

## **Teaching Guidelines**

### Teaching Guidelines for Non-tenured Faculty

All non-tenured faculty must submit syllabi and evaluations for all courses in each semester, including summer sessions. Those syllabi should explain the requirements for the course and include statements on attendance and plagiarism.

### Standards for Basic Survey Courses – History 133, 134, 151, 152

Survey students, especially beginning freshmen, are making a transition to college which forces them to learn new skills and new approaches to learning. While the university provides, through the AARC and various counseling programs, significant aid to those students who wish that help, faculty also have a responsibility to help the students in their courses make the transition from high school to the university and to do so without compromising the high standards faculty have set for students. The department does not want to stifle creativity in course design, but we believe there are some minimum requirements for survey courses. Those requirements should help students and faculty become successful.

Requirements for the surveys should include:

Requiring more than one book – usually a textbook and other books, articles, essays, or other sources of information.

A variety of grades, including quizzes and/or short papers. The student's grade for the course should not depend on just one or two tests and a final, and most tests, should include different types of questions; that is, tests may be objective, or subjective, or a combination, but each test should include more than one or two questions. Tests, quizzes, or other assignments should force the students to read all of the required material.

By the time of the last drop date each semester, providing each student with sufficient grades so that the student knows his standing in the course.

Holding regular office hours for advising and counseling students.

Policy adopted by tenured faculty in the Department of History, October 18, 2002.