



CONCORDIA  
UNIVERSITY  
N E B R A S K A

***Adjunct Faculty Handbook  
For Instructors***



## **WELCOME**

On behalf of the students, faculty, and administration of Concordia University, Nebraska we welcome you to our community. You are important to the accomplishment of our mission. Adjunct faculty members bring a wealth of expertise and experiences to our campus that enrich the entire learning community. We want your time at Concordia University to be a positive experience for you. Please be a part of our community; come to our plays, games, recitals, presentations, and forums. In order to assist you in becoming familiar with our community, these materials have been prepared for you.

Blessings on your teaching,  
Dr. Jenny Mueller-Roebke, Provost  
Dr. Lisa Ashby, Associate Provost

**[BK note: added from previous handbook]**

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## SECTION ONE: ABOUT CONCORDIA UNIVERSITY NEBRASKA

### Contact Information for Academic Programs

#### Key to Building Codes

BAC	Brommer Art Center	LC	Lincoln Campus
B&G	Buildings & Grounds	MC	Music Center
F	Founders Hall	PE	Physical Education Bldg.
HPAC	Health, Human Performance & Athletic Center	SC	Science Hall
JCC	Janzow Campus Center	TLEC	Thom Leadership Education Center
JH	Jesse Hall	W	Weller Hall
L	Link Library		

**Email Format:** The email address format for all Concordia University full-time and part-time faculty and staff is:  
Firstname.Lastname@cune.edu (example Jane.Doe@cune.edu ) unless otherwise indicated.

**Main Switchboard:** 800-535-5494 or (402) 643-3651

#### Professional/Technical Staff

Daley, Linda                      W-102                      (402) 643-7222  
Administrative Assistant, Human Resource Office

Hargon, Patrick                      L-143                      (402) 643-7377  
Director, Academic Resource Center  
Information: ADA & Academic Support Services for students

Jensen, Sue                      LC-203                      (402) 327-6520  
Associate Graduate Registrar  
Information: Graduate and Degree Completion Grades, Classrooms, Transfer Credit

Krenzke, Bernita                      JH-226                      (402) 643-7304  
Administrative Assistant, Dean of Arts and Sciences, Associate Provost

Krenzke, Tom                      L-111                      (402) 643-7256  
Reference and Instruction Librarian, Link Library  
Information: Library Access, Academic Resources, Information Literacy Modules

Marschman, Jan                      W-106                      (402) 643-7230  
Administrative Assistant, Registrar

Reither, Mary Ellen                      TLEC-214A                      (402) 643-7475  
Administrative Assistant, Dean of College of Education

Schluckebier, Beverly                      LC-203                      (402) 327-6501  
Administrative Assistant, College of Graduate Studies

Siffring, Ed                      W-106                      (402) 643-7450  
University Registrar and Banner Systems Analyst

Wassenmiller, Angela                      JH-101A                      (402) 643-7308  
E-learning and Instructional Technology Director  
Information: Blackboard, Course Design, Software Support

Woodruff, Bradley                      W-106                      (402) 643-7203  
Associate Undergraduate Registrar  
Information: Undergraduate Grades, Classrooms, Transfer Credit

Provost - Jenny Mueller-Roebke, Ph.D. ....	W-104 ...	(402) 643-7374
Associate Provost - Lisa Ashby, Ph.D.....	JH-203 & LC .....	(402) 643 7419
Dean of Arts and Science - TBA.....		
Dean of Education - Ronald Bork, Ed.D.....	TLEC-214A.....	(402) 643-7475
Chair, Health and Human Sciences – Renea Gernant, Ph.D.....	JH-205 ..	(402) 643-7305

Art - Don Robson, MFA.....	BAC-107 .....	(402) 643-7498
Business - Stan Obermueller, Ph.D. ....	JH-105 .....	(402) 643-7427
Education - Jim Juergensen, Ed.D. ....	TLEC-211B .....	(402) 643-7227
English, Comm. and Theatre - Renea Gernant, Ph.D. ....	JH-205 & LC .....	(402) 643-7305
Health & Human Performance - Eunice Goldgrave, D.A. ....	HHPAC-109A.....	(402) 643-7295
Math & Computer Science – Ed Reinke, Ph.D.....	JH-206 .....	(402) 643-7418
Music – Joseph Herl, Ph.D.....	MC-106 .....	(402) 643-7454
Natural Science – Joseph Gubanyi, Ph.D.....	SC-101.....	(402) 643-7316
Social Science – Joel Helmer, Ph.D. ....	JH-219 .....	(402) 643-7302
Theology - Paul Holtorf, Ph.D. ....	JH-228 .....	(402) 643-7495

Business Administration - Kristy Plander, MBA .....	JH-103 & LC .....	(402) 643-7430
Degree Completion – Sue Jensen, M.S.....	LC-203.....	(402) 327-6520
Early Childhood Education – Annette Oliver, M.Ed.....	TLEC-103A.....	(402) 643-7474
Educational Administration – Robert Smallfoot, Ph.D. ....	TLEC-204A.....	(402) 643-7372
Educational Core Courses – Judy Preuss, Ph.D. ....	TLEC-204B.....	(402) 643-7218
English Language Learning – Janice Mickle, M.Ed. ....	LC-203.....	(402) 327-6540
Family Science – Kevin Kohnke, D.Min. & Ph.D.....	TLEC-206B.....	(402) 643-7436
Graduate Teacher Certification/Curriculum & Instruction – Barb Perlewitz, M.Ed. ....		(262) 285-3513
Health & Human Services, Gerontology - Renea Gernant, Ph.D.....	JH-205 .....	(402) 643-7305

**Concordia Computer Email Help:** [helpdesk@cune.edu](mailto:helpdesk@cune.edu)  
**Concordia Blackboard Email Help:** [Blackboard@cune.edu](mailto:Blackboard@cune.edu)  
**Seward Campus - Instructional Technology Center:** [ITC@cune.edu](mailto:ITC@cune.edu)

**Campus Security:** Seward Campus: (8 a.m.-5 p.m.) 7415  
(after 5 p.m.) (9) 643-3033

570 Fallbrook Blvd., Suite 203, Lincoln, NE 68521  
The administrative offices at Fallbrook in Lincoln are open Monday-Friday, 8:00am to 5:00 pm.

800 N. Columbia Ave., Seward, NE 68434  
The administrative offices in Seward are open Monday-Friday, 8:00am to 5:00 pm.

## Who We Are

Concordia University Nebraska, one of 10 schools in the Concordia University System, is an institution of the Lutheran Church-Missouri Synod (LCMS). We are a vibrant and intellectually lively learning community, committed to the highest ideals of both Christian education and scholarly pursuit. We work, learn, and teach together, striving to fulfill our mission:

***Preparing dynamic servant leaders for church and world!***

### Concordia Is Christ-Centered

In our various callings as students, instructors, staff, and researchers, we thank God for the opportunity he has given us to center our lives and our work in our Savior, Jesus Christ:

*Whatever your task, put yourselves into it, as done for the Lord and not for your masters, since you know that from the Lord you will receive the inheritance as your reward; you serve the Lord Christ.*  
NRSV *Colossians 3:23-24*

At Concordia, faculty, staff, and students enjoy the freedom to live out our faith in Jesus, both in what we say and in the ways we relate to one another. However, we are not a church, nor are we a Bible college. Rather, as a learning community we unite around the task of academic inquiry.

Because we are a Lutheran Christian institution:

- Christian values shape instruction.
- We maintain a commitment to specific and objective faith content; particularly in theology courses, Lutheran understandings underpin class content.
- We recognize and promote faith in Christ as essential for the total equipping of individuals for service and leadership in our world.
- Faculty members voluntarily accede to specific limitations on academic freedom. (See Appendix A: Academic Responsibility and Freedom which detail these limitations.)

### Concordia Is Academically Rigorous

Our Lutheran, Christian roots mandate a dual commitment to academic rigor and to the persistent application of excellent scholarship in practical settings. In humility, however, we accept limitations to our scholarship given our finitude in the creation and the limitations imposed by humanity's fall into sin:

- We believe human beings were created in the *imago Dei* in the "image of God"; in part, this includes the ability to understand God's creation. Therefore, we believe human beings have an innate capacity to explore our universe, understand it at least partially, to discover truth and to create knowledge.
- We believe human beings are, however, finite creatures of an infinitely wise Creator. Therefore, we accept the need for humility in our scholarship, knowing our capacity for comprehension is inherently limited.
- We believe, furthermore, that the human capacity for comprehending truth has been damaged by humanity's fall into sin; therefore our ability to understand the creation will remain flawed and proximate as long as we live here on earth.



In sum, we celebrate an epistemology that justifies and encourages the entire academic enterprise. We see this as one of the profound advantages of education in a Christian context, a Christ-centered context. Thus, we pursue truth humbly yet vigorously. We strive to learn all we can, confident our scholarship will honor our Creator God as it serves those in the world around us.

### **Concordia Is Committed to Building Life-Long Relationships**

Throughout our history, Concordia has evidenced a unique ability to establish and maintain strong personal and professional relationships with students. It's not at all unusual for professors to answer email or take phone calls from our alumni who ask for advice in addressing a professional challenge, for help in identifying an up-to-date resource on a given topic, for prayer regarding a personally significant problem, or for counsel in making a ministry decision.

The relationships forged between faculty and students and between students and other students in both our undergraduate and graduate programs are extraordinary. Together with the Christ-centered nature of our programs and our stress on academic rigor and application, Concordia's accent on relationship building contributes to what our alumni often call "that indefinable Concordia something" that changes students for a life-time.

We are humbled and energized by God's gifts that create Concordia's uniqueness as an institution of Christian higher education.

## **SECTION TWO: GETTING STARTED**

### **Employment Forms**

#### **New Hire Process for Adjunct Instructors**

1. Human Resource Office (HR) is notified by the Provost's Office that the interview process is complete and the individual passed the interview.
2. HR runs the background check using the information provided on the individual's application form (last 2 pages).
3. HR sends the individual new hire employment paperwork (W-4, I-9, Authorizations for Payroll Direct Deposit, and Unlawful Harassment Policy) with instructions for completion.
4. Once new hire paperwork is returned (and complete), Computing Service is notified that the individual is released by HR for computer access as requested. Computing Services generates a "10-code" and sends it to the individual via regular mail.
5. Once HR receives an Academic Contract Recommendation (ACR), an electronic contract is generated and the instructor is notified via cune.edu mail with instructions on how to acknowledge the contract.

**The I-9** is a witnessing form that cannot be done by phone, fax, etc. In your appointment letter packet the contact person for you to meet and with whom to complete the form will be listed. Remember, this form must be completed before your payment can be processed.

### **ID Cards**

#### **Undergraduate Adjuncts:**

Undergraduate Adjunct instructors need to stop by the Human Resource Office for an ID card.

#### **Graduate Adjuncts:**

Graduate Adjunct instructors are given a temporary generic access card to the Fallbrook building while they are teaching. This card must be returned when the course is finished. Please see Bev Schluckebier, Administrative Assistant, College of Graduate Studies for this ID card.

### **Electronic Access**

**Username and Password:** In order to access your CUNE email account, our Banner Self-Service administrative system and our Blackboard Learning Management System you will need a username and password. For new adjunct faculty a username and password are created when the HR office notifies Computer Services that all relevant hiring steps have been completed. If you are on-campus you may stop by the Computing Services office in the Science Building to pick up your username and password and ask whatever questions you may have. Please bring a photo ID. If you cannot come to campus conveniently your username and password will be sent through US Mail to your official home address.

Note that our security policies prevent us from sending a password through email or from giving a password out over the phone. If you forget your password there will be a delay while we send you a new one in the mail. It is imperative that you treat your username and password with great care.

