Faculty Handbook

2024-2025

Central Christian College of Kansas is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools to award associate, bachelor, and master degrees. Further information can be accessed by contacting the Higher Learning Commission at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604 or calling 800.621.7440.

This handbook has been compiled to codify policies and procedures and to state College expectations for faculty. Whenever possible, the administration of the College will attempt to communicate proposed changes to this handbook in order to provide time for evaluation and response. However, at the direction of the Board of Trustees, the administration may be instructed to add, amend, or subtract elements of this handbook at any time, with such changes becoming effective as stipulated by the Board.

Central Christian College employees are generally categorized as faculty, staff, or administration. All three groups are vital to the success of the institution. Since Central Christian College is an academic institution, there are certain policies and procedures that pertain to faculty members (those facilitating scheduled classes, the Briner Academic Center Director, Registrar, and the Chief Academic Officer) which do not apply to other employees of the institution.

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2.1 MISSION STATEMENT

Central Christian College of Kansas, an evangelical Christian College embracing the Wesleyan tradition, is dedicated to educating men and women of character who will impact the world for Christ. The mission statement, "Christ-Centered Education for Character," affirms the ethos that has inspired the College since its inception. Our mission drives us forward to higher levels of excellence and distinction as we seek to glorify God in our programs. Through our residential program centrally located in McPherson, Kansas, and through our global online learning environment, Central Christian College of Kansas is dedicated to providing a Christ-centered education for character.

2.2 VISION STATEMENT

A vision statement is a broad declaration of what the institution believes God desires for us to accomplish. It represents an aspiration that serves as an impetus to drive the institution.

Central Christian College of Kansas aspires to provide a transformative educational experience rooted in Christ, to any person desiring to become a faithful steward of heart, mind, soul, and strength.

2.3 FURTHER GUIDELINES

For an exhaustive list of Central Christian College's guiding principles, please view the current catalog.

2.4 ADMINISTRATIVE STAFF

For a list of administrative staff, please refer to the current Policy and Procedure Manual.

3   INSTITUTIONAL POLICIES

Institutional Policies concerning the following can be found in the Policies and Procedures Manual: Personal Identifiable Information (PII), Family Educational Rights and Privacy Act (FERPA), Non-Discrimination, Sexual Harassment and Sexual Misconduct, Whistle Blower Policy, Nepotism, Grievance Procedure, Drug Free Workplace Statement, and Weapons Policy.

See below for additional information about FERPA that may apply to faculty.

3.1 FREQUENTLY ASKED QUESTIONS (FERPA)

Can a professor obtain a copy of a student's records without the student's written permission?
A school official (including professors) may obtain a copy of a student's records without the consent of the student *only when the school official has a legitimate educational interest (or a legal right to know).*

If a faculty/staff member has access to computerized education records, is the person authorized to view all of the available records?
No. A school official should access a student's education record only if a legitimate educational interest exists with respect to that particular student and that particular record. The confidentiality provisions of FERPA still apply.

Can the media ask for information about a well-known person who was once a CCCK student?
Education records are protected by FERPA for *former* and *current* students. Thus, education record information about a former student cannot be released without the written permission of the student. Directory information can be released as long as no hold has been placed on the directory information (see *Directory Information* section). Alumni records which do not relate to the person as a student may also be released.

Do any special rules apply to transcripts or Social Security Numbers?
Yes. The Registrar is the only person authorized to issue transcripts. An official transcript is issued only when requested by the student in writing. Social Security Numbers are personally identifiable and are considered nonreleasable private information; they are treated as education records.

What rights does FERPA give to students?
FERPA grants students the right to inspect and review their student records, except for those portions of the records that are not considered education records. Therefore, a student could not review (a) portions of a record containing information about students other than the requesting student; (b) medical or mental health records; or (c) records connected with an application to attend CCCK or a component unit of CCCK if the application is denied.

What limits apply to the disclosure of information from a student's education record to a third party?
Records may be disclosed to a third party only if the student has given written permission for the additional disclosure, or if a legitimate educational interest has been articulated for disclosure to the third party and noted in the record. This limitation does *not* apply to directory information.

Can a student request a copy of his/her education records by fax?
The CCCK policy is to grant a student inspection of records only upon written request, which must be provided *by the student to the Registrar's Office* (a) in person [picture ID required], (b) by mail, or (c) by fax. Students may provide written authorization for a copy of their education records to be provided to a third party [e.g., attorney, employer].

May faculty/staff members transmit grades electronically (e-mail) at the student's verbal or written request? The transmission of grades electronically (e-mail) to any party, including the respective student, is *strictly prohibited*, even at the student's verbal or written request. Such transmissions could result in a privacy violation because they may not be secure and could be retrieved by an unauthorized party.

What are the consequences for a violation of FERPA?
A report and verification of a FERPA violation by a faculty or staff member could result in the termination of CCCK's eligibility to receive funding under any applicable federal program, including the Pell Grant and Guaranteed Student Loan Programs.

4 WRITING PROGRAM

As a part of the General Education Learning Outcomes, the College has established a writing program to track and assess communicative clarity across the curricula. The College adheres to the writing style standards of the American Psychological Association (APA). If any professor wishes to use an alternative writing style (MLA, Chicago, Turabian, etc.) for their courses, they must outline the requirements for the desired writing style within the course syllabus.

A standard APA formatting guide (*The Blue and Gold Standard*) can be found at the following link:

https://www.centralchristian.edu/writing-center/

Writing across the curriculum is a pedagogical approach that recognizes writing as an essential element of every discipline. While the basic elements can be learned through a single department, writing is best refined within the context of the disciplines most associated with students' learning outcomes. The Writing Program recognizes that a focus on writing alongside the learning outcomes associated with the subject being studied exposes the students to different writing conventions as defined by the needs of the discipline. It parallels the strategic focus on critical thinking, since engaged writing requires students to reflect on, engage with, and express outcomes and conclusions.

In order to meet the requirements of the Writing Program, incoming freshman students will need to complete the following:

SAS:

1. A placement test administered prior to the first day of class.

2. English Essentials (EN-CP 090). Required of all students with an Accuplacer Reading score of 236 or below.

3. English Composition I (EN-CP 103) or equivalent.

4. English Composition II (EN-CP 104) or equivalent.

5. A final writing program assessment administered as the final essay in English Composition II.

6. An approved upper-level writing intensive course with a minimum 3000 word writing requirement.

SPE:

1. A writing assignment administered in GS-SM 105.

2. English Composition I (EN-CP 103) or equivalent.

3. English Composition II (EN-CP 104) or equivalent.

4. A final writing program assessment administered as the final essay in English Composition II.

5. An approved upper-level writing intensive course with a minimum 3000 word writing requirement.

4.1 WHAT QUALIFIES AS AN UPPER LEVEL WRITING INTENSIVE?

- Approved upper level writing intensive courses are identified with a [WI] at the end of the course title. In order to enroll in one of these courses, the student must have junior standing.

- These courses must be taught by a full-time instructor who is responsible for providing constructive feedback on the final writing submission.

- These courses require students to produce a minimum of 3000 written words. This minimum may be satisfied through the completion of a senior major thesis; however, that thesis should include at least three major sections and require students to complete substantial revisions in response to instructor feedback. This minimum may also be met through the production of multiple writing assignments, none of which may be fewer than 500 words and must represent at least three different assignments. Writing done as part of exams, essays, or preliminary assignments may count toward any of these minima (if there is opportunity for feedback and revision).

- These courses must utilize a process of submission, feedback, and revision toward the completion of a final document or series of documents. Courses that require students to submit a stand-alone writing assignment with no opportunity for feedback, revision, and improvement will not qualify as meeting the requirement for an upper level writing intensive. Instructors must require the use of Turnitin.com for the senior major thesis. Instructors are also required to have students utilize Grammarly.com (free version), tutor.com, or another grammatical tool/reader during the writing process.

- These courses require that students' final writing submissions be submitted by the full-time instructor of each upper level writing course to the Office of Institutional Effectiveness so that a sample may be assessed by the Writing Program Director using the Writing Program Rubric. Instructors should award a grade specific to the course – separate from the rubric.

4.1.1 Writing Rubric

In an effort to develop a rubric that is both operational for the College and has wide acceptance within best practices at other accredited colleges, the College has opted to use a revised version of the VALUE rubrics, as developed by the Association of American Colleges and Universities.

These VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Faculty interested in the research on writing assessment that has guided the development of the VALUE rubric can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; https://prod-ncte-cdn.azureedge.net/nctefiles/resources/positions/wpawritingassessment.pdf) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; https://cccc.ncte.org/cccc/resources/positions/writingassessment)

4.1.1.1 Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

3.1.1.2 Glossary

The definitions that follow were developed to clarify terms and concepts used in the writing rubric.

Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.

Context of and purpose for writing: The context of writing is the situation surrounding a text: Who is reading it? Who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.

Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.

Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.

Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.

Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

3.1.1.3 Writing Assessments

SAS: On-ground writing program assessments will analyze writing samples from three specific points across students' academic tenure: a writing assignment administered on the first day of English Essentials or English Composition I, the final essay in English Composition II, and the 3000 word writing requirement in all approved upper level writing intensive courses. These writing samples will be submitted to the Office of Institutional Effectiveness. The writing assignment should be submitted no later than the academic reporting (census) day. The final writing program assessment and the 3000 word writing requirement will require the use of Turnitin.com and Grammarly.com, and should be submitted no later than the Friday after grades are due each

semester. A minimum 10% of on-ground students who matriculate to graduation will be chosen at random for representative evaluation. The VALUE Rubric will be applied by the Writing Program Director to this 10% sample across the three aforementioned assessment points such that students' progress can be evaluated over the entirety of their time at CCCK. The Office of Institutional Effectiveness will oversee the process and submit a report to the Academic Affairs and Assessment Committee each fall for the prior school year.

SPE: Online writing program assessments will also analyze writing samples from three specific points across a students' academic tenure: a writing sample will be taken from all incoming online students' GS-SM 105 Essentials for College Success Apply 1.1 assignment, the final essay in English Composition II, and the 3000 word writing requirement in all approved upper-level writing intensive courses. These writing samples will be submitted to the Office of Institutional Effectiveness. The writing sample from GS-SM 105 Essentials for College Success Apply 1.1 should be submitted no later than the academic reporting (census) day. The final writing program assessment and the 3000 word writing requirement should be submitted no later than the Friday after grades are due in each term. A minimum 10% of online students who matriculate to graduation will be chosen at random for representative evaluation. The VALUE Rubric will be applied by the Writing Program Director to this 10% sample across the three aforementioned assessment points such that students' progress can be evaluated over the entirety of their time at CCCK. The Office of Institutional Effectiveness will oversee the process and submit a report to the Academic Affairs and Assessment Committee each fall for the prior school year.

3.1.1.4   Writing Program Description for Catalog and Relevant Syllabi

SAS: All CCCK graduates must complete the writing program curriculum. This includes a placement test administered prior to the first day of class; English composition I and English composition II, three-credit courses usually taken during students' freshman year; a final writing assessment administered as the final essay in English composition II; and an approved upper-level writing intensive course usually taken during students' senior year. Students who do not pass the placement test will be required to take English Essentials in advance of enrolling in English composition I. See CCCK Catalog for placement requirements.

SPE: All CCCK graduates must complete the writing program curriculum. This includes a writing component in GS-SM 105 Essentials for College Success (3 Hours); English composition I and English composition II, three credit courses usually taken during students' freshman year; a final writing assessment administered as the final exam in English composition II; and an approved upper level writing intensive course usually taken during students' senior year.

Written Communication VALUE Rubric

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Context of and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors (1-2/page).	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors (3-4/page).	Uses language that sometimes impedes meaning because of errors in usage (5+/page).

5 LIBRARY SERVICES (GENERAL)

This section contains information about Library Services that are available to all CCCK faculty members.

5.1 MISSION OF BRINER ACADEMIC CENTER

The mission of Briner Academic Center at Central Christian College is to provide information services, resources, and an environment that furthers the mission of Central Christian College to promote "Christ-Centered Education for Character." The activities of the center are:

- In working with the students (traditional and online), the services of the center include teaching students how to use the library and its resources, and increasing their knowledge of information literacy.
- In working with the students and faculty, the center's priority in the purchase of materials will directly support the educational needs of students and the curriculum of each department at CCCK.
- In addition to defining, promotion, and teaching aspects of information literacy, the staff of the Briner Academic Center have the ability to interact on a one-to-one basis with a diverse clientele, implementing instructional programs that promote library usage with respectful treatment of each student, faculty, and staff member.

5.2 LIBRARY FUNCTIONS AND SERVICES

5.2.1 Circulation

Most library materials circulate to faculty for four weeks. Materials should be returned or renewed on or before the due date indicated on the date due slip. Although we have no overdue fines, we expect faculty members to respect due dates and reimburse the library for lost materials through their personal or departmental funds at the same rate charged to students.

5.2.2 Library Catalog Access

Access to the library catalog. Each faculty member is given a login and password.

- **Site:** https://ccc.agverso.com/home?cid=ccc&lid=ccc
- **Log-in-** first name.last name – (example joe.smith)
- **Password** is userpass- You will then be asked to change your password

You can search the library catalog for items in the collection without logging in. If you want to use the databases for journal articles, you *must* login. If you want to access journal or magazine articles, you should uncheck the 'Briner Library Catalog' and click on the 'Databases' arrows **on the right** to see all the databases available. It is recommended to start with the 'EBSCO Academic Search Premier' database by clicking on the blue title. Any database can be used by clicking the title of that specific database only.

If you would like more instruction on using the library catalog, please contact the Briner Academic Center Director for assistance. Library orientation for individual classes is available upon request.

5.2.3   Library Purchased Databases

The library continues to evaluate the databases and their uses by academic department each year. The guidelines used to support the renewal or purchase of databases is as follows:

- Need: Is the database needed by the student population?
- Inclusivity: Is the material already accessible through one of the current databases?
- Expense: Is the cost justifiable?
- Accessibility: Does the database provide access to full-text articles?
- Research: Do statistics support the renewal of the database?
- Intentionality: Is the database being introduced by the instructor in class, through the syllabus and also required use in the class research projects?

5.2.4   Departmental Journals/Magazines/Subscriptions

The Briner Academic Center staff works with each academic department to purchase periodicals that fit the academic research needs of their departments. The periodicals are purchased by the library and reside in the library's collection. Occasionally the director will work with departments to purchase a periodical through a specific organization or membership to a professional organization. With this arrangement the expectation is that the library will pay for the purchase price of the periodical only and the periodical will be passed to the library in a timely manner and become property of the library. The library also accepts donations that are purchased by faculty members, at which time the periodicals become property of the library.

At the beginning of each year, the individual departments are asked to review the listing of periodicals or journals that have been previously purchased for their department and authorize renewals. Each academic department is asked to carefully analyze their periodical listing and order renewals that will be utilized by students within the department. It is strongly encouraged that the periodicals that each department selects be included in syllabi and their use included in research assignments.

The Briner Academic Center Director reserves the right to make the final decision concerning the periodicals that are purchased and added to the library collection.

At the beginning of each year a list of all magazines/journals are emailed to all faculty. If an instructor is interested in receiving a copy of the table of contents of any of the subscriptions throughout that school year, a response is given to the Briner Academic Center Director. The faculty will receive a copy of the table of contents of the desired magazine/journal and they can circle the articles they would like to receive.

5.2.5   Other Library Services

- With advance notice, the Student Success Specialist will proctor tests in the library. If the Academic Coordinator is unavailable, the Student Success Specialist will proctor tests.
- Classes are welcome in the library anytime with advance notice (at least 24 hours' notice). The professor must accompany their class and be responsible for their supervision.
- Library database instruction sessions can be presented in your classrooms by request to the Briner Academic Center Director.

6 COURSE MANAGEMENT (GENERAL)

In accordance with the mission and scope of the College, it is the responsibility of each faculty member to maintain the highest level of excellence and ethics in the completion of articulated duties. Central Christian College of Kansas staffs its academic offerings with full-time and adjunct faculty in accordance with present budgetary resources. Full-time faculty members, residential and non-residential, are defined as:

- Teaching a full-time load during any given academic year (or performing equivalent duties as defined by the Chief Academic Officer).
- Participating in assessment and committee work as assigned by the administration of the College, with limited committee responsibilities through the summer term.
- Engaging in professional development opportunities.

Understanding that it is the responsibility of the College to staff each course with a facilitator that provides the highest quality educational experience necessary to meet the stated objectives for the given course, it is the responsibility of the faculty member to adhere to the description and intent of the course as stated in the catalog. To this end, the faculty is charged to discover and utilize the best modality/pedagogy at their disposal and to update the contents of the course in order to address any new developments and discoveries in the discipline or course of study.

6.1 SYLLABUS

All courses are required to have a syllabus on record by the end of the first week of classes. Syllabi should be available to every student (paper or electronic) by the beginning of each semester. The syllabus should be reviewed during the first scheduled course meeting to allow students to ascertain if the course will meet their education goals.

In general, a syllabus should articulate all class policies and procedures. The syllabus should be as descriptive as possible, outlining rubrics for grading, assignments, readings, assessment tools, etc. A template describing the required elements can be found on the T: drive.

At the beginning of the semester, faculty members should submit semester syllabi for academic record purposes. Faculty members will copy and paste their syllabi to the T: drive in the Syllabi – Drop File.

6.2 COPYRIGHT[1]

It is the expectation of Central Christian College of Kansas that all faculty members will abide by established copyright laws (Title 17 of the U.S. Code). The responsibility of determining adherence is assigned to the individual faculty member and should be considered when using copyrighted materials.

It is an assumption that faculty use of copyrighted material falls under the domain of *Fair Use*. While it is true that some leeway has been granted to educational staff, faculty should not assume that all copyrighted materials are open for use. Those items that are part of the Public Domain remain open to use.

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[1] Information taken from Russell, Carrie. Complete Copyright: An Everyday Guide for Librarians. New York: American Library Association, 2004. *See the Academic Catalog for more information on Copyright and possible penalties for infringement.*

Items not included in the public domain or when copyright has not been obtained, the faculty member is required to demonstrate a good faith effort to identify permissible use of the item and to protect the integrity of the copyrighted item.

If copyright cannot be readily accessed through the copyright owner, the faculty member can make arrangements through the Copyright Clearance Center at http://www.copyright.com/.

Four Criteria for Fair Use Claims

1. The purpose and character of the use, including whether the use is of a commercial nature or is for nonprofit educational purposes.
2. The nature of the copyrighted work. Materials designed primarily for educational use are less susceptible to a claim of "fair use".
3. The amount and substantiality (extent) of the portion used in relationship to the copyrighted work as a whole. In general, if the entire work was reproduced, a claim cannot be made for Fair Use.
4. The effect of the use upon the potential market for or value of the copyrighted work. Example: A book is narrated onto audiotape. Even though it may not be on tape at present, it could at some future time and the earlier taping would affect their sales.

Photocopying may be okay if...

1. Reproduction of unpublished works for the purpose of preservation and security.
2. Reproduction of published works for the purpose of replacement of damaged, deteriorating, lost or stolen copies if replacements cannot be obtained at a fair price.
3. Reproduction for a patron of one copy of an article or small part of a work to become the property of the patron for the purpose of study or research.
4. Reproduction of an entire work, at the request of the patron, if it cannot be obtained at a fair price.

Rights of production do not apply to:

1. Musical works: any type of printed music
2. Pictorial, graphic, or sculptured works
3. Motion picture or other audiovisual works (exception: motion picture or recording of a news program)

Photocopying for reserve use may be permissible if all four of the Fair Use criteria are followed.

There are also several reference materials available for reference and research concerning all copyright laws in the library for faculty use. All decisions with regard to copyright laws are the responsibility of the individual with the staff of Briner Library claiming no responsibility on said decisions, by students, faculty, and/or staff of CCCK. This applies to the use of the computers, printer, and copier in Briner Library.

6.2.1 The TEACH Act

The Teach Act applies to any non-profit, accredited educational institution. For higher education, regional or national accrediting agencies recognized by the Council on Higher Education Accreditation or the U.S. Department of Education provide authorized accreditation. For primary and secondary institutions, applicable state certification or licensing agencies provide accreditation.

Enacted in 2002, the Technology, Education and Copyright Harmonization (TEACH) Act serves as an amendment to the 1976 Copyright Act. The purpose of the Act was to address distance education and those aspects of face-to-face teaching that utilize online (web), transmitted, or broadcast resources. The

Act allows for the digital performance or display of a copyrighted work, though it does not allow for making textual materials available to students. Instructors and Subject Matter Experts (SMEs) should remember that the TEACH Act is an extension of the copyright laws, but does not supersede the rights of copyright already afforded through copyright law. Therefore, all transmitted copies must be lawfully made and must not interfere with technological protections already afforded to the copyright owner. If help is needed obtaining copyright, help can be found at the Copyright Clearance Center (http://www.copyright.com/).

In order to comply with the provisions of the TEACH ACT, the following regulations must guide the actions of instructors and SMEs.

- Secure authentication technology must be used to restrict access to the materials. This restricts the use of simply supplying an artifact or link on a faculty/departmental/course web page unless permission has been obtained from the copyright holder or CCCK has a license to use the work in this manner.
- Access is limited to students currently enrolled in the course and it must be a part of a facilitated instructional activity; under the supervision of the instructor
- Access is limited for a prescribed time, defined by how the artifact needs to be used or accessed within the course.
- Use of material is comparable to what would be displayed in a face-to-face interaction. Therefore, if only a single graphic would be used in a face-to-face experience, the same should be true for any other experience.
- Nondramatic and musical works may be used in their entirety. Use of other works (i.e. audiovisual, movies, etc.) is limited to a reasonable portion pertinent to the intent of that class session. No portion of an artifact, specifically designed for online consumption, may be used. If the artifact is already in available through an alternative digital format, copyright permission must first be obtained.
- Measures are in place to prevent the ability of the students to retain or disseminate an artifact (i.e. streaming, formatting, etc.)
- The following statement must be displayed on all classes (LMS) and syllabi utilizing this provision: "The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated."

6.3 GRADING/COURSE RECORDS

Grading provides a measure of assessment regarding the mastery of learning objectives stated for each course. It can also be helpful in the assessment of teacher efficacy. Faculty should clearly outline the grading rubric and schedule in the course syllabus. Faculty members have the responsibility to provide enough assignments and assessments for the student to determine progress on the stated course objectives. This includes timely responses and grading from instructors following the completion and submission of assignments (within one week of submission).

All students designated on the official roster are required to have a grade associated with their course performance. The Registrar will request all faculty members to record grades according to the academic calendar. Once grades are submitted, they become part of permanent records and cannot be changed except by the faculty member or through an official appeal process.

Faculty members are prohibited from designating "I" (Incompletes) without authorization of the Registrar.

6.3.1 Grading Related to Dismissal from the Institution

If for some reason, a student is dismissed from the College, the grade assigned for each class will depend on the student's status at the time of dismissal.

1. If the student is dismissed prior to the official last day to drop a course without a grade, the student will be withdrawn from classes and the transcript will show a grade of "W" for each course.
2. If the student had a failing grade in a class at the time of dismissal and the dismissal occurs after the official last day to drop a course without a grade, a grade of "WF" will be assigned for the course. These grades will figure into the GPA and become a part of the student's permanent record.
3. If a student has a passing grade at the time of dismissal and the dismissal occurs after the official last day, but before the last full week of classes (last two days during interterm), a grade of "WP" will be assigned for the course. These grades will not figure into the GPA, but will become a part of the student's permanent record.
4. If the student had a passing grade at the time of dismissal and the dismissal occurs during the last full week of classes, the student will receive a grade commensurate with his or her overall class performance. Faculty members reserve the right to assess a grade based on an objective measurement of the work completed prior to the dismissal and an empirically derived estimate of future performance of those assignments left incomplete (e.g. final paper, final project, final test).

6.4 ACADEMIC INTEGRITY (CHEATING & PLAGIARISM)[2]

The mission of Central Christian College is to provide a Christ-centered education for character. This outcome is echoed in the Community Expectations Covenant and Code of Character, which provide the behavioral basis for how elements of character are defined at Central Christian College of Kansas. Activities such as plagiarism, impersonation, fabrication, sabotage, cheating, and deception represent severe departures from the expectations of those attending an institution dedicated to producing men and women of good character. Furthermore, such activities represent a form of embezzlement since they communicate the attainment of knowledge, skills, and abilities that may not truly be mastered by the individual.

Students do not have the option to appeal to ignorance in cases of academic dishonesty. If there is any element of doubt, it is the responsibility of the student to communicate with officials of the school in order to determine if his or her actions could be defined as appropriate.

For complete process concerning issues of academic integrity, see the CCCK Academic Catalog.

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[2] This policy was adapted from the policy outlined at Miami University. Used by permission November, 2012.

7 TECHNOLOGY (GENERAL)

Updated: 9/7/2023

This section contains information about Technology that applies to all CCCK faculty members. There are some services that are available to SAS faculty only. For information on these services, see section 16, Technology (SAS).

Where appropriate, CCCK provides technology for the purpose of enhancing the educational mission of the institution and conducting the business of the college. Technology includes computers, servers, software, accounts, portals, phone messaging, and other designated resources. CCCK expressly states that no college related system provides any avenue for private or confidential communication or data storage. The user has no guarantee that any data stored or communicated on or through college related technology is private or secured.

The college reserves the right to authorize individuals to access email, voicemail, or any type of retrievable data without the consent of the assigned user, if and when there is reasonable evidence to suggest that such action is necessary to comply with legal or regulatory requirements.

7.1 EMAIL

In order to assist in the effective transfer of communication, CCCK has a dedicated email server that is to be utilized by all faculty members. All new faculty members (Adjunct & Full-time) will be provided a CCCK email account. This account will serve as an official avenue for all College-related communication.

Access to the CCCK email server is a privilege. It is designed to enhance the educational mission of the institution and is purposed for work related communications. CCCK realizes that in a working community some level of social and personal communication will happen. However, certain types of communications will not be tolerated. This includes derogatory, defamatory, sexual, vulgar, obscene, explicit, threatening, harassing, or discriminatory communications of any kind. Furthermore, CCCK email is not to be used for commercial or political use, nor should users engage CCCK email to propagate chain emails, hoaxes, legends, family fundraisers, or announcements from outside organizations that have not been preapproved by the Chief Academic Officer.

The individual user should keep in mind that the email server is not a private, secure medium for communication. Simply stated, email communications created, sent from, received by, or stored on the CCCK email server are not private. As such, all CCCK personnel waive the right to privacy in email messages and do consent to the disclosure of all files by those authorized by the college to access said data. Users of CCCK technology recognize that disclosure of files (including email communication) may be required in light of investigations, subpoenas, or lawsuits leveraged within the college system or by an outside entity. In light of the US Electronic Communications Privacy Act email tampering (delivery or receipt) or using email for nefarious activities may be interpreted as a criminal act and require access to all electronic communications by third party investigators, without prior notice.

When transmitting messages, the user should be careful to distribute messages only to intended users who have a need to receive them. All users should demonstrate restraint and good judgment when forwarding emails, protecting the integrity of the message and the privacy of those included in the forward. Distribution lists should be used only when appropriate to do so and be maintained on a regular basis.

