

# **New Instructor Handbook: Teaching at GSU from A to Z**

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Philosophy Department, Georgia State University, 2016.

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## **INTRODUCTION:**

This handbook will cover a myriad of items, from the tedious to the sublime.

Every attempt will be made to make the instructions easy to understand, step-by-step when possible, easy to carry out, easy to raise questions if unclear, and easy to follow for any conscientious instructor. This handbook is written especially for graduate students who are teaching courses at Georgia State University, although some matters may be relevant to other instructors as well. When the term “GTA” is used, it refers only to graduate students teaching their own courses at Georgia State University (GTA in this handbook does not refer to TA’s or GRA’s).

For questions, please indicate the section to which you are referring when you email the Coordinator of Graduate Teaching (CGT).

Having said that every attempt would be made to make the instructions easy to understand and follow, not every effort will be made to be comprehensive. For example, the US Marine manual on “How to Build a Bridge,” supposedly begins with “Step One: put on your jacket.”

This manual will not approach that level of comprehensiveness; however, any ideas or suggestions for simplifying or improving the instructions herein are welcome. Please email the CGT at [sdwyer@gsu.edu](mailto:sdwyer@gsu.edu)

Georgia State is not sitting still. Policies are continually updated. The Department tries to keep this Handbook up to date, but University rules trump this Handbook. Help us keep this Handbook up to date. If you see a broken link or other out of date material, email the CGT.

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## **ABSENCE FROM TEACHING:**

All Instructors are expected to provide instruction as assigned by the Department. Classroom instruction responsibilities include holding a class for the entire period for which the class is scheduled (including the final examination period, see under Final Exams).

If you are ill or unable to come to class due to last minute emergency situations, you must get permission from the Department Chair. When emailing ([enahmias@gsu.edu](mailto:enahmias@gsu.edu)) to request permission to cancel class, please Cc the staff ([kkooy@gsu.edu](mailto:kkooy@gsu.edu), [lcooper14@gsu.edu](mailto:lcooper14@gsu.edu), and [mosborne@gsu.edu](mailto:mosborne@gsu.edu)) and the CGT ([sdwyer@gsu.edu](mailto:sdwyer@gsu.edu)). Cc-ing everyone will expedite the Department's being able to put up signs, etc.

If you know in advance that you will need to miss class for professional reasons such as reading a paper at a conference, submit an **Absence Request Form** two weeks in advance, available at <http://philosophy.gsu.edu/resources/>.

## **ACADEMIC ADVISING:**

Dr. O'Keefe, the Director for Graduate Studies, will assign an academic advisor to each graduate student when registration for the next semester opens (typically October of your first year).

Usually, it is a faculty member outside of the students' area of specialty so that they feel free to speak without worrying about whether it would affect their course grades, thesis research, etc.

The CGT is also willing to make appointments to discuss things periodically over the academic year.

## **ACADEMIC DISHONESTY:**

In general, academic dishonesty includes any cases where students turn in/takes credit for, material obtained from anywhere else, including the internet, roommates, or fellow students, to name a few. Any such work -- including daily quizzes, tests, essays, and any other graded assignment -- turned in for credit is subject to charges of academic dishonesty. The customary penalty is failure of the course. If you suspect a student has committed academic dishonesty, send an email and make an appointment to talk to the CGT BEFORE you speak to the student. There are complex step-by-step College procedures that must be followed in all cases of academic dishonesty. Do not ever charge a student or tell a student you may make a charge of academic dishonesty without first discussing the case with the CGT. The departmental Teaching Handbook contains excerpts and other material concerning the procedures. Read those before meeting with the CGT.

## **ACCESS & ACCOMMODATIONS (formerly Disability Services)**

It is the policy of Georgia State University not to discriminate against any individuals with disabilities. This applies to employees and students. It also applies to applicants for admission or

employment. Georgia State University provides physical and programs accessibility and reasonable accommodations for persons with disabilities. Support services provided by Georgia State University include, but not limited to: evaluation of individual needs, advisement, counseling and testing services, parking (for persons with certain limiting mobility impairments), and academic program assistance for students. Policies regarding individuals with disabilities conform to the [Americans with Disabilities Act of 1990 \(Title II\)](#).

Students who have registered with the Disability office will bring you an Accommodation Letter which stipulates the accommodations for that particular student. Students without Accommodation Letters cannot legally be accommodated. Ask CGT in GTA meetings for details on what to do if a student asks you for help and advice.

**The following should be added to the syllabus for each of your courses:**

**ACCESS & ACCOMMODATION CENTER (formerly DISABILITIES SERVICES):** If you have a disability that may impair your ability to complete this course successfully, contact your instructor as soon as possible to arrange accommodations. Contact: [access@gsu.edu](mailto:access@gsu.edu) or call 404.413.1650 or go to Student Center East Suite 205 (55 Gilmer St). Access and accommodation center website is <https://access.gsu.edu>

Students who wish to request an accommodation for a disability may do so by registering with the Office of Disability Services. Or on the website see

<https://access.gsu.edu/about-us/frequently-asked-questions/>

<https://access.gsu.edu/documentation-guidelines/>

By federal law, students may be accommodated only upon issuance by the Office of Disability Services of a signed Accommodation Plan, and students are responsible for providing a copy of that plan to instructors.

**ADA (AMERICANS WITH DISABILITIES ACT):**

ADA refers to the 1990 law instituting federal regulations for accommodating persons with disabilities. Any students who have disabilities need to be registered with GSU's Office of Disability Services in the Student Center, to receive appropriate accommodations. It is the responsibility of the student to communicate this information to the instructor. Included in the ADA law is the further requirement that instructors cannot provide accommodations to students not registered with the Office of Disability Services. Please ask CGT if any questions. Also, see the section on **Disability Services** below.

## **ADDs:**

**(Important: New Registrar Practice for Reinstatement at the beginning of Term at the end of this section.)**

ADDing in this section refers to instructors adding a student to their class roster, instead of students adding themselves during the drop/add period (first week of classes at the beginning of each semester). Students will ask you to ADD them to your class during the first couple of weeks of class. There are two main components to consider when **adding** students: (1) you need to decide whether you should add a given student, and (2) if you so decide, you need to follow the university procedure for adding:

1. **If it is the first week of classes** during fall or spring terms, students can add themselves to your class, so you do not have to. Simply inform them to add themselves through GoSOLAR registration. If the class is full students can check for spots opening up when other students drop or they must wait until after the add/drop period to request an override. Also, suggest that the student see if there are seats still available in another section of the course.
2. **After the first week of classes** during fall or spring terms, students can no longer add themselves to the class. There are three situations to consider during this period: (a) students who were dropped from your class by the registrar's office (usually due to fees owed), or (b) students who have never been registered for your class and have not been attending, or (c) students who have never been registered for your class but they have been attending. Each semester, the University sets a deadline for instructors to add students to their classes. This deadline is taken seriously. Don't tell a student that they can be added to a class if this deadline is passed. Consult with the CGT.
  - a. **If a student has been attending** but was dropped by the university, students should go to Enrollment Services during the second week of classes (or whatever period of time stipulated by the registrar's office), and ask to be reinstated. Enrollment services will add the students back in during this time. Instructors cannot do so. However, if the students were not added in by Enrollment services, instructors may be able to add them back in during a period stipulated by the registrar's office (usually the 3rd week of classes). Note that students will need to resolve whatever issue it was that caused them to be dropped (library fee, scholarship late, immunization out of date, etc.). If students do not resolve the issue within 48 hours after being added to your class, they will be dropped again, and you will not be able to re-add them if it is after the add period.
  - b. **If the student has not been attending** your class, be very careful in considering whether to request an "add." The default is that you do not add a student who has not been attending. Think about how much material you have already covered in class, how many assignments may already be late, and how much time you would need to spend helping the student get up to speed. Talk to the student about why

he or she wants to add the course, and whether he or she is ready to commit to working extra hours outside of class to catch up. It is not your job to remind them, so try to determine up front whether it looks like they will responsibly take it on. You do not want to risk unwittingly helping the student lower their GPA because of poor planning at the outset. It is best not to agree to request an “add” for a student who has missed several classes. If you have any doubts, ask the CGT before completing the procedure.

- i. One way to determine whether the student is prepared to do the extra work required to catch up on the missed class material is to tell the students you will not meet with them or answer any questions unless and until they bring you notes that they have gotten from classmates on the material they missed. Also remind students that the usual expectation is that students study two hours outside of class for each hour in class (so 4 hours for 1010 and 6 hours for other courses); therefore, they must agree that they are prepared to spend more than this amount of time outside of class in order to make it feasible that they could catch up.
  - ii. If they convince you they will do this extra work; then you can put in an ADD request on PAWs, faculty menu, registration adjustment, during the period of time stipulated by the registrar’s office. Select “seats available” for the reason for the ADD.
- c. Students who have been attending but were just never correctly registered can be added during this time period (usually 3<sup>rd</sup> week of classes). Select “seats available and student attending” for the reason.

3. **If you decide to add** a student to your class:

**Go to PAWS or GoSOLAR, click on Faculty menu, choose Registration adjustment, and follow the procedures.** You must have the student’s ID# before you can fill out the ADD request. Choose ADD for the action requested.

If possible, choose “there are seats available” for the reason for the action. Then you will be asked to choose the course. Be sure to choose the right CRN. Then:

- i. Let your student know by email that you have submitted the request by forwarding to them the confirmation email you should receive. If you do not receive a confirmation email, the request probably did not go through and you should re-attempt to add the student.
- ii. Also be sure to tell the student to keep attending class even before officially being added by the registrar. You don’t want the student to get even further behind. Be sure you make it clear to the student that if she or he misses even one class henceforth, you might administratively withdraw them for missing too much work. Make sure the student understands this. You are not trying to be mean. You are trying to impress upon them the extra work it will take for them to catch up enough to do well in the

course. Also, you can add your student back into iCollege even if they are not enrolled on gosolar so that they can keep up with assignments.

- iii. Let the student know by email that any late fees owed will need to be paid within 48 hours of being added, or they will be permanently dropped.

### **New Registrar Practice for Reinstatement at the beginning of Term:**

To reduce the administrative workload of faculty and staff and to serve students better, Enrollment Services will assist students dropped for nonpayment for tuition and fees to be added back into their classes at the start of the term.

Students who are dropped from classes due to nonpayment of tuition and fees will no longer be added back into their classes by the faculty member and departments through the registration adjustment process during the second week of the term.

The Registrar's Office will ensure that funds have been secured and will assist students in reinstating a course schedule. Reinstatement will be held during the second week of class or as determined by the Registrar's Office (you will receive an email about this each term).

During this Reinstatement period, if a student comes to you to be added to your class because they were dropped for nonpayment of tuition and fees, please refer them to Enrollment Services (either second floor of Sparks Hall or during this special period in the Student Center Ballroom). (Student Accounts notifies all students, via their student email, if they were dropped for nonpayment. The email contains detailed instructions on paying tuition and fees and reinstating a schedule.)

Instructors will receive an email notification from the Registrar's Office about when instructors should resume ADDing students who were dropped for fees.

### **ADMINISTRATIVE ISSUES:**

As you will find, there are a seemingly unending number of administrative issues involved in college teaching. It is your responsibility to be aware of and follow the proper procedure in handling these administrative matters. However, it is not possible for any instructor to be aware of and how to handle the proper procedure for all administrative matters (there is a lifelong learning curve). So your top priority is to make every effort to do so, and to ask for help as soon as you see that you do not know how to handle a procedure. Some examples of administrative issues include submitting grades on time, in the correct format, and following proper guidelines, maintaining an accurate record of student grades throughout the semester, following FERPA laws, following appropriate registration procedures for adds, withdrawals, to mention just a few...

### **ADVISEMENT:**

The first place students should seek advice about registering for courses is the Advisement Center (located on the 4<sup>th</sup> and 5<sup>th</sup> floors of the 25 Park Place building). Every student has been assigned an advisor, even if they have not yet declared a major. Students can find the name of their advisor on their academic evaluation which is available to them on GoSOLAR (it is like an unofficial transcript). Encourage students to contact and meet regularly with their advisor. Many students are delayed from graduating because they did not have good advice on which courses to take when.

Moreover, many of your students may be undeclared as a major. Talk to them during the first week of classes about declaring a major to get better advisement. While GSU has an excellent Advisement Center, it is also true that students will be able to find out other types of information from their department once they have declared a major. For example, every department has a Director of Undergraduate Studies (DUS). This faculty member is a valuable resource for all students in the major, providing information specific to meeting major requirements, learning about the practice and profession of those in the major, and helping you complete the major. Professor Eric Wilson (ewilson30@gsu.edu) is the DUS for the Department of Philosophy. Students should feel free to contact him whenever they have questions that are unanswered by their assigned advisor. They should also tell students showing interest in the philosophy major to email him for an appointment.

