

Indiana
Wesleyan
University

College of Adult and Professional Studies

Adjunct Faculty Handbook

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WELCOME

Welcome to Indiana Wesleyan University. We are proud of the College of Adult and Professional Studies (APS) and are happy that you are a part of this college. This handbook is provided as a reference and a guidebook, and is designed to address frequently asked questions. The contents of this handbook will increase your understanding of Indiana Wesleyan University and make it easier for you to be an effective instructor. For further policies and procedures, please refer to the College of APS Bulletin and the University Catalogue.

If you need information not covered in this handbook, please contact the College of APS offices at (765) 677-2652 or (800) 621-8667.

INDIANA WESLEYAN UNIVERSITY

Indiana Wesleyan University is a Christian liberal arts coeducational university related to The Wesleyan Church, and began serving students in 1920. The original campus was well known in Indiana for teacher education when operated by Marion Normal College (1890-1912) and Marion Normal Institute (1912-1918). Beginning in 1906, the Wesleyan Methodist Church operated Fairmount Bible School at Fairmount, Indiana, and in 1920 this became the Religion Department of Marion College. The institution was known as Marion College from 1920 to 1988, at which time the name was changed to Indiana Wesleyan University.

In October 2000, the Indiana Wesleyan University Board of Trustees approved a new academic governance structure, comprised of two major subdivisions. The first subdivision consists of the College of Arts and Sciences. The second subdivision consists of the College of Adult and Graduate Studies, which is comprised of the *College of Graduate Studies* and the *College of Adult and Professional Studies*.

THE COLLEGE OF ADULT AND PROFESSIONAL STUDIES

The LEAP program (Leadership Education for Adult Professionals) was founded in 1985 to meet the needs of adult students through learning opportunities in Business and Management. Since then, programs in General Studies, Nursing, and Graduate Education have been added to the LEAP program to form the College of APS.

The College of APS seeks to enable working adults to pursue an undergraduate or graduate degree while maintaining their professional and personal commitments. The delivery format and curriculum structure are specifically designed for working adults. Undergraduate and graduate degree programs are conveniently offered through evening, Saturday, and online (via the Internet) classes. These courses are offered at five education and conference centers in Indianapolis, Fort Wayne, Kokomo, Columbus and Louisville, Kentucky – and at more than 60 off-campus locations.

Comment: In the interest of consistency throughout this Handbook, the revision task force of Jan-Mar 2002 adopted the following rules for referring to "Indiana Wesleyan University," the "College of Adult and Professional Studies," and other relevant terms: no use of the abbreviations "IWU" or "CAPS" in the document; all references to the University spelled out in full such as "Indiana Wesleyan University," not merely "Indiana Wesleyan;" use of the phrase "the University" kept to a strict minimum and used only when absolutely appropriate; reference to the College of Adult and Professional Studies either spelled out in its entirety or abbreviated as "College of APS;" APS adjunct faculty referred to as "instructors" or "faculty" interchangeably throughout, and the use of the term "facilitator" explicitly eliminated; and, use of the terms "module" or "modules" eliminated and replaced with "course," "curriculum," or "Faculty Guide."

Theory and the practical employment experiences of adult professionals are combined to create a truly dynamic learning environment. Graduates of the College of APS can be found in corporations, school districts, health-care agencies, government entities, and other organizations.

In addition to its instructional programs, the College of APS offers off-campus support services for all of its class sites. Students may access special university library services by telephone, fax, e-mail, or mail and will receive assistance with research or bibliographic questions. It is the goal of the College of APS not merely to provide classes, but to provide an “extended university” designed to meet the needs of both students and employers.

OBJECTIVES OF THE COLLEGE OF APS

The objectives of the College of APS programs are:

1. To provide educational opportunities to students who need a liberal arts background.
2. To provide the background which students need for a variety of professional careers and to extend the range and nature of available careers.
3. To provide students with opportunities to develop leadership abilities.
4. To challenge students to develop in character.
5. To provide students with a comprehensive, yet practical, education through an intensive curriculum that draws on resources, theories and knowledge from various disciplines.
6. To provide training in the skills required for effective decision-making, formulating short-range and long-range plans, and critical thinking.
7. To extend degree-oriented educational opportunities to people whose occupations, family responsibilities, or personal preferences do not permit them to spend major blocks of time "in residence" on a campus.
8. To provide an understanding of the importance of applying Christian principles within a professional environment.
9. To provide students with opportunities to cultivate their scholarship.

COLLEGE OF APS FOUNDATIONS

The College of APS offers a challenging educational experience for adult learners. The curricular format is accelerated, interaction among participants is emphasized, and study groups play an important role in the learning process. Instructors bring a combination of academic training and professional experience into the classroom. As working adults, students in the College of APS have significant skills and experience to draw from and to share.

To make the most of these unique programs, those enrolled should be aware of the foundations of the College of APS learning experience. The following elements make the programs in the College of APS work:

Adult students are motivated to learn. Adults who return to school after spending time in the work force are typically ready to give the effort needed to learn. Because of this, learning proceeds much more quickly, and faculty do not have to spend time urging students to attend to their work. Indeed, accustomed to excellence at work, adults often labor to reach that same level of quality in their academic pursuits.

Adults have learned discipline. As a result of being in the work force and managing the complexities of both professional and personal responsibilities, adults have developed a sense of discipline that serves them well in the College of APS Programs. Assignments can be completed--and completed well--within narrow time frames despite busy schedules and varied work, family, church, and community responsibilities.

Adults have broad life experiences. Learning theory indicates that students learn by relating abstractions to memories of past experiences. For this reason, a person who has experienced a work environment is better able to absorb theoretical concepts. Drawing on a broad background of experiential knowledge allows adults to quickly grasp ideas.

Adults desire relevance. If students relate to a current task or contemporary problem, their ears “perk up” and brains “switch to high gear.” Because working adults encounter situations where their learning may be applied daily, they are more motivated and better able to learn.

Adults have developed skill in independent learning. To succeed in life, adults, by necessity, have learned to gather information on their own and process it independently. Thus, the College of APS can rely on them to grasp more knowledge and skills on their own without having to rely on an instructor as a “fountain” from which all information flows.

Adults learn best when they are personally involved. The more active people are in their own learning, the better the learning. If students are only called upon to passively listen to instructors, little learning occurs. When students interact in small groups, engage in role-play, prepare projects, and apply techniques in the workplace, their learning is deep and retention is long. For this reason, the College of APS seeks to create situations for active learning.

Adults have many insights of their own. As individuals go through life, they gain new perspectives and insights based on the events which have occurred around them. When a group of adults with varied backgrounds and work experiences come together, the accumulated knowledge and wisdom can be overwhelming. To rely solely on one instructor's thoughts for the content of a course would impoverish the educational experience. For this reason, discussion is highly valued in the College of APS classes.

INDIANA WESLEYAN UNIVERSITY STRATEGIC PROFILE

CORE VALUES

The primary value for Indiana Wesleyan University is Christlikeness. The challenge to follow Christ compels us to pursue a personal and professional life-style of:

- Commitment
- Learning
- Serving
- Stewardship

INDIANA WESLEYAN UNIVERSITY MISSION STATEMENT

Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership.

VISION FOR INDIANA WESLEYAN UNIVERSITY

Indiana Wesleyan University will prepare each student to become a world changer. We will accomplish this by drawing students into an integrated experience of intellectual challenge, spiritual growth, and leadership development. Thus we will:

- call students to Christian character
- expect academic excellence
- equip them for success in their vocations
- mentor them in leadership
- prepare them for service

Over the next five to ten years, this vision will be operationalized through transformational strategies so that it becomes:

- a powerful message to our students
- a way of building positive student self-image and Christian character
- the basis for integrating faith with learning and living
- an integrated theme in all our programs

- the focal point for a student-centered experience which integrates spiritual, educational, and leadership development
- the lens we use for faculty recruitment and development
- a new way of thinking about who our distinguished alumni are
- a basis for rethinking how we relate to our alumni

INDIANA WESLEYAN UNIVERSITY STATEMENT OF FAITH

We believe . . . in God the Father, the Son, and the Holy Spirit

We believe . . . that Jesus Christ the Son suffered in our place on the cross, that He died but rose again, that He now sits at the Father's right hand until He returns to judge all men at the last day.

We believe . . . in the Holy Scriptures as the inspired and inerrant Word of God.

We believe . . . that by the grace of God every person has the ability and responsibility to choose between right and wrong, and that those who repent of their sin and believe in the Lord Jesus Christ are justified by faith.

We believe . . . that God not only counts believers as righteous, but that He makes them righteous; freeing them of sin's domination at conversion, purifying their hearts by faith and perfecting them in love at entire sanctification, and providing for their growth in grace at every stage of their spiritual life, enabling them through the presence and power of the Holy Spirit to live a victorious life.

WORLD CHANGING OUTCOMES

A “world changer” is a servant leader who exhibits:

1. Knowledge

- BASICS OF THE CHRISTIAN FAITH:** A knowledge of the basic themes and truths of the Old and New Testaments and the basic beliefs of Christianity; an awareness of Bible-based morality and social responsibility; and a reasoned understanding of a Christian worldview and the meaning of salvation as expressed in evangelical Christianity.
- LIBERAL ARTS FOUNDATION:** A solid grasp of general studies which have been associated with a liberal arts education.
- COMPETENCY IN A DISCIPLINE:** A competency in at least one major discipline of Indiana Wesleyan University curriculum.
- INTEGRATION OF KNOWLEDGE:** The integration of knowledge with one's faith and across academic disciplines.

2. Skills

- a. **CREATIVITY:** The ability to make connections between various bodies of information and to create new forms and structures.
- b. **CRITICAL THINKING:** The ability to process information both analytically and critically in order to determine the validity of competing truth claims, and to be an effective problem solver.
- c. **COMMUNICATION:** The ability to read critically, to write clearly, and to communicate effectively in various forms.
- d. **SELF-DISCIPLINE:** The development of personal habits of self-discipline and control.
- e. **LIFELONG LEARNING:** The ability to discover and process information as a self-directed learner.
- f. **LEADERSHIP:** The ability to effect change within various group settings; to marshal resources to accomplish one's vision.
- g. **SERVANTHOOD:** The ability to see and meet the needs of others.

