outcome |
|-----|---|---|-----------------------------|---------------|----------------|
| PR2 | 1. Ability to communicate through written skills. | Prepare the Resume in response to the advertisement | 25 | | 2 |
| PR2 | 2. Ability to communicate through written skills | Prepare the Cover Letter | 15 | | 2 |

| | | | | | |
|-----|---|---|------------|--|---|
| PR2 | 3. Ability to communicate through written skills. | Write the Self-recommendation letter | 20 | | 2 |
| PE2 | 4. Ability to demonstrate social interaction | Recommendation from another instructor | 20 | | 7 |
| PE2 | 5. Ability to demonstrate social interaction | Third letter of recommendation from an acquaintance | 20 | | 7 |
| | | TOTAL | 100 | | |

Guidelines to Organize and Submit Sample of Students' Work

Collect two samples of a student's work with instructor's feedback for each unique course taught during the academic year.

As you develop instructional materials by incorporating new developmentals and trends in the program area, there must be a way to validate their utilities.

Arguably, a student's work can provide such validations. Increasingly, accrediting agencies are asking for a sample of a student's work. Often they want to see the actual work with the instructor's comments and feedback.

Use the following guidelines and format to submit sample works of your students from a course:

- Use a three ring binder (1.5") for each semester.
- Place student work in clear plastic sleeves.
- Organize the work:
 - ❖ Cover Page:
 - Instructor
 - Semester
 - ❖ Course 1
 - Syllabus
 - Course Title and Number
 - TWO samples in plastic sleeves
 - Grades with the two students' ID numbers highlighted that are used as samples

- ❖ Page Separator (You could use a different color page)
 - ❖ Course 2
 - Syllabus
 - Course Title and Number
 - TWO samples in plastic sleeves
 - Grades with two students' ID numbers highlighted that are used as samples
 - ❖ Page Separator (You could use a different color page)
- The binders should be labeled on the sides with Instructor and Semester information.
 - All students' work must be placed inside the sleeves.
 - Each of the sample work must be placed after a copy of the actual assignment with directions and rubrics.
 - Use original student's work with your feedback and comments.
 - Show the grading

B. Teaching Performance

To provide students with syllabus, grading/attendance, etc.; be on time and well prepared for classes; measure teaching effectiveness by relating tests to course objectives; exhibit high expectations of all students; and demonstrate appropriate and effective teaching methods.

WHY IS THIS JOB RESPONSIBILITY IMPORTANT?

While an outstanding textbook is helpful and a sound course design is admirable, without excellent teaching performance, they are useless. It is important to plan and prepare for your performance as a teacher. From handing out a syllabus to being punctual to class can be indicators of your teaching performance. One of the most important measures of your teaching performance is the design and correlation of outcomes with assessment processes. Stemming from the mission of the college and programs, you should analyze the program outcomes, the learning outcomes, and develop the course outcomes. With this connectivity you have one final step to complete; match the course outcomes with the assessments.

Assessment is an annual planned process that should be created for each program or academic division that clearly aligns to the college's mission and strategic plan. An Annual Outcomes Assessment Report must be submitted by May of each year to the Division Dean.

Carefully research existing literature to find out the emerging pedagogy appropriate for your student population and design your own instructional strategies. However, the ways to demonstrate such strategies are up to you. Though essential, classroom visitations do not always give a complete picture of your efforts. Therefore, it is up to you to come up with ways to demonstrate the brilliance of your teaching performance. By developing strategies for active learning, collaborative learning, and authentic learning, you could clearly demonstrate outcomes of your teaching efforts.

When it is all said and done, your teaching performance defines you. This job responsibility is under your control. Being an excellent teacher, as defined by your teaching performance, is the essence of why you teach at the college. Teaching is defined by this responsibility. Intervention depends on your acumen in your teaching performance. The retention of students depends on your teaching performance. If the saying is that without students we do not have a job, then you could say that without your excellent teaching performance we do not have a college; that is the significance of this job responsibility.

WHAT ARE THE SUCCESS CRITERIA? (MILESTONES)

1. **All reports** of faculty being late or absent for any reason are justified and properly managed through the office of the Dean
2. Analysis of student survey items 11, 13, 14, and 15 (70% > 3.0) [*Fall Semester*]
3. Assessment process provides evidence for active learning (students are engaged during learning)
4. Assessment process provides evidence for collaborative learning (students are learning from each other in a collaborative setting)
5. Assessment process provides evidence for authentic learning (students are creating materials that can only be developed by them)

HOW DO WE MEET THESE SUCCESS CRITERIA? (ACTION)

All reports of faculty being late or absent for any reason are justified and properly managed through the office of the Dean.

Instructor's Absence from Class

If a faculty member has to be away from class for any reason (personal leave, to attend a meeting, etc.), then that particular faculty member must find another instructor to cover each of his/her classes during his or her absence. Prior to the

absence, the time requested off must be entered into the e-leave system, and the completed Instructor's Absence – Class Schedule form must be approved by the Divisional Dean. If there is an emergency and a faculty member cannot meet a class, then the Dean of that division must be notified first to discuss coverage of assigned class. If the Dean cannot be reached, then a call should be made to the Vice President for Academic Affairs.

Analysis of student survey items 11, 13, 14, and 15 (70% > 3.0) [*Fall Semester*]

Performance Evaluation

Student Evaluation

This is conducted by the Office of Institutional Research. It is important that this process is completed as per the guidelines. However, the Office of Institutional Research will be asked to provide the analysis of student survey items 11, 13, 14, and 15 (70% > 3.0) for the spring survey from the previous academic year and the fall survey data for the current academic year to the Deans for individual faculty members. The data will be used for the performance evaluation of the faculty.

1. The assessment process provides evidence for active learning (students are engaged during learning)
2. The assessment process provides evidence for collaborative learning (students are learning from each other in a collaborative setting)
3. The assessment process provides evidence for authentic learning (students are creating materials that can only be developed by them and are unique to each student)

HOW DO WE EXCEED THE MEETS STATUS? (ACTION)

1. All course outcomes are correlated with assessment process (test, project, lab assignments, portfolios, etc.).
2. All assessments have clear evaluation criteria.