### **AFRICAN AMERICAN GRADUATE STUDENT ORGANIZATION (BGSA)**

BGSA is located in the Student Center East Room 315 (Office of Black Student Achievement). In 2015-16 meetings will be held every second Tuesday of the month. For more information, write to [BGSA.GSU@gmail.com](mailto:BGSA.GSU@gmail.com). Also, you can **Find BGSA on Facebook:** <http://www.facebook.com/groups/158640234211700/>

### **AFRICAN AMERICAN STUDENT SERVICES:**

see Black Student Achievement

### **AMOROUS RELATIONSHIPS:**

In general, the university prohibits any amorous relations between instructors and students of that instructor. There are many facets to this issue. But the primary point for instructors to keep in mind is that (a) they are not allowed to have amorous relationships with any of their students, so (b) if you believe you might be about to become so involved, or if you were involved with someone who became your student, let the CGT know immediately. It may be possible in some cases to have a student transferred to another section of the course. However, if you do not let the Department know immediately, complex academic and legal consequences can occur that will adversely affect you, your student, and others concerned.

## **ANONYMOUS GRADING**

On tests and other graded assignments, do not have students write their names. Ask instead for the student's four-digit # (the last four digits of the Panther ID), so you will be able to show that you grade anonymously. This also means you should use the four digits for the academic honesty pledge instead of a signature. Always put an academic honesty pledge on any assignment to be turned in for a grade. There are several boiler-plate examples on the sample tests on the GTA Resources page. There is also one generated on all 1010 tests and SE assignments. Grading anonymously and having students commit to academic honesty are important practices in case of student charges of unfairness in your grading, as well as cases where you charge a student with academic dishonesty (see section on academic honesty for more details).

## **ANSWER KEY**

There is an Answer Key for all of the exercises in the textbook used for teaching Phil 1010. All instructors and SI leaders may have a copy for pedagogical purposes, but you must not give or show the key to anyone else as it is copyrighted and owned by Cengage Publishing. If your students ask for a key, tell them you would be happy to go over any exercise they have questions about if they come to your office hours or make an appointment. Take that opportunity to explain copyrights to them if you want!

## **APA American Philosophical Association**

The APA is the national organization for philosophy. It holds three major conferences each year and fulfills myriad roles and functions within the profession including publishing *Jobs for Philosophers*, *A Guide to Graduate Programs*, and more. See the links below for more information on how to become a member (it is cheap for students), how to access its various resources, including information on teaching, diversity, and other matters.

<https://www.apaonline.org/>

<https://www.apaonline.org/page/memberinfo#student>

<https://www.apaonline.org/page/resources>

[https://www.apaonline.org/page/teaching\\_newsletter](https://www.apaonline.org/page/teaching_newsletter)

<https://www.apaonline.org/group/black>

[https://www.apaonline.org/page/diversity\\_resources](https://www.apaonline.org/page/diversity_resources)

**ARCHE:** see section under Cross-Registration

## **ASSISTANCE (UNDERGRADUATE STUDENT ASSISTANCE):**

Some programs assist undergraduate students with services geared toward successfully getting your degree, and there are other service centers more specifically geared to a particular interest or department. For general university advice, a good place to start is here:

<http://success.students.gsu.edu/>.

The Office of Undergraduate Studies offers special programs designed to increase student success, emphasize student-centered learning, provide academic services, and develop student community involvement. Programs and services include assistance for time management, note taking, study skills, learning strategies, scholarship information, community learning opportunities, and many other things. All regularly enrolled students pay fees one of which includes access to these sources of assistance. Since your students have already paid for them, they might as well take advantage of them!

### **The Writing Studio:**

Sponsored by the Department of English, the Writing Studio is a resource for students needing advice and tutoring in composition. **It is located in room 2420 of the 25 Park Place Building.**

Link: <http://www.writingstudio.gsu.edu/>.

## **ATTENDANCE:**

Instructors must have a clear attendance policy on each syllabus approved by the CGT. Also, it is recommended that there be a 10% or so portion of the course grade dedicated to attendance and participation.

Also, instructors must attend all classes they are scheduled to teach. Any absence must be approved by the Department Chair. See the section under **Absence from Teaching** above for particulars.

Also, instructors must attend all of their office hours. Typically, the number of office hours are three per week (and preferably on the same days you teach since many undergraduate students commute two days a week). However, those teaching online sections must hold extra hours per week for each online section. So if you are teaching an online section of 1010, you need to hold five office hours per week. If you need to cancel an office hour, contact The Administrative Coordinator, the CGT, and your students, indicating when you will make up the hour.

## **B**

### **BLACK STUDENT ACHIEVEMENT:**

The office of Black Student Achievement within the [Division of Student Affairs](#) serves as a liaison among other offices within Division and academic departments on topics related to African American students, faculty, and staff. The website is located at <https://blackstudentachievement.gsu.edu/>.

Student Center East, Suite 300  
Phone: 404-413-1530  
Fax: 404-413-1532

The office of Black Student Achievement provides university-wide service and support programming in many areas. These areas include cultural enrichment, racial awareness, ethnicity, diversity, leadership training, organizational development, and institutional resources. To achieve its goals, the office sponsors academic, cultural, and social events. Special interest programs address African American and other minority concerns. The Office of Black Student Achievement programs is complemented with co-sponsored initiatives.

Please refer students who are interested to:

<http://blackstudentachievement.gsu.edu/programs-services/academic-programs/>

Also, the APA has resources for Black philosophers. See <https://www.apaonline.org/group/black>

**BLIND GRADING:** See Anonymous Grading.

# C

## **CAMPUS CARRY LAW**

On July 1, 2017, House Bill 280 became law which allows “anyone who is properly licensed in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some exceptions as explained below. It will not allow any other type of gun to be carried around campus; nor will it allow handguns to be carried openly.” This is taken from a letter from the University System of Georgia. See the link for more guidelines. [https://www.usg.edu/assets/usg/docs/USG\\_HB\\_280\\_Guidance\\_%28003%29.pdf](https://www.usg.edu/assets/usg/docs/USG_HB_280_Guidance_%28003%29.pdf)

We will discuss more in our GTA meetings on how to handle questions and student concerns about this important matter.

## **CGT = Coordinator of Graduate Teaching**

### **How to CITE Tutorial:**

Some students may have difficulty with figuring out what is the correct format to cite references. Below is a link that may be helpful for students to ensure that they cite properly:

<https://www.monash.edu/rlo/research-writing-assignments/referencing-and-academic-integrity/citing-and-referencing>

## **CLASSROOM EQUIPMENT: see HELP Desk**

## **HOW TO REMOVE CLUTTER IN THE OUTLOOK:**

If you have a clutter folder installed on your email, you may miss important messages. One graduate student recently missed notice of acceptance for a summer position, and when located, the position had already been given to someone else. There are two ways to remove the clutter folder and operation. Either go to “Options” and click on remove clutter. Or look at the very bottom of any given clutter email you receive. There is a link at the bottom in very small type size. Click on that.

## **COMPLIMENTARY TEXTBOOKS:**

Selling complimentary textbooks inflates the cost of all textbooks, as publishers must compensate for revenue lost from the sale of new books. Also, selling complimentary copies violates the tradition of respect by professors for the intellectual work of their colleagues and the textbook publishers, so instructors should not sell any complimentary textbooks. If you receive a complimentary text that you do not want, either donate it to the Department or a student.

## **COMPUTER FACILITIES:**

According to the university catalog, all GSU students must have access to a computer outside of their classrooms, and there are many places on campus where computers are available for student use. See <http://technology.gsu.edu/technology-services/it-services/labs-and-classrooms/computer-labs/> for a list of where the computer labs on campus are located.

## **CONCERNS ABOUT STUDENTS:**

For some students, the demands and pressures of their academic experience may be overwhelming and stressful. The emotional and behavioral consequences may appear in the classroom, residence halls, or departmental offices. Instructors may be in a position to identify students who require additional assistance and to refer students to appropriate resources found at <http://success.students.gsu.edu/>.

### **Dangerous Student:**

When safety is an immediate concern because a student verbally or physically threatens to harm others or a student makes an active suicide threat, call 911 or the [Georgia State University Police](#), 404-413-3333. If you use the classroom phone, which is best for quick response, just dial 3-3333.

### **Disruptive Student: (see section under Disruptive student for more information)**

When safety is not an immediate concern yet a student is disruptive as defined by the instructor, follow the Disruptive Student Conduct in the Classroom or Other Learning Environment Policy. Link: <http://deanofstudents.gsu.edu/files/2013/03/Disruptive-Student-Conduct-in-the-Classroom-or-Other-Learning-Environment-April-2006.pdf> The procedure allows instructors to withdraw students who are repeatedly disruptive administratively. For details on the step-by-step procedure, see the section on Disruptive Students below.

### **Disturbing Student:**

When safety is not an immediate concern, yet a student threatens self-harm or demonstrates bizarre or concerning behavior, during business hours contact the [Counseling and Testing Center](#) for a Mental Health Consultation, 404-403-1640. After business hours, call the [Georgia State University Police](#), 404-413-3333, and ask the police to contact the Counseling and Testing Center's on-call clinician.

### **Troubled Student:**

When safety is not an immediate concern yet a student is very sad, highly anxious, lacks motivation or concentration, or expresses a need to for an emergency withdrawal from the university, refer the student to the Senior Coordinator of Student Advocacy and Outreach in the Office of the Dean of Students, 404-413-1515.

CONFIDENTIALITY (see also the section on Title IX)

Students sometimes want to talk to their instructors about confidential matters. You should let the student know that GSU has a counseling center where they can get free, confidential advice and help to locate medical personnel if further assistance is needed. In one type of case, however, namely situations potentially relevant to Title IX, you as the instructor, cannot offer the student a confidential conversation. In Title IX cases, GTAs are considered to be responsible for reporting any information about a potential sexual assault or other cases under Title IX. So if a student comes to you and wants to discuss this type of case, let the student know immediately that you are required to report whatever you know. Let the student know that some employees on campus do not have that responsibility and in fact can offer the student confidential advice. Employees at the counseling center may talk to students in a confidential setting. So make sure the students are aware of this. You want to help students find out what they need and if that is a confidential environment, advise them to go to the counseling center. After speaking with the student, you should report the matter to the Department Chair as soon as possible. The Chair will report it to the appropriate Title IX officer of the university.

## **CORE CURRICULUM**

Students must meet several different requirements in order to graduate. They must complete the core curriculum (60 credits), the required courses for their major and minors (typically 27-30 credits for a major, 15-18 for a minor), and at least 39 credits must be at the 3000 or 4000 level. In addition, students must complete 120 credits. It is a good idea in core courses such as 1010, 2010, and 2030 to spend a few minutes in the first week talking about the core curriculum. Project the section of the UG catalog for the students so you can show them just how your particular course will help them advance to their degree. Phil 1010 counts toward completing Area B of the core. Phil 2010 or 2030 count toward completing Area C of the core. The applied ethics courses that GTAs sometimes teach (3720, 3730) count toward completing the required 39 credits at the 3-4000 level.

**COUNSELING CENTER** For students who may need to talk to a counselor, the counseling center provides confidential advice and references for therapists, either by walk-in or by appointment. See <http://counselingcenter.gsu.edu>. Note that the counseling center is available for graduate as well as undergraduate students.

**CRISIS (REPORTING A CRISIS):** If an actual or perceived crisis occurs or is anticipated, report the situation without delay to CAMPUS POLICE 404-413-3333. If you are using an on-campus phone, simply dial 3-3333. Then email the Department Chair, [Eddy Nahmias](mailto:enahmias@gsu.edu) (enahmias@gsu.edu) to explain the situation.

### **CROSS-REGISTRATION (CALLED ARCHE):**

Georgia State University students may enroll in courses offered by member institutions of the Atlanta Regional Consortium for Higher Education (ARCHE) under a cross-registration agreement provided they meet the academic eligibility and other requirements of the agreement which includes an early application date (see <http://registrar.gsu.edu/registration/cross-registration/>). ARCHE member institutions are: Agnes Scott College, Atlanta College of Art, Atlanta University Center, Clark Atlanta University, Clayton College and State University, Columbia Theological Seminary, Emory University, Georgia Institute of Technology, Georgia State University, Institute of Paper Science and Technology, Interdenominational Theological Center, Kennesaw State University, Mercer University Atlanta Campus, Morehouse College, Morehouse College of Medicine, Morris Brown College, Oglethorpe University, Southern Polytechnic State University, Spelman College, and the University of Georgia.

If you are interested in taking such a course yourself, speak with the Director of Graduate Studies (DGS), Professor Tim O’Keefe ([tokeefe@gsu.edu](mailto:tokeefe@gsu.edu)). Talk to Dr. O’Keefe as soon as possible. The ARCHE deadlines are extremely early. If one of your undergraduate students wishes to take a course, send them to the ARCHE office in Sparks Hall room 225.

## **D**

### **DAY ONE / BEGINNING OF TERM CHECKLIST:**

- During the week before classes start, pick up your classroom key from the Georgia State Police Station at 15 Edgewood Avenue (across from the southern end of Woodruff Park). By going early, you avoid long lines. The key desk is down the hall on the left when you enter the police station. You will need a print-out or an electronic record on your phone that has the class location AND your name on it (email assignment from Claire Kooy or official GSU schedule of classes).