7.1.1 Email Confidentiality Statement

The following statement may be added to all outgoing communications from college personnel. It can be included automatically on all communications using the signature options in Outlook. More help can be found by contacting the IT office.

Confidentiality Notice: This message and any attachments are intended only for use of the individual or entity to which it is addressed and may contain information which is privileged, proprietary, or confidential. If you are not the intended recipient, you are hereby notified that any dissemination, distribution or copying of this message, or attachments, is strictly prohibited. If you received this message in error, please notify the sender immediately and delete this message and any attachments

7.2 FACULTY RESOURCES

7.2.1 Turnitin Feedback Studio

In order to enhance the mission of the school and develop character in the pursuit of scholarly work, students and faculty have been granted the use of Turnitin Feedback Studio. Turnitin Feedback Studio offers all the functionalities of Turnitin, but with a simplified, more intuitive interface designed for the modern classroom. Turnitin Feedback Studio will make it faster and easier than ever to promote academic integrity, provide actionable feedback, and evaluate student learning at CCCK.

To get acquainted with the upgraded Turnitin Feedback Studio and prepare for a successful implementation, you can review the Feedback Studio Instructor Guide on the T: drive.

Turnitin guides can be found at the following two links:

- Canvas integration – https://help.turnitin.com/feedback-studio/canvas/lti/instructor/instructor-category.htm
- Turnitin.com traditional – https://help.turnitin.com/feedback-studio/turnitin-website/instructor/instructorcategory.htm

Turnitin.com is also integrated with Canvas, CCCK's learning management system. Using this integration, Turnitin.com assignments may be directly created and graded within Canvas. Training guides can be found on the T: Drive and in the CCCK Instructor Resources Canvas course.

7.2.2 Tutor.Com

With Tutor.com's individualized learning services, your students have anywhere, anytime, any-device access to over 3,100 subject matter experts. Students can connect to live expert tutors on their schedules– 24 hours per day, 7 days per week, instantly. Every tutoring session combines best-in-class academic support with a unique diagnostic moment. Tutors assess students' prerequisite knowledge and concept mastery --the key to giving instructors unprecedented, early visibility into student challenges.

Each student is afforded 10 hours of free service each semester. Students can access the service at:

- https://lhh.tutor.com/default.aspx?ProgramGUID=11fbfcfd-686a-4a8b-90fb-5a84a0943b47

7.2.3 Zoom

Zoom is a cloud-based video communications app that allows you to set up virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities. Faculty will use Zoom to capture the class session.

7.2.4 Canvas

Canvas is the College's web-based learning management system (LMS). Canvas enables faculty to manage all classroom resources, lectures, student groups, student communication, assignments, and grades in a single location. All courses, faculty, and students are automatically imported into Canvas each semester.

Canvas includes a variety of customizable course creation and management tools, course and user analytics and statistics, and internal communication tools. CCCK has purchased a 24 hour Canvas support hotline (855-452-8058) and live chat option for faculty and student support.

All faculty are required to utilize Canvas in the following capacities:

- Syllabus
- Midterm and final grades

- Assignments and grades for each assignment

- Attendance daily

8 FACULTY POLICY & PROCEDURES (GENERAL)

This section contains information about faculty policy and procedures that apply to all CCCK faculty members. There are additional policies that apply to SAS faculty only. For information on these policies, see section 16, Faculty Policy & Procedures (SAS).

8.1 PURPOSE AND SCOPE

The faculty members of Central Christian College of Kansas exist to support the mission of the College and are empowered to represent the College in the impartation of a liberal arts education that provides a Christ-Centered education for character focused on the development of heart, soul, mind, and strength.

The faculty has primary responsibility to legislate all curricula of the institution and has administrative responsibility for the educational mission of the College. Recommendations concerning the educational mission, policies, and procedures of the College are processed through the standing committees, and ultimately the Faculty Senate. Any action sanctioned by the faculty is subject to the approval of the Chief Academic Officer and the President of the college.

Being a faculty member at Central Christian College is a high honor and a sacred trust. This position is critical for the student body and the whole college community. Faculty members with a variety of skills are hired to round out the faculty and, therefore, responsibilities will differ. However, in general a faculty member should:

- Seek to be a person of deep faith and integrity.
- Strive to advance in one's chosen discipline.
- Be faithful in teaching and mentoring students on the Central Christian College campus.
- Make a meaningful contribution to the Central Christian College community, the church of one's choice, and the McPherson community.

8.2 FACULTY CREDENTIALS

The following guidelines apply to all faculty members whose primary responsibility is teaching, including pro-rata, part-time, adjunct, online facilitators, dual credit instructors, and temporary faculty. Much of this policy comes directly from the Higher Learning Commission's Guidelines: Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices (October 2015).

Beyond mere coverage of course material, qualified faculty should be able to engage professionally with colleagues in determining the learning objectives for all graduates of a program, as well as possess and demonstrate the full scope of knowledge, skills, and dispositions appropriate to the credential awarded. More broadly, qualified faculty should know the learning objectives of the institution for all of its students. HLC expects that through the higher education curricula and learning contexts that faculty develop, the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. Qualified faculty should also be aware of whether and how much students learn through the ongoing collection and analysis of appropriate data, because the College needs to demonstrate its commitment to educational achievement and improvement through ongoing assessment of student learning. It is important to note that none of these abilities are intended to substitute for content expertise or tested experience.

Academic credentials serve as the primary means through which the College identifies qualified faculty members. Currently, instructors at CCCK must possess a master's degree relevant to the subject they are teaching[3]. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield[4] in which they teach. Faculty members teaching general education courses, or other non-occupational courses must hold a master's degree or higher in the discipline or subfield.

- Faculty teaching general education courses at the undergraduate level:
  - Doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching associate degree courses designed for transfer to a baccalaureate degree:
  - Doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree:
  - Bachelor's degree in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline.
- Faculty teaching baccalaureate courses:
  - Doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).
- Faculty teaching graduate and post-baccalaureate course work:
  - Earned doctorate/terminal degree in the teaching discipline or a related discipline.
- Graduate teaching assistants:
  - Master's in the teaching discipline or 18 graduate semester hours in the teaching discipline with direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

In cases where a faculty candidate does not hold the required academic credentials, the Chief Academic Officer may consider competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Ways in which this is documented:

- current professional licensure and certifications
- documented continuing education hours
- honors and awards
- documented excellence in teaching

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[3] This requirement may be waived for teaching assistants enrolled in a graduate program and supervised by faculty.

[4] An academic subfield refers to components of the discipline in which the instruction is delivered. The focus, in this instance, is on the courses being taught and the appropriateness of faculty qualifications with reference to such courses. The underlying issue is whether a degree in the field or a focus in the specialization held by a faculty member appropriately matches, in accordance with the conventions of the academic field, the courses the faculty member would teach.

- authoring or co-authoring a journal article(s) or chapter(s) of a textbook
- recognition in journals, online sources, or textbooks
- certification of participation in training
- professional registry and apprenticeships
- documented or recognized expertise by other credentialed practitioner

These regulations apply to all instructors, regardless of *Faculty Status* or mode of instruction (i.e. dual credit or online).

8.2.1   Documenting Credentials

CCCK requires ***official transcripts*** of the highest degree for all instructors of record or all degrees by which a faculty member wants to be evaluated. Official transcripts and transcript cover sheets for all approved teaching faculty are maintained by the Office of the Chief Academic Officer (Manager of Academic Services). If electronically stored or so noted in the hard file, the original may be returned to the individual faculty member.

8.2.2   Credentialing Cover Sheet

Credentialing cover sheets contain verification of teaching assignments, based on an audit of data contained in the personnel record. Salaried teaching faculty, adjunct faculty, and graduate teaching assistants who are the instructors of record for at least one course must have a credentialing cover sheet validated by the appropriate department head/chair.

Department Chairs should be careful to consider the extent to which any given credential allows an instructor to teach. In most cases, it would be sufficient to designate the subject area (e.g., PSYCH) in which the person is certified to teach, if the credential is broad in terms of coverage. However, for those that are specific, the cover sheet should explicitly state what courses or sub-fields the instructor is released to teach.

CCCK partners with international faculty who have earned credentials from foreign institutions. These partnerships add to the diversity and richness of the teaching and learning environment. It is the responsibility of the department chair to verify the quality and equivalency of any degree awarded from an international institution. The signature of the department head and Chief Academic Officer on the transcript cover sheet attests to the certification of equivalent international credentials.

8.2.3   Auditing Faculty Credentials

In addition to the original audit completed as part of the onboarding process, the Academic Office conducts:

- An annual audit of all current residential and dual-credit faculty of record (fall).
- An annual audit of all SPE faculty of record since the last audit (summer).

Records of this audit are kept on file with the Office of the Chief Academic Officer.

8.3 EMPLOYMENT AND FACULTY STATUS

8.3.1   Faculty Status

The table below provides an overview of faculty status at CCCK. All three titles, full-time, part-time, and adjunct, are considered faculty. The Chief Academic Officer negotiates with chairs and faculty members to

assign loads. All faculty are invited to participate in the Faculty Senate and the qualifications for voting can be found in the Faculty Senate Bylaws.

Title	Definition
Full-time (Instructor)	24 semester credit hours of instruction in organized classes, usually nine months of the academic year. Up to two additional credit hours are expected each semester for Advising (2) and Institutional Service (2). Added to the teaching load, the total expected workload is 28 Load Credits (See 16.2.2). The Registrar and Librarian are given full-time faculty status.
Part-time (Instructor)	Work for less than the 24+4 credit hours and are given an employment agreement by the institution.
Adjunct (Instructor)	The instructor is given a Memorandum of Understanding (MOU) on a course-by-course basis.
Emeritus	See section 7.3.1.2

8.3.1.1 Faculty Appointment

The term *appointment* describes a kind or type of faculty position used when classifying employment categories at the College. The use of the term *appointment* describes a class of faculty that serve as the primary members of the faculty with responsibilities including instruction, advising, and curricular oversight. These faculty are differentiated from faculty hired for specific terms and responsibilities.

Appointed faculty receive an annual Work Agreement that serves as the documented agreement between the College and the individual. Typically, Work Agreements are provided on an annual basis.

The President and the Chief Academic Officer are the only individuals authorized to issue letters of agreement (appointment) to the faculty. All appointments are issued from the Chief Academic Officer after review and consultation with the President.

Faculty members should have the opportunity to pursue their scholarship free from teaching and faculty service responsibilities for an uninterrupted period during the year. Traditionally this is during the summer. Thus, a faculty member with an academic year appointment is assigned teaching and faculty service duties only during the approximate nine months of the academic year, (fall and spring semesters). A faculty member may agree to accept the offer of additional paid duties from teaching, or service during the summer or as overload assignments for supplemental pay during the academic year. For the sake of curricular flexibility, with approval of the Chief Academic Officer and agreement of the faculty member the CAO may assign a portion of the faculty member's in-load teaching and faculty service during a summer term, but only if the person is relieved of those duties for an equivalent amount of time during some other part of the academic year.

Appointed faculty are Advising Faculty or Faculty with administrative responsibilities (chair, program director, building coordinator, etc.) and are responsible to maintain these duties for the full appointment (12 months).

In order to supply faculty with the protection of the institution's statutory and discretionary benefits programs, such as health insurance, all faculty receiving an academic year appointment are considered employed by the College for the entire fiscal year.

Central Christian College does not utilize a system of Academic Rank. All full-time faculty members are recognized as Instructors.

8.3.1.2 Emeritus Status

The Faculty Senate shall consider and recommend the awarding of Emeritus/Emerita status. Recommendations will include a curriculum vitae and a summary of achievements describing the faculty member's term of service. Concurrence with the Chief Academic Officer is required. The President shall represent the recommendation to the Board for final affirmation.

The Chief Academic Officer may withhold or withdraw the request for emeritus status for faculty retiring in association with a suspension or termination process or where evidence of conduct is in violation of the standards articulated in this handbook or the Policy and Procedures Manual. The individual has the right to appeal, as outlined by College policy

Those attaining this status have the title Instructor Emeritus or Librarian Emeritus, which is used in all College related publications. Emeriti may participate in faculty related meetings and activities, including facilitating periodic courses. They have full rights and privileges to attend College events, use college email, receive College communications, faculty/staff related discounts, parking privileges (contingent on space limitations), ability to audit courses, access to health care (at employee's own expense), participation in academic processions (*prima honoris causa*[5]), and access to the library. Emeriti wanting to employ their rights must obtain a new ID card each year.

The title of emeritus does not confer any status related to employment, benefits or entitlements, other than what items highlighted in this policy statement.

8.3.2 At Will Employment

Under Kansas State law, Central Christian College of Kansas is an at will employer. All employees of CCCK, except for those exceptions described below, are employed on an "at will" basis. The purpose of this policy is to define the "at will" employment relationship between the College and it's at will employees.

8.3.2.1 Letters of Agreement

Letters of Agreement are issued on an annual basis to all faculty members and each semester/module for adjunct faculty. The issuance of these agreements should not be interpreted as a commitment on behalf of the College to maintain an individual in a state of continued employment.

While the College will attempt to communicate an anticipated non-renewal, the College shall not be held liable for any circumstances related to not communicating non-renewal by a certain date. Notices of non-renewal will come from the Chief Academic Officer.

8.3.2.2 Employment Agreement

"This is an 'at will' employment contract. Nothing in CCCK's policies, actions, or this document shall be interpreted to alter the 'at will' nature of the EMPLOYEE's status with CCCK, and the EMPLOYEE understands that CCCK may terminate his/her employment at any time for any reason or for no reason, provided it is not terminated in violation of state or federal law."

8.3.2.3 At Will Policy
- "At will" employment means that employees covered by this policy may terminate their employment with the College at any time, for any reason. It also means that the College may

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[5] First for the sake of the honor.

terminate an "at will" employee at any time, for any reason, with or without cause and with or without notice, as long as the termination is not restricted by a state or federal law or contrary to a clear expression of public policy. On rare occasions, the College may make an exception to the "at will" employment relationship and enter into an express employment agreement.

- The appointment letter that is sent to prospective employees from the Department of Human Resources is not an employment agreement nor does it change the "at will" relationship between the employee and the College unless the letter specifically states that it is an employment agreement.
- The Policies and Procedures Manual and Faculty Handbook of the College do not alter the "at will" employment relationship and do not create an employment agreement.
- Any employment agreement, as an exception to the "at will" employment relationship, must be authorized by the Chief Academic Officer, the Business Office, and the President, and it must specifically state that it is an employment agreement.
- While this policy permits the College to terminate an "at will" employment relationship at any time, with or without cause, managers or supervisors may not exercise an "at will" termination. Supervisors must follow the Progressive Discipline procedure, as outlined in the Policy and Procedures Manual.

8.4 EXIT INTERVIEW

Any faculty member that has been terminated, is scheduled for non-renewal, or has resigned is required to complete an exit interview. This interview may be conducted by a senior level administrator as directed by the President of the College. The interview will address all matters related to exiting the institution, including an overview of benefits or privileges that may go with the employee, an opportunity to state concerns will be afforded the employee, returning of College laptop and other technology, disable login to CAMS, meeting with Department Chair and/or Chief Academic Officer and turning in College ID Cards and keys.

8.5 ACADEMIC FREEDOM

In addition to the Academic Freedom statement stated in the Catalog, the following provides further amplification related to Faculty.

At CCCK, academic freedom is applied to both the individual faculty member and the institution of higher learning. Academic freedom for faculty at CCCK is the freedom of the academician to contribute to the intellectual vitality and scholarship of the college and their discipline through the exercise of creative, expository, and investigative liberties in their teaching, discussion, research, extramural speaking, and publishing without fear of losing their position. Academic freedom also applies to an institution. The Christian college offers the freedom to pursue spiritual and religious truths in an academic environment that Christian academics may not normally enjoy in an officially secular academic environment.

An academic freedom policy must explicitly recognize and protect the fact that academic freedom at CCCK means something different from what it would mean in a non-confessional institution. Making this explicit in a policy was paramount to protect the vision, mission and CORE4 character of the institution. Moreover, the policy protects the right of the faculty to have their work and careers judged based on two (2) explicit (non-arbitrary) standards:

1.   The standard of legitimate academic inquiry and expression, and

2.   The standard of scholarly work that contributes to the disciplines and to society from the perspective of the faith tradition.

It is the conviction that confessional institutions offer a richness to the academy. Confessional institutions have historically been seen as offering a limited form of academic freedom. This should not cloud the college's vision from seeing that there are other alternatives for confessional institutions. This policy celebrates and protects the ability of a voluntary association of instructors to work from within a faith tradition, and to offer the world scholarly work drawn from the rich storehouses of knowledge, experience, reason, and revelation of that faith tradition. This academic freedom policy celebrates, articulates, and protects the ability of faculty and the institution to pursue scholarship and promote the vision and mission of the college.

In the event that a faculty member believes their academic freedom has been unduly restricted, they may pursue resolution of this issue through the faculty grievance procedure as articulated in the Faculty Handbook, through the Faculty Appeals Commission.

8.5.1   Diversity & Respect Statement[6]

Faculty members and students may at times engage with course content or their own academic and creative work that involves reading, writing, repeating, or representing terms that might in certain contexts be considered vulgar or offensive. While this kind of engagement is protected by CCCK's freedom of expression policy, members of the college community are challenged to critically reflect on their use of language.

Students and faculty are asked to treat each other with respect and dignity in compliance with the College's Diversity and Respect Statement affirmed in the Catalog. Hate speech and racial slurs used for the explicit purpose of abasing another person or group of people are strictly prohibited. If you or someone you care about has experienced any of these actions or is aware of violations of the Campus Community Expectations, please know that you have rights, reporting options, and other support services available to you.

8.5.2   Freedom of Expression & Inquiry

In alignment with the Freedom of Expression Policy articulated in the Catalog, the College also provides rights to students concerning freedom of expression and pursuit of truth. Members of the Central Christian College community, including students and invited guests, are granted the privilege to write about or discuss any subject of intellectual inquiry without fear of censorship, discipline, or intimidation. This freedom does not provide the right to individuals to say anything without regard to others. Civility and respect are foundational components of freedom of expression. A hostile environment limits the expression of ideas and therefore undermines the diverse expression of opinion and discovery of truth. Faculty members can create a safe environment where, as members of a learning community, the entire college community can engage ideas through scholarly investigation and inquiry. Understanding this, the performance of students should be assessed solely on their ability to fulfill the outcomes prescribed in course syllabi, not on opinions shared in class, conduct inside or outside of the classroom, or due to matters not related to academic performance.

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[6] As of the Fall 2021 semester, this statement will be included in the CCCK Syllabus Template document.

8.6 ACADEMIC DIVISION/DEPARTMENTS

Central Christian College of Kansas operates three distinct schools: School of Liberal Arts and Science (SAS), the School of Professional and Distance Education (SPE), and the School of Graduate Studies (SGS). These Schools serve as operational divisions under the administrative authority of the Chief Academic Officer.

The College organizes its academic functions into distinct divisions, which house related departments and programs. These departments and programs represent disciplines of study and therefore professors assigned to a department retain disciplinary identification. Departments are administrated by a Department Chair. Under the direction of the Department Chair, academic departments are required to meet on a monthly basis to discuss departmental issues and engage in the assessment process.

The following divisions/departments are currently recognized by CCCK:

Division of Business
Business Department **B. Business Administration (Online SPE)**   **Business (Org. Leadership) (Online SPE)** **B.S. Business (Accounting, Entrepreneurship, Management, Marketing, org. Leadership, Risk Management) (Ground SAS)** **B.A. Sport Management (Ground SAS)** **B. S. Healthcare Administration (Online SPE)** **Master of Science in Strategic Leadership (Online-Blended SGS)**
Division of Health Sciences
Natural Science Department: **B.S. Natural Science (Biology, Health Science (Still in catalog: Math and Chem.) (Ground SAS)** Exercise Science Program: **Bachelor of Sports Science (Exercise Science) (Ground SAS)** **B.S Fitness & Recreational Leadership (Ground SAS)**
Division of Humanities
Ministry and Theology Department: **B.A. Ministry (Applied, Pastoral, Student Ministries, and Worship Arts) (Ground SAS)** **B.A. Ministry (Online SPE)** Communicative Arts Department: **B.S. Communication (Ground SAS) Art** **(Minor Ground SAS)** Music Department: **B.A. Music (Ground SAS)** **B.A. Contemporary Music (Ground SAS)** General Education Program: **A.A Degrees (Online SPE / Ground SAS)** **Liberal Studies (Ground SAS)**
Division of Human Services
Education Department: **B.S Elementary Education, Physical Education, and Math Education (Ground SAS)** Behavior Science Program: **B.S. Psychology (Online SPE / Ground SAS)** **B.S. Health and Human Services (Online SPE)** **B.S. Criminal Justice (Online SPE / Ground SAS)**

8.6.1 Roles and Responsibilities

Below is a basic description of roles and responsibilities of faculty at CCCK:

Division Chair

- Appointed by the Chief Academic Officer from within the department.

- Oversee "Division Recruiting Plan" and new student interactions for the departments (ensure that recruiting, summer orientation, and consulting are being conducted).
- Serve on the Academic Assessment and Affairs Committee (AAAC).
- Act as a liaison between department chairs and Chief Academic Officer.
- Initiate hiring of new faculty in consultation with department chair, program director, and Chief Academic Officer.
- Oversee budgets for all department chairs within division.
- Oversee the curricula and instruction offered by their departments.
- Oversee academic advising of their departments.
- Come alongside department chairs to modify curricula in light of mission and other needs.
- Support faculty teaching and research.
- Oversee workload of their division.
- Support collaborations between instructors.
- Promote intellectual experiences for their faculty and students.
- Grow in knowledge in the disciplines of their departments.
- Work with department chairs on quadrennial reviews.

The Division/Department Chair will ensure new faculty members complete the following in addition to the New Employee Checklist obtained by the President's Office/HR:

- Discuss the following with Dept./Div. Chair:
    - Chapel schedule and expectations.
    - Location of Faculty Handbook, Policy and Procedures Manual, and overview of the Faculty Drive
    - Academic Alerts – how they are set and how frequently (Faculty Handbook).
    - How to use the CAMS-Portal
    - Recording attendance, grades, student alerts
    - CCCK Instructor Resources (CANVAS)
    - Canvas (Learning Management System Expectations)
    - Assessment and reporting expectations
    - Ordering books/supplies
    - Mailroom & copy machines
    - Departmental syllabi expectations (syllabus template)
    - Advising syllabus and expectations
    - Recruiting expectations
    - Budget procedures
    - Professional Development opportunities
    - Discuss reserving rooms
    - Business Office (Science Hall – Lower Level)
        - Payment requests
    - Information Technology (Reimer Business Center – Second Floor)
        - Pick up computer and basic usage
        - Printer usage
        - Faculty Drives
    - Advancement Office
        - Setting up fundraising accounts
    - President's Office (Science Hall - Main floor)

- Set up a meeting time with the President's assistant to meet with President
- Walk through Toby calendar and add birthday to Toby Calendar
- Walk through Staff Resources page
  - Admissions (Science Hall – Main Floor)
    - Schedule campus tour
    - Discuss how to assist in recruiting students, preview days and other events.
    - Discuss recruiting strategies including recruiting partnerships with various departments.
    - Discuss process of checking out admissions cars.
  - Library Services
    - Interlibrary Loan
    - Online databases
    - Current periodicals
  - Student Success Center
    - Meet with Student Success Specialist
    - On-ground/Online services
  - Academic Office
    - Meet with Manager of Academic Services
    - Personal information in CAMS
    - Faculty Handbook
  - Meet with Chief Academic Officer
    - TIGER Surveys
    - HLC procedures
    - Current catalog
    - Employment file
    - Discuss the academic programs
    - Dual Credit
    - Quadrennial Review
    - FERPA training
    - Turnitin.com
    - Canvas Training
    - Zoom
  - Registrar
    - Grades, add/drop slips, change of grades, incompletes, final exams, academic calendar.
    - Please make sure to have regalia for convocation at the start of the Fall semester and for Commencement weekend events.

Department Chair

Each department has a chairperson who serves as the official representative of the department in all College-related operations. It is the primary duty of the department chair to protect the academic integrity of the programs and general education programs assigned to the department. Additionally, the department chair is responsible for all department related business (i.e., planning, budgeting, staffing, course scheduling, recruiting, evaluation, and assessment). The department chair advocates for the faculty under his or her authority.

The department chair is responsible to see that assessment procedures are enacted to evaluate the department's ability to meet stated outcomes. The department chair leads the quadrennial review process, championing those modifications identified through the process.

Department chairs are appointed by the Chief Academic Officer.

- Maintain oversight of the curricula and instruction offered by their department.
- Maintain oversight of course schedules (offering and weekly schedule).
- Report Quadrennial Review to Division Chair.
- Annual faculty reviews for faculty within the department.
- Responsible for departmental budgets: spending, requests, and submissions.
- Work with Chief Academic Officer/Division Chair regarding all modes of delivery for continuity and currency: Online, on-ground, and Dual Credit.
- Work with, refer, and follow up on student issues.
- Work with faculty, division chair and AAAC to develop new programs and initiatives.
- Responsible for teaching, professional development, and outreach/recruiting.
- Business manager (budget) and academic leader for the department.
- Decide which courses faculty will teach within their department.
- Work with Division Chairs regarding hiring purposes.

Program Directors

As approved by the Chief Academic Officer, departments may name a program director to oversee a specific major or emphasis sponsored by the division or department.

- Maintain oversight of the curriculum and instruction of a specific degree/program.
- Work with the department/division chair regarding course schedules, curriculum (offering and weekly schedule).
- Report Specifics of the degree and program objectives in the Quadrennial Review and submit to overseeing Chair.
- Responsible for program/degree budgets: spending, requests, and submissions.
- Work with, refer, and follow up on student issues.
- Responsible for teaching, professional development, and outreach/recruiting.
- Work with department chair for teaching assignments and work load within degree/program.

Faculty

- Advising (applies to all full time instructors at CCCK)
- Administration
- Responsible for teaching, professional development, and outreach/recruiting.

8.7 PERSONNEL FILE/TRANSCRIPTS

All full-time faculty members and adjunct instructors have an official personnel portfolio on file in the Office of the Chief Academic Officer. Included in this portfolio are an updated teaching resume, communications, assessment data, Statement of Faith, and transcripts. All faculty members are required to have an official transcript of all academic work in this portfolio. Each teacher will be responsible for seeing that his or her transcript has been secured. Expenses related to transcripts and certificates are to be met by the employee. It is important that faculty members submit updated materials for their portfolios, as these portfolios can be used for compensatory consideration and advancement.