3. Dispositions (Beliefs and Attitudes)

- a. **COMMITMENT TO TRUTH:** A commitment to the search for objective truth as revealed in the Bible and in God's created order.
- b. **INCLUSION:** The desire to dialogue across perspectives and cultures without surrendering a commitment to truth.
- c. **HUMAN WORTH:** A belief that God created all life and therefore all people have worth.
- d. **STEWARDSHIP:** A valuing of the created order as a trust from God and a commitment to the wise use of all the resources of life.
- e. **LIFE CALLING:** The cultivation of a sense of purpose and a passion to pursue God's call.
- f. **SERVICE:** A commitment to view one's career as a vocation (calling) rather than an obligation or an end in itself.
- g. **AGENTS OF CHANGE:** A commitment to become an agent of God's redemptive plan.
- h. **SELFLESSNESS:** The motivation to put others before self.

ACCREDITATION

Indiana Wesleyan University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (151 N. Dearborn, Chicago, IL 60601, (312) 263-0456 or 1 (800) 621-7440), the State Department of Public Instruction of Indiana, National Association of Schools of Music, National Council for the Accreditation of Teacher Education (NCATE), Indiana State Board of Nursing Registration, the Commission on Collegiate Nursing Education (CCNE), the National Accrediting Agency for Clinical Laboratory Science, American Medical Association, the Council on Social Work Education, and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Additionally, Indiana Wesleyan University holds memberships in the American Association of Colleges for Teacher Education, the National Association of Intercollegiate Athletics, the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, the Midwest Alliance in Nursing, the Council of Independent Colleges, the Council of Christian Colleges and Universities, the Christian College Coordinating Council, the Association for Continuing Higher Education, the Council for the Advancement of Adult Higher Education, and the American Association of Colleges of Nursing.

EMPLOYMENT STANDARDS

Indiana Wesleyan University seeks to employ persons who endorse its educational mission and whose personal and professional lives reflect the following qualities:

- A belief in and commitment to Jesus Christ and the Christian faith as these are revealed in the historic witness of the Bible and confirmed by the contemporary ministry of the Holy Spirit;
- A vitality of Christian experience with a maturing insight and application, and an appreciation for differing points of view;
- An evident competence and a commitment to the development of one's abilities;
- A commitment to liberal arts education and the preparation to serve in an environment of purposeful, rigorous inquiry;
- An evidence of skills in the art of teaching and recognized mastery of relevant subject matter;
- A capability by temperament, preparation, and will to support students as they confront the intellectual, social, physical, emotional, and spiritual challenges of their lives; and
- A sensitivity to and support for the ethos and traditions of the campus community.

STATEMENT OF NON-DISCRIMINATION IN UNIVERSITY PROGRAMS

Indiana Wesleyan University is committed to equal opportunity in employment and education. Indiana Wesleyan admits students and employs individuals of any race, sex, color, national or ethnic origin, or disability. These individuals have access to all the rights, privileges, programs and activities generally made available to students or employees of Indiana Wesleyan University.

Indiana Wesleyan University does not discriminate on the basis of race, sex, color, national or ethnic origin, disability, age, or marital status in the administration of its educational policies and other administered programs. Except as claimed in a filed religious exemption, Indiana Wesleyan University is an equal opportunity employer that is committed to compliance with Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; executive orders; and other federal, state, or local laws. Inquiries or complaints should be addressed on the appropriate form to the Vice President for Adult and Graduate Studies.

EQUITY, DIVERSITY, AND HARASSMENT

Indiana Wesleyan University endeavors to maintain a teaching and learning environment that promotes sensitivity to diverse individuals and groups. Behavioral patterns appropriate to the religious commitments of Indiana Wesleyan University are expected. Acts of racism, sexism, bigotry, harassment, and violence are inappropriate behaviors from either employees or students of Indiana Wesleyan University. Persons committing such acts will be disciplined and may be asked to leave the institution.

Indiana Wesleyan University will not allow such behaviors to create a work or study atmosphere where students or employees are offended or intimidated. Under no circumstances will Indiana Wesleyan University allow such behaviors to continue, regardless of whether acquiescence is implied or expected as the basis or condition of continuing academic standing; an academic judgment; continuing employment; or advancement or improvement in employment.

Any person enrolled or employed by Indiana Wesleyan University who believes that s/he has been the victim of inappropriate behavior should clearly communicate to the offender(s) that such behavior is offensive. This should be done in the presence of witnesses. The complainant may also choose to notify the program director (or the immediate supervisor, if the matter involves the program director). If the behavior continues, the complainant should report the matter immediately to the program director (or the immediate supervisor, if the matter involves the program director). A clear description of the incident(s)—written summary of behavior, names of witnesses, times and places—should be made. If the complaint involves someone in the direct line of authority past the program director, the matter should be reported to the Vice President of Adult and Graduate Studies.

Once Indiana Wesleyan University is notified, it will promptly commence an investigation. When the investigation is completed, persons found to have engaged in inappropriate behavior will be warned that they may be dismissed if such behavior continues. If the behavior is of a continuing nature or of a serious and exploitive nature, the offender may be immediately dismissed from employment or enrollment. "Serious and exploitive" acts would include such things as unquestionable sexually explicit words or behaviors, threats, fondling, exposure, or requests for sexual favors.

Because relationships can be misinterpreted and/or abused by either party, special care should be taken by all parties involved. The context of all such events must be examined and judged, as offensive behaviors can range from a friendly pat to explicit sexual statements and actions. To the extent possible, Indiana Wesleyan University will keep the matter confidential within the circle of the complainant, the offender, university officials, and the hearing committee (if any).

For purposes of this policy, sexual harassment includes unwelcome sexual advances; verbal or physical conduct with unwanted sexual implications such as sexual kidding; remarks about one's anatomy; patting or touching; displaying sexually suggestive visual material; or requests for sexual favors. A finding of sexual harassment does not depend on finding that the complainant has been harmed in terms of loss of advancement, position, status, or grades. A finding that one has created a continuing offensive verbal, visual, or behavioral environment is adequate justification for a finding of sexual harassment. Indiana Wesleyan University will not permit retaliation against one who complains of sexual harassment, and if such is suspected by the complainant, an uninvolved official or vice president of Indiana Wesleyan University should be promptly informed.

ALCOHOL, ILLEGAL DRUGS, AND FIREARMS POLICY

Alcoholic beverages, illegal drugs, and firearms are not permitted on Indiana Wesleyan University premises, including rented classrooms and any building or parts of buildings owned or operated by Indiana Wesleyan University. Faculty are expected to uphold the Christian mission and lifestyle patterns supported by Indiana Wesleyan University, and are to abstain from the consumption of alcoholic beverages and illegal drugs while employed by Indiana Wesleyan University. Refusal to comply may result in dismissal from Indiana Wesleyan University.

TOBACCO POLICY

Students are to refrain from using tobacco products in all Indiana Wesleyan University classrooms, the Indianapolis Education Center, the Fort Wayne Education Center, the Kokomo Education Center, the Columbus Education Center, the Louisville Education Center, and on the Indiana Wesleyan University main campus. Faculty and students are requested to refrain from the use of tobacco products in any building or parts of buildings owned or operated by Indiana Wesleyan University. Faculty are expected to uphold the

Christian mission and lifestyle patterns supported by Indiana Wesleyan University, and are to abstain from the consumption of tobacco products while employed by Indiana Wesleyan University. Refusal to comply may result in dismissal from Indiana Wesleyan University.

ORGANIZATION AND ADMINISTRATION

The trustees of Indiana Wesleyan University have final responsibility for all governance and policy-making of Indiana Wesleyan University. The president of Indiana Wesleyan University is the chief executive officer. Other administrators are appointed as required. The faculty are responsible for recommending and developing educational policies.

CONTROL AND ADMINISTRATION

Indiana Wesleyan University is owned and operated by a Board of Trustees. This Board is vested with the responsibility for institutional governance.

Indiana Wesleyan University also operates under the auspices of The Wesleyan Church. The involvement of The Wesleyan Church is fourfold: 1) to elect trustees; 2) to approve a major sale or mortgage of assets (51% or more); 3) to establish standards or policy statements within which Indiana Wesleyan University trustees are responsible to govern the institution; and 4) to approve bylaws. The Wesleyan Church acts on these matters through its General Board of Administration.

Each of these boards has full and final authority within its respective area of responsibility—the Indiana Wesleyan University Board of Trustees for institutional governance and The Wesleyan Church General Board of Administration for the areas stated above.

OFF CAMPUS LIBRARY SERVICES (OCLS)

Off Campus Library Services (OCLS) provides access to all faculty and students to the library collection of Indiana Wesleyan University and to many internet-based databases. One of the goals of OCLS is to provide responses to students' requests within 48 hours. OCLS is available by phone at (800) 521-1848, e-mail at ocls@indwes.edu, and fax at (765) 677-2767.

The Indiana Wesleyan University branch libraries at Fort Wayne, Indianapolis, and Louisville have small reference collections that are available to students. Each library also provides computers with Internet access, word processing, spreadsheet, and PowerPoint software. The computers are available for both students and faculty. A computer lab is available in Indianapolis that can be scheduled upon request.

Instructors are encouraged to call OCLS at (800) 521-1848 to activate their library privileges. A library bar code will be sent to the faculty member that will enable them to check out materials from Goodman Library (Marion) and certain other schools.

OCLS staff may be able to provide information about available databases, particularly those that are within the faculty member's discipline. OCLS librarians are available for consultation, research assistance, and classroom presentations. Scheduling is undertaken by calling the Director of OCLS at (800) 521-1848, extension 2980. The *Library Resource Guide* is available online from the OCLS home page, <http://www.indwes.edu/ocls>. This guide is available to all new students, and provides details on conducting research, as well as details pertaining to specific services and library resources available to students.

OCLS provides consultation on writing styles, access to previously written Applied Management Projects, interlibrary loan, and Media Center services. OCLS also encourages faculty to provide suggestions for purchasing books and journal subscriptions for the library collection. These can be made by contacting the Director of OCLS.