Outcomes

Each of the course outcomes must be realized through an assessment mechanism. For example, for the course outcome, "Demonstrate personal growth by documenting and reflecting over time," you could use a journal writing assignment.

It is important that based on the program outcome and learning outcomes (see resources) you should first develop course outcomes. Then, match each of the course outcomes to assignments. Realize that a test item is also an assignment.

Assessment

Describe how the assessment process is designed to provide evidence for active learning (students are engaged during learning).

Describe how the assessment process is designed to provide evidence for collaborative learning (students are learning from each other in a collaborative setting).

Describe how the assessment process is designed to provide evidence for authentic learning (students are creating materials that can only be developed by them).

WHEN TO MEET THESE SUCCESS CRITERIA?

1. **All reports** of faculty being late or absent for any reason are justified and properly managed through the office of the Dean – All regular requests for absence must be done prior to the start of the class. Handling of all emergency situations should be done through the sequence in the syllabus. In other words, in case of an emergency, the sequencing of instruction in the syllabus should allow learning to continue without significant interruption.
2. The analysis of student survey items 11, 13, 14, and 15 (70% > 3.0) – The office of the Dean, through the Office of the Vice President for Academic Affairs, will secure these reports from the Office of Institutional Research and share with the faculty as a part of performance evaluation during the semester.
3. All course outcomes in the current syllabus must be covered through the assessment items (test, project, lab assignments, portfolios, etc.) – End of the semester during the checkout process.
4. The assessment process provides evidence for active learning (students are engaged during learning) – When the course syllabus is submitted.
5. The assessment process provides evidence for collaborative learning (students are learning from each other in a collaborative setting) – When the course syllabus is submitted.
6. The assessment process provides evidence for authentic learning (students are creating materials that can only be developed by them) – When the course syllabus is submitted.

WHERE TO SUBMIT THE DOCUMENTS OR OBTAIN CERTIFICATION FROM?

1. Faculty Absence – To the office of the Dean
2. Analysis of student survey items 11, 13, 14, and 15 (70% > 3.0) – NA
3. Outcomes - Assessment correlation – To the office of the Dean
4. Evidence for active learning – To the office of the Dean
5. Evidence for collaborative learning – To the office of the Dean
6. Evidence for authentic learning – To the office of the Dean

RESOURCES

Instructor's Absence – Class Schedule Form

The Assessment Process

Developing Outcomes

C. Instructional Management

Submit reports in a timely manner; ensure that the physical environment promotes effective learning; maintain accurate records; adhere to class schedules; and provide disciplinary action when required.

WHY IS THIS JOB RESPONSIBILITY IMPORTANT?

This job responsibility is the bridge between the two previously discussed job responsibilities, i.e. Instructional Developmental and Teaching Performance. In order to demonstrate the effectiveness of teaching, all of the instructional materials developed have to be managed in a teaching and learning environment. Without such management, excellent materials may not be covered in the class, the evidence of learning may not be satisfactory, and valuable opportunities for a continuous improvement plan may be lost.

Therefore, it is important that you develop an instructional management plan to include, but not limited to, submitting reports and grades on time, continuously coordinating with peers for classroom management strategies, and making conscious efforts for the classroom to provide a better learning environment.

WHAT ARE THE SUCCESS CRITERIA? (MILESTONES)

1. Submit all attendance reports as per the schedule with appropriate justification for delay.

2. Submit grades by the due dates with appropriate justification for any delay and without discrepancies.
3. Manage and promote an environment that is conducive to learning.

HOW DO WE MEET THESE SUCCESS CRITERIA? (ACTION)

1. Submit all reports as per the schedule below with appropriate justification for delay.
 - a. Enter online attendance in D2L and Colleague Daily.
 - b. Complete the “No Show” reports.
 - c. Complete the “Request to Withdraw” (RTW) process for a student to be withdrawn from a course.
2. Submit grades by the due dates with appropriate justification for any delay and without discrepancies.
 - a. Submit all Midterm Grades via WebAdvisor/Self-Service/academic champion.
 - b. Submit all Final Grades via WebAdvisor/Self-Service/academic champion.
 - c. Complete all I-Justification forms as per the guidelines.
 - d. Complete all “Grade Correction” forms.
 - e. Complete all Independent Study Requests as per guidelines.
 - f. Complete all Credit-by-Examination Requests as per guidelines.
3. Manage and promote an environment that is conducive to learning.
 - a. Follow up with the book store for availability of the textbooks prior to the start of the class.
 - b. Report all classroom repair and maintenance needs to the divisional support staff.
 - c. Report and manage all disciplinary issues to appropriate authorities.
 - d. Distribute syllabus on the first day of the class.
 - e. Clarify assignments and evaluation criteria to the students.
 - f. Always be respectful of the student.
 - g. Do not violate pertinent confidentiality requirements.

HOW DO WE EXCEED THE MEETS STATUS? (ACTION)

No incident report on this category will allow the faculty to exceed the meet status.

WHEN TO MEET THESE SUCCESS CRITERIA?

1. Submit all reports as per the schedule below with appropriate justification for delay.
 - a. Enter online attendance daily into D2L and Colleague.
 - b. Complete the No Show reports – each day during the first two weeks of the start of the class.
 - c. Complete the “Request To Withdraw” (RTW) process for a student to be withdrawn from a course – throughout the semester.
2. . Submit grades by the due dates with appropriate justification for any delay and without discrepancies.
 - a. Submit all Midterm Grades – as per schedule for each term.
 - b. Submit all Final Grades – as per schedule for each term.
 - c. Complete all I-Justification forms as per the guidelines – as needed.
 - d. Complete all “Grade Correction” forms – as needed.
 - e. Complete all Independent Study Requests as per guidelines – as needed.
 - f. Complete all Credit By Examination Requests as per guidelines – as needed.
3. Manage and promote an environment that is conducive to learning.
 - a. Follow up with the book store for availability of the textbooks prior to the start of the class – at the beginning of each semester during the registration period.
 - b. Report all classroom repair and maintenance needs to the divisional support staff – as needed.
 - c. Report and manage all disciplinary issues to appropriate authorities – as needed.
 - d. Distribute syllabus on the first day of the class - first day of the class.
 - e. Clarify assignments and evaluation criteria to the students – as needed.
 - f. Always be respectful of the student – always.
 - g. Do not violate pertinent confidentiality requirements – always.

