

DUTCHESS COMMUNITY COLLEGE

THE 120: Performing Skills for the Classroom *Fall 2020 (Synchronous/Online)*

Please note: during weeks prior to semester, updates to the following will continue to be posted (updated 9/5/20)

INSTRUCTOR: Elizabeth Gerbi elizabeth.gerbi@sunydutchess.edu

OFFICE HOURS: Fall 2020 office hours are currently TBA; please email instructor for an online Zoom appointment or phone call

CLASS MEETINGS:

- Section 050: M/W, 12:00-1:15 PM (Some of this time will be reserved for small-group meetings; students should plan to be available for full time period)

Join the [“DCC Credit Music Program,” “Performing Arts at DCC”](#) and [“Dutchess Community College Academy of Music”](#) Facebook Page, @dccperformingarts (Instagram) s ASAP for up-to-date program announcements!

Monday, August 24

Monday, September 7

Monday-Tuesday, October 12-13

Wednesday, October 14

Friday, November 6

Wednesday, November 25

Thursday-Friday, November 26-27

Friday, December 4

Mon-Saturday, December 7-12

Final Block Exam time:

Monday-Tuesday, December 14-15

Credit classes begin

Labor Day, College closed

Columbus Day, College Closed

Monday Make-Up Day

Last date to withdraw with a “W”

Thanksgiving Recess begins at 5:15

Thanksgiving Recess, College Closed

Last Day of Classes

Block Final Exam Period

TBA ****

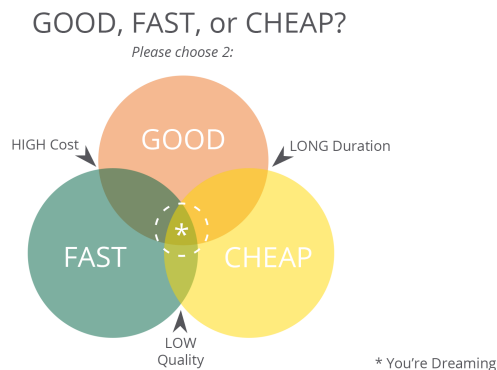
Make-up finals as needed

[DCC STUDENT CALENDAR \(which includes student activities, important registration deadlines, etc.\)](#)

I. Required Materials:

- [Textbook: Acting Lessons for Teachers by Tauber and Mester, 2nd edition \(CT: Praeger, 2010\), available in DCC Bookstore or via online retailers \(available as Amazon Kindle\).](#)
- Daily access to email/course Blackboard page as needed for specific assignments, as well as the ability to log on to specified Zoom class times, download free or low-cost Applications to complete necessary assignments. ***You must check and respond to critical school electronic communications within 48 hours on weekdays and when school is in session (although I recommend 12-24 if you want to excel).***
- Although computers are not mandatory for every class or assignment, students will find assignment completion much easier and more enjoyable with the assistance of a laptop or tablet w/keyboard. Students without a working computer should contact [DCC Cares](#) immediately.

Note: Pleas of poverty and access to necessary materials will receive the following retort/lecture: As a college student, you must include planning for materials as part of your course planning!



II. Course Description:

This theatre course empowers the education student with various theatrical performance skills to captivate students and creatively convey information. Lessons involve the use of physical and vocal animation and enthusiasm, humor, imaginative use of space, storytelling, role-playing, props, suspense and surprise. Note: This course is intended for students preparing to be teachers.