Some programs specify time in the curriculum for OCLS librarians to provide bibliographic instruction to students. However, faculty are always invited to contact OCLS if they would like a library presentation made to their class. Faculty are encouraged to have their students contact OCLS with any questions regarding library services.

CAREER SERVICES

If students request assistance in the area of career services, they can be directed to the College of Adult and Professional Studies website at:

<http://www.indwes.edu/APS/StuServices>

Links to the Center for Life Calling and Leadership, as well as various database links, can be helpful for adult students. An elective, *Career Development UNV120* is also available online and onsite.

TUTORING SERVICES

Certain instructors have volunteered to have their names included in our database of tutors. Advisors will connect an inquiring student with an appropriate instructor as the subject expert, by giving them the instructor's e-mail address or phone number. Fee-for-services is by mutual agreement between the faculty member and the student.

Online tutoring services are also available for Writing, Math, Algebra, Statistics, and Bible via this website: <http://www.indwes.edu/APS/StuServices>.

STUDENTS' RIGHT TO PRIVACY

Indiana Wesleyan University complies with the Family Education Rights and Privacy Act of 1974, as amended. The Act protects the rights of students to review their own records and to challenge any of the content of the record. Grade records are kept in the Records Office, discipline records are kept in the Student Development Office, and financial records are kept in the Financial Aid and Accounting Offices. The personal records of College of APS students are kept in the College of APS Office of Student Services. Students may request access to their records in these offices.

The Act protects students from the unlawful disclosure of information about their academic performance, personal campus discipline, or financial status. The Act allows the disclosure of three classes of "directory information" as follows:

1. Name, address, telephone number, dates of attendance, class, and religious affiliation.
2. Previous institution(s) attended, major field of study, awards, honors, and degree(s) conferred (including dates).
3. Past and present participation in officially recognized sports and activities, physical factors (height and weight) of athletes, and date and place of birth.

A student may request in writing to the Records Office that one or all three categories of directory information be restricted from publication. In no case will grade, discipline, or financial information be disclosed except in those cases that are in keeping with the law.

MISCELLANEOUS POLICIES

Comment: Any wording changes made to this section MUST be approved by Jule Kind or the appropriate librarian familiar with the Act and laws surrounding these issues.

USING COPYRIGHTED WORKS FOR EDUCATIONAL PURPOSES

Copyright protects "original works of authorship" that are fixed in a tangible form of expression. The fixation need not be directly perceptible so long as it may be communicated with the aid of a machine or device. Copyrightable works include the following categories:

1. Literary works
2. Musical works, including any accompanying words
3. Dramatic works, including any accompanying music
4. Pantomimes and choreographic works
5. Pictorial, graphic, and sculptural works
6. Motion pictures and other audiovisual works
7. Sound recordings
8. Architectural works

These categories should be viewed broadly. For example, computer programs and most "compilations" may be registered as "literary works"; maps and architectural plans may be registered as "pictorial, graphic, and sculptural works."

"Copyright Basics" U.S. Copyright Office. <http://www.loc.gov/copyright/circs/circ1.html>

WHAT IS NOT PROTECTED BY COPYRIGHT?

Several categories of material are generally not eligible for federal copyright protection. These include among others:

1. Works that have not been fixed in a tangible form of expression (for example, choreographic works that have not been notated or recorded, or improvisational speeches or performances that have not been written or recorded),
2. Titles, names, short phrases, and slogans; familiar symbols or designs; mere variations of typographic ornamentation, lettering, or coloring; mere listings of ingredients or contents,
3. Ideas, procedures, methods, systems, processes, concepts, principles, discoveries, or devices, as distinguished from a description, explanation, or illustration, and
4. Works consisting entirely of information that is common property and containing no original authorship (for example: standard calendars, height and weight charts, tape measures and rulers, and lists or tables taken from public documents or other common sources)

"Copyright Basics" U.S. Copyright Office. <http://www.loc.gov/copyright/circs/circ1.html>

LIMITATIONS ON EXCLUSIVE RIGHTS: FAIR USE

(Sec. 107 of the U.S. Copyright Law)

The Copyright Law permits the “fair use” of copyrighted materials for a variety of purposes, for the creation of new works, for educational use, and for personal use. In determining whether the use made of a work in any particular case is a fair use, the factors to be considered shall include:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes,
2. The nature of the copyrighted work,
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
4. The effect of the use upon the potential market for or value of the copyrighted work.

All four factors must be examined, weighted and balanced in determining “fair use.” If in doubt, request permission!

GUIDELINES FOR PERMISSIBLE CLASSROOM COPYING

Instructors may make a **single** copy of any of the following for scholarly research or use in teaching or preparing to teach a class:

1. A chapter from a book,
2. An article from a periodical or newspaper,
3. A short story, short essay or short poem, and
4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

Instructors may make **multiple** copies (not to exceed in any event more than one copy per pupil in a course) for classroom use or discussion provided that:

1. The distribution of the same photocopied materials does **not** occur every term or every year (In other words, for **one class session only**),
2. One copy is distributed for each student, with the copy becoming the student’s property,
3. The materials include a copyright notice* on the first page of the material copied, and
4. The students are not assessed any fee beyond the **actual cost** of photocopying.

The following limitations with regard to the amount of copying of a work must also be applied to the following:

1. Poetry:
 - a. A complete poem if less than 250 words and if printed on not more than 2 pages
 - b. From a longer poem, an excerpt of not more than 250 words

2. Prose:
 - a. A complete article, story or essay of less than 2,500 words
 - b. An excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words
3. Illustrations from one book or periodical:
 - a. One chart
 - b. One graph
 - c. One diagram
 - d. One drawing
 - e. One cartoon or picture
4. "Special" works:
 - a. Certain works in poetry, prose or in poetic prose which often combine language with illustrations and which are intended sometimes for children and other times for a more general audience fall short of 2,500 words in their entirety may **not** be reproduced in their entirety.
 - b. However, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof may be reproduced.

Spontaneity:

1. Copying is allowed, one time only, at the instance and inspiration of the individual faculty person.
2. This decision to photocopy is too close in timing to be able to seek proper copyright permission from the copyright owner.

Additionally, the copying must meet the cumulative effect test:

1. The copying of the materials is for only one course in the school in which the copies are made.
2. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class.
3. There shall not be more than nine instances of such copying for one course.

Prohibitions - Notwithstanding any of the preceding, the following shall be prohibited without permission from the copyright holder:

1. Copying shall not be used to create or replace or substitute for anthologies, compilations, or collective works.
2. There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets, and like consumable material.
3. Copying shall not:
 - a. Substitute for purchase of books, publishers' reprints or periodicals,
 - b. Be directed by higher authority, or
 - c. Be repeated with respect to the same item by the same teacher from term to term. (In other words you can copy something for one class only. If used for subsequent classes, copyright must be obtained from the holder.)

SUMMARY OF MULTIMEDIA FAIR USE GUIDELINES

1. Students may incorporate others' works into their multimedia creations and perform and display them for academic assignments.
2. Faculty may incorporate others' works into their multimedia creations:
 - a. To create multimedia curriculum materials, and
 - b. To teach remote classes where access and total number of students is limited; technology makes copying impossible.
 - i. If materials can be copied, they may only be made available remotely (by network) for 15 days and then must be placed on reserve for on-site (at the remote location) use only.
3. Faculty may demonstrate their multimedia creations at professional symposia and retain same in their own portfolios.
4. Time limit on fair use: 2 years from completion of the multimedia work
5. Copies limit: generally, only 2, but joint work creators may each have a copy
6. Portion limits:
 - a. Motion media—up to 10% or 3 minutes, which ever is less
 - b. Text—up to 10% or 1000 words, which ever is less
 - c. Photos and images—up to 5 works from one author; up to 10% or 15 works, which ever is less, from a collection
 - d. Database information—up to 10% or 2500 fields or cell entries whichever is less

SUMMARY OF USE OF VIDEOTAPES FOR EDUCATIONAL PURPOSES

(Developed to apply only to off-air recording by non-profit educational institutions)

1. A broadcast program may be recorded off-air simultaneously without broadcast transmission (including cable retransmission) and retained by nonprofit educational institutions for a period not to exceed the first 45 consecutive calendar days after the date of recording.

Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast Programs" are television programs transmitted by television stations for reception by the general public without charge.

2. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instruction reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period.

"School days" are school session days -- not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions -- within the forty-five (45) calendar retention period.

3. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
5. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
6. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
7. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
8. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

USING / COPYING COMPUTER SOFTWARE FOR EDUCATIONAL PURPOSES

Indiana Wesleyan University takes the position that copyrighted software used on University computers shall be appropriately purchased, licensed, or used by approval of the owner.

1. Copyright. Failure to observe software copyrights and/or license agreements may result in legal action by the copyright owner. General principles of the copyright law should apply to the educational use of software as illustrative of technique, structure and method. In no case should software be used for general use without purchase or license agreements.
2. License. Now, many of the commercially prepared programs includes statements indicating that the company retains actual ownership of the software and the purchaser simply has a license to use the software; thus, the buyer is not free to make as many copies as he/she wishes. Site licenses, network, or multiple use licenses are usually available from the software distributor.
3. Records. Maintain records of purchases of software or of license agreements. These are necessary legal documents in case of a challenge to the use of a working copy.
4. Commercial Use. No institution owned computing resources should be used for unauthorized commercial purposes.

5. Working Copy. Making one archive copy of the diskette is usually allowed to prevent damage to the original diskette.
6. Respect. Respect for the intellectual work and property of others is a key principle in Indiana Wesleyan University's condemnation of plagiarism and is another reason we do not condone the unauthorized copying of software, including programs, applications, data bases, and code for office or computer center use.

COPYRIGHT AND ELECTRONIC RESOURCES

(Section 110 of the Copyright Law of the United States Application made to distance students, e.g. online teaching)

The following types of educational materials **are not allowed** to be transmitted for a distance education course unless permission is obtained from the copyright owner.

