

# Student Evaluation

## DCP Faculty Workshop Fall 2002

Read the following excerpts from the DCP Student Handbook as a reminder to you concerning Student Evaluation. Are there any areas in the evaluation of your students that need revision? Contact the Program Director if you have any questions or need any additional input.

[If you have any questions, comments, or suggestions about this workshop, please contact the DCP Office at [complete@lbc.edu](mailto:complete@lbc.edu), 1.866.4.LBC.DCP, or 560.8220.]

### STUDENT EVALUATION

#### Written Assignments

The student will be responsible for completion of all weekly assignments, including reading, written work, and quizzes as indicated in the Student Guide for each module. In the case of a missed assignment, the student, at the discretion of the instructor, will make up the material. All late work will be handled under the supervision of the instructor. If the situation warrants, the instructor may reduce the grade for lateness at the rate of one letter grade per week.

In order to signal its continuing concern for effective student writing, students should expect all modules to include a writing component. That writing component is usually in the form of a take-home final paper (see below). All written projects must be produced according to the thesis style set forth by the Modern Language Association (MLA). DCP students will receive a copy of Trimmer's *A Guide to MLA Documentation*, which should suffice for most of the assignments they will be given. However, for additional guidance on the MLA style, students should consult the *MLA Handbook for Writers of Research Papers*, copies of which can be purchased through the Program Office or can be consulted in the LBC Library.



In addition, this Student Handbook includes the handouts entitled “Style for Quoting and Citing Biblical Statements” from Lancaster Bible College’s Biblical Division and “Citing Computer Programs, Electronic Documents, and CD-ROM Sources”.

While not all formatting guidelines will apply to all assignments, the student should follow the prescribed format as much as possible. Any questions concerning MLA and LBC guidelines to be used for specific assignments should be directed to the instructor of the module. Points can be deducted for not following appropriate MLA/LBC guidelines. Points may also be deducted for grammar, punctuation, sentence structure, and other issues concerning writing style.

A college degree presupposes the ability to properly communicate in both written and oral formats. It is to that end that it is vital that instructors grade not only the content of a given assignment, but the quality of the communication process as well.

## **Grading Across The Curriculum**

One of the unique benefits we have with the degree completion curriculum is its lock-step nature. Students enrolled in our program must take courses in a particular order. Classes are presented in a structured sequence that allows the curriculum to emphasize selected knowledge, skills, attitudes and values throughout the entire curriculum and not simply within individual courses.

The key question which constantly confronts the curriculum in our rapidly changing society is “What educational qualities will allow an individual to succeed and thrive in the unfolding future?” In reviewing literature on the subject, ten skills rise to the top. These skills we have titled “Ten Across” as they are skills that you will be expected to exhibit across the curriculum, i.e. in every course. More than anything else, these are the skills Lancaster Bible College seeks to enhance across the curriculum in our degree completion program. They are as follows:

1. The ability to see things from the perspective of a Christian worldview.
2. Skill in ethical thought and action.
3. Values and skills necessary for lifelong learning.
4. The ability to read complex materials with comprehension.
5. Skill in thinking critically concerning ideas and performance (i.e. reflective practice).
6. Skill in problem solving and decision-making.
7. The ability to communicate effectively through writing.
8. The ability to communicate effectively orally.
9. The ability to find needed information (sometimes called information literacy).
10. The ability to work effectively in teams.

You as a student need to be aware of these ten items. When you read through course objectives, you should automatically add the Ten Across. When you write papers, give presentations, do research or discuss case studies, remember that your facilitator will be looking for skill development in these ten areas in addition to the specific course objectives.

## **Examination / Take-home Final**

Each student must complete a Take-home Final for each course. The student may use any material in writing the Final; however, every word, unless referenced or quoted with appropriate credits, must be that of the student submitting the paper. As they progress through the course, students are encouraged to take notes on how they will respond to the Take-home Final. This includes making notations in their class notes.