WHERE TO SUBMIT THE DOCUMENTS OR OBTAIN CERTIFICATION FROM?

1. Submit grades by the due dates with appropriate justification for any delay and without discrepancies.
 - a. Submit all Midterm Grades – WebAdvisor/Self-Service.
 - b. Submit all Final Grades – WebAdvisor/Self-Service.

- c. Complete all I-Justification forms as per the guidelines – to the Office of the Divisional Dean.
 - d. Complete all “Grade Correction” forms - to the Office of the Divisional Dean.
 - e. Complete all Independent Study Requests as per guidelines - to the Office of the Divisional Dean.
 - f. Complete all Credit By Examination Requests as per guidelines - to the Office of the Divisional Dean.
2. Manage and promote an environment that is conducive to learning.
- a. Follow up with the book store for availability of the textbooks prior to the start of the class – to the Office of the Divisional Dean.
 - b. Report all classroom repair and maintenance needs – to the Office of the Divisional Dean.
 - c. Report and manage all disciplinary issues – to appropriate authorities.
 - d. Distribute syllabus on the first day of the class – to the students registered in the class.
 - e. Clarify assignments and evaluation criteria to the students – to the students registered in the class.
 - f. Always be respectful of the student – NA.
 - g. Do not violate pertinent confidentiality requirements – NA.

RESOURCES

“I” justification

Grade Correction Form – Use the form supplied by Registrar Services

Independent Study & Credit by Examination – *In addition to the form in this handbook you will have to use the form supplied by Registrar Services.*

Classroom Visitation - *Use the form supplied by the Office of Academic Affairs.*

Student Grievance Procedure – See the DTC Academic Catalog and Student Handbook.

[STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
\(sctechsystem.edu\)](http://sctechsystem.edu)

All student forms are located on the college’s website.

[Student Forms - Denmark Technical College](#)

D. Academic Success

The instructor makes every effort to help ensure that 70%-80% of the students in each of their classes are successful (passing with a grade of C or above). For students who are not successful, faculty must document extensive efforts made to assist students during the term.

WHY IS THIS JOB RESPONSIBILITY IMPORTANT?

With exceptional instructional materials, excellent teaching ability, and effective instructional management ability, we may be tempted to assume automatic academic success. Well, that is not the case. Since academic processes involve both the teachers and learners and happens to be a two way process, success in a course depends on the students as well. Thus, while it would be nice for all students to be successful in a course, they are not. Since you have direct contact with the student and probably have the most knowledge about their academic progress, your documentation is extremely important.

Student success has long term implications regarding student retention. For example, assume you have an enrollment of 100 students. A 70% success rate means that 70 students successfully complete the course and 30 students are off-track for graduation on time. Assuming that the student pool was better after first semester, let's say 80% of these first 70 students are successful and succeed the following semester (56 students will proceed and 14 students will be off-track for graduation on time). Again, as the students are getting better by selection, let's accept a 90% success rate in the 3rd semester. This will allow 50 students to go into the 4th (final) semester in a two year program, while 6 students to remain off-track. Assuming a 95% success rate in the final semester, only 47 students will graduate and 3 will stay back. That is a 47% success rate for the 100 students we started with. You could play with the assumptions all day long, but you get the picture. Ultimately success rate affects the graduation rate, which in turn affects the school's standing for funding and reputation. Fortunately something can be done to avoid such a disaster. This is called intervention and it is where you play a major role.

While others in the intervention process are accountable, you play a critical role regarding the success of a student. How well you accept students at their current status and what you do to motivate them can be a key step. As soon as you walk into the classroom, what is the atmosphere student attitudes are exhibiting – that of a comfortable, yet challenging session or a miserable confrontational hour? Can the student count on you as a source of help in a setting where tutors are rare and childcare, transportation, and job schedule can be barriers? Are you empathetic to

the needs of the types of students that come to your class? Are you skilled enough to assess the ability of a student in several ways or are you applying a rigid method that can make or break their dreams? How do you establish the rigor of your program so that they can find an alternative early on without losing financial aid or increasing the time to graduate and join the workforce?

Every time we graduate a student, a new one has to be found. Each time we fail to retain a student, we have to find three more students to fill the gap so that in two years one will graduate. That is the reason for the emphasis on retention. Let's work on it. Sometimes rules and regulations, policies and procedures, and memorandums and directives come at you to ensure academic success. In a way it is a cry for help by the administration to you, the frontline soldiers, in this struggle that becomes acute with the open enrollment mandate and the strong desire to serve the community that needs us.

So as we collectively find ways to deal with it, you have the responsibility to document your sincere efforts to achieve academic success for your institution.

WHAT ARE THE SUCCESS CRITERIA? (MILESTONES)

1. 70%-80% of the students in each of the classes taught during the performance period are successful (passing with a grade of C or above). For courses where the success rate is below 70%, maintain documentation of extensive efforts made to assist students during the term.
2. For students with more than 25% absence in the course appropriate documentation of makeup work is maintained justifying a grade above "F."

HOW DO WE MEET THESE SUCCESS CRITERIA? (ACTION)

1. Seventy to Eighty percent (70% - 80%) of the students in each of the classes taught during the performance period are successful (passing with a grade of C or above).
-- Submit the success rate calculation for each course.
2. For courses where the success rate is below 70%, maintain documentation of extensive efforts made to assist students during the term
 - a. Submit the Faculty Availability to Student form.
 - b. Submit Faculty Direct Instructional Activity Schedule.
 - c. Submit a statement for each student with a grade below C.

3. For students with more than 25% absence in the course appropriate documentation of makeup work is maintained justifying a grade above “F” – Justification when discrepancies arises.
 - a. Indicate excessive absenteeism in the online attendance report in D2L and Colleague.
 - b. Maintain written agreements for students to make up work.
 - c. Maintain excuses provided by the counselors.
 - d. Proactively maintain email communications for anticipated complications.

HOW DO WE EXCEED THE MEETS STATUS? (ACTION)

--Provide a detailed documentation of a successful intervention process where a challenged student has become successful.

WHEN TO MEET THESE SUCCESS CRITERIA?