Note that your course will be available in Blackboard only after the Registrar has assigned you as the instructor.

You may access email, Blackboard and Banner through Concordia's connectCUNE portal. After logging in with your username and password you will find links to Blackboard and email on the Home tab and to Banner Self-Service and Blackboard on the Faculty tab. There are also links to Blackboard and Banner Self-Service on Concordia's campus web site.

## Email

Most official communication on Concordia's campus is disseminated via email. Concordia faculty are expected to use their official cune.edu email account to manage communication with students. See **Username and Password** in this section of this document for information on getting your CUNE username and password. Access to email from off-campus is most easily found in Concordia's *connectCUNE* portal, on the Home tab.

## Banner System—Faculty Access to Academic Information

Concordia provides access to all your academic information through the connectCUNE portal and Banner Self-Service. Log in to the portal, select the Faculty tab, then the Banner Self-Service channel. Click on the Banner Self-Service link to expand the menu. Under Faculty and Advisors you will find useful links, like Final Grades where you will enter your final grades for your course.

**Term Selection:** Choose the correct term and press "Submit." If you do not find your course, contact your Program Director or the Registrar.

**Schedule:** The days, times, places, and courses to which you are assigned are available. The data you see is what is recorded in our system and is what the students will be expecting. If there is a discrepancy from what you believe your schedule should be, contact your Program Director, Department Chair or the Registrar immediately.

**Student Rosters:** The Roster you see in Banner has "live" data. It is accurate at that moment. For that reason, please do not print the roster and keep it for the semester. You are able to check back at any time during the semester to see registration changes, including withdrawals.

You must make sure the students attending your class are registered. Students cannot "sit in" on a course. If a student is in your class but is not registered, please contact your Program Director or the Registrar's Office. We also need to know if a registered student is not attending your class. Contact the Registrar's office. (See also Appendix E "Relevant Policies and Procedures" and Section Four: Tips for Teaching.)

## Portal

Concordia has installed a portal to facilitate sharing information resources with students, faculty and staff. The portal is available at <http://connectCUNE.cune.edu/>.

See the Section Two: Getting Started—Electronic Access section in this document for information on getting your username and password.

The portal will give you access to a great deal of information, both personal and institutional as well as access to email, Blackboard and Banner Self-Service.

## Blackboard Learning Management System

Blackboard is our online Learning Management System (LMS) for course delivery. You may access Blackboard through a link on the Home tab in Concordia's connectCUNE portal. A link is also available on the campus web site. [JMR: Verify this. LA: It is not on the first page of cune.edu. Do you want to list a CUNE URL here or direct them just to the portal?]

The most common problems faculty and students have in using Blackboard are:

1. Popup blockers. Disable ALL popup blockers on your computer before using Blackboard.
2. Firewalls. Your home computer firewall must be configured to pass port 2304.
3. An outdated version of Java. Visit [www.java.com](http://www.java.com) to download and install the latest version of Java on your computer.

If problems persist, you should run the “Check Browser” utility available on the Blackboard home page tool bar to determine whether Blackboard identifies any incompatibilities with your computer.

You will likely find it necessary to pass on the advice to disable popup blockers, update Java and to run the Check Browser utility to your students.

Before you can access the connectCUNE portal and Blackboard you will need a username and password. See the Section Two: Getting Started—Electronic Access in this document.

As you prepare your course to be built in the Blackboard Learning Management System, please contact Angela Wassenmiller, our E-learning and Instructional Technology Director, at [Angela.Wassenmiller@cune.edu](mailto:Angela.Wassenmiller@cune.edu) for ideas and assistance. Please also take advantage of the various tutorials available on the portal and through her office and the material located in Appendix F of this document: Blackboard – Getting a Quick Start.

Help is available through the [Blackboard@cune.edu](mailto:Blackboard@cune.edu) email address or you may send your questions to [Helpdesk@cune.edu](mailto:Helpdesk@cune.edu) as well.

## **Microsoft Office**

To ensure that students and faculty alike can communicate with one another and to encounter the fewest possible software compatibility problems, we expect everyone to obtain software that will make it possible to read and create documents compatible with Microsoft Word 2003 (or higher) and Excel 2003 (or higher). Some other software packages (e.g., WordPerfect) readily read Word documents. If you are using Word 2003 you may obtain a converter that will allow you to read Word 2007 documents that might be created by your students.

You may find it useful to standardize on PDF documents much of what you share with students. You will have less trouble with compatibility when using PDF format documents.

The OpenOffice suite of programs, a word processor and other tools, available for free at [www.OpenOffice.org](http://www.OpenOffice.org), may be of some interest to those who want or need an alternative to Microsoft Office. We do expect that CUNE faculty are using Microsoft Office.

As is true for personal computer equipment and operating systems, faculty and students are responsible for knowing how to use the software packages they select. If students have trouble with this, you might suggest in a kind way that they find a local “expert”—a colleague at work, a neighbor, a spouse. Coaching students in the use of software from a distance can be very challenging. Concordia expects students who enroll in our undergraduate and graduate programs, knowing that they are online and internet-based, to have or to acquire the electronic communication skills and equipment that are a prerequisite for success in the online environment.

## **Help Desk**

Concordia’s IT staff has set up a Help Desk to assist professors and students in dealing with technical computer problems. Historically, most difficulties have fallen into a handful of common categories with relatively easy fixes. Please contact Angela Wassenmiller, our E-learning and Instructional Technology

Director, at [Angela.Wassenmiller@cune.edu](mailto:Angela.Wassenmiller@cune.edu) for Blackboard issues and Tom Krenzke, Reference and Instruction Librarian at [Tom.Krenzke@cune.edu](mailto:Tom.Krenzke@cune.edu) for library access issues.

If you have double-checked with these individuals, and yet have still not resolved the issue, email a detailed description of your problem to: [helpdesk@cune.edu](mailto:helpdesk@cune.edu). You will receive an automated response that indicates the ticket number assigned to your issue. Please follow the directions in that response email carefully when you receive any email from the helpdesk, especially including the ticket number in the proper format in any communication related to this ticket.

When students contact you with issues related to difficulty with Blackboard please work with them to check the most common problems, including popup blockers and properly using their username and password. Have them use the “Check Browser” option on the login page for Blackboard to make sure their computer is properly configured to access Blackboard. You may refer them to our e-learning specialist and/or the helpdesk email address (as appropriate) if you are not able to help them resolve the problem.

See also **Blackboard Learning Management System** in this section of this document for further details.

## SECTION THREE: CONSTRUCTING YOUR COURSE

### Semester/Term Length

#### Undergraduate Terms

Fall and spring semesters are 14 weeks long. Final exams are given the last four days of the semester. Summer term runs from May through July and length varies by course.

#### Graduate Terms

For the fall and spring semesters, classes are held once a week in 5/6, 8 and 16 week sessions depending upon the program (August through December or January through May). The summer terms last for either for 4 or 8 weeks (May through August). Each credit hour granted must consist of 40 hours of academic content no matter the length of the course/class period, program level or the mode of delivery (face-to-face, on-line or hybrid-intensive plus on-line). (See the Course Guide section below for more information).

### Syllabus

Concordia University, Nebraska uses the term syllabus to refer to the official document that instructors and program directors use as a basis for designing a course. That document includes the official course title, credit hours, goals/objectives, methodologies, and resources proposed through academic departments. Instructors must use this document as a basis for their "course guides" (described below). Adjunct instructors are responsible for the design of a course guide for their course, not the official syllabus. If you have not received an official syllabus, please contact the program director or the department chair in the area in which you are teaching to ask for a copy. Graduate instructors teaching one of our core courses (i.e., one not attached to a specific program), may contact the Graduate Office for a copy of the syllabus. The goals and objectives from the formal syllabus must appear in the course guide you share with students.

### Course Guides

Keep in mind that the course guide and schedule are, in essence, a contract between you and your students. Taken together, the course outline and schedule should include all pertinent information about the courses. Course guides may be structured in three parts. See below for more detailed information on each part.

Part I - General Information

Part II - Assignments, Grading, Assessment and Evaluation

Part III - Class Schedule

**A copy of your course guide should be on file with the department chair and either the dean (Undergraduate) or the program director (Graduate) each semester.** Please email a copy of your latest course guide at the beginning of each semester or sooner if it is ready. You can find sample course guide from one of Concordia University, Nebraska's courses in Appendix B.

**Part I General Information:** -The first part of your course guide should include contact information, general policies and procedures.

**Course Number, Title and Credit Hours:** This information should be taken directly from the syllabus of record.

**[BK note: include term/date course is being taught for future reference]**

**Instructor Contact Information and Office Hours:** Instructors should be available to meet or talk with students outside of class whether the course is face-to-face or online. Instructors can schedule specific times during which they are available for students or make themselves available by appointment. Instructors

may meet with students in on-line chat, by phone or email, or in a physical location on campus. A telephone number and email address should be noted on the course syllabus. **“Numerous studies have found that students who interact with faculty members [outside of class] are more likely to report better educational experiences over all” (Jaschik, 2007).** Instructors must reply to email or phone calls from students within 24 hours. Instructors may request an office or classroom to meet with a student by contacting Bev Schluckebier at Lincoln Fallbrook Campus or Bernita Krenzke (College of Arts & Sciences) or Mary Ellen Riether (Education) at the Seward Campus (see contacts page).

**Course Description:** This is a one paragraph description of the course. This should include information from the original syllabus or academic catalog although you may elaborate on this as needed. If you adapt your course description please send the revision to your program director or department chair. Do not revise the course description in your course guide without sharing it with the department/program.

**Course Goals or Objectives:** These goals and objectives should come from the syllabus of record and be included in the course guide.

**Textbooks and Resources:** Textbook requests, if not done by the program director or department chair, must be sent to the bookstore 8 weeks before the term begins for undergraduate courses and six weeks before a course begins for graduate courses. These textbooks and/or resources must be listed in your course guide. **[BK note: now required to post textbook information online]**

**General Program and Course Information:** These are statements related to policy, federal or accreditation requirements. Include these statements as close to verbatim as possible in your course guide. As an adjunct, you are also expected to abide by these standards in so far as they apply to your course delivery or student interaction. You must report cases of academic dishonesty to your department chair or program director and the office of the Provost. You must report non-participation to the department chair or program director and registrar who will in turn report this to the financial aid. **[RG NOTE TO LISA: We need to verify these against the edited material that comes from graduate council as soon as it's available and we need to adjust these in the sample syllabus after the final material is here.]**

#### **Course Workload:**

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, credit hours are amassed in a course through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, assigned videos, and other activities. No matter the length of the course meeting time in weeks or the amount of face-to-face instruction in the course, students can expect to devote between 120-144 hours for each 3-credit course.

#### **Course Participation:**

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

#### **Academic Integrity:**

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

**ADA and Special Needs:**

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Patrick Hargon, please call 402-643-7377 or 800-535-5494 ext. 7377 or e-mail Patrick.Hargon@cune.edu.

**Emergency Information:**

In inclement weather, check your e-mail, Blackboard, and the Concordia website ([www.cune.edu](http://www.cune.edu)) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (<http://connectcune.cune.edu>).

**Course Requirements:** Please include your course specific policies regarding each of the following areas.

**Late Policy:** Make sure you state a late policy and stick to it. The most important principle is to treat all of the students fairly. A sample policy may be: "Late work will be dropped one point for each day it is late. If you have extenuating circumstances or need special accommodations please see me before the due date, and I will be happy to accommodate you. Work is due at the beginning of class on the assigned date."