III. Prerequisites and corequisites: None (i.e., new performers and educators are welcome!)

IV. Course Student Learning Outcomes:

- A. List and give examples of the parallels between acting and presenting an animated and effective teaching presentation.
 - B. Define and give examples of how to use the voice, body, imagination, enthusiasm, physical space, storytelling, role-play, sense memory, emotional recall, listening/reacting, characterization, stage business, props, and suspense/surprise from the world of theatre into the classroom.
 - C. Use the voice (rate, volume, diction, projection, vocal variety) and body (body language, facial expression, eye contact, gestures) effectively in class exercises. (1)
 - D. Perform a story with effective use of space, imagery, character, sense memory, emotional recall, imagination, and observation as service learning for a local school or community group.
 - E. Perform an improvisation with effective use of space, imagery, character, sense memory, emotional recall, imagination, action/objective, and listening and reacting. (6)
 - F. Perform a scene from a play with effective use of space, imagery, character, making an entrance, sense memory, emotional recall, imagination, action/objective, listening and reacting, emotional beats, observation, illusion of the first time, script analysis, stage business, and thinking the thought). (1,6)
- Create an animated theatrical teaching presentation including effective use of props, sound effects, music, costumes, set pieces, suspense and surprise as service learning for a local school or community group. (1,6)

IV. DCC Institutional Learning Outcomes:

- (1) #1, Oral Communication: Students will demonstrate oral communication skills in a clear and organized manner using appropriate verbal and nonverbal communication techniques with regard to subject, purpose and audience.

- (2) #6, Critical Analysis and Reasoning: Students will formulate or evaluate arguments, problems or options and arrive at solution, position or hypothesis based on carefully considered evidence.

V. Zoom Technical Requirements and Guidelines:

Zoom Address:

<https://teacherscollege.zoom.us/j/97577502445?pwd=NUxXWTFZemNXUIVIYjB4SE0xZEVodz09>

Meeting ID: 975 7750 2445

Passcode: IMAMAZING

As with many of your online courses this year, we will be using Zoom as the principal meeting platform. Please register for an account, and trial run a “call” with a friend or family member prior to class to ensure that you do not have technical issues.

Please make sure that your login has your name (otherwise I may have to “boot” you from class unless I can tell immediately who you are). Fun green screens are encouraged!

Please assume that I will be asking you to remain on camera for the majority of class time, and may ask for a combination of audio and text responses in the “chat” feed. If you have never used Zoom, please watch tutorials prior to first class. [One example can be found here.](#)

For this class, you will need to have the ability to record and share videos 1-10 minutes in length through a variety of Apps; make sure that you have some sort of back-up storage system in place to share streamed links, and that you have adequate storage space before recording (I personally prefer unlisted Youtube Pages).

VI: Course Outline/Schedule:

Please note that due to the nature and pacing of this class, I generally provide work within a 1-2 week window; modules should be available online approximately one week before the week “starts” if you wish to work ahead (always smart in an online class!) However, use the following to get started, and to estimate exactly how much time will be required for assignment completion.

Students should generally also generally expect 1 discussion board “mini-project” a week, addition to the listed chapter readings and principal assignments.

*Note: for THE 120, an online “week” begins on Monday, and ends Sunday Night at 11:59 PM (which will serve as the due date for most assignments)

This course operates with a hybrid “[flipped classroom](#)” model; this may include both reading and video content to complete prior to class, and requires live classroom participation FOLLOWING independent study to work!

Week 1 (8/24-8/30)

M, 8/24:

- Classroom sessions on Monday and Wednesday; Zoom link and parameters can be found above. *Note: Zoom address may change periodically, but will be updated on the syllabus accordingly.*
- Topics: Orientation (“My name is... I feel... but... so...”), Establishing an online teaching personae, introductions, navigating course Blackboard Page.
- [For Wednesday, read Google Doc, choose a quote you find particularly meaningful](#)
- Online “vision board”-- professional personae (photo collage)

W, 8/26:

- Topics: What is successful online teaching, developing an online teaching personae (be prepared to share quotes from reading) teaching vs. performing- breakout groups, come back to present)
- **Mini-project:** By Friday, 8/28, post a 1-2 minute video introduction for Blackboard Discussion #1. These should be casual, just let us know your preferred name, a little about what you’re studying at DCC, and something about you outside of the classroom.
- By Sunday, 8/30, respond to at least two of your classmates’ videos (ideally more) with which you have at least one thing in common (*yes, both of these elements, as all weekly discussions, are graded!*). **When you respond to someone on a Discussion Board, please use their name at the beginning of the post so it is clear who you are responding to!**
- By Sunday, 8/30, Read/watch all orientation materials (see Content Wall in Blackboard), and complete the required [Google Course Questionnaire/Learning Contract](#)
- **Readings: Chapter 1 (FOR next class) (Do a book check)**