1. Seventy to Eighty percent (70%-80%) of the students in each of the classes taught during the performance period are successful (passing with a grade of C or above).
 - e. Submit the success rate calculation for each course – During Checkout.
2. For courses where the success rate is below 70%, maintain documentation of extensive efforts made to assist students during the term
 - a. Submit the faculty availability to student form – Each week.
 - b. Submit Faculty Direct Instructional Activity Schedule – During the first week of school after classes start.
 - c. Submit a statement for each student with a grade below C - During Checkout.
3. For students with more than 25% absence in the course appropriate documentation of makeup work is maintained justifying a grade above “F” – Justification when discrepancies arises.
 - a. Indicate excessive absenteeism in the online attendance report in Desire to Learn (D2L and Colleague.
 - b. Maintain written agreements for students to make up work – As needed.
 - c. Maintain excuses provided by the counselors – As available.

- d. Proactively maintain email communications for anticipated complications – As needed.

WHERE TO SUBMIT THE DOCUMENTS OR OBTAIN CERTIFICATION FROM?

1. Seventy to Eighty percent (70%-80%) of the students in each of the classes taught during the performance period are successful (passing with a grade of C or above).
 - a. Submit the success rate calculation for each course – to the Academic Division Dean.
2. For courses where the success rate is below 70%, maintain documentation of extensive efforts made to assist students during the term.
 - a. Submit the faculty availability to student form – to the Academic Division Dean.
 - b. Submit Faculty Direct Instructional Activity Schedule – to the Academic Division Dean.
 - c. Submit a statement for each student with a grade below C – to the Division Dean.
3. For students with more than 25% absence in the course appropriate documentation of makeup work is maintained justifying a grade above “F” – Justification when discrepancies arises.
 - a. Indicate excessive absenteeism in the online attendance report in Desire to Learn (D2L) and Colleague.
 - b. Maintain written agreements for students to make up work – to the Academic Division Dean.
 - c. Maintain excuses provided by the counselors – in your course folder.
 - d. Proactively maintain email communications for anticipated complications – in your course folder.

E. Student Advisement

To develop and post advisement schedules for assigned students; maintain updated academic records and profiles on students (twice per semester); and make appropriate referrals for students. Schedule and post at least 8 (eight) office hours per week for individual student consultation.

WHY IS THIS JOB RESPONSIBILITY IMPORTANT?

Advisement requires careful assessment of a student's ability, goal, resources and judicial suggestion of a course of action that is optimally beneficial for the student. In advisement there are rules of privacy to be mindful of; there are academic programs to analyze; there are personal trials and tribulations to lend an ear to; there are GPAs to check; and there are course loads to worry about. Advisement is not a mechanical process of choosing courses that are not full and asking a student to do his or her best; rather it is an art. Many from their personal experience will say that other advisor/academic champion's students show up at their office door for career advice, course selection, or simply to make sure that others have shown them the right way. For whatever reason, advisement is to make a connection with objectivity.

With proper advice intervention can be minimized. Effective advisement can significantly increase retention. Advisement can minimize disciplinary related challenges. It can also be a key to long term relationships with the students who can be the positive messenger for the college. With so much riding on this job responsibility, we should never take advisement lightly. It is a continuous process from the admission to graduation of a student. In many ways advisement is an art and you must know how to make it aesthetically pleasing for the student.

WHAT ARE THE SUCCESS CRITERIA? (MILESTONES)

1. Schedule, post and maintain approved office hours (8 hours per week).
2. A projected graduation date is available for **all** advisees with analysis of the curriculum display (Nov 14 for Spring Graduation and April 15 for Fall/Summer Graduation).
3. There was no documentation of advisement discrepancy for which the advisor/academic champion was responsible.
4. All deviation(s) from the official curriculum display of the advisees is (are) justified either with a signed document from the advisee or with advisement notes from the advisor/academic champion.

HOW DO WE MEET THESE SUCCESS CRITERIA? (ACTION)

1. Schedule, post and maintain approved office hours (8 hours per week).
 - a. Post a schedule with eight office hours spread throughout the week.
2. A projected graduation date is available for **all** advisees with analysis of the curriculum display (Nov 14 for Spring Graduation and April 15 for Fall/Summer Graduation).

- a. Conduct a degree audit on each advisee and formulate a projected graduation date.
- 3. There was no documentation of advisement discrepancy for which the advisor/academic champion was responsible.
 - a. All developmental courses needs have been verified.
 - b. All advisees are pre-registered in appropriate courses to graduate on schedule.
- 4. All deviation(s) from the official curriculum display of the advisees is (are) justified either with a signed document from the advisee or with advisement notes from the advisor/academic champion.
 - a. Complete an advisor/academic champion/advisee contact log for each advisee.

HOW DO WE EXCEED THE MEETS STATUS? (ACTION)

No incident report on this category will allow the faculty to exceed the meet status.

WHEN TO MEET THESE SUCCESS CRITERIA?

- 1. Schedule, post and maintain approved office hours (8 hours per week).
 - a. Post a schedule with eight office hours spread throughout the week – one week after the classes start.
- 2. A projected graduation date is available for **all** advisees with analysis of the curriculum display.
 - a. Conduct a degree audit on each advisee and formulate a projected graduation date - (Nov 14 for Spring Graduation and April 15 for Fall/Summer Graduation)
- 3. There was no documentation of advisement discrepancy for which the advisor/academic champion was responsible.
 - a. All developmental courses needs have been verified – during pre-registration and registration.
 - b. All advisees are pre-registered in appropriate courses to graduate on schedule – during the pre-registration week.
- 4. All deviation(s) from the official curriculum display of the advisees is (are) justified either with a signed document from the advisee or with advisement notes from the advisor/academic champion.
- 5. Complete an advisor/academic champion/advisee contact log for each advisee – during pre-registration and registration.

WHERE TO SUBMIT THE DOCUMENTS OR OBTAIN CERTIFICATION?