- Check out your classroom. Make sure that the key works and acquaint yourself with the technical equipment in the classroom (computer desk, screen, etc.).
- Check your class roster on Go Solar and familiarize yourself with students' names (and faces—there are pictures for most students on the gosolar roster).
- If your syllabus is approved, email it to the class or post it on iCollege, but do not post it earlier than the Saturday before classes start. If your class has a number of students on the borderline (classes with fewer than 15 will be canceled), posting the syllabus earlier runs the risk that students drop the class and your class might be canceled. (No classes are canceled after Friday).
- Call out students' names and give students an opportunity to introduce themselves on the first day of class. Take attendance (suggested: use a print-out of your class roster).
- Keep checking your class roster during the first week for drop/adds.
- Introduce yourself to the class.
- Go briefly over the syllabus and emphasize important points.
- Address disruptions immediately. Take control of the classroom. If students object, tell them that they can take the class with someone else. Ask people to turn off their phones—you should state your policy in your syllabus and be able to deduct points off their participation grade if they continue to use their phones.

### **DEPARTMENT HOURS:**

The Department office, including the reading room and computer lab, is open to all students during business hours (8:30 am to 5:15 pm), Monday through Friday. The building and office are also open to graduate students during non-business hours for doing work as a graduate student and/or as a GTA instructor. You must use your swipe card to enter and leave the building and the Department during non-business hours (each student must do this individually so that there is a record of who is in the building). If you do not take your panther card with you when you leave, you may be locked out. The general experience so far is that the security desk will not let you back in the office. So be sure to keep your card with you at all times. Do not let *anyone* other than GSU graduate students enter the office space on the 16<sup>th</sup> floor outside of business hours.

**DGS** = Director of Graduate Studies

**DISABILITY SERVICES OFFICE:** see **Access & Accommodations**

**DISRUPTIVE STUDENTS:** (see also “Concerns about Students”)

The first step when dealing with disruptive students is to talk to the CGT. For the general GSU, policy see the following link: <http://deanofstudents.gsu.edu/files/2013/03/Disruptive-Student-Conduct-in-the-Classroom-or-Other-Learning-Environment-April-2006.pdf>

There are a variety of different types of disruptive students, and each type calls for different responses. Discuss any concerns you might have during GTA Meetings.

## **DROPS:**

There are three types of Drops: those done by the student, those done by instructors, and those done by the Registrar. Also, remember that Drops are not the same thing as Withdrawals (see section under Withdrawal for more information) and from the university point of view, Drops are never desirable. Instructors should only drop students in exceptionally rare circumstances (as when requested by the Dean's office). **No GTA is allowed to drop a student without advance permission from the CGT.** If a student asks you during the first week of class to drop him or her, simply explain that students can drop themselves during the first week. If they are insistent, give them the CGT's email address, and let the CGT know you are doing so.

### **Dropped by the Registrar's office for Nonpayment of Fees:**

The best way to handle this situation is to save a copy of your roster(s) during the week immediately preceding the first week of classes. The Registrar drops students who owe fees one day before classes start, but students often do not know they have been dropped (they could be dropped because their financial aid did not come through in time or if they owed a library fee, etc.). If you keep a copy of your roster(s) from before the Friday before classes start, then you will be able to see exactly which students were dropped. You can email them to let them know to re-ADD themselves to your course. See the section on ADDs above.

In case you yourself are dropped by the registrar, you need to take care of the fees and re-register after the period in which registration is blocked. If you do not find out until the second week of classes that you were dropped, you will need to contact each of your professors and request that they add you back into the class. Be sure to give them your student ID# and the CRN and course number of the class you need.

## **E**

### **EARLY ALERT:**

Early Alert is an early intervention program that seeks to increase retention and reduce progression risk by contacting instructors who have freshmen in their courses. A link to a web form is emailed to each instructor to provide notification to individual students who display signs of academic distress early in the semester. In the fall semesters, the campaign opens at the beginning of the third week and closes at the end of the sixth week of the semester. Students with two or more Early Alerts meet with an Academic Coach twice and with the instructor once during office hours.

Estimate the number of absences students have, what grades you have for them thus far, and whether there is any reason they might profit from the student assistance workshops Early Alert personnel will recommend for them (study skills, time management, or other academic skills). Students have paid for these opportunities with their fees each semester so they might as well take advantage of it. There is no negative impact on students who are recommended for the help. In fact, even students not recommended for the help may go to the office of student assistance, located on the second floor of Sparks Hall, to request help.

## **EMAILS:**

You should reply to emails from your students within 48 hours. You should reply to emails from Department faculty and staff within 24 hours. When composing emails, always use a relevant subject line (do not simply hit “reply” to the last email message that itself may be irrelevant to your current message) and provide all information needed when you make a request. For example, if you need a professor to add you to a class, you should provide your student ID# and the course number and CRN to expedite your request.

It is a good idea to address email etiquette with your students whose main email experience thus far may be informal or with their personal friends only. Let your students know what you wish them to call you in class, and that is what they should use to address you in an email (provide them with an example email).

If you are writing to an individual student due to the disruptive student policy, you should CC the CGT to make it an official warning. Upon occasion, you may want to CC the CGT in an email to a student so that you can say to the student that you are including your supervisor on the email. This may be helpful in situations where you need to inform students of unpleasant news or reiterate a point that they have trouble understanding. For regular messages to all of your students about due dates or other in-class matters, you do not need to CC the CGT.

Only use your GSU email address with students, and when they write to you from another email address, tell them that they should e-mail you from their official GSU accounts. If they e-mail you from a non-GSU account, remind them of this policy. It's easy for somebody other than a student to impersonate a student from a non-GSU account. For this reason, do NOT give out any confidential information to a non-GSU account of a student's performance or conduct.

Here is a sample of how to reply to an email from a non-GSU account that is asking about a GSU student.

Dear Name of person sending email,

Thank you for your note. Unfortunately, federal law (The Family Educational Rights and Privacy Act, FERPA) prohibits employees of universities from taking actions that would

confirm or deny the enrollment of a person at a university. Unless the student has filed a consent for disclosure, FERPA requires that I communicate with students and only via their official Georgia State email addresses. If you are a student, please resend your note from your official Georgia State email account.

For more information, you may consult the University's FERPA web page:

<http://deanofstudents.gsu.edu/student-assistance/ferpa/>

I realize that this is an inconvenience. But I hope you understand that I must follow even the inconvenient laws.

Sincerely, Your name

### **EMERGENCY SITUATIONS:**

For emergency situations in class, such as disruptive student situations, contact the GSU police. Using the phone in the classroom (so that the police do not think it is a prank call), just dial 3-3333 (on outside lines the number is 404.313.3333). For emergency, medical situations call 911 or 3-3333.

Outside of class, those students who are suffering emergency situations such as financial hardship or housing issues may contact the Dean of Students office in Student Center East. The link to the site is

<Http://deanofstudents.gsu.edu/student-assistance/off-campus-living/>

## **EMERGENCY WITHDRAWALS (EWS) AND REPEAT TO REPLACE:**

When students are unable to complete coursework for a nonacademic reason they should request an Emergency Withdrawal which does not count against the limit of six Ws. Examples of non-academic reasons include grave illness or injury, family emergency, death in the family, or serious financial conditions.

If you have a student who did all of the other work for the course but just missed the final, tell them they may be able to make up the final during the first week of classes the following term if they bring you sufficient documentation of the last minute emergency. Remind the students that the university is closed for two weeks during winter break.

If a student has missed the final and several classes, advise them to request an Emergency Withdrawal from the Dean of Students website or office in Student Center East, second floor. See the link below. When students miss the final, email them and also advise them they may be able to sign up for a Repeat to Replace next semester (see the link below). Let the students know that you would be happy to have them retake your course and get a better grade the second time.

Students can apply for EWs online at

<http://deanofstudents.gsu.edu/student-assistance/emergency-withdrawal/>

Students can apply for Repeat to Replace at:

<http://registrar.gsu.edu/academic-records/grading/repeat-to-replace/>

## **EMPLOYMENT:**

Being a GTA who is an Instructor of Record is full-time employment. Also, there is a state law that prohibits you from teaching at University System of Georgia colleges and universities while being a GTA at GSU. If you are considering outside employment due to financial constraints, please consult the CGT and DGS as soon as possible for advice.

## **END OF TERM CHECKLIST:**

### **GTAS MAY NOT LEAVE AT END OF TERM UNTIL THESE ITEMS ARE COMPLETED.**

- Make sure students know the Final Exam Dates (see “Final Exams-General Schedule” on the GoSOLAR page)
- Coordinate Make-Up Exams with fellow Instructors (details at GTA meeting)
- Get Final Grades approved by CGT (see “Grading Guidelines”) before submitting on GoSOLAR or PAWs

- You are not allowed to leave for the semester break until you have confirmed that your grades have been submitted properly. After submitting the grades, go back to the faculty menu and choose View Grade Submission Status. You should have a YES next to each CRN that you taught. If you are missing a grade, or if you forgot to hit Submit, it will say NO on the status. Resubmit them until every CRN says YES
- If you are having trouble completing your grading in a timely way, contact the CGT ASAP especially but not only if you have other obligations due at same time such as term papers. The CGT can help you negotiate the conflicting obligations, but it is easier to help the earlier we know about the situation.

## **ENROLLMENT VERIFICATION:**

Each semester you will need to verify your attendance rosters by a date to be determined by the Registrar. When verifying rolls, you select for each student the appropriate box from a drop-down menu (student attending, or student stopped attending, or student never attended). If students stopped attending you may enter the estimated last date of attendance. Be aware, however, that the registrar may withdraw any students for whom you checked “stopped attending” so be sure that you are certain the student does not intend to return to class before you indicate that they have “stopped attending.”

Similarly, the registrar will withdraw students for whom you checked “never attended” so again be careful not to check this unless you are sure they never attended. We have had cases where a student appeared to have stopped attending or never attended but returned to class and completed all the work.

Meanwhile, neither the instructor nor the student was aware that the registrar had withdrawn the student. The instructor was unable to submit a grade at the end of term and was required to put in a grade change request the following semester after the registrar’s office had reinstated the student. This is unnecessarily adding to your workload so be careful when verifying rolls.

The best way to verify whether a student NEVER attended is to have students sign a roll during the first three days of class. If a student did not sign any of those three days and you have no work produced by that student, it is good evidence they never attended. There is a sign-in roster that you can print out from your class roll on gosolar. The button to click on it is at the bottom of the list of names next to the button to email students.

## **ESL (English as a Second Language):**

Those students for whom English is a second language may get tutoring help and access to ESL courses. See <http://iep.gsu.edu/current-students/iep-esl-tutoring-services>

## **EVEN EXCHANGE:**

In some cases, students are attending one section of a course when in fact they are registered for another section of the course. Only department representatives can request that students be dropped from the one section and added to the one they are attending. If you have a student who is attending but not registered, find out which section the student registered for. Send all the pertinent information to Claire Kooy, business manager, Ccing Dr. Nahmias and the CGT. You need to have the student's name, student ID#, CRN of the section to be dropped, CRN of the section to be added, instructor for each, and the name of course (for example Phil 1010).

One way to minimize this type of situation is to remind students the first few days of class to check their GoSOLAR schedule to make sure they are in the right sections for each course. They cannot receive a grade if they are attending the wrong section.

## **EXAMS:**

### **Approval:**

If you are teaching a non-1010 course, be sure to give the CGT a minimum of one week to approve an exam or another handout. Indicate the answers by bolding or some other visible marker.

If you want to give your students a study guide, you need to submit the study guide at least ten days before the exam (with highlighted answers). After the approval of the study guide, you still need to get the exam approved.

The exam draft needs to include the academic honesty pledge.

If you use a test that includes material that has been previously approved by the CGT, please highlight all edited parts so that the CGT can approve it by only reading the newly added material.

Once your study guide and exam are approved, don't forget to remove the answers. Also, send a copy of the revised version with answers to the CGT, so your actual tests are on file.

See also: Approval of Readings.

### **Confidentiality:**

Important! Students can walk in and out of the Department at will. Please do not tempt them by leaving tests lying around!

In particular, make sure not to leave tests in the copier room.

### **Excused Absences:**

Family vacations, whether planned or not, are not excused absences, and therefore are not reasons to allow a student to take an exam earlier or later. Explain to a student who requests such an exception that it would give an unfair advantage over classmates.

Military service is an excused absence, provided the student presents the appropriate paperwork. In that case, you can offer that the student take the exam before or after the period of service. You should also explain the possibility of emergency withdrawal and refer the student to the Dean of Students' Office.

**Final Exams: see section under Final Exams**

**Make-Up Exams:**

We want to minimize if not eliminate the need for make-up exams. If you make your final exam comprehensive, for example, you do not have to give make-ups for the midterm exam. Simply tell the students that their final exam will be counted as the combined percentage weight of the midterm and final exams.

If you do need to give a make-up exam, try to find a colleague who is giving a test so that you do not need to come in for a separate make-up. You can give a copy of your test to the fellow instructor who has agreed to let your student take the test. In this case, be sure to put both your own name and your student's name on the test, so the instructor knows into which mailbox to put it when completed.

Note that staff members do not give make-up exams to the students. Do not ask a staff member to proctor an exam.

**Make-ups for S&E2:**

If students have plausible documentation, and you want to give them a make-up during your office hours, you can do that. Or you can let them take it during the final exam period, although that might allow them more than 50 minutes which would give them an advantage over the other students. So if you do decide to let someone take it during the final exam, don't give it to them until 50 minutes before the end of the exam period. If you plan to give a make-up for SE2, let the CGT know in order to discuss a new version of the SE2.