Week 2 (8/31-9/6)

M, 8/30:

- [Discuss “adaptive learning,” and why it is essential for educators to learn via teaching](#) (Compare with this medical model-- how is teacher training similar?) For class M/W, prepare a 1-2 minute lesson plan that your classmates can perform at home (practice in small breakout groups, then class)
- **Mini-project: Watch Week 2 posted videos on Personal Learning Networks (watch for homework):**
 - [What is a PLN?](#)
 - [How does education today differ from 25 years ago?](#)
 - **Discussion Post #2** (see below)
- **Chapter 1, Summary/Discussion**
- **For your “Discussion #2” Post, go to the Group Google Doc [at this link](#).** You will see that it is blank--that is because we are going to create our own class resource guide. Please make one contribution each in both the “technical” category (include a link to the online tool you are referring to), and one in the “personal” category. Feel free to re-format to make it prettier/more effective for your needs. (No post on physical discussion board!)

W, 9/2:

- [Connected Learning Video](#)
- Teaching presentations continued
- **Homework:**
 - **Mini Project: Discussion #2** by Sunday, 9/6
 - **Read Chapters 2-3** for next class

Week 3 (9/7-9/13)

M, 9/7:

- No class

W, 9/9:

- [“Teaching or entertainment?”](#)
- Round robin reflection on Chapters 2-3
- Your “Teaching Toolbox,” re-present modules w/tools from p. 19, peer adjudication
- Read Chapter 4 for next class
- **Mini-Project for Monday (modified on 9/9):**
 - **Discussion Post #3 (due, as usual, Sunday at 11:59 PM);** find one video clip on youtube that represents the “grey area” between teaching/entertainment. In your post, include a link, and a short paragraph describing at least two of the “toolbox” items you can see at play (as well as specific moments that they occur... for

example, “at 2:20 in, you can see Professor X use Y to blow up the chemistry lab, showing us why it’s important to always wear goggles”).

Week 4 (9/14-9/20)

M, 9/14:

- Chapter 4 Review, “Movement Scale” 1-10
- Introduce Story Assignment (see .pdf on Content Wall); work on a teacher-centered, artistically compelling story based on a Children’s book (will work individually); bring selection to Wednesday meeting (physical or digital book)
- **Prepare draft plan for Wednesday appointment, [10-minute appointment slots Wednesday-Friday](#)**

W, 9/16:

- Individual appointments, TBA
- Prepare digital “stumble through” to post to discussion board for Sunday (can be incomplete; please include in your post what areas you are specifically struggling with or require “brain trust”)
 - Comment on one another’s posts, adding 1 possible “new” tool (being specific)

Week 5 (9/21-9/27):

M, 9/21:

- Rehearsal period
- Prepare re-presentation of story, with the two additional elements from “toolbox” assessed by classmates (use rubric to grade each other- by end of class, email me your group “grade” for today’s participation, as well as a brief bulleted summary of the suggestions given by your peers -- none of these should be “A” work, at least not yet!

W, 9/23:

- Re-presentation of stories, continued (or other TBA in-class work): **Groups of 4, present 1 aspect of each presentation (each group fulfilling all 4 criteria of rubric)**
- Read Chapter 5-6 for next class
- **Mini Project: Post second draft “video” on Sunday night (Discussion #5), 11:59 PM (must all be videos on this round)**

Week 6 (9/28-10/4)

M, 9/28

- Self-evaluations of Sunday night's posted video run-throughs (submit via email to instructor by the end of the scheduled class time today)

W, 9/30

- Full class presents final "Kid Story" assignments

Week 7 (10/5-10/11)