1. Schedule, post and maintain approved office hours (8 hours per week).
 - a. Post a schedule with eight office hours spread across the week – office of the Academic Dean of the Division.
2. A projected graduation date is available for **all** advisees with analysis of the curriculum display.
 - a. Conduct a degree audit on each advisee and formulate a projected graduation date - (Nov 14 for Spring Graduation and April 15 for Fall/Summer Graduation) – office of the Academic Dean of the Division.
3. There was no documentation of advisement discrepancy for which the advisor/academic champion was responsible.
 - a. All developmental courses needs have been verified – office of the Academic Dean of the Division.
 - b. All advisees are pre-registered in appropriate courses to graduate on schedule – office of the Academic Dean of the Division.
4. All deviation(s) from the official curriculum display of the advisees is (are) justified either with a signed document from the advisee or with advisement notes from the advisor/academic champion.
 - a. Complete an advisor/academic champion/advisee contact log for each advisee – office of the Academic Dean of the Division.

F. Professional Developmental

Develop a professional developmental plan; and attend scheduled faculty developmental courses, seminars, and workshops

WHY IS THIS JOB RESPONSIBILITY IMPORTANT?

Your professional developmental activities validate you as a lifelong learner. This is why accrediting agencies view professional developmental as an integral part of the continuous improvement plan and an essential quality enhancement process. Keeping up with emerging new materials for teaching, innovative new instructional strategies, upcoming technologies for learning and current research on connecting with students can enhance you as a professional. If you are not putting forth efforts towards such activities, eventually it will show. You want to remember that the statement, "... only here for a pay check" may apply. The reputation of an institution depends on its professionals and professional developmental is the only process to maintain your professional status.

There are many ways to seek professional developmental opportunities. All of them need not cost an inordinate amount of resources – money, time, and travel. A regular browsing of the Internet may not be a bad place to start. A trip to your college library can help. Interacting with your peers at sister institutions can be an excellent way to keep up with tips and tricks to be a better teacher. Of course a free workshop or seminar offered by a publishing company may only require travel cost which is easier for the institution to fund. Also, do not forget the webinars, where for a reasonable registration fee you could get excellent training. These are often free, as well. Then, there is the on campus Faculty Developmental program. Colleges have new technologies hidden away in unrelated departments. It is probably a good idea to go and visit, possibly get a tour, and make new acquaintances. You may even get a free session on presentation technologies or recording a lecture session. Again, do not forget the Web 2.0 technologies that are used to develop and manage online communities. In the end, you have to have the inner urge to be a professional; no one can make you one. Find ways to be at the top of your game, even if not for the students, for your own sake. As they say, an active mind can retire wise and retain health, which improves the quality of life.

WHAT ARE THE SUCCESS CRITERIA? (MILESTONES)

1. Submit and secure approval for a professional developmental plan on time.
2. Document efforts to actualize all proposed and modified activities in the professional developmental plan.
3. Summarize all professional developmental activities (April 15).

HOW DO WE MEET THESE SUCCESS CRITERIA? (ACTION)

1. Submit and secure approval for a professional developmental plan on time.
2. Document efforts to actualize all proposed and modified activities in the professional developmental plan.
3. Summarize all professional developmental activities
 - a. List all professional developmental activities.
 - b. Integrate of Technology for productivity.
 - c. Integrate pedagogically sound technology.

HOW DO WE EXCEED THE MEETS STATUS? (ACTION)

Describe your efforts to implement an instructional strategy or an innovative assessment strategy that was a direct result of professional developmental completed during the academic year.

WHEN TO MEET THESE SUCCESS CRITERIA?

1. Submit and secure approval for a professional developmental plan on time – See Faculty Activity Calendar.
2. Document efforts to actualize all proposed and modified activities in the professional developmental plan – Throughout the academic year.
3. Summarize all professional developmental activities
 - a. List all professional developmental activities – Before Performance Evaluation.
 - b. Integrate of Technology for productivity – Before Performance Evaluation.
 - c. Integrate pedagogically sound technology – Before Performance Evaluation.

WHERE TO SUBMIT THE DOCUMENTS OR OBTAIN CERTIFICATION?

1. Submit and secure approval for a professional developmental plan on time – to the Academic Division Dean.
2. Document efforts to actualize all proposed and modified activities in the professional developmental plan – to the Academic Division Dean.
3. Summarize all professional developmental activities
 - a. List all professional developmental activities – to the Academic Division Dean.
 - b. Integrate of Technology for productivity– to the Academic Division Dean.
 - c. Integrate pedagogically sound technology– to the Academic Division Dean.

G. College and/or Community Service

Assist in the recruitment and job placement of students; participate in instructional and student services activities; serve on college/community committees; and participate in advisor/academic championy committee activities. Attend faculty meetings, serve on faculty committees, and provide community service.

WHY IS THIS JOB RESPONSIBILITY IMPORTANT?

Denmark Technical College serves students from diverse educational and socioeconomic backgrounds. The fourth component of the College's mission statement is "to enhance the economic developmental and growth of the service

area and the state.” In addition to graduating students our mission is to impact the community economically to enhance the quality of life for the stakeholders.

As a person of wit and wisdom, often the community looks at you as a source of strength. It expects you to be the voice of reasoning when things are not quite right. The community would like your intellectual propositions to plan, propose, and propagate various activities to help it grow. Thus, you become an integral part of the community’s developmental. So go ahead and serve on boards, articulate fund raising ideas, utilize the grant funds coming to the community judiciously, volunteer to help out the needy, mentor the youth, and organize that cookout. As you do this the value of the college is accentuated in the community. Your hard work with positive impact can be one of the best marketing tools for the school that cares for its community.

So, go beyond the four walls of the classroom into the real world of the college’s neighborhood. Serving your community is part of your job responsibility because accrediting bodies want to see how the needs of stakeholders are addressed, how well the college is marketed through goodwill and good work, and how the perception of a college in its backyard can start a long term friendship with the people across the street.

WHAT ARE THE SUCCESS CRITERIA? (MILESTONES)

1. Attend all faculty meetings in the division with approved justifications for all delays and absences.
2. Submit a report on services performed in the college.
3. Submit a report on community services.

HOW DO WE MEET THESE SUCCESS CRITERIA? (ACTION)

1. Attend all faculty meetings in the division with approved justifications for all delays and absences.
2. Submit a report on services performed in the college.
3. Submit a report on community services.

HOW DO WE EXCEED THE MEETS STATUS? (ACTION)

Meeting any one of the following will exceed the meet status:

1. Two recruitment activities.
2. Organize and manage student organization activities.

3. Generate external funding for the institution.
4. Participate in the intervention, mentoring and tutoring activities without compensation.