8.8 HIRING

When a faculty position becomes vacant or a new position is necessary, the procedure for filling the position is as follows:

1. The Chief Academic Officer, in conjunction with the Division/Department Chair, outlines in writing the job description and the qualifications that a candidate needs to possess. This includes clearly articulated credentials required for the position.
    a. Unless otherwise assigned to the Division/Department Chair, the Chief Academic Officer, in conjunction with the President's Office, will advertise the position.
2. When viable candidates communicate interest in the position, the Chair of the Faculty Search Committee will be alerted, via human resources, and provided contact information in order to open up conversation between the chair and the candidate.
3. The Faculty Search Committee Chair will select a search committee which will include one person from an underrepresented population (See 7.8.2) and an HR or non-faculty representative. In the case of hiring a Division Chair, the CAO will select the search committee. When hiring an adjunct instructor, the Division/Department Chair will not use a search committee and, working with HR and the CAO, will independently hire the instructor.
4. The Faculty Search Committee Chair will submit to the Chief Academic Officer potential candidates after the Search Committee (selected by the Division/Department Chair) evaluates and interviews potential full-time candidates.
5. The Faculty Search Committee Chair is to collect needed documents and keep those documents in a secure location in order for members of the search committee to review. Required documents include:
    a. Letter of Interest
    b. Curriculum Vitae/References
    c. Statement of Faith and personal testimony
    d. Transcripts
6. After the Office of the Chief Academic Officer has clarified credentials, full-time faculty candidates may be invited to campus to interview with administrators, faculty members, staff members, and students. Approval of the Chief Academic Officer is required before an official invitation to campus may be extended.
    a. A final interview is to occur between the candidate and the Chief Academic Officer.
7. For Full-Time Faculty, Division/Department Chairs should submit final recommendations to the Chief Academic Officer, along with all records and correspondence. The Chief Academic Officer will make a final decision and draw up the job offer letter and salary calculation which leads to a signed contract.
    a. Once a signed Letter of Intent has been received, it is the responsibility of the Division/Department Chair or Search Committee Chair to contact all other applicants and make each aware of the decision.

Once the hiring process ceases, all collected information about the interviewee will be submitted to the Office of the

Chief Academic Officer for record keeping or shredding. The letter of interest, curriculum vitae, statement of faith, and transcripts of the hired full-time or adjunct faculty member will need to be submitted to the Office of the Chief Academic Officer for filing.

8.8.1 SPE and Dual Credit Faculty

The Chief Academic Officer or appropriate director often conducts the formal search and evaluation process, submitting nominees to the appropriate department chair for final approval. The Department Chair *will* provide recommendations to the CAO for evaluation. The Department Chair must sign off on the hire prior to any agreed workload assignment.

All chairs should be familiar with Faculty Qualifications, as departments maintain responsibility for ensuring that all instructors meet the minimum standards as set forth in this handbook.

8.8.2 Diversity Action Plan

Central Christian College encourages racial diversity in the hiring process. Individuals and departments that are hiring are required to place job postings in publications and other strategic locations that allow those from diverse cultures the opportunity to respond. The Office of the President maintains a list of diverse publications and resources. The hiring committee should work with the Office of the President to ensure posting in appropriate locations.

In addition, The College requires that each search team include an individual from at least one underrepresented population, to ensure that diverse perspectives are brought to bear during the hiring process.

8.9 NEW FULL-TIME FACULTY CHECKLIST

For a checklist of items to be completed by new full-time faculty, see *Appendix B: SAS Faculty*.

8.10 TEXTBOOKS AND COURSE MATERIALS

CCCK has an agreement with eCampus as the preferred (sole) vendor for textbooks and course materials. Faculty are provided annual dates by which textbook requests are submitted. Departments not submitting information by these deadlines are required to cover costs for textbook acquisition from departmental funds.

8.11 STUDENT REFERRAL

Central Christian College of Kansas recognizes faculty members have a unique role with students, which often places them in a position to serve as a sounding board to their needs and concerns. This ministerial function is an awesome privilege and provides the environment needed for effective discipleship. At the same time, faculty members need to be cautious about overreaching their role when working with students who represent needs beyond the ability of the faculty member to care for. Beyond the very real threat of legal action, individual faculty members have a responsibility to see that proper and effective care is provided to each student at his or her level of need. Individuals that represent such needs should be immediately referred to the Office of Student Life, located on the 2nd floor of Science Hall, for follow-up. Online students who present such needs should be referred to CCC Student Success (StudentSuccess@myonline.centralchristian.edu).

9   PROFESSIONAL DEVELOPMENT (GENERAL)

This section contains guidelines concerning professional development that apply to all CCCK faculty members. There are additional guidelines that apply to SAS faculty only. For information on these guidelines, see section 18 (Professional Development (SAS)).

Central Christian College strongly supports the pursuit of continued education and development. As such, the College seeks to assist faculty and staff in their educational pursuits, through designated resources.

Faculty pursuing advanced degrees from institutions that receive accreditation from entities beyond the six accrediting agencies officially recognized by Central Christian College will be subject to certain restrictions. Catalog references concerning these degrees will receive a footnote designating the accrediting body of the degree. In order to meet the minimum standards for accreditation, faculty must hold an accredited degree one level above the target student body. Therefore, any adjustments in the student body, requiring higher degree levels, may disqualify faculty for advancement and may require divestiture from certain positions.

9.1   PROFESSIONAL DEVELOPMENT CLASSROOM

All CCCK faculty are granted access to the *CCCK Instructor Resources* course in Canvas. This course houses any forms, policy documents, training guides and videos, and institution information that a faculty member may need while teaching at CCCK. The course is designed to be a perpetual professional development resource that will continually be updated with new features and documents.

9.2   SPIRITUAL FORMATION

9.2.1   Chapel

All chapels at CCCK are on Wednesdays and are recorded. Recordings can be found at the following locations:

1. Full chapel videos: https://www.youtube.com/user/ccctigers
2. Sermon audio only: Consult Office of Student Development

9.2.2   Prayer

Needing Prayer? For those needing specific prayer or have questions regarding spiritual matters, our campus pastor would be happy to pray with you through email, zoom, or over the phone. Please contact CCCK Campus Pastor, Zach Fleming: zach.fleming@centralchristian.edu.

10 ASSESSMENT & REPORTS

A vital part of the College's strategic endeavor to provide the highest quality educational experience is the assessment strategy and plan developed and maintained by the College. While a more descriptive process is outlined in the Institutional Assessment Plan, this section of the handbook provides a summative analysis.

This section of the handbook also provides a brief summary of those *official* reports/forms required by individual faculty members, committees, and departments.

Summary Chart of Regular Reports for Full Time Instructors (3.2.21)

	Faculty Member	Departmental
Annual	• TIGER Surveys • AD01: Annual Report – Instructor • AD02: Evaluation of the Dean • AD04: Annual Review - Faculty • AD05: Classroom Observation	• AD03: Annual Report – Academic Dept • Budget Requests
Quadrennial		• Quadrennial Report
Decennial	• As determined	• HLC/Assurance Argument

10.1 FACULTY ASSESSMENT

10.1.1 T.I.G.E.R.S.

Toward the conclusion of every course, faculty members are required to administer the TIGERS student ratings assessment. These student-rating forms are used to provide insight into professional development needs. Instructors may augment the assessment piece. All assessments will be processed by the Office of the Chief Academic Officer, with feedback provided to faculty members and appropriate department chairs.

10.1.2 Departmental Reviews

As a part of the departmental review, department chairs are responsible to conduct an assessment of faculty within their department. This process must be completed every three years, with the results of those assessments being provided with the departmental report. See the Office of the Chief Academic Officer for the Quadrennial report.

10.1.3 Self-Evaluation

Faculty members are required to provide multiple levels of self-assessment as part of the evaluation process. Annually, faculty members submit the Annual Report to the Chief Academic Officer. This document provides insight into professional development, specific requests, and course level assessment.

Additionally, each faculty member is required to complete an *AD04: Annual Review – Faculty*, which includes a self-evaluation process with their department chair, division chair, or the Chief Academic Officer.

This process commonly aligns with the departmental review process and should be submitted with the departmental report.

10.1.3.1 Peer Evaluations

While T.I.G.E.R.S. provide a useful perspective concerning the quality of instruction from a consumer point of view, it is only through evaluation through the eyes of another *expert* that we gain insights into elements such as course design, delivery, syllabi development, subject mastery, appropriateness of assessment and outcomes, worldview perspective, etc.

Faculty members are charged with the responsibility to initiate peer evaluation *which are reported in the AD04: Annual Review – Faculty*. Peers may be from inside or outside of the College, but should have the credentials necessary to serve as peer-reviewers.

A form for peer-review is available on the T-Drive.

An effective tool in the peer review process can be mentorship and modeling. The faculty member should not think of peer review as a one-way process. While there is tremendous benefit in gaining feedback from a peer review, this benefit is multiplied when coupled with two-way interaction. Examples include:

- Faculty Mentorship: Multiple reviews by a single member of the faculty team with ongoing discussion and resourcing.
- Modeling: Sitting in on courses of a faculty member to *capture* technique, methodology, and practices.
- Reverse Review: Sitting in on other classes, with the review form in hand, can help train the faculty member to the key recognized components of effecting teaching
- Document Review: Beyond the need for review as a facilitator in front of a group, it may be worthwhile to have a peer review key course documents (i.e. syllabi, assignment handouts or instructions, PowerPoints, Rubric, etc.)
- Inter-rater Reliability: Having another peer reviewer grade assignments (providing student feedback) can provide valuable feedback.

10.2 ANNUAL EVALUATION OF ACADEMIC ADMINISTRATORS

In an effort to provide the best administrative support team, all academic administrators are required to have an annual review process. A part of that review process is the completion of an assessment form, which provides faculty and staff a way to submit feedback and reflections on overall performance. Faculty members are asked to submit an AD02 Form, Evaluation of the Chief Academic Officer, which is distributed via Alchemer (formerly SurveyGizmo), to the President's Office. The results of these assessments will be used to quantify the job performance of the Chief Academic Officer and provide the empirical evidence needed to enhance job performance.

10.3 END OF SCHOOL YEAR CHECKLIST

Each full-time faculty member is required to submit the following information to the Office of the Chief Academic Officer two weeks after the last day of classes.

- AD01 – Annual Instructor Report
- AD02 – Evaluation of the Dean
- Any transcripts for newly completed degrees
- Updated Resume
- Submit Electronic Copies of any English Composition II final papers and Capstone Final papers to Chief Academic Officer's office
- AD03 – Annual Report (Department and Program Directors only)

11 RUBRICS

The existence of a rubric serves multiple purposes:

- Serves as a guide to students to comprehend how they will be graded
- Serves as a guide to the faculty to standardize assessment
- Provides an avenue for data collection and analysis about specific student deficiencies
- Is a tool for reducing prejudice and bias in the grading process
- Provides teaching points

Aspects of a good rubric

- describe unique behaviors or characteristics appropriate to the product being assessed
- focus on a single behavior or characteristic from one performance level to another
- describe the presence, rather than the absence, of possible characteristics or behaviors, i.e., what the behavior or characteristic at that level looks like, rather than what it does not look like
- discriminate clearly and sequentially between performance levels
- avoid the use of bias in language
- provide ratings that are measurable
- provide sufficiently clear and detailed information to foster decisions that are accurate, consistent, and fair

Criteria	1 Unacceptable	2 Acceptable	3 Good/Solid	4 Exemplary
Clarity of criteria	Criteria being assessed are unclear, inappropriate and/or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate	Criteria being assessed are clear, appropriate and distinct	Each criteria is distinct, clearly delineated and fully appropriate for the assignment(s)/course
Distinction between Levels	Little/no distinction can be made between levels of achievement	Some distinction between levels is made, but is not totally clear how well	Distinction between levels is apparent	Each level is distinct and progresses in a clear and logical order
Reliability of Scoring	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric *(e.g. differs by less than 5-10% or less)*	Cross-scoring of assignments using rubric results in consistent agreement among scorers
Clarity of Expectations/ Guidance to Learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/ expectations	Rubric is referenced - used to introduce an assignment/guide learners	Rubric serves as primary reference point for discussion and guidance for assignments as well as evaluation of assignment(s),
Support of Metacognition (Awareness of Learning)	Rubric is not shared with learners	Rubric is shared but not discussed/ referenced with respect to what is being learned through the assignment(s)/course	Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course	Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/ assignment(s)

Dr. Bonnie B. Mullinix © Monmouth University, December 2003

Central Christian College of Kansas
Section II: SAS Policies & Procedures

12 OFFICE MANAGEMENT

Updated: 7/13/2020

12.1 SUPPLIES

The Business Office maintains a storage area with basic office supply items located in the Science Hall Copy Room (e.g.: paper clips, pens, staples, etc.). Each year, prior to the launch of the fall residential semester, the business office places an order to cover the launch of the academic year. This commonly occurs during the first two weeks of August. Since faculty members do not commonly return by this date, faculty members are free to coordinate with the Business Office concerning specific needs. A catalog is on file with the Business Office.

The Business Office orders general office supplies including computer and printer supplies. Please email the Business Office if you are in need of supplies. Most orders are received the next day.

12.1.1 PRINTER SUPPLIES AND REPAIRS

Check the Business Office for the supplies and repairs. IT must be contacted initially for all printer problems and repairs.

12.1.2 HONE SOLICITATIONS

Per College Policy, telephone solicitations are NOT accepted. Either transfer the solicitor to Business Office or dismiss the call personally.

12.1.3 STUDENT WORKERS

Full-time faculty, when appropriate, may make arrangements with the Business Office to hire student workers to assist in faculty related duties. Student workers are typically hired at minimum wage and should not log more than 7 hours in any given week, unless otherwise arranged. The following guidelines and policies are to be enacted when utilizing a student worker.

- Faculty members are required to award all grades. While student workers may evaluate student work, make recommendations for grading, and even record grades, it remains the responsibility of the faculty member to actually assign grades. If student workers do assist in the evaluation of student work, the student worker should be provided a clear rubric in order ensure objectivity and uniformity in grading.
- Faculty members are required to communicate the importance of confidentiality with the student worker and complete the Confidentiality Agreement for Student Workers found on the T-Drive. It would be helpful to review FERPA and Red Flag policies with student workers. At no time should a student worker discuss grades or performance with another student.
- Faculty members are responsible to ensure that hours submitted for remuneration are representative of actual work completed. They are also responsible to maintain operational integrity and excellence related to work assigned to student workers.

12.1.4 RESERVING ALUMNI DINING ROOM OR RBC MEETING SPACES/CLASSROOMS

Should you wish to utilize a classroom, the computer lab, the Archer Center or the ADR, use the meeting feature in Outlook:

1. Open Calendar
2. Click the button for New Meeting and select a date
3. Click on Scheduling Assistant at the top on the Ribbon
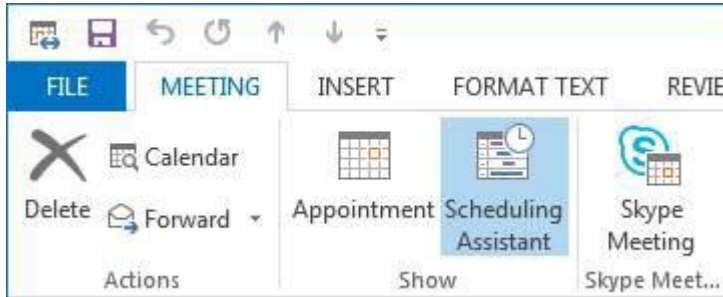
4. In the attendee list type in the people you wish to invite to your meeting 5. Click on the Add Rooms button below the list of names
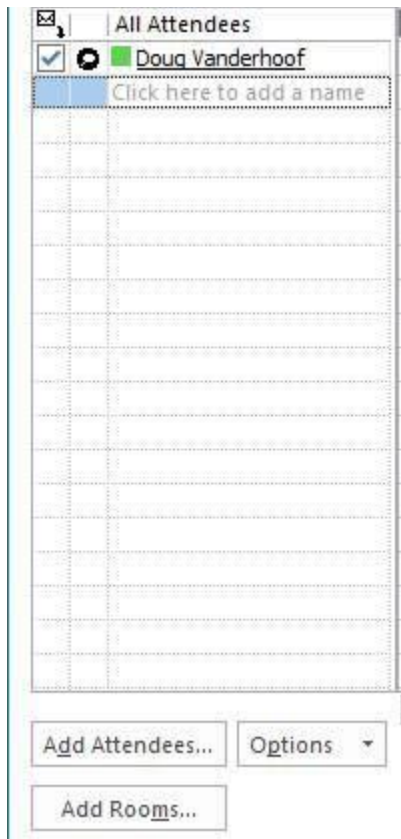
6. Select from the list of rooms that show in the dialog box (you'll be able to see the location, capacity, and items available in the room such as a projector)
   a. Available rooms:

i. Alexander Arena
ii. Briner Library – 1105 iii. Briner Library – 1106 iv. Sports
    Complex – 207 v. Sports Complex – 208 vi. Sports
    Complex – 218
vii. Sports Complex – North Gym
viii. RBC – 1121 ix. RBC – 1124 x. RBC – 1125 xi. RBC –
     1128 xii. RBC – 1134
xiii. RBC – Archer Center
xiv. Science Hall – 302

xv. BSC – Alumni Dining Room xvi. Foundation
Meeting Room – 100 W. Kansas, Suite 201
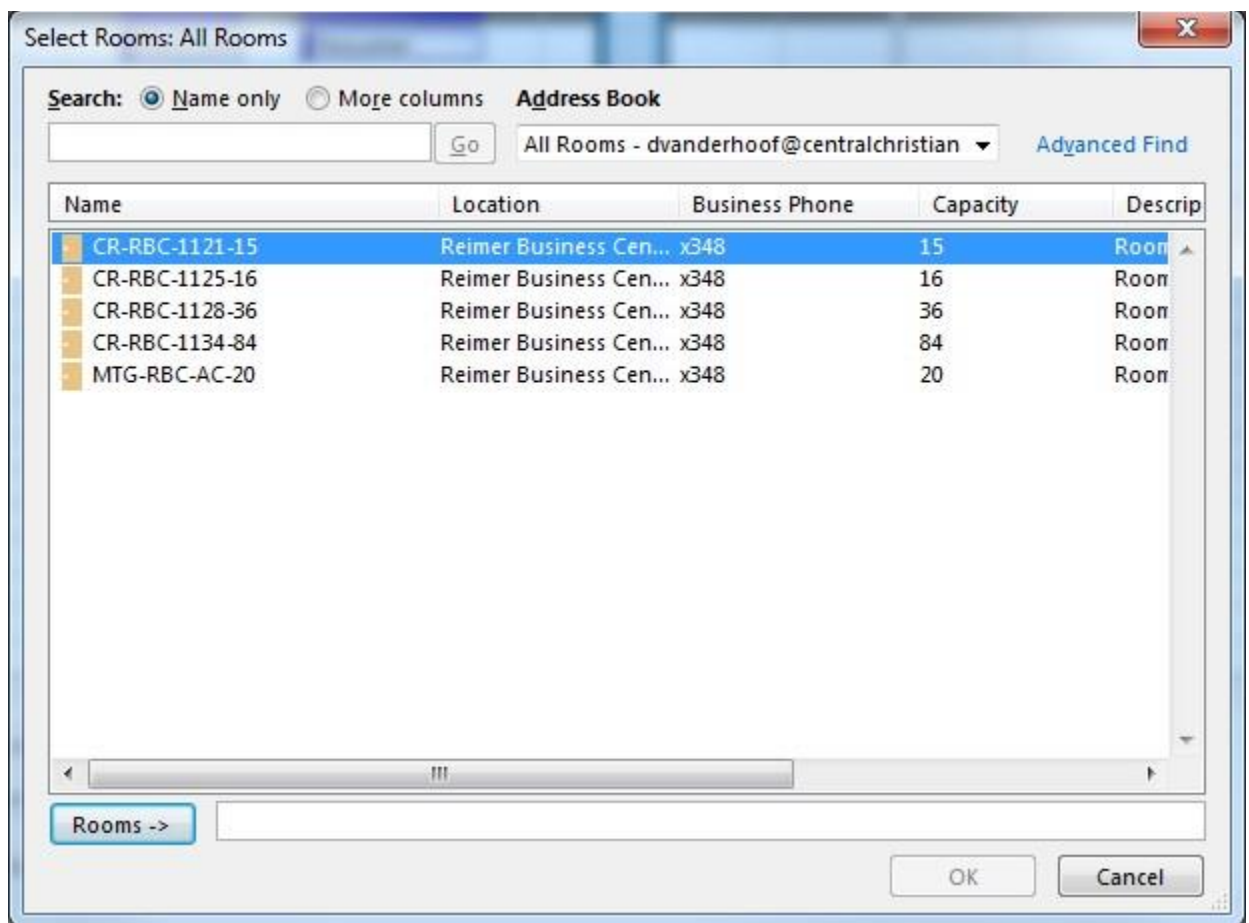
7. After adding the room and clicking OK, you'll be able to see availability in the scheduling assistant and select a time that meets your criteria when the room is available
8. Once you've added all attendees and the room click the send button. The meeting request will be sent to your attendees and to the building manager, who will either approve or decline your request.

13 BRINER ACADEMIC CENTER

The Briner Academic Center provides resources and tools designed to reinforce academic empowerment, vocational achievement, and personal performance. This is done by offering services such as academic coaching, tutoring, supplemental instruction, information literacy, and occupational guidance.

The Briner Academic Center is located on the first floor of the Reimer Business Center.

13.1 LIBRARY SERVICES (SAS)

This section contains information about Library Services that are available to SAS faculty members only. For a list of services available to all CCCK faculty, see section 4, Library Services (General).

13.1.1 Reserve Materials

Reserves are maintained and made available at the circulation desk. Faculty may request that reserve material not leave the library at any time, or they can be available for overnight checkout. Reserved materials that are allowed for overnight checkout are checked out one hour before closing and are due back at the library one hour after opening the next day. For students, there is a $1.00/hour fine for late reserved items. If other arrangements are needed, faculty need to notify the Briner Academic Center Director.

To place materials on reserve, bring materials to the circulation desk and inform staff the name of the professor who the materials should be listed under, along with the class title. Please also inform the library worker if the material is available for overnight checkout, or if there are any other restrictions. A reserve notebook is maintained at the circulation desk with a listing of faculty and materials on reserve. Materials may be added or removed from reserve throughout the semester, but it is important, especially at the beginning of each term, to give staff at least 24 hours to put assigned materials on reserve.

Reminder - Please bring reserve materials to the library before announcing to your class that they are available.

13.1.2 Interlibrary Loan

Interlibrary loan enables faculty and students to obtain books and photocopies of articles from journals not held by our library. Materials may be researched through the library website's search page (Kansas Main Catalog) for all materials available from statewide lending libraries. Interlibrary loan requests should be given to the Briner Academic Center Director. Materials are usually received within one week to ten days from lending libraries. The loan period for books is set by the lending library and is typically two to three weeks. There are often no renewals or extensions. The borrowing patron may keep photocopies of journal articles. Late return of material jeopardizes the ability of Briner Academic Center to borrow from lending libraries in the future.

Interlibrary Loan service is available August 15th through May 15th.

13.1.3 Database/Bibliographic Instruction

Database and bibliographic instruction is available to assist students in their research skills. Research instruction and instructional tours of the library can be provided for classes at the request of faculty. Research instruction usually involves introduction to specific areas of the library and also databases that apply to the class discipline. Instruction is done with individual classes, to allow an in-depth question and answer session. Instruction can be in the library if BL1106 is available, or the Briner Academic Center Director will come to your classroom and use

your laptop and projector to give instruction. Contact the Briner Academic Center Director for either service, but please give as much advance notice as possible.

13.1.4 Acquisitions

Most of the material purchased for the Briner Academic Center is ordered by the Briner Academic Center Director at the recommendation of faculty members. All faculty are asked to work within their respective department to maximize the library budget to the greatest benefit of their departmental library collection. Ordering information should be given to the Briner Academic Center Director. Please give as much bibliographical information as possible when requesting materials. In order to receive materials within an expected time frame, please follow the suggested timeline:

- **Materials needed for Spring Semester – Request by end of Fall Semester**
- **Materials needed for Fall Semester – Request by end of Spring Semester**

The Briner Academic Center Director determines final decisions for acquisition of all library materials.

The center would like to see more 'ownership' of the materials that are housed in the library by the individual departments. Continued partnership with the faculty in purchasing, weeding, and developing the collection is requested to meet the needs of departmentally related coursework.

The center retains ownership of all items that are purchased out of library funding. All items that are purchased from library funding will be cataloged and placed into the library collection. Donations are also accepted, but once the donation is made to the library, the Briner Academic Center Director makes all final decisions regarding keeping, discarding, or selling donated materials.

13.1.5 Audiovisual Services and Equipment

A variety of audiovisual equipment is available for checkout on a "first-come" basis. The checkout period is negotiable. Included are TV/DVD players, headphones, portable data projector, and tripods. Use of all equipment is restricted to faculty and/or staff of CCCK for school related activities. Personal checkout and use of audiovisual equipment is prohibited, due to replacement and/or repair costs and insurance issues.

TV/DVD player is available for student use. Each of the eight computers in Briner Library also has CD/DVD capability. The library checks out headphones for student use on all computers, if needed.

13.1.6 Audiovisual Equipment

Equipment is checked out to each department/building. The department chairperson is responsible for the use and secure storing of the AV equipment within his or her department/building, preferably in a locked and secure area. The director conducts an inventory of each department's AV inventory periodically, to check the status of all equipment. If there is a problem with any of the department's AV equipment, it is the responsibility of the faculty/department chairs to notify the IT Department of the problem and arrange for repairs and/or replacement of the equipment. Please notify the Briner Academic Center Director when the AV equipment is discarded, so that it is removed from being checked out to your building. This policy is aimed to encourage each department to monitor and securely store the AV equipment within their authority. Funding for replacement of any and all AV equipment is limited.

13.1.7 Laminating

A laminator is available for all employees to have items laminated. Lamination is priced by the sheet at $.75/ for an 11 ½ x 8 inch document. Larger items can be laminated for $.10/inch, (including waste). Please request staff assistance.

13.1.8 Copying/Scanning Services

A photocopier is available in the Briner Academic Center. Prices vary by size and use of black/white or color copying. The copy machine also has scanning capability up to 11x17 size paper. Please email what needs to be printed in color to the Briner Academic Center Director.

13.1.9 Departmental Charges

Faculty, staff, and student employees within a department are able to charge services and supplies in the Briner Academic Center. Charges are sent directly to the Business Office for transfer of funds, with the Department Chair receiving a copy at the end of each semester. If there is a discrepancy, please notify the Briner Academic Center Director.

13.1.10 Athletic study groups within the Library

All classes and athletic study hall groups are welcome to use the Briner Academic Center with early notification of the date and time the building is needed. The athletes and classes must be supervised by the course instructor, coach, or designated staff throughout the duration of the class or study hall. Instructors, coaches, or staff will be responsible for providing their own sign-in/out sheet, getting students signed in/out, and monitoring the students' attendance and activities in the Academic Center. However, as with all users of the space, the staff have the authority to ask students to follow Briner Academic Center standards of behavior, and if necessary, ask individuals to leave the building.

13.1.11 Briner Academic Center Services Summary

In summary, the following services are available at the Briner Academic Center.

- Databases-Classroom Orientation
- Reference Section
- Bibles
- Juvenile Book Section
- Education Library
- Reserve Shelf
- Fiction Section
- Magazines – Table of Contents
- Laminating Services
- Displays
- Classes/study halls in library
- Interlibrary Loans (ILL)
- Visitors/Guests welcome (preview families, CCCK speakers, etc.)