M, 10/5:

- Midterm Review (solo appointments, discuss semester progress and ideas for performance/teaching project)

W, 10/7:

- Midterm Review continued

Week 8 (10/12-10/18)

M, 10/12:

- No class, Read Chapters 8-9 for next class
- **Make sure to complete Discussion Post #6 by Tuesday Night (night before next class!)**

W, 10/14:

- Summarize Chapters 7-9
- Present assignment summary proposal in-class; peer feedback to flesh out proposals (deadlines for next week addressed in-class today)
- Before end of class, post list of all acquired notes as a "reply" on your original discussion post
- **Discussion #7-For Sunday, 10/18, read Chapter 10, and research one additional technological aid that you did NOT include in Children's Project #1 to augment your project. Write a short description of the aid/app including a link(note: this might be a good time to refer back to the "PLN" Guide!)**
 - *For a "bump" of extra credit, email me a screenshot of a NEW tech aid that you add to the PLN guide!*

Week 9, (10/19-10/27)

M, 10/19:

- Small group exercise (work on a ONE-slide summary of Chapter 10, using guidelines on page p.111-112 of text)
- 2-minute classroom presentation; prepare a short demonstration of your “new technological” aid as you intend to use as part of your demonstration.

W, 10/21:

- TBA, stumble-throughs of initial drafts in small groups (10 minute small groups, come away with one PERFORMANCE note that you can implement immediately, all perform for group)
- **For Sunday, 10/25, post a complete video stumble-through of your presentation (missing elements are OK, but start off by telling us what those elements are so we can “imagine” them)**

Week 10, 10/26-11/1

M, 10/26:

- See email for substitute participation assignment for today (must be completed by end of class time- 1:15 PM)
- Read Chapters 11-12 for Wednesday

W, 10/28:

- In-class, workshop both 1) an element of “S/S” and 2) a dramatic “e/e” to add to your performance; be prepared to perform full run-through of Project #2!
- **For Sunday, 11/1, post a second stumble-through of your performance, recorded in front of at least one other individual remotely (you can use Zoom for this with the “record” feature”). At the end of the video, ask the viewer for their feedback, and summarize this feedback in your discussion post.**

Week 11, 11/2-11/8

M, 11/2:

- **No class (please schedule an office appointment with instructor with any concerns for Wednesday performance)**

W, 11/4:

- **Final Performances for Project #2, Pt. I (you will be called on randomly)**
 - **Within 24 hours of your presentation, email instructor a “revised” self evaluation built upon your last one (also cut and paste as prose IN an email,**

complete with score; make sure to using scoring from updated form last emailed to you).

Week 12, 11/9-11/17

M, 11/9:

- Final Performances for Project #2, Pt. II
- **Introduction to Final Project- for Wednesday, bring in anecdote of a classroom lesson you were once taught that was ineffective, and can be “upgraded” with theatrical tools**

W, 11/11:

- Intro to Final Teaching Assignment, pt. II; Prepare outline for M (digital lesson plan); explain components of lesson plan (show examples)
- Add tools categorized by age group at:
<https://docs.google.com/document/d/1O1TNCJBwW6zswOiMmvUl8tMiufJ84I0ruSZWG7fJKLA/edit>
- Present 1-2 minute proposal w/**Objective, Materials, Summary of Procedure, and Assessment; post on Discussion #9, Sunday, 11/15**
- Read Chapter 13-14 for next class

Week 13, 11/16-11/22

M, 11/16:

- [Dr. Ivan Joseph Interview, 27:50; in chat feed, tie one element to course work in THE 120](#)
- In-class project proposals (post your initial plan on discussion board Sunday Night, 11/15)
- Group workshopping - what are the THEATRICAL and INTERACTIVE elements of plan?