1. **Any and all audiovisual works**
2. Dramatic books e.g. all fiction books
3. Dramatic periodicals
4. Dramatic manuscripts
5. Dramatic films
6. Dramatic tapes
7. Dramatic disks of any kind

Copyright Law restricts any performance of a dramatic work unless permission is granted from the copyright owner:

1. To recite, render, play, dance or act it, either directly or by means of any device or process or, in the case of a motion picture or other audiovisual work, to show its images in any sequence or to make the sounds accompanying it audible.
2. This includes still pictures if shown in sequence.

Fritz Dolak of Ball State University has provided a helpful chart that gives concrete examples of “do’s and don’ts” of formats that are or are not allowed in distance education. It is available at: <http://www.bsu.edu/classes/dolak/dos&donts/>.

FURTHER INFORMATION ON COPYRIGHT LAWS AND GUIDELINES

1. Philosophical and legal discussion of copyright issues for higher education: Indiana University, Copyright Management Center - <http://www.iupui.edu/copyinfo>
2. Copyright Law of the United States of America - <http://www.lcweb.loc.gov/copyright/title17>
3. U.S. Copyright Office Summary of The Copyright Digital Millennium Copyright Act of 1998 - <http://www.lcweb.loc.gov/copyright/legislation/dmca.pdf>
4. Copyright Basics - <http://www.loc.gov/copyright/circs/circ1.html>
5. U.S. Copyright Office: The Library of Congress - <http://www.loc.gov/copyright>

CLASSROOM PROCEDURES AND MANAGEMENT

ACADEMIC FREEDOM AND RESPONSIBILITY

Learning is the freedom to explore truth in a responsible fashion. At Indiana Wesleyan University, we undertake the search for truth by study in liberal arts and in professional education within the framework of Christian faith and philosophy. Indiana Wesleyan University strives to nurture its students for living creatively and interacting responsibly in a world of complexity rather than to simply impart fragmented, segments of knowledge.

All members of the faculty are entitled to academic freedom. This freedom pertains to the privileges and responsibilities of the teacher in the classroom and laboratory, in professional publications, and as a member of the academic community.

Faculty are citizens, members of a learned profession, and official representatives of Indiana Wesleyan University. When speaking or writing as citizens, faculty should be free from institutional censorship or discipline, knowing that their special position in a community imposes certain obligations. Faculty should remember that the public may judge their profession and institution by their utterances. At all times, faculty should be accurate, exercise appropriate restraint, and should show respect for the opinions of others.

Faculty are entitled to freedom in the classroom in discussing their subject, but should be careful not to introduce into their teaching content controversial matter having no relation to their subject. Faculty who join Indiana Wesleyan University should be the servants of truth. Freedom to pursue the truth in a field of study in which faculty have invested a significant portion of their life, and to teach students these findings and conclusions is at the center of the mission of Indiana Wesleyan University.

It is the goal of Indiana Wesleyan University to integrate all aspects of life and scholarship with a Christian world-view under the Lordship of Jesus Christ. Faith mandates and illuminates learning; learning clarifies and expands faith, rather than limiting quests for truth or stifling creativity. These commitments actually set the academic community free to explore, learn, invent, analyze, criticize, and think in joyous obedience to the God "in whom we live and move and have our being."

ACADEMIC STANDARDS

Indiana Wesleyan University adult learners are a select and unique group in a Christian university. Standardized tests and research into adult student performance reveal that adult students are highly motivated and attentive learners with higher-than-average expectations. However, it remains necessary for all College of APS faculty to push the adult student to higher standards and to maintain the academic integrity of a degree from Indiana Wesleyan University. The students should be made aware that the integrity of

their degree from Indiana Wesleyan University will be evaluated by potential employers in the job market. Rigor is strongly encouraged, and leniency in grading is to be avoided. It is expected that grades issued by faculty should accurately reflect the caliber of students we have enrolled.

ADVICE TO THE BEGINNING INSTRUCTOR

Make your first classroom encounter an impressionable one. Be personable, sharing something about yourself, family, and expertise in the subject matter. Ask the students questions about their many life experiences, drawing them into the subject area.

Do not open the door to student doubt by questioning your own readiness to teach this course or to direct the procedure of the course of study. You can destroy student confidence in this way. You have been employed to give instruction and leadership in a course of study for which we believe you have adequate preparation. Believe in yourself. And, **be sure not to share with the students "this is my first time," or "I have only been at this a couple of times," or "I am new at this so we are all learning together," etc.** While you may believe that adult students will give you a "break" if you disclose to them that you are a rookie, experience indicates just the opposite. Adult students expect that they are getting the best. By lowering students' expectations of your abilities, you immediately open the door to student doubt and criticism.

Create a positive environment. Speak about what you know, not what you do not know. All of us are limited, and some students know more than we do. Take them confidently down the road of learning. You are the instructor; they are the students. They expect to learn from you.

Do not pretend to know specific information that you do not know. Certain adult students will be very bright and will have information you may not. Do not let that worry you. Be ready to say, "I don't recall that; I'll check it out and talk about it in the next class." Do not publicly argue with a student. If you lose, it's a big loss. Even if you win, you still lose.

Set high expectations for the class. Tell them that it's possible to raise grades a half-level or so. Experience has taught us that if you relax standards at the beginning of the course for no other purpose than to alleviate student anxiety and gain favor, it will be virtually impossible to change direction and enforce rigorous grading standards on final projects and examinations. Do not lull your students into believing you have low expectations and then expect to be able to enforce rigorous grading standards later. Set the tone early and often and remind the students that academic integrity is a service that neither Indiana Wesleyan nor they can afford to compromise.

ADVISING

Students are ultimately responsible to keep informed of University policies, which are contained in the Indiana Wesleyan University catalog and the College of APS bulletin. However, College of APS faculty are encouraged to advise students in matters relating to the following:

- Student educational and professional goals.
- Matters related to student academic success within the College of APS.
- Keeping students informed about College of APS academic policies.
- Referring students to their academic advisor (whose name is at the top of the class roster)
- Spiritual matters (a wonderful personal ministry opportunity).

In all cases, faculty should be careful not to promise to keep confidences about actions which contradict the policies of Indiana Wesleyan University or violate civil laws.

Full-time Academic Advisors meet with each undergraduate student individually at the beginning of his or her core. Advisors are also available throughout the program to help guide students in their degree completion plans.

ATTENDANCE POLICY

The nature of the College of APS programs requires students to attend all class sessions. Classes are held once per week for four (4) hours, or, in the case of the M.Ed. program, once per week for eight (8) hours. At these sessions, the entire class meets with the instructor. Class attendance records are maintained by the instructor and are submitted to the administrative office. College of APS students (other than M.Ed. students) can anticipate meeting an additional four (4) hours each week for study group meetings and project activities.

1. Class Attendance Policy - Students are expected to be present when class begins. If a student misses a total of two (2) or more hours of a class that is four (4) hours in length or four (4) or more hours of a class that is eight (8) hours in length, an absence will be recorded.
2. Study Group Attendance Policy - Students are expected to be present when their study group meets. If a student misses two (2) or more hours of a study group meeting, an absence will be recorded.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last class session, the instructor is directed to issue the grade of "F."

- Under emergency circumstances, a student may be allowed **one (1)** onsite absence and **one (1)** study group meeting absence in courses that are five class sessions or fewer in length. Make-up work may be required.
- Under emergency circumstances, a student may be allowed **two (2)** onsite absences and **two (2)** study group meeting absences in courses that are more than five (5) class sessions in length. Make-up work may be required.

Students who must miss a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Instructors reserve the right to factor lateness, early departures, and attendance (class and study group) into a student's grade, as long as it is addressed in the syllabus. An example is provided below for reference:

“Class Participation: This includes, but is not limited to, class and study group attendance; a positive attitude; a desire to learn; attentiveness; being on time for class; and participation in discussions. You can earn up to ___ points per class for satisfactory *in-class* participation.”

ATTENDANCE REPORTING

Attendance sheets are issued to faculty one week prior to the beginning of a *core* course. Absences must be reported on a weekly basis for onsite classes. Attendance sheets must be submitted within 24 hours of the class, via drop box or fax at (765) 677-2646. Attendance reporting is also available with login and password at <http://www.indwes.edu/CARSINFO>. Faculty are to call the Office of Student Services (x2865) when a student exceeds the allowable absences (also see *Withdrawal Procedures*, below).

Each study group is required to complete and sign a Study Group Log and submit it to the instructor at the beginning of each workshop. Instructors are to sign the log each week, verifying to the best of their knowledge that the students met in their groups. Based on the weekly Study Group Log, the instructor then will note any study group absences on the attendance sheet for that Workshop. Study Group Logs are to be collected by the instructor weekly, then submitted to the Office of Student Services with the grade sheet at the end of the course.

Note: Grades cannot be processed without attendance sheets.

AUDIO / VISUAL SUPPORT

Classroom teaching and learning can be greatly enhanced with audio/visual support. The standard set-up for all classes includes video playback equipment, overhead projector, whiteboard and/or flipchart. In the main Education Centers (Marion, Indianapolis, Columbus, Kokomo and Louisville), Data Projectors are available and can be reserved for specific dates, as long as the instructor has a laptop computer for PowerPoint projection. If a data projector is needed when teaching in a remote site, contact the Resources Department (ext. 2858) on the Marion Campus to make arrangements.

Many courses include video supplements, which are available in the main education centers. Please check for availability well in advance of class. In remote sites, videos will be mailed to instructors who request them in advance, by contacting the Resources Department (ext. 2858). An SASE will be provided for timely return of videos. To request a video, faculty MUST use one of the two following methods:

1. E-mail your request to: videorequest@indwes.edu
2. Fax your request to (765) 677-2650 Attn: Video Request

CHANGE OF GRADE PROCEDURES

Should faculty determine that they have issued a final grade that is incorrect or that circumstances have caused to change, they must contact the appropriate program director for approval to change the grade. If approval is granted, the Office of Student Services will send a "Change of Grade Form" for submission of the adjusted grade. Once completed, the form must be returned to the Office of Student Services.