**Style Manual:** We encourage you to select a style manual for your class. Academic classes in our department use the APA style manual and applied classes use the AP style manual. Either one is fine. We strongly encourage you to mark student papers and take off points for not adhering to the style manual.

**Instructions on where to find resources or readings in addition to the textbooks:** Here are the instructions to give your students in the course guide:

E-Books, Articles and Chapters: For things available through e-library or films on demand and listed below within syllabus. **[BK note: Phil will be sending info for this section.]**

- To enable home computers for remote access to restricted sites (including e-reserves), follow links/directions **[insert either instructions or a link to the material]**
- If you have trouble accessing electronic materials contact Tom Krenzke at Tom.Krenzke@cune.edu or (402) 643-7256.

Other Websources: **Include a list of links to sources needed for the class.**

**Part II Assignments:** The second part of your course guide should include a detailed description of each assignment.

**Assignments and Grading:** Please list all assignments and grading criteria on your course guide. Explain the details of each assignment. Students will do better work when they know exactly what is expected of them. Dedicate at least one paragraph to describing each assignment. Explain how many **pages or words** the assignment should be and how many **points** each assignment is worth and on what **basis you will grade** the assignments. Specify when each assignment is due. You should also cover this in class prior to the due date of each assignment. See Section Four: "Tips on Teaching" in this handbook for strategies related to assignments and grading.



**Writing across the Curriculum:** All instructors are asked to require that written work adhere to the highest academic standards. All written work should be free from punctuation, grammatical, and syntactical errors, and should be clearly articulated and organized. If you have a rubric for written assignments, include that in the course guide. All claims should be cited. We also ask that the faculty review and give feedback on writing. **A good standard for a course is to include at least 20 pages of writing** in your class. It is important to give feedback both on the content of the papers and on the writing in the paper. **Avoid one long paper at the end as it does not provide as much opportunity for learning and improving writing.** See Section Four: “Tips on Teaching” in this handbook for strategies related to assignments and grading.

**Authentic Assessment:** “Learning by doing is generally considered the most effective way to learn” (Oblinger, 2007, p. 1). We encourage our faculty to use authentic assessment, or creating assignments that encourage students to apply skills that they will actually use on the job. In other words, creating assignments around the kind of deliverables students will be required to create at work. In creating your course guide please structure your assignments to encourage students to create the same type of products they will have to create at work. It is okay to have students analyze if a press release is strong or weak and why, but you should follow up by also have apply the skills they have learned and have them create a press release.

**NOTE: Plan for between 10 – 20 hours of out of class work for each week. If a course is readings based, a good rule of thumb is 50-100 pages a week for lower level courses and at least 100 pages a week for upper level and graduate classes. [JMR: Verify this against the academic policies handbook.]**

**Participation:** For face-to-face classes, you should include any course specific attendance policies in your course guide. Your policy should adhere to the faculty policy outlined in Appendix E “Class Attendance Policy 2.320 and Section Four “Tips for Teaching” – Student Attendance. For on-line courses, federal financial aid standards mandate that students are active in the class at least once in each week, so your participation policy must reflect that minimum. Our expectation is that students will attend every class. If a student contacts you and says they will miss more than a week of classes in a 6-8 week course or up to two weeks in a full semester course, you may want to ask the student if this term is a good one in which to be taking your course. For undergraduates, it may be a good idea to give a few points for attending and participating in class. For many students, this gives students a concrete incentive to come and learn. Students often ask if they can have an “excused” class if they have a note from an employer or doctor. In these situations, you should use your discretion. If these kinds of absences become excessive, contact your program director or department chair for guidance. In general, the Provost will send you a list of undergraduate students who will be missing classes for school related activities. These students should make up their work in advance. Graduate students should work with their instructor and the program director as appropriate in the case of absence.

**Creating Rubrics:** A rubric tells the students exactly which criteria they will be evaluated on and how many points each criterion is worth. All first time teachers should develop a rubric for each assignment. As one gains experience, one may develop other approaches to grading but using a rubric is a good practice for even the most skilled instructor. See Appendix C for some examples of rubrics.

**Evaluation Plan:** In addition to the points and criteria you will use for each assignment you also need to include an evaluation plan. The plan includes all of the factors you will take into account in calculating the final grade. You can do this simply by specifying how many points each assignment is worth and the total points available in the class. For example:

Reaction papers = 50 pts (five @10 points each)  
Class participation = 24 pts (12 sessions @ 2 points each session)  
Research paper = 50 pts.  
Final exam = 20 pts.  
TOTAL = 144 pts.

See also Section Six – Grading and Evaluation Procedures.

**Part III Class Schedule:** For each class meeting and or week of on-line instruction, identify the date, the topic for the class, any reading that is due, and any assignment which are due. See the sample syllabus in Appendix B for an example.

### **PowerPoint Presentations**

If you wish to use PowerPoint presentations in your online class you should be aware that not all students will have the software to be able to see them. In addition, PowerPoint files are very large which can result in excessive download times for students, especially those with low bandwidth connections. Finally, if you place a PowerPoint presentation in your course your students will actually have a complete copy that they may alter or distribute, which may not be desirable.

In order to use a PowerPoint presentation in your online course we strongly recommend that you send the PowerPoint file to Angela Wassenmiller, E-learning and Instructional Technology Director at [Angela.Wassenmiller@cune.edu](mailto:Angela.Wassenmiller@cune.edu) ahead of time so it can be converted to a more usable form. The converted file will be only one-tenth the size, will not require that the student have any special software on their computer and will not make the presentation available for copying and alteration.

Allow 24 hours for the converted file to be returned. When the converted file is returned it will be accompanied by directions on how to add the file to your Blackboard course.

### **Copyright Guidelines**

#### **Copying for Classroom Use**

The reproduction or phonorecording of copyrighted works for classroom or teaching laboratory purposes, such as criticism, comment, teaching, scholarship, or research, is permitted, if all of the following minimum fair use standards for permissible copying are observed:

1. Multiple copies prepared for class distribution do not exceed one copy per student in the particular course.
2. The copying meets the tests of brevity described in the following guidelines:
  - (a) With respect to poetry, "brevity" is deemed to mean a complete poem if less than 250 words and if printed on not more than two pages or, if from a longer poem, an excerpt of not more than 250 words.
  - (b) With respect to prose, "brevity" is deemed to mean either a complete article, story or essay of less than 2,500 words, or 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. These limits are not violated by the completion of an unfinished line of a poem or of an unfinished prose paragraph.
  - (c) With respect to illustrations, "brevity" is deemed to mean one chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
  - (d) With respect to "special" works (i.e., certain works that combine language with illustrations, sometimes intended for children, and that fall short of 2,500 words in their entirety), "brevity" is deemed to mean an excerpt comprising not more than two of the published pages and containing not more than 10% of the words found in the text itself.
3. The copying meets the tests of spontaneity as described in the following guidelines:
  - (a) The copying is at the instance and inspiration of the individual who orders the reproductions or phonorecords to be prepared and distributed.
  - (b) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission from the owner of the copyright.
4. The copying meets the cumulative effect tests described in the following guidelines:
  - (a) The copied material will be used in only one course offered in the college in which the instructor ordering the copies holds an academic appointment.

- (b) Not more than one short poem, article, story, essay or two excerpts may be copied from works by the same author, nor more than three from the same collective work or periodical volume, during the same quarter or semester.
- (c) Not more than nine instances of such multiple copying shall be ordered for any one course during the same quarter or semester.
- (d) The limitations stated in (b) and (c) do not apply to current new periodicals and newspapers and current news sections of other periodicals.

#### **“Off-the-Air” Videotaping Guidelines**

The guidelines referenced above are as follows:

1. The guidelines were developed to apply only to off-air recording by non-profit institutions.
2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable re-transmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention, 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.)
3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated only once when instructional 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 day retention period.
4. 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.
5. A limited number of copies may be produced 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.
6. 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 purposes without authorization.
7. 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.
8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.”

For videotapes that a college or seminary desires to keep and/or show for longer than the period specified in the guidelines, the college or seminary has several options. These options are: (1) obtain the permission of the copyright holder for each individual program, (2) enter into a licensing agreement with the copyright holder or an agent of the copyright holder for the videotaping and retaining of more than one program (of course, only applicable to certain programs and copyright holders), or (3) if available, purchase a copy of the videotaped program. One or more of these solutions may be available for any programs already videotaped, so you may want to investigate all of the possibilities before erasing videotapes. However, when making inquiries about programs already taped, we advise the college or seminary to proceed cautiously.

If the videotape only will be shown by an instructor or pupils in a classroom in the course of face-to-face teaching activities, the right to show the program publicly need not be obtained. However, if the videotape

will be shown under circumstances other than those listed, the right to show the videotape “publicly” also must be obtained, by purchase or permission.

## SECTION FOUR: TIPS FOR TEACHING

### Reading Minimum

Reading is an important component of a college education. Most student learning should take place outside of the classroom. **In reading based courses, please assign undergraduates between 50-100 pages a week and graduate students at least 100 pages of reading per week.** Please make sure you list all of the required texts or articles in the syllabus. Make it clear in class how they should get the reading either by downloading it from electronic reserve or by buying the books in the bookstore.

### Motivated Reading and Accountability

The course guide should be clear as to **what reading must be done by which date. Please include ways to motivate students to do the reading**, such as by assigning participation points for referring to reading during class discussion, by having students cite reading in papers, giving an exam on the content of assigned reading, or by asking students to write reactions to the assigned reading. As sad as it is, students are unlikely to read anything that is not both required and assessed.

Link class time to reading: It is important to mention the readings in class or on-line discussions and link them to the lessons for that week. Studies show that unless faculty members explicitly explain the importance of the class reading, many students won't do it.

### First Class Meeting

Please cover the following in your first face-to-face discussion or as a part of your on-line course orientation materials/sessions.

**Course Guide:** During the first class meeting or the first week on-line, instructors should distribute the course guide and explain the course requirements, expectations, and how to contact the professor. Instructors introduce the course material, explain assignments, and begin appropriate classroom activities. It is often helpful for instructors to make a list of student names, emails, and phone numbers so that they can contact the students.

**Class Roster:** Please review your roster at the first meeting and throughout the first week of class. A class roster is available to instructors before the first class meeting. Instructors can download rosters from the Internet through the Banner System. To download your roster from Banner; see SECTION TWO - Banner System-Faculty Access to Academic Information.

Face-to-face instructors should compare their roster of students attending class with their Banner roster no later than Sunday of the first week and notify the registrar immediately if there are any discrepancies.

On-line instructors must make sure all of their students have logged in during week one and have some kind of interaction with them in the classroom. If a student has not logged on or participated, instructors should contact the registrar immediately to resolve enrollment issues.

Students who show up for class but who are not on the roster should be reminded that they need to complete their registration with help from their advisor. Otherwise, they will not receive credit for the course.

**Report Students who do not Attend:** Due to Federal Student Aid compliance requirements mandated by the federal government and potential legal ramifications for Concordia University, Nebraska, it's imperative for ALL faculty to review their rosters regularly and report any student who appears on the roster BUT does

not attend or stops attending class. Faculty should NOT wait until the term is over to report students who appear on the roster BUT do not attend.

### **Returning Papers/Exams**

**In traditional term courses, papers or exams should be returned to the student in the class within seven days after they have been submitted if at all possible.** In courses of 8 weeks or less, papers and other assignments should be graded and returned within 72 hours. Papers and exams should be marked with constructive criticism that helps the students learn. Final papers must also be returned to students within seven days after the last class meeting. Either arrange for students to pick up the papers or send them to the students.