W, 11/18:

- No group meeting. Students who have finished the plan and received group feedback can set up an individual appointment with instructor Wed-Friday if extra assistance is required.
- Read Chapter 16 for next class
- Post stumble-through and revised lesson plan to Discussion Board 10 for 11/22 (see project description)

Week 14, 11/23-11/29

M, 11/23:

- Group workshopping/be prepared to run presentations; must submit final recording and self- evaluation on 12/2.

W, 11/26:

- No class (note: Final Project due WEDNESDAY, 12/2 by NOON)

Week 15, 11/30-12/4

M, 11/30:

- Final exam review

W, 12/2:

- Final exam in-class (note that those receiving extended time should anticipate staying longer than 1:15 PM); Need to have means of typing/emailing a .docx to instructor IMMEDIATELY following testing period

Week 16 reflection Wednesday 12/9, Regular class time

CHOICES OF SUCCESSFUL STUDENTS

SUCCESSFUL STUDENTS...	STRUGGLING STUDENTS...
1. ...accept PERSONAL RESPONSIBILITY , seeing themselves as the primary cause of their outcomes and experiences.	1. ...see themselves as victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.
2. ...discover SELF-MOTIVATION , finding purpose in their lives by discovering personally meaningful goals and dreams.	2. ...have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of purpose in their lives.
3. ...master SELF-MANAGEMENT , consistently planning and taking purposeful actions in pursuit of their goals and dreams.	3. ...seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.
4. ...employ INTERDEPENDENCE , building mutually supportive relationships that help them achieve their goals and dreams (while helping others do the same).	4. ...are solitary, seldom requesting, even rejecting, offers of assistance from those who could help.
5. ...gain SELF-AWARENESS , consciously employing behaviors, beliefs, and attitudes that keep them on course.	5. ...make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.
6. ...adopt LIFE-LONG LEARNING , finding valuable lessons and wisdom in nearly every experience they have.	6. ...resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.
7. ...develop EMOTIONAL INTELLIGENCE , effectively managing their emotions and the emotions of others in support of their goals and dreams.	7. ...live at the mercy of strong emotions such as anger, sadness, anxiety, or a need for instant gratification.
8. ... BELIEVE IN THEMSELVES , seeing themselves as capable, lovable and unconditionally worthy human beings.	8. ...doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.

Resource Guide for Developing Teachers, Really, all teachers), i.e., sample “Toolbox”

- <http://assignments.ds106.us> (use to help inspire lesson plans)
- <https://screencast-o-matic.com> (tool to record both the screen and the speaker)
- <https://www.freetch4teachers.com> (as it says)
- <https://giphy.com/create/gifmaker> (can be used to augment a presentation)

- <https://animoto.com/projects> (can create short music videos for free)

VII. Additional Course Policies creating and adopted by former classes (to be used as the template for our evolving classroom policies this semester)

- **Establishing the Classroom Ensemble:** In this course, you will be working together with your classmates extensively, as well as regularly critiquing each other's work. For many of you, this may be a new manner of working, and may present quite a learning curve. **Your effort, preparation, investment, and willingness to experiment are what earn you an exceptional grade--not your background in teaching or in the performing arts.** Rest assured, the combination of your hard work and focused, passionate efforts will ensure you are up for the challenge!
- **Respect:** This classroom is a safe space. If, at any time, you are disrespectful or inconsiderate of your fellow "cast mates," ***you will lose your participation mark for the day and may be asked to leave the class without an option of make-up.*** Major or repeated violations may result in you failing the class outright. ○ You may not capture or post video/photos/audio without written consent from those involved (including the instructor).

Live Classroom Considerations:

- When rehearsing, always leave the space in BETTER condition than you found it. Ensuring that tables/chairs are returned, ALL trash (both your own and previous occupants') are disposed of, computers logged off. Please politely police each other as this habit is established!
- The same level of professionalism will be expected for assignments completed outside of class as activities performed during class time. **Part of collaboration involves checking in with group members, participating in communications, etc.**
- Please silence devices and store them out of reach, and sight, before class begins. Quietly texting and hoping that nobody notices may be socially normative, but will prevent you from fully engaging in the classroom experience. Use common sense with your devices.