13.1.12 Archives

In an effort to preserve the story of Central Christian College of Kansas, the Archives has a policy that requires the preservation of all materials that advance the history of CCCK. These materials include:

- Minutes of meetings
- Reports
- Proposals
- Policy Statements
- White Papers
- Publications

- Programs
- Newspaper clippings/obituaries/wedding programs
- Literature
- Pictures
- Artifacts

Arrangements for retrieval can be made through the Briner Academic Center.

13.2 THE STUDENT SUCCESS CENTER

Updated: 7/29/2021

The Student Success Center is a comprehensive one-stop-resource providing students with a variety of academic and vocational services essential to the student's academic and professional success. The Success Center is located on the first floor of the Reimer Business Center that houses the writing center, academic support services, career exploration and preparation services, and disability support services. It is the mission of the Student Success Center to improve academic performance, increase motivation for learning, and enhance potential in academics and professional success.

The Student Success Center currently offers students:

13.2.1 Academic Support and Enrichment Services
- Student Assistance – Tutors, Organization, Study Skill Intervention
- Study Skills Workshops and Seminars
- Writing and Communications – assisting students with organization and guidance in writing papers and a variety of written and oral assignments, such as speeches, lab reports, portfolios, and PowerPoint/video presentation.
- Directed Study and Online course supervision and assistance
- Academic Advising and Setting Goals.
- Supplemental Student Instruction (SSI) – Peer-led study sessions to reinforce class material and encourage collaboration in the learning environment.

13.2.2 Career Exploration and Preparation Services
- Class offerings: Career Exploration (Freshman/Sophomore); Career Preparation (Junior Seminar); Graduation to Career (Senior Seminar/portfolio)
- Interest/Career Testing and Advisement
- Assistance with selecting a major and creating a plan
- Internship/Externship/Shadowing/Work opportunities
- Weekly postings of job and internship opportunities
- Field trips to career fairs, speaker circuit and company tours
- Assistance with resumes, cover letters, portfolios and interview preparation

13.2.3 Disability Support Services
- Learning experiences which assure students with disabilities equal access to all programs, academic aids and accommodations as needed.
- Rights and Responsibilities of Students, Faculty and Staff
- Develop and assist with implementation of reasonable accommodations for students who qualify with a documented learning disability, ADHD, psychological disorders, visual, hearing, medical and/or mobility impairments.

- Provision of learning assistance tools that would not place "undue financial stress" on the institution.

13.2.4 Multicultural Services
- Multicultural Services are outlined in the CCCK Catalog, section Academics – International Students.

13.2.5 Academic and Life Coaching
- Provided as student requests or "at risk" referred to as the "academic alert" reports warrant
- Referral to our campus pastor, telehealth options, or an external counseling service if a student is in need of counseling or mental health assistance. All students should be directed to the Student Life office for any counseling needs.

13.2.6 College Students with Disabilities
Central Christian College is committed to serving all students, including students who have documented disabilities. The College provides learning experiences which assure that students with disabilities equal access to all programs, activities, and facilities of Central Christian College. The Briner Center Academic Support Service Specialist will develop, with the student, reasonable accommodations, adaptations, and/or modifications with the goal of providing each student with maximum independence and participation in campus life.

Central Christian College recognizes a student with a disability as ***"anyone who has submitted appropriate documentation, by a qualified professional, of a physical, psychological or mental impairment that substantially limits one or more major life activities, including learning."*** Admitted students must submit appropriate documentation of the disability. Although students are not required to identify themselves as having a disability, it is important for the student to understand that they are not eligible for support until the proper documentation by a licensed professional has been submitted. Accommodations are made on an individual basis, determined by the nature of the documented disability and the specific College program and facilities involved.

The law requires maintaining **strict confidentiality** of records and of information documenting a disability. Student Disability Services at Central Christian College will only disclose the specific nature of a student's disability only when the student requests the release of information.

13.2.7 Eligibility for Special Services and Accommodations
- Eligibility will be determined after the appropriate documentation by a licensed physician and/or certified psychologist skilled in the diagnosis of the disability is submitted to the Student Success Center. The documentation must be dated within the last three years. (Learning disabilities, ADD/ADHD, medical/physical, psychological disabilities).
- In post-secondary education, an IEP is no longer enforced. However, it can be a useful tool in disclosure and identification of student needs and accommodations. If a student has been on an IEP in the past 3-5 years, it can be used as appropriate documentation since a qualified professional does the testing and plays an important role in identification and supervising implementation of the educational plan.
- After the documentation is submitted, the student will need to make an appointment with the Briner Center Academic Support Service Specialist to review the documentation and determine any accommodation services or referrals needed.

13.2.8 Possible Services and Accommodations

In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, Central Christian College will provide reasonable accommodations for students with disabilities documented by a licensed professional. Reasonable accommodation is a modification or adjustment to a course, program service, activity, or facility. It is designed to offer an identified student with a disability reasonable access to the same opportunities, benefits and privileges available to a student without a disability. The accommodation is not required if it would fundamentally alter the nature of the course, program, service or facility, or if it would result in an undue burden for the institution. To determine reasonable accommodations, Central Christian College personnel will evaluate the following:

- Barriers resulting from interactions between the documented disability and the campus environment.
- Possible accommodations that might remove the barriers.
- Whether or not the student has access to the course, program, service, activity or facility without accommodations.
- Whether or not the essential elements of the course, program, service, activity or facility are compromised by the accommodations.
- All reasonable accommodations are individualized on the basis of the nature of the disability and the academic environment. Accommodations that may be recommended, but not limited to are: Auxiliary aids and services
    - Note taker, reader, transcriber
    - Text and tests on CD or other new technology
    - Peer tutoring, Peer assistance with writing, reading, scribing, online instruction
    - Additional time on tests and assignments
    - Preferred seating
    - Flexible assignment schedule
    - Private, quiet exam room
    - For physical accommodations: elevator in some buildings, class relocation if not on an accessible floor, flexibility in promptness, physical assistance as needed.
- There is a publication from the U.S. department of Education Office for Civil Rights which describes the rights and responsibilities of the disabled student who is entering post-secondary education.

13.3 RIGHTS AND RESPONSIBILITIES OF FACULTY AND STAFF

With regard to disabilities, Faculty and Staff have the right to:

- Receive verification of a documented disability from the student in the form of a faculty accommodation letter. The Student Support Plan will be generated by the Briner Center Academic Support Service Specialist using information from the documentation, the student's reported history and disability support staff in Student Development.
- Contact the Director of Briner Center Academic Support Service Specialist to discuss accommodations.

With regard to disabilities, Faculty and Staff have the responsibility to:

- Keep all disability related information regarding a student confidential.
- Maintain the same standards for students with disabilities as are applied to all other students.
- Provide and arrange any reasonable classroom accommodations as discussed in the faculty accommodation letter.

- Remind students at the beginning of each semester that disability support is available and refer them to the statement in the class syllabus referring to disability services.

Inform students of procedures for arranging accommodations at the beginning of each semester. **A statement in the syllabus regarding disability services and accommodations must be included.**

12.2.7 Writing Center

The Writing Center is a pivotal resource on our institution's campus, dedicated to facilitating the growth and refinement of writing skills for our students. It is located in the Briner Academic Center, on the first floor of the Reimer Business Center. The Writing Center plays a pivotal role in shaping our students into effective writers and confident communicators, ultimately enhancing the overall educational experience within our institution.

Our primary service includes offering personalized one-on-one writing assistance to address the individual writing needs of our students. Alongside this, the Writing Center aims to foster a culture that strives for effective writing and communication, promotes writing as a tool for learning and self-expression, and maintains a collaborative and inclusive environment that respects diverse perspectives.

14 COURSE MANAGEMENT (SAS)

14.1 CLASS ROSTERS

Each semester/term/module, the Registrar will provide a class roster in the faculty Portal indicating those students officially recognized by the Academic Office as registered for the class. Discrepancies between the official roster and the students attending the course should be reported immediately to the Registrar.

14.2 ATTENDANCE

Attendance at all classes, laboratories, field trips, and rehearsals is the privilege and obligation of each Central Christian College student. The interaction of students and teacher is an integral part of the educational process and cannot be replaced. At the beginning of each semester, each instructor will publish and distribute the class requirements which will include attendance regulations.

Faculty members are required to record attendance for each scheduled meeting of the course, as defined in Canvas. This includes recording those times that the course does not meet due to cancellation. Attendance records are vital to determining points of withdrawal and refunds associated with financial aid. According to the Department of Education, students who are not attending classes are not to receive federal aid. Exact attendance records are mandatory and are vital for auditing purposes.

When students earn a failing grade because they have ceased coming to class or have dropped the course, it is important that a record is made of the last day of attendance (LDA). If a student attends all semester and still earns a failing grade, the last day of the semester would be designated his or her LDA.

Temporary leave of absence will be granted by the Chief Academic Officer on proof that an emergency exists. Absences resulting from illness may be verified by the resident directors, medical provider, or parents for students living at home.

One-fourth or more total classes missed can result in a student being dropped from the class unless there are mitigating circumstances.

14.2.1 Excusing Students

The Academic Office does not issue excused absences due to illness or personal hardships. Students can submit official documents to their instructor authenticating the need for an excused absence. However, the Academic Office does not collect this documentation. Individual instructors, on a case-by-case basis, must handle undocumented requests for an excused absence.

14.2.2 Approved Absences

- College sponsored athletic events
- College sponsored artistic (drama/ministry team/ music) events
- College approved colloquia
- Course related field trips
- Other college approved events (approval granted through Academic Office)

The absence from class of any student so listed for participation in an approved activity shall be an excused absence; but, if a faculty member believes that a student's absences are putting the student's class performance at risk, the faculty member shall issue an Academic Alert.

In cases where students may be facing extenuating circumstances, causing extended periods of absence, the Academic Office may issue a communication alerting Faculty members (e.g. medical procedure, family crisis). The communication will address whether it is up to the individual faculty member to issue the excuse or whether the excuse is defined by the Academic Office.

14.2.3 Obtaining Official Excuses for Non-Athletic Activities

1. Five days prior to the event a school official should submit an e-mail to the Academic Office with the following information:

- Date of excused absence
- Times that the students are to be excused (don't forget about night classes)
- Event Description
- List of names of the students to be excused

14.2.4 Athletic Excused Absences

The Athletic Department communicates absences due to athletics. The faculty representative on the Athletic Affairs Committee is charged with student-athlete concerns related to this process. See the Athletic Handbook for further explanation.

14.2.5 Absences from Intensive & Online Courses

Courses that are designed as intensives, such one night per week courses, will require instructor discretion and flexibility related to absences. No specific policy beyond the already stated policy exists for these courses, though excused absences should result in a partnership between the student and the instructor in order to make-up missed elements of the excused absence.

14.3 CLASS SIZE REQUIREMENTS

Central Christian College has set the minimum number of students needed to form a course using the following standards:

- 000-299 Level: 10 students
- 300-499 Level: 6 students

Any course not meeting these minimum thresholds, unless otherwise recognized by the Chief Academic Officer, will effect load calculations, and may require reassignment to cover other courses (residential and non-residential) or be assigned other administrative duties.

14.4 COURSE CANCELLATION

As part of the contractual obligation, all instructors are expected to facilitate the credit hour requirements as defined by the credit load of the course, instructional medium, and course schedule. Instructors responsible for classroom or direct faculty contact (i.e. classroom lectures, labs, etc.) are required to facilitate the requisite number of class meeting times, as determined by the Master Course List published by the Registrar's Office.

Certain latitude is provided in light of professional or predictable obligations (i.e. seminars, professional development, colloquia) and unanticipated situations (i.e. sickness, death of a family member). However, the option of canceling a class is severely constrained and should only happen after the faculty member has exhausted all other options.

For professional situations or predictable absences, that has not already been accounted for in the syllabus, the faculty member should work with the Department Chair to develop alternative arrangements. All substitute plans need to be approved by the Department Chair. If no suitable arrangements can be made and the class must be cancelled, the students and the Registrar should be notified of the cancellation.

In case of non-predictable situations, the faculty member should contact the Department Chair. In addition, the faculty member is required to contact the Academic Office and provide the following information:

- Name
- Course Name
- Time
- Location (Room Number)
- Information on assignments or instructions for the students

The Academic Office will post the information outside the classroom.

14.5 FIELD TRIPS

For student absences to be documented as CCCK-sponsored activities a written statement must be submitted outlining general details of the field trip, the names of students participating, and the date and designated hours students will be away from campus. Trip details and logistics must be approved by the Chief Academic Officer no fewer than seven days prior to the activity. Once it has been approved, the Office of the Chief Academic Officer will contact the faculty member. The faculty member is responsible for making sure each student notifies their instructors and makes arrangements to complete any assignments/work that may be missed as a result of the absence.

Note: Chapel is an important part of student and faculty life. Overlapping activities on chapel days should be avoided when possible. While exceptions exist, those scheduling off-campus trips are encouraged to take into consideration the importance of chapel.

14.5.1 Travel Group Policies

Travel groups are defined as any group whose activities may at times cause its members to miss a number of their classes each semester. **This excludes one-day field trips.**

A student's academic performance should be assessed prior to joining a travel group and must be monitored on a regular basis. A list of the students that are involved in activities that require traveling must be provided to the Registrar by the faculty or staff that is overseeing the travel group. The Registrar will verify if the students academically competent to travel with the team. Students are prohibited to travel if they are not in good academic standing. One-time missions trips do not fall under this requirement.

14.6 FINAL EXAMINATIONS

The final examination schedule will be published each semester by the Office of the Registrar. Time for corrections will be allowed, though once the exam schedule is set, no appeals for modifications will be entertained. The schedule is rotated each semester to enhance equity in the scheduling process.

All scheduled classes must host a final or utilize the time set aside for the final examination. The scheduled final time is a part of the time used to assess seat-time. Faculty members are free to utilize the time for finals, presentations, course related activities, or other functions that are associated with the course.

All final examinations must be administered during the scheduled examination timetable. Examinations cannot be rescheduled based on instructor and student agreement. Exceptions may occur by special permission of the Chief Academic Officer and will only be granted for educationally related issues (i.e. performance, exhibit, speech, etc.).

A rescheduled exam time does not cancel the seat time requirement associated with the examination period. Alternative uses of the examination period are acceptable, keeping in mind that all courses include an evaluated activity during the scheduled examination time.

Instructors may substitute a take-home exam or paper(s) in lieu of the written exam scheduled during the exam period. This method of final evaluation needs to be communicated clearly in the syllabus at the beginning of the semester. If a take home exam is provided the week before the scheduled exam period, that take-home exam cannot require more than three hours to complete. The use of a take-home exam or final paper does not cancel the seat time requirement associated with the examination period. The due date/time of any take home exam can be no earlier than the date appearing on the official final exam schedule, associated with that course. A course requiring a culminating exercise as the method of examination will allow students to submit final materials associated with that exercise no sooner than the date/time appearing in the official final exam schedule.

Students who are required to take three or more finals on the same day are permitted to arrange an alternative examination time, without cost. The choice of which exam(s) to be rescheduled is based on the exam schedule, with the first two exams remaining unchanged. All following exams may be rescheduled.

The College does not maintain a policy providing for early exams. If a student is absent during a final examination, it is the discretion of the instructor to allow or deny a make-up exam.

14.7 INVENTORY

Each spring all teaching faculty will be asked to fill out an inventory sheet to be submitted to the Chief Academic Officer (as seen on the AD03 document). It will list all college owned equipment and materials, textbooks, charts, maps, or anything else in the particular faculty's discipline. This will be checked regularly so that the college can purchase depleted supplies of consumable items during the summer months and try to honor requests for additional equipment. The inventory is to be submitted in the spring before the final paycheck is received.

15 STUDENT CORRECTIVE PLANNING

Updated: 9/7/2023

15.1 RESPONDING TO STUDENT MISCONDUCT[7]

15.1.1 Lifestyle Statement

The Lifestyle Statement clarifies expectations for student conduct of enrolled CCCK students. The first topic of the Lifestyle Statement directly speaks to how students should conduct themselves in relation to CCCK faculty, staff, coaches and fellow students. It states:

> ***Honesty, Integrity and Harmony:*** *I choose to value the rights of others and the contributions of those who come from diverse backgrounds, experiences, and racial/ethnic origins. With this in mind, I choose to maintain a proper attitude, refrain from profane and improper speech, and display respect toward those placed in positions of leadership, in order to help meet the desired ends of the Fit Four. Ephesians 4:1-2, 32; Matthew 7:12; Exodus 20:15-16*

Faculty and staff should be aware of the Lifestyle Statement and feel comfortable referring to it.

15.1.2 Recommendations for Responding to Misconduct in the Classroom

The following steps provide a framework for progressive discipline, allowing due process and room for student responsiveness. *However, the faculty member should elevate severe conduct involving threats or abuse (verbal or physical) to Level Three, immediately.*

15.1.2.1 Level 1:

Provide an oral warning. Consider reminding the entire class regarding expectations. *If the oral warning does not remedy the situation and the inappropriate behavior continues:*

15.1.2.2 Level 2:

Talk to the student individually after class or ask them to schedule a meeting for a later time. If it is not possible to talk with the student individually prior to the next class period, contact the student by phone, email, or letter. During the discussion with the student, clarify the expectations for classroom conduct and seek the student's cooperation in meeting those expectations.

Provide the student with a written statement reviewing expectations and highlighting how the student failed to correct the behavior following the oral warning. Indicate in the written statement that further incidents will result in the faculty member requesting that the student leave class for that day and that the faculty member will issue a Student Risk.

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[7] Lake Land College (2017). *Responding to Student Misconduct*. Mattoon, IL. Retrieved September 27, 2017, from https://www.lakelandcollege.edu/internal/student_serv_reports/respond_student_misconduct.cfm

In addition to the written warning, document all other information relevant to the student's misconduct. Provide a copy of the written warning and other documentation to the Division/Department Chair. Also, send a copy to the Chief Academic Officer.

If the written warning does not remedy the situation and the inappropriate behavior continues:

15.1.2.3 Level 3:

If the behavior persists beyond the written warning or is so disruptive that immediate action is necessary, ask the student to leave the class for the remainder of the class period. If the student refuses to leave the class, call the Chief Academic Officer or another administrator. If necessary, temporarily adjourn the class and ask another student to call the Chief Academic Officer or another administrator.

The faculty member will need to document all relevant information and provide a copy of the documentation to the Chief Academic Officer

15.1.3 Meeting with an Angry or Potentially Threatening Student

Instructors should not meet alone with a student who may be a threat to their personal safety. Instead of asking to meet after class, instructors should schedule a specific appointment so that they have time to prepare for the meeting. The instructor should alert and confer with departmental colleagues, asking one of them either to be on standby or to join in the meeting.

15.1.4 A Note on Due Process

To be in compliance with a student's right to due process regarding disciplinary actions, it is important that the college:

- provide a warning describing the nature of the misconduct including information on what behaviorally expectation was violated;
- provide the student a reasonable opportunity to correct the behavior; and
- provide a procedure to appeal the assessment of the conduct and any disciplinary actions taken.

15.2 IDENTIFYING STUDENT RISK – ACADEMIC ALERT

The earlier an at-risk student is identified, the better the prognosis for their success in college. Early alerts, communicated within the first 4-6 weeks of a term, can be instrumental in beginning an intervention that can help facilitate students' success and increase retention.

It is expected that the instructor address all concerns with the student directly before sending a Risk Report. If direct conversation with the student does not yield positive results or the situation becomes worse, the faculty member is encouraged to use the Student Risk system and provide information that is requested so the proper intervention can be implemented.

An Academic Alert should be filed for any of the following:

1. Failure of major test or assignment
2. Whenever the overall grade drops below a C-
3. Excessive tardies or missed absences
4. Excessive missed assignments
5. Social or behavioral concerns

When filing an Academic Alert, the faculty member should use the following designations to alert other staff to the severity of the issue:

Moderate:
☐Attendance: Missed two classes in a row.
☐Physical: Sleeping in class, down, unmotivated
☐Course Work: Missed one small assignment or one test.
☐Recovery: With meeting with the faculty member, no problem keeping/getting grade up
☐**Advisor/Coach Expectation: Just check in and Make contact with student.**
☐**Student Success: Assign an automatic Phone Call**

Significant:

☐Persistence: Second Warning from Instructor
☐Attendance: Multiple misses or missing significant classes.
☐Physical: Depressed, disrespectful to instructors/students.
☐Assignments: Has missed multiple assignments☐
☐Recovery: With meeting with the faculty member, student needs to get with the instructor to get the grade back up
☐**Advisor/Coach Expectation: Make an appointment and have a heart-to-heart.**
☐**Student Success: Automatic Phone call**

Critical

☐Persistence: Second or Third Warning from Instructor
☐Attendance: Multiple misses or missing significant classes.
☐Physical: Clinical help is needed.
☐Assignments: Has missed multiple assignments
☐Recovery: Student will most likely fail.
☐**Advisor/Coach Expectation: An appointment with Student Success, Advisor, and Coach is needed.**
☐**Student Success: Set up meeting (Zoom session) with advisor, coach, and instructor.**

15.2.1 **Signs of Academic Withdrawal:**
- Excessive and/or unexcused absences
- Habitual tardiness
- Unpreparedness for class
- Late or incomplete homework assignments
- Below average quiz and test scores
- Lack of participation in group discussions and projects
- Evidence of poor study skills and habits
- Behavioral problems in the classroom

15.2.2 **Possible reasons for academic difficulties**
- Underprepared for college (academically, socially, physically, mentally and spiritually)
- Poor study skills and habits (including time management, organization, note taking, test taking, using the textbook effectively, study environments, etc.)

- Transition issues (immaturity, from high school to college, irresponsibility, new friends and social issues, etc.)
- Health issues
- Personal problems
- Financial Aid concerns and money management in general
- Lack of vision and/or confidence in ability
- Coming to college with false assumptions – (just to play sports and academics are secondary; same with other areas of scholarship)

15.2.3 Types of Intervention Services Available
- Weekly check appointments with the Student Success Specialist
- Individual peer tutoring
- Study Techniques Class
- Study Clusters
- Tutor.com
- Quiet area to study and take exams as need defines
- Assigned accountability adult
- Organization and academic management assistance
- Prescription for success (voluntary request or mandatory)
- Classroom helps for note-taking, projects, and organization
- Online general study skills information
- Academic and Spiritual Counseling
- Workshops throughout the semester offering students help with individual study skills, reading comprehension, effective listening, academic writing skills in all disciplines, learning styles, and critical thinking (currently in development phase) FILING A STUDENT RISK

Risk Reports are filed through the Faculty Portal. Instructions can be found on the T: drive or the *CCCK Instructor Resources* course.

15.3 (SATISFACTORY ACADEMIC PROGRESS)
Satisfactory Academic Progress articulates the minimum standards needed to remain enrolled at CCCK. These criteria are used at the end of each term to evaluate the entire student body.
- **GPA** - Students must maintain a minimum cumulative GPA:
  - **Associate Programs**: 2.00
  - **Bachelor Programs**:
    - 0-30.99 Hours: 1.70
    - 31-59.99 Hours: 1.85
    - 60+ Hours: 2.00
- **Pace** - Students must earn at least 66.67% of all credits they attempt (Cumulative Earned Credits/Cumulative Attempted Credits).
- **Maximum Timeframe**- Students must complete their degrees within 150% of the published program length.
  - **SAS Associate Programs**: 90 Attempted Credits
  - **SAS Bachelor Programs**: 180 Attempted Credits

Students enrolled in programs requiring more hours than those stipulated in a normative degree program (i.e. teaching certification, music education) are eligible to receive aid for additional attempted credit hours based on the required hours needed for the program.

