CONCORDIA UNIVERSITY
NEBRASKA

Adjunct Faculty Handbook For Instructors 2012-2013

WELCOME

On behalf of the students, faculty, and administration of Concordia University, Nebraska we welcome you to our community. Your service is essential to the accomplishment of our mission. Adjunct faculty members bring a wealth of expertise and experience to our campus that enriches the entire learning community. We want your time at Concordia University to be a positive experience. We encourage you to be a part of our community and invite you to come to our plays, games, recitals, presentations, and forums. These materials have been prepared to assist you in becoming familiar with our community.

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

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Adjunct Handbook Acknowledgment: A copy of the acknowledgement document must be signed and returned to the Human Resources Department, Concordia University, Nebraska.

SECTION ONE: ABOUT CONCORDIA UNIVERSITY NEBRASKA

Contact Information for Academic Programs

Key to Building Codes

BAC	Brommer Art Center	LC	Lincoln Campus (Fallbrook)
B&G	Buildings & Grounds	MC	Music Center
F	Founders Hall	PE	Physical Education Bldg.
WALZ	Walz Human Performance Complex	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.
The email address for all Concordia students is: firstname.lastname@cune.org.

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

Professional/Technical Staff and Support Staff

Boring, Diana   W-106   (888) 505-2863

Bruick, Jan   JH-115   (402) 643-7304
    Administrative Assistant, Dean of Arts & Sciences, Dean of Graduate Studies & Adult Education

Butler, Connie   W-102   (402) 643-7332
    Director, Human Resources   humanresources@cune.edu

Daley, Linda   W-102   (402) 643-7222
    Administrative Assistant, Human Resource Office   humanresources@cune.edu

Hargon, Patrick   L-138   (402) 643-7365
    Director, Academic Resource Center & Tutor Services Coordinator

Hoppe, Angel   L-143   (402) 643-7377
    Coordinator, ADA and Academic Guidance/Advising

Jarchow, Tanya   (402) 560-2049
    Officer, 504 ADA Compliance

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

Krenzke, Bernita   TLEC-214A   (402) 643-7475
    Administrative Assistant, Dean of College of Education

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

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, Angie   JH-208   (402) 643-7308
    E-learning and Instructional Technology Director
    Information: How to use Blackboard & other e-learning tools

Werner, David   L-137   (402) 643-7239
    Instructional Technology Center, Coordinator
    Audio/visual equipment in classrooms, arrange use of projectors/video cameras from ITC

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

Administration

Provost - Jenny Mueller-Roebke, Ph.D. ....W-104... .... (402) 643-7374
Dean of Arts and Science – Brent Royuk, Ph.D...........JH-232… .... (402) 643-7496
Dean of Education - Ronald Bork, Ed.D.................TLEC-214A......... (402) 643-7475
Dean of Graduate Studies & Adult Education- Thad Warren, Ph.D ....TLEC 206 .... (402) 643-7476
Chair/Coordinator, Graduate Education - Robert Smallfoot, Ph.D. ....TLEC-204A......... (402) 643-7294

Undergraduate Department Chairs

Art - Don Robson, MFA..... ....BAC-107............ (402) 643-7498
Business – Andrew Langewisch, Ph.D. ....JH-104.. .... (402) 643-7303
Secondary Education, Kevin Kromminga, M.A. ....TLEC-211C……. (402) 643-7227
Middle Level Education, Beth Pester, M.Ed… ....TLEC-214B......... (402) 643-7470
Elementary Education, Shanna Opfer, M.Ed. ....TLEC-211B......... (402) 643-7219
Early Childhood Education, Annette Oliver, M.Ed. ....TLEC-103A……...(402) 643-7474
Special Education, Amanda Geidel,. M.A. ....TLEC-214C......... (402) 643-7235
English, Comm. and Theatre – Bruce Creed, Ph.D. ....JH-201 ….......... (402) 643-7309
Health & Human Performance – Jen Janousek, Ph.D. . ...Walz-109A......... (402) 643-7295
Math & Computer Science – Ed Reinke, Ph.D...............JH-206.. .... (402) 643-7418
Music – Kurt von Kampen, Ph.D...............MC-116. .... (402) 643-7378
Natural Science – Joseph Gubanyi, Ph.D...... ....SC-101 . ... (402) 643-7316
Social Science – Joel Helmer, Ph.D. ....JH-230.. .... (402) 643-7302
Theology - Paul Holtorf, D.Min., & Ph.D...............JH-228.. .... (402) 643-7495

College of Graduate Studies Program Directors

Business Administration - Kristy Plander, Ph.D ....JH-103 & LC .... (402) 643-7430
Curriculum & Instruction – Barb Perlewitz, M.Ed. .... ……………………………(262) 285-3513
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) 643-7294
Educational Core Courses – Judy Preuss, Ph.D. ....TLEC-204B......... (402) 643-7218
English Language Learning – Vicki Anderson, Ph.D…………………………TLEC-204C……...(402) 643-7481
Family Science – Kevin Kohnke, D.Min. & Ph.D......... ....TLEC-206B......... (402) 643-7436
Gerontology – Kevin Kohnke, D.Min & Ph.D. ....TLEC-206B......... (402) 643-7436
Graduate Teacher Certification - Barb Perlewitz, M.Ed. .... (262) 285-3513
Health & Human Services – Kevin Kohnke, D.Min. & Ph.D………………TLEC-206B......... (402) 643-7436
Literacy/Reading Specialist - Robert Smallfoot, Ph.D. . ...TLEC-206C......... (402) 643-7294
Master of Public Health – David Lawton, RN & Ph.D. …………………….TLEC-204A……...(402) 643-7372
Public Health – Jen Janousek, Ph.D. ....HHPAC-109B ..... (402) 643-7205
RN to BSN – Molly Fitzke, RN & EdD…………………………………….TLEC-202C……...(402) 643-7248
Special Education – Alice Epstein, Ph.D………………………………….TLEC-204B……...(402) 643-7218

Computer Services: helpdesk@cune.edu
Blackboard: Blackboard@cune.edu
Instructional Technology Center: ITC@cune.edu
Campus Security: Seward Campus: (8 a.m.-5 p.m.) X 7415; (after 5 p.m.) (9) 643-3033

Lincoln Campus:
570 Fallbrook Blvd., Suite 203, Lincoln, NE 68521   (888) 505-2863
The administrative offices at Fallbrook in Lincoln are open Monday-Friday, 8:00am to 6:00 pm.

Seward Campus:
800 N. Columbia Ave., Seward, NE 68434 (402) 643-3651
The administrative offices in Seward are open Monday-Friday, 8:00am to 5:00 pm.

Who We Are

Our Mission and Ministry

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:

Equipping men and women for lives of learning, service and leadership in the church and world.

SECTION TWO: GETTING STARTED

Employment Forms

New Hire Process for Adjunct Instructors
1. Human Resource Office (HR) is notified by the Provost Office (for undergrad) or Graduate Office when the interview process is complete and the individual is accepted to teach.
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. Adjunct Professors seeking Travel Cost Reimbursement must meet the criteria listed in Appendix J.
4. Once new hire paperwork is returned (and complete), Computing Services 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 with to complete the form will be listed. Remember, this form must be completed before your payment can be processed.