- **Cell Phones:** Please silence devices and store them out of reach, and sight, before class begins. Quietly texting and hoping that nobody notices may be socially normative, but will prevent you from fully engaging in the classroom experience. Use common sense with your devices.
- **Attire:** For this course, you need to wear clothing and SHOES that are easy to move in, comfortable, and will allow you to feel unrestricted and un-self-conscious. Yoga pants, sweats, casual wear, dance wear, etc. are appropriate...most jeans are not. Barefoot/bare socks will always be an option, but instructor reserves the right to veto your footwear if it prevents you from free movement.
- Please wear your hair so that your face is visible; no hats, sunglasses, etc. will be permitted. Again, failure to prepare appropriately will make you unable to participate fully, so will prevent you from receiving full participation points for the day.
- **Food and/or drink is prohibited.** Water, H₂O, is fine (in fact, strongly encouraged), just make sure to use screw-top/leak-proof vessels.
- **Other prohibited items:** Do NOT bring weapons (or “weapon facsimiles”), drugs, alcohol, stolen property, or VALUABLES to class. With the exception of occasional electronic aids, all props and teaching aids should be a mixture of low-cost office supplies and “found objects,” preferably those already in your closet or dorm room.
- **Guests:** Although normally welcome, guests may not join or attend our class without *prior* approval of instructor.

Online Classroom Considerations:

- As with all online meetings, please sign in promptly at the hour, and mute your mike after class has begun.
- *Please inform the instructor immediately if one of your peer group members is not returning communications or otherwise preventing assignments from being complete.*

- *Whether or in-person or online, you may not video or audio record ANYONE--teacher or student--without their consent. Similarly, you may not share audio or video without that person's explicit WRITTEN consent.*

Additional Considerations in Either Modality:

- Cheating & Plagiarism. See the college's statement on Academic Honesty. In short, using the ideas or words of others as if they were your own OR collaborating on work intended to assess an individual is plagiarism. Neither plagiarism nor cheating will be tolerated in this class. First violations will be immediately communicated to the Administration; second violations will result in immediate failure of the class.
- Syllabus: This syllabus is a proposed plan for the course, and serves as a dynamic document specifying the main assignments and general requirements for successful completion of the course. It can and will change in order to adapt to the specific needs of this class. Any revisions will be discussed in class, emailed, and/or updated to Blackboard.
- Your completion of the course contract/Google Form indicates that you have read this entire syllabus and accept the challenge! Please, do not commit to this (or any class) before you have fully understood course expectations. As a note of general advice, read syllabi before the semester (if available), and ask questions of the instructor prior to the conclusion of the drop/add period.

Attendance and Participation:

- Students receive full credit if they attend every class on time, remain for the duration of class, and actively participate in all course activities for the semester. **If a student is frequently absent or tardy they can't fully participate in the course and their grade will reflect the extent of the missed material. This is the most common way that students fail THE 120, and many of their other education courses.**
- You are permitted ONE unexcused absence per semester, which you are advised to use for legitimate emergencies. *Each additional unexcused absence will result in an academic penalty.*

- Excused absences must include an email to the instructor PRIOR to the class being missed and include religious observances, hazardous weather conditions, verifiable medical reasons (dated doctor's note is required) field trips that are related to an academic program, and military obligations (dated documentation is required) No make-ups or late homework will be accepted for other types of absences (i.e. transportation issues, traffic court, vacations, work conflicts, etc.)
- *For all absences, even in case of legal absence, you are responsible for all class content from that day, including assignments. Please exchange information with at least one classmate so they can assist you if you have to miss class unexpectedly.*

****Hint for life: Never, ever bother to ask a teacher, "Did I miss anything in class?" The answer is always yes. Instead, notify your "class buddy," so they can document all content for you, take notes, etc.**