**Number of Exams:**

You are not required to give three exams. Some Instructors give a midterm and final only. Adding a paper might be a good idea for a small class, but it would not be desirable for the typically enrolled classes (45 and 60). You need to give a midterm so students have at least one major grade before the midpoint (last day to withdraw with a W). You need a final exam because it is a university requirement and because you want to give students the opportunity to show improvement.

**Top Ten Tips When Giving Exams:**

1. As you pass out the exams, remind the students that the customary penalty for any amount of cheating is a failure of the course, so it is not a good risk. Point out, too, that they must pledge on the test that they have not cheated; otherwise, you will not grade it. You will include this academic honesty pledge at the top of the first page of every test.
2. Have students sit in every other seat, if possible, so there is less chance of overlapping notes, etc. If your room is full, you may want to have two versions of the test where the questions appear in a different order, and/or you may want to give a different essay question to every other student.

3. If you think someone is cheating, don't interrupt the test or confront the student. Just keep observing and take notes on what you see. Then contact the CGT to discuss the situation before you contact the student. It is hard to recall in detail what action came in what order after the fact, hence the importance of note-taking. Also if you were to confront a student, it would probably be more distracting or upsetting to the other students, which would be an undeserved penalty, so just wait until after you talk to the CGT before charging the student.

4. Be sure to check students' names off as they hand in the test so that you are sure you have a test for each student. It is not uncommon for students to claim later that they took the test, and without a roll checkoff you may not be sure.

5. If a student asks to leave the room, they must leave their phone with you so they can't call someone outside.

6. Jot down the time when a student turns in the test so you can see how much time they spent on it. That way if a student says the test was too long etc. you can see if they left before the time was up.

7. As you grade the tests, give 60% for good faith efforts on essay questions and no lower than a 50% unless they left it entirely blank or wrote only material that isn't about what has been covered in class.

8. Returning Exams/Tests:

- Return tests to students at the end of a class session, as they cannot focus on anything else once they see their test.
- Tell the students that many do poorly on their first philosophy test because they have not had that subject in high school, but that, since the course is based on improvement, they can still get an A or B, no matter what their midterm score is.
- Tell them you will post a key for 48 hours. Take the key down after that period so that you can use some of the same questions next semester. Tell them to see if they can understand why they missed a particular question. If they do not see why their answer is wrong, they can come to your office hours (or make an appointment), at which time you will be glad to go over their test with them.
- Be sure to tell them that you are willing to reconsider giving them partial or full credit for their answer if they give you good arguments for why their answer is as good as or better than the key. But they must type their explanation and argument (no handwritten or oral arguments), and they must give it to you only after a one week delay, so students have time to consider. Make it clear that they will only have 48 hours to turn in their replies at that time. For example, suppose you give an exam back on Monday. Then students are allowed to turn in arguments for their answers

only during the 48 hour period from the following Monday through Wednesday. Otherwise, you will not accept their appeals. This procedure is based on several reasons. Ask in GTA meetings if you want more detail. Stress that you will ONLY consider arguments for their own answers, not arguments about whether it was a good question or not. In other words, we want them to reflect on their own thinking, not evaluate the test.

- Do not go over the test in whole or in part during class. It will only serve to upset those who did not do well. It will not increase students' understanding of anything missed because seeing their grade in front of them is too stressful. Emphasize that you are happy to talk to students individually about their grade and any questions they have. Ask them to see if they can find a pattern before coming to your office hours, for example, whether they missed most of the questions in a particular chapter or a particular type of question. Recognizing this will help them study for the later tests.
- For 2010 sections that are assigned an SI, please give a key to your SI leader; for 1010 sections, the CGT will send a key to the SI leaders.

9. Be sure you have returned the midterm exams before the midpoint or whichever day is stipulated by the Registrar's Office as the last day to withdraw with a W.

10. Typically instructors should return all graded assignments within one week from when the students took the test.

## **F**

### **FACEBOOK AND OTHER SOCIAL MEDIA:**

Do not invite students to view your Facebook and do not view the Facebook pages of your students. If you have questions, ask the CGT. However, do encourage and direct students to look at departmental social media.

### **FAIR USE COPYRIGHT LAWS:**

The University System Board of Regents has a checklist that helps instructors determine whether they can claim "fair use" of copyrighted material. Copyright-free material or material available at the library (for example, in JSTOR) already falls under fair use without needing a checklist. Also virtually all of the material on the GTA Resources page is either copyright free or on JSTOR. But if you want to use another copyrighted reading, a chapter, an article, etc. without students having to purchase it, you must fill out the checklist to show that it falls under fair use. The main guidelines are that the material should be no more than one chapter or 10% of the whole and that

you are using it solely for pedagogical purposes (not selling it to students, for example). See the following link for a copy of the checklist:

[http://www.usg.edu/images/copyright\\_docs/fair\\_use\\_checklist.pdf](http://www.usg.edu/images/copyright_docs/fair_use_checklist.pdf). Fill out the checklist for your own protection after the CGT has approved using the copyrighted material.

## **FERPA:**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. For more information: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>. According to FERPA, you may not give out any academic information about a student to anyone without the written permission of the student. (The student must fill out and sign a consent to release document to give permission.) The document can be found at [http://registrar.gsu.edu/files/2013/02/Consent\\_Release\\_Records\\_to\\_Third\\_Parties\\_ES.pdf](http://registrar.gsu.edu/files/2013/02/Consent_Release_Records_to_Third_Parties_ES.pdf). If you have any questions or concerns about whether something falls under FERPA contact the CGT asap. Moreover, see the document on FERPA from the College (included in your 8980 syllabus).

### Discussing Test Grades with Students:

If students want to discuss their own test answers, offer to meet individually with any student to go over test during office hours or by appointment. According to FERPA federal privacy laws, however, you cannot compare answers, or mention any item of academic information about any student to anyone other than that student. Explain that to the student. If the student still tries to get you to compare their answers to those of other students, give the student the email address of the CGT and let the CGT know that you have done so.

### Parental Emails: (see more on this in the section on Emails above)

Sometimes parents or other guardians will write to you on behalf of a student. Due to FERPA, you cannot even confirm whether or not the student is in your class.

Below is a sample email that you can use to respond in these cases.  
(Feel free to copy or modify):

Dear Mr. or Ms. Xyz,

Thank you for your message below. I know it must sound odd, but according to federal privacy laws and university policy, I am not allowed to give out any information about students to anyone without the student's written authorization filed with the registrar or department. This applies even to students' parents, so, unfortunately, I cannot even confirm whether your son or daughter is a student in my class.

However, I can tell you what I tell all of my students: If they have to miss a class, they should contact me by email from their GSU student email account (not a personal account), or meet me in person after they return. With documentation, the students would be able to make up any tests, or major assignments missed during that time.

I can also tell you what I tell all my students which is that on non-test days (which includes the first week of class next week) the main thing they need to do is get class notes from one or more of their classmates when they return. If they have questions about

the material, they can come to my office hours or make an appointment with me if they cannot make the office hours.

I hope this information will be helpful.

Sincerely,

Your name (also cc yourself, so you have a copy of it if needed later)

## **FINAL EXAMS:**

### **Final Exam Schedule:**

There is a Final Exam Schedule on the GoSOLAR webpage which indicates the day and time for each course. Final examinations must be given at the designated time during the final examination schedule unless a change is authorized prior to the examination time by the dean (or designee) of the college in which the instructor is teaching. Be sure that students know when and where the exam is offered. For non-1010 courses, they are typically in the same classroom as the regular class; however, the times are almost always different. For 1010 sections, the final exam is a common final. See section below for details.

### **Final Exam Particulars:**

- **1010 Common Final:**

There is a Common Final held on a date, time, and place set by the Registrar. Supplemental Instructional Leaders called SILs (or SI's) might be assigned to proctor/assist with the exam execution. For students who cannot attend and present documentation, a variance exam is given at designated times as announced by the CTG (see variances—approval required).

- **2010 Final:**

Essay component: 2010 final exams during fall terms need to have an essay component, in case your section(s) are randomly chosen for assessment (we only assess essays). If some of your students cannot take the final at the assigned date and time, they can take their final during the 1010 Common Final (see above). There might also be other variance possibilities to be discussed in the GTA meetings and published in the 2010 exam schedule.

- **Clustered Exams:**

A student does not have to take more than two examinations within one twenty-four hour period during the published final examination period. More than two examinations within twenty-four hours are hereafter referred to as "clustered examinations."

Students who have three or more clustered examinations may request of one professor that the examination be re-scheduled. Except for in extraordinary circumstances, the

instructor is expected to cooperate. You should see if there is another GTA giving an exam so that your student could take the make-up with that class instead of you having to schedule a separate make-up. Details on how to do this at GTA meeting.

- **Students Missing Final without prior notice:**

If students do not attend the exam period, contact them immediately by email, preferably from your classroom computer during the exam. Try to reschedule missing students who have documented emergencies as soon as possible so that your grades are not submitted late.

## **FINAL GRADES SUBMISSION:**

See Grade Submission below.

## **FINANCIAL AID LOSS:**

Sometimes have a financial emergency situation due to an unexpected loss of their financial aid. In most of these cases, the student should immediately contact the Dean of Students office in the Student Center East (second floor). The student can access the webpage at

<http://deanofstudents.gsu.edu/>

But it is probably best in these sorts of cases that the student go in person to speak with someone in the Dean of Students office.

For nonemergency situations of this nature, the student could contact their advisor. The advisement center is located at 25 Park Place, floors 4 and 5. The student can go there in person, and the student may be able to find out who their advisor is by going to their academic evaluation available on PAWs or gosolar.

## **FIRE ALARMS:**

When a building evacuation alarm sounds and/or flashes while you are teaching, you should:

A. Assume there is a fire.

B. Tell all of your students to immediately leave the building. You yourself should also immediately leave the building. If needed, assist physically impaired personnel to the designated area of refuge, or if the situation warrants and you have the capability, assist physically impaired personnel down the stairs. If you assist in moving a physically impaired person to an area of refuge, immediately report their name, disposition, and location to a responding officer.

C. Leave the building using the nearest stairwell and exit as quickly and quietly as possible;

- do not use elevators;
- follow lighted exit signs;

- before opening any closed doors en route, feel them for heat to prevent suddenly entering a fire area
- upon encountering smoke, remain as low to the floor as possible.

D. Report to the GSU Police or public agency responding officials as to the locations of physically impaired personnel.

E. Re-enter the building only when the University Police or the respective public agency allow it. For more detailed information regarding fire-related evaluations, see the [University Emergency Operations Plan](#).

### **Discovery or Suspicion of Fire:**

A person who discovers or suspects a fire should:

- Immediately call University Police (Ext. 3-3333):
  - identify him/herself;
  - identify building and room number;
  - identify telephone number from which the individual is calling;
  - stay on the line until Police have all requested information.
- Sound the nearest building evacuation alarm by red pulling stations in corridors near all exits.
- Take prompt emergency measures, if practical and safe to do so, to confine the fire using available personnel. If the fire is large or out of control or the situation is no longer safe, abandon all fighting attempts and immediately evacuate the building.

### **FLIPPED CLASSES:**

In Phil 1010, the traditional classes assign exercises to do at home and have students attend class to listen to lectures. In the flipped version of Phil 1010, students do homework-style exercises in class and listen to the lecture online at home (or wherever they want).

Here is the format for teaching the flipped 50-minutes 1010 classes:

- 5-10 min “mini-lecture,” which is a term in flipped terminology for telling the class the main point of the narrated slides and reading for that day. Cover either what you believe to be the most important or the most likely to be confusing. You can ask the students if they have questions at this time, too, but be sure to keep this part to no more than ten minutes in order to not take too much time from the exercises.
- 20 min exercises from the book, with students in groups of four or maximal five, working together. Group members are switched every few weeks or more frequently if you want.

Watch for students becoming too friendly and talking off-topic. Four is a good number for groups. Five or more get distracted.

- In the last 20 minutes, go over the class exercises, one by one. Ask students to volunteer or cold-call to answer one of the questions. Then ask if other students or groups disagree. Always ask the student why the specific answer was chosen. It is pretty common in 1010 for the students to get the right answer, but upon discussion, it turns out it was for the wrong reason. We need to find that out so that students don't get misled down the road as they employ faulty methods.

The exercises are set up to be multiple choice and are graded; however, students get a good faith effort grade. As long as they average 60+, they get an 85% on the exercise portion of the grade. If they earn over an 85%, they receive the grade they earned.

### **The formula for Raising Grades:**

The following formula adds points to students' grades without moving the As into the stratosphere:

New Grade =  $(S+N) \times 100$ , divided by  $(100 + N)$

S = student's grade now

N = some number of points like 2, 5 or 7, depending on how far you are off the grading guidelines.

## **G**

### **GRADE APPEALS:**

Sometimes after submitting your course grades, students will write to you saying they believe they should have gotten a better grade. Here is (1) some advice on what to say in your initial email to students, followed by (2) advice to give students who earned a very low or failing grade in the course.

- (1) When you first reply to the student's email, begin by delineating for them how you arrived at their grade, listing for example,

Midterm, 83 10%

Final 67 20%

Etc

Show them exactly how you calculated what their average is (not what it turned out to be after any points added across the board, etc). Then wish them a good break, and if it is Fall term, remind them that the university will be closed for two weeks and will not re-open until the first Monday in January.