Employment – Contract and Policies

Contract
- In the event that a course does not meet enrollment criteria or the administration decides to cancel the course for other reasons, the contract becomes null and void.
- The contract requires of the instructor regular use, preparation, and management of the teaching-learning process through Concordia's systems (Blackboard and Banner).
- The contract requires of the instructor participation in orientation, and student and course assessments as requested.
- The contract requires of the instructor completion of all S.O.A.P. (Snapshot of Academic Performance) reports as requested by the ADA and Academic Support Services Director.

Policies
Faculty members at Concordia University, Nebraska are required to comply with all applicable policies and procedures of Concordia University, Nebraska as found in the Faculty Personnel Handbook and Academic Policies Handbook and to conduct their work so that faculty relationships with colleagues, students, and staff are characterized by Christian love and concern. While faculty members who are not members of The Lutheran Church-Missouri Synod will never be asked to compromise their personal integrity in religious matters, 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. See: Section Seven – Faculty Personnel Handbook and Academic Policies Handbook; Section Seven – Professional Ethics; and Appendix A: Academic Responsibility and Freedom.

ID Cards

Undergraduate Adjunct instructors need to go to the Human Resource Office to be issued an ID card.

Graduate Adjunct instructors are given a temporary generic access card to the Lincoln Campus (Fallbrook) building if needed 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 Computing 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 conveniently come to campus, your username and password will be sent through US Mail to your official home address.

See http://www.cune.edu/academics/online-learning/access-to-connectcune/ for more information.

After you use the 10-Code to retrieve your CUNE username and password, you may then use this CUNE username and password to log in to the CUNE portal (see below) and in to your cune.edu email account and the Blackboard Learning Management System. Please keep your 10-Code in a safe place since you can use it to retrieve your password in the future if you forget it.

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 and have also lost your 10-Code, please send an email to helpdesk@cune.edu and request a new 10-Code and a password reset. There will be a delay while we send a new 10-Code letter through the mail. Note that if you still have your 10-Code, we can do the password reset without sending you a new 10-Code.

It is imperative that you treat your CUNE username and password (and your 10-code) with great care. Note that we STRONGLY encourage NOT using your computer to store your password.

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

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/. 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.

After logging in with your CUNE username and password, you will find links to Blackboard and cune.edu email on the Home tab and to Banner Self-Service and Blackboard on the Faculty tab**.**

> CONNECTING TO connectCUNE portal
> > 1. Visit http://connectcune.cune.edu
> > 2. The username and password are sent in the mail when faculty have completed the hiring process. If you have forgotten or misplaced your username and password, send a request to helpdesk@cune.edu.
> TABS
> > Portal information is organized by the following tabs:
> > o Home: contains information on Concordia University, Nebraska
> > o Campus Life: contains information such as building hours
> > o Faculty: contains information about courses in progress and other employee material

Email

Most official communication on Concordia's campus is disseminated via email. Concordia faculty and students are expected to use their official cune.edu or cune.org email account (respectively) to manage communication. You may access your cune.edu email account on the Home tab in Concordia's *connect*CUNE portal, http://connectCUNE.cune.edu.

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 Chair/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: It is essential that you help us verify who is attending your course and who is not. 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, as the roster can change. 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 Appendix E "Relevant Policies and Procedures" and Section Four: Tips for Teaching.

Student Privacy of Academic Records: See Section Seven - Family Educational Rights and Privacy Act (FERPA) and Appendix G: FERPA Guide for Faculty and Staff for information regarding for information on student privacy of academic records.

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.

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

Detailed technical requirements for using Blackboard can be found at http://www.cune.edu/academics/online-learning/technical-requirements-for-online-courses/. 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 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 toolbar to determine whether Blackboard identifies any incompatibilities with your computer (see http://www.cune.edu/academics/online-learning/blackboard-getting-started/ for instructions).

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

For ideas and assistance in the instructional design and building of your course in the Blackboard Learning Management System or for assistance in how to use Blackboard, contact Angie Wassenmiller, our E-

learning and Instructional Technology Director at Angela.Wassenmiller@cune.edu. 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.

Blackboard – Roster of students
The roster of students in Blackboard is not "live" data. Students are added to the Blackboard roster when they register for a course. However, if a student withdraws from a course, their name will not be deleted from the Blackboard site. For an accurate record of students who should be in a course, please use Banner.

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. (Google "Microsoft Office Compatibility Pack" to find this free download).

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 formatted documents. Also, PDF documents are easiest for students to open in Blackboard.

The OpenOffice suite of programs, which includes a word processor and other tools, is available at www.OpenOffice.org. This may be of some interest to those who want or need a free alternative to Microsoft Office, as all products created in OpenOffice can be saved in Microsoft formats. We do expect that CUNE faculty members 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

Before contacting the help desk on issues related to difficulty with Blackboard, check the most common problems, including popup blockers and using the right username and password. Use the "Check Browser" option on the login page for Blackboard to make sure your computer is properly configured to access Blackboard. In many classes, you will have a discussion board topic in Blackboard dedicated to "technical questions," where you can easily discuss these questions.

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 for Blackboard issues (exceptions: issues related to passwords or access to Blackboard) and Tom Krenzke, Reference and Instruction Librarian at 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 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.

See also **Blackboard Learning Management System** in this section of this document for further details. Also, see http://www.cune.edu/academics/online-learning/troubleshooting/ for more details regarding Help Desk and other technical assistance.

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. It is recommended that you include a discussion board topic in Blackboard dedicated to "technical questions," where you can easily field questions from students. 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.

Checklist to Prepare for Teaching

1. ____   Complete paperwork required by the Human Resources office.

2. ____   Complete the I-9 employment eligibility verification form in person with a Concordia University, Nebraska representative and with appropriate identification.

3. ____   Accept your contract via the Concordia University, Nebraska Banner system. This is your contract.

4. ____   Submit your course guide to the program director or department chair for review. This should happen no later than one month before the term begins. Revise as needed.

5. ____   Once you have revised your course guide, send a final copy to your assigned supervisor and a copy to the Dean (Undergraduate) or Program Director (Graduate & DCP).

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.

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 and Adult Education (DCP) Terms
For the fall and spring semesters, classes are held once a week through a session. Sessions last 5-6 weeks
for degree completion and graduate teacher certification, 8 weeks in the master's level graduate programs,
and 16 weeks when taken with traditional (residential) students. In the summer term, most 3 hour courses
last 8 weeks. One credit hour of graduate academic credit represents approximately 3-4 hours of instruction
or instructional activities per week or 40-60 hours of instruction or instructional activities over the course of
an academic module or term. Instruction and instructional activities may include but are not limited to
lecture, discussion and activities, readings, written or spoken projects, internships, practicum, labs, lab prep,
review sessions, mediated discussion, media presentations (e.g. videos, podcasts), or simulations. (See the
Course Guide section below for more information).

Syllabus

Although both students and faculty sometimes use the terms syllabus and course guide interchangeably,
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 and must
be met in the course curriculum.

Course Guides

**A course guide based on the official course syllabus must be prepared for each course. Each
semester or term a copy is to be:**
1. submitted to your assigned supervisor.
2. submitted to the dean (Undergraduate) or the program director (Graduate).
3. posted for students on Blackboard prior to the beginning of the course.