### **Communicating with Students**

Prompt and timely communication with students is common courtesy; it is also a critical piece of Concordia's commitment to excellence in student services. Please check your Blackboard course as well as your Concordia email often—at least once each day during the weeks your course is in progress. **Concordia faculty are expected to use their official cune.edu email account to manage communication with students.**

For on-line and adult education programs, many courses run 5-8 weeks in length. While this creates many advantages for student learning, it also tends to impose heightened student expectations on faculty. In the case of most adult learners, our students work at full-time jobs. Consequently, they count on being able to complete assigned course work in the evening hours and on weekends. Unanswered questions and unclear assignments can create unnecessary anxiety and frustration.

Thus, in most cases, students should be able to count on their instructors to respond to a course-related question within 24 hours.

If you expect to be away from your computer for a few days (e.g., for a professional conference) or if you must leave unexpectedly (e.g., a family emergency), please let your class know as far ahead of time as feasible. If you will be off-line for more than 48 hours, please inform the Graduate Office also so we can find ways to meet your students' needs while you are unavailable.

### **Availability and Course Involvement**

Instructors and students are expected to meet every class time and instructors should be available for office hours or contact at the times indicated in their course guides. However, in the event an instructor cannot meet the schedule, the following action should be taken:

**Unplanned Absence:** If an instructor is sick or has a family emergency on class night, he/she should try to notify students. Usually sending an email to the address given by each student on the first night of class is effective. Information should also be posted on Blackboard. Campus instructors should also notify the campus staff so that a sign can be posted. Try to reschedule the missed class if at all possible.

**Planned Absence:** For a single planned absence, instructors can cancel class and provide outside assignments, arrange for a substitute, or reschedule the class. If more than one class will be missed the professor should find a substitute for the class.

**Late Arrival:** If an instructor cannot reach the classroom on time, it is helpful to notify on-campus staff (or the appropriate administrative assistant) so that students can be advised. If you have student contact numbers, please also try to contact your students.

## **Student Attendance**

Appendix E (*Class Attendance Policy 2.320* and *Recording Student Attendance*) outlines Concordia's policies regarding faculty's attendance-taking responsibility. In brief, in every classroom—electronic or face-to-face—Concordia expects instructors closely to track and accurately to record students' attendance.

If you teach asynchronous, online courses, “class attendance” obviously means something different than in classes taught face-to-face at a specific time and place. As you think about what it means for your class, keep in mind that Blackboard includes a feature that makes it possible to track and date student “hits” on various pages of your course website.

Students are expected to attend all classes for which they are registered. Students are directly responsible to the instructor for their attendance. By mandate of the Regents, faculty must take attendance and keep accurate attendance records. Many of our students receive federally funded loans and other forms of student aid and for this reason the federal government requires us to track student attendance.

If you conduct class activities online at which you require attendance (e.g., “chats” on Blackboard), please read Appendix E (*Class Attendance Policy 2.320*). Note that this policy applies, only in part, only to undergraduates; for example, the Dean of Students will not notify graduate faculty concerning excused absences for graduate students' campus activities or personal health reasons.

In addition, Concordia University, Nebraska is concerned with retaining students and in doing all we can to help them persist to graduation. For this reason, if students registered for your class do not participate in class activities as your course begins, or if a student starts to participate and then without warning stops, please take the following steps:

- Make a concerted effort to contact the student to find out what has happened and to offer help.
- If you cannot reach the student or if your communication efforts do not successfully re-establish the student's class participation, contact the student's advisor immediately—the advisor will usually be the director of the student's program in DCP or graduate. Undergraduate advisors are listed in Banner under student information.
- If you and the student's advisor, working together, cannot resolve the issue, contact the Provost or Associate Provost for direction as soon as is reasonably possible. Immediate communication is essential, especially in working with students enrolled in “intensive” class formats. Proactive intervention can often make the difference between keeping and losing a student.

## SECTION FIVE: CAMPUS INFORMATION AND RESOURCES

### Library

Link Library, is located on the northwest corner of our Seward Campus. Through the library, you have access to extensive digital resources such as full text journal articles, multimedia resources, and electronic reserves as well as hard copies of some journals and many books. Link Library has a consortium relationship with many other Nebraska college and university libraries. If you are in a Nebraska location other than Seward, please contact the Link Library to find a library in your area.

When off-campus, the preferred method to access these resources is **[BK note: Phil will send info for this section]**

**Librarians:** The librarians can be very helpful in teaching you how to find reading for your classes, either through books or electronic journal articles. Whether a residential or an online instructor, please do not hesitate to contact **[Insert Library Information here.]** The library is open **[insert hours.]** The staff is there to help and can provide one-on-one guidance and assistance.

#### Databases –Access to Articles

The library subscribes to many databases including LexisNexis, Communication and Mass Media Complete, **[insert one or two other examples—maybe one in education and another in family studies.]**

#### Videos and Films

**[Insert info regarding Videos on Demand]**

#### Interlibrary Loan

Material needed but not owned by Concordia University, Nebraska can be requested via our Interlibrary Loan service. Request can be submitted electronically at **[insert information here].**

### Bookstore

**Books:** If you require to students to read all or most of a book you will need to order them through the bookstore eight weeks before the term begins for undergraduate courses and six weeks before the start of graduate courses. Our bookstore will work with students to get access to the required booklists and order the books before the semester or term begins. **[BK note: good to add something regarding new regulations requires textbook information be posted online prior to start of class.]**

The bookstore is located online and on campus in the lower level of the Janzow campus center. To contact the bookstore manager with questions or requests go to the [www.cunebookstore.com](http://www.cunebookstore.com) webpage and click on the email link in the center column. You will also find a link to the bookstore web site on the Home tab in Concordia's connectCUNE portal. The bookstore staff will respond to you as quickly as possible.

### Room/AV Needs

Rooms are scheduled early and listed with your course information in Banner. If you have general room needs for your class (such as seminar seating) please notify the program director or your department chair when your class is scheduled. If you have particular instructional technology needs such as an overhead projector on a specific night, please notify the Instructional Technology Center on the Seward Campus at [ITC@cune.edu](mailto:ITC@cune.edu). On the Lincoln campus, contact Bev Schluckebier, Administrative Assistant at [Bev.Schluckebier@cune.edu](mailto:Bev.Schluckebier@cune.edu)



Do not switch classrooms without permission from the administrative assistant for your program or department. When you are finished with a room, please return the room to its original configuration and as tidy or tidier than you found it.

### **Kitchen/Mailbox Room/Duplication**

**Seward Campus:** A sink, microwave, and a refrigerator/freezer are available for faculty use on the second floor of the Thom Leadership Education Center in the small room next to the elevator. Faculty mailboxes and copy machines are located in each academic building. Copier codes are obtained from an instructor's department chair or program director. Your mailbox will generally be located in the building which houses your department, but there are some exceptions so please check with your department chair or program director. Please check your faculty mailbox each day/night before you teach.

#### **Department = Building**

Art Dept .....	Brommer Hall
Business .....	Jesse Hall
Computer Science .....	Science Building
Education.....	Thom Leadership Education Center
English, Comm & Theatre.....	Jesse Hall
Health & Human Performance.....	Health & Human Performance Activity Center
Math.....	Jesse Hall
Music .....	Music Building
Natural Science .....	Science Building
Social Science .....	Jesse Hall
Theology.....	Jesse Hall

**Lincoln Campus:** A copy machine, refrigerator and sink are located in the main office copy room.

Other sites may or may not have these facilities. Please talk to your program director if you have special needs in these areas.

### **Salary Payment Schedule**

After a class concludes, instructors are expected to submit all grades within five working days. When all grades have been received, the payment requisition process begins. Depending upon the time of the month in which this happens, you should receive payment within four to six weeks after you submit your grades. Ordinarily, faculty are paid electronically, through automatic deposit. As part of the new faculty orientation process, adjunct instructors should receive forms authorizing this. Contact Concordia's Human Resources office for further details regarding automatic deposit.

If you have not received payment within six weeks, please contact the HR Office to inquire about possible causes for the delay.

See also **Grading** and **Incomplete Work** in this document for further details.

### **Inclement Weather or Emergencies**

In inclement weather, check your e-mail, Blackboard, and the Concordia website ([www.cune.edu](http://www.cune.edu)) for information. You may utilize Blackboard to make-up course time, so please use Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow posted instructions, ensure you are in a safe location, and, after you are in a safe location, account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (<http://connectcune.cune.edu>).

## **Parking and Directions to Campuses**

### **Driving Directions**

#### **Seward Campus:**

**From I-80:** Take the Seward exit. Go north on Hwy. 15, 6 miles to the first stop light and turn right. Turn left at Columbia Avenue.

**From U.S. 34:** Turn north on Columbia Avenue.

**From Hwy. 15 North:** Proceed south on Hwy. 15 to Hillcrest Avenue and turn left at the Concordia sign. Turn right at Columbia Avenue.

#### **Lincoln Campus:**

From I-80: Take Hwy. 34 exit West to Fallbrook Blvd.

For campus map see website: <http://www.cune.edu/about/maps/>

## **University Photography and Video Policy**

Concordia University, Nebraska reserves the right to photograph and/or videotape students, faculty, staff and guests while on university property, during university-sponsored events or during activities where they are representing the university. These images and audio may be used in the student yearbook or by Concordia for promotional purposes, including use in university magazines, newspapers, press releases, booklets, brochures, pamphlets, newsletters, advertisements, the university website and associated sites, and other news or promotional materials.

## SECTION SIX: GRADING AND EVALUATION PROCEDURES

### Grading

We expect all instructors to explain to students clearly and in writing the criteria by which grades will be determined. This explanation should always be included in the course outline. In addition, Blackboard makes it relatively easy to repeat the information when specific assignments are given. Please take advantage of this option.

Final grades should be submitted using Banner Self-Service. Access the Banner Self-Service channel on the Faculty tab in the connectCUNE portal, then select the Banner Self-Service link, then Faculty & Advisors, then Final Grades. Final grades must be submitted within five days after the class concludes.

See also **Section Two: Username and Password, Banner System, and Blackboard** and **Section Six: Calculating and Submitting Grades – Incompletes** in this document for further details.

**Note:** University policy mandates that adjunct instructors are paid for a given course only after all grades for that course are submitted. See **Section Five: Salary Payment Schedule** in this document for more details.

### Calculating and Submitting Grades

**Grading Papers.** We recommend a blind grading process. One simple way to do this is to pull back the coversheet on all of the papers before you begin grading. Completely grade and mark up the paper and then fill out the rubric without looking at the names. Only record the grade for the specific student after all of the papers are marked and evaluated.

**How to Calculate Grades:** To calculate the grade you simply add up the total points for each student and figure out what percent they earned out of the total points available for the class. For example, if Sally received 97 points out of 118 that would equal 82%. Using the standard scale (see below) that would equal a B-. Note the semester totals do not need to equal 100.

The general grading scale is as follows and may be used as a guideline. It is helpful to students to add this to your course guide.

A	94 - 100%
A-	90 - 93%
B+	88 – 89%
B	84 – 87%
B-	80 – 83%
C+	78 – 79%
C	74 – 77%
C-	70 – 73%
D+	68 – 69%
D	64 – 67%
D-	60 – 63%
F	59% and below

**Final Grades:** Grades should be based on criteria directly related to academic performance in a specific course. Each instructor assigns grades according to her/his own system, which may take into consideration criteria such as exam scores, attendance, class participation, and writing quality. It is important that grading

criteria be clearly stated on the syllabus. Grades should be based on clearly stated course expectations and should reflect the instructor's considered academic judgment.