The Take-home Final should be a consideration of guidelines, principles, and concepts learned in the module, and an application of these principles. The Learning Outcomes for each module become the basis for the requirements in the Take-home Final at the discretion of the instructor.

The Take-home Final is to be submitted at the beginning of class on the first night of the next module. Turning in the Take-home Final late will result in a penalty on the grade for the Final at the discretion of the instructor.

In emergency situations, late assignments without penalty may be accepted by the faculty member after consultation with the Director of the program.



## **Academic Honesty**

Students are expected to demonstrate consistent Christian character in the classroom. Contrary to such character are the following:

*Cheating*, the giving or receiving of information dishonestly

*Plagiarism*, the copying or paraphrasing of any part of another individual's work without appropriate citation

*Inappropriate editing*, the altering of a manuscript by a person other than the author, such as a typist

*Inappropriate submissions*, the submission of a paper or project for one course used previously for another course without permission from the instructor

Academic dishonesty is considered a serious offense. The first offense will result in a failing grade for the item connected with the dishonesty. The second offense will result in a failing grade for the course. Repeated offenses during the student's academic program will result in disciplinary action. Any student who confesses academic dishonesty in a course already completed will receive a grade no higher than a D for the course.

In each case of academic dishonesty, the faculty member is responsible to deal with the offense and will inform the Program Director of each offense and how it was handled. An appeal by a student of disciplinary action taken in regards to academic dishonesty can be made in writing to the DCP Academic Affairs Committee.

## GRADING SYSTEM

The final grade of a student in each course is determined by the instructor. The grade points and interpretations of grades are as follows.

A	4.0.....Excellent	I	Not figured in GPA.....Incomplete
A-	3.7	W	Not figured in GPA.....Course Withdrawal
B+	3.3	S	Not figured in GPA.....Satisfactory
B	3.0.....Good	U	Not figured in GPA.....Unsatisfactory
B-	2.7	AU	Not figured in GPA..... Audit
C+	2.3	CR	Not figured in GPA ...Transfer/Exam Credit
C	2.0.....Average		
C-	1.7		
D+	1.3		
D	1.0.....Passing		
D-	0.7		
F	0.0.....Failure		

- A** - (4.0) Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example: “A” work should be of such nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.
- B** - (3.0) Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for an undergraduate. Work shows intuition and creativity. Example: “B” work indicates good quality of performance and is given in recognition for solid work; a “B” should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
- C** - (2.0) Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
- D** - (1.0) Quality and quantity of work is below average. Elements of the assigned work may be missing or unsatisfactory.
- F** - (0.0) Quality and quantity of work in and out of class is unacceptable for an undergraduate student. Example: This work does not qualify the student to progress to a more advanced level of work.
- I** - Incomplete (see policy statement on the next page)
- W** - (not calculated on GPA) Course Withdrawal,

## **INCOMPLETE GRADES**

An incomplete (“T”) grade may be issued by an instructor in lieu of a final grade when course requirements have not been met by the end of a module. A maximum of 16 weeks (from the time grades are posted\*) will be allowed for completion under consultation between the instructor and student. No student may graduate with an “T” in any course.

1. When an “T” is given by an instructor at the end of a module in lieu of a letter grade, up to 16 weeks will be allowed for the completion of course requirements, upon consultation between the faculty member and student.
2. An “T” will be changed to an “F” when course requirements are not met by the end of the time allotted.
3. The circumstances (reason the extension is needed) and the expected date of completion are stated on an “Incomplete Grade Contract” form issued by the Program office. Both the student and the instructor sign the form and it is submitted to the Program Office by the faculty member.
4. The Program Office will monitor the fulfillment of the “Incomplete Grade Contract.”
5. Under extenuating circumstances, a student not able to complete course requirements by the end of the extension period may seek an extension of up to three additional months by appealing to the DCP Academic Affairs Committee.
6. Students should recognize that incompletes (“T’s”) extending beyond the end of the term might reduce or eliminate financial aid, depending on the number of incomplete courses.

\*Grades are normally posted four weeks after the last class period.