Please email a copy of your latest course guide at the beginning of each semester/term or sooner if it is
ready.

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.
You can find a sample course guide from one of Concordia University, Nebraska's courses in Appendix B.

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

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

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

2. **Term/Semester and Year Course is being taught**: For example, Fall 2011 or Fall Semester 2011

3. **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 Jan Bruick (College of Arts & Sciences) or Bernita Krenzke (College of Education) at the Seward Campus (see contacts page).

4. **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 chair/program director.

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

6. **Textbooks and Resources:** Textbook requests, if not done by the program director or department chair, must be sent to the Concordia 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.

7. **Instructions on where to find resources or readings in addition to the textbooks:** Here are suggested instructions regarding distance learning, online access to the CUNE library catalog and discipline specific lists of CUNE online databases to give your students in the course guide:

   E-Books, Articles and Chapters: For things available through e-library, Films on Demand and resources listed below, list these within the syllabus.
   - For a list of distance learning resources, visit **CUNE Library Information for Distance Learning** at http://www.cune.edu/staffweb/tom.krenzke/infoforDLApr08.htm .
   - The list of links at **CUNE Library Information for Distance Learning** includes Library Guide for Distance Learning, CUNE library screencast list (short tutorials), CUNE Research Toolkit, Faculty-staff library resources, Tutorial on posting links in Blackboard, Nebraska Schools in the Reciprocal Borrowing Program, and CUNE information literacy program.
   - To access CUNE library catalog, visit http://www.cune.edu/library > Search the catalog > Advanced search. View advanced search features at Using the Catalog http://www.cune.edu/resources/docs/Library/Using_Catalog.pdf .
   - For discipline-specific lists of CUNE online databases go to http://cuneresearchtoolkit.pbworks.com/ > Pages & Files > All Files > Accessing Library Resources [Discipline]. Also included is how to access NetLibrary and tips on locating articles and books.
   - To access CUNE online databases http://www.cune.edu/librarydatabases from off campus, students are prompted for their CUNE email account username and password. For a tutorial, see http://www.cune.edu/staffweb/tom.krenzke/proxydemo.html .

- Contact Reference and Instruction Librarian tom.krenzke@cune.edu 800.535.5494 ext. 7256 with your comments or questions, or if you have trouble accessing CUNE online databases. Library staff contact information is at http://www.cune.edu/librarystaff.

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

8. **General Course Policies and Procedures:** 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 Student Financial Services.

Course Workload:
In the face-to-face, online, and hybrid classrooms at Concordia University, Nebraska, course workload occurs through student-to-instructor interaction, student-to-student interaction, Blackboard activities, contact with course-specific content, assignments, research, assigned readings, and other activities. Students can expect to devote approximately 45 hours of work for each 1-credit hour, as mandated by the U.S. Department of Education.

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, Angel Hoppe, please call 402-643-7377 or 800-535-5494 ext. 7377 or e-mail angel.hoppe@cune.edu.

Emergency Information:
In inclement weather, check your e-mail, Blackboard, and the Concordia website (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).

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

   Course Format: Brief description of how the course will be conducted (e.g. online, face-to-face, etc.) and course methodology (e.g. group discussions, readings, research, etc.)

   Late Policy: Make sure you state your policy regarding late work 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. Please check with your department chair or program director for the style manual preferred in your department or program. We strongly encourage you to mark student papers and take off points for not adhering to the style manual.

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. Standards vary by discipline but 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 improved 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, 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. For example, it is okay to have students analyze if a press release is strong or weak and why, but you should follow up by also having the students apply the skills they have learned and have them create a press release of their own.

NOTE: Students should be in class or work outside of class approximately 45 hours for each one credit hour. You should divide by the number of weeks in the term to figure out the work level per week. In a regular undergraduate class of 3 credit hours, you should plan 6 hours of homework or

other academic activities. 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.

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. You are required to take attendance. If a student misses more than a week, please contact the registrar and your chair/program director. 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. 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.
If your attendance policy includes penalties for absences, make sure you account for this in your evaluation plan as well.

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 assignments which are due. See the sample course guide in Appendix B for an example.

PowerPoint Presentations

If you wish to use PowerPoint presentations in your online class or for reference on Blackboard, 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 courses or on Blackboard, we strongly recommend that you send the PowerPoint file to Angela Wassenmiller, E-learning and Instructional Technology Director at 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.
A. 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 of-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 desires to keep and/or show for longer than the period specified in the guidelines, the college 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 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. Research suggests that unless faculty members explicitly explain the importance of the class reading, many students won't do it (c.f. Falk, 2010).

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 weeks 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. (Please note: Blackboard adds students when they register but does not delete them if they withdraw from the course. Please use Banner for an accurate current roster of students in your course.)

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 electronic 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 is 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 feedback 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 members are expected to use their official cune.edu email account to manage communication with students**. In addition, online instructors are strongly encouraged to make use of the announcements feature in Blackboard to regularly "check in" with students, address weekly learning objectives, remind students about due dates, etc.

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 chair/program director so we can find ways to meet your students' needs while you are unavailable.

Availability and Course Involvement

Instructors and students are expected to convene every scheduled 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 students' CUNE email addresses 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 to closely track and accurately 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. Also, many instructors use the discussion board as a means of assessing participation. Regardless of the method you choose, it should be clearly communicated to students.

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 Student Life Office will not notify graduate faculty concerning excused absences for 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 Dean 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.

Attendance verification in Banner should be completed the first week of a course. It is critical that the instructor verify attendance and non-attendance of each student.

Continued attendance record keeping is vital. Please contact the program director or department chair if a student does not attend a course or stops participating in an online course.

If a student has indicated to you that they are withdrawing from your course please assist the University in verifying that the student withdrew. The student will be removed from the official roster in Banner or a grade of "W" will show for the student in the Banner grade assignment area. If either of these conditions does not appear for the student please contact the program director or department chair immediately to make sure the student has completed the appropriate paperwork.

Do not record a grade of "W" for a student as withdrawn. This is done when the student completes the proper paperwork with the Registrar's office.

SECTION FIVE: CAMPUS INFORMATION AND RESOURCES

Library
Link Library is located on northwest corner of the Seward campus, just off of Columbia Avenue. Through the library, you have access to extensive print and digital resources, such as full text journal articles, multimedia resources, electronic reserves, hard copies of journals and, of course, many books. Link Library has a consortium relationship with many other Nebraska college and university libraries. If you are located in Nebraska away from Seward, please contact Link Library to find a partner library in your area.

When off-campus, the preferred method to access Link Library resources is through the website: www.cune.edu/library.

Librarians
The librarians can help you find readings for your classes, either through books or electronic journal articles. Whether or not you are in Seward, please do not hesitate to contact them at the numbers listed below. The library is open Sunday 1pm-midnight; Mon-Thurs 8am-midnight; Fri 8am-5pm; Sat 1pm-5pm. These hours can change on breaks, holidays and in the summer, so check the website before traveling for a visit. The staff is here to help you and your students succeed and is happy to provide one-on-one assistance. Library staff and contact information may also be found at: http://www.cune.edu/librarystaff .
   Circulation/Information Desk: (402) 643-7254 or (402) 643-7253
   Reference & Instruction Librarian: (402) 643-7256 or (402) 643-7257
   Interlibrary Loan: (402) 643-7255

Databases - Access to Articles
The library subscribes to numerous article databases including LexisNexis, Communication and Mass Media Complete, Academic Search Premier, Family & Society Studies Worldwide, and many more. If you need a specific journal, use Journal Finder to see how we can access it, or to browse journal titles in your subject area. Journal Finder also provides access to thousands of open access scholarly journals available on the Web.