**Grading Distributions:** While not every class is going to have a perfectly normal distribution, **not all students should have A grades.** We expect some students to get a C or lower. This is necessary when the work is very poor or if they have weak writing skills. We have also found that when students have been passed along from class to class without good performance they graduate unprepared for jobs or graduate work. **It is not fair to the good students if everyone gets a good grade regardless of performance.**

**Incompletes:** Students who have an acceptable reason (e.g., a medical emergency or death in the family) for failing to take the final examination or completing other requirements for the course may be given an Incomplete. Please make sure the student clearly understands the deadline (see below) for resolving the incomplete. When the work is completed you will need to submit a grade change form. Contact the program director or Registrar's Office to get this form.

**Undergraduate Deadline:** The "I" must be completed within 4 weeks after the beginning of the next semester/term or it automatically reverts to an "F."

**Graduate Deadline:** Ordinarily, incomplete work must be finished and the grade changed to a letter grade by the instructor within 30 calendar days after the course ends.

See **Appendix E "Incompletes Policy G-2.385"** in this document for more details.

**Audit (AU):** The code "AU" on Grade Roster is assigned by the Registrar's Office. Instructors do not write in "AU" in the Grade Roster.

**Withdrawal (WD):** The code "W" on the Registrar's Grade Roster form indicates that a student officially withdrew from the course. An instructor cannot write in "W" on the Grade Roster; or cross out the "W" and add a grade. The "W" is assigned only by the Registrar's Office. Students not attending, but not withdrawn officially, receive an "F" for the course with the date of last attendance noted **(RG Note to check this. The box is in banner but I don't think we actually use it. If we don't, we need to explain that here as well.)**

#### **Submission of Grades:**

- The Registrar's office accepts accept grades only through Banner.
- Click the "Final Grades" link. It may not be available until near the end of the term.
- Select the appropriate term and "submit." The courses which you are assigned will be in the drop-down box.
- Select one of your courses and "submit CRN."
- Each of the students in your section who is still enrolled will have a drop down box with grade choices.
- Click on the little arrow and select the appropriate grade for the student by clicking on the grade. Use the drag bar, your mouse wheel, or type the letter grade to enter grades.
- Click on the next student and repeat all the way down the list.
- Skip the "Attend. Hours" column.
- If you know the last attendance date for a withdrawn student, go ahead and enter it. Leave that field blank for all the students still registered.
- If the section is too big to fit on one page, click the link to the rest of the students.
- When you have entered all students' grades, go to the bottom of the page and click "submit grades." Be careful with the "reset" button, it does just what it says. You will lose all your work.

Here are some hints and advice:

- Note the 40-minute warning. If it takes you longer than 40 minutes to enter all your grades, just submit more frequently.
- Check, and double check, your typing. **Note: If you have a wheel mouse, it's easy to change grades unintentionally.**
- You may only be able to change the grades during the day you enter them. Grades are "rolled" to history frequently, possibly each day. The grade page will tell you if it has been rolled or not—the "No" will change to "Yes." If they are in history, grades cannot be changed electronically. (See **Grade Change** in this document for further details.)

- Withdrawn and Audit students will not allow you to submit a grade on Banner.
- If your class is one graded P/F, enter either a P or an F.
- If you give a student extra time to complete an assignment, do not hold all of the grades. Give the student an I and submit the rest of the grades, then file an incomplete form with the registrar.

## **Academic Misconduct Policy**

[JMR: Check this against policies as well.]

**If you have evidence that a student has engaged in academic misconduct you must notify the program director or department chair and the university.**

Except with permission from the Provost the name of any student under investigation or who has been penalized for academic misconduct should not be disclosed except to those involved in the investigation.

Academic misconduct includes but is not limited to: cheating, fabrication, and plagiarism, and lying.

**Plagiarism:** When students use the work, research, ideas, or words of any other person or source without proper citation or credit, including: submitting the same or similar work of a classmate, paraphrasing someone else's idea without attributing, quoting without using quotation marks and citing the source, taking information from the internet without quoting or citing sources.

**Cheating:** Cheating includes but is not limited to: using unauthorized materials such as notes, books, or electronic devices during an exam, consultation during a restroom break, unauthorized collaboration during a take-home exam, discussion of exam content during exam, copying answers from another student, studying from an old exam that was not allowed to be circulated.

**Fabrication:** Fabrication includes but is not limited to: citation of nonexistent sources, attributing an idea to a source that is not in the source, invention of data.

**Lying:** Lying includes but is not limited to: requests for special consideration from the instructor based on false information, fabrication of a medical or other emergency as an excuse for needing more time to work on an assignment or for missing an exam, claiming falsely to have completed and/or turned in an assignment, and falsely reporting an ethics violation by another student.

**SafeAssign:** *SafeAssign* is a software program integrated into Blackboard that checks student papers for possible plagiarism by looking for matches between student papers, the web, some web-based databases, and other student papers. *SafeAssign* does not determine if plagiarism has occurred but does act as a deterrent by highlighting "matches" between student papers and existing documents thus making it easier for faculty to determine if plagiarism is present.

The computer program *SafeAssign* is available for faculty to use and the university recommends using it. It is likely that *SafeAssign* is an effective deterrent to plagiarism. If you need assistance with this tool contact Angela Wassenmiller, E-learning and Instructional Technology, Director at [Angela.Wassenmiller@cune.edu](mailto:Angela.Wassenmiller@cune.edu)

However, faculty should be aware that *SafeAssign* is not a comprehensive tool and that they still need to look for plagiarism and fabrication. *SafeAssign* cannot detect *ideas* (as opposed to words) taken from a source, and it can miss extensive paraphrase. It only checks papers against some subscription-based databases and it cannot identify plagiarism from textbooks that are not available online or papers purchased from term-paper mills. It fails to detect online material such as Internet discussion groups/list serves; online encyclopedias; or translated texts.

**All faculty members should tell the students on the first day of class and in the syllabus if they will be using *SafeAssign*.**

If a student feels strongly that they can not stay in a class in which they are required to turn in papers through *SafeAssign* they must notify the faculty member immediately after the first class meeting and write a formal letter to be reviewed by the program director and Provost's Office no later than the second class meeting. The letter should state:

- a. Their reasons for not wanting to use *SafeAssign*.
- b. An explanation of what plagiarism is.
- c. An explanation of the difference between plagiarism and paraphrasing.
- d. Measures they plan to take to make sure they do not inadvertently plagiarize
- e. A statement saying they understand Concordia University, Nebraska's policies regarding academic dishonesty and plagiarism.

## **Grade Change**

After a grade has been entered into the Banner Self-Service system and uploaded by the Registrar into the historical archive, it cannot be changed electronically. If you find you have made an error in computing a student's grade, please contact your program director or the Registrar's Office for the appropriate Change of Grade form. You will need to fill it out, sign it, and return it to the Registrar's Office.

Only the course instructor can change a grade. Students may appeal the grade an instructor gives. See **Appendix E—Student Appeals G-2.400** in this document for more details.

## **Grievances**

When human beings work together, disputes will sometimes arise. In general, Concordia encourages faculty and staff to talk to the individual with whom there is a concern first and try to work it out. If you have a concern that you believe cannot be resolved in this way, please contact the Human Resources department for assistance. [JMR: What are these exactly?]

## **Instructor/Course Evaluations by Students**

[JMR: Check all of this against policy.]

Instructors and course contents are evaluated at the end of each course by students. Each program and each department have specific expectations for the end of the semester evaluation but all courses should have a procedure and it should be a part of the course. While some departments still do paper and pencil evaluations, an online process is generally preferred. If at all possible, instructors should not collect their own paper and pencil measures. Talk to your program director or department chair about options.

Professors may also want to consider doing **mid-semester evaluations**. These are usually informal requests for feedback. For example, the professor may want to ask students to anonymously write down two things they like about the class and two things they would like changed or do a more structured approach similar to an end of the year evaluation. (See Appendix D for a sample course evaluation.)

## **Faculty Mentoring and Formative Evaluation**

We want to provide the highest quality academic experience possible for our students. In addition, we continually look for ways to improve the quality of programs. For this reason, a dean, a department chair or a program director will usually visit one or more classes taught by each new instructor, whether face-to-face or online. We consider formative evaluations as part of our responsibility to you as a valued and valuable member of our faculty.

If you teach online, these observation(s) will take place through periodic visits usually timed throughout the early and mid part of your course. Before the visit(s), the dean, department chair or director will arrange with you a convenient time for the observation(s). Together, you will agree as to foci which will make the observation as helpful as possible (e.g., student responses, instructional approaches, course organization).

After the visit, the program director or department chair will schedule a conversation with you to discuss it. Following that discussion, you will receive a written summary. If you do not receive this summary in a timely way, please contact the program director or department chair to ask for it.

We intend that formative observations provide new instructors and those new to online instruction with the support they need to continue growing in their online instructional skills. Further, the visit is intended to open the door for professional, mutually beneficial discussions between instructors, program directors, department chairs, deans and others which we hope will continue throughout each instructor's association with the university.

## **SECTION SEVEN: ADDITIONAL INFORMATION**

### **Professional Ethics**

Concordia University, Nebraska anticipates that all our faculty, whether full-time or adjunct will adhere to the highest standards of conduct and behave as role models to our students.

- Professors will attend all assigned classes with prepared materials and content.
- Will conduct a fair evaluation of students, equally applied to all.
- Will not promote outside entrepreneurial activities in the classroom.
- Will attend faculty development sessions and meetings as required.
- Will avoid behavior that may be interpreted as discriminatory against any group or segment of the population.
- Will not discuss individual students and their problems outside the professional structure of the institution.
- Will maintain office hours and/or appointments with students.
- Will avoid social encounters with students which might suggest misuse of power.
- Will use the CUNE email system and their CUNE account for correspondence with students, staff, and faculty members.
- Will complete all reports as requested by Concordia personnel.
- Will comply with all applicable policies and procedures of Concordia University as found in this handbook, the Faculty Personnel Handbook, and the Academic Policies Handbook (see connectCUNE portal for these handbooks).
- Will not engage in conduct unbecoming of a Christian and will treat with respect the doctrinal positions of the Lutheran Church-Missouri Synod.

### **Independent Studies**

A student may contact you to do an independent study. An independent study is a one-on-one project that a student proposes to complete within a single semester with a specific professor. Independent studies usually involve reading, meeting with the student one-on-one for discussion and questions, and a significant writing project(s). In some rare cases specific applied activities may be part of the independent study. The project must include work equivalent to a full-undergraduate semester or graduate-level course.

If you agree to supervise an independent study, plan to meet with the student before the semester begins and discuss the topic and the work expected by the student. Come to a specific agreement about what written work and reading will be completed and the date by which the work will be completed and when and where meetings will occur. The student should write up the agreement and then you will need to attach it to the independent study form/request which the student initiates through his or her advisor. Once the agreement is signed by the student and instructor it must be approved by the student's advisor (undergraduate), the program director or department chair, and the Provost Office before the student can register.



## **Academic Advising**

All students are assigned an academic advisor. The name of the advisor is available in Banner under student information (insert cross reference). For undergraduates, in most cases, the first year this is one of our freshman advisors. After the first year, this is most often a professor in one's major field. For most graduate students, this is the Program Director for the area of study in which the student is involved (e.g., students enrolled in the Master's in Early Childhood program are advised by the Program Director for Early Childhood). If students ask questions related to academic advising, please refer them to their advisors. If you can't locate an advisor, please contact either the undergraduate or graduate registrar.

## **Counseling Referrals**

If a student confides in you that they have personal issues that may require professional help, or if a student's work is suffering and you suspect professional help may be needed please refer them for free counseling. Short term counseling and psychological assessments are available to students free of charge through Concordia University, Nebraska's Counseling Office at (402) 643-7398.