If the student replies to that email arguing that they want extra credit, disagreeing with your figuring, or raising anything related issue, then reply to them explaining that what they are doing is called a Grade Appeal and for that, they must follow the College procedure. Then again, if it is Fall term, remind them that the university will be closed for two weeks during which time there would be no correspondence, so if they want to appeal, they should do so when the university re-opens. Then either direct them to the student handbook section on Petitions (available at: [http://enrollment.gsu.edu/files/2013/03/Petitions\\_Appeals.pdf](http://enrollment.gsu.edu/files/2013/03/Petitions_Appeals.pdf) ), or you can cut and paste the relevant paragraphs into your email. You could do that in the first email if you want.

Relevant paragraphs are quoted below taken from the link at [http://enrollment.gsu.edu/files/2013/03/Petitions\\_Appeals.pdf](http://enrollment.gsu.edu/files/2013/03/Petitions_Appeals.pdf).

#### 1. Final Course Grade Appeals

a. Students are encouraged to discuss concerns and disputes over final course grades with the instructor prior to filing a formal grade appeal, in an effort to gain understanding about the basis of his/her grade. Instructors are encouraged to be available to students for such discussion regarding grades so that grade disputes, to the extent possible, are resolved informally. The Office of the Ombudsperson can provide assistance to students, instructors, and administrators with resolving disputes informally through voluntary facilitated discussions, in an effort to bring resolution to the matter prior to the initiation of a formal complaint.

b. In situations where such informal resolution does not occur or is not successful, the student may appeal the final course grade to the Department Chair. The appeal must be in writing and describe the precise reason for the appeal. Any pertinent information must be submitted with the appeal in order to be considered in this or subsequent appeals. The appeal must be submitted within 10 business days of the beginning of the academic term (fall, spring, summer) that follows the term in which the final grade was submitted by the instructor. For example, if a student took an incomplete in a fall term course and completed the course works in the following spring semester, then an appeal of that grade must be submitted within 10 business days of the beginning of the summer term. The Department Chair will provide a decision in writing to the student, normally within 10 business days of the receipt of the complaint in the Department (Also it is a good idea to let them know that ten business days means ten Mon-Fri days while the university is open, so if it is December, ten business days will probably be the second week in January.)

- (2) Low Grades: If a student received a low grade, don't forget to remind them that they may want to retake the course this Spring while the material is fresh in their mind, and "repeat to replace," the policy for which is attached here.
- (3) A final tip on grade appeals: after you have given the student information about how you calculated their grade and sent them the link to how to appeal, at that point, let them know you will be out of email contact until the first week of classes the next term. Do not let a student engage you in long email correspondence over the break while the university is closed. Students have two weeks at the beginning of terms to appeal their grade, so there is no reason to handle it while you are on break.

### **GRADE ADJUSTMENT REQUESTS FOR STUDENTS ATTENDING BUT WITHDRAWN BY UNIVERSITY:**

Each semester some instructors will have a student who attended and took all tests but was listed as withdrawn on your grade roster. In these cases, email the students that they will have to get someone in the registrar's office to reinstate them (which will happen whenever they pay the fees owed). If the Registrar's Office notifies you that students have been reinstated, then you can put in a grade change request, but this will most likely happen after the semester ends, as it is not possible to file a grade change until after the semester grades have been submitted.

You will submit the grade change request on PAWs/GoSOLAR. You will need the student's panther id number. When filling out the request, under Action, choose Reinstate/Assign Grade. The current grade may say something like GH or NR. Enter the correct grade as what the student earned in the course. The registrar will send you a confirmation that the request has been accepted. When you receive that, forward the confirmation to the student and let them know that it should take about a week to be reflected on the student's record.

### **GRADE CHALLENGES. SEE GRADE APPEALS**

#### **GRADE CHANGES:**

If you made an error on submitting a grade at the end of a semester, you should email the CGT explaining why you want to change a student's grade. The CGT will alert the Department Chair that a grade change request will be entered by you on PAWs. In most cases, the reason given for a grade change request is "Error in Grade." If the grade change is due to students' having been withdrawn the reason would be "Student was showing as withdrawn on grade roster but has now been reinstated by Registrar's office."

## GRADES PRIVACY POLICY:

The University considers student grades to be private information and prohibits the posting of grades by name or social security number on bulletin boards or classroom or office doors. A faculty member may permit a student to provide a self-addressed stamped postcard or envelope for early receipt of a grade. This policy is derived from FERPA (see above).

## GRADE SUBMISSION:

**Do not submit your grades until they have been approved by the CGT (see step-by-step below).** After they have been approved, then go to GoSOLAR or PAWs. See below for the registrar's step-by-step procedure.

### Go to PAWS:

1. Select Classes Tab
2. Select Submit Grades
3. Select Term
4. Select CRN
5. Enter **ALL** grades on your class roster. **You must enter a grade for each student** listed on your roster
  - o **Note:** Enter a grade even if the student WITHDREW ( the date is on the roster)
  - o Degree-seeking undergraduates who withdrew must be given a grade of PW (Pending Withdrawal). The grade of PW will be changed to either W or WF depending on how many withdrawals the student has used. Graduate students and non-degree-seeking undergraduates who withdrew must be given either a W or a WF.
6. Submit Grades. (**Hint:** Click the submit button often to prevent being timed out.)  
**Note: A grade cannot be recorded for a student who is not on your class roster.**

**Do a Final Check:** To ensure that you have submitted grades for all of your courses and all of your students, **click on the 'Check Grade Submission Status' link on PAWS:**

- Select a term
- All courses assigned to you will be listed. If there is a "yes" under the submitted column, you have successfully submitted your grades.
- If "no" appears, click on the course CRN and enter the grades. Once the grades have been entered, the status will change to "yes."
- 
- Remember first you send the CGT an email saying whether you are within the guidelines, including that the following information:
- 
- Total number of students
- Number and percent of A+s (should be between 0-5%)
- Number and percentage of students who earned A+, A, or A- (should be between 20-30%)
- 
- Number and percentage of students who earned A+, A, A-, B+, B, or B- (should be between 50-75%)
- 
- Number and percentage of students with a D or F or a W (=DWF) (should be less than 15% whenever possible)
-

- 2. If you are outside the guidelines because you have too many As or As+B's, add your numbers from all semesters you have taught. The guidelines refer to over the long run, not to every single semester. If you get within the guidelines by adding previous semester, put that in the email to CGT.
- 
- If you have too few As and/or As+B's, use the formula above to add points across the board. Aske the CGT if you have questions or concerns about this or a particular student.
- Once your grades are approved, go to Paws or gosolar, click on faculty menu, then click submit grades.
- 
- Enter a grade for every single student on the list. If a student withdrew or you withdrew a student, enter PW, or a W, as indicated on the roster. If a student was withdrawn by registrar, they would already have a grade entered. For any Fs, you assign, enter the estimated last day of attendance. If they took the final, enter that date. If not, whatever the last day was you know they attended.
- 

After entering grades for each CRN, go back to the faculty menu and select View Grade Submission Status. Be sure you have a YES next to every CRN you taught. You may not leave town until you have confirmed every CRN is correctly submitted.

## **GRADING GUIDELINES:**

Lower level courses have departmental guidelines for grading. See the Department handbook on teaching, and be sure to let the CGT know ASAP if you think your grades may fall outside of the guidelines. The guidelines are:

A+ should be between 0—5%

A+, A, A- should be between 20-30%

As + Bs should be between 50-75%

DWFs should be less than 15%

## **GRADING ISSUES:**

### **How to grade and how hard to grade:**

If you are grading true/false, multiple choice, or matching test answers, set up your students' tests in order and set your key next to the one on top. This will greatly expedite your grading. Remind the CGT to demonstrate this at the weekly meeting.

One theory of teaching is to grade very hard on each individual test or essay assignment but to grade as generously as possible when calculating the final course grade. You want students to set a high bar for improvement, so let them see all the mistakes on their assignments. But when figuring their final course grade, always take into account improvement as well as numerical grades. If you have a miscellaneous factor of 5 or 10% on your course weights, it is easier to do this. However, it is not necessary for lower level courses where we follow grading guidelines.

### **When to return graded assignments:**

(1) Any graded assignments that you intend to return to students should be returned within one week. Quizzes and other assignments may be recorded on iCollege without being returned, but be sure to tell students that they may come to see you during office hours or by appointment if they want to go over tests in more detail.

(2) If you do intend to return a set of tests, do not do so until the end of a class period. If you return them at the beginning or anytime during class, the students will naturally be distracted by their grade and unable to concentrate on the day's lesson. Return them as students are leaving, but just before returning them, be sure to let students know that you are always willing to discuss their tests with them to help prepare them for improvement. Also, let them know that they can submit written arguments for points. See also above under "Exams—Top Ten Tips."

### **Graded papers not picked up at the end of term:**

Typically, you should keep students' tests and papers for two semesters. If students have not picked up their tests and papers by then, shred them. Any tests that you still have when you graduate may be given to the CGT to keep for the remainder of the two semesters. Put the tests in alphabetical order by course, and either clip them together or put in an envelope.

### **Feedback on tests and papers:**

Tell students regularly that you are willing to discuss in detail with them their tests and papers. But do not put comments or detailed point reductions on returned tests and papers. Students are unlikely to be able to understand the notes you make on their tests and papers. Just keep notes for yourself of why you deducted points so that if students come to your office hours, you can explain to them where they were missing information or made errors.

### **The formula for Raising Grades:**

New Grade =  $(S+N) \times 100$ , divided by  $(100 + N)$

S = student's grade now

N = some number of points like 2, 5 or 7, depending on how far you are off the grading guidelines.

### **"Incomplete":**

The grade "incomplete" is reserved for the rare case when a student has completed *everything* except the final exam. Note that instructors are not permitted to assign any student an Incomplete without approval from the CGT. If you think you have a case for an Incomplete, contact the CGT.

## **GRADING SYSTEM:**

The grading system at Georgia State University is governed by the Uniform Grading Policy of the University System. Letter grades "A," "B," "C," "D," and "F" are given with the exception that the "D" grade is not given in the Division of Graduate Studies of the College of Arts and Sciences. In addition, grades of "I," "IP," "W," "WF," "S," "U," "AU," "K," are used for specific purposes. The meaning of each grade is defined in the current General Catalog.

Grades are interpreted on a four-point system, with a value of four points for a grade of "A" and one point for a grade of "D."

A+	4.3	98-100
A	4.0	93-97
A-	3.7	90-92
B+	3.3	87-89
B	3.0	83-86
B-	2.7	80-82

C+	2.3	77-79
C	2.0	73-76
C-	1.7	70-72
D	1.0	60-69
F	0.0	0-59

GTA's grades must be submitted and reviewed by the CGT before final submission.

## **GRAMMARLY**

Students and GTA instructors may access a proofreading tool on their iCollege page. The tool is much more extensive and helpful than spellcheck. Encourage your students and yourselves to use it. <http://technology.gsu.edu/technology-services/it-services/training-and-learning-resources/grammarly>. You and your students may add this to your computer and email for free.

## **GTA AGREEMENT AND ID SHEET:**

The GTA agreement should be signed each semester and returned to the CGT. Also you should complete the ID sheet, updated for each semester with your schedule and information and returned to the CGT at the beginning of each term.

## **GTA RESOURCES PAGE:**

Go to iCollege to enter the "class" called GTA Resources page where there are numerous documents, rubrics, etc. All have been approved for use by GTAs.

# **H**

## **HAVEN TRAINING: SEE TITLE IX**

## **HEALTH SERVICES REPRESENTATIVE IN CLASS**

Sometimes students may be dealing with issues in their life that take a toll on their mental, emotional and physical health. These personal issues may affect their academic performance. Make your students aware of the health and counseling services provided on campus. And one good way to do this is to invite a health services representative to your class. .

## **HELP DESK:**

The phone number for the Tech help desk (computer, projector, etc.) is 404.413.HELP (3-4321 from classroom phones). You may also contact the Help desk by email with the address [help@gsu.edu](mailto:help@gsu.edu).

Physical Plant assistance (room lighting, temperature, and supplies like dry erasers), call 404.413.0700 (3-0700 from the classroom).

## **HOLIDAYS:**

Georgia State University observes the following holidays each year on which classes are not held. An exact schedule of these holidays is published each year by the university administration, but generally comprises:

- New Year's Day
- Martin Luther King Jr. Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day (classes are canceled the entire week of Thanksgiving).

## **HONORS SECTIONS:**

Graduate Teaching Assistants cannot teach Honors sections, but they might have Honors students and should encourage all eligible to apply to the program if they are not already in it. Any of your students whose GPA is a 3.5 or more may be eligible to be an Honors student. The Honors program would be a wonderful experience for your students. Ask for more details at GTA meetings.

For more information: <http://honors.gsu.edu/>

# **I**

## **ICOLLEGE:**

Your CRNs should appear on iCollege shortly before the beginning of classes. If you are assigned a CRN late, it might take a few days for the class to appear. If you suspect a mistake, contact the help desk at [help@gsu.edu](mailto:help@gsu.edu). Instructors are encouraged to use iCollege to post their syllabi and readings and to keep attendance.