Films and Multimedia
Link Library can also help you find films to use in the classroom or online. Concordia subscribes to Films on Demand, an online service that provides streaming documentaries right to your computer. All titles in Films on Demand are fully licensed for all educational uses. You can also find a great deal of multimedia content in our subscription databases Global Issues in Context and Credo Reference.

Interlibrary Loan
Material needed but not owned by Concordia University, Nebraska can be requested via the Interlibrary Loan service. Several of our article databases provide direct request links. Requests can also be submitted through our website via this form: www.cune.edu/libraryILL. Concordia does not charge faculty members or graduate students the 25-cent fee for interlibrary loans. We do pass on to the user any lending fees from other libraries, though these are rare. On the form you may indicate the maximum fee you are willing to accept for each item you request. Do not hesitate to call our interlibrary loan department (402-643-7255) for any assistance you may need.

Academic Resource Center

Students seeking assistance with homework, test preparation, time management, or study skills are invited to contact the Academic Resource Center for assistance. During fall and spring semesters, online tutors are available for courses from 7-10 PM, Sunday through Thursday. These services are available for graduate and DCP students as well as traditional undergraduates.

To set up an appointment and receive instructions about logging into a tutoring session, please email the ARC at this address: academicresourcecenter@cune.edu. To see the tutor schedule, click the "Tutor Services" link on the Graduate and DCP tab in the CUNE portal. For undergraduate assistance, go to www.cune.edu/arc and click on "ARC Walk-in Tutor Lab Schedule".

Online Writing Center

Students seeking assistance with writing assignments may contact the Writing Center for face-to-face or online tutoring sessions. Tutors assist with any stage of the writing process—gathering ideas, conducting research, drafting, revising, and editing. Tutors do **not** provide proofreading services; instead, they discuss techniques and share resources that will help students improve as writers.

Live sessions, in which a student chats with a tutor online or on the telephone, are available throughout the academic year. Students may also submit essays through email and receive a response within 36 hours, except on weekends.

Contact the Writing Center at the following address: academicresourcecenter@cune.edu. To see the writing tutor schedule, click the "Online Writing Center" link on the Graduate and DCP tab in the CUNE portal. For undergraduate assistance, go to www.cune.edu/writingcenter.

Bookstore

Textbooks: If you require students to read all or most of a book, you will need to order them through the bookstore. Federal law requires that students be able to learn their textbook information at the time they register for a course. Generally, this means you need to provide Concordia bookstore with your textbook information at least eight weeks before the term begins, except for summer terms when the information is usually due in March. This gives the bookstore time to verify textbook availability and post the information prior to the start of student registration. Our bookstore will work with students to get access to the required booklists and will order the books before the semester or term. You must also post your textbook information on Blackboard as soon as you are able to access the course.

Bookstore: The Concordia bookstore is located online and on the Seward campus in the lower level of the Janzow Campus Center. To contact the bookstore manager with questions or requests, email cunebookstore@cune.org or phone 402.643.7400. The bookstore staff will respond to you as quickly as possible.

Counseling

The Counseling Office located in the Janzow Campus Center provides short-term counseling services on an outpatient basis to all enrolled Concordia University students. Graduate and DCP students may access services on the Seward Campus or at the Lincoln Campus.   These basic services include: personal and mental health counseling, consultation, crisis/emergency intervention, wellness and mental health education, referral assistance. All services are provided free of charge.

Because the Counseling Office provides short-term outpatient counseling services, students who request or require long term, or more intensive or specialized mental health treatment, will be referred to appropriate community-based counseling services located off-campus. Students who require or request medical or psychiatric care will also be referred to community-based services. Some of these providers are located in Seward, Nebraska, while others--for psychiatric hospitalization and partial hospitalization--are located in Lincoln, Nebraska, which is 25 miles away from Seward. Students are responsible for any expenses incurred when they use off-campus mental health, medical or psychiatric services.

Call us at 402.643.7398 or email at counselingoffice@cune.edu regarding student counseling needs. Faculty and staff in need of counseling should contact the Human Resources Office.

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. On the Lincoln campus or for off-site course locations, contact Bev Schluckebier, Administrative Assistant at 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 leave the room in a condition that is clean or cleaner than the condition in which you found it.

Instructional Technology Center

The Instructional Technology Center is located in the southwest corner of Link Library and helps students and faculty in using audio/visual equipment. 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. Portable video projectors and video camcorders may be checked out with your CUNE ID. If you are in need of assistance, please call the student workers desk at 402.643.7248 or ITC Coordinator, David Werner at 402.643.7239. David is often out of the office working on projects on campus. If you cannot reach him by phone, please email him at David.Werner@cune.edu. If you need an A/V item for the Lincoln campus or for off-site course locations, contact Bev Schluckebier, Administrative Assistant, at Bev.Schluckebier@cune.edu.

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. For Seward instructors, 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 time before you teach.

Department Offices - 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......Walz Human Performance Complex
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, which is open until 6:00 p.m. each weekday. If you need copies for a Lincoln class, you can make them yourself during the regular office hours or you can email the document and request to Bev.Schluckebier@cune.edu.

Other sites may or may not have these facilities. We have some funds budgeted for off-campus copying Please talk to your program director if you have special needs in these areas.

Salary Payment Schedule

Electronic Contracts
Course instructors are expected to electronically acknowledge their course instruction contracts through the connectCUNE portal. Information regarding contracts will be sent to the cune.edu email address given to you at time of hire.

Payment for Course
Payment for course instruction will be determined by the registrar class dates. Generally pay is remitted over the course period. If the course begins March 7 and ends April 25, your pay will be divided in two pay periods and paid to you on the mid-month payroll cycle for adjuncts.

Payroll Dates
Adjunct payroll dates occur on the 15th of every month, unless the 15th falls on the weekend, then payroll is scheduled for the Friday before the 15th.

Submission of Grades
Your pay is not based on the submission of grades for your course. However, failure to submit your grades on a timely basis may result in unfavorable actions, such as no longer being asked to teach courses.

After a class concludes, instructors are expected to submit all grades within 48 hours. 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 CUNE e-mail and the Concordia website (www.cune.edu) for information. The Provost's office will use these means to announce large-scale class cancellations. Instructors are authorized to postpone or cancel their own classes at their discretion if conditions warrant. The Provost's office should be notified immediately if this occurs. The instructor is responsible for notifying his/her students of these postponements or cancellations through Blackboard and CUNE email. Notice of single-class cancellations will not be posted on the campus website.

The course calendar does not contain provisions for makeup days. You may utilize Blackboard to make up course time, so please use Blackboard if a class is cancelled. You may also provide students with alternative assignments or activities to make up for the cancellation.

In the event of an emergency while you are in a face-to-face class, follow the emergency instructions posted in the room, 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.