## **Family Educational Rights and Privacy Act (FERPA) (Student Privacy)**

To avoid violations of FERPA rules, please do not:

- Post grades.
- Require social security numbers on submitted materials or link a student's name and SSN in any public manner.
- Use full or partial SSN's for grade postings.
- Leave graded tests in a stack for students to pick up by sorting through the papers of all students.
- Circulate a printed class list with names and social security numbers or grades as an attendance roster.
- Discuss the progress of any student with anyone other than the student (including parents) without the written consent of the student.
- Provide lists of students enrolled in your classes to any third party for any commercial purpose.
- Provide student schedules or assist anyone other than University employees in finding a student on campus.

Acceptable methods of returning graded examinations and papers:

- Pass it to the student grade side down.
- Ask students to submit a pre-addressed and stamped envelope to return exams/papers.
- Leave papers at the front desk for students to pick up.
- If you must post grades, use code words or randomly assigned numbers known only by you and the individual student. The order should not be alphabetical.

See also **Appendix G "FERPA guide for faculty & staff"** of this document.

## **Sexual Harassment**

Concordia University, Nebraska's policy of providing equal opportunity to faculty, students, and staff insists that present and prospective members of the University community be judged solely on criteria relating to credentials and academic or job performance. Sexual harassment is inimical to an appropriate working and learning environment and will not be tolerated.

Sexual favors may not be required either explicitly or implicitly as a term or condition of an individual's academic progress or employment. Sexual conduct or conduct with sexual overtones which has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or which creates an intimidating, hostile, or offensive learning or working environment is prohibited.

The University will promptly investigate complaints of sexual harassment and, when necessary, will institute disciplinary proceedings against the offending individual. **[JMR: See policy....]**

### **Faculty Meetings**

Periodically adjunct instructors will be asked to participate in professional development workshops, training sessions and assessment related meetings. In these cases, adjunct instructors are asked to make every reasonable effort to attend. On-line instructors may not always be able to attend these sessions but can work with program directors and department chairs to call in to meetings or attend via video conferencing. Adjunct instructors are not required to attend faculty and department meetings, but are welcome to participate in these functions. On matters of business, most adjunct faculty do not have a vote, but their input and comment is considered an important part of what we do. Adjunct faculty are professionals and their expertise is valued and welcomed.

### **Computer Requirements**

To function effectively as an online instructor, we recommend that:

- You are running a recent version of your operating system (Windows XP, Vista or Mac OS 10) and that you have installed all recent updates.
- You are running the latest version of whichever web browser you are using (e.g., Internet Explorer, Firefox) and that you have installed all recent updates. You may use the "Check Browser" utility in Blackboard (available from the home page tool bar) to determine which specific browsers are compatible with Blackboard.
- You invest in a broadband Internet connection (e.g., DSL, Cable modem). While a 56 Kbs connection might be barely adequate for students in some courses, instructors will likely find such a connection frustrating and unduly time-consuming.

See also **Section Two: Microsoft Office** and **Blackboard** in this document for further details.

### **Hiring**

If you have taught for us in the past and would like to do so again, please notify the department chair or program director about your interest in returning. Preference in hiring is usually given to instructors who have taught a particular class previously and have received high evaluations.

### **Checklist to Prepare for Teaching**

1. \_\_\_\_ Accept your contract via the Concordia University, Nebraska Banner system. This is your contract.
2. \_\_\_\_ Complete the I-9 employment eligibility verification form in person with a Concordia University, Nebraska representative and with appropriate identification.

3. \_\_\_\_ Complete paperwork required by the Human Resources office.
4. \_\_\_\_ Submit your course guide to the program director or department chair for review. This should happen no later than one month before the semester begins. Revise as needed.
5. \_\_\_\_ Once you have revised your course guide, send a final copy to the program director and/or the department chair for your area.
6. \_\_\_\_ Order your books for your class. Book orders should be placed directly with the bookstore:  
Undergraduate course: eight weeks before the term begins.  
Graduate course: six weeks prior to the course start date.
7. \_\_\_\_ Request special equipment or rooms as needed.

## **Appendix A: Academic Responsibility and Freedom**

### **A Statement of Academic Responsibility**

Faculty members at Concordia University, Seward, Nebraska, pledge themselves to conduct their teaching and research in the light of the fact that Concordia is owned and operated by The Lutheran Church—Missouri Synod, a church body founded on Holy Scripture and committed to the definition of Christian truth in the three ecumenical creeds of the Christian Church, i.e., the Apostles', the Nicene, and the Athanasian Creeds, and also in the various Lutheran confessions of the Faith, i.e., the Book of Concord.

While faculty members who are not members of the Synod will never be asked to compromise their personal integrity in religious matters, nevertheless, such faculty members pledge themselves not to teach or work in such a way as to call into question the integrity of the university's theological position. Furthermore, the faculty members pledge themselves to conduct their work so that faculty relationships with colleagues, students, and staff are characterized by Christian love and concern.

### **Limitation of Academic Freedom**

Faculty members are pledged to the Scriptures as the inspired and inerrant Word of God and to the Lutheran Confessions. They are expected to honor, to uphold and to teach in accordance with synodically adopted doctrinal statements which express the convictions of the fathers and brethren with whom all members of the Synod are united in their obedience to the Scriptures and the Confessions.

Faculty members are encouraged to study the synodically adopted doctrinal statements as well as the Scriptures and the Confessions. Should they judge the synodically adopted doctrinal statements to be out of harmony with the Scriptures and the Confessions, they are to test their findings and opinions with their peer group, namely, the faculty and the Board of Regents of the institution of which they are a part, and then to present them to the Commission on Theology and Church Relations before bringing them to the Synod itself. Meanwhile they are to refrain in brotherly love from disseminating such dissident findings as doctrinal opinions in the classroom and/or among the students, as well as in other situations and places that will cause confusion and offense in the church.

Examples of pertinent synodical statements are in Handbook section 1.9; Resolution 3-17 of the 1962 Convention; Resolution 2-08 of 1965; Resolution 2-04 of 1967; Resolution 2-27 of 1969; Resolution 2-21 of 1971; Resolution 2-12 of 1973; and Resolution 3-01 of 1973.

## Appendix B: Sample Course Guide Including General Program and Course Information Section

### Gerontology 414 Programs, Policies and Services

Instructors: Renea Gernant, Ph.D. and Kristy Plander, M.B.A.

Contact Information: Renea.Gernant@cune.edu or 402-643-1113 (m)/402-643-7305

Course Description [From the Catalog]:

#### **Gero 414 – Aging Policy, Programs & Services (PPS)**

This course surveys contemporary policies, programs and services for an aging population. The course requires that students engage in policy review and analysis. Course includes basics of reading and using gerontological research.

**Learning Objectives** {From the Official Syllabus}:

1. Identify, analyze or compare issues in aging policy and health care. Students will engage in analysis of specific issues and identify and assess community agencies, resources and needs related to these issues.
2. Understand the networks in and the historical evolvement of the U.S. health and aging policy.
3. Analyze issues in long-term care, social welfare and other aging policies.
4. Summarize competing agendas for health care reform.

#### **Text Resources:**

Gelfand, D. (2006) The Aging Network: Programs and Services. New York: Springer Publishing.

Chambers, D. & Wedel, K. (2009) Social Policy and Social Programs: A Method for the Practical Public Policy Analyst. Boston: Allyn and Bacon.

#### **Supplemental References & Readings:**

You may be assigned additional readings for the course. Many of these will be provided as links in Blackboard. Go to the last icon in the left toolbar to see weblinks. You will see 10 items at a time. If you go to the bottom corner of Blackboard, click on the arrow and a dropdown menu will show you the next entries. Click on those followed by the arrow and you can access the next items. (This procedure works with the discussion boards as well.)

These additional resources may provide assistance in completing your work for this course. Please copy and paste any web links listed below into your browser to view the websites.

Administration on Aging

[www.aoa.gov](http://www.aoa.gov)

American Hospital Association

[www.aha.org](http://www.aha.org)

Centers for Medicare and Medicaid Services

[www.cms.gov](http://www.cms.gov)

Center for Responsive Politics

[www.opensecrets.org](http://www.opensecrets.org)

U.S. Public Health Service

[www.usphs.gov](http://www.usphs.gov)

World Health Organization

[www.who.int](http://www.who.int)

## **General Course Policies and Procedures**

### **Course Workload:**

In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, credit hours are amassed in a course through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, assigned videos, and other activities. No matter the length of the course meeting time in weeks or the amount of face-to-face instruction in the course, students can expect to devote between 120-144 hours for each 3-credit course.

### **Course Participation:**

Federal Financial Aid regulations, which Concordia observes for all students, require that students regularly participate in courses in which they are enrolled. All students must log into the course management system (Blackboard) or participate in a face-to-face session weekly in order to avoid being tagged as a non-participant. Students must use the Concordia Blackboard and e-mail messaging systems to contact instructors and advisors. Students who are unable to participate regularly in their course for any reason should contact their instructor and their advisor. Students who intend to withdraw from a course or a program should notify their instructor and advisor.

### **Academic Integrity:**

At Concordia University Nebraska, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility, and respect. As a student, you are required to demonstrate these values in all of the work you do. Participating in a behavior that violates academic integrity (e.g., plagiarism, unauthorized collaboration, multiple submissions, cheating on examinations, or fabricating information) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment or examination, receiving a failing grade for the course, and/or being suspended from the university.

### **ADA and Special Needs:**

Students with a documented disability, who need reasonable accommodations, should contact ADA & Academic Support located in Link Library to arrange an appointment to discuss their individual needs. Students are also encouraged to notify their instructors immediately about any disability-related academic needs they may have. To contact the ADA & Academic Support Director, Patrick Hargon, please call 402-643-7377 or 800-535-5494 ext. 7377 or e-mail Patrick.Hargon@cune.edu.

### **Emergency Information:**

In inclement weather, check your e-mail, Blackboard, and the Concordia website ([www.cune.edu](http://www.cune.edu)) for information. Your instructor may utilize Blackboard to make-up course time, so please check Blackboard if a class is cancelled. In the event of an emergency while you are in a face-to-face class, follow the instructions of your instructor, ensure you are in a safe location, and, after you are in a safe location, check in with your instructor before leaving so that he or she can account for all students. Also, if you have not already done so, please update emergency contact information in "Banner Self-Service" on the connectCUNE portal (<http://connectcune.cune.edu>).

## **Course Specific Information**

### **Course Format:**

This class will be conducted as an online seminar course with students using the discussion board to respond to material read and raise questions. You will need to read the material for the week before class so you can discuss knowledgeably. Discussion will also focus on relating these concepts to your own lives, those around you and current practices, policies and institutions. You will be asked to do some outside readings and research. As you come across materials that may be of interest to others, please share. In addition, if you know of a speaker, articles, or part of a video that might be a good example of a concept or topic, please share that with your peers and with the instructor.