15.3.1 SAP Process Illustrated

Students placed on an Academic Plan are reassigned to the Student Success Specialist for advising purposes until such time as the individual is in Good Standing.
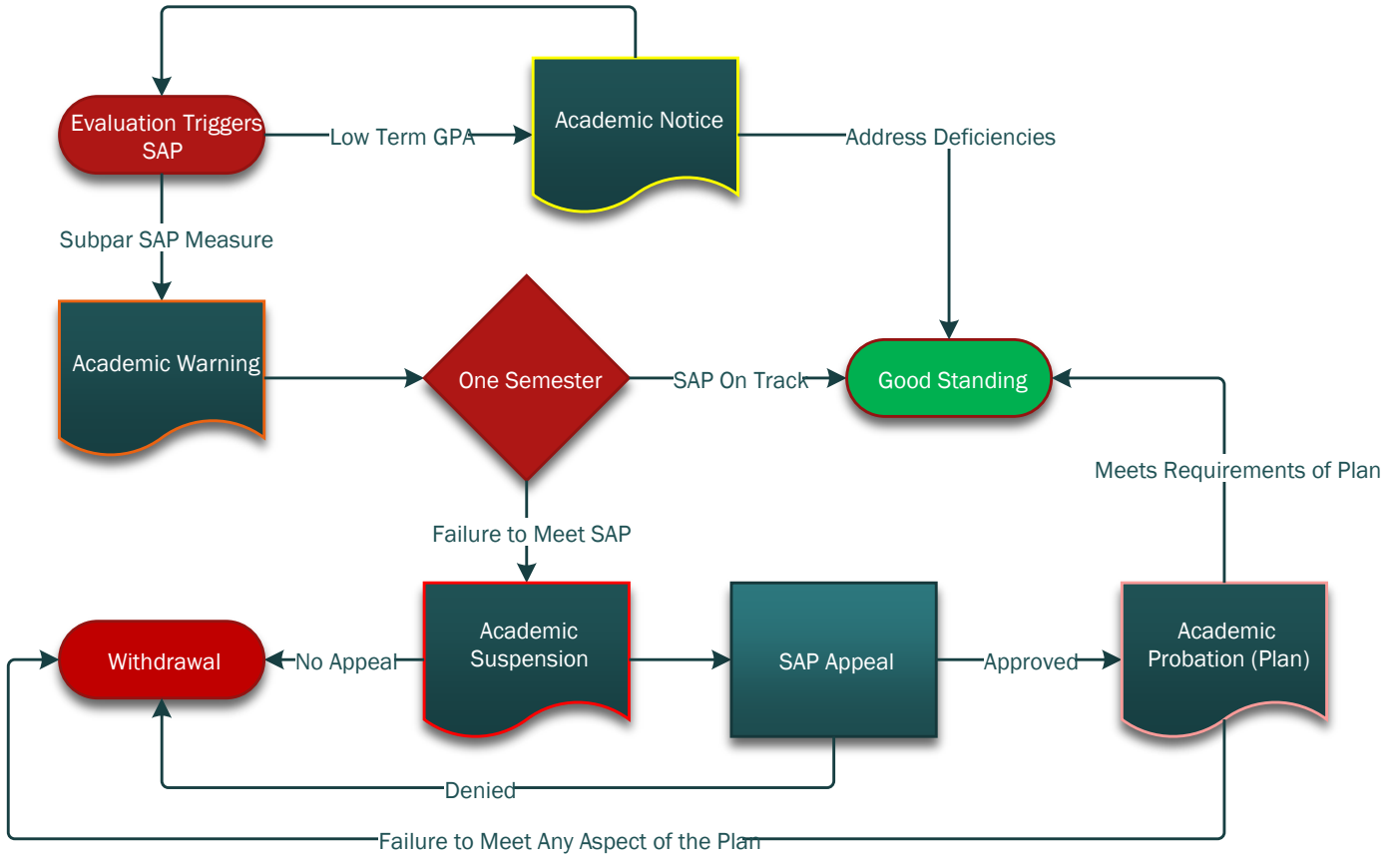
```
                    ┌─────────────────┐        ┌─────────────────┐
                    │ Evaluation      │        │                 │
                    │ Triggers SAP    │──Low Term GPA──│ Academic Notice │──Address Deficiencies──┐
                    └─────────────────┘        └─────────────────┘                        │
                            │                                                               │
                    Subpar SAP Measure                                                      ▼
                            │                                                        ┌──────────────┐
                            ▼                ◇                                       │ Good Standing │
                    ┌──────────────┐    One Semester ──SAP On Track──────────────────└──────────────┘
                    │ Academic     │                                                         ▲
                    │ Warning      │                                              Meets Requirements of Plan
                    └──────────────┘                                                         │
                            │                                                                │
                    Failure to Meet SAP                                                      │
                            ▼                                                                │
    ┌────────────┐   ┌──────────────┐      ┌────────────┐    Approved    ┌──────────────────┐
    │ Withdrawal │◄──│ Academic     │─────►│ SAP Appeal │───────────────►│ Academic         │
    └────────────┘No │ Suspension   │      └────────────┘                │ Probation (Plan) │
          ▲  Appeal  └──────────────┘              │                     └──────────────────┘
          │                                      Denied
          └──────────── Failure to Meet Any Aspect of the Plan
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16   TECHNOLOGY (SAS)

This section contains information about Technology that applies to SAS faculty members only. There are additional services that are available to all CCCK faculty. For information on these services, see section 6, Technology (General).

Where appropriate, CCCK provides technology for the purpose of enhancing the educational mission of the institution and conducting the business of the college. Technology includes computers, servers, software, accounts, portals, phone messaging, and other designated resources. CCCK expressly states that no college related system provides any avenue for private or confidential communication or data storage. The user has no guarantee that any data stored or communicated on or through college related technology is private or secured.

The college reserves the right to authorize individuals to access email, voicemail, or any type of retrievable data without the consent of the assigned user, if and when there is reasonable evidence to suggest that such action is necessary to comply with legal or regulatory requirements.

16.1 T-DRIVE (FACULTY TOOLS)

Residential faculty members have a designated drive on the network, which allows them to access a number of tools and resources, including documents and templates. Faculty should request that IT map the T-Drive if it is not currently a part of their network access.

16.2 G-DRIVE

The G-Drive is a public drive that allows for the sharing of files and data. It serves as an internal dropbox on the school-wide network. Individuals should keep in mind that all data contained in this drive is public and is accessible by anyone on the drive. Content kept on this drive should be removed when that content no longer needs to be in a shared environment.

17 FACULTY POLICY & PROCEDURES (SAS)

This section contains information about faculty policy and procedures that apply to SAS faculty members only. There are additional policies that apply to all CCCK faculty. For information on these policies, see section 7, Faculty Policy & Procedures (General).

17.1 VACATION – DAYS OFF

Unless otherwise noted in the Faculty Agreement, faculty members do not have vacation time, sick time, or personal days. However, in cases of long-term absences (i.e. illness, military duty, court service, maternity leave, etc.) faculty members may arrange leave with the Chief Academic Officer. *Excessive absences will be reflected in the permanent record and will be considered in personnel decisions.*

For a complete schedule of official days off for each Academic Year (not including summer session), see the most current Policies and Procedures Manual.

17.2 TEACHING LOAD POLICY

17.2.1 Introduction & Rationale

The purpose of this Operating Policy/Procedure is to establish rules for calculating the statutory workload of faculty. This Operating Procedure is a mechanism for ensuring that each faculty member meets the statutory teaching load minimum.

This Operating Procedure will be reviewed as needed, by the Office of the Chief Academic Officer. Faculty Senate may recommended revisions. Recommendations forwarded through the Chief Academic Officer and approved by the President, by December 1 of the fiscal year, become actionable in the following fiscal year.

17.2.2 Policy

The following faculty academic workload rules and regulations are designed to support the mission of the College. The workload of faculty members encompasses a variety of teaching, advising, and service activities. Teaching load, the number of credit hours taught or equivalent duties assigned to a faculty member, is but one aspect of faculty workload. In carrying out their responsibility to distribute workload, department chairs must assign teaching loads so that:

- Overall workloads are distributed as equitably as possible and in a fashion that is consistent with the purpose of the department;
- The institution meets its instructional obligations for all programs;
- Each faculty member meets statutory minimum teaching load requirements; and
- Faculty participation in service and the performance of other approved major responsibilities is accommodated.

When calculating overall workload, the following procedural conventions are in play:

1. Teaching Load: Formal instructional activities, which include student interaction (lecture, lab, practicum, seminar, lesson, independent study, research, etc.), preparations for student instruction, and evaluation of student performance. This includes participation in the Faculty Senate.

2. Advising Load: It is expected that each full-time faculty member serve as an academic advisor for the purpose of meeting with students to determine educational goals, vocational guidance, course registration, review of academic progress, and general guidance.[8] [9] Because there could be a shift in number of advisees from fall to spring, load will not be affected due to reduction of advisees. However, if there is an increase of advisees, the load will be affected and increased.
3. Institutional/Public Service Load: It is expected that each full-time faculty member reasonably participate in departmental and institutional oversight through committee assignments, assessment activities, professional development, and other assignments that support the organizational outcomes of the institution.
4. Research Load: No research of publication load is currently required of the faculty.

17.2.3 Defining Work Load

In compliance with standing procedure, the minimum teaching load for faculty members paid 100 percent from funds appropriated for instructional purposes is equivalent to 24 semester credit hours of instruction in organized classes each nine-month academic year. Up to two additional credit hours are expected each semester for Advising and Institutional Service. Added to the teaching load, the total expected workload is 28 Load Credits.

For faculty members with less than full-time appointments from funds appropriated for instructional purposes, the minimum teaching load is proportionally less. Normally, courses compensated outside regular faculty salary are not counted as part of a faculty member's minimum teaching load.

In some cases, a reduction of teaching load is appropriate. A reduced teaching load can be considered under the following circumstances:

- A reduced teaching load may be granted if classes do not materialize because of insufficient enrollment and when additional classes or equivalent academic work cannot be assigned to the faculty member. This exception will not be made for any particular faculty member in successive years. A faculty member granted a reduced teaching load under this provision may be assigned a corresponding increase in teaching load during the following semester.
- A reduced teaching load may be granted for a faculty member who has an excessive administrative assignment such as chair of a large department, head of a comparable administrative unit, or coordinator of special programs or multi-section courses.
- A reduced teaching load may be granted when a faculty member has taught a load in excess of the normal requirements during the previous long-term semester. Such reduction in teaching load shall not exceed the previous overload taught by the faculty member.
- A reduced teaching load may be granted for significant temporary academic administrative responsibilities relating to the institution as a whole.

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[8] Advising loads range between 15-20 students. Faculty with fewer than 15 will receive proportionally less workload credit. Advising loads above 20 will receive proportionally more workload credit.

[9] Faculty may be classified as non-advising instructors and will have a proportionately higher teaching workload.

17.2.4 Office Hours and Student Response Time

Faculty members serve a vital function in the fulfillment of the College mission and serve an integral role in the facilitation of student learning and development. The College recognizes that many times these roles happen outside of the classroom; therefore providing time for such interactions is an important priority.

All faculty members are required to maintain a minimum of four office hours per week specifically designated for student interaction.

These hours should be specific hours not already dedicated to schedule contact hours (course times) or committee assignments. These are specific times in which the faculty member is on campus and available to students. A minimum of 10 hours per week is expected for faculty carrying a full (24) teaching load. In addition, advising faculty should maintain a minimum of four hours per week specifically for advising. These are specific times in which the faculty member is in the office for the sole purpose of meeting with students (informal or formal). When possible these office hours should be distributed in the morning and afternoon during general hours of operation (unless the predominate population is non-traditional), and over multiple days. Office hours should be clearly communicated on the class syllabi and posted outside of offices.[10] When students have a legitimate conflict with posted hours, reserved for appointments, the faculty member should accommodate an alternate time.

When responding to students, SAS faculty will respond to student emails, Canvas messages, and phone calls within 24 hours (workdays).

17.2.5 Calculating Teaching Load

The responsibility for assigning teaching duties rests with department chairs. The Office of the Chief Academic Officer monitors these assignments for compliance and equity and provides appropriate reports.

In calculating teaching load, the equivalencies in the following section will be applied. Normally, a faculty member paid by funds appropriated for instructional purposes will comply with the statutory teaching load requirement by serving as the instructor of record for the equivalent of 24 semester credit hours in organized classes in an academic year. In no case, however, will a faculty member paid full-time from funds appropriated for instructional purposes teach fewer than the equivalent of 12 semester credit hours in an academic year without the approval of the Chief Academic Officer.

17.2.6 Equivalencies

A workload hour is loosely defined as one faculty contact hour, which is equivalent to 16 instructional contact hours (60 minutes) in a given term. When calculating load, the general rules illustrated in Table 1 apply.

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[10] Faculty members are required to maintain reasonable office hours in keeping with their employment level, outside of these appointed student meeting times. The designation of specific office hours is for the benefit of the student, to communicate times in which the faculty member is available for interruption. It is expected that full-time faculty members are on-campus and engaged in faculty related responsibilities throughout the normal work-day or spread reasonably through the day when teaching schedules require classroom times outside of the traditional school day.

Table 1

Workload Computation Matrix

	Load	
Lecture/Lab	(Hrs) x (WF Level) x (Enroll)	Lecture and Lab
Studio/Recital	(Hrs) x (Enroll) x .333	Art, Private Lessons, Recital, Proficiency
Ensemble	(Hrs) x (WF Level)	Ensemble Lab Band; Choir, Performing Group
Activity Course	(Hrs) x (WF Level)	
Internships/Practicums	(Hrs) x (Enroll) x .125	
Directed Studies	(Hrs) x (Enroll) x .125	
Online- Facilitator	(Credit Hour) x .75	
Clinical Supervision	(Enroll) x .5	

WF-Level: 000-299 10 Minimum (<10 x .1 x enroll); 300-400 6 Minimum (<10 x .167 x enroll Overload >50 (enroll-50*.052)

Table 2

Institutional Service Computation Matrix

	Load
Building Coordinator	0.750
Class Sponsor	0.125
Committee Chair (Major)	0.125
Committee Member (Major)	0.100
Department Chair	1.000
Faculty Senate President	1.000
HLC Criterion Chair	0.750
Honor Society Chair	0.075
Research (Non-Funded)	0.750
Special Appointment (Major)	1.000
Special Appointment (Minor)	0.500
Division Chair	1.000
Program Director (SAS)	0.650
Advising 1-5	0.500
Advising 6-10	1.000
Advising 11-15	1.500
Advising 16-20*	2.000

*For each additional advisee, 0.100 is added to the base of 2.000

Additional considerations that may affect load calculation include:

- With appropriate approval, extramural funds may be used on a prorated basis of a faculty member's salary to reduce his or her teaching load.
- With the approval of the president, limited teaching load credit may be granted to carry out major responsibilities, not covered above, that are performed in the best interest of the institution's instructional programs as determined by the president.

17.2.7 Minimum Course Loads

100 – 200 Level Courses: Minimum class size, for the calculation of load is 10 students (at the end of the Add/Drop Period). If a course does not meet the minimum load of 10 and it is not cancelled, proration will be calculated by dividing the number enrolled by the minimum course size (10).

300-400 Level Courses: Minimum class size, for the calculation of load is 6 students (at the end of the Add/Drop Period). If a course does not meet the minimum load of 6 and it is not cancelled, proration will be calculated by dividing the number enrolled by the minimum course size (6).

For any course with a student population above 60, faculty can be awarded up to 1 credit-hour if the class represents a significant level of assignment assessment. This calculation will be at the discretion of the Department Chair and the Chief Academic Officer.

17.2.8 Stacking Courses

Stacked courses (multiple sections) may not result in additional teaching load, unless the sum of the enrollment of the stacked courses reaches the maximum class size of sixty. At which point, the maximum course size calculation will be applied. At the discretion of the Chief Academic Officer and the Chair of the Department, a course may have a maximum course size reduced.

17.2.9 Team Teaching

The number of instructional hours are to be divided among the participating faculty members, based on a proportion of the contact hours. The sum of which may be greater than one.

17.2.10 Overloads/Release Time

In special circumstances, and only through the approval of the Chief Academic Officer, faculty members may receive overload for being assigned workload in excess of expectations. Remuneration for an overload may be annualized before payment will be processed by the Business Office. Therefore, an overload in the fall may not be realized until the spring load has been confirmed, which does not commonly occur until after Authorization Day. Extra compensation is calculated at the adjunct rate.

Release time may be awarded by the Chief Academic Officer.

The following is the payment schedule for adjunct, faculty, and overload pay for full-time faculty:

- Adjunct (based on load calculation for enrollment)/Overload – Bachelor's Degree: $450.00
- Adjunct (based on load calculation for enrollment)/Overload – Master's Degree: $500.00
- Adjunct (based on load calculation for enrollment)/Overload – Doctoral Degree: $600.00

17.2.11 May Term/Summer Term

Commonly May or Summer term responsibilities are not included in load calculations for Faculty with 9-month formal teaching responsibilities. These are addressed in a separate MOU. However, faculty members with low

teaching loads who would like to include the May/Summer term may do so through special arrangement with the Office of the Chief Academic Officer.

17.2.12 Financial Exigency
During times of financial exigency, as recognized by the Board, faculty members may be assigned workloads exceeding the compensatory regulations herein described.

17.3 DEFINING THE WORK PERIOD
Faculty members are awarded agreements on an annual basis. Commonly, the terms of employment are outlined in the Faculty Agreement and faculty members are expected to invest the time required to fulfill their agreed upon duties. The institution recognizes the variable nature of faculty time investment, which may include days and evenings encompassing the week, as well as the weekend. As such, except for course times and office hours, faculty are afforded flexibility in order for each to be responsive to the needs of the student, program, and the College in general.

It is expected that faculty be available for institutional activities and events hosted during normal business hours and occasionally during evening hours (e.g. chapel, meetings, professional developments, etc.). It is expected that faculty be present, on campus, each weekday. In addition, the College reserves the right to require faculty members to participate in College activities and events on non-teaching days (e.g. workdays, graduation, etc.), including requests for advising, which may fall outside the academic schedule (e.g. Summer Drive-in; Summer Admits).

17.4 FACULTY SENATE
Updated: 3/28/2022

The Faculty Senate facilitates faculty involvement in institutional mission, governance, and assessment. At its core, the Faculty Senate exists to promote continual advancement of the College's mission and vision. As such, it serves to advocate concerns of the faculty as stakeholders.

The Faculty Senate By-Laws serve as the definitive source document defining voting rights, officers, structure, and terms.

17.4.1 Standing Committees of the Faculty

17.4.1.1 Academic Affairs and Assessment Committee (AAAC)
Chair: Academic Dean
Voting Members: Division Chairs
Reporting: Faculty Senate
Meeting: Monthly
Documentation: Departmental Minutes
Transparency: Minutes/documentation stored at G:\COMMITTEE MINUTES\Committee Minutes – [YEAR]\AAAC Meeting Minutes\AAAC Minutes\Approved minutes

Description: AAAC, a sub-committee of the Faculty, is responsible for the oversight of the College's curricula. As such, it reviews and makes recommendations to the Faculty Senate concerning the approval, suspension, or elimination of degree programs. Additionally, this committee advises and operationalizes the assessment of academic achievement (i.e. reviewing Quadrennial reports and Learning Outcomes) reporting results to CAIE.

Voting membership of the committee includes the division chairs, general education chair, and the Registrar. The committee is chaired by the Chief Academic Officer. Non-voting members include the Institutional Research Officer. The Manager of Academic Services serves as recording secretary and does not have a vote.

Specific duties include:

- Ensures that degree programs are current and require levels of performance appropriate to the degree (Quadrennial Review).
- Ensures that departments are meeting stated learning goals and outcomes, and that the program assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs (Quadrennial Review).
- Ensures that department processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members (Quadrennial Review).
- Ensures that program quality and experiences are consistent across all modes of delivery (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality) (Quadrennial Review).
- Ensures that every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments (Databook, A03 Form, and Quadrennial Review).
- Ensures that the education offered by the institution recognizes the human and cultural diversity of the world in which students live and work (Quadrennial Review).
- Ensures that faculty and students contribute to scholarship, creative work, and the discovery of knowledge as appropriate to the programs and the mission (Databook, A03 Form, and Quadrennial Review).
- Ensures that all instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs (Faculty Audit).
- Ensures that programs evaluate the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (Alumni Report and Data Book).
- Ensures that the institution has and adheres to policies and procedures for the responsible acquisition, discovery, and application of knowledge by its faculty and students (Quadrennial Review).
- Ensures that new programs, new courses, and any changes to programs/courses are clearly described, have a rationale, align with mission, have an assessment plan, and have clear documentation.

17.4.1.2 General Education Committee (GEC)

Chair: Faculty Member
Voting Members: One member from each division
Reporting: AAAC
Meeting: Monthly
Documentation: Departmental Minutes reported to AAAC

Transparency: Minutes/documentation stored at G:\COMMITTEE MINUTES\Committee Minutes – [YEAR]\General Education

Description: The GEC will have one faculty member represented from each division of the College. A quadrennial review will be completed every four years specifically for the General Education program. This faculty subcommittee's main responsibilities are to

- fulfill mission by ensuring that the general education program is appropriate to the mission, educational offerings, and degree levels of the institution and is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess;
- review curricula, specific syllabi, and any modifications to the general education program, ensuring courses satisfy the College's requirements found in the Catalog (GEC will be in step with the Departmental Quadrennial Review when it comes to reviewing individual departmental syllabi);
- review general education course offering semester by semester;
- oversee General Studies courses;
- and oversee the Associates of Arts and Liberal Studies Degrees.

17.4.1.3 Strategic Planning and Oversight Committee (SPOC)

Chair: Faculty Member
Voting Members: As Elected
Assigned Reporting: Faculty Senate
Meeting: Monthly
Documentation: Minutes & Reporting for Faculty Senate Meeting
Transparency: Minutes/documentation stored at G:\COMMITTEE MINUTES\Committee Minutes – [YEAR]\SPOC
Description: Primarily, the committee assesses economic welfare of the academic program in alignment to the Strategic Plan and mission. It makes recommendations to the Faculty Senate based on data analysis, concerning strategic feasibility, departmental budgeting, resource allocation, programmatic sustainability, faculty remuneration, faculty benefits, and other budgetary matters.

Membership includes no fewer than five faculty members, with no two representing the same academic division of the College. When appropriate (and feasible), this committee should include at least one adjunct representative. Specific duties include:

- Review and recommend policy related to faculty welfare and care
- Review and report on Strategic Plan initiatives
- Assess departmental efficiency
- Review and prioritize departmental budget requests and make recommendations to the Chief Academic Officer.
- Ensure that the institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
- Ensure that the institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
- Ensure the strategic goals are realistic in light of the institution's organization, resources, and opportunities.

- Ensure that the institution has a well-developed process in place for budgeting and for monitoring expense.
- Ensure that the institution allocates its resources in alignment with its mission and priorities.
- Ensure that the institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
- Ensure that the institution works within a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. As well as anticipating emerging factors, such as technology, demographic shifts, and globalization.
- Ensure that the institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
- Ensure that the institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
- Ensure that the institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

17.5 FACULTY GRIEVANCE PROCEDURE

Updated: 7/26/2021

In order to serve faculty members appropriately concerning violation of academic rights, academic representation, or academic procedure in their unique role at the institution, this policy is designed to mirror the institutional grievance policy (found in the Policies & Procedures Manual) with slight modifications, which make the policy more applicable to grievances of a strictly *academic* nature. Any faculty member who wishes to file a grievance concerning non-academic work-related problems or conditions should follow the institutional general grievance procedure as outlined in the Policies & Procedures Manual.

17.5.1 Step One – Informal Process

Recognizing that many complaints and disputes can be settled through conversation between invested parties, faculty members are encouraged to begin the resolution process by speaking with their immediate supervisor: department chair, division chair, or Chief Academic Officer.

If an individual has a concern with his or her supervisor, has exhausted attempts to work with the supervisor, or for any reason considers it to be more appropriate to escalate the issue, a conversation may be scheduled with the Chief Academic Officer.

The Chief Academic Officer may guide the process in several ways:

- gathers the input and support of appropriate College resources related to the situation
- when necessary, networks with HR professionals and legal counsel
- recommends appropriate options for addressing the matter
- facilitates conversations
- assists in identifying problematic behavior
- suggests possible remedies

- monitors agreed upon resolution process

This process typically leads to an informal resolution (such as a meeting to make the offending party aware of the impact of his or her actions and establishing an appropriate resolution), though the Chief Academic Officer can escalate the concern to a formal process.

17.5.2   Step Two – Formal Process

If the grievance is not resolved *informally* as part of the process described in Step One, the faculty member may present the grievance in writing to the Chief Academic Officer, addressing the nature of the concern, what steps have been taken to resolve the issue (include evidence or documents, dates, and attach any documentation as needed), and how the individual expects the institution to respond (what might be a satisfactory resolution to the concern).

Faculty members wishing to report issues arising from harassment, sexual misconduct, or interpersonal violence should not use this process, but immediately contact the Office of Human Resources.

The Chief Academic Officer will make inquiries as necessary in order to become familiar with the facts associated with the grievance. The investigation may include interviewing individuals other than the complainant and the respondent. Discretion in how information is handled is paramount throughout the process. Every reasonable effort will be made to protect the privacy of all parties. However, strict confidentiality cannot be guaranteed due to the necessity for investigation and fact-finding. Beyond that, any individual who wrongfully discusses or discloses confidential information will be subject to disciplinary action. Should any individual refuse or fail to cooperate fully with an investigation, he or she may be subject to disciplinary action, which may include suspension or termination of employment.

The Chief Academic Officer is responsible for reviewing the situation and will partner with specific resources in determining specifics of the investigation and recommended outcomes.

As warranted, the Chief Academic Officer may:

- establish and review an appropriate timeline and agenda
- organize, implement, and conduct an appropriate investigation
- ensure all parties have been provided with documentation of the grievance
- work with Human Resources
- interview persons believed to have relevant information
- review findings
- render or review a written decision and resolution recommendation
- close and retain the investigation file

The Chief Academic Officer will ensure that both the complainant and the respondent are notified that they may request to have a colleague present for support. No party or participant in the faculty grievance process shall be accompanied by legal counsel at any meeting held for the purpose of resolving the grievance.

The final written decision will reflect either a determination that the allegations were unwarranted, the allegations cannot be corroborated, or the allegations have merit thereby requiring resolution. Determination of responsibility will be made based upon a preponderance of credible evidence (defined as where it is more likely than not that the respondent is responsible for the alleged violation). Credible evidence depends upon the following factors: (i) the quality of the evidence (first-hand knowledge, credible corroboration etc.); (ii) prior complaints against the respondent; and (iii) prior complaints made by the complainant. In such situations, the

written decision will include the terms of the prescribed resolution including any disciplinary or reparative action deemed appropriate.

The prescribed response will depend on the following factors: (i) the severity, frequency, and pervasiveness of the conduct; (ii) the response of the participants; and (iii) the potential impact on community. Copies of the decision will be shared with all parties as well as all parties' immediate supervisors.

17.5.3 Step Three - Appeal

If either the complainant or the respondent is not satisfied with the decision and wishes to pursue the matter further, the respective party may prepare a written summary of the concerns and request an appeal. This request should be made through the Office of the Chief Academic Officer who will convene the Faculty Appeals Commission (except for any appeals concerning a case in which the Chief Academic Officer was a concerned party. In these instances, appeals should be submitted to the Office of Human Resources). One or more of the following appeal criteria must be cited in order for the appeal to be considered:

- New Evidence: Previously unavailable evidence is produced
- Flawed Process: A procedural error or irregularity materially affected the outcome of the case
- Severity: The outcomes issued are too severe or too lenient in relation to the violation

Both parties have three (3) working days following the *postmark date[11]* to appeal.

The Faculty Appeals Commission is appointed by the Chief Academic Officer. In cases where the Chief Academic Officer is a concerned party, the commission will be appointed by the President of the College or Human Resources. Typically, a minimum of three (3) members will serve at an appeal hearing.

The Faculty Appeals Commission, after a full review of the facts (which may include a review of the written summary of the problem, interviews with the people involved, and further investigation if necessary), will provide a written decision and recommendations to the Chief Academic Officer. The final written decision by the Faculty Appeals Commission will reflect either a determination that the allegations were unwarranted, cannot be corroborated, or the allegations were founded. The terms of the prescribed resolution, including any disciplinary action deemed appropriate, will be provided in the final decision.

The Chief Academic Officer will provide copies of the decision and prescribed resolution to both parties, as well as to the Human Resource Officer.

The decision of the Faculty Appeals Commission will be final.

17.5.4 Faculty Appeals Commission

Membership includes at least three faculty members appointed by the Chief Academic Officer, at least one of which represents the department or division (depending on the case) with which the appealing faculty member is associated. In the event that the grievance is against a member of the Faculty Appeals Commission or in any way connected to a member of the Faculty Appeals Commission, an alternate member, with no conflict of interest, shall be appointed by the Chief Academic Officer. The College's legal counsel may be present at the commission hearing and may advise the Chair on procedural matters.

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[11] If sent electronically, this would be the date stamp associated with the send date.

17.6 FACULTY MEETINGS

Meetings of the faculty, as called and presided by the Chief Academic Officer, are described as Faculty Meetings (not to be confused with Faculty Senate). These meetings are held to promote collegiality, enhance communication, promote discussion, and stimulate development. A reminder announcement will be sent to faculty prior to each meeting. Full time faculty are required to attend Faculty Meetings.

17.7 SALARY INCREASE CRITERIA