Parking and Vehicle Registration: Faculty vehicles parked on campus need to be registered with Building and Grounds department. A Concordia University parking sticker will be issued at no cost to the employee. Parking stickers should be affixed to the driver's side of the rear bumper.

Parking areas on the Seward campus are designated as being available to faculty, staff, students and visitors. Faculty should restrict their parking to the areas designated for their use. Campus security is authorized to issue tickets for vehicles parked improperly. Fines will be assessed for receiving a ticket.

Handicapped parking spaces are available and designated in all parking lots on campus. Wider spaces for loading and unloading from vans are in parking lots as well. Please note that persons with disabilities with a properly identified vehicle may park in any faculty or staff space as well as in those designated as handicapped areas. Persons whose impairments are not obvious may be required to provide substantiation from a physician of the need for disabled parking privileges.

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

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

Other Sites

Contact Bev Schluckebier, Administrative Assistant at the Lincoln Campus, Office 203, Bev.Schluckebier@cune.edu or (402) 327-6501 for maps and driving directions to sites in Omaha, Grand Island, Columbus and elsewhere.

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 guide. 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 48 hours 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.

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 provide your grading scale in 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 in the student course guide. 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 grade distribution, we expect class grades to span the grading scale. Lower grades are necessary when the work is very poor or if

students have demonstrated weak writing skills on their assignments. 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.

Incomplete Work: 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 Registrar's Office to get this form.

> **Undergraduate Deadline:** Incomplete work must be finished and the grade changed to a letter grade by the instructor within 30 calendar days after the beginning of the next semester. The "I" grade must be changed by the deadline or it automatically reverts to an "F."
> **Graduate Deadline:** Incomplete work must be finished and the grade changed to a letter grade by the instructor within 30 calendar days after the course ends. If the work is not completed and the revised grade is not reported by the deadline, it will automatically revert to an "F." See Appendix E "Incompletes Policy G-2.385" in this document for more details.

Audit (AU): The code "AU" (an audit) 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. If you have had students not attending class and they have not withdrawn officially, they should receive an "F" for the course.

Submission of Grades:
- The Registrar's office accepts 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 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

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, 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.

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. 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 student course guide that they will be using *SafeAssign*.

If a student feels strongly that he or she cannot stay in a class in which they are required to turn in papers through *SafeAssign,* the student must notify the faculty member within one week of 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. If you have a concern that you believe cannot be resolved, please contact your Program Director or Department Chair, the Dean or the HR department for a full description of Concordia's grievance procedure and options for addressing the issue.

Instructor/Course Evaluations by Students

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. (See Appendix D for a sample course evaluation.)

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.

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 online visits to Blackboard 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 the focus 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

Faculty Personnel Handbook
Academic Policies Handbook

Concordia University, Nebraska full-time and adjunct faculty are required to comply with all applicable policies and procedures of Concordia University, Nebraska as found in the Faculty Personnel Handbook and Academic Policies Handbook as found on the connectCUNE Portal; "Faculty" tab (see below, right column). If you are not able to access these handbooks, please inform the Human Resource Office.

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 make appropriate and regular use of Concordia's management systems, Banner & Blackboard.
- Will conduct a fair evaluation of students, equally applied to all.
- Will complete all reports requested by your supervisors.
- 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 not engage in conduct unbecoming of a Christian.

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 term 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 Office of the Provost 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. For most first-year undergraduates, 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:
- Publicly 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.
- Use educational records of any student for any personal purpose.

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 with an administrative assistant 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.

Unlawful Harassment Policy

Concordia University is committed to offering employment opportunity based on ability and performance, in a productive climate, free of unlawful discrimination and harassment. <u>Accordingly, unlawful harassment of any kind by supervisors or co-workers will not be tolerated</u>. In addition, Concordia University will protect employees, to the extent possible, from reported unlawful harassment by students and other non-employees in the workplace. See Appendix H: "Concordia University Nebraska - Unlawful Harassment 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 members 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 computer with a current operating system that is patched up to the most recent update (e.g. Windows XP, Vista, Windows 7 or higher or Mac 10.5 or higher).

- You are running the latest version of whichever web browser you are using (e.g. Internet Explorer 7 or higher, Firefox 3.5 or higher, Safari 3.x or higher) 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.

- A current version of the Java Runtime Environment (JRE).

- 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. Check with your dean if you need a laptop for your instructional duties and do not have one of your own. A limited number of laptops are available for check-out.

Hiring

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

Tuition Waiver Benefit for Adjunct Faculty Members

1. To become eligible to claim this benefit, adjunct faculty members must have previously taught 6 credit hours at Concordia. This is a one-time pre-requisite.

2. Adjunct faculty members are eligible for a tuition waiver of up to 3 credit hours of Concordia classes per semester. Concordia's MBA classes are available, but the waiver will cover only 50% of the tuition expense; the student must pay the remaining 50% of MBA tuition.

3. Only regularly scheduled academic year or summer school Concordia classes are included in the tuition waiver program. Independent study courses are not eligible under this policy.

4. The tuition waiver will be provided ONLY IF the required class enrollment minimums are obtained without counting the waivered students. If minimum enrollments are not achieved, the administration reserves the right to bill students at the established rates.

5. This waiver must be applied to the semester that the instructor is teaching in. The waiver does not roll over to the next semester; if it is not used, it is void.

6. The waiver is available only to the primary instructor; it is not transferrable to family members or other people.

7. The waiver does not apply to fees, books or other charges.

8. An application for the tuition waiver must be turned into Student Financial Services BEFORE class begins EACH semester. The application form is available in Student Financial Services by request. Failure to complete the form by the required timeframe will result in the loss of the tuition benefit for the semester. The tuition waiver program is administered by Student Financial Services.

9. To receive the tuition waiver, any outstanding prior balances owed to the University must be paid prior to course registration.

10. Tuition waivers for continuing education or graduate coursework may be considered a taxable fringe benefit by the IRS and will be added to the employee's payroll for taxation purposes.

Checklist to Prepare for Teaching

1. ____ Complete paperwork required by the Human Resources office.

2. ____ Complete the I-9 employment eligibility verification form in person with a Concordia University, Nebraska representative and with appropriate identification.

3. ____ Accept your contract via the Concordia University, Nebraska Banner system. This is your contract.

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 your assigned supervisor and a copy to the Dean (Undergraduate) or Program Director (Graduate & DCP).

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, 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 <u>Handbook</u> 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 – Aging Policy, Programs and Services
Summer 2009

Instructors: Renea Gernant, Ph.D. and Kristy Plander, M.B.A.
Contact Information: Renea.Gernant@cune.edu or 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
American Hospital Association
www.aha.org
Centers for Medicare and Medicaid Services
www.cms.gov
Center for Responsive Politics
www.opensecrets.org
Congressional Research Service
www.loc.gov/crsinfo
Department of Health and Human Services
www.dhhs.gov

U.S. Public Health Service
www.usphs.gov
World Health Organization
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 45 hours of work for each 1 credit hour.

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, please call 402-643-7377 or 800-535-5494 ext. 7377 or e-mail angel.hoppe@cune.edu.

Emergency Information:
In inclement weather, check your e-mail, Blackboard, and the Concordia website (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

Grade	Percentages	Points Undergraduates	Points Graduates
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.

The computer program *SafeAssign* will be used to check written documents for possible plagiarism. 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.