For support with using iCollege, visit the Center for Excellence in Teaching and Learning located on first-floor Library South. For a calendar of workshops and tutorials and other information, go to the website <https://cetl.gsu.edu/>.

### **Tips:**

1. Don't delete the students that withdraw from the iCollege roster—their attendance data will disappear! Or if the registrar deletes them, you may add them back in, so they have access to assignments.
2. **To upload documents:** use the default setting of a blank course. Then, using the "build" tab, click on "add a file." On the window that pops up, click on "browse for file" and "my computer" double-click on your syllabus.

## **IMMEDIATE DISMISSAL:**

Any GTA not abiding by the departmental rules and other regulations stipulated in the GTA Agreement may be dismissed from their assistantship by the Director of Graduate Students. They may also be ineligible for reappointment. Ask the CGT for details.

## **INCOMPLETE GRADES:**

The grade “incomplete” “I” is reserved for the rare case when a student has completed *everything* except the final exam. Note that GTA instructors are not permitted to assign any student an Incomplete without approval from the CGT. Not assigning Incompletes is especially important for GTAs who will be leaving after the current semester. If you think you have a case for an Incomplete, contact the CGT. Most cases where undergraduate students request an Incomplete are cases better treated as Emergency withdrawals. See EW for details.

## **J**

### **JURY DUTY:**

If a student lets you know ahead of time that they will absent due to jury duty, it will count as an excused absence, and they can make up tests missed. If you get a summons for jury duty, fill out an Absence from Teaching request form and sent it to the CGT two weeks ahead of time.

## **K**

**Key, Answer.** See section under Answer Key.

### **KEYS:**

Classroom keys are available at the GSU Police Station, 15 Edgewood Avenue (across from the southern end of Woodruff Park). See also: Beginning of Term Checklist.

## **L**

### **LATE WORK:**

The only out of class work for 1010 or 2010 are Reading Responses. Typically we give 60 points credit for late RRs turned in. No out of class essays should be assigned in 1010 or 2010. If a

GTA is teaching a 3000-level course and wants to assign and out of the class essay, ask the CGT about how to handle late penalties

## **LECTURE NOTES:**

Do not give a copy of your lecture notes to students. They may sell them, and they may alter them before doing so which would result in misinforming future students as well as causing difficulty for the Department. If a student with a disability accommodation letter requests your notes, ask the CGT about how to accommodate. When students miss class, encourage them to get class notes from two or more classmates before asking you to explain what they missed. This will be good for their studying and will direct their questions more appropriately than you having to give a repeat lecture.

## **LETTERS OF RECOMMENDATION/REFERENCE**

As graduate student instructors, you will ask professors to write you letters of recommendation or reference, but you may also have your own students ask you for a letter.

If you are asking for a letter of reference from one or more of your professors, you should provide all of the necessary information they need to give you the strongest letter possible. Writing you a positive letter with no examples or details will not help you, so you need to help your letter-writers. Use the LOR spreadsheet (which is available on the department webpage under Forms). Also when emailing a professor with your request, remind the professor of which course(s) you took from them, when, what grade you earned, and if possible, attach a copy of your term paper. Remember your letter writers may remember you were an excellent student but not be able to immediately recall when you took their course or the specific topic of your term paper.

If one of your own students ask for a letter, it is usually either for obtaining a job as a Residential Assistant at Student Housing, or to join a university-sponsored club or organization, or to apply for admittance to Honors College. The first thing you should do is remind the student that you are a graduate student instructor, that you would not mind being a letter-writer for them, but that it may carry more weight if they asked a full-time faculty member. Sometimes your students are in their first year and so do not know many other professors. In these cases, you may want to write them a letter. If students asking for a letter are not doing well in your class, you may want to tell them that since they are not doing well, they would be better off asking another instructor. Feel free to discuss this more with the CGT.

If students are looking to apply for the Residential housing position or to join an organization, the main characteristic that would probably help them the most is reliability, so check your records to see if the student attended regularly, turned in all assigned work on time, etc., and to see what grade they earned. Then mention that reliability in your letter.

If students ask you to recommend them to the Honors College, they will need a minimum of a 3.5 GPA. If you give the student's name and ID# to Ellen Logan, business manager, she can often verify the student's grades, etc. Sometimes the CGT can also look up the student's academic evaluation.

For whatever reason you are writing the letter, ask the students to give you the information you need, and make your agreement to write on their behalf contingent on their providing what you need such a copy of their academic evaluation, the name of the person to whom you will write the letter, address, and deadline, etc.

The CGT will proof the letter for you, before you send it if desired.

## **LYNDA.COM**

GSU students and faculty have free access to Lynda.com, which offers video training courses in many different areas. Here is a list of courses that could be helpful for GTAs:

- Core Strategies for Teaching Higher Ed.
- How to Teach Complex Topics
- Flipping the Classroom
- Write Effective Learning Objectives
- Office for Educators
- Up and Running with Desire2Learn

There are also courses which your students might find helpful, such as:

- Time Management Fundamentals
- Study Skill Fundamentals
- Office for Students

For more information, click on the link below:

<http://technology.gsu.edu/technology-services/it-services/training-and-learning-resources/lynda-com-training/>

## **M**

**MAKE-UPS: see under Exams—Make-up Exams**

## **MAT Master's of Arts in Social Studies Certification**

MA candidates in philosophy may be eligible to concentrate in History of Philosophy in order to enter the College of Education Master's program for teaching history and social studies in high school. The MAT program is intensive, beginning the summer following the second year of the MA in philosophy program, continuing that Fall, Spring, and Summer, at the end of which MA candidates would be certified to teach in secondary schools. Candidates may apply for funding for this third year from the Squire Foundation, whose mission is to support teaching philosophy in elementary and secondary schools. The courses in philosophy and political science that would count toward this certification can be found, along with further information, on the department's website.

## **MILITARY WITHDRAWAL:**

Students in the armed services who receive military orders to leave town during the semester may apply for a military withdrawal which does not count against the limit of 6 Ws. See the Dean of Students' webpage for the form. If you have students in the military who must leave for temporary duty that will not last the rest of the semester, they can make up the work missed as long as they provide you with a copy of their orders or a letter from their commanding officer (CO). In that case, they will not need to withdraw.

## **MEDICAL EMERGENCY: See Emergency Situations**

## **N**

### **NAMES:**

The class rosters have thumbnail photos of many of the students which you can use to help you learn their names. It often hurts students' feelings when we do not know their names. Moreover, students feel a greater sense of responsibility to attend and participate in class if they know that you do recognize them. You may want to ask students to put a piece of paper on their desk at the beginning of term with their names written on it to help you remember them.

### **NEVER ATTENDED:**

Upon occasion, you are asked by the registrar if a student ever attended your class.

First, let's distinguish between "never attended" meaning did not ever show up in the classroom at all, and "never attended" in the sense of did not come regularly but did come on test day. From the registrar point of view, the latter sense counts as attendance. So if you are asked by the registrar's office to send a reply, you could say something like the following (tweaking it for the

particulars of your student's situation). The following is taken from an actual case but anonymized.

“My student (give full name and ID#) spoke with me earlier in the term saying that she had personal family problems that prevented her from attending regularly. She has not turned in any reading responses which are due each class day (or week or whatever is your requirement); however, she did take the first test and earned a D. To the best of my knowledge that was the last (and possibly only) day she attended (give the date of your test). I would be happy to have the student reinstated in my course, but I feel that she should also know that having missed so much work, it will be very difficult for her to do well in the course. This is all of the information I can provide about the student's attendance and performance in the course.

Sign your name

## O

### **OFFICE HOURS:**

Each instructor must hold three office hours per week in the computer lab of the Department of Philosophy. You may not hold office hours anywhere else. Try to make them on the same days as the classes you teach as many GSU students work and come to campus only two days a week. Office hours must be during business hours (between 9am-5pm) After 5 pm, only GTA's and other philosophy grad students are allowed within the department Also always be sure to let students know that you will make an appointment with them if they cannot make your office hours. For confidential conversations, for example about grades, use the small meeting rooms next to the computer lab. Your office hours and location must be listed in your syllabus. You should also email your office hours, with the syllabus attached to the Administrative Coordinator.

To change your office hours during the semester, send an updated syllabus with the new hours to your classes and send it to the Administrative Coordinator with the change clearly stated in the body of the message.

If you need to miss one day of office hours, send a note to your students and cc the Administrative Coordinator letting them know when you will schedule the make-up hour(s).

### **OUTSIDE OF CLASS MEETINGS:**

No GTA should teach classes outside of the regularly scheduled times and locations stipulated by the university. If your classroom is unsuitable in some way (not enough seats, for example), ask

the Business Manager Claire Kooy how to apply for another room. Because the university administration and police have your room assignment on record, do not meet in another room without going through the Department. If there is a family emergency, for example, for either yourself or one of your students, the police will attempt to contact you at your scheduled room and will not know where to find you or your students if you have moved informally. Let the CGT and Claire Kooy know if there is a problem.

In another context, there may be a lecture that you wish to attend and you wish your students to attend that is taking place on campus. If the lecture concerns either the material you are teaching or is relevant to your thesis and professional development, you may tell your class to attend that lecture instead of the regular class that day. But be sure to talk to the CGT first to plan it well, both regarding not putting your students at a disadvantage on testing and regarding letting the lecture sponsors know that you will be bringing a class of x number of students which may be greater than the room would hold.

No field trips or other off-campus adventures are allowed for GTA-taught classes. Ask the CGT if you have questions.

## **ORIENTATION FOR INSTRUCTORS AND OTHER GRADUATE STUDENTS:**

The orientation meeting before the first day of the semester is **required** for instructors—those who will be teaching. Also, in the Summer Term, those graduate students who are just finishing their first year and are not teaching in the summer are also very welcome in the summer orientation and weekly meetings. All those finishing their first year need to take advantage of every opportunity in the summer to get better prepared for fall. The subsequent weekly meetings are required for instructors and greatly encouraged for SIs, GRAs, and WACs who are finishing their first year.

## **OVERRIDES:**

If you have a student that asks to enroll in a section of yours that is already at maximum capacity, it is possible to do an override so that the student can register for your section. However, it is only possible for a student to register for your section if there are no available seats in any section of the course AND the student needs the course to graduate. Ask the CGT to verify for you that these criteria are met.

# **P**

## **PAYDAYS:**

**Most** GTAs are paid on the last working day of the month during September, October, November, December, January, February, March, and April. GTAs who teach in the summer are paid on the last working day of June and July. There is no paycheck during August or May for

GTA's in most cases. Pay dates may be different for Scholars and Fellows. See Claire Kooy, Department Business Manager for specifics. If you do not receive your paycheck or the amount is incorrect, send an email ASAP to Claire Kooy (kkooy@gsu.edu), ccing the CGT.

## **PEDAGOGY ARTICLES:**

Here are some links to pedagogy articles that new instructors might find helpful:

<http://ucwbling.chicagolandwritingcenters.org/wp-content/uploads/2015/06/John-Bean-Writing-Comments-on-Students-Papers.pdf>

<http://www.edinaschools.org/cms/lib07/MN01909547/Centricity/Domain/484/Elbow%20High%20Stakes%20and%20Low%20Stakes.pdf>

The two links are chapter excerpts (14 and 16) from *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* by John C. Bean (2<sup>nd</sup> edition). Other useful chapters from the book include chapters 2 and 3, which deal with topics such as "How Writing is Related to Critical Thinking" and "Making Assignments Worth Grading." New instructors are strongly recommended to follow the links and look through the pedagogical excerpts.

Also two amazing books on teaching:

*Teaching to Transgress*. bell hooks. Routledge, 1994. There is a free pdf online.

*Pedagogy of the Oppressed*. Paulo Freire. Continuum, 1970. There is a free pdf online.

## **PEER REVIEWS:**

Each GTA should observe another GTA in each semester, and each GTA should be observed by a peer as well. After observing, write a report and send it the observed GTA as well as to the CGT. Details on what to include in the report discussed at GTA meetings.

## **PHILOSOPHERS OF COLOR:**

You might find the following blog of interest: <https://beingaphilosopherofcolor.wordpress.com/>

**PLAGIARISM:** See Academic Dishonesty

## **PORTFOLIOS:**

Teaching Portfolios are a requirement for most faculty positions in the United States. Phil 8985 is a course for GTAs in their second and subsequent semesters of teaching, within which they may work on setting up a teaching portfolio. The CGT generally has one group meeting discussing the overall plan and concepts involved in setting up a portfolio. After that, each GTA meets one on one with the CGT when ready to complete a portfolio. Sometimes GTAs may complete some documents and elements of the portfolio such as a Statement on Teaching, and a Teaching Summation page before working on the complete portfolio.

## **POSTING POWER POINTS TO ICOLLEGE:**

Any power points posted to iCollege should be temporary only (for example, post 48 hours before a test, and take down immediately after the test) and must be approved by the CGT ahead of time. This is because some students sell power point slide shows to other students and local bookstores, a practice we do not want to encourage for several reasons. Details at GTA meetings.

# **Q**

## **QUIZZES:**

Daily quizzes are not required but may be useful for 2010 Instructors to keep attendance and to encourage students to do the readings ahead of time. No quizzes can be made up for any reason. Drop the lowest two to handle students not being able to attend class due to emergencies. Quizzes should be no more than two questions, and the questions should be extremely easy for anyone who read the assignment. Typically they are graded as Two right = 100; one incorrect question of the two = 75; two incorrect questions = 60 just for being present and taking the quiz. Does not take quiz or leaves immediately following the quiz = Zero points.