- Tardiness / Leaving Early: In the theatre, early is on time, and on time is LATE. If you are late, please enter quietly via the side door (if in-person) or quietly if online, and check with the instructor at the end of class to make sure that you aren't marked absent. **Please note that 3 lates or leaving early 3 times = one full absence.**

VII. Additional Performing Arts Courses and Opportunities:

*****Note: These reflect offerings during a traditional semester, and may change over the course of the semester**

- **DCC Masquers' Guild Theatre Club** meets Thursdays at 12:30 in Dutchess Hall 205; stop by the meeting this week to hear about all of the terrific theatre and music events going on at the college this semester (TBA)
- For more information, contact the club advisors, Tommy Costello, tcostello@sunydutchess.edu, or Elizabeth Gerbi (elizabeth.gerbi@sunydutchess.edu)
- **To follow the club on Instagram** (or ask the student officers questions)
- **For more information on music courses** (private lessons for credit, music ensembles, etc.) feel free to contact Dr. Christopher Brelloch, Chair of the Music Performance Certificate program and the DCC (non-credit) Academy of Music, at christopher.brelloc@sunydutchess.edu

- Chorus (Monday nights at 6-7:50 PM) and Orchestra (Wednesdays, 7-8:50) are both available to the general public, or for 1 academic credit; contact Dr. Brellocks (see above) for more information.

VIII. Grading and Assessment:

Your final grade will be calculated based on the following:

Weekly Participation (combination of in-class and discussion boards) -- 25%

1 Exam – 12.5%

- ☐ Final Exam on Class Material and Chapters 8-16 (13%)

NOTE: If you miss an exam, you miss the exam. Period. Exams will not be made up unless a student has confirmed other arrangements BEFORE the scheduled exam.

Projects – 37%

- ☐ Oral Interpretation of a Story (12.5%)
- ☐ Creation of a Character in a Scene/Teaching Project #2 (25%)

Final Presentation – 25% (Solo teaching module completed off-site)

Final Grades will be calculated as above, and letter grades will follow the DCC grade schedule:

SUNY Dutchess Community College Grade Chart*									
<i>Percentage</i>	93-100	90-92.9	87-89.9	83-86.9	80-82.9	77-79.9	70-76.9	60-69.9	0-59.99
<i>Letter</i>	A	A-	B+	B	B-	C+	C	D	F

IX. ADDITIONAL ITEMS:

DCC Counseling Services for Students (which are free and confidential!)

Tele-Counseling:

Confidential time-limited tele-counseling (phone or video) provided by licensed mental health professionals with no fee for students. Initial meetings involve discussing needs and reviewing a range of service options.

Call 845-431-8040 M-F 9-5, or click to request a call <https://forms.gle/DmHxyNEJyZCh54jT6>

Programming and Training:

Go to the Counseling Center webpage for a list of programs/trainings available and to sign up. This will be updated regularly as programs/trainings are scheduled.

<https://www.sunydutchess.edu/studentlife/healthservices/counselingservices/index.html>

OFF-CAMPUS CRISIS SERVICES

Dutchess County Helpline 24/7 Phone Counseling:

Call or text 845-485-9700

Academic Accommodations

Dutchess Community College makes reasonable accommodations for students with documented disabilities. Students requesting accommodations must first register with the Office of Accommodative Services (OAS) to verify their eligibility. IEPs from high school do not carry over to college. After documentation review and meeting with the student, OAS staff will provide eligible students with accommodation letters for their professors. Students must obtain a new letter each semester and discuss their accommodation plan with their instructors as soon as possible to ensure timely accommodations. The Office of Accommodative Services is located in the Orcutt Student Services Building, Room 103, phone # (845)431-8055.

Title IX

Dutchess Community College is committed to maintaining a positive campus climate and will not tolerate any form of sexual harassment including sexual assault, sexual violence, and sexual misconduct. It is the responsibility and obligation of all members of the College community to report and/or to assist others in reporting incidents of sexual harassment.