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)

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

Presentation

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.

The computer program, *SafeAssign,* will be used to check written documents for possible plagiarism. 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.

**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

(Note: Your program director/chair may have a specific form that you should use. Often these forms will be completed in Blackboard using the assessment tool.)

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
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**?

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

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)
Concordia University affirms that a wide range of educational opportunities and college-sponsored activities is vital to students' college education. The university community understands that some activities may result in absences from regularly-scheduled classes. In situations where such absences may occur, all parties involved are encouraged to communicate with one another pior to the absence. Without this advanced communications, adaptations and allowances for the absence become extremely difficult to negotiate. Instead, community members are encouraged to seek consensus regarding educational opportunities and activities. The policy outlined here is designed to facilitate this type of communication.

I. Class Attendance

    A.   Students are expected to attend all classes and laboratory periods for which they registered.
    B.   Students are directly responsible to the class instructor for their attendance and coursework.
    C.   Whenever possible, students are to confer with the instructor about the absence and coursework prior to the absence or on the first day they return to class.

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.   Other circumstances that are clearly beyond the student's control.
    B.   A student shall be excused from class for approved co-curricular and extracurricular activities.
    C.   In the case of excused absences, the instructor may not lower grades because of the absence itself. However, the student is still responsible to the instructor for the timely completion of all coursework and meeting all course objectives.
    D.   Activity sponsors and coaches may not penalize students for missing practices and events for legitimate academic reasons. However, students are still responsible to the activity sponsor / coach to fulfill the expectations of their involvement in an extracurricular activity.
    E.   Instructors and students should work together to anticipate the total number of excused absences that could occur during the semester. If concerns arise in this review, the instructor should first consult with the activity director / coach to develop a solution that would prevent course absences from becoming excessive.
    F.   In spite of attempts to prevent excessive absences, unusual circumstances may occur in which a student incurs a large number of excused absences in a single class. If in these circumstances an instructor decides that a grade penalty needs to be applied, the instructor should consult with the Office of the Provost to formulate a plan to address the situation.

III. Instructors will:
    A.   review their attendance policy at the beginning of each semester with their students and identify to the students any penalties that may be invoked as a result of unexcused absences.
    B.   provide written copies of their attendance policy to their department chair and the students enrolled in their courses.
    C.   submit a list of participants in a proposed co-curricular activity and seek approval from the Office of the Provost at least one month before the event when possible. Event sponsors shall follow the same process for extra-curricular activities that will result in class absences.

IV. The Office of the Provost will:
    A.   approve absences from classes for co-curricular and extracurricular activities.
    B.   hear and respond to appeals from students, event sponsors and instructors regarding APH Policy 2.320.
    C.   notify instructors of approved activities and absences.

V. The Student Life Office will:
   A. receive notifications from students for personal absences due to illness, injuries, funerals, etc. and inform instructors of these absences, verifying information when appropriate.

VI. Students will:
   A. attend all classes and laboratory periods for which they registered.
   B. review course attendance requirements.
   C. immediately discuss with instructors any potential absences.
   D. notify the Student Life Office and instructors of absences due to illness or personal issues as soon as possible.
   E. follow up with the course instructor in order to fulfill any responsibilities or assignments that were missed due to absence.

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.

As members of the faculty are aware, the Registrar's and Student Financial Services 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 2.385 (undergraduate)

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

II. An incomplete for a course is to be removed at a date determined by the instructor that is no later than the end of the thirtieth day of the next academic semester. The Provost may extend the deadline in exceptional circumstances.

III. Students are urged to make up any incomplete before the start of the succeeding semester.

IV. A student may request and be granted the opportunity to convert any "Incomplete" grade to a grade of "withdrawn" (W) with the permission of the course instructor. This should be done before the deadline for the removal of the Incomplete.

V. An incomplete that is not satisfied by the incomplete deadline will be recorded as an "F" grade unless specified otherwise by the instructor.

VI. The instructor is to file a copy of the written agreement between the instructor and the student and an evaluation of the work completed with the Registrar.

VII. The department chair is to provide opportunity for the student to remove his/her incomplete in the absence of the instructor.

Policy G-2.385 (graduate)

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 program director and appropriate dean.

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

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 (graduate)

I. 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 that is in keeping with the purpose and the policies of Concordia University.

II. 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 the basis on which the appeal is being made and should contain specific information.

III. 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 a student wishes to dispute:

   A. Relating to course work, grades, or cheating: course instructor, program director, Dean of the program in which they are enrolled, Associate Provost.

   B. Student academic records: Registrar, Associate Provost

   C. Financial matters: Student Financial Services, Chief Financial Officer

   D. Program requirements: Program Director, Dean of the program in which they are enrolled, Associate Provost.

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

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

Student Appeals (undergraduate)

Students have the right to pursue the following lines of appeal. All appeals must be submitted in writing and addressed to the designated administrative officer. The written appeal should state on what basis the appeal is being made, and contain specific information regarding plans to correct the academic difficulties.

Appeals should be directed to one of the following administrators:
- Relating to course work, grades, or academic dishonesty--College Dean or University Provost
- Academic dismissal--University Provost
- Academic probation--University Provost
- Student academic records--College Dean or University Provost

The decisions of the University Provost may be appealed to the University President, whose decision is final. All appeals must be submitted in writing within five days after the student has been notified of the decision.

Academic Integrity Policy (Undergraduate)

A. Concordia University, Nebraska expects all members of the academic community to act with integrity. Academic integrity is essential to all our work. Students who fail to meet academic integrity standards may incur serious penalties, including course failure or expulsion from Concordia University.
B. Academic integrity violations include, but are not limited to academically dishonest practices such as cheating, fabrication, plagiarism, and lying.

    Plagiarism occurs when students use the work, research, ideas, or words of any other person or source without proper citation or credit. Plagiarism includes but is not limited to: Submitting the same or similar work of a classmate or non-classmates, paraphrasing someone else's idea without attribution, or quoting without citing the sources.

    Cheating includes but is not limited to: Using unauthorized materials such as notes, books, or electronic devices during an exam or assignment, inappropriate consultation with a classmate or non-classmate, copying answers from another student, and accepting answer keys or exams that have been stolen or obtained under false pretense.

    Fabrication includes but is not limited to: Citation of nonexistent sources, attributing an idea to a source that is not contained therein, or invention of data.