# **R**

## **READING RESPONSES:**

It is sometimes a good idea to have 10% or so of the course grade constituted by Reading Responses (RRs) that are graded on good faith effort. Students are asked to write summaries of the day's reading assignment, due before the reading is discussed in class. Typically they are one typed page, 250-300 words. Instructors give detailed feedback on the first one students turn in, and the rest are simply checked off as completed with a check, check minus if too short, check plus if students offer some evaluation or critique. Do NOT grade any RR other than the first one as it is too time-consuming for GTA instructors. As long as a sufficient number are turned in

timely students receive a 93 for that portion of the grade. Late RRs receive a grade of 60. This is an excellent way of increasing the chances students will do at least part of the reading, thus leading to better discussions. Moreover, and more importantly, it gives them a low stakes high reward way to practice writing which is incredibly important for most GSU students. Details at GTA meeting.

## **RECOMMENDATION LETTERS: SEE LETTERS OF REFERENCE**

### **RECOMMENDING PHILOSOPHY:**

#### **Recommending More Philosophy Classes:**

Around the midpoint of the semester (when registration opens for the next semester), GTA instructors are required to take some time to talk about taking more philosophy classes and show or reshow parts of the power point presentation by Professor Nahmias. In particular, for 1010 class, mention the 2010 intro course, and for 2010 students, mention the Phil 3000 course, which is the introductory seminar. It is always a small, theme-based class (no more than 25, usually 15-20 students) that helps students learn how to write professionally which is good for any major or occupation. There are also several other applied ethics and history courses in philosophy at the 3000-level which would count toward the graduation requirement that all students have at least 39 credits at the 3000-level.

#### **Recommending Your Good Students:**

Toward the end of the semester, the Director of Undergraduates will send a sample email that you should send to all of your good students, recommending that they take more philosophy classes. Those who earned an A in the course will also receive an email from the Department Chair.

### **RECORDING OF MEETINGS:**

Concerning voice recordings, Georgia is a one-party consent state. Practically speaking, this means that students can record their conversations with you without your consent. Given that everyone has cell phones, this sort of recording is now easy to do. When students come to complain about something, the conversation is frequently recorded. See section “Meeting Etiquette” and the following story:

<https://www.insidehighered.com/news/2014/11/20/marquette-u-grad-student-shes-being-targeted-after-ending-class-discussion-gay>

### **REGISTERING FOR 8980 AND/OR 8985:**

Instructors in their first year of teaching register for three credits for Phil 8980 with the CGT.

Instructors who are teaching a course for the first time also register for Phil 8980 with the CGT. The 8985 course is for Instructors who have SEIs (student evaluations of instructor); thus any Instructors teaching in their second and subsequent semesters should register for 8985. Phil 8980 is a letter-graded course worth three credits. Phil 8985 is an S/U course. You may register up to six credits for 8985 to make it to the required number of credits.

### **REINSTATING STUDENTS WITHDRAWN BY REGISTRAR:**

You might have a student who was withdrawn or dropped by registrar due to the instructor's saying the student stopped attending and then was later found subsequently to have begun attending again regularly. It is possible to reinstate such a student on a case by case basis. If you have such a student and want to request that they be reinstated send to Dr. Nahmias in an email (separate email for each student), while ccing Dr. Dwyer, with the following information:

Subject line: Reinstatement request for Student's First and Last Name

In the body of the email, include the student's name, Panther number, course prefix and number, CRN, registration action-**Reinstatement**, and the reason for the reinstatement (ex. Student is attending class meetings and/or participating in class assignments).

If the student was not withdrawn or dropped by the registrar, do not send a reinstatement request before verifying the action with Dr. Dwyer. It is unlikely that the Dean's office or Registrar will accept any other reason.

## **REPEAT TO REPLACE:**

Students can apply for Repeat to Replace at:

<http://registrar.gsu.edu/academic-records/grading/repeat-to-replace/> **SEE EMERGENCY WITHDRAWALS FOR MORE INFORMATION**

## **ROLL VERIFICATION:**

Many of our students receive federal financial aid. As a guard against students who might misuse federal funding, the Department of Education requires instructors to report students who stopped attending or participating in class assignments and students who never attended or never participated in class assignments.

It is important that you verify attendance at the time requested by the Registrar's Office to avoid any issues later in the term. If it is not done at this time and a student remains on the roll to earn a grade of F, the Department of Education requires the instructor to list the date on which the student last participated at that point. This rule places added importance on completing roll verification.

### How to Verify the Class Roll:

1. Access PAWS (<http://paws.gsu.edu>) using your campus ID and password.
2. Select the Classes Tab.
3. Select Verify Roll for Federal Financial Aid.
2. Select the Term.
3. Select the Course CRN.
4. For each student listed, you must provide attendance information (Attending, Stopped Attending/Participating, last attendance date required, or Never Attended/Participated). Before choosing "Never Attended," be certain that the student did not come even on the first day. Similarly, before choosing Stopped attending, attempt to ascertain that the student does not intend to return. The registrar's office will drop or withdraw students for whom you select "Never Attended" or "Stopped Attending." If the student returns later and completes the coursework, you will not be able to post their grades without a significant amount of administrative work involving the student, yourself, and the Department Chair, which usually occurs the following semester.
5. Once you have verified your class roll, select the "I have verified and updated the roll" button located at the bottom of the page to submit your class attendance. Also, see the notes under Grade changes on this matter.
6. You may re-access your class rolls to make changes to students' attendance up until the deadline given by the registrar's office.

How to confirm the class roll has been successfully verified:

1. Access PAWS (<http://paws.gsu.edu>) using your campus ID and password.
2. Select the Classes Tab.
3. Select View Roll Verification Status.
4. If "Yes" is indicated under the verified column, the class roll has been verified.
5. If "No" is indicated under the verified column, the class roll has not been verified. Select the CRN to access the class roll, and verify the class attendance by following steps #4 and #5 listed above in How to verify the class roll.

What to do if a student is attending class but is not listed on the class roll:

1. If a student is attending but is not officially registered/appearing on the class roll, the instructor may submit a request to add the student by submitting a Registration Adjustment Request on PAWS. See details under the section ADD.
2. Once the academic department approves the registration adjustment request and processed by the Office of the Registrar, the student will be added to the class roll, and the student's attendance will automatically update to "Attending" on PAWS.

## S

### **SAFETY TIPS:**

You may request a safety escort on campus by calling the GSU Police at (404) 413-2100. A police officer or a security guard will drive or walk you to your destination. Anyone taking the train after dark should walk with colleagues and utilize this service. Also, do not use or display your cell phone or other devices while walking at night. You may also contact **Crime Prevention** at (404) 413-3213 for Safety Tips and Safety Programs.

### **SECURITY, PERSONAL:**

If you need to walk across campus to and from the train or similar situation after dark or during late hours, please walk with one or two classmates or others. Also, request a campus police escort. See section under Safety Tips above for details.

### **SHREDDING:**

Any confidential material must be shredded and not put in the recycle bin in the copier room. There is an excellent shredder in the copier room. Shred all tests not used, all student work not picked up by students after one year, and any items with students' names or other identifying information on them. Once or twice a year the Department hires a shredding contractor who will

shred on site. The week prior there are big trash containers marked for shredding. Feel free to put any confidential matter in there that you have not yet shredded.

### **SIGNATURE SLIPS FROM STUDENTS (About syllabus, academic dishonesty default, etc.):**

It is a good idea to get a signature from students in the first two weeks indicating that they have received a copy of the syllabus and that they understand the default penalty for any academic dishonesty is failure of the course. This is helpful in cases of plagiarism and cheating, etc. Also, it is a good idea to get an emergency contact number from students. The CGT has sample forms for this information, and we can discuss more details at GTA meetings.

### **STUDENTS FACING UNUSUAL CIRCUMSTANCES**

You might have students asking you for your help because they are in an unusual situation. Recently, an instructor had a student whose high school guidance counselor incorrectly filled out her FAFSA. Because of this, her financial aid was being withdrawn, and she was told to leave the dorm. The student wanted advice from the instructor on whom to contact. If you have a student who is in a similar situation, looking for emergency funds or other such things, the student can contact the Dean of Students: <http://deanofstudents.gsu.edu/>.

### **STUDENT HOUSING: See also Students facing Unusual or Difficult Circumstances**

If you have a student who approaches you and asks about signing up for campus housing due to some difficulty they are currently facing, you may direct him or her to either the dean of students office or the campus housing office. The dean of students can help with counseling and other related matters and the campus housing office can help with finding a place to live. Below are two links that you can send to the student so that they may access more information about where to go:

<http://deanofstudents.gsu.edu/>

<http://deanofstudents.gsu.edu/student-assistance/off-campus-living/>

### **SUPPLEMENTAL INSTRUCTION (SI):**

The SI sessions are open to students from any section. 1010 and 2010 instructors should list all of the SI times on the syllabus (that is, all sessions for any sections taught by any instructor). In addition, 1010 and 2010 instructors can post the SI sessions on iCollege, send an email to their students with the current SI schedule, and/or give students ongoing reminders in class. All in-class sections of 1010 have a required number of SI sessions to attend. Online sections of 1010 are welcome to attend but are not required to attend. 2010 students may or may not be required

to attend depending on the instructor, although students in some Success Academy programs are required to attend SI.

### **STAFFED or UNSTAFFED on GOSOLAR**

Sometimes when graduate students do not turn in paperwork on time or there is a glitch in another office on campus, GTAs may not be staffed on gosolar by the time classes begin. The department business manager (Claire Kooy, kkooy@gsu.edu) is your first point of contact in this case. Until you are staffed you will not have access to gosolar rosters; however, in most cases, you can be added to the D2L/iCollege webpage for your course, in which case you would have some access to students' names and usernames. After speaking with Ellen Logan, ask the CGT to contact a tech specialist for you to be added to your iCollege pages.

### **STUDENT EVALUATIONS OF INSTRUCTORS (SEIs):**

Encourage your students to express their views about your teaching on the electronic student evaluations at the end of the term. Those anonymous electronic student evaluations are part your permanent record here, and they are the only official record for instructors, so they are the only student comments instructors are allowed to include in their dossiers and applications for jobs or promotions. It is a good idea not to post grades on iCollege or give them out by email to further encourage students to fill out the SEIs.

### **SYLLABUS:**

Each term, all teaching faculty shall provide, at or before the first meeting of a class, an electronic copy of a course syllabus to each student in their classes. Also, an electronic copy of each syllabus shall be provided to the departmental office no later than the end of the first week of class (once the CGT approves your syllabus, send it to the administrative coordinator ), ccing the CGT, and putting your office hours in the body of the email. There is a checklist for all university required items for syllabi. Ask the CGT if you have not received a copy of this list. They are also listed below under the section **APPROVAL OF SYLLABUS**.

### **APPROVAL OF READINGS (FOR NON-1010 COURSES ):**

1. If a reading is on the GTA webpage, you may consider it already approved. Just use it.
2. If a reading is not on GTA webpage, but it is on JSTOR, you do not need a copyright fair use form for it since the students have access to it. However, not all articles on JSTOR are appropriate for 2010 classes; so even though a copyright form is not required, the CGT still needs to approve all JSTOR articles before you can teach them.

3. In summary, the CGT needs to approve any article or excerpt you want to teach that is not already on the webpage; of those approved, some subset will need a copyright fair use form.
4. The 2010 reading list needs to contain at least 20% texts by women. Please refer to the Philosophy Department Teaching Handbook and the suggested readings on the GTA resources page. You can also find some suggestions on the website:  
<http://www.diversityreadinglist.org/>

#### **APPROVAL OF SYLLABUS:**

Send your complete syllabus to the CGT for approval no later than ten days before the beginning of classes. Each syllabus must contain the following items of information:

1. complete course title and number; the name of instructor; term, year;
2. statement of faculty member's accessibility to students outside of class (e.g., office hours, telephone number);
3. prerequisites (if any) for the course;
4. course objectives that specify measurable and observable student learning outcomes. These learning outcomes should state course objectives in language that makes explicit the knowledge and skills students should have after completing the course. Consequently, these objectives may be quantitative or qualitative, as appropriate for the learning outcomes. The learning outcomes for general education courses are available at [www.gsu.edu/~wwwfhb/goals.doc](http://www.gsu.edu/~wwwfhb/goals.doc) as approved by the GSU Senate 2/13/04;
5. course assignments (e.g., required readings and activities) and due dates;
6. specific course requirements (e.g., written and oral tests and reports, research papers, performances);
7. grading policy: how the final grade is to be determined concerning the weights assigned to various course requirements;
8. attendance policy (see current University general Catalog for University guidelines). Syllabi should state specific requirements for attendance including requirements for the frequency and kind of participation by designated channels;
9. list of text(s) or other required course materials;
10. make-up examination policy;
11. the following statement: "The course syllabus provides a general plan for the course; deviations may be necessary.";
12. the Policy on Academic Honesty ([Section 409](#));
13. the following statement: "Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.";
14. the following statement: "If you do not take the first exam, you are liable to be withdrawn from the class.";
15. the following statement: "Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed [Accommodation Plan](#) and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.";

## 16. The Philosophy Department General Syllabus

### **DISTRIBUTION OF SYLLABUS:**

The Department of Philosophy has a paper-free policy. You should send out your syllabus per email or post it on iCollege.