CHAPLAINCY SERVICES: "SPIRITCARE"

The purpose of the chaplaincy program (*SpiritCare*) is to introduce students to the person of Jesus Christ and to the community of believers. This is accomplished by assigning a chaplain to each core group who will provide each student with spiritual guidance, prayer, and crisis intervention as needs arise. The name of the chaplain appears at the top of the class roster. Faculty can expect a classroom visit from the chaplain sometime near the beginning of the core schedule, preferably during the first course. At that visit, the chaplain will present a short devotional, provide informational cards for the students to complete and return, distribute New Testaments, and spend time in prayer with the class. The visit will last between fifteen and twenty minutes. Subsequently, the chaplain will endeavor to make four additional class visits. Faculty will be notified by either the chaplain or the Office of Student Services prior to each chaplain's visit. The Columbus, Fort Wayne and Indianapolis Education Centers have on-site chaplains who provide on-going *SpiritCare*. Faculty will introduce the chaplain and be present during the visit to the class.

CLASS CANCELLATION PROCEDURES

Faculty are expected to be available before and after each class period and at other times as noted on their syllabus, to answer questions on class materials and procedures. Faculty are *not* permitted, at any time or for any reason, to cancel or reschedule classes, or to reassign classes to a substitute. If an emergency situation that prevents the instructor from fulfilling his/her assigned teaching duties arises, the instructor must contact the program scheduler, so that a substitute may be assigned for that evening or weekend of class.

CLASS DURATION

Unless there are extenuating circumstances, faculty are required to meet for the full scheduled period of class time required by their respective course of instruction. Due to the accelerated nature of the College of APS Programs, class time must be fully used for maximum instructional value. Faculty who cannot meet with the class for the full period should notify the program director in advance. If an instructor fails to utilize the full class period, s/he should inform the program director on the following workday, to clarify the circumstances which resulted in the early dismissal. Periodic checks by the directors will verify that faculty members are meeting for the full class period.

CLASS REPRESENTATIVES

Class representatives are selected by each College of APS core group to assist the educational process and to communicate class concerns about presentations, curriculum, and services to University administration. The duties of the class representative are as follows:

- To develop a telephone chain for informing class members of important information such as inclement weather, faculty illnesses, etc.
- To serve as a spokesperson for the class to maintain a constructive dialog with university administrators.
- To assist in administering End-of-Course Surveys.
- To assist faculty when beginning a new course.
- To oversee the distribution of course materials and contact the appropriate College of APS office regarding any problems with materials.
- To facilitate the organizing of social events, as appropriate.

CLASS ROSTERS

With the exception of elective courses and the first course in the core, class rosters are issued to faculty one week prior to the beginning of a course. The class roster is a listing of all the students enrolled in the course and includes nicknames, addresses, and home and work phone numbers. In certain courses, this protocol is subject to change. A class roster is also available with login and password via online access at www.indwes.edu/CARSINFO

DEVOTIONS

Instructors are encouraged to begin classes with a short devotional and prayer (15 minutes maximum). Devotions typically consist of a practical application of biblical principles associated with the subject material for that night. Devotions may be unrelated to the subject matter, but should provide spiritual principles which give hope and encouragement in living the Christian life. The key word is "encouragement." The devotions should be of the nature to uplift and draw the students to Christ. Faculty should keep in mind the mixed audience and open enrollment of College of APS classes, and should maintain a positive approach.

EXAMINATIONS AND PAPERS

Faculty are required to return examination grades and all papers to the class representative or to individual students by the next regularly scheduled class meeting, or as soon as possible thereafter if the course has ended. Due to the accelerated nature of the College of APS degree programs, timely feedback is absolutely essential. Reviewing exams and papers also provides students with an additional learning experience. Faculty should remember to maintain strict standards of confidentiality when returning graded work.

FACULTY COMPENSATION

Faculty compensation in the College of APS is progressive and based on several criteria, including academic achievement, completion of faculty development activities (such as orientation and mentoring), attendance at faculty meetings, classroom evaluations, end-of-course surveys, and involvement in mentoring other instructors. Compensation is paid on a per-class basis. Payment is processed and mailed after the instructor reports attendance and submits the grade sheet.

FACULTY COURSE INSTRUCTION

The facilitative method of instruction is used in the classroom where theory is integrated with practice. Faculty should design class time to include interactive learning that draws on the wide experiences of adult students. Faculty should rely not only on lecture, but also on learning activities such as classroom discussions, simulations, case studies, role-playing, and individual and team projects.

FACULTY DECORUM AND CLASSROOM ENVIRONMENT

Faculty members must be careful to project a professional atmosphere in the classroom, demonstrated by dress, demeanor, and treatment of students. Orderly and open participation by the students in the classroom should be encouraged for the best possible learning environment. Students should also be encouraged to maintain confidentiality of opinions shared in the classroom or study group settings.

Indiana Wesleyan University is a Christian university that upholds high standards of personal and professional conduct. This includes a classroom that promotes a positive learning environment and a professional instructional climate. Students are encouraged to conduct themselves in a professional manner with respect for the rights of both students and faculty. Indiana Wesleyan University or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty member or may lead to suspension from the program.

FACULTY PERFORMANCE EVALUATIONS

Timely and relevant feedback is recognized as an important element in the enhancement of learning and instruction. With this in mind, the administrative staff of the College of APS has provided a variety of measures to provide feedback to instructors.

End-of-Course Surveys: At the end of each course, students are given the opportunity to rate the instructor on a number of attributes and functions on an on-line survey form. Students are also invited to make narrative comments regarding their assessment of the instructor's strengths and suggestions for improvement in instruction. These forms are tabulated by the staff. At times, the results of these on-line surveys are mailed to the instructor. New adjunct instructors are formally evaluated by students with an in-class, hard-copy, end-of-course survey at the culmination of each of their first two courses. These surveys will be tabulated by College of APS staff and returned to the new instructor with accompanying comments of a formative nature (i.e., to assist in teaching improvement).

Evaluations: In-class faculty evaluations will be conducted by faculty peers or administrators. This evaluation is based on an observation of the classroom instruction. Each instructor will receive a written report. The intention of the College of APS is to conduct classroom visitations annually for each instructor. Teaching assignments are

made on the basis of classroom evaluations to provide the best possible instructors for College of APS students. Advice and comments are offered through the appropriate academic department. Instructors are always encouraged to initiate conversations regarding feedback that concerns them. While remarks by one or two students might be regarded as isolated, it is the preponderance of evidence over a period of time that gives the best evidence of an instructor's performance. Developmental materials are offered in the form of books or videos to address particular concerns.

GRADE APPEALS PROCESS

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his/her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

1. The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.
2. If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the Program Director. If a properly completed grade appeal request form is not received by Indiana Wesleyan University within 30 days of the date the student's grade was sent, then the student will forfeit any further right to appeal.
3. After Indiana Wesleyan University receives the grade appeal request form, it will be forwarded to the instructor, along with a faculty grade appeal response form.
4. If the instructor agrees that the grade should be changed, the change of grade will be noted by the faculty member on the appropriate forms.
5. If the instructor does not agree that the grade should be changed, Indiana Wesleyan University will notify the student and send a request for subcommittee review form. If Indiana Wesleyan University does not receive the form from the student within 15 days of the date the form was sent, then the student will forfeit any further right to appeal.
6. Upon receipt of the request for subcommittee review form, the matter will be brought to the next regularly scheduled Academic Appeals Subcommittee meeting. (NOTE: The subcommittee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the subcommittee, then that individual will recuse himself or herself from deciding the appeal. The subcommittee will notify the student of its decision, which will be final.

GRADE SHEETS

Grade sheets are mailed by the Office of Student Services approximately one week before a core class begins, and the day after an elective class begins. Any changes by students that will affect the grade sheet are communicated to the instructor in a memo, which is accompanied by a revised grade sheet and attendance sheet if necessary.

If discrepancies appear on your grade sheet, please call the Office of Student Services (800-621-8667 ext. 2372) immediately. If a student has taken more than the allowed

number of absences, please call the Office of Student Services immediately, and indicate it on the attendance sheet. Do not assume that a student has withdrawn because of non-attendance or because of what other students say.

Faculty are required to return grade sheets and attendance sheets to the Office of Student Services **no later than seven (7) days after the last class session**. Grade sheets and attendance sheets must be filled out accurately and completely for grades to be processed in a timely manner. Any alterations which appear on grade sheets (e.g., grades crossed out with an "X" or camouflaged with white-out), must be initialed by the instructor.

Following are some instructions for completing grade and attendance sheets:

- Use revised grade or attendance sheets in place of the previous grade or attendance sheets.
- Complete grade sheets in ink. Pencilled grade sheets will be returned to you for correction.
- Assign valid grades ("A+" and "D-" do not exist).
- Do not use numerical values for grades (e.g., GPA quality points).
- If you alter a grade, you must initial the change next to the alteration.
- Do not assign a "W" unless you have been notified by the Office of Student Services that the student has been officially withdrawn.
- Do not cross off a student's name without authorization from the Office of Student Services.
- Do not assign an "I" unless you have received permission from the Program Director.
- Before mailing the grade sheet, make sure that all grades are legible, any alterations have been initialed, and your signature is included. If applicable, please also include the attendance sheet for online classes.

GRADING AND EVALUATION

Grading policies must be in writing and given to students on the first night of class. Each instructor must establish fair and justifiable policies for the evaluation of student progress. The instructor must inform each class of the grading policy at the beginning of each course.

It is recommended that no more than 10% of the student's evaluation be measured through class participation; no more than 30% of the student's evaluation be measured in group projects; and no more than 30% of student's evaluation be measured in a single assignment. Student performance should be measured according to the degree to which students have met course objectives.

Faculty must issue grades that reflect the evaluation of individual efforts. Evaluative methods may include individual written and oral reports; group written and oral reports and projects; traditional exams, which may include a final examination; and peer assessment.

GRADING OF WRITTEN WORK: THE SIX TRAIT WRITING MODEL

Every instructor should expect students to submit written work that demonstrates good scholarship. The Six Trait Writing Model is the standard for college writing in the College of Adult and Professional Studies.