    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 or turned in an assignment, and falsely reporting an ethics violation by another student.
C. Instructors may require students to submit their work through plagiarism detection software programs.
D. Instructors may have a plagiarism or academic integrity policy unique to a specific course, but their policy must be consistent with the university statement on academic integrity in course guides. Whether or not the instructor has stated a policy, he or she has the right to take action in cases of academic dishonesty. By seeking credit for a course a student accepts that the instructor and/or the university has the right to take action as described in the applicable policy or remove them from a program because of the academic dishonesty.
E. Students who have violated standards of academic integrity are subject to any penalties applied by the instructor as well as any institutional penalties that may be exacted.
F. All parties involved in academic dishonesty are considered equally guilty. Students sharing course materials with other students or doing work for other students are as guilty as the students who claimed or used the work or course material.
G. It is recognized that at the undergraduate level, a lack of academic integrity does not always imply intentional academic dishonesty. For example students may mistakenly attribute an incorrect idea to a source or incorrectly cite a reference. In such cases, it is the intention of this policy to lead towards student growth and correction. Instructors are encouraged to use the academic resources center, writing labs, peer review, and other mechanisms to help their students mature academically.
H. In the case of academic dishonesty, instructors should feel obliged to report the case, and any penalties incurred, to the Academic Advising Office (AAO) according to institutional practices. This reporting is primarily for the purpose of identifying potential patterns of dishonesty. Reports will be managed by the Director of Academic Services. The department chair, dean and the provost will have access to these reports. If the department chair, dean or provost determines that additional sanctions are appropriate, the university may enforce penalties independent of or in addition to the instructor.
I. The AAO is responsible for managing records of all reported cases of academic dishonesty and any disciplinary action taken by the instructor, department chair and/or provost. The AAO will report to the

Office of the Provost as requested by the provost. Directors of Church Work programs may be informed of reports of academic dishonesty of students who have applied to the specific Church Work program.
J.   The dean of the student's respective college can request academic dishonesty reports at any time.
K.   The chair of the student's program can request academic dishonesty reports at any time.
L.   Multiple or egregious incidents of plagiarism or other academic dishonesty may be grounds for dismissal from the university.

Academic Dishonesty Policy (Graduate)

A.   Academic dishonesty is a serious offense that will result in serious penalties which may include course failure or expulsion from Concordia University.
B.   Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and lying.
   Plagiarism occurs when students use the work, research, ideas, or words of any other person or source without proper citation or credit. Plagiarism includes but is not limited to: 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 includes but is not limited to: Using unauthorized materials such as notes, books, or electronic devices during an exam or assignment, inappropriate consultation with a classmate, copying answers from another student, studying from an old exam or assignment that was not allowed to be circulated, and accepting answer keys or exams that have been stolen or obtained under false pretense.
   Fabrication includes but is not limited to: Citation of nonexistent sources, attributing an idea to a source that is not contained therein, invention of data.
   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 or turned in an assignment, and falsely reporting an ethics violation by another student.
C.   Professors may require students to submit their work through plagiarism detection software programs.
D.   Professors may have a plagiarism or academic dishonesty policy that is unique to a specific course and all professors should iterate the university statement on academic dishonesty in course guides. However, whether or not the professor has stated a policy, he or she has the right to take action in cases of academic dishonesty. By accepting a syllabus and seeking credit for a course, a student accepts that the professor or the university has the right to fail them in a course or remove them from a program because of the academic dishonesty.
E.   Students found to have committed academic dishonesty, are subject to any penalties applied by the professor as well as any institutional penalties that may be exacted. In other words, both the instructor and the university may enforce sanctions.
F.   All parties involved in academic dishonesty are considered equally guilty. Students sharing course materials with other students or doing work for other students, are as guilty as the students who claimed or used the work or course material.
G.   When academic dishonesty occurs, professors are required to report the case and any penalties incurred to the department or program chair and to the provost's office. Each will review the case. If either the chair or the provost's office determines that additional sanctions are appropriate, the university may enforce penalties independent of or in addition to the professor
H.   Multiple incidents of plagiarism or other academic dishonesty may be immediate grounds for dismissal from the university.
I.   If it is discovered after a course is completed that a student has earned credit through dishonest means, then the Graduate Council will appoint a committee to review the situation and recommend action. Recommended actions may include, but are not limited to requiring work to be resubmitted and/or altering grades. Altering of grades may result in a student's degree being rescinded.

Americans with Disability Act

Equal Access to Education: Concordia University, in accordance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, does not discriminate in the recruitment, admission, or treatment of students. Students with documented disabilities are legally entitled to request reasonable modifications, accommodations, or auxiliary aids that will enable them to participate in and benefit from all postsecondary programs and activities.

Who Qualifies?

The ADA and the Rehabilitation Act define an individual with a disability as a person who has a physical or mental impairment that substantially limits one or more of the major life activities of that person; has a record of such impairment, or is regarded as having such an impairment.

Activating the ADA

Please inform Security or the ADA & Academic Guidance Coordinator of your circumstances upon arrival to campus and request a meeting to discuss any special emergency response accommodations needed.
A student with a disability who wants to receive accommodations should, as a first step, contact the Concordia's ADA & Academic Guidance Coordinator and identify him/herself as having a disability, indicating what accommodations he/she is seeking. The student will then be asked to provide proper and sufficient documentation of the disability.

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 given 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[1]—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[2] 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 Angela Wassenmiller, Director of Instructional Technology and E-Learning, so she can condense and put them into a format all students can open. See **Power Point Presentations** in this document 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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[1] 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.

[2] 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.

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

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.

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 Director of Student Life 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*:*

- Send a copy of the subpoena to the Director of Student Life 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.

Appendix H: Unlawful Harassment Policy

CONCORDIA UNIVERSITY
N E B R A S K A

Unlawful Harassment Policy

1.   Unlawful Harassment

Concordia University is committed to offering employment opportunity based on ability and performance, in a productive climate, free of unlawful discrimination and harassment. Accordingly, unlawful harassment of any kind by supervisors or co-workers will not be tolerated. In addition, Concordia University will protect employees, to the extent possible, from reported unlawful harassment by students and other non-employees in the workplace.

A.   Zero Tolerance for Unlawful Harassment

Harassment because of a person's race, color, age, sex, national origin, marital status, or disability has been defined by federal and state courts and agencies as a form of unlawful discrimination. Unlawful harassment exists when:

1.   Supervisors or managers make submission to such conduct either an explicit or implicit term or condition of employment (including hiring, compensation, promotion, or retention);

2.   Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment-related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignments, etc.

Unlawful harassment may also exist when co-workers (or non-employees, such as students or vendors) engage in such conduct, when the conduct unreasonably interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.

Examples of unlawful harassment include, but are not limited to: unwelcome sexual flirtations (by members of the same or opposite sex), advances or propositions, unnecessary or unwelcome touching, graphic or verbal comments regarding a person's body, sexually or racially degrading terms or language, explicit or offensive jokes, verbal abuse because of a person's race, color, age, sex, national origin, marital status, or disability, or any other conduct that has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile, or offensive work environment.

As we work in ministry, it is important that all employees work as a team, so that the rights and interests of both the organization and the employees are honored. This is more critical for institutions associated with the church, where any failure to maintain high standards of

behavior may affect the church body as a whole. It is for this reason that rules of conduct have been established; it is your responsibility to know and follow them both on- and off-duty. Common sense, good judgment and acceptable personal behavior on the part of all employees is expected.

B.   Complaint Procedure

Any employee or applicant who feels that he or she is being harassed by another employee, supervisor or any other person because of his or her race, color, age, sex, national origin, marital status, or disability must immediately bring the incident to the attention of the Connie Butler, Director of Human Resources, who may be reached at 402-643-7332.

If that would prove to be uncomfortable or if the employee/applicant is not satisfied with the handling of the complaint, he or she must promptly bring the matter to the attention of David Kumm, Vice President for Finance and Operations, who may be reached at 402-643-7380.

Employees and applicants who are still not satisfied or would feel more comfortable lodging their complaint with someone else must promptly contact Jenny Roebke, Provost, who may be reached at 402-643-7374.