**Course Requirements:**

You are responsible for any information assigned or presented for this on-line class including readings, discussions, comments, and presentation of reports based on the following:

1. **Introduction to Peers – Week One, Day Three** (10 pts total)
2. **Discussion Board - Weeks One through Six** (150 pts total)
  - 6 discussion board comment sets with
  - 4 comment threads about the reflections of others weekly (25 pts per week)
3. **Current Policies/Issues Analyses - Week Two and Week Four** (40 pts)
  - 2 current policies/issues reports (10 pts each)
  - 4 comment threads to the articles of others in the class (5 pts each)
4. **Resources Portfolio (ISSUES)/Policy Analyses (PPS) – Week Seven** (100 pts for Graduates; 80 points for Undergraduates)
  - 1 report (40 pts major or 10 pts each mini)
  - 4 comment threads to the reports of others (5 pts each)
5. **Graduate Study Papers/Presentations – Week Eight**
  - GRAD: 1 graduate study paper (100 points)
  - UNDERGRADUATES: 4 comment threads for graduate papers

Total points possible: 300 pts undergraduate / 400 pts. graduate

**Grading System:**Grade/Percentages/Points

A =	93-100%	279-300 Undergraduates	372-400 Graduates	
A-=	90-92%	270-278		360-371
B+=	87-89%	261-269		348-359
B =	83-86%	249-260		332-347
B-=	80-82%	240-248		320-331
C+=	77-79%	231-239		308-319
C =	73-78%	219-230		292-307
C-=	70-72%	210-218		280-291
D+=	67-69%	201-209		268-279
D =	63-66%	189-200		252-267
D-=	60-62%	180-188		240-251
F =	0-59%%	000-179	000-239	

**Grading Procedures:**

You will complete many writing assignments so using correct spelling and grammar is necessary for communicating your thoughts. For papers and formal assignments, use your spell check, dictionary, and proofread your papers. Points will be deducted for multiple errors. With the exception of the introduction, all assignments will be due on a Saturday with comment threads required by the following Wednesday. Assignments will be submitted on the due date or a grade of a zero (0) will be assigned for all late assignments. Grades and announcements will be noted on Blackboard. Let me know if you have questions or are having difficulty following class discussion, understanding assignments, readings, or the syllabus. You are responsible for contacting me for clarification, which means planning. All assignments will be typed and graded on **Format, Content, and Writing Style** in which a *Work-place Based* method will be used to grade assignments.

☐ **Format:** overall appearance of document: margins, font style, print quality...

- ☐ **Content:** quality and quantity of written work...
- ☐ **Writing Style:** grammar, spelling, sentence structure, punctuation, documentation...

*Workplace-Based Method (rubric below):*

- A=** your supervisor would gladly send this message with no edits. This document would make you stand out among other employees.
- B=** your supervisor would send this message with minor edits: document has a few grammatical, mechanical, and/or format errors.
- C=** this document contains several grammatical, mechanical, and/or format errors. It needs major editing before it could be sent.
- D=** this document shows some understanding of the assignment, but it must be completely rewritten before your supervisor would send it.
- F=** this document does not show an understanding of the assignment. It would put your job in serious jeopardy.

### **COURSE ASSIGNMENTS:**

Each week you will have a folder on Blackboard that contains a document detailing the activities you have for the week and assignments coming due. The document will identify any additional readings, web sources or videos you are to use and tell you how to access those materials. The folder will contain links to additional resources.

#### **Introduction to Peers (10 pts - Due Week One/Day Three)**

Using the discussion board, please write a short life history for the class. Include things important for your peers in order for them to understand who you are, your communication style, your values and special expertise, experience or concerns that relate to the course or the topics of the course.

#### **Discussion Board Comment Sets (150 pts – Due Thursdays/Sundays at Midnight)**

You will complete 6 classroom discussion board comment sets with 4 comment threads about the reflections of others weekly (25 pts per week). Discussion will play a vital role in the learning process of this on-line seminar. Questions will be posted each week on Blackboard that will require your thoughtful responses to the videos, activities and readings. Post your weekly discussion board comment sets (20 pts. each) to the Discussion Board each week by Thursday at midnight (i.e., If Week 1 begins on May 30 postings are due on or before June 3, 2010 at midnight CST.) Respond to at least four fellow students by Sunday at midnight the following week, CST.

#### **How to Complete Discussion Sets**

- a. Write down comments that come to mind about what you are reading.
- b. Pick four comments/thoughts that will lend themselves for reflection and discussion. While you may connect to previous readings and should, the focus must remain on the current topic.
- c. Reflect and respond on what you pulled out of the readings. You may connect your response/reflections to real world experience, but frame them within the context of the reading. You may ask questions, but you must also reflect on why you ask particular questions and propose how you might respond to them.
- d. Cite the context of your discussion by indicating the book and page number(s) so that your peers may know and locate your source. Use the APA guidelines to cite your sources (i.e. Gernant, 2008, p. 177-178).
- e. I recommend that you type up your responses in Word or other word processing software then and paste responses into the discussion board box although you may attach larger documents to discussion boards or in the assignment drop box as appropriate. If you choose to prepare your answer in Blackboard itself, remember that Blackboard will time out after 40 minutes. If you write for more than that amount of time without saving or copying the material you may lose your work.



- f. Respond to readings each week and post comment threads to at least four of your peers.
- g. Your personal responses should be a minimum of 500 words. Your responses to others should be a minimum of 200 words.

### **Current Policies/Issues Analyses - Week Two and Week Four (40 pts)**

You will complete 2 current policies/issues reports (10 pts each) and 4 comment threads to the articles of others in the class (5 pts each).

Locate one news article in both Week Two and Week Four. The articles should be related to the programs and services topics assigned for the week. The responses are due on the Wednesday of Week Two and Week Four. Post an on-line link to the article OR scan and attach the article to your post. Write a SHORT summary of the article, indicate why it is significant to the topics for the week, and questions you had about the article and about which you would like peer feedback. Include citation information on your discussion board. Post your peer responses by the following Saturday at midnight.

### **Resources Portfolio (ISSUES)/Policy Analyses (PPS) – Week Seven**

You will complete 1 report (80 and 60 pts each, respective of class level) and 4 comment threads to the reports of others (5 pts each). I will post the assignment specifics as assignment sheets on or before the first Monday of class.

Students in PPS will be conducting a policy analysis similar to the one located in the last chapter of the Social Policies and Social Programs Text. Topics for those analyses will be assigned in the detailed assignment sheet.

### **Graduate Study Papers/Presentations – Week Eight**

Graduate students will complete one study paper with questions to which your classmates will respond. The assignment and discussion will be 100 points for graduates. Undergraduates will have 4 comment threads for graduate papers that give them 20 additional points. I will post the assignment specifics as assignment sheets on or before the first Monday of class. In general, your study paper will supplement the course by detailing issues and policies impacting non-government agencies involved in elder care.

## **Course Calendar/Reading and Viewing Assignments**

### **Week One [June 6-13]**

#### **TOPIC: The Elderly Population and the Legislative Bases for Programs and Services**

**Video Assignment:** Go to <http://www.cune.edu/academics/library/> On the database page access the Films on Demand Link. Search for *Growing Old* and watch the entire episode. Some of you may have been asked to view segments for a previous course. If so, you may skip those sections for which you have notes or a strong recollection.

**PowerPoint Presentations:** Students who have had 400/500 will have seen much of the material in the Week One power point collection. For background, everyone should review the material in the folder. Those who are in Gero 400/500 may need to ask questions as part of their discussion board responses in order to understand the material. If your computer doesn't allow you to view PowerPoint, please let me know and I will save the outlines in text format for you.

**Reading Assignments:** Read Part One/Chapters 1 and 2 as well as Chapter 3 in Gelfand and Chapters 1 & 9 in Chambers and Wedel.

**Homework:** Complete the discussion questions posted on Blackboard and begin work on your first project due in Week Two.

STUDENTS: Please read this entire document, any additional assignment sheets, calendars or resource folders carefully. During first week introductions, please ask questions and clarify things you don't understand.

[Calendar continues for the remaining weeks of the term.]

*\*Thanks to Renea Gernant and Kristy Plander for allowing the use of this document. Acknowledgements to Nancy Elwell for her helpful guidance and modeling in the initial construction of the gerontology program course guides.*

## Appendix C: Sample Rubrics\*\*

Grading Rubric for Final Paper (Maximum 40 points): Due August 19

Criteria	Value	Points
Does the final paper contain the nine labeled sections as outlined in the syllabus for the final paper summary? Does it contain an abstract? Is it between eight and 15 pages?	0 – 1.00	
Does Section A (Introduction) provide an overall description of the non-profit organization for which a communication plan or campaign is being developed? Does it describe the purpose of the plan?	0 – 1.50	
Does Section B (Background and Situation Analysis) include an overview of the organization and its goals? Are the communications challenges and opportunities clearly identified? Are they tied to organizational objectives?	0 – 4.00	
Does Section C (Research: Survey Findings) provide a top line summary of the survey findings and identify key findings among target audiences? Does it draw inferences for communication recommendations from the findings?	0 – 4.00	
Does Section D (Message Statement/Key Messages) identify the key messages for the plan? Does it explain how these messages were developed?	0 – 3.00	
Does Section E (Target Audiences) explain who this plan or campaign aims to reach and why? Does it explain why these audiences are important for the organization to communicate to?	0 – 3.00	
Does Section F (Measurable Objectives) contain at least two and no more than five time-bound, measurable objectives for the communications plan or campaign?	0 – 3.00	
Does Section G (Tactics) detail the tactics that will be undertaken as part of the plan or campaign? Does it explain why? Are the tactics appropriate for the target audiences? Do they have a basis in the research that was conducted as part of the survey?	0 – 4.00	
Does Section H (Budget) identify a dollar amount that is the budget for the communications plan?	0 – 2.00	
Does Section I (Measurement and Evaluation) describe what tools will be used to measure the success of the plan or campaign? Do these measures correlate to the measurable objectives in Section F? Do they take into account outcomes, and not just outputs?	0 – 4.00	
Does the final paper contain a tenth labeled section (Section X: Conclusion) that briefly summarizes and restates the need for the communications plan or campaign, overview of research and recommendations, and measures of success as related to organizational objectives?	0 – 1.00	

Does the final paper show a clear thought process? Is it structured so as to show a clear flow of ideas?	0 – 4.00	
Is the final paper written in a clear and concise fashion? Are any references to organizational campaigns, specialized terms, jargon or other acronyms explained? Is it free from errors in writing mechanics such as spelling, grammar, punctuation, word usage and coherence?	0 – 5.00	
Does the final paper conform to AP style?	0 – 0.50	

### RFP Pitch

**Grading: 15 points**

	Excellent (3 points)	Good (2 points)	Poor (1 point)
Content Relevance	Information presented directly relates to the stated topic and incorporates outside sources of information appropriately.	Information presented directly relates to the stated topic but no outside sources of information are presented.	Information provided simply restates the text and does not incorporate outside information.
Presentation Clarity	The presentation is very concise and uses words economically.	The presentation is clear but wordy.	The presentation is unclear and wordy.
Presenter Added Value	Speakers add significant information or data related to the visual presentation. Examples are presented.	Speakers add significant information or data related to the visual presentation. No examples are presented.	Speakers simply read the content of each slide and add little to no additional commentary.
Presentation Flow	Each slide leads logically to the next slide and each speaker smoothly segues to the next presenter.	Slides transition smoothly from one to another but speaker segues are choppy or trite.	Slide transitions are choppy and there are little to no segues between speakers.
Individual Participation	It is evident that each speaker is knowledgeable about his or her own material as well as the entire group presentation.	Each speaker is knowledgeable about his or her own material but not completely comfortable with the entire presentation.	Speakers are not comfortable with either their own presentations or with the material in the presentation as a whole.

**\*\*Thanks to Erika Falk, Ph.D. Department of Communication Studies, Johns Hopkins University for providing the rubric models from their adjunct handbook as well as her helpful guidance in this handbook overall.**

## Appendix D: Sample Course Evaluation Form

[JMR: If we have one of ours that is in use, we should use that.]