The Chief Academic Officer maintains a base salary schedule utilized to determine salary level at the time of hire. This salary level can be adjusted in relation to demand or benchmark comparisons utilized at the time of hire.

On an annual basis, the Chief Academic Officer will provide recommendations to the President of the College concerning increases to the salary structure in order to maintain reasonable parity with other educational institutions comparable to CCCK.

Faculty will be considered for salary adjustment based on the following:

- Degree Completion: When faculty complete additional graduate level hours or degree.
- Extended Faculty Agreement: Faculty taking on additional responsibilities not already addressed in an official teaching agreement will receive adjustments to their salary.

17.8 EVENT ATTENDANCE

In order to serve as role models and demonstrate character in their duties, faculty members are expected to attend scheduled meetings, school-wide events, chapel/convocations and commencement weekend activities. In addition to these events, faculty members are encouraged to attend special events, cultural offerings, and athletic competitions.

17.9 OUTSIDE EMPLOYMENT

It is the expectation of all full-time faculty members that they demonstrate godly stewardship of time, talent and resources related to their job functions. The College does recognize that each individual will also invest time, talent, and resources into other endeavors, some of which may residually enhance the ability of the instructor and status of the College. However, it is vital to the success of the College that these endeavors do not detract from the primary responsibilities represented by the status and role of a faculty member at Central Christian College of Kansas.

Involvement in activities (internal or external) that disrupt the normal duties of a faculty member or reflect negatively on the reputation of the faculty member or the institution will be regarded as a breach of contract.

Those activities that require use of institutional equipment of resources must first be verified with the Chief Academic Officer and those departments affected. As with personnel, involvement of equipment or resources should not impeded the normal functions of the institution. If so, use of said resources or equipment will be disallowed.

18 PROFESSIONAL DEVELOPMENT (SAS)

This section contains guidelines concerning professional development that apply to SAS faculty only. There are additional guidelines that apply to all CCCK faculty members. For information on these guidelines, see section 9, Professional Development (General).

18.1 LEVEL ONE: IN-SERVICE TRAINING AND PROFESSIONAL GROWTH

Faculty members and selected staff members are encouraged to attend professional development meetings in their academic discipline (one national meeting every three years–state meetings the other two). Limited funding is available to cover expenses of travel and registration. The College encourages each faculty member to attend a meeting annually to meet with individuals in the same academic discipline, to share ideas, to come back more thoroughly prepared and excited to teach effectively. Each administrator will review staff requests to attend professional meetings on an individual basis.

18.1.1   Monthly Faculty Professional Development

There is an expectation that faculty will attend monthly professional developments as offered by the Academic Office in conjunction with the Professional Development Committee. If a faculty member is unable to be in attendance, absences must be communicated to the Academic Office.

18.2 LEVEL TWO: PROFESSIONAL DEVELOPMENT GRANT

As part of the "Campaign for the 21st Century", an endowment was raised for the purpose of faculty development. This endowment provides funds each academic year to be used for attendance at approved professional development events (e.g. national meetings, workshops, conferences, etc.). The amount to be used for these grants is determined during the budgeting process. Typically, the amount budgeted is $2,000 - $3,000. This amount may be combined or parsed out as deemed appropriate by the Chief Academic Officer.

Applications for grants will be reviewed on an annual basis. The deadline for applications are August 31.

Applications will be reviewed by the Office of the Chief Academic Officer. Under special circumstances, the Chief Academic Officer may refer applications to the Academic Affairs and Assessment Committee. Recipients are required to record all expenses and to report back to the Chief Academic Officer.

An application is on the T: Drive for easy access.

18.3 LEVEL THREE: TUITION ASSISTANCE PROGRAM (TAP)

An essential component to the fulfillment of the mission of the College is the recruitment, hiring, and retention of the highest qualified faculty, staff, and administration. To meet that ideal, the College has adopted a Tuition Assistance Program (TAP) in order to encourage the professional development of eligible employees. For details of TAP, which include eligibility, please refer to the current "CCCK Policy and Procedure Manual."

18.4 DOCTORATE DEGREE ASSISTANCE (LEAVE OF ABSENCE)

After four years, full-time faculty members are eligible to apply for **a leave of absence (maximum of one semester)** at full pay to **complete** their doctorate. A committee appointed by the President approves the faculty members receiving this doctoral leave of absence. If the faculty member receives his or her doctorate prior to returning to CCCK, they will commit to five years of service. If they do not have their doctorate degree when

they return to CCCK, they will commit six years of service. If the faculty member chooses to leave Central before fulfilling this commitment (six or five years), the **salary dispersed during the leave of absence** will be prorated for the number of years served with the remainder due to the College.

18.5 SABBATICALS

Updated: 7/22/2021

Central Christian College endeavors to provide opportunities for learning and classroom enhancement, which includes the use of sabbatical leaves for faculty. The purpose of the faculty sabbatical program is to empower recipients in strategic endeavors designed to help them become more effective teachers and scholars and to enhance their services at Central Christian. Sabbaticals are granted to faculty members on the merit of their past academic contributions; as such a sabbatical is a privilege and not an entitlement.

When a faculty member is awarded a sabbatical, the faculty member must agree to return to Central Christian for at least one academic year of service after the termination of the sabbatical, or repay any compensation (salary, plus Central Christian's share of fringe benefits) received from Central Christian during the sabbatical.

The selection process provides for a joint review including the Academic and Business Offices. The College must verify the ability of the institution to fiscally support the sabbatical, which is crucial and may limit any or all proposals.

18.5.1 Eligibility

A faculty member is eligible for a sabbatical award under the following terms:

- A faculty member must have completed six (6) or more years of full-time instructional service, or its equivalent, and not have taken a sabbatical while at Central Christian within the previous six (6) years of full-time service or its equivalent.
- Leaves of absence will be excluded in determining a faculty member's years of full-time service.
- Preference shall be given to those making significant contributions to teaching and who have not had a leave of absence, regardless of source of funding, in the previous four years.
- A sabbatical will not be awarded to a faculty member denied reappointment to a permanent position in the year following the sabbatical leave, or a faculty member who plans to retire within one year following the sabbatical leave.

18.5.2 Conditions

The following conditions apply:

1. A faculty member may receive and is encouraged to seek supplementary grants or other awards while on sabbatical, but such compensation, when combined with the amount of institutional compensation, shall not exceed the full compensation normally received from Central Christian for that period.
2. Such additional grants or awards may be received by a faculty member only if the conditions for accepting the additional resources do not interfere with the stated purposes of a faculty member's sabbatical project.
3. A faculty member may seek additional support specifically for travel or unusual living expenses incidental to the sabbatical project without restriction by the full-compensation maximum.
4. A faculty member may not use the sabbatical to accept other paid employment during the period of the leave, unless as stipulated as a condition of the leave. If so stipulated, Condition #1 is operative.

5. A faculty member must specify all grants or other awards applied for, or to be received during the leave, in his/her application for the sabbatical project.
6. A faculty member must agree to return to Central Christian for at least one full academic year of service after the termination of the sabbatical, or repay any compensation (salary, plus the College's share of fringe benefits) received from Central Christian during the sabbatical.
7. A faculty member must inform the Chief Academic Officer in writing of any changes in the proposed sabbatical project after its initial acceptance. If such changes are substantial, the Chief Academic Officer may change his/her recommendation or call a meeting of the Academic Assessment and Affairs Committee for possible reevaluation.
8. A faculty member must submit to the academic department chair and the Chief Academic Officer a detailed written report outlining his or her accomplishments during the leave within three months of returning to campus.

18.5.3 **Procedure**

Sabbatical proposals should be submitted to the Chief Academic Officer. Proposals must contain:

- Required title page
- Detailed description including responses to the following:
    - The nature and objectives of the proposed sabbatical project
    - The relationship of the proposed sabbatical project to the faculty member's field of expertise
    - The anticipated contribution of the proposed sabbatical program to the enhancement of teaching and/or course and curriculum development at Central Christian
    - The proposed period and/or schedule of the sabbatical
    - How the faculty member's normal teaching schedule, advising and other responsibilities will be covered
    - The reasons the proposed sabbatical project cannot be completed as part of the normal instructional faculty assignment during the academic year
    - The objectives and how they will be attained (e.g., list courses or describe field work or clinical work; describe any additional financial support that is to be obtained)
    - The way in which the knowledge or expertise gained will be disseminated to your department, students, and the College in general
    - The evaluation procedures that will be used to determine whether or not the specified objectives were achieved
- Detailed budget that identifies all anticipated expenditures. Items should include travel, tuition, laboratory and/or library use fees, or computer charges. Specify additional sources of funding to which you intend to make requests.
- Updated Vita
- Departmental letter of support
- Any additional pertinent documents

Proposals are evaluated according to the guidelines articulated in this document. Proposals must contain evidence that ensures that the quality of the project offerings will enhance the goals and standards of the College. Quality of programs includes any impact on HLC accreditation requirements.

The Chief Academic Officer will review sabbatical requests as they are submitted. When multiple requests are submitted for overlapping times, the Chief Academic Officer may utilize the Academic Affairs and Assessment Committee (AAAC) to make final decisions. The Chief Academic Officer makes the decision on whether to fund

the sabbatical. If the Chief Academic Officer makes a positive recommendation, it is forwarded to the President's Executive Team.

A faculty member who has submitted a proposal has the option of briefly presenting the proposal at an AAAC meeting. Any chair who submits a proposal will not participate in the evaluation, discussion, and decision regarding any of the proposals.

The deadline for proposals will be announced during the Faculty & Staff Workshop. \

19 ACADEMIC DEVELOPMENT & MODIFICATION POLICY

The purpose of this section is to articulate the process through which all new *programs* must be completed in order to be recognized by the College and included in the catalog.

If a faculty member wants to create a new curriculum or offer a new course, he/she should present an appropriate form (A01-A05). These forms are available on the T-Drive and the CCCK Instructor Resources Canvas course. After the form has been completed, it must be presented to the Chief Academic Officer, followed by the Academic Affairs and Assessment Committee for approval or notification, followed by the faculty as a whole for approval or notification before it may be included in the catalog.

Faculty may petition to pilot a new course (Form A06) by completing a Petition for Course Pilot form, available on the T-Drive.

19.1 DEFINITIONS

- **Program**: A synonymous term used to describe any defined area of study most often termed a degree, major, minor, concentration, or track.
- **Degree**: A degree represents a coherent and prescribed course of study that includes General Education and discipline specific coursework. Each degree has a designated number of required credit hours and standards, as defined by the catalog:
  - Associate of Arts: 60 credit hours (40 General Education credit hours).
  - Associate of General Studies: 60 credit hours (30 General Education credit hours).
  - Bachelor Programs: some Bachelor programs differ, see Catalog
- **Major**: A major is a coherent arrangement of courses, related to a discipline or interdisciplinary grouping, with a minimum of 38 required hours (15-20 of which should be upper level courses). If the major exceeds 40 hours, a general rule would be to have two-thirds of the courses be upper level. In general, majors should not exceed 50 credit hours.
- **Minor**: A minor is defined as a coherent arrangement of courses related to a discipline or interdisciplinary grouping, with a minimum of 18 required hours, of those 18 required hours, a minimum of 12 discrete credits must be completed.
- **Track**: A track is defined as a coherent arrangement of courses related to a discipline or interdisciplinary grouping, with a minimum of 20 required hours (10 of which are upper level courses). The term *Track* is used primarily within the Liberal Studies major.
- **Concentration/Emphasis**: A concentration or emphasis is defined as a coherent arrangement of courses related to a discipline or interdisciplinary grouping that is normally associated with a major (a subset). Concentrations and emphases allow the student to further define elective courses associated with the major in order to strengthen a particular focus of the discipline or area of study.
- **Credit Hours:** In accordance with Federal policy, a credit hour is defined as the amount of work represented in the achievement of the intended learning outcomes (verified by evidence of student achievement) that reasonably approximates:
  - one hour (50 minute period) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work (50 minutes multiplied by 2 = 100 minutes) each week, for approximately fifteen weeks for one semester or the equivalent amount of work (2250 minutes) over a different amount of time; or

- at least an equivalent amount of work as required in the above definition for other activities as recognized by the department, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours.

Unless otherwise directed by the Department Chair, online and dual-credit courses must mirror the learning outcomes and academic standards of the analogous face-to-face course. Facilitators and online instructors are not permitted to deviate from the required course objectives without specific permissions from the Chief Academic Officer or Director of the program, ensuring that while students spend no time "in-class" they complete an equivalent amount of engagement. Asynchronous course syllabi are reviewed to verify that course content and subject coverage are in alignment with a traditional 15-week course.

Based on this definition, faculty will need to justify course related participation in order to demonstrate that a proposed course will meet the required level of involvement. The above articulated definition represents the minimum level of hours that should be applied to a course. Faculty are free to require additional hours of participation (without necessarily raising the credit-hour level of the course) if the additional hours represent reasonable requirements to achieve the stated learning outcomes of the course. However, if in the adjustment of learning objectives it is found that a substantial number of hours are needed to meet those objectives, the department should request that the faculty consider an increase in the amount of credit-hours awarded for the courses. The reverse would also be true for courses that fundamentally diminish required participation.

Courses that do not meet the minimum targets are required to adjust course content, credits awarded, or time invested in the learning process. In order to assess that these standards are being maintained, credit hour audits are conducted as part of the quadrennial assessment process.

Subject Matter Experts (SME) and curriculum developers for asynchronous, non-standard, lab, research, practicum, internship, study abroad, clinical, field experience, studio, applied lesson, readings, and directed study courses are required to submit a credit hour audit as part of the course development. A summary of the credit hour audit form can be found in Table 2, below. Unless otherwise directed by the Department Chair, online and dual-credit courses must mirror the learning outcomes and academic standards of the analogous face-to-face course. Facilitators and online instructors are not permitted to deviate from the required course objectives without specific permissions from the Chief Academic Officer or Director of the program, ensuring that while students spend no time "in-class" they complete an equivalent amount of engagement. Asynchronous course syllabi are reviewed to verify that course content and subject coverage are in alignment with a traditional 15 week course.

In keeping with the Council for the Accreditation of Educational Professionals (CAEP) standards and the Kansas State Department of Education, students engaged in their clinical teaching/senior seminar course are required to work full-time over a 15-week semester in order to receive the 12 hours associated with the experience. Unless otherwise approved by the Academic Affairs and Assessment Committee, internships, practicums, and field experiences are awarded 1 credit hour for every 40 hours of course related engagement.

Table 1 provides a *best practice* guide that should be used to estimate the amount of time spent for each activity. The numbers below are estimates only.

Table 1

Minutes Estimated for Different Learning Activities	
Activity	*Estimated Minutes*
Lecture	*30-50 Minutes*
Discussion Posts (Threaded)	*30 minutes for every 200 words*
Pre/Post Test	*30 minutes*
Textbook Reading	*3-5 minutes/page*
Online Reading (PPT, articles, announcements, 3 minutes per screen length research journals)	*180 minutes/chapter (50 pgs)*
External Reading & Reflection	60 minutes
Research Paper	90 minutes/page
Response/Self-Assessment Paper	60 minutes/page
Quiz	30 minutes/quiz
Test	2-3 minutes/question
Final Exam	100 minutes
Assignment	90 minutes/assignment
Group Discussion or Group Work	30-60 minutes
Lab	60-120 minutes
Applied Lesson	30 minutes
Applied Lesson Practice Requirement	150 minutes
Case Study	120 minutes
Syllabus/Course Orientation	30 minutes
Observation & Reflection	60 minutes
Service Learning	60 minutes
Presentation (Prep & Delivery)	120 minutes

Table 2: Seat Time Audit Calculator

Category	Minutes
Introduction/Overview	
Announcements	30
Welcome Post	20
Syllabus Review	30
Course Overview	10
Pre-Test	30
Post-Test	30
TIGERS - Course Evaluations	30
Academic Integrity Review	30
Faculty Bio	15
Course Enhancements	
Weekly Devotional	20 per week
Weekly Overview	30 per week
Weekly Summary	15 per week
Discussion Posts	
Number Original Posts/Week	If Required Original Post Length is less than or equal to 200: (posts x weeks x length)/3.3333 If Required Original Post Length is greater than 200: (posts x weeks x length)/4.1666

Number Response Posts/Assignment	If Required Response Post Length is less than or equal to 200: (posts x responses x weeks x length)/3.3333 If Required Original Post Length is greater than 200: (posts x responses x weeks x length)/4.1666
Reviewing classmates' Posts	45 per post
Total DPs requiring additional video/reading	30 per post
Main Text Reading Assignments	
Approximate Page Density	Pages per week x page density minutes (not calculated in total) <u>Page density minutes</u> General: 2 mins. Textbook: 4 mins. Research: 6 mins.

Depth of Material (Difficulty)	Page density result + depth minutes (not calculated in total) Depth minutes Basic: 0 mins. Unfamiliar: 5 mins. Complicated: 8 mins.
Purpose	Page density result + purpose minutes (not calculated in total) Purpose minutes Survey: 0 mins. Comprehend: 3 mins. Engage: 5 mins.
Total	(Approx. page density + Depth of Material + Purpose) x Weeks requiring reading
Additional Readings	
Approximate Minutes of Additional Reading/Week	Approx. minutes x weeks
Assignments	
Number of Quizzes/Tests (Total)	60 per quiz/test
Case Studies (Total)	180 per case study
Portfolio Development	Yes: 240 No: 0
Presentation(s) (Total mins. of all presentations)	15 per minute
Reflection/Writing Assignments	
Type of Writing Assignment	(60 x avg. number req. pages + type minutes) x number of writing assignments Type minutes Reflection: 0 mins. Position: 45 mins. Research: 90 mins.
Do you Provide Feedback to Students?	Yes: 20 x number of writing assignments No: 0
Final Assignments	

Final Paper - Number of Pages	60 x number of pages + 120
Final Presentation - Minutes	15 x minutes + 120
Final Portfolio	300
Lectures/Interactions	
Average Length of Time (Minutes)	Average minutes x number of sessions
Additional Considerations	
Additional activities or experiences (Minutes)	Variable

19.2 INITIATING A NEW PROGRAM

Updated: 9/30/2020

The following outlines the typical process through which a new program would need to proceed in order to become officially recognized by the College. This process is outlined here only to inform the procedure normally followed. It is not designed to be a comprehensive description of the process, nor is it designed to be a directive.

1. Informal discussion amidst members of the department and related constituencies.
   Questions to be answered
   - What is the data suggesting the need for this type of program or training?
   - How is the program to be funded and staffed?
   - What are the present training needs represented by professionals in this field?
   - Is another program in the College already addressing this need? If so, this program be expanded or altered to encompass this need?
   - How will students be attracted to this program?
2. Informal discussion with the Chief Academic Officer.
3. Development of initial proposal to be presented and approved by the department. Documents related to the proposal should be submitted with the minutes of the meeting that records the approval by the department. *A chart is provided below describing the forms needed for differing requests.*
4. Presentation of the *program* to the Chief Academic Officer for preliminary review of supporting documentation and inclusion on the AAAC agenda.
   Supporting Documentation:
   - Name of Program
   - Number of Hours
   - Purpose of Program
   - Objectives/Outcome of the program - These objectives should be linked to Departmental Objectives
   - An explanation of how the program links to the mission and strategy of CCCK
   - A list of courses including name, course description, credit hour designation, and proposed catalog number

- A matrix illustrating a peer-referenced comparison of similar degrees
- A rationale concerning marketability (i.e.: population, target audience, employability, etc.), distinctiveness and reasoning for CCCK to host the program
- A discussion of how worldview, diversity, and the Core Four model will be incorporated into the curriculum
- Assessment Plan - Description of how the outcomes and program will be assessed
- Resource Allocation - Description of resources (physical, monetary, and human) needed to implement the proposed *program* and an explanation concerning how these needs will be met, including modifications on the departmental budget

5. AAAC will work with the initiator of the program to revise and prepare the proposal for final consideration by the appropriate body.
6. Presentation of the *program* to appropriate approval (*Table1.1*).

Academic Proposal Resource Chart: Illustrating the level of permissions needed to process academic business, and the corresponding documentation needed to process the request. A notification is an official report of official action taken by an approving body based on the submission of an A0 1-6 report. Any approving body can move any A0 1-6 report designated by "notify" to the agenda for discussion.

Table 1.1[12]

Type of Change[13]	Approving Body			
	Faculty Senate	College Council	President of the College	Board of Trustees
Curriculum				
Course Level Actions (i.e. name, description, hours, level, prerequisite, etc.)	Approves	Notified	Notified	Notified
Change Program Title	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
New or Altered Policy (Academic)	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
New or Altered Policy (Institutional)	Approves	Approves/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Modify Degree Requirement	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
New Course	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Drop Course (without altering degree)	Approves	Notified	Notified	Notified
New Degree	Approves	Approves/Confers/Recommends	Affirms/Refers/Declines	Approve/Deny
New Major	Approves	Approves/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Drop Degree	Approves	Approves/Confers/Recommends	Affirms/Refers/Declines	Approve/Deny
Drop Major	Approves	Approves/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
New Minor	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Drop Minor	Approves	Notified	Notified	Notified
Add Emphasis/Concentration (No new classes)	Approves	Notified	Notified	Notified
Drop Emphasis/Concentration	Approves	Notified	Notified	Notified
Pilot Course	Approves	Notified	Notified	Notified
Programmatic				
Programmatic Admission (Modifications)	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Course Schedule (Number of Hours/Days of the Week)	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Course Schedule	REGISTRAR	No Action	No Action	No Action
Credentialing (Sign-off)	No Action	No Action	No Action	No Action
Administrative				
Faculty Handbook Modifications	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back
Graduation Requirements	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Approves/Deny
Academic Calendar**	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	No Action
Credentialing Policy	Approves	Supports/Confers/Recommends	Affirms/Refers/Declines	Affirms/Refers Back

Forms related to Academic Development

- Form A01:   Request for Administrative Approval
- Form A02:   Proposal for New Program
- Form A03:   Proposal for New Course
- Form A04:   Proposal for a Change in an Existing Program
- Form A05:   Proposal to Eliminate Program, Course(s), or Requirement
- Form A06:   Petition to Pilot Course

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[12] Approved by the Board of Trustees, March 2015.
[13] All modifications that affect the General Education curriculum will be submitted for approval by the General Education Committee (GEC) before AAAC.

20 ADJUNCT FACULTY

Updated: 9/7/2023

The majority of policies and procedures outlined in this Handbook directly apply to adjunct faculty members. This section of the Handbook is designed to provide further clarification for those fulfilling this unique educational role.

20.1.1 Business Office
The Chair of the Department under which the adjunct instructor is teaching will need to provide support of the instructor and ensure that they have filled out all necessary documentation in the Business Office for remuneration as well as any other required documents.

20.1.2 Email
To set up a CCCK email account, an official request will need to be made by the department chair to IT. This can be done through http://support.intra.centralchristian.edu/. It will be the responsibility of the department chair to inform IT if the account needs to be suspended or terminated after the adjunct faculty member completes his or her contract.

Email can be accessed off campus at http://webmail.my.centralchristian.edu. In order for this to work, the adjunct faculty member will need login credentials for the network.

20.1.3 Network
In order to access email off campus and access computers (files) on campus, network access is required. Network login credentials need to be requested by the department chair to IT.

20.1.4 Portal/Canvas
The Chair of the Department is responsible for training the adjunct instructor in use of the Portal and Canvas. Faculty will be enrolled in a Canvas training course.

20.1.5 Faculty Meetings/Senate
Adjunct faculty are invited to attend the scheduled Faculty Senate meetings. Only full-time faculty and invited guests are invited to Faculty Meetings called by the Chief Academic Officer.

20.1.6 Office Space
Adjuncts should work with their respective department chairs if office space or storage is needed or utilize the dedicated adjunct office space located on the 3rd floor of Science Hall.

20.1.7 Remuneration
Adjunct instructors are paid based on the formula of enrollment times credit hours times $100. If the enrollment is more than 5 students, then they are paid the maximum amount of credit hours times base pay.

The following is the base pay schedule for adjunct instructors:

- Bachelor's Degree: $450.00
- Master's Degree: $500.00
- Doctoral Degree: $600.00
- Private Lessons: $260 per student

Department Chairs are responsible in communicating with the Office of the Chief Academic Officer of any adjunct instructors who have committed to teaching for the College in the upcoming semester. The Office of the Chief Academic Officer will issue a Memo of Understanding and send to the adjunct instructor with the above remuneration calculation. These signed MOUs are required for payment to the instructor and housed in the Office of the Chief Academic Officer.

Central Christian College of Kansas
Section III:
SPE Policies and Procedures

21 MEMORANDUM OF UNDERSTANDING FOR CLASSROOM FACILITATORS (SPE)

Updated: 7/26/2021

21.1 STUDENT RISK REPORTS

Course facilitators are responsible for managing their students and will be asked to report to the SPE program administrators and the Student Success Team by using the **Student Risk Report at the end of week 2 and end of week 4.** This report is embedded within the online class. Reasons for sending out a student risk report are as follows: any student who is absent for 3 consecutive days; emotional or physical hardships that are affecting the student's grade; no book; failing assignments, tests, quizzes during weeks 1 or 2; or overall score of a D or F grade in week 3. While a Student Risk Report is required for weeks 2 and 4, faculty are encouraged to send out reports any time throughout the six weeks.

21.2 VIRTUAL CLASSROOM EXPERIENCE

An announcement and email must be created for the ClassLive ZOOM Session telling the students the days and times of the session the first week of classes. This announcement will be posted at the beginning of the course. At minimum of three live synchronous sessions are mandatory throughout the six week course, one for each week is strongly encouraged. Online instructors should plan Class Live sessions according to the nature of the course (See Handbook for options). Class Live sessions should be intentional and offer opportunity for students to see the face and hear the voice of the instructor in support of their academic success. All ZOOM sessions must be recorded and posted in announcements 24 hours or less after the live session is completed.

21.3 ANNOUNCEMENTS

Course Facilitators must post at least one new announcement each week for the purpose of providing information and/or reminders about due dates, ZOOM Sessions, resources, etc. Announcements should be positive and encouraging. Facilitators are encouraged to compose more than one announcement each week. Further, Facilitators must post all administrative announcements.

21.4 INTRODUCTION THREAD

Course Facilitators must respond to each student's introduction thread with a positive, welcoming message.

21.5 DISCUSSION POSTS

Course Facilitators should engage with 25% of the students' initial posts by Saturday night at 11:59pm and will have engaged with every student in the class at least two times throughout the six weeks.

21.6 ASSIGNMENTS

Assignments should be graded with substantive feedback (returned paper and rubric) and must be returned to students within 1-4 days following the assignment due date.

21.7 EMAIL/PHONE

Facilitators will respond to all student emails and phone calls within 24 hours.

21.8 GRADE SUBMISSION

Final grades will be submitted by the course Facilitator through Canvas, CCCK's Learning Management System (LMS) by Wednesday of week 7 (week 1 of the next session/course). Follow the instructions in this video tutorial to submit final grades: Final Grades Tutorial.

21.9 ONLINE FACULTY POST-COURSE ASSESSMENT SURVEY

Faculty members are required to fill out a post-course evaluation at the end of every semester to share with the administration the quality of the course.

Completion of the survey must be completed in order to be cleared for additional classes:

http://www.surveygizmo.com/s3/957122/Online-Faculty-Course-Assessment.