C.   Investigative Process and Remedial Action

Concordia University will promptly and impartially investigate all allegations of discrimination and harassment. Although complete confidentiality cannot occur given our obligation to investigate, all such allegations will be kept confidential to the extent possible. Upon the conclusion of the investigation Concordia University will take appropriate corrective action if warranted. Violations of Concordia University's Unlawful Harassment Policy may result in disciplinary action, up to and including termination of employment.

D.   Protection Against Retaliation

Under no circumstances will a supervisor, co-worker or student be allowed to threaten or retaliate against an employee or applicant who in good faith alleges unlawful harassment or against any individual who has participated in the investigatory process. Violations of this prohibition against retaliation may result in disciplinary action, up to and including termination of employment.

Appendix I: Consumer Information

Consumer information guide

All institutions participating in federal financial aid programs are required to notify enrolled and potential students and current and prospective employees regarding available consumer information. This page has been created to fulfill Concordia University, Nebraska compliance with the disclosure requirements under Title IV (list of disclosure obligations) and is available on the campus website (www.cune.edu). Title IV requires institutions participating in financial aid programs to disclose specified information to all prospective and existing students. Below is a list of the disclosure requirements, and links to pages that contain the actual information or where to obtain the information.

- Notice of Availability of Institutional and Financial Aid Information
  Student Financial Services
- Contact Information for Assistance in Obtaining Institutional or Financial Aid Information
  Student Financial Services • Office: W-106 • FinAid@cune.edu • 402-643-7270
- Student Financial Aid Information
  Student Financial Services
- Notice of Federal Student Financial Aid Penalties for Drug Law Violations
  Undergraduate (Residential) Student Handbook
- Privacy of Student Records −Family Educational Rights and Privacy Act (FERPA)
  Undergraduate (Residential) Student Handbook
- Consumer Information on College Navigator Website
  Listing for Concordia University, Nebraska at the College Navigator Website
- Facilities and Services Available to Students with Disabilities
  ADA resources at Concordia
- Student Body Diversity
  Listing for Concordia University, Nebraska at the College Navigator Website
- Price of Attendance
  Undergrad Cost • Grad Student Cost • Adult Ed Student Cost
- Net Price Calculator
  (Available October 2011)
- Refund Policy, Requirements for Withdrawal and Return of Title IV Financial Aid
  Policy for the return of financial aid received through Title IV funds
- Textbook Information
  Concordia Bookstore
- Academic Program (Educational Programs, Instructional Facilities, and Faculty)
  Academics at Concordia • Faculty List • Campus Maps • Buildings and Grounds
- Transfer of Credit Policies and Articulation Agreements
  Transferring credits to Concordia and credit by exam
- Institutional and Program Accreditation, Approval, or Licensure
  Accreditation
- Copyright Infringement Policies and Sanctions (Including Computer Use and File Sharing)
  Undergraduate (Residential) Student Handbook
- Teacher Preparation Program Report
  Report submitted to and available from the Federal Department of Education
- Drug and Alcohol Abuse Prevention Program
  Undergraduate (Residential) Student Handbook • Employee Handbook
- Vaccinations Policy
  Student Health Center (Medical History Form)

- Security Report (Including Emergency Response and Evacuation Procedures), Timely Warnings, and Crime Log
  Student right-to-know information and Campus Security Act • Campus security and safety
- Security Report − Missing Person Notification Policy
  Undergraduate (Residential) Student Handbook
- Fire Safety Report and Fire Log
  Fire Safety Report
- Information for Crime Victims about Disciplinary Proceedings
  Undergraduate (Residential) Student Handbook
- Retention Rate
  Listing for Concordia University, Nebraska at the College Navigator Website
- Completion/ Graduation and Transfer-out Rates (Including Disaggregated Completion/ Graduation Rates)
  Listing for Concordia University, Nebraska at the College Navigator Website
- Completion/ Graduation and Transfer-out Rates for Students Receiving Athletically Related Student Aid (Including Disaggregated Completion/Graduation Rates). Provided to prospective student athletes and others at time offer is made of athletically related student aid
- Placement in Employment
  Career and placement
- Job Placement Rates
  Career and placement
- Types of Graduate and Professional Education in Which the Institution's Graduates Enroll
  Student graduate school acceptances as stated in the latest Commencement Program
- Intercollegiate Athletic Program Participation Rates and Financial Support Data (Equity in Athletics Disclosure Act)
  This information is reported to the Department of Education and is available through the OPE Equity in Athletics Data Analysis Cutting Tool Website.
- Voter Registration Forms
  Current students: Links for students
- Entrance Counseling for Student Loan Borrowers
  Loan counseling
- Exit Counseling for Student Loan Borrowers
  Loan counseling

Appendix J: Verification of Travel Form

CONCORDIA UNIVERSITY

NEBRASKA

Verification of Travel Form

This form is to be completed by Adjunct Professors working for Concordia University – Nebraska that are seeking Travel Cost Reimbursement. Eligible candidates must be teaching an undergraduate or graduate traditional face-to-face course away from the Seward or Lincoln campuses and must accumulate a roundtrip distance from their home to the course site of at least 50 miles.

If a professor is teaching more than one course a form for each individual course is required.

Name of Person Requesting:

Course: Location:

Travel Distance (Roundtrip per Day):   Course Credit Hours:
Distance is defined as: roundtrip miles that offsite location is from your home

For Verification Purposes Only

Home Address:
Course Site Address:

Undergraduate or Graduate Adjunct Rates for Travel Assistance			
Location	>50 miles	>100 miles	Maximum
	$50/credit hour	$100/credit hour	$300/per course

Employee Signature: _____   Date:

The Human Resources office will determine the accuracy of mileage request using Map Quest based on the most direct route given using the information provided on this request form

ADJUNCT HANDBOOK ACKNOWLEDGMENT

I have received a copy of the 2012-2013 Concordia Adjunct Handbook and have either read it or have had it read to me carefully. I understand this Handbook supersedes all prior versions and policies. I understand all of its rules, policies, terms and conditions, and agree to abide by them, realizing that failure to do so may result in disciplinary action and/or termination. I authorize the University to investigate any complaint or allegations made against me and to obtain all information relevant to determining my continued employment. I understand and agree that upon termination of my employment for any reason I must return all the University's materials, property, keys and equipment issued to or taken by me and pay the University any money that I may owe the University and agree that upon my failure to promptly to do so the University can withhold corresponding amounts from my paychecks and take whatever legal action the University deems appropriate.

I understand and agree that my employment is terminable-at-will, so that both the University and I remain free to choose to end our work relationship at any time for any or no reason. Similarly, no University official has the authority to enter into an oral employment contract, and only the University President can enter into a written employment contract on behalf of the University.

I understand nothing in this Adjunct Handbook in any way creates an express or implied contract of employment between the University and me, but rather is intended to foster a better working atmosphere while the employee/employer relationship exists.

_____   Date: _____
Employee's Signature

_____
Employee's Name (Printed)

A print copy of this acknowledgement statement must be signed and returned to the Human Resources Department, Concordia University, Nebraska, 800 N. Columbia, Seward, NE 68434 prior to the acceptance of your new contract. This acknowledgement is for the Adjunct Handbook to which it is attached. Additional acknowledgments may be required as Handbook updates are issued.