### FACULTY AND COURSE EVALUATION

Are you a (please circle) First Year    Sophomore    Junior    Senior    Graduate Student

Course number \_\_\_\_\_ Course Title \_\_\_\_\_

Instructor Name \_\_\_\_\_ Term (please circle) Summer    Fall    Spring

Please answer the questions below by circling the appropriate number from 0 to 5. After the grades have been submitted, your instructor will receive the results of these evaluations. **Please do not write your name on this form.**

When completing this evaluation, please use the following scale:  
0 - Not Applicable, 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree

### INSTRUCTOR EVALUATION

1. Observed the scheduled class times	0	1	2	3	4	5
2. Was knowledgeable about course material	0	1	2	3	4	5
3. Was well prepared for class	0	1	2	3	4	5
4. Taught the course in an organized manner	0	1	2	3	4	5
5. Was interesting and engaging about the course material	0	1	2	3	4	5
6. Provided constructive feedback in a timely manner	0	1	2	3	4	5
7. Was available for students inside or outside of class	0	1	2	3	4	5
8. Encouraged participation in class	0	1	2	3	4	5

### COURSE EVALUATION

9. The syllabus clearly stated course objectives and assignments	0	1	2	3	4	5
10. The assignments were effective ways to learn the material	0	1	2	3	4	5
11. The assignment workload was rigorous	0	1	2	3	4	5
12. The assignments were clearly related to the course objectives	0	1	2	3	4	5
13. Grading process was fair and related to the course objectives	0	1	2	3	4	5
14. The course was taught at the level I expected	0	1	2	3	4	5
15. I learned a great deal from this course	0	1	2	3	4	5

9. The syllabus clearly stated course objectives and assignments	0	1	2	3	4	5
16. The guest lecturers were effective	0	1	2	3	4	5
17. I would recommend this course to other students	0	1	2	3	4	5

WHAT WERE THE STRENGTHS AND WEAKNESSES OF THIS **COURSE**?

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WHAT WERE THE STRENGTHS AND WEAKNESSES OF THE **INSTRUCTOR**?

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EVALUATION OF YOUR OWN WORK IN COURSE

OTHER COMMENTS (Please comment on course workload and feel free to comment on your response to any question on the front.)

## **Appendix E: Relevant Policies and Procedures**

### **Class Attendance Policy 2.320 (undergraduate)**

- I. Class Attendance
  - A. Each student is expected to attend all classes and laboratory periods for which s/he is registered.
  - B. Students are directly responsible to the class instructor for their attendance.
- II. Excused Absences
  - A. A student may be excused by the individual instructor from attending classes for the following reasons:
    1. Serious illness
    2. Sickness, death, or special needs in the family
    3. Activities sponsored by the college and approved by the administration
    4. Other circumstances which are clearly beyond the student's control
  - B. A student is to present an excuse in advance of the absence to the instructor whenever possible. In all other cases s/he is to present the excuse the first day on return to class.
  - C. Absences from class for approved co-curricular activities or off-campus field trips shall be excused.
- III. At the beginning of each semester the instructor is to review the attendance policy with the students, and identify to the students any penalties that may be invoked as a result of unexcused absences.
- IV. The instructor is to provide written copies of the policy as it is interpreted by the instructor to students, his/her divisional dean, and the Executive Vice President for Academic Services.
- V. The instructor is to file with the Dean of Student Services the list of bonafide participants in an approved co-curricular activity or off-campus field trip at least one week before the event.
- VI. The Dean of Student Services is to:
  - A. approve excuses from classes for co-curricular activities or off-campus field trips;
  - B. inform instructors in advance of approved excuses from classes for co-curricular or off-campus field trips.
- VII. The Executive Vice President for Academic Services is to:
  - A. approve excuses from classes for co-curricular activities or off-campus field trips;
  - B. hear appeals from students regarding implementation of the class attendance policy.

### **Recording Student Attendance**

The Board of Regents has adopted the following policy regarding student attendance:

**Faculty are required to take attendance and to maintain an accurate attendance record for each student in each class taught. The record of attendance is to be maintained from the first class meeting of the semester until the last, with dates of students' last class attendance carefully and systematically noted. Faculty are required to supply attendance information promptly when requested by the Registrar's Office or when directed by the Provost or the Dean of Student Services.**

As members of the faculty are aware, the Registrar's and Business Offices are required to supply class attendance information to outside agencies in compliance with state and federal regulations regarding the disbursement of monies awarded to students through various loan and other programs. In these instances, the university must supply such information based upon data supplied the student's class instructor. Failure to comply exposes the university to a broad range of sanctions by the regulatory agencies of the government.

**Incompletes Policy G-2.385 (verify that this is the same graduate and undergraduate or add the undergraduate one as well)**

A student may be given a grade of “Incomplete” when, in the judgment of the instructor, abnormal circumstances prevent that student from completing the course requirements.

An incomplete is to be removed within 30 days after the last day a course meets.

If the student’s ability to complete the course within the 30-day extension is compromised by ongoing abnormal circumstances, an additional 30-day extension may be granted by the instructor in consultation with the Director of Graduate Studies and Lifelong Learning.

A student may ask to convert any “Incomplete” grade to a grade of “Withdrawn.” Instructors may grant this request at their discretion.

An incomplete that is not removed prior to deadlines above will be recorded as a “Failure.”

Students are urged to make up any incomplete before the start of the next term. Any incomplete hours carried into the next term will be considered part of the student’s course load for that term at one-half the course credit. Refer to G-6.310 re: course load.

Incompletes are removed when the instructor files a “Grade Change Form” with the Registrar.

Theses, independent studies, and projects are exceptions to the policies above. These ordinarily must be finished within one calendar year.

The Program Director is to provide opportunity for students to remove incompletes in the absence of the instructor.

**Student Appeals Policy G-2.400 [JMR: Find and use or verify against current graduate and undergraduate policy.]**

Students have the right to pursue an appeal during the time of their program. The following lines of appeal have been designed to assure students that they have been dealt with in a Christian manner, one in keeping with the purpose and the policies of Concordia University.

All appeals must be submitted in writing and addressed to the designated administrative officer within five business days after the student has been notified of the decision. The written appeal should state on what basis the appeal is being made and should contain specific information.

Appeals must be submitted in writing and should be directed to one of the following administrators (in the order listed) within five business days based on a student’s notification of a decision that student wishes to dispute:

- Relating to course work, grades, or cheating: course instructor, Director of Graduate Studies and Lifelong Learning, University Provost (or a Dean identified by the Director of Graduate Studies and Lifelong Learning)
- Student academic records: Registrar, University Provost
- Financial matters: Business Office, Chief Financial Officer
- Program requirements: Program Director, Director of Graduate Studies and Lifelong Learning, University Provost



The decisions of the University Provost and the Chief Financial Officer may be appealed to the University President, whose decision is final.

All final appeals to the President must be submitted within five business days after the student has been notified of the decision.

[Once the plagiarism policy passes, it should be included here as well and cross-referenced in the appropriate places in the document.]

## Appendix F

### Blackboard—Getting a Quick Start

The Blackboard “campus” is based on a template students will come to recognize as they move through our programs class by class. Not unlike walking onto Concordia’s physical campus and seeing Weller Hall, the Science Building, Janzow Campus Center, and so on, we want the students who log onto our various course websites to have a sense of the familiar. We want them to know instantly where to look to find the course outline, the calendar, the major assignments, information about the instructor, and so on. Your program director should have a basic template for you to use. If you have not been giving an established course template, please ask for one.

Given both the official course syllabus and the course template, you can do much or even most of your course development even before you log on to Blackboard for the very first time—in fact, we recommend that.

Before you log on to Blackboard, please create the documents listed below. They will need to be saved on your computer in Microsoft Word format:

- Course Goals<sup>1</sup>—please take these directly from the official syllabus; if you need a copy, contact your Program Director or the Department Chair. If, after reading them, you conclude that some of the goals/objectives in the official syllabus need to be changed or updated, please contact the same.
- A simple course outline<sup>2</sup> including a brief instructor bio and contact information, a brief course description (taken directly from or based firmly on the official syllabus), required course texts, grading policies, and a grading scale. Please also include your policy on late work and plagiarism.
- Readings/documents/presentations you provide to supplement the required texts. Be sure to have these updated. Remember that all PowerPoint presentations need to be sent to IT so they can condense and put them into a format all students can open. See **Power Point Presentations** in this document (above) for more details.
- Major assignments and discussion board questions. Please link each to specific course goal(s) and provide a scoring rubric students may use as a guideline as they respond to the assignment/questions.
- A calendar that includes assignment due dates.
- An up-to-date course bibliography. Presumably, you can pick this up from the official syllabus too. Again, be sure to contact your Program Director or the Graduate Office if you do not have a copy or if you believe the official course syllabus needs to be amended/updated.

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<sup>1</sup> Note: While we are aware that many educators have strong feelings about the objective/goal/outcome terminology, and, no doubt, have based their preferences on solid scholarship, Blackboard uses the term **Goal** throughout. Furthermore, the software is programmed in such a way that we at Concordia cannot change the terminology. If you object, we understand, but we hope that everyone can agree to simply cringe and then move on to use the term **Goals** as we work together.

<sup>2</sup> There is room elsewhere on the Blackboard site for the essentials not listed here.

## **Appendix G: FERPA guide for faculty & staff**

Family Educational Rights and Privacy Act of 1974

### **Faculty & Staff Responsibility**

Education records are confidential. Protect them as such; use them only for legitimate purposes in the completion of your responsibilities as an employee of Concordia. Education records may be files stored electronically, on paper, in email, or displayed on a computer screen. They must be secure and available only to those entitled to access to that information.

Students have these specific rights from FERPA:

- The right to inspect and review *education records*;
- The right to seek to have the records amended;
- The right to have some control over the disclosure of information from the records.

**Note: This brief guide is by no means a complete resource. Some cases will raise questions not answered here. Contact the Registrar, Provost, or Dean of Student Services for answers in those cases.**

All students attending Concordia, regardless of age, have these rights. All institutions receiving funds under any program administered by the Secretary of Education must comply. Non-compliance may result in the Secretary withholding funds from Concordia.

#### Education Records are:

- directly related to a student, and
- maintained by Concordia or an agent of Concordia.

#### Education Records are not:

- sole possession records,
- employment records,
- medical records, or
- post-attendance records.

Information in educational records, the release of which is not considered to be harmful or an invasion of privacy, is Directory Information. Directory information can be released unless the student has requested it not be released. Concordia University defines directory information as a student's name, address, telephone listing, email address, photograph, date and place of birth, major, dates of attendance, grade level, enrollment status (grad/undergrad, full/part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, and degrees, honors and awards received.

The following information may **never** be released without previous, written student consent:

- Social Security Number
- Student ID (J Number)
- Citizenship
- Gender
- Religious Preference
- Grades
- GPA

Additional things you **must not** do:

- Use SSN or J# (Student ID number) of students in a public posting of grades or other information.
- Publish any type of document which would link a student's name with either the student's SSN or J#.
- Leave graded papers, exams, or other student materials in an open place where others would be able to see the grades.
- Circulate a class roster that has SSNs or J#s or grades on it, for example, as an attendance roster.
- Discuss the progress or capabilities or performance of any student with anyone other than the student (including parents) without the consent of the student.
- Provide a class roster or other list of students to anyone who does not have a legitimate educational purpose at Concordia University, Nebraska.
- Provide student schedules to anyone or assist anyone other than Concordia employees in finding a student on campus. Contact the office of the Dean of Student Services for assistance if needed.
- Use educational records of any student for any personal purpose.

**NOTE:** in case of an emergency, use good judgment to assist emergency personnel as appropriate.

In the unlikely event you receive a subpoena asking for student records:

[JMR: See and insert current policy.]

- Send a copy of the subpoena to the Dean of Student Services immediately. (The Graduate Office can provide contact information.) Concordia will need to reply in a timely manner. You will receive instructions on how to proceed.
- Maintain the original subpoena in the office in which it was received.
- Do not mention the subpoena to the student until you receive instructions.