22 MEMORANDUM OF UNDERSTANDING FOR COURSE DEVELOPMENT (SPE)

Updated: 7/26/2021

22.1 INITIAL CONTACT

Subject Matter Experts (SMEs) are required to meet via phone and/or webinar with the designated course builder for a preliminary planning session. The session will take approximately 1 hour. Sessions for returning SMEs will be shorter.

22.2 TEMPLATE

The SME is responsible for providing all of the elements required in a course/ build, using an approved template for this purpose. Those will be discussed in the preliminary planning session and delivered to the SME immediately following the meeting.

22.3 SYLLABUS APPROVAL

Syllabus and Seat Time Audit form will be sent to Director of Online Education on completion for Department Chair approval.

22.4 COURSE BUILD EXPECTATIONS

1. The SME will abide by all project deadlines as articulated during planning sessions
2. SMEs are responsible for integrating the Core Four (the CCCK College Mission) into the course assignments and materials (See CCCK Catalog).
3. SMEs are responsible for creating assignments (activities, exams etc.) that can be tied directly to course and program objectives.
4. Syllabi and Seat Time Documents will be reviewed by appropriate Division/Department Chair.
5. SMEs will continue to advise/review/edit course material for a period of 2 years due to course textbook editions, resource changes, or feedback from initial course administration. Therefore, after the first administration or an edition change, a course may or may not require revision. In such a case, the SME will be contacted to attend a preliminary planning session to begin the update and/or revision process.

22.5 WORKLOAD POLICY FOR ONLINE FACILITATORS AT CCCK

Work Load Expectations:

- One 3-credit course equals 81 actual hours over six weeks, 13.5 hours a week
- One Course per session = 13.5 hours a work week
- Two courses per session = 27 hours
- Three courses per session = 40.5 hours

At 30 hours per week (more than sixteen courses per year), CCCK benefits will be made optional for online instructors, as it is required by federal law. For directed study courses (1-4 students) time expectations change considerably and do not reflect the above workload expectation.

Time spent leading an online course is based on the nature of the course and the level of instructor experience. Times below are suggested for planning purposes and are not meant to prescribe actual time on tasks which will vary by individual. Also, workload for teaching 16 students will be much different for those working with one to four students. How long it takes to grade assignments and send meaningful feedback to students depends on the assignment. These guidelines are based on core actions online instructors may take as they lead a course: Sharing, Contributing, Monitoring, Managing, and Guiding.

If you find you're spending more than the suggested time in any of these areas, please contact the Chief Academic Officer/Director of Online Education for suggestions and strategies to address workload.

Type of Online Teaching Activity	Weekly Suggested Time by Activity
Sharing • Finding and sharing current material with students, such as through an article posted in the discussions.	30 minutes
Contributing • Making contributions to the course as a moderator, participant, or coach/mentor such as in discussions.	2 hours
Monitoring • Monitoring student engagement, participation, and questions. Tracking engagement and observing individual and group progress toward course goals.	1 hour
Managing • Managing the class communication and coordinating learning elements such as by composing announcements, weekly summaries, or individual emails. • Planning and holding Zoom sessions. • Maintaining gradebook by updating regularly.	2 hours
Guiding • Providing timely task and assignment feedback (formative and summative); • Entering grading feedback. • Ensuring students' outstanding questions are answered	8 hours
Total	13.5

22.6 ONLINE ENGAGEMENT OUTCOMES (SPE)

The following are guidelines for the minimum level of engagement and interaction expected between students and instructors to achieve quality in the online learning environment from the start of the course to its close. Quality in the online environment typically is measured by student achievement of learning and student and faculty satisfaction with the online learning experience.

22.6.1 Open and close a course according to CCCK Schedule

- Check that instructor contact information is accurate.
- Open the course with an Announcement which includes information such as
  - A **general welcome** to let the students know the course is open.
  - An **expectations-setting announcement** (e.g., standard grading turnaround times and preferred contact days/times)
  - A message about **support resources** (e.g., student advising information, library information, academic policy and more)
  - Reinforcement of **netiquette** and plagiarism policy.

22.6.2 Use respectful language in communications with students

- A conversational but formal tone generally works best online.
- Use salutations and closings in communications to students to promote a sense of personal connection.
- Avoid slang or idiomatic phrases that can be misunderstood by students of varying cultural backgrounds.

22.6.3 Demonstrate responsiveness to online students

Instructor responsiveness is included in students' reports of satisfaction with their learning. Because online students need to manage their time carefully, they rely on timely responses and feedback from you to know where they need to spend more time on their studies. Suggestions for establishing and maintaining a responsive presence include:

- Communicate to your students in advance when you will grade and return all assignments and assessments and follow the communicated schedule.
- Respond to student questions in the course within 12-24 hours. If you find you can't answer right away, send a brief response with an indication for when you will follow up.

- Provide timely, meaningful feedback to student work. Students want to know the score earned, and where they lost points. In addition to assigning points, include learning achievement and areas for improvement.
- Offer to speak with students by phone when the question is best addressed immediately instead of over a series of /messages emails.
- Monitor assignment submissions and communicate with students to remind them of missed and/or upcoming deadlines before they lose points.
- Escalate non-academic issues to Student Success through the Student Risk Report.
- Offer some evening and weekend availability to accommodate students. Adult learners tend to be more active in courses on weekends. Many of the students studying online are adult learners with work and family responsibilities.

You may wish to reserve time in your schedule to log into courses at least once on weekends and on at least one or two evenings each week.

22.6.4 Grade each week's assignments as they are submitted and by Thursday of the week.

Grade sequential assignments in order. For example, if an assigned task requires feedback before students can proceed to the next step. Feedback should enable students to see strengths and areas for development. Based on feedback students can identify the next steps to improve. As you plan your own week, one suggestion is to include a few blocks of time in the week to devote to grading and returning work.

22.6.5 Instructor Absence

If you will be away from the course in cases of personal emergency, please notify students, Student Success, and the Academic Office as soon as possible so that arrangements are made to cover your class.

22.6.6 Monitor and moderate online discussions

- Introduction Post: The only discussion where a response to each student is required is the introductory discussion.
- Current Events: Define and initiate each weekly discussion topics by contributing current events to help encourage student responses.
- Participation Expectations: Participate in online discussions on three different days of the week. To do this, locate the weekly activity of your online course by reviewing the syllabus. Example: If there are two discussions for the week, note the day on which students are expected to make their first contribution.

- First post: Based on when student contributions are due, instructors should follow with a contribution within 8-12 hours, or one day, of the students' initial due date. Example: If the students are contributing content, such as their first discussion post, on Day 2 of the week, the faculty posts by Day 3. End with a question. Sample: "I look forward to hearing what others have to say this week."
- Second post: Continue this pattern for the next required contribution by the student on a serial activity, such as a discussion. In the example above, the students may have a follow up contribution for Day 4 which means the instructor posts on Day 5.
- Final/Summary post: For the final post for the week, typically done on Day 7, sum up the week, pointing out significant contributions. The summary post provides closure for one instructional week and helps get everyone ready for the following week.
- Observations: Observe student activity and contact any students who are not logging into the course on a regular basis and participating. Escalate non-academic student concerns as needed in a Student Risk Report.

22.6.7 Extra Credit

The instructor may use extra credit in the classroom. Within Canvas, this may be accomplished by creating an Extra Credit assignment that is worth zero (0) points. Any extra credit points may be given to this assignment.

22.6.8 Close your course

- Use a final week's discussion to wish students well and for them to reflect as a class. A sense of closure can help students engage more fully with a new course.
- Encourage your students to complete a course evaluation. This can be done with an announcement in your online course. Provide feedback to the course and program management team on any suggestions for improving course content and delivery.

22.7 EXTENSION POLICY (SPE)

1. Grades are due Wednesday of week 7 (week 1) at 11:59pm. If there are any issues regarding this time and date, please contact the Manager of Academic Services.
2. If an instructor wishes to give grace to a student who has reached out regarding issues with a final assignment in week six, that is fine. However the grade that the student has earned at the time when grades are due is what needs to be submitted by Wed. at 11:59pm. The instructor and student will then complete a "Course Completion Contract" (Documents can be found in the classroom resource page).   After the contract has been approved and the student completes the work, a "Grade Change" document needs to be requested when the additional

work has been completed by the student (Documents can be found in the classroom resource page). This process may result in a student having a failing grade on their official record until such time as the Registrar, receives and processes the request for the change the grade. This process is a very strong motivator for students to get the work turned in that is due so the grade can be updated. If the student does not get the work in by the time of the contract is completed, the grade will remain the same.

3. Remember the student earns the grade based on what they complete within the timelines of the course. Late work should only occur in rare circumstances that something out of the student's control has occurred and caused an issue for the student. Examples include illnesses of the student or their immediate family, national emergencies, military or other duty like police or fire, or natural disasters. Examples such as technical difficulties (no computer, unresolved issues that have lasted the length of thee course, etc.), work schedule, or a busy sixth week are not reasonable excuses in an online environment to submit late work. However, instructors are welcome to make those decisions on their own if they want to make different arrangements for a student in these circumstances.

22.8 OPTIONS FOR CLASS LIVE (SPE)

22.8.1 Policy
Class Live session are offered a minimum of three (3) and up to six (6) times during the course. Online instructors should plan Class Live sessions according to the nature of the course. Class Live sessions should be intentional and offer opportunity for students to see that face and hear the voice of the instructor in support of their academic success. These Class Sessions may include the following:

- Early week preparation for the week's readings and assignments
- Student-led, student-directed sessions based on student bringing questions/topics to share
- Questions and answer time to go over specific projects and/or papers.
- Instructional support in areas that have previously proven difficulty
- Interaction with faculty and/or students real-world experience
- Office Hours - Opportunity to ask questions and receive clarification from the instructor

22.8.2 YOUTUBE
Record your session on Zoom, save it on your computer, and upload it on your YouTube Channel. This process allows you to upload the original video and archive it online. YouTube allows you to choose the privacy settings of the video. The best part of this feature is that I can embed the video into the announcements page.   Here is an up to date tutorial as to how to do this after you have a YouTube account and a MP4 file from zoom downloaded on your computer.

Tutorial: SPE YouTube Upload Tutorial Video

22.8.3   Zoom Cloud

You can record the zoom video into the zoom cloud. After your Class live recorded session, Zoom will email you a link that students can access to watch the video. Simply copy and paste the link into the announcement.   Know that while this is really simple, we delete all zoom videos at the beginning of each session (class start/term) on the first day. In other words, your class live for that time will be gone at the new session (class) start. So if you want to archive your video, do not use this method.

22.8.4   Additional Resources

1. For a list of Online Roles and Responsibilities, see *Appendix C: SPE Faculty*.
2. For the calendar of online deadlines, see *Appendix C: SPE Faculty*.

Central Christian College of Kansas
Section IV:
SGS Policies and Procedures

23 MEMORANDUM OF UNDERSTANDING FOR CLASSROOM FACILITATORS (SGS)

Updated: 7/27/2021

23.1 STUDENT RISK REPORTS

Course instructors are responsible for managing their students and will be asked to report to the Academic Office and program director by using the Student Risk Report at the end of weeks 1, 2, and 4. This report is embedded within the online class (Modules > Instructor Module > Student Risk Report). Reasons for sending out a student risk report are as follows: any student who is absent for 3 consecutive days; emotional or physical hardships that are affecting the student's grade; no book; failing any assignment during week 1 or 2; or an overall grade of a D or F in week 3. While a Student Risk Report is required for weeks 1, 2, and 4, faculty are encouraged to send out reports any time throughout the six weeks.

23.2 ONLINE/BLENDED CLASSROOM EXPERIENCE

An announcement and email must be created for the Class Live Zoom Session telling the students the days and times of the session during the first week of classes. This announcement will be posted at the beginning of the course. A minimum of four live synchronous sessions is mandatory throughout the six-week course; one for each week is strongly encouraged. Online instructors should plan face-to-face sessions according to the nature of the course. Face-to-face sessions should be intentional and offer the opportunity for students to see the face and hear the voice of the instructor in support of their academic success. All Zoom sessions must be recorded and posted in announcements and/or sent via email within the LMS 24 hours or less after the live session is completed.

23.3 GRADUATE SEMINARS

The School of Graduate Studies Culture focuses on graduate student development and integration into different aspects of growth. The graduate programs are blended or online, which means that the graduate student has a certain level of synchronous and asynchronous attendance. The graduate culture expands into the scholarly research realm in which practical and experiential components become a valuable part of the culture and the student's growth. Attendance at the seminars is mandatory for students. Online students can attend the live session remotely but are highly encouraged to attend the live sessions on campus if distance permits. Students that chose the residential path must attend the live sessions in person.

The instructor is required to find a guest speaker that speaks to the material covered in class. It is preferred that the speaker has a background in the type of practical industry relevant to the course. Once the speaker has been identified, the instructor will make an announcement in week 2 about the seminar that will systematically be held in week 3 of each course. All instructors must attend the seminar sessions either during the live sessions or via recorded sessions. The reason for instructor attendance lies in the discussion requirement for the seminars. There will be a discussion component

for week 4, during which students will engage with and discuss the presented seminar topic. If assistance is required to set up a Zoom session and/or find a speaker, please communicate with the program director as soon as possible.

23.4 ANNOUNCEMENTS

Course instructors must post at least one new announcement each week for the purpose of providing information and/or reminders about due dates, Zoom sessions, resources, etc. Announcements should be positive and encouraging. Instructors are encouraged to compose more than one announcement each week. Further, instructors must post all administrative announcements. This includes announcements about seminars for week three in week two.

23.5 INTRODUCTION THREAD

Course instructors must respond to each student's introduction thread with a positive, welcoming message. Additionally, the instructor is encouraged to speak about course material as it is pertaining to the topic the student presents in the introduction thread. The instructor should provide a "get to know you" question for the students to answer. Since this program is cohort-based, it is more for the instructor to interact with students.

23.6 DISCUSSION POSTS

Course instructors should engage with 25% of the students' initial posts by Saturday at 11:59 pm and will have engaged with every student in the class at least three times throughout the six weeks.

23.7 ASSIGNMENTS

At the graduate level all assignments should be graded with substantive feedback that encourages the graduate student to expand and challenge the topic presented (returned paper and rubric) and must be returned to students within 1-3 days following the assignment due date. The course provides standardized rubrics for graduate-level work.

23.8 EMAIL/PHONE

Instructors will respond to all student emails and phone calls within 24 hours.

23.9 ACADEMIC DISHONESTY

Instructors understand the plagiarism policy and will follow the CCCK process for plagiarism as found in their Canvas classroom and in the Faculty Handbook.

23.10 START OF COURSE CHECKLIST

Instructors will complete each item on the Start of Course Checklist found in the Instructor Module of each Canvas course.

23.11 COURSE MODIFICATION

Graduate program courses have been formatted with shells specific to a course template. However, instructors have the right to populate session-long projects (SLP), discussions (critical narrative assessments), case studies, and peer review topics as it pertains to the content. To preserve CCCK's school of graduate studies curricula developed by credentialed content experts, instructors must adhere to the following guidelines when modifying course content:

Content Modification Type	Facilitator Action
Discussion Post (Critical Narrative Assessment)	The shell must be kept, and the rubric must adhere. Content can vary based on course objectives.
Session-Long Project	The shell must be kept, and the rubric must adhere. Content can vary based on course objectives.
Case Studies	The shell must be kept, and the rubric must adhere. Content can vary based on course objectives.
Final Project	The shell must be kept, and the rubric must adhere. Content can vary based on course objectives.
Peer Review Video Project	The shell must be kept, and the rubric must adhere. Content can vary based on course objectives.

23.12 GRADE SUBMISSION

SGS instructors will follow the same process for Student Risk Reports as outlined in Section 21.8 Grade Submission (SPE).

23.13 ONLINE FACULTY POST-COURSE ASSESSMENT SURVEY

This survey must be completed at the end of each semester (once in December, once in June) in order to be cleared for additional classes: Post-Course Survey.

24 MEMORANDUM OF UNDERSTANDING FOR COURSE DEVELOPMENT (SGS)

24.1 CONTENT EXPERT RESPONSIBILITIES

1. Once the signed MOU is returned to CCCK, the Content Expert will receive communication from the Program Director with the next steps. The Director will schedule a meeting to go over course build requirements. SGS Content Experts are required to meet face to face, by phone, and/or by webinar with the Program Director for a preliminary planning session.

2. A timeline matrix will be provided for every Content Expert for course building. Content Experts will complete due diligence to keep in line with the timeline matrix provided through communication with the Director of the Program.

3. After correspondence with the Director of the Program, the SGS Content Expert is responsible for providing all the elements required in a course build, using an approved template within Canvas provided by CCCK for this purpose.

4. A syllabus template (hard copy) will be given to the Content Expert at the beginning of the build. The syllabus will be sent to the Program Director on completion for approval.

5. The Content Expert will abide by all project deadlines as articulated during planning sessions. Any modifications will be communicated with the Program Director.

6. The Content Expert is responsible for integrating the Core 4 into the course assignments and materials (see CCCK Catalog). Content Experts understand that an SGS Core 4 Specialist will review the syllabus and contribute to the larger mission by enhancing elements of the Core 4 and making editorial corrections (the Content Expert's curricular objectives will not be changed).

7. Every third week of every course the Strategic Leadership Program will sponsor a blended seminar that features scholarship research and practical aspects as it pertains to Strategic Leadership in various industries. Each seminar session requires blended graduate students to attend the live session. Online graduate students can attend the live session or the recording. As a requirement, seminar sessions will take part in all courses' discussion for week three. The Content Expert must include the Strategic Leadership Seminar in week three and the related discussion assignment in week four.

8. The Content Expert will build weekly schedules that adhere to the definition of "Credit-Hours" as found in the Faculty Handbook (section *20.1 Definitions*). The Content Expert will also complete the "Credit Hour Audit Form" Excel sheet, detailing the amount of time required for each activity (furnished by Program Director).

9. The SGS Content Expert is responsible for creating content and coursework that can be tied directly to the course and program objectives. The Content Expert is also required to use rubrics for all assignments, including discussions (critical narrative assessments), session-long projects, case studies, final projects, and peer-reviewed video presentations. The Canvas course shell provides the rubrics that are used to map program objectives, course objectives, and assessments. All mappings must be reflected in the Closed Loop Assessment found in the syllabus.

10. The Content Expert will teach the first course after the course has been built and make modifications as necessary. After the first administration of a course or a book edition change, a

course may or may not require revision. In such a case, the Content Expert will be contacted to attend a preliminary planning session to begin the update/revision process. The Program Director will conduct a yearly review of the instructor for continued teaching of the course.

25 ONLINE ENGAGEMENT OUTCOMES (SGS)

Online engagement outcomes for the School of Graduate Studies will mirror those outlined in Section 21.6 Online Engagement Outcomes (SPE).

26 EXTENSION POLICY

Extension policy for the School of Graduate Studies will mirror that outlined in Section 21.7 Extension Policy (SPE).

27 OPTIONS FOR CLASS LIVE (SGS)

Options for class live for the School of Graduate Studies will mirror those outlined in Section 21.8 Options for Class Live (SPE).

Central Christian College of Kansas
Section V:
Dual Credit Policies and Procedures

28 DUAL CREDIT PROGRAM

The Dual Credit Program, which began in 2005[14], is a strategic initiative of Central Christian College of Kansas (henceforth referred to as CCCK) to enhance the high school experience and promote the pursuit of a college degree. It is the College's assertion that if students are exposed to college courses during their high school years they may be more likely to complete advanced degrees. The Dual Credit program at CCCK operates in conjunction with participating high schools, granting eligible high school sophomores, juniors, and seniors the opportunity to simultaneously earn both high school and college-level credit at a significantly reduced tuition rate. It is designed to challenge the pre-college student with college level rigor, understanding that the student has earned a level of mastery over the secondary curriculum. In particular, the partnership allows the local high school to offer an expanded curriculum advancing college preparation.

Dual credit on-ground courses are taught on the high school campus by the high school's own teachers who have been certified by CCCK to teach as facilitators/adjunct faculty. Dual credit online courses are taught through the Learning Management System by professors who have been certified to teach by CCCK. The student experiences the same materials, method of evaluation, and standards in a high school class as in the college equivalent.

For a list of high schools partnered with CCCK for dual credit purposes, see *Appendix D: Dual Credit*.

28.1 DUAL CREDIT BENEFITS
- Increased value added to the high school program allowing for the marketing of additional benefits to prospective families
- Instructors receive teaching credentials that extend beyond the high school campus environment
- Students receive college credit without leaving the high school campus
- Dual credit courses are offered at a significantly lower tuition rate than regular college tuition

28.2 TUITION REIMBURSEMENT
Tuition paid through the dual credit program by students to CCCK will be credited back to the student should he or she enroll as a full-time freshman at CCCK upon high school graduation.

28.3 DUAL CREDIT GENERAL POLICIES

28.3.1 Things to Think About
The points listed below are provided to assist the local high school, home school parent, student, and the student's support base when trying to determine if a dual credit course is the right choice. Please review each point before making a final decision.

- Expectations related to a college course can be very demanding. The student will need to keep in mind that a typical dual-credit course will require the student to work beyond the context of

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[14] The first program was piloted in 2005 with a Christian high school/academy.

the classroom. This means that additional research, writing and preparation requiring a high level of responsibility and discipline are essential.

- College courses many times require the student to wrestle with controversial issues. The student taking a dual credit course from CCCK will need to remember:
  - o CCCK teaches from a Christian worldview. This worldview will many times be apparent in discussion questions, assignments, and papers.
  - o Even though CCCK teaches from a Christian worldview, it does not mean the institution ignores other worldviews. In fact, students are often challenged to grasp concepts from multiple viewpoints in order to fully comprehend the subject.
- Students involved with extra-curricular activities will need to ascertain the level of commitment they can dedicate to their studies. Of particular concern is the number of absences that may result from activities that will keep them away from the classroom. If a student misses 25% or more of scheduled classes, he or she can be administratively withdrawn from the course.

28.4 PROGRAM COORDINATORS

The Manager of Academic Services at CCCK works directly with the designated local Dual Credit Program Coordinator on the high school campus (as well as with the adjunct faculty). This can be a superintendent, a headmaster/headmistress, a principal, a guidance counselor, or a faculty member. Responsibilities for the Program Coordinator will include facilitating and monitoring the program at the high school site and acting as liaison between the high school and the Manager of Academic Services at CCCK.

28.4.1 Program Promotion

Each high school is encouraged to promote the program to its students and parents on an ongoing basis. The Manager of Academic Services at CCCK will work with each high school coordinator to promote the program in whatever way is appropriate for each school, including annual visits by the Manager and other college personnel.

28.4.2 Compliance

Partnering institutions are required to provide evidentiary proof that the guidelines and procedures in this document have been implemented. The CCCK Manager of Academic Services will work in conjunction with the chief academic officer of each institution to ensure documentation and compliance. In addition, instructors at partnering institutions will need to work with CCCK departmental chairs and faculty to ensure compliance.

Partnering institutions that are found in non-compliance or are slow in providing documentation will be placed on probation. A specific remediation plan will be developed. If the partnering institution does not satisfactorily respond to remediation plan, the partnering institution will no longer be eligible to offer dual-credit courses through CCCK.

28.5 INSTRUCTORS

28.5.1 Orientation
Information about CCCK will be distributed to dual credit instructors. This information will include a history of the College, mission, values and belief statements, policies and expectations, and other pertinent information that will be beneficial to instructors who represent CCCK.

28.5.2 Assessment/Testing
When a course uses a standardized test as a means of assessment (i.e. quiz, test, mid-term, final test), the same instrument must be used for the dual-credit offering [NACEP A1]. When no pre-authorized or standardized method of assessment is available, it is the responsibility of the Manager of Academic Services and the local dual-credit facilitator to collaborate on the design or the development of an appropriate assessment tool [NACEP A2]. It is strongly suggested that each adjunct faculty member keep an ongoing student portfolio with examples of the very best performance, a middle range performance, and an example of a poor performance.

28.5.3 Course Standards
Dual credit courses are intended to mirror the college-learning environment; therefore, students enrolled in a dual-credit course should be taught separately from those not enrolled for college credit. If the school environment does not allow for this separation, the school may utilize the same classroom experience for both populations. However, the school is responsible to ensure that the classroom experience meets the criteria for the college-level course, even if not all of the students enrolled in the course are enrolled in the dual-credit program.

28.5.4 Site Visits
Site visits or video recordings of at least one teaching session are a mandatory component of the dual credit relationships and will be conducted on a per-course basis. These are to ensure that the dual credit courses are being offered at the high school/academy with the same content and with the same assessments that are offered at CCCK. Commonly, site visits will require that the visiting faculty meet with the local administration, review files, and visit with current dual credit adjuncts.

28.5.5 Instructor Credentialing and Status
Instructors of dual credit courses shall meet the same requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education. Central Christian College requires Dual Credit instructors to have a master's degree that includes substantial study (usually a minimum of 18 semester hours) appropriate to the academic field in which they are teaching. Proof of credentials will need to be submitted to CCCK and be kept in the Office of Dual Credit on the campus of CCCK. If a faculty member is currently pursuing a master's degree, they will be required to provide a current original transcript from their school of enrollment.

Prospective instructors must submit:

- a letter of intent to teach a dual credit course
- a statement of faith
- a current resume/vita

- **official** graduate level transcripts (unofficial copies are NOT permissible)
- two letters of recommendation

Dual Credit faculty are considered adjunct faculty of CCCK and are subject to the same privileges, standards, and requirements as those associated with on-campus operations. New dual credit instructors will need to complete an orientation before teaching dual-credit offerings. Continuing dual-credit instructors are required to: attend a mandatory number of professional development colloquia, submit annual course evaluations, participate in departmental communications, annually submit syllabi and course materials for departmental review and approval, and fill out departmental evaluations and vita updates.

28.5.6 Course Content