## **T**

### **TAKING COURSES IN OTHER DEPTS:**

If you have a graduate assistantship (which all GTAs do), you are also able to register for courses in any other department with a few exceptions (Law school, Nursing, Physical Therapy). You may want to take language courses or courses in areas close to your area of specialty (for example political science courses for those interested in political theory; psychology and neuroscience courses for those interested in neurophilosophy). But you may also want to take courses to become certified to teach a second area. Those interested in teaching philosophy at community colleges, for example, have a much higher chance of being hired full-time if they are certified in teaching a second subject offered by the community college. Some departments have graduate certificates requiring five courses. However, even without a certificate, it is often possible to teach a course with 12-18 graduate credit hours for community colleges or 12-18 undergraduate credit hours to teach in elementary or secondary schools. Finally, you may want to take courses in other areas simply for the pleasure of doing so. In these cases, and in language courses, it is a good idea to audit the course rather than take it for graded credit.

Before taking courses in other departments, you should check with your academic advisor to ensure that doing so is prudent and will not get in the way of your doing excellent work for your degree.

### **TECH HELP DESK:**

For help with computers, projectors, etc., call 3-4321 from your classroom. You can also email [helpf@gsu.edu](mailto:helpf@gsu.edu), but the phone is quicker when you are teaching. Also, use the phone in the classroom instead of your cell phone, so the help desk does not wonder if it is a prank call.

### **THESIS DIRECTOR:**

The best basis for an MA thesis in the Department of Philosophy is a term paper you have written in the Department and on which you earned an A or A-. If you wrote such a term paper, and are at least somewhat interested in the subject, write an email to the professor asking whether the paper may form a good basis for a thesis, and if so, whether they would be willing to

be your director. Most faculty members enjoy directing theses, but, periodically, they cannot do so due to having previously committed to several other students or to being out of the country the following term, etc. So do not be hurt or disappointed when that happens. Write back to the professor and ask who they think may be another good candidate to direct it, assuming you do not have a second term paper on an equally amenable topic.

Note: undergraduate Honors theses are NOT good bases for MA thesis. Ask CGT for more details at GTA meeting.

## **TITLE IX**

### **The following is largely taken from the HAVEN TRAINING notice from the Dean's Office**

Georgia State University strives to create a safe environment for students, faculty, and staff. The university does not tolerate sexual misconduct and prohibits crimes of sexual violence such as dating violence, domestic violence, sexual assault, and stalking. See the end of this notice for important information about the responsibility of instructors when a student talks to you about a possible situation.

The purpose of this email is to inform you about Title IX and the Campus Sexual Violence Act (SaVE Act), a provision of the Violence Against Women Act. These regulations require the university to report certain crimes under the Clery Act, adopt certain student discipline procedures and institutional policies to prevent sexual violence, and educate faculty and staff on awareness and prevention of sexual violence.

Under these regulations, faculty, staff, **and graduate assistants** are considered responsible employees and have a duty to report to the university instances of sexual harassment or violence involving members of the university community. Sexual misconduct includes dating violence, domestic violence, sexual assault, and stalking. Graduate assistants should report as outlined below:

- Sexual misconduct by students should be reported to the Dean of Students, Office of the Dean of Students, Suite 300, Student Center, 404-413-1515.
- Sexual misconduct by faculty or staff should be reported to the Associate Vice President of Human Resources Administration and Opportunity Development/Diversity Education Planning, 1 Park Place South, Suite 308, 404-414-2567.

Individuals who are victims of sexual violence may seek assistance and disclose information confidentially as outlined below:

- Faculty and Staff Assistance (FASA), 404-413-3342
- Georgia State Counseling and Testing Center, 404-413-1640

- Georgia State Student Health Clinic, 404-413-1950
- Georgia State Student Victim Assistance Services, 404-413-1965

In addition, individuals may report to the Georgia State Police Department, 404-413-3333.

To prepare you for the possibility that you will need to report instances of sexual harassment or violence, Georgia State University is providing online education to faculty, staff, and graduate assistants.

The sexual misconduct related training is being offered via Haven for Employees. Haven for Employees is an online learning module that will provide you with the appropriate information on the prevention of sexual misconduct and your role as a “responsible employee.” Completion of Haven for Employees ensures that the University complies with the USG Board of Regents mandate. Haven will take you approximately 45 minutes to one hour to complete--you do not need to complete the course in one sitting. Haven consists of two parts; Part 1 includes a Pre-survey and course content. Thirty (30) days after you have completed Part 1 you will receive an email notifying you that Part 2 is ready.

Select the link below to begin the module:

<https://shib.everfi.net/login/default.aspx?id=GSUHavenFacultyStaff>

Instructions for accessing the course:

Login using your campus id and password

Register by selecting your age group, status (faculty, graduate assistant or staff), agree to the terms of service, select next, and begin the course

If you have any questions about this information, please contact Linda Nelson, Georgia State’s Title IX coordinator, at 404-413-3290 or Darryl Holloman, Georgia State’s Deputy Title IX coordinator and Dean of Students, at 404-413-1515.

You may also want to go to the link: <https://victimassistance.gsu.edu/sexual-violation/>

**IMPORTANT NOTE** about instructor responsibility in these cases: as an instructor, GTAs are considered to be responsible for reporting any information about a potential assault or other cases under Title IX. So if a student comes to you and wants to discuss a potential case, let the student know immediately that you are required to report whatever you know. Let the student know that some employees on campus do not have that responsibility and in fact can offer the student confidential advice. Employees at the counseling center may talk to students in a confidential

setting. So make sure the students are aware of this. You want to help students find out what they need and if that is a confidential environment, advise them to go to the counseling center. After speaking with the student, you should report the matter to the Department Chair as soon as possible. The Chair will report it to the appropriate Title IX officer of the university.

### **TIME MANAGEMENT ISSUES:**

Each semester, especially in the fall of the second year, some instructors have time management issues. You are juggling several top priorities including your teaching, your thesis and writing sample, applying out, and any coursework you are taking. As soon as you begin to feel even slightly overwhelmed, contact the GTA and/or DGS. We can help you sort out the top priority in any given academic situation, and the earlier in the term, the easier it is to do. There are many ways to readjust what you are doing and when.

If you believe your undergraduate students may be having time management issues, you can recommend they go to the second floor of Sparks Hall to student assistance where they have free workshops. The UG students have already paid for these things with their fees so they might as well take advantage of them. Continued on next page

# U

## **UNIVERSAL DESIGN FOR LEARNING**

Below is a link that leads to a blog which contains many great tips for new instructors:

<http://sites.gsu.edu/mcook27/tag/universal-design-for-learning/>

# V

## **VACATION/ANNUAL LEAVE**

GTAs do not have vacation and annual leave benefits. If you believe you must miss your teaching and other departmental obligations, see the CGT ASAP and fill out an Absence request form available at the following link: <http://philosophy.gsu.edu/about/contact/forms/> on the department webpage under Forms.

## **VERIFICATION OF ROLLS:**

**See Roll Verification above.**

## **VETERAN ATTENDANCE:**

Georgia State University has contractual responsibilities for monies paid as Veterans' Benefits.

The Department of Veterans Affairs requires that institutions of higher learning immediately report to them when a student discontinues attendance. Georgia State University institutional policy requires that professors report the absence of a veteran student as soon as it is known that the student will not be returning to class. Generally, this should be reported after one week of absences and no later than two weeks of nonattendance by a student.

Students receiving veterans' benefits must comply with attendance regulations of the University and the Veterans Administration. No such veteran may drop any course or stop attending any class without prior approval of the Registrar's Office and execution of formal withdrawal procedures with that office and the Office of the Veterans Coordinator. There are no exceptions to this rule. Georgia State University is required to report to the Veterans Administration on the absence and progress of veteran students toward educational objectives and other matters affecting veteran benefits.

At the beginning of each term, "Veterans Attendance Rolls" are provided to each faculty member for convenience in record keeping. It is the responsibility of each instructor to report to the Veterans Service Office any veteran who has accumulated 10 class hours of consecutive

absences. Forms for reporting non-attendance are available in the Office of Academic Assistance of each college. Ask the CGT if you have questions.

### **VOTING:**

Instructors are encouraged to vote, and you should encourage your students to vote. Your teaching responsibilities should not be affected given the hours the polls are open. If you believe there is a conflict and that it is not possible for you to vote without missing a class, talk to the CGT and fill out an Absence Request form available at the following link:

<http://philosophy.gsu.edu/about/contact/forms/>.

## **W**

### **WAC (WRITING ACROSS THE CURRICULUM):**

*Writing Across the Curriculum* is a university-supported program which trains faculty and graduate students to give students feedback on writing assignments. Faculty who have undergone WAC training can request graduate students to be their WAC consultants for any non-CTW course with 25 or more students. Graduate students who have undergone WAC training can be WAC consultants for undergraduate courses for which they are paid a stipend and receive a tuition waiver. If you want to be a WAC for a professor, ask that professor if he or she ever uses WAC consultants. You may also ask the DGS, Dr. O’Keefe if he knows of any professors using WACs the semester you are interested in. WACing is a good way to earn a stipend and tuition waiver if you are not teaching. Some are available in the Summer term as well.

### **WRITING STUDIO:**

If your students are struggling with writing, you might want to direct them to the writing studio. It is located in the English in 25 Park Place. See the link below for more information:

<http://writingstudio.gsu.edu/>

### **WITHDRAWALS:**

There are several different types of withdrawals, and they all show up on the transcript (unlike “Drops”). Withdrawals can be made by students themselves up until the midpoint of each semester. After the midpoint, there is no point in withdrawing because it would automatically count as an F. Current undergraduate students are allowed no more than six (6) regular withdrawals during their college career (this is because there is great statistical evidence that students with many withdrawals seldom finish the degree). If you withdraw a student, and it turns out that that student already had six withdrawals, then the student will receive a WF instead of a W. A WF grade counts as an F. If a student asks you to withdraw him or her before the midpoint, tell the student to withdraw him or herself by going onto GoSOLAR.

**Student missing too much work:** There are several reasons you might wish to withdraw students yourself even if they do not request it. Bear in mind that the student is allowed only six Ws before they turn into Fs. If a student has missed too much work or too many classes, then send the student an email saying that if you do not hear from the student within 24 hours or by the next class period, the student is liable to be administratively withdrawn from your class. (If you wish to withdraw students who miss too much work, you must note on your syllabus the conditions under which you will do so. For example, "If you miss more than six classes or do not take the first exam, I may withdraw you from the class.") Do not use this same procedure for disruptive students (see section on Disruptive Students above).

**Student missing too much work after the midpoint:** Students who have been attending but stopped at some point may be undergoing an emergency situation in their personal lives, including suffering from a disease or injury, having a family suffering from a disease or injury; they may have lost their job, their home, a member of their family. There are many nonacademic reasons why students are unable to complete their academic work. In these cases, you should recommend to your students that they apply for an emergency withdrawal (EW) from the Dean of Students. The Dean of Students website contains the procedure, the contact information, and the form that must be filled out to apply.

The link is <http://deanofstudents.gsu.edu/student-assistance/emergency-withdrawal/>.

**Emergency withdrawals do not count toward the limit of six Ws.** It is also possible for students to apply for EWs retroactively up to two academic years after the semester in which they suffered the hardship. So if you have students whom you had to fail for the course due to missing the final exam, you may want to contact them and let them know about EWs.

**Students missing work due to military or reserve status:**

If students contact you saying they are required to go out of town due to military or reserve status, you have two options. If the student brings you a copy of his or her military orders, you may either

- (1) Allow the student to make up any work missed after they return from duty. This is the usual policy for reservists who only need to be gone for a few days or weeks but will return before the end of the semester.
- (2) If the orders are for longer term duty transfer, you should recommend the student request a military withdrawal from the Dean of Students office. This will be honored as long as the student submits the form and documentation to the Dean's office. See the same link for EWs given above.

## X

**XENOPHOBIC:**

Don't be surprised to find that some of your students will be xenophobic. They are afraid of anyone whom they perceive as from a different background as themselves. It sometimes manifests in a bias against people with accents for whom English is a second language, for example. If you find yourself in this situation, either individually or concerning one or more of your students, see the CGT for tips on how to improve student engagement.

# Y

## **YOUTUBE:**

Showing short videos in class can lead to better learning. But be sure to send the videos to the CGT at least a week in advance for approval.

# Z

## **“ZZZZ” –Students are sleeping in class:**

If a student falls asleep in class one time, ignore it during that class. Possibly the student did not get enough sleep the night before. If a student falls asleep a second time, talk to the student confidentially after class. Don't call the student out in class. The student may be ill, need to go to the clinic (75 Piedmont, in the dormitory), or be attempting to work full-time while taking classes. Tell the student that going to college is generally considered a full-time job itself. Talk to the CGT about the specific case. We may handle the situation differently for a very young student as opposed to an older adult student who is working full-time while attending school. If you have several students falling asleep, see the CGT and raise the issue at GTA meetings.