WHEN TO MEET THESE SUCCESS CRITERIA?

1. Attend all faculty meetings in the division with approved justifications for all delays and absences – When such meetings are called.
2. Submit a report on services performed in the college – Before Performance Evaluation.
3. Submit a report on community services – Before Performance Evaluation.

WHERE TO SUBMIT THE DOCUMENTS OR OBTAIN CERTIFICATION FROM?

1. Attend all faculty meetings in the division with approved justifications for all delays and absences – to the Academic Division Dean.
2. Submit a report on services performed in the college – to the Academic Division Dean.
3. Submit a report on community services – to the Academic Division Dean.

H. Other Related Job

Complete any other related job assigned by the supervisor.

WHY IS THIS JOB RESPONSIBILITY IMPORTANT?

More often than not, the “other category” of job responsibilities is due to the implementation of the continuous improvement plan. With the emerging focus on the workforce developmental initiatives and the ever present need for accreditation, your job responsibilities can change. Generally, your immediate supervisor brings this information to you. Please take the time to understand and complete the tasks; your actions can help the college meet its needs and challenges.

WHAT ARE THE SUCCESS CRITERIA? (MILESTONES)

1. Integrate Workforce Developmental initiatives into course assignments (for use in real world settings).
2. Complete accreditation related tasks as requested in writing (email, memos & letters).

HOW DO WE MEET THESE SUCCESS CRITERIA? (ACTION)

1. Integrate Workforce Developmental initiatives into course assignments (for use in real world settings) – Prepare a report.
2. Complete accreditation related tasks as requested in writing (email, memos & letters) – Complete the task.

HOW DO WE EXCEED THE MEET STATUS? (ACTION)

1. Not applicable.

WHEN TO MEET THESE SUCCESS CRITERIA?

1. Integrate Workforce Developmental initiatives into course assignments (for use in real world settings) – As stipulated by the Academic Dean.
2. Complete accreditation related tasks as requested in writing (email, memos & letters). – As stipulated by the Academic Dean.

WHERE TO SUBMIT THE DOCUMENTS OR OBTAIN CERTIFICATION FROM?

1. Integrate Workforce Developmental initiatives into course assignments (for use in real world settings) – to the Academic Division Dean.
2. Complete accreditation related tasks as requested in writing (email, memos & letters). – to the Academic Division Dean.

Student Evaluation

This is conducted by the office of institutional research. It is important that this process is completed as per the guidelines.

End of the Semester Checkout

At the end of the semester, you must check out to ensure a clean and smooth transition of information for future inquiry. A checkout form is issued by the Office of the Academic Affairs and will be provided to you prior to check out.

X. Academic Champion Cohorts

Patrick Scipio ext. 5274

Accounting
Administrative Office Technology
Administrative Support
Barbering
Business Administration
Computer Technology
Cosmetology
Criminal Justice Technology
Culinary Arts
Cybersecurity
Entrepreneurship/Small Business Management
Human Services
Athletes

Rhonda Cummings ext. 5298

Associate of Arts
Associate of Science
Early Care and Education
Early Childhood Development
General Studies
General Technology
Dual Enrollment - Bamberg-Ehrhardt
Dual Enrollment – Blackville-Hilda
Dual Enrollment – Denmark-Olar

Troydenius McNeal ext. 5296

Building Construction Fundamentals
Electromechanical Engineering Technology
Plumbing
Welding
Dual Enrollment – Allendale-Fairfax
Dual Enrollment – Williston-Elko

Leslie Holman Brooks ext. 5112

Nurse Aide Assistant
Practical Nursing
Pre-Medical

Dual Enrollment – Barnwell Career Center
Dual Enrollment – Jefferson-Davis Academy

XI. Dual Enrollment

Denmark Technical College offers high school students the opportunity to earn college credit while enrolled in high school through the following pathways:

Certificate in applied science in Building Construction Fundamentals

Certificate in applied science in General Studies

Certificate in applied science in Nurse Aide Assistant

Certificate in applied science in Pre-Medical

Certificate in applied science in Welding

Associate in Science (transfer degree)

Students take courses at the high school instructional site or at Denmark Technical College's main campus.

Dual enrollment courses are offered at six (6) service area high schools and one (1) career center.

Allendale-Fairfax High School

Bamberg-Ehrhardt High School

Barnwell Career Center

Blackville-Hilda High School

Denmark-Olar High School

Jefferson Davis Academy

Williston-Elko High School

The Dual Enrollment policy is located on the college's website at [Policy Library - Denmark Technical College](#), and on the SCTCS website at [STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION \(sctechsystem.edu\)](#).

Student Grievance Procedure

SEE DENMARK TECHNICAL COLLEGE CATALOG

GUIDELINES FOR SUPERVISORS OF WORK-STUDY STUDENTS

Academic Year 2023-2023

1. All students must sign in and sign out daily. Their time sheets should have their signatures beside the time they sign in and the time they signed out.
2. Time sheets should be available and open to the public at all times.
3. If a student is out and does not contact his/her supervisor, he/she will not be paid for that time and will not be allowed to make up that time. If this happens three times, the student is relieved of the responsibilities of that work study assignment. A memo should be sent to the Director of Financial Aid indicating that the student did not work listing the times and dates the student did not come to work by the supervisor. The student is automatically released.
4. If a work-study student does not work his/her time and the supervisor fails to notify the Work Study Coordinator, that supervisor has not assumed his/her responsibilities and will not be assigned another work-study student.
5. If a student decides he/she does not want to work where assigned, a conference is arranged between the student and the Business Office by the Director of Financial Aid. The student is informed that s/he will have to pay the money or the student will be sent home. Once a student is assigned, unless a conference has been held indicating there is a conflict of interest or the student is unable to perform the task(s), he/she cannot be reassigned.
6. If a student worked well with a supervisor, he/she may be assigned to that supervisor again if the supervisor asks for him/her.

The Faculty Handbook was developed to facilitate the success of faculty members in meeting all responsibilities.