Please direct all Inquiries and reports related to sexual harassment and sexual violence to:

Title IX Coordinator: Esther Couret, Director of Human Resources

Dutchess Community College, Bowne Hall, Room 118

53 Pendell Road, Poughkeepsie, NY 12601

(845) 431-8673

esther.couret@sunydutchess.edu

For information regarding the DCC sexual harassment and sexual violence policy and resources go to:

https://dutchess.open.suny.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_1_1

For anonymous reports go to Share at DCC:

<https://www2.sunydutchess.edu/cgi-bin/share-at-dcc/index.php>

Academic Integrity Policy

Dutchess Community College is committed to the principles of honesty, integrity, and ethical behavior. It is expected that students will recognize these values and adhere to all aspects of student conduct and academic honesty inside and outside of the classroom.

Academic dishonesty in any form is regarded by the College as a breach of academic ethics and may result in disciplinary action.

Academic dishonesty includes, but is not limited to, the following:

- Cheating on examinations
- Plagiarism: the representation of another's ideas or writing as one's own. Examples include:
 - presenting all or part of another person's published work as something one has written;
 - paraphrasing or summarizing another's writing without proper acknowledgement (citation);
 - representing another's artistic or technical work or creation as one's own.
- Willingly collaborating with others in any of the above actions which result(s) in work being submitted which is not the student's own.
- Stealing examinations, taking electronic images, falsifying academic records and other such offenses.
- Knowingly permitting another student to use one's work or cheat from one's examination.
- Submitting work previously presented in another course without permission of instructor.
- Unauthorized duplication of computer software.
- Unauthorized use of copyrighted or published material.

If, based on substantial evidence, an instructor deems that a student is responsible for a violation of the Academic Integrity Policy, the instructor may take the following actions:

- The instructor may require that the student repeat the assignment or examination, or
- The instructor may give the student a failing grade for the assignment or examination, or
- The instructor may give the student a failing grade for the course.

As an institution of higher education, it is incumbent on the College to ensure that students understand and uphold the highest standards of academic honesty and that there be accountability in cases where students repeatedly violate those principles. In order to build an intellectual culture of academic integrity and ensure that students learn appropriate behavior in their academic endeavors, faculty and staff who judge that a student intentionally violates the Academic Integrity Policy shall report said violation to the Office of Academic Affairs. The Office of Academic Affairs, in consultation with faculty and staff, will be responsible for developing and implementing appropriate academic administrative reporting procedures, educational interventions, disciplinary actions, and appeal processes. Students' right to privacy will be upheld, and all students shall have the right to appeal any action that results from this process.

COVID-19 Safety Protocols Statement

Only students who are scheduled for an in-person class or have a confirmed appointment are allowed on campus. While on campus, all students must comply with the College's COVID-19 protocols including: requirement to wear face coverings, follow social distancing guidelines and exercise preventative measures that include symptom monitoring and personal safety practices. Every time a student comes to campus they will be required to complete a health screening survey to ensure that they are not symptomatic, have not tested positive, have not been in contact with someone who has tested positive in the last 14 days, and to confirm their recent travel history. This health screening survey must be completed on the day of the class/appointment prior to arriving on campus.

Please note that every building will have a check-in process that will require students to show their DCC ID and confirmation of completing the Health Screening Survey, which indicates clearance to enter the building. Please allow adequate time to complete the check-in process to ensure on-time arrival for class.

All students must display their DCC ID at all times when on campus.

Starfish

Starfish is an online student engagement tool used to connect students to faculty, staff and support services across campus. Instructors may provide feedback in Starfish that will help the student and advisor/academic coach understand how a student is doing in a class, so that support can be provided if needed to facilitate student success. Please check your myDCC email and log into Starfish daily. Additionally, through Starfish students can access individualized advisement in the ACT Center.

Open Educational Resource (OER) Course

Open Educational Resource (OER) materials are intended for electronic use. If you wish to obtain a printed copy, some OER material is available for purchase in the DCC Bookstore. College printers should not be utilized for this purpose.