The traits of writing, as defined in the six-trait rubric, are:

1. *Ideas* - the heart of the message, the main point or main storyline
2. *Organization* - the internal structure of the piece
3. *Voice* - the tone and flavor of the author's message
4. *Word Choice* - the vocabulary or terminology the writer chooses to convey meaning
5. *Sentence Fluency* - the rhythm and flow, how it plays to the ear
6. *Conventions* - the mechanical correctness

The Six Traits of Analytical Writing are designed to help students become better writers and to help faculty become better graders of writing. Here is a simple way to integrate the Six Traits into the curriculum:

1. Ensure that every student in a class has a copy of the Six Traits and copies of the Peer Writing Assessment Sheet; some newer courses already include them.
2. Inform students in Workshop One that writing submissions will be assessed using the standards of the Six Trait Rubric.

3. Require a peer writing assessment (one student assessing another student's paper) prior to submission to the instructor.
 - a. Have the Peer Writing Assessment Sheet stapled to the essay prior to submission.
 - b. Include in the syllabus a few participation points to the assessor for honest and accurate peer assessment.
 - c. Invite students to collaborate on the assessment score prior to submission to the instructor (this promotes meaningful study group time, peer coaching and teamwork).
4. Grade papers, i.e., validate the peer assessment and raise or lower trait scores as appropriate.
5. Convert the rubric score to an assignment score and record in the grade book.

HOW TO CONVERT A RUBRIC SCORE TO AN ASSIGNMENT SCORE

Assume that an essay is worth 150 points, and that a student received a rubric score of 4.6 out of a possible 5.0. To convert the rubric score to an assignment score, follow this two-step process:

Step 1: Determine the multiplier. Divide the number of possible points (150) by the maximum rubric score (5.0). The multiplier equals 30.

Step 2: Convert the rubric score to an assignment score. Multiply the rubric score (4.6) by the multiplier (30). The result is an assignment score of 138.

In general, rubric scores correlate to letter grades as follows:

- 5 = A
- 4 = B
- 3 = C
- 2 = D
- 1 = F

Research papers should use the MLA or APA format, as described in the *Writer's Brief Handbook*. Business degrees, general studies and electives courses use MLA. Education and Nursing degrees use APA.

GRADING POLICY

Upon the completion of each course, formal grade sheets are issued by the University Records Office. Indiana Wesleyan University uses the following grading system to evaluate the student's performance:

GRADE	QUALITY POINTS	DEFINITION
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above Average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Passing
F	0.0	Failing— <i>also given for unofficial withdrawal</i>

The following grades are not calculated as a component of the student's grade point average, but are used in certain cases when applicable.

GRADE	DEFINITION
I	Incomplete— <i>submit an "I" in cases of extenuating circumstances. Must have approval of Program Director in advance.</i>
W	Withdraw— <i>passing work at the time of official withdrawal</i>
WF	Withdraw Failing— <i>failing work at the time of official withdrawal. Can only be given after half of the course has been completed.</i>
CR/NC	Credit (CR) or No Credit (NC)— <i>given for prerequisite and practicum courses.</i>
AU	Audit— <i>given only for prerequisite course or as determined by Office of Student Services.</i>

GRADUATION CEREMONIES

Indiana Wesleyan University strongly encourages all College of APS faculty to attend and participate in graduation exercises (normally held in April, August, and December). Academic regalia (which can be ordered through Indiana Wesleyan University) must be worn at graduation ceremonies.

INCLEMENT WEATHER PROCEDURES

The College of APS is reluctant to cancel classes because the schedule is already very compressed and it is difficult to schedule make-up sessions. Indiana Wesleyan University consults with the instructors throughout the state and, when appropriate, obtains information from the National Weather Service, the State Police, site managers, and other universities. Indiana Wesleyan University cannot make the decision based on the geographical situation of an individual student or instructor, or the driving distance to/from class. Students and faculty are expected to use discretion and not take unreasonable risks.

Decisions to postpone classes will be announced by the Dean's office. Classes will be rescheduled by Indiana Wesleyan University in consultation with instructors. Cancellation decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before when possible, but may be made during the early morning hours.

Cancellation decisions will not be announced over local media. In most cases, the core group has a designated class representative who will be notified by the Indiana Wesleyan University. The representative will then activate the telephone-calling tree to disseminate the information to the class. In cases where there is no class representative or calling tree, Indiana Wesleyan University and/or instructors will contact students. No notification will be made unless classes are canceled.

INCOMPLETE GRADES

Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. In these rare situations, a grade of "I" may be issued, but only after completing the following process:

1. The student must request an "I" from the instructor.
2. The instructor must obtain approval from the director of the appropriate academic program.

Because incompletes are granted for extenuating circumstances, the student's grade will not be penalized. The student has ten (10) weeks from the final meeting date of the course to complete the course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has not completed the requirements, the incomplete will become an "F." Extensions beyond this date will not be granted.

INDEPENDENT STUDIES

Requests to take a core class through an Independent Study (I/S) must be submitted in writing by the student to the appropriate program director. Permission to take an I/S must come from the program director. I/S approval may be made only for extenuating circumstances. The selected instructor will outline course requirements on the I/S contract, which must be signed by the instructor and the student. The student is considered to be registered for the I/S only after all supporting documentation has been received by the Office of Student Services.

INDIVIDUAL ASSIGNMENTS

Individual achievement is critical for success. For this reason, a number of Faculty Guides include assignments that must be completed by students on an individual basis. Examples include exams, quizzes, papers, oral reports, and projects.

INTEGRATION OF CHRISTIAN FAITH AND LEARNING

When Christian faith is allowed to touch every area of academic life, then the educational process is truly unique. Focusing on the integration of faith and learning provides a unifying framework for the variety of disciplines. Faculty are expected to integrate Christian principles with classroom learning and should, at the same time, maintain sensitivity to student receptivity and individual needs. (See Devotions, above).

MAKE-UP WORK

Because College of APS courses are both rigorous and accelerated, students who miss classes could miss a significant amount of work. It is strongly recommended that faculty assign necessary make-up work that will ensure that the student has completed the readings and assignments. Furthermore, make-up assignments can be used to further ensure a student's comprehension of required materials.

PHOTOCOPYING

Photocopies can be made on equipment at the main Education Centers (Marion, Indianapolis, Columbus, Kokomo and Louisville). Instructors may also make copies off-campus and will be reimbursed at the end of the course, according to established policies and guidelines. Forms are provided for expense reimbursement and must include a receipt indicating the amount to be reimbursed up to the maximum limits.

PROFESSIONAL ATTIRE

College of APS faculty are expected to dress in a manner that would be acceptable in a professional business environment. Current conventions include business casual that has a "classic" or "smart" look rather than a casual look. Jeans or shorts are considered too casual for professional attire.

PROFESSIONAL ETHICS

Professional ethics at Indiana Wesleyan University are derived from biblical principles and professional standards. As stewards of Indiana Wesleyan University's resources, faculty and staff must strive to uphold the standards of excellence that define Indiana Wesleyan University. This means making wise decisions and avoiding the appearance of impropriety. Absolute honesty, evenness of temperament, and discretion in everything—whether off campus or on—is of extreme importance to the reputation of Indiana Wesleyan University.

Relationship to the University

Faculty have an ethical obligation to Indiana Wesleyan University to support the Statement of Faith and the Mission of Indiana Wesleyan University (see above). Faculty shall discuss any personal reservations about the Statement of Faith and/or the Mission of Indiana Wesleyan University with the respective program director or the Dean.

Faculty also have an ethical obligation to report to appropriate College of APS administrators any observed activities that are or could be detrimental to Indiana Wesleyan University.

Relationship to the Students

Faculty have an ethical obligation to represent themselves as mentors and instructors, to lead students in the pursuit of truth through academics in the classroom, an understanding of values through integration of biblical truth, and the search for practical application of that truth. When counseling students, faculty have an ethical obligation to keep the confidentiality of the student when the information is not in violation of University regulations or civil laws. Outside the classroom, faculty have an ethical obligation to present an example of Christian comportment in accordance with biblical principles and Indiana Wesleyan University rules of conduct.

Relationship to the Profession and Research

Faculty have an obligation to remain current in their field of teaching and to abide by the professional ethics of their discipline. Faculty have an ethical obligation not to publish student materials or materials of colleagues under their name without the proper approvals and acknowledgments. When a situation arises that might represent a conflict of interest or a potential conflict of interest, faculty have an ethical obligation to report the situation to the program director.

Relationship to the Community

Faculty have an ethical obligation to conduct their activities and service in their community in a way that positively reflects on Indiana Wesleyan University, their profession, and their students.

RETENTION OF RECORDS BY FACULTY

All faculty are to retain their grading records for a minimum of three months after the last day of class. Should a grade appeal be initiated during this time, faculty are to retain those records until at least three months after the grade appeal was decided.

STUDENT HONESTY / CHEATING / PLAGIARISM

Students are expected to exhibit honesty in the classroom, in homework, papers, quizzes, and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards such as the permitted use of notes for an examination or an "open book" test, should be stated clearly by the instructor.

Cheating is defined as submitting work for academic evaluation that is not the student's own, copying answers from another student during an examination, using prepared notes or materials during an examination, or other misrepresentations of academic achievement submitted for evaluation and a grade.

Plagiarism in research writing is considered cheating. Plagiarism is defined by the MLA Handbook as "the act of using another person's ideas or expressions in writing without acknowledging the source . . . to repeat as your own someone else's sentences, more or less verbatim."

Students are expected to submit only their own work. They are expected to give credit when borrowing, quoting, or paraphrasing, using appropriate citations.

An undergraduate student apprehended and charged in cheating, including plagiarism, during his or her college matriculation is subject to the following discipline:

- First incident of cheating: failure in paper or exam
- Second incident of cheating: failure in the course involved
- Third incident of cheating: dismissal from the university

A graduate student is expected to understand clearly the nature of cheating and is subject to dismissal from Indiana Wesleyan University for a single incident. Incidents of cheating and/or plagiarism will be investigated and judged by the appropriate graduate faculty. Because the matter of cheating cumulatively leads to dismissal, faculty members are required to report each case to the academic department that reports to the Vice President for Adult and Graduate Studies. Unquestionable evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

A student who is not satisfied with the judgment may follow the grievance and appeal policies.