XII. Forms

Academic Affairs

- Advisee Folder Information
- Advising Documentation
- Advisor/academic champion/Advisee Contact Log
- Student Profile
- 'I' Justification Form
- Approval for Credit by Examination or Independent Study
- Faculty Availability to Students
- Community and Public Service
- Instructor's Absence – Class Schedule Form
- Evaluation of Course Syllabus
- Classroom Visitation and Evaluation
- Faculty Direct Instructional Activities Schedule
- Faculty Member's Office Hours
- Faculty Professional Developmental Plan
- Course Reinstatement Request Form

Additional forms are available on the college's website under Student Forms.

A. Advisee Folder Information

ADVISEE FOLDER INFORMATION

- _____ Curriculum Display Sheet
- _____ Advising Documentation Form
- _____ Registration Form
- _____ Student Semester Schedule
- _____ Mid-Term Grades
- _____ Copy of Final Grades
- _____ Change of Program Form
- _____ Transcripts
- _____ Application for Graduation
- _____ Add/Drop Form
- _____ Student Progress Reports
- _____ Grade Change Form (if applicable)
- _____ Withdrawal Form (if applicable)
- _____ All Other Information Shared During Advising Process

B. Advising DocumentationDENMARK TECHNICAL COLLEGE
ADVISING DOCUMENTATION FORM_____
ADVISEE'S NAME_____
DATE FORM INITATED

Please indicate the date of the advising conference in the space provided. Check all items discussed and secure advisee's initials.

| Critical Items Discussed | Date | Date | Date | Date | Date |
|---|------|--------------------------|------|------|------|
| | | | | | |
| Curriculum Display Sheet Initiated | | | | | |
| Curriculum Display Sheet Update (reviewed courses taken) | | | | | |
| Required GPA | | | | | |
| Current GPA | | | | | |
| Transitional Courses Required: _____ _____ _____ | | | | | |
| Transitional Courses Completed: _____ Semester _____ _____ Semester _____ _____ Semester _____ | | | | | |
| Exit Exam Required: Yes _____ No _____ | | | | | |
| Exit Exam Complete: Yes _____ No _____ | | | | | |
| GED Needed: Yes _____ No _____ | | | | | |
| GED Completed: Yes _____ No _____ | | | | | |
| Career Intentions | | | | | |
| Check One | ___ | College Transfer | | | |
| | | Which College/University | | | |
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| | ___ | Job Placement | | | |
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| Initials of Advisee | | | | | |
| Initials of Advisor/academic champion | | | | | |

C. Advisor/academic champion/Advisee Contact Log

ADVISOR/ACADEMIC CHAMPION/ADVISEE CONTACT LOG

Name_____ ID# _____

Program_____ Date_____

Advisor/academic champion comments_____

Advisor/academic champion's Signature_____
Student's Signature

Name_____ ID# _____

Program_____ Date_____

Advisor/academic champion comments_____

Advisor/academic champion's Signature_____
Student's Signature

DENMARK TECHNICAL COLLEGE**ACADEMIC ADVISING PERSONAL PROFILE SHEET
(STUDENT)**

PROGRAM: _____

ADVISEE: The information requested below will be of assistance in becoming better acquainted with you.

DATE ENROLLED: _____ FULL-TIME: _____ PART-TIME: _____

1. NAME: _____

2. ID#: _____

3. ADDRESS: _____

PHONE: _____ CELL PHONE: _____

4. WHO SHOULD BE CONTACTED IN CASE OF EMERGENCY?

NAME: _____

ADDRESS: _____

PHONE: _____ RELATIONSHIP: _____

5. H. S. GRADUATE: YES _____/NO _____ GED: _____ YEAR: _____

6. TRANSFER STUDENT: YES _____/NO _____

WHAT PROGRAM: _____

WHAT COLLEGE: _____

E. Faculty Availability to Students

DENMARK TECHINICAL COLLEGE

REPORT FOR THE WEEK OF _____ - _____

FACULTY AVAILABILITY TO STUDENTS OUTSIDE OF CLASS

The purpose of this form is to document Faculty Availability to Students Outside of the Classroom as required for Performance Based Funding. Faculty are expected to provide eight (8) office hours each week. This time should be used to work with students in a variety of formats. Faculty are expected to take leadership in scheduling conferences with students, working with small groups, working with Academic Clubs, tutoring, having discussion groups, field trips, etc. Please document all time spent with students in activities outside of the classroom by completing this form. A copy of this form is due in the Dean's office on the first instructional day of each week.

| DATE | TIME | STUDENT SIGNATURE | FACULTY SIGNATURE | ACTIVITY |
|------|------|-------------------|-------------------|----------|
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F. Community and Public Service

DENMARK TECHNICAL COLLEGE

COMMUNITY AND PUBLIC SERVICE

Performance Indicator (2F): Community and Public Service Activities of Faculty for Which No Extra Compensation is Paid

Measure: Percent of full-time teaching faculty participating in service to the community with emphasis on service to the economic and community developmental of region or the state, for which no additional compensation is provided.

Definition: Community or public service activities are to be defined as actions taken or process presented to audiences primarily not affiliated with the institution as students, faculty, or administrators. Service to the community need not be in the professional area or teaching field of the faculty. Activities can be in the faculty's community of residence.

Reporting Period: The time period for this indicator is the previous academic year (fall through summer)

FACULTY NAME: _____

| NAME OF ORGANIZATION | DATE OF INVOLVEMENT | TYPE OF SERVICE* |
|----------------------|---------------------|------------------|
| | | |
| | | |
| | | |
| | | |

Examples of Types of Service:*

Religious (Church Involvement)

Arts/Community Groups

Education (PTA, PTO, etc)

Youth (Boy Scouts, Girls Scouts, etc)

Health (Red Cross, Walk-A-Thon)

Civic (Rotary, J-C, Kiwanis, etc)

Government (Economic Developmental, Planning, etc)

Other (specify):

G. Instructor's Absence – Class Schedule

Instructor's Absence Form

| | |
|--|-------------------|
| Course No: _____ | Section No: _____ |
| Course Title: _____ | |
| Date/Time: _____ | Room#: _____ |
| Instructor in Charge (Name/Signature): _____ (Instructor's signature indicates that there are no conflicts) | |
| Instructor (Name / Signature): _____ | |
| Approved (Dean): _____ | Date: _____ |

| |
|---------------------|
| Assignment/Homework |
|---------------------|

Assignment: _____

Homework: _____

| | Printed Name | Signature | Student ID # |
|-----|--------------|-----------|-----------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 15. | | | |
| 16. | | | |
| 17. | | | |
| 18. | | | |
| 20. | | | |
| 21. | | | |
| 22. | | | |
| 23. | | | |
| 24. | | | |
| 25. | | | |