STUDY GROUPS AND GROUP ASSIGNMENTS

Students in the core curriculum and elective courses are divided into study groups to enhance interpersonal learning. The designation of study groups is made in the first

course of the core curriculum, or on the first night of an elective course. Study groups should be composed of three to five students. A study group of one or more than five is inappropriate and prohibited.

Assignments for most courses in the core curriculum and in elective courses include group projects that necessitate meeting once per week for a minimum of four hours beyond classroom time. It is important that students develop skills for working in groups. For this reason, group projects are assigned. Faculty should develop a strategy for evaluating students' individual contributions to a group project. Evaluations from other students in the group can form a basis for grading the contribution of a student to a group's project.

Study groups are an academic requirement of the College of APS programs, and no exceptions may be made. Due to the accelerated nature of College of APS programs, study group learning time is an integral component in meeting university accreditation requirements. Faculty are expected to guide study group activities and are authorized to employ their negotiating skills to deal with study group conflicts and problems which may arise in their courses. Part of conflict resolution may include changing or adjusting the make-up of study groups, and faculty should take an active lead in directing changes that need to be made.

Informal, in-class Workshop groups are not required to conform to the formal study group make-up, and faculty are given the flexibility to realign informal break-out groups in class when appropriate.

Each study group is required to complete and sign a Study Group Log and to submit it to the instructor at the beginning of each Workshop. Instructors are to sign the log each week, verifying to the best of their knowledge that students have met in their groups for the appropriate duration of time. Subsequent to a review of the weekly Study Group Log, the instructor will note any study group absences on the attendance sheet for that Workshop. The Study Group Logs are to be collected by the instructor weekly, then submitted to the Office of Student Services with the accompanying grade sheet at the end of the course.

SYLLABUS

Faculty are responsible for preparing a syllabus for each course taught. Although faculty are given comprehensive faculty guides, faculty are required to create a separate syllabus and distribute it to each student on the first night of class. Among the topics which should be included in the syllabus are:

- The name and author of the text(s)
- Course objectives (restated from the course Faculty Guide)
- Plans for student evaluation, including a detailed breakdown of weekly assignments
- Standards of grading, including a grading scale

- At least two methods when, where, and how the instructor can be reached (home, office, e-mail, fax, etc.)
- Restatement of the current attendance policy (for purposes of clarification and reinforcement)
- Specific instructions regarding make-up work
- A bibliography of works (articles and books) related to the course discipline
- Information on any points relating to class participation

Faculty must submit a copy of their course syllabus to the program chair when beginning to teach a new course. After the initial submission of a course syllabus, a syllabus need only be submitted if a substantive change is made.

TEXTBOOKS AND CURRICULUM GUIDELINES

Textbooks to be used in the courses are indicated in the course materials. All textbook selections and changes must be approved by the appropriate program director, who is responsible for maintaining a system of review that will ensure curriculum continuity, quality course content, and adequate textual material.

Textbooks and course materials are delivered to College of APS students at least one week prior to the beginning of each course. Faculty are responsible for seeing that textbooks are distributed in the appropriate manner for the next course in the curriculum. Textbooks for elective classes are sent individually to the students before the class starts.

Textbooks and course curricula are developed in such a way as to provide faculty with a degree of latitude in tailoring courses to their particular strengths and areas of expertise, while simultaneously maintaining continuity in the overall program. Learning objectives are enumerated and textbook readings are assigned, which correlate with these learning objectives. Within these parameters, faculty are given moderate leeway to supplement the curriculum with their professional expertise, appropriate literature, and timely articles that enhance learning.

It is expected that faculty will accomplish all of the learning objectives in each course. It is also expected that faculty will support the selection of the textbooks used in the curriculum and use the textbooks extensively in classroom discussions, activities, and assignments. As a representative of Indiana Wesleyan University, faculty should never denigrate the choice of textbooks or question the use of certain textbooks in the curriculum. Faculty should never disclose "this textbook was not my choice" or state "I don't know why 'they' selected this textbook." It is important that faculty support the curriculum decisions of Indiana Wesleyan University and that this is reflected in the classroom.

Notice to all Instructors Regarding Use of Videos:

Many of you who have written course Faculty Guides for the College of APS know that much effort is spent in previewing and then obtaining videos and other media. Their purpose is to enhance the delivery of our courses and to be compatible with the IWU

mission. Because of that, we strongly encourage each of you to use the videos listed in the Faculty Guides. Please note below the means for you to receive the videos.

Videos that are listed in various course Faculty Guides will no longer automatically be sent to instructors. You will need to send a written request for a video each time you teach a course. The request should be made no more than 10 days before the course.

To request a video, use one of these two methods:

1. E-mail your request to videorequest@indwes.edu
2. Fax your request to (765) 677-2650 Attn: Video Request

A postage paid return envelope, with required return date noted, will be enclosed with your video. It is important to return the videos immediately to ensure availability for other instructors. Again, our purpose is to make the videos *more* accessible to all, and to enhance student learning.

WITHDRAWAL PROCEDURES

Any student who has exceeded the allowable absences for a class, or finds it necessary to withdraw for other reasons, **is required to contact the Withdraw Specialist in the Office of Student Services to complete the process (1-800-677-2877)**. The date of the contact must be before the last class Workshop. Telling the instructor does not officially withdraw the student. Please do not allow a student who has exceeded the allowable absences to continue attending class, as this sends the wrong signal to the rest of the students about class attendance. The withdrawing student will be given a variety of options to make up the class.

If a student officially withdraws after a course has started, a grade of “W” will be assigned. If a student officially withdraws after 50% of any given course is complete, the instructor will issue a “W,” provided that the student is doing passing work at the time of the withdrawal. A “WF” is assigned if the student is doing failing work at the time of official withdrawal. A “WF” will be counted as an “F” in the GPA. An “F” will be assigned to a student who does not attend class and does not officially withdraw.

ONLINE CLASSROOM SUPPLEMENTAL PROCEDURES

Faculty who are involved in the online classroom should read the *Classroom Procedures and Management* section first, as some of the information presented in this section is supplemental to that section. If the information presented is supplemental, it will be noted as such. All other material should be assumed to replace the appropriate classroom procedure or management area. Several classroom procedures do not apply to the online environment, such as class representatives, inclement weather, and professional attire.

ADVICE TO THE BEGINNING INSTRUCTOR

Note: the following information is supplemental to the information presented in the Advice to the Beginning Instructor subsection of the Classroom Procedures and Management section.

Each instructor should establish his or her grading criteria prior to the first day of the first workshop. Since online discussion is such an important part of the online curriculum, the instructor must be sure to tell students how points are allocated for discussions. The allocation must be in line with the established discussion grading rubrics.

Instructors must plan to be online and comment frequently. Be sure to encourage students through the comments you post. You probably cannot give the type of response required if you aren't in the classroom at least five days each week, at least to check for important messages and/or questions. It is extremely important that you are timely in grading student's work and that you let them know if you will be offline for more than one day. In short, communicate, communicate, communicate. Students will overlook mistakes if they understand what is going on.

Do not try to handle technical support issues on your own. Always refer the student to the Online Support team at (765) 677-2678 or at support@indwes.edu to resolve technical support issues.

If you run into a situation where you need to be offline more than two days in a row, please notify your Program Manager. The Program Manager can check in on the class for you to ensure that no major issues arise that go unanswered.

ADVISING

An Online Academic Advisor will make contact with each online undergraduate student. The student then has the opportunity to call and make an appointment to speak with the advisor individually. As part of the advising process, the student will work with the advisor to fill out a degree completion plan. Online advisors are available throughout the program for this purpose.

ATTENDANCE POLICY

Attendance is determined by participating in discussions. Failure to participate in at least one designated discussion during the workshop in which it is assigned will constitute an absence for that workshop. Participating in discussions does not guarantee full participation points. The course instructor will determine the criteria for full participation points.

If a student exceeds the allowed absences and does not contact the Office of Student Services to officially withdraw before the last workshop, the instructor is directed to issue the grade of "F."

- Under emergency circumstances, a student may be allowed one (1) absence in courses that are five workshops/weeks or fewer.
- Under emergency circumstances, a student may be allowed two (2) absences in courses that are more than five workshops/weeks.

The Online attendance policy can also be found at <http://iwuonline.com/attendance.html>

ATTENDANCE REPORTING

Attendance sheets, along with the grade sheet and roster, are issued to course instructors one week prior to the beginning of a *core* course. Attendance reporting is also available with login and password at www.indwes.edu/CARSINFO. To obtain a password for the first time, click on "forgot password" and enter your identification number. The system will automatically e-mail you your password. Faculty are to call the Office of Student Services (x2865) when a student exceeds the allowable absences (also see Withdrawal Procedures).

Absences must be noted on the attendance sheet, which must be returned with the grade sheet at the completion of the online course. Grades cannot be processed without the attendance sheet.

CLASS REPRESENTATIVES

Class representatives are not utilized in online programs.

DEVOTIONS

Each online course workshop includes a prewritten devotional. In addition, however, instructors are encouraged to add their own personal devotions as messages in the "Prayer Requests" room. Devotions might consist of a practical application of biblical principles associated with the subject material for that workshop. Devotion topics may be unrelated to subject matter, but should provide spiritual principles, which give encouraging insight to the Christian life. The key word is "encouraging." The devotions should be of the nature to uplift and draw the students to Christ. Faculty should keep in mind the mixed audience and open enrollment of College of APS classes, and maintain a positive approach.

EXAMINATIONS AND PAPERS

Timely feedback is a key to student satisfaction in the online environment. Feedback is one method by which students know that the instructor is watching and caring for the class. As outlined in the online instructor contract and as written in the *Student Expectations of Instructors*, feedback should be given to the student within seven (7) days after the due date of an assignment. Feedback should be based on written rubrics, whenever possible, and should be descriptive enough to show the student where points were deducted and how the student might improve. Refer to the *Grading of Written Work* subsection of Classroom Procedures for additional information.