H. Classroom Visitation and Evaluation



CLASSROOM VISITATION AND EVALUATION

| | | |
|--------------------|-------------------------|-------|
| Instructor's Name: | | Date: |
| Division: | Course /Number/Section: | |
| Evaluator's Name: | | Time: |

| | YES | NO | Did Not Observe | | YES | NO | Did Not Observe |
|--|-----|----|-----------------|--|-----|----|-----------------|
| 1. Came to class on time. | | | | 2. Was well-groomed and appropriately attired. | | | |
| 3. Used class time efficiently. | | | | 4. Followed course outline. | | | |
| 5. Presented course content in an organized manner. | | | | 6. Followed textbook lesson. | | | |
| 7. Used instructional technology. | | | | 8. Encouraged discussion, when appropriate. | | | |
| 9. Maintained order in class. | | | | 10. Showed respect for students. | | | |
| 11. Was prepared for class. | | | | 12. Demonstrated enthusiasm about the course. | | | |
| 13. Answered questions clearly. | | | | 14. Stimulated interest in the subject matter. | | | |
| 15. Made student feel free to disagree or ask questions. | | | | 16. Was willing to assist students individually. | | | |
| 17. Encouraged the students. | | | | 18. Summarized major points. | | | |
| 19. Spoke clearly. | | | | 20 Office hours are contained within course syllabus and/or posted on office door. | | | |

| | | |
|--|-------|----|
| FOR LAB INSTRUCTION, THE INSTRUCTOR: | YES | NO |
| 1. Required students to contribute to lab and equipment, maintenance, organization and housekeeping | | |
| 2. Provided appropriate lab experience. | | |
| 3. Enforced lab dress code, if applicable. | | |
| 4. Explained and enforced safety requirements. | | |
| EVALUATOR'S COMMENTS: Evidence of active learning (students are engaged during learning): Collaborative learning (students are learning from each other in a collaborative setting): Evidence of positive student attitude towards the content, process and the instructor: Like: Discovery: | | |
| RECOMMENDATIONS: Improvement: It is expected that the recommended improvements are addressed and substantiated with documentation by the instructor and during follow up visits. | | |
| Signature of Instructor: | Date: | |
| Signature of Evaluator: | Date: | |
| INSTRUCTOR'S COMMENTS: (on the back) | | |

I. Faculty Direct Instructional Activities Schedule



FACULTY DIRECT INSTRUCTIONAL ACTIVITIES SCHEDULE

Name _____

Term _____

Year _____

Division _____

Extension _____

TEACHING SCHEDULE

| COURSE | SEC.# | LEC. | LAB | CR. | TOTAL | BLDG. | RM. | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--------|-------|------|-----|-----|-------|-------|-----|--------|---------|-----------|----------|--------|----------|
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

TOTALS

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

*Mini-Mester 1
 **Mini-Mester 2
 ***Mini-Mester 3

| DAYS | OFFICE HOURS (1 HRS.) | LOCATION |
|-----------|-----------------------|----------|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |

Total:

| DESCRIPTION OF ADDITIONAL DUTIES TO ACHIEVE FTEF LOAD |
|---|
| (To Be Completed By The Dean) Attach additional sheets if needed. |
| |
| |
| |
| |
| |
| Signature of Division Dean: _____ Date: _____ |

Faculty _____ Date: _____

APPROVAL SIGNATURES:

Division Dean _____ Date: _____

VP of Academic Affairs _____ Date: _____

Last Revised: July 2023

J. Faculty Member's Office Hours



FACULTY MEMBER'S OFFICE HOURS

Name _____
Division _____

Term _____
Extension _____

Year _____

| DAYS | OFFICE HOURS (8 HRS). | LOCATION |
|-----------|-----------------------|----------|
| MONDAY | | |
| TUESDAY | | |
| WEDNESDAY | | |
| THURSDAY | | |
| FRIDAY | | |
| SATURDAY | | |

TOTAL: _____

Faculty: _____

Date: _____

APPROVAL SIGNATURES:

Division Dean: _____

Date: _____

VP for Academic Officer: _____

Date: _____

K. Faculty Professional Developmental Plan

DENMARK TECHNICAL COLLEGE FACULTY/STAFF DEVELOPMENTAL QUESTIONNAIRE

INDIVIDUAL PLAN FOR SELF-IMPROVEMENT FOR 2023-2024

Name _____ Date _____

Discipline/Area _____ Faculty _____ Staff _____ (Check One)

NOTE: Completion of this questionnaire is requested in order to focus attention on the continuing need to participate in various kinds of professional developmental activities, especially those that will strengthen your performance as a member of DTC faculty or staff. While each faculty/staff member's Self-Improvement Plan will be reflective of his/her individual needs, it is expected that all members of the DTC family will be involved in activities that will enhance their expertise and professionalism. To the extent that Title III funds are available, they will be prorated fairly and expeditiously within the framework of state and federal guidelines and DTC Title III Activity Objectives. Faculty members will have priority as this objective is listed under "Quality Assurance for Curriculum Programs," Activity #4, Title III.

1. Briefly describe your proposed developmental plan.
2. List areas of interest to you in carrying out your proposed developmental plan.
 1. _____
 2. _____
 3. _____
 4. _____

Briefly explain the area of most interest.

3. Will your proposed plan require financial assistance? _____ Yes _____ No

If "Yes", give approximate amount and supply a brief explanation of how funds will be used.

4. Will your proposed developmental plan involve additional study or research? If so, briefly describe the nature of the study and/or research.

5. How will this activity enhance your teaching/professional skills?
6. How can the Vice President for Academic Affairs assist you in carrying out your proposed developmental plan?
7. To the extent possible, give an implementation timetable (proposed dates, semester(s), etc.) for your personal developmental plan.

Additional Comments

XIII. Curriculum Displays

Please use an official copy of the curriculum display duly signed by the Academic Champion and properly endorsed with test scores regarding the developmental courses. The curriculum displays are located in the College Catalog and the College's website at [Programs of Study - Denmark Technical College](#).