FACULTY COMPENSATION

Compensation is paid on both a per-workshop basis and a per-student basis for online courses. Payments for classes are processed and mailed after the instructor reports attendance and submits the grade report. For courses of seven weeks or more in length, payment is generally broken into two payments with the first payment being made after the first half of the class is completed.

Contracts are issued on a per-class basis. The fact that an instructor is hired for one online class does not guarantee that he or she will be hired for another class.

FACULTY PERFORMANCE EVALUATIONS

Online adjunct faculty are independent contractors. Each course is contracted separately. It is important to note that being evaluated with high rating does not guarantee additional assignments.

End-of-Course Surveys: At the end of each course, students are given the opportunity to rate faculty on a number of attributes and functions on an online survey form. At times, the results of these online surveys are mailed to the instructor. At this time, however, new online adjunct instructors are not formally evaluated by students at the culmination of each of their first two courses.

Evaluations: On a regular basis, Online Program Managers and the Director of General Studies will observe online classrooms. These observations are conducted to evaluate instructor performance and to ensure program quality as well as student satisfaction. If significant issues are observed in the online classroom, the instructor will be contacted for dialog concerning the situation. Instructor assignments are made based on these evaluations to provide the best possible instructors for College of APS students. Instructors are always encouraged to initiate conversations regarding feedback that concerns them. While remarks by one or two students might be regarded as isolated, it is the preponderance of evidence over a period of time that gives the best evidence of an instructor's performance.

GRADING AND EVALUATION

Specific grading policies must be shared with students at the beginning of each course. In most cases, the policies are already established and written in the course assessment section of the Course Syllabus. However, faculty must establish fair and justifiable policies for the evaluation of his or her students' progress in areas of online discussions and written work. Certain guidelines have already been established for the grading of discussions, but faculty do have flexibility in determining how to implement the guidelines.

Faculty must issue grades that reflect the evaluation of individual efforts. Evaluative methods may include individual written reports; group written reports and projects; exams, which may include a final examination; online discussions; individual assignments; and peer assessment. Student performance should be measured according to the degree to which students have met course objectives.

INTEGRATION OF CHRISTIAN FAITH AND LEARNING

Note: the following information replaces the final paragraph of the Integration of Christian Faith and Learning subsection of the Classroom Procedures and Management section.

In addition to the prewritten devotion provided with each workshop, faculty should begin each workshop with a short devotion relating to workshop objectives, if possible. The devotion should be brief and positive so as not to discourage students from reading it.

MAKE-UP WORK

Because College of APS courses are both rigorous and accelerated, students who miss classes could miss a significant amount of work. It is strongly recommended that faculty assign necessary make-up work that will ensure that the student has completed the readings and assignments. Furthermore, make-up assignments can be used to further ensure a student's comprehension of required materials. If a student has missed an entire online discussion for a legitimate reason, it is suggested that the student be required to summarize the previous week's discussion or receive a zero (0) for the discussion.

Above all, faculty should be flexible in dealing with late and make-up work. Faculty should establish his or her policy for late assignments at the beginning of the class by posting an announcement to the students. If students are aware that they will be out of town or unable to complete an activity on time, they should submit the activity early or notify the instructor of the situation to determine an appropriate compromise in agreement with the instructor's late work policy. If extenuating circumstances cause a student to fail to complete an activity on time and the issue does not jeopardize the academic integrity of the course, the instructor has the freedom to be flexible. Deducting a percentage of points for each late day is a potential method of dealing with late work.

ONLINE CLASSROOM ENVIRONMENT

Note: the following information is supplemental to the information presented in the Classroom Environment subsection of the Classroom Procedures and Management section.

Instructors must be careful to project a professional atmosphere, demonstrated by treatment of online students. Orderly and open participation by the students in the forums should be encouraged for the best possible learning environment. Students should also be encouraged to maintain confidentiality of opinions shared in the forums.

Faculty should police discussions in the online classroom. Inappropriate wording or messages, as well as “flaming” messages, should cause the entire message to be deleted from the forum by the instructor. If unsure of what actions to take, contact the Online Program Manager (for degree programs) or the Director of General Studies (for electives) for further action.

Before sending a message, faculty should reread it to ensure that s/he is sending a professionally written correspondence. Written words cannot be revoked and can be easily misunderstood. If the instructor is upset for any reason, it is suggested that the message be written and then deleted without being sent. Return to the subject the following day and write the message again.

Faculty should expect to be online at least 5-6 days per week, even if only for a short period of time. Faculty should tell students how to contact them. This includes an e-mail address and a telephone number. Responsiveness is a key in the online environment.

OPENING WEEK

In the online environment, classes are opened to the students and instructor one week prior to the first day of the first workshop. Instructors are not required to answer student inquiries during this opening week. However, if a student posts a question that relates to the correctness of the Syllabus or course content, the instructor should post an appropriate response.

During this opening week, online instructors would be wise to look through the course material and click on the links to ensure that they work correctly. Day-to-day changes in websites and other online materials may occasionally cause links to break. If a broken link is discovered, faculty are encouraged to notify the students in the class as well as the appropriate Online Program Manager (for degree programs) or the Director of General Studies (for electives). Faculty may also utilize the opening week to post welcome messages and to familiarize themselves with the online classroom and course material.

PHOTOCOPYING

Faculty making copies will be reimbursed at the end of the course according to established policies and guidelines. Forms are provided for expense reimbursement.

Forms must include a receipt indicating the amount, which is to be reimbursed (up to the maximum limits).

SERVER DOWN PROCEDURE

Occasionally, a network server may go down for a period or it may be taken down by Support for maintenance. If the server is taken down for planned maintenance, the Online Support team will send a notification message through e-mail to all students at least eight hours in advance of the outage. In addition, Online Program Managers, as well as the Director of General Studies, will be notified and it will be their responsibility to notify current instructors, through e-mail, as to the upcoming outage.

If a server goes down unexpectedly, the Support team will send a notification e-mail message, as soon as possible, to all students. When the server is restored, another e-mail message will be sent stating that the server is back online. If the outage lasts longer than four hours, the Support team will be responsible for sending a status update to students via e-mail at the four-hour mark and then at least every eight hours following. As in the case of planned maintenance, Program Managers and the Director of General Studies are required to pass on the notification messages from Support to current instructors.

SMALL GROUP ASSIGNMENTS

Formal study groups are not utilized in the online environment. However, assignments in many courses in the core curriculum and in elective courses include group projects that necessitate working in small groups. It is important that students develop skills for working in groups. For this reason, group projects are assigned. Faculty should develop a strategy for evaluating students' individual contributions to a group project. Evaluations from other students in the group can form a basis for grading the contribution of a student to a group's project.

Faculty, at the beginning of the first workshop, should make the designation of small groups for the online class. In most cases, allowing online students to remain in the same small groups as in their previous classes would be recommended. Faculty are expected to guide small group activities and are authorized to employ their negotiating skills to deal with group conflicts and problems, which may arise, in their courses. Part of conflict resolution may include changing or adjusting the make-up of small groups, and faculty should take an active lead in directing changes that need to be made.

STUDENT HONESTY / CHEATING / PLAGIARISM

Note: the following information is supplemental to the information presented in the Student Honesty/Cheating/Plagiarism subsection of the Classroom Procedures and Management section.

Problems of this nature cannot always be readily detected in an online environment, yet they may occur frequently. In many situations, students do not fully understand what constitutes plagiarism. They may simply copy one or more sentences from a website into their own document, assuming this information is public record. If cheating or plagiarism appears to have taken place, consult with the appropriate online Program Manager or Director prior to engaging the student. An excellent resource for online instructors, entitled the Copyright Crash Course, may be found on the University of Texas website at <http://www.telecampus.utsystem.edu>.

SYLLABUS

At this time, online faculty are not required to produce a separate Syllabus for each course taught. Faculty should utilize the course outline and assessment information described in the Course Syllabus supplied as part of the online course.

TECHNOLOGY PROBLEMS

In the online environment, faculty should be prepared for technology problems. Some of the issues that may arise include:

- Student PCs not meeting minimal system requirements
- Students missing required software, such as Excel
- Student computer failures
- Faculty computer failures
- ISP failures
- E-mail issues
- Broken website links (instructor should check links and report problems)
- Software problems
- CD-ROM failures
- Compatibility issues
- Slow servers

Students are responsible for trying to work around situations that are causing problems. However, faculty are allowed to be flexible with students if they encounter problems that clearly cause them difficulty in completing their work. Faculty should be careful not to penalize students unless it is clear that they did not follow procedures or did not complete the work.

Faculty are not expected to be technical experts. If technical problems are inhibiting a student, refer the student to the Online Support team at (765) 677-2678 or have the student send an e-mail to support@indwes.edu.

TEXTBOOKS AND CURRICULUM GUIDELINES

Textbooks and course materials are delivered to online College of APS students approximately one week prior to the beginning of each course. Textbooks for elective classes are sent individually to the students before the class starts.

WORKSHOP CANCELLATION PROCEDURES

Instructors are not permitted—at any time or for any reason—to cancel or reschedule workshops, or to reassign workshops to a substitute. If an instructor has an emergency situation, which prevents him/her from fulfilling assigned duties, s/he should contact the appropriate Online Program Manager (for degree programs) or the Director of General Studies (for electives), so that a substitute may be assigned.

WORKSHOP DURATION

Workshops are always one week in length. The dates shown on schedules represent the first day of a workshop. Workshops officially begin at 12:00 am Marion, Indiana time, on the first day of the workshop and end at 11:59 pm Marion, Indiana time on the 6th day following the opening day of the workshop. Instructors have the flexibility of extending the end of a workshop one to two days due to server problems or other issues that hamper the ability of the majority of the students in the class from completing the activities for that workshop. If the instructor determines that more than two days extension is required, s/he must obtain prior approval from the appropriate Online Program Manager or Director.

Faculty are not required to participate or respond during a break week. However, faculty should notify students in advance if they will not be available during that time. Faculty are not allowed to change the date of the break week.