Courses taught for dual credit must use the current CCCK syllabus, course outlines and resource materials. College level courses are designed to engage the subject matter and may require the student to address controversial issues not normally discussed at the high school level. The text associated with each course was chosen to introduce the student to the basic topics of the course and to stimulate thought and interaction. Many times a course text may propose or articulate a perspective that is not in agreement with the core values of CCCK or the partnering school. It is the responsibility of the partnering school facilitator, as it is with CCCK faculty, to assist the student in filtering the material through a critical and analytical perspective. Some of the readings may evoke some strong disagreement with accepted principles or beliefs. If the partnering school/facilitator determines that the text is too detrimental for a specific environment, the partnering school, Manager of Academic Services, and the Department Chair at CCCK are free to investigate alternatives.

Each dual credit course offered is intended to give high school sophomores, juniors and seniors a head start in completing general education requirements at any given college, and is not intended to lead to any type of completed degree or certificate. Credits for each course will be awarded individually upon completion of said course, and will be reflected on the student's official transcript from Central Christian College.

28.5.7 Library Assistance

The CCCK library is equipped to assist the local high school if additional research tools are needed. A representative of the local high school can make arrangements with the Manager of Academic Services to obtain access codes to the CCCK online databases/resources. Once access has been granted, students can utilize the full resources of the CCCK library. The local high school should keep in mind that the library resources are comprehensive in nature and do not employ any level of censorship. Visit our library at our website, www.centralchristian.edu.

28.6 STUDENTS

28.6.1 Student Eligibility

The dual credit program is available to all sophomore, junior and senior high school students (public, private, charter, and home school) who meet the following criteria:

- **Have sophomore, junior or senior standing**. Home school students must demonstrate a minimum of sophomore standing and be at least 15 years of age.

- **Have received permission from the guidance counselor, designee of the principal, or parent.** The local high school must recognize that the students have exhibited the maturity and cognitive integrity to participate in a college level curriculum.
- **Have cumulative Grade Point Average of 2.50 or above.**
- **Have met all prerequisites for the course.** All course prerequisites are articulated in the catalog.
- **Have demonstrated adequate ACT or SAT assessment scores.** ACT or SAT is required. However, if a student is scheduled to take the ACT or SAT Test but hasn't yet completed it, we will temporarily accept a letter from the dual credit administrator/guidance counselor at the high school, stating that they are confident the student will succeed in the dual credit course. The student will then need to take the ACT/SAT Test before the subsequent semester.

Test	Composite Score	Partial Scores
ACT	18	18 (Math) 18 (English)
Original SAT	1050	500 (Math) 500 (Verbal, Writing, & Reading)
Updated SAT	1500	520 (Math) 580 (Verbal, Writing, & Reading)

A student meeting the above criteria and who has submitted the necessary paperwork will be enrolled as a nondegree seeking, part-time student. As such, the student will be allowed to enroll in 24 hours of credit during their final two years of high school.

28.6.2 Academic Progress

At the close of the fall and spring semester the academic office evaluates the academic progress of all students. Appropriate academic progress for dual credit students is defined as maintaining the requirements of the dual credit program (the average of a 2.50 GPA and 18 ACT on a sliding scale), and obtaining a C or above in all dual credit courses. If a student is not performing to this level, he/she will have one semester to improve academic performance in order to continue taking dual credit courses.

28.6.3 Student Course Load

A student in the dual credit program is limited to no more than two courses per semester without administrative approval, with a maximum of four courses for the academic year; (in most instances, this reflects 12 credit hours in an academic year).

28.6.4 Participation Expectations

Students who do not participate in class for two weeks (14 days) will be dropped from the course.

28.6.5 Dropping a Course

To drop a course, students must notify the coordinator at the high school/homeschool parent of their intent, who will facilitate a withdrawal procedure with the college by contacting the Manager of Academic Services. If the student withdraws after the drop date, a grade of W, WP, or WF will be assigned, based on the last date of attendance, and the student's current grade in the course.

Tuition will be refunded based on the following: Dual credit courses dropped between day one through day eight of the <u>new college semester</u> shall receive an 80% refund of tuition. After the 9[th] day of the semester, no refund is offered.

28.6.6 Grievance/Appeal Process

Information regarding grievances can be found in the CCCK Catalog (https://www.centralchristian.edu/academic/course-catalogs-policies/).

28.6.7 Transferring Credits

Central Christian College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. As such, credits earned through Central Christian College of Kansas should transfer to other similarly accredited schools. However, it is in the interest of the student to consult the registrar's office or catalog of the college or university in which he or she plans to enroll, if other than Central Christian College, concerning policies of acceptance of college credits earned in a high school setting.

28.6.8 Transcript Request

Two options: go to www.getmytranscript.com and select Central Christian College of Kansas from the dropdown menu or go to www.centralchristian.edu and click Transcript Request link at the bottom of the page. If you need assistance contact registrar@centralchrsitain.edu or call 241-0723 ex. 116.

28.6.9 Disability Support

CCCK does not provide disability support for Dual Credit students. Responsibilities for such services lie with the high school or academy.

28.6.10 Grading Scale

Students are awarded a grade for their enrollment in all dual credit courses. The high school may also award a grade for its own reporting process. The two grades need not be congruent.

The following grading scale reflects the grading scale used on the campus of CCCK. When reporting grades to CCCK, the local school must utilize this interpretation of grades regardless of distinctive local grading scales.

Grades awarded and their meanings are listed as follows[15]:

Letter	Included in Credits Attempted	Included in Credits Earned	Included in GPA Calc.	GPA Value	Percentage
A	✓	✓	✓	4.00	
A-	✓	✓	✓	3.70	
B+	✓	✓	✓	3.30	
B	✓	✓	✓	3.00	
B-	✓	✓	✓	2.70	

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[15] This grading scale went into effect fall 2014. GPA for courses taken in academic years prior to fall 2014 will be figured on the Catalog specification aligned with their year of entry. Fall 2017 the percentages were added to the grading scale. Prior to this, percentages varied according to course syllabus.

C+	✓	✓	✓	2.30	
C	✓	✓	✓	2.00	
C-	✓	✓	✓	1.70	
D+	✓	✓	✓	1.30	
D	✓	✓	✓	1.00	
D-	✓	✓	✓	0.70	
F	✓		✓	0.00	93-100
AU				0	90-92
					87-89
					83-86
					80-82
					77-79
					73-76
					70-72
					67-69
					63-66
					60-62
					<60
					NA
					NA
					≥70
					NA
					<70
					NA
					NA
					NA
					0
I	✓		✓	0	
IP	✓			0	
P	✓	✓		0	
NR	✓			0	
FL	✓	✓		0	
PR	✓	✓		0	
TR	✓	✓		0	
W	✓			0	
WF	✓		✓	0	
EX	✓	✓		0	NA

F	Failure
AU	Audit course
FX	Failed due to academic dishonesty (e.g. plagiarism, cheating, etc.)
I	Incomplete; part of the required work of the course remains undone.
IP	In Progress: Courses connected by consecutive semesters may receive this designation until the full course is complete.

P	Passing grade on the Pass/Fail System
FL	Failing grade on the Pass/Fail System
NR	Not Reported: The grade was not reported to the Registrar. Contact should be made with the instructor.
PR	Proficiency Examination (Pass)
TR	Transferred credits
W	Withdrawn
WF	Withdrawn Failing
EX	Experiential Credits

GPA is figured by dividing the quality points earned by the semester credits attempted. Students may appeal grades. Information concerning grade appeals can be found in the Grievance/Appeals section of the Catalog.

Parenthetical grades designate grades received in transfer.

Students enrolled in a year-long course[16] will receive the grade of "IP" during the first semester of enrollment. This will change once the course is completed and the final grade is submitted by the local high school. The final grade will appear on the semester in which the student was originally enrolled.

EXAMPLE: A student enrolls in U.S. History (a semester long college course), but the local high school offers the course over an entire academic year. At the end of the fall semester, the student will receive the grade of "IP" on the transcript. After the completion of the course, the grade will be updated with the grade awarded by the local instructor. The grade will be associated with the fall semester.

Students need to be made aware that the college grading process may differ from the local high school. Make-up or retakes on assignments, quizzes, and other assessments are not permissible, unless stated in the college syllabus. Students will not be able to submit extra credit work in order to improve a grade.

28.6.11 **Double Dipping**
This applies primarily to year-long dual credit courses. A student cannot take the first semester of a course, and then register for college credit the second semester. The time of enrollment for a year-long course is days 1-8 of the first semester for a yearlong course. A dual credit student does not enroll twice for the same course with the same course number.

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[16] Year-long courses commonly reflect semester courses at the college level. These courses are offered at the high school level for one year to allow for the coverage of an expanded curriculum within the constraints of the high school environment. Regardless of length, the student is technically only enrolled in the course for the one semester, but is granted a dispensation so the student can complete the course requirements.

29 DUAL CREDIT ONLINE

29.1 ONLINE COURSE OFFERINGS

For a list of online dual credit course offerings, see *Appendix D: Dual Credit*.

29.2 ONLINE COURSE COST, ENROLLMENT, AND PAYMENT POLICIES

29.2.1 Online Course Cost

Online courses cost $120 per credit hour.

29.2.2 Enrollment and Payment Process for Schools

1. The Administration will contact CCCK by completing the Online Dual Credit Interest survey (below) if their students are interested in taking online dual credit courses.
   a. Survey link: https://www.surveygizmo.com/s3/5080251/Online-Dual-Credit-Interest
   b. The survey must be completed at least one month prior to the start of classes
2. CCCK will respond with instructions as to how to sign up students for registration and enrollment.
3. Students will be registered by the high school or student by enrollment date.
4. One week prior to the start of the term, CCCK will submit an invoice to the local school.
5. Prior to the beginning of the term, the local school collects payments from all students, submitting payments to Central Christian College of Kansas.

> Central Christian College of Kansas
> 1200 S. Main
> McPherson, KS 67460

International High Schools will complete this through a wire transfer sending a copy of the wire receipt to LeAnn Moore leann.moore@centralchristian.edu.

> Swift Code: PETCUS41
>
> Bank: Peoples Bank & Trust
>
> Bank Address: 101 South Main Street, McPherson, KS 67460
>
> Account Number: 027146
>
> DUNS: 073329120
>
> Reference: Dual Credit Payment

29.2.3 Enrollment and Payment Process for Homeschool Students

1. The homeschool parent will contact CCCK by completing the Online Dual Credit Interest survey (below) if their students are interested in taking online dual credit courses.
   a. Survey link: https://www.surveygizmo.com/s3/5080251/Online-Dual-Credit-Interest
   b. The survey must be completed at least one month prior to the start of classes

2. CCCK will respond with instructions as to how to sign up students for registration.
3. Students will be registered by parent or student by enrollment date.
4. One week prior to the start of the term, CCCK will submit an invoice to the homeschool family.
5. Prior to the beginning of the term, the parent will submit payments to Central Christian College of Kansas.

> Central Christian College of Kansas
> 1200 S. Main
> McPherson, KS 67460
>
> Online: https://secure.cpteller.com/terminal/portal/?op=7WfFpkg1nINA
> Customer ID: Student's Name (First Last)

29.3 CALENDAR FOR DUAL CREDIT ONLINE (EXAMPLE)

FALL 2019	Enrollment Deadline	Start Date	Drop Date	Breaks	Completion Date
	Sept. 1	Sept. 16	End of the first week (Friday at 5pm)	Nov. 25-29	Dec. 13
SPRING 2020	Enrollment Deadline	Start Date	Drop Date	Breaks	Completion Date
	Jan 2	Jan. 20	End of the first week (Friday at 5pm)	March 16-20	April 10

29.4 ROLES AND RESPONSIBILITIES FOR DUAL CREDIT ONLINE
For a flowchart of Online Dual Credit positions, see Appendix D: Dual Credit.

Chief Academic Officer (CCCK): the prime responsibility of the Chief Academic Officer is to make sure the instructor is qualified to teach the online course, be sure institutional assessments are implemented and completed, and to oversee the program's overall success.

Manager of Academic Services (CCCK): the main role of the Manager of Academic Services is to be in contact with the high school administration/homeschool instructor, high school facilitator, online instructor, and modify the courses as needed: curriculum updates, assignments, announcements, etc.

Online Course Instructor: While the course objectives and course description for each class are the same no matter what format (on ground or online), the instructor has the privilege of providing assignments and discussion questions that best fit a dual credit context. The instructor will also be responsible for announcements, grading with comments (all grading will be completed seven days from submission),

and being in contact with students primarily through the messaging system in the online classroom. The instructor will also be sure that grades are posted in the online classroom within one week of the completion of the course. An email will be sent to the registrar when grades are completed. The Online Course Instructor may reach out to the course facilitator at any time, and vice versa.

Registrar (CCCK): The registrar's office has three prime responsibilities for dual credit: make sure students are enrolled, grades are in at the end of the semester, and transcripts are sent.

Email: registrar@centralchristian.edu

Principal/Lead Administrator (HIGH SCHOOL): The principal/lead administrator approves the classes and is responsible for being sure there is a one hour time slot for the student to take the course alongside a qualified facilitator. The lead administrator can reach out to the Chief Academic Officer at any time, but for daily tasks, they will reach out to the Manager of Academic Services. This person is also responsible for payments to CCCK.

Facilitator (H.S. or Parent): While the facilitator will not be grading the students' work, CCCK expects the facilitator do be a qualified instructor and be responsible for the following things: mentoring and helping the students with questions regarding the online curriculum, communicate with Manager of Academic Services for any technical difficulties, review gradebook and assignments the Monday of each week with the students, be in discussion with students regarding assignments and discussion posts throughout the week, and be an encouraging mentor for the student.

Student (H.S. or Home School): Ultimately, the student is responsible for completing and submitting all work into the online classroom. The student will also receive a Central Christian College email. The student will see the syllabus as the contract between them and the instructor.

30 DUAL CREDIT ON-GROUND

30.1 ON-GROUND COURSE OFFERINGS

For a list of on-ground dual credit course offerings, see *Appendix D: Dual Credit*.

30.2 ON-GROUND COURSE POLICIES

30.2.1 Enrollment Process
- The high school/homeschool will submit an Intent to Offer survey, indicating which dual credit courses it intends to teach during the upcoming school-year (Fall and Spring), which teachers will be instructing the courses, and the qualifying degrees of those teachers.
- The college will review the surveys and ensure that the named teachers are certified to teach their intended courses. The college will then create Registration forms to be filled out by each high school/homeschool student.
- The high school will return the completed Registration forms, indicating which students will be taking which classes.
- The college will create an invoice, sending it to the high school for review and acceptance.
- Students will be registered by the college's Registrar.

30.2.2 Tuition
Dual credit tuition is offered at a significantly discounted rate from traditional tuition at $65 per credit hour. Payments are collected by each partnering high school and sent to CCCK. Federal Financial Aid (FAFSA) is not available to dual credit students.

** Tuition paid through the dual credit program by students to CCCK will be credited back to the student should he or she enroll as a full-time freshman at CCCK, upon high school graduation.

30.2.3 Course Content
Courses taught for dual credit must use the current CCCK syllabus, course outlines and resource materials [NACEP C2]. It is expected that additional course materials and assignments may be added to the CCCK syllabus by the high school faculty member, but assignments and other materials should not be subtracted from the original CCCK syllabus. High school instructors may seek clarification from the Manager of Academic Services. Syllabi may be modified to meet general school guidelines, but changes to instructional content would have to be approved by the appropriate CCCK department chair. Should a school wish to use their own teaching materials for a particular course, all supporting documentation should be made available to the appropriate CCCK department chair. This shall include the textbook, syllabus, and any other instructional documentation in order for the department to make a determination for appropriate academic content and format.

30.2.4 Course Selection
CCCK provides a list of courses available for dual credit. Partnering schools may select courses from this list. Please note pre-requisites are signified by a large black P [NACEP S2F4]. Permission of Instructor refers to the CCCK instructor. In addition, partnering schools may make requests concerning courses articulated in the online CCCK Catalog (http://www.centralchristian.edu/archived-catalogs), which may not be listed on the pre-approved dual credit courses list. These requests will be processed through the

Academic Dean, the Manager of Academic Services, the appropriate Department Chair, and through Academic Affairs Assessment Committee of CCCK [NACEP C1].

30.2.5 Attendance
The local high school is responsible for keeping attendance records for each student enrolled in a dual credit course. Student's reporting absences of 25% or more of the scheduled course time may be administratively withdrawn from the course.

30.2.6 Student Course Load
A student in the dual credit program is limited to no more than two courses per semester, with a maximum of four courses for the academic year; (in most instances, this reflects 12 credit hours in an academic year, but it can add up to more if the student is taking 4 credit hour courses).

30.2.7 Assessment & Evaluation
Testing and grading will be the responsibility of the partnering high school faculty [NACEP A2 Random samples of tests and assignments will be requested in a portfolio of representative work from each dual credit course [NACEP A3]. from CCCK to evaluate the dual credit course and the instructor via an evaluation survey used by all college students at CCCK.

30.2.8 Final Grades
Teachers will be required to submit students' final grades to the college within fifteen (15) days of the end of each term.

30.2.9 Alumni Evaluation
As a part of the dual credit relationship, the local school will assist CCCK in assessment activities which will include student evaluations, faculty evaluations, and satisfaction surveys for alumni.

> One-year: Dual Credit alumni will be asked to answer a survey within one year of completing their dual credit experience. CCCK reserves the right to maintain a database, classifying each student as alumni of CCCK, in order to complete this survey.

> Four-year: A second survey is administered four years after dual credit completion in order to assess college readiness and vocational placement.

Central Christian College of Kansas
Appendices

Appendix A:
General

31 GENERAL RESOURCES

31.1 OPEN SOURCE TEXTBOOKS/RESOURCES

31.1.1 Authorama
This simple to explore site lists completely free books from a variety of different authors.

The site's purpose is to bring public domain books from sites like Project Gutenberg into a form easily readable in a web browser.

Link:
http://www.authorama.com/

31.1.2 Digital Public Library of America
DPLA is aimed at giving universal access to digital resources of American libraries and archives. Among contributing institutions, there are New York Public Library, University of Michigan, Harvard University, and the Library of Congress.

Link: https://dp.la/search

31.1.3 Galileo Open Learning Materials
GALILEO Open Learning Materials brings open educational resources throughout the University System of Georgia, including open textbooks and ancillary materials. The aim is to reduce the cost of textbooks to students and contribute to their retention, progression, and graduation.

Link: https://oer.galileo.usg.edu/

31.1.4 Internet Archive
The website is a huge repository of text, audio and video files, including public domain titles. You can browse and read online over 5 million books and items from over 1,500 collections. The collections include the Library of Congress, American libraries, Canadian libraries, books from Project Gutenberg, and from the Million Books Project, as well as books for children. On Internet Archive you will find book files in over 180 languages. Link: https://archive.org/details/texts

31.1.5 Manybooks

This is a popular catalog of public domain ebooks, sourced from Project Gutenberg and Internet Archive. The books are available in a vast number of different file formats, so if you are looking for less popular ones, like Plucker or FictionBook2, Manybooks is a good destination to explore. Currently, there are almost 30,000 titles in Manybooks. Link: https://manybooks.net/categories

31.1.6 Merlot

Merlot is a community of staff, volunteers, and members who work together in various ways to provide users of OER (Open Educational Resource) teaching and learning materials with a wealth of services and functions that can enhance their instructional experience. You can learn more about the community by clicking on the link below. Link: http://info.merlot.org/merlothelp/topic.htm#t=About_MERLOT.htm

31.1.7 Open Culture

Free textbooks (aka open textbooks) written by knowledgeable scholars are a relatively new phenomenon. Below, find a meta list of 200 Free Textbooks, and check back often for new additions. Link: http://www.openculture.com/free_textbooks

31.1.8 Open Ed

Search for quality open textbooks offered in a variety of digital formats; the first step in adopting open educational resources. Search by subject and download them to your computer.

Link: https://open.bccampus.ca/

31.1.9 Open Educational Resources

Open Author helps you build Open Educational Resources, lesson plans, and courses (on your own, or with others) — and then publish them, to the benefit of educators and learners everywhere.

Link https://www.oercommons.org/

31.1.10 Open Library

To date, we have gathered over 20 million records from a variety of large catalogs as well as single contributions, with more on the way. Open Library is a project of the non-profit Internet Archive, and has been funded in part by a grant from the California State Library and the Kahle/Austin Foundation.

The site is a project of the Internet Archive and is intended to create "one web page for every book ever published". There are over 1,000,000 free ebook titles available. Most of the titles are public domain, but you can also find here a growing lending library of over 200,000 contemporary ebooks. If the book is available in digital form, a Read button is shown next to its catalog listing.

Link: https://openlibrary.org/advancedsearch

31.1.11 Open Textbook Library

"The costs of college is going up every year, and it's not just tuition that weighs on student's minds and bank accounts. According to the College Board, undergraduates spend an average of $1200 on textbooks annually. Faced with these costs, the academic impact is seen in classrooms across the country--many students choose to not buy a required text, take fewer courses, and some even drop or fail a course completely.

Open textbooks are a solution. The Open Textbook Library provides a growing catalog of free, peer-reviewed, and openly-licensed textbooks. Explore the library's books to see if an open textbook fits your course's, and students', needs."
Link: https://open.umn.edu/opentextbooks/subjects

31.1.12 Project Gutenberg
Project Gutenberg offers over 58,000 free eBooks. Choose among free epub and Kindle eBooks, download them or read them online. You will find the world's great literature here, with focus on older works for which U.S. copyright has expired. Thousands of volunteers digitized and diligently proofread the eBooks, for enjoyment and education. Link: http://www.gutenberg.org/wiki/Category:Bookshelf

31.1.13 The Literature Network
The site calls itself a "searchable online literature for the student, educator, or enthusiast." Currently, there are over 3,600 full books and over 4,400 short stories & poems from over 250 authors.The key to exploring the site is author index, from where you can browse linked books, quotes forum threads, and quizzes. Link: http://www.online-literature.com/

31.1.14 Additional Open Sources
THE AMERICAN INSTITUTE OF MATHEMATIC OPEN TEXTBOOK INITIATIVE Link: http://aimath.org/textbooks/approved-textbooks/

BCCAMPUS OPENED

Link: http://open.bccampus.ca/

BOUNDLESS COURSES

Link: https://courses.lumenlearning.com/catalog/boundlesscourses

COLLEGE OPEN TEXTBOOKS COLLABORATIVE

Link: http://www.collegeopentextbooks.org/

OPEN COURSE LIBRARY

Link: http://opencourselibrary.org/

OPEN SUNY TEXTBOOKS

Link: https://textbooks.opensuny.org/open-source-textbooks/

OPEN STAX COLLEGE

Link: http://openstaxcollege.org/

THE ORANGE GROVE

Link: http://florida.theorangegrove.org/og/access/hierarchy.do?topic=d37c6ed5-3822-84a6-721c6d9033a88541&page=1

THE UNIVERSITY OF MINNESOTA OPEN EDUCATION INITIATIVE

Link: https://open.umn.edu/opentextbooks/

WIKIBOOKS

Link: http://en.wikibooks.org/wiki/Main_Page

Open Education Links

ADOPTING OPEN TEXTBOOKS WORKSHOP

Link: https://courses.p2pu.org/en/courses/2675/adopting-open-textbooks/

OPEN EDUCATION ACCESSIBILITY TOOLKIT

Link: https://opentextbc.ca/accessibilitytoolkit/

REBUS MODIFYING OPEN TEXTBOOKS

Link: https://press.rebus.community/otnmodify/

31.2 BLOOM'S TAXONOMY GUIDE

LEVEL	Attributes	Keywords	Action Words	Questions
REMEMBER	Exhibits previously learned material by recalling facts, terms, basic concepts and answers.	who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select	Copy, Define, Describe, Discover, Duplicate, Enumerate, Examine, Identify, Label, List, Listen, Locate, Match, Memorize, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognize, Record, Repeat, Reproduce, Retell, Select, State, Tabulate, Tell, Visualize	What is ...? How is ...? Where is ...? When did _____ happen? How did _____ happen? How would you explain ...? Why did ...? How would you describe ...? When did ...? Can you recall ...? How would you show ...? Can you select ...? Who were the main ...? Can you list three ...? Which one ...? Who was ...?
UNDERSTAND	Demonstrating understanding of facts and ideas by organizing, comparing,	compare, contrast, demonstrate, interpret, explain, extend, illustrate,	Ask, Associate, Classify, Compare, Contrast, Convert, Demonstrate, Describe, Differentiate, Discover, Discuss,	How would you classify the type of ...? How would you compare ...? contrast ...? Will you state or interpret in your own words ...? How would you rephrase the meaning ...? What facts or ideas show ...? What is the main idea

	translating, interpreting, giving descriptions and stating main ideas.	infer, outline, relate, rephrase, translate, summarize, show, classify	Distinguish, Estimate, Explain, Express, Extend, Generalize, Give examples, Group, Identify, Illustrate, Indicate, Infer, Interpret, Judge, Observe, Order, Paraphrase, Predict, Relate, Report, Represent, Research, Restate, Review, Rewrite, Select, Show, Site, Summarize, Trace, Transform, Translate	of ...? Which statements support ...? Can you explain what is happening . . . what is meant . . .? What can you say about ...? Which is the best answer ...? How would you summarize ...?
APPLY	Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify	Act, Administer, Apply, Articulate, Calculate, Change, Chart, Choose, Collect, Complete, Compute, Construct, Demonstrate, Determine, Develop, Discover, Dramatize, Employ Establish, Examine, Experiment, Explain, Illustrate, Interpret, Interview, Judge, List, Manipulate, Modify, Operate, Paint, Practice, Predict, Prepare, Produce, Record, Relate, Report, Schedule, Show, Simulate, Sketch, Solve, Teach, Transfer, Use, Write	How would you use ...? What examples can you find to ...? How would you solve _____ using what you have learned ...? How would you organize _____ to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?
ANALYZE	Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.	analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list,	Advertise, Analyze, Appraise, Breakdown, Calculate, Categorize, Classify, Compare, Conclude, Connect, Contrast, Correlate, Criticize, Deduce, Devise, Diagram, Differentiate, Discriminate, Dissect, Distinguish, Divide,	What are the parts or features of ...? How is _____ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorize ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...?

	distinction, theme, relationships, function, motive, inference, assumption, conclusion	Estimate, Evaluate, Experiment, Explain, Focus, Illustrate, Infer, Order, Organize, Outline, Plan, Point out, Prioritize, Question, Select, Separate, Subdivide, Survey, Test	What is the function of ...? What ideas justify ...?	
EVALUATION	Presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.	award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, ,support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct	Reframe, Criticize, Evaluate, Order, Appraise, Judge, Support, Compare, Decide, Discriminate,, Recommend, Summarize, Assess, Choose, Convince, Defend, Estimate, Find errors, Grade, Measure, Predict, Rank, Score, Select, Test, Argue, Conclude, Consider, Critique, Debate, Distinguish, Editorialize, Justify, Persuade, Rate, Weigh	Do you agree with the actions ...? with the outcomes ...? What is your opinion of ...? How would you prove ...? disprove ...? Can you assess the value or importance of ...? Would it be better if ...? Why did they (the character) choose ...? What would you recommend ...? How would you rate the ...? What would you cite to defend the actions ...? How would you evaluate ...? How could you determine ...? What choice would you have made ...? What would you select ...? How would you prioritize ...? What judgment would you make about ...? Based on what you know, how would you explain ...? What information would you use to support the view ...? How would you justify ...? What data was used to make the conclusion ...? Why was it better that ...? How would you prioritize the facts ...? How would you compare the ideas ...? people ...?	
SYNTHESIS	Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict,	Adapt, Anticipate, Arrange, Assemble, Choose, Collaborate, Collect, Combine, Compile, Compose, Construct, Create, Design, Develop, Devise, Express, Facilitate, Formulate, Generalize, Hypothesize, Infer, Integrate, Intervene, Invent, Justify, Make, Manage, Modify, Negotiate, Organize, Originate, Plan, Prepare, Produce, Propose,	What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative ...? Can you invent ...? How would you adapt _____ to create a different ...? How could you change (modify) the plot (plan) ...? What could be done to minimize (maximize) ...? What way would you design ...? What could be combined to improve (change) ...? Suppose you could _____ what would you do ...? How would you test	

| propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change | Rearrange, Reorganize, Report, Revise, Rewrite, Role-play, Simulate, Solve, Speculate, Structure, Substitute, Support, Test, Validate, Wright | ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile ...? Can you construct a model that would change ...? Can you think of an original way for the ...? |

Appendix B:
Academic Structure

32 STRUCTURE: SAS, SPE, AND SGS

Updated: 3/28/2022

School of Arts and Sciences (SAS – On Ground)
School of Professional Studies (SPE – Online)
School of Graduate Studies (SGS – Online/Hybrid)

Division of Business
Business Department
B. Business Administration (Online SPE) B Business (Org. Leadership) (Online SPE) B.S. Business (Accounting, Entrepreneurship, Management, Marketing, org. Leadership, Risk Management) (Ground SAS) B.A. Sport Management (Ground SAS) B. S. Healthcare Administration (Online SPE) Master of Science in Strategic Leadership (Online-Blended SGS)
Division of Health Sciences
Natural Science Department:
B.S. Natural Science (Biology, Health Science (Still in catalog: Math and Chem.) (Ground SAS)
Exercise Science Program:
Bachelor of Sports Science (Exercise Science) (Ground SAS) B.S Fitness & Recreational Leadership (Ground SAS)
Division of Humanities
Ministry and Theology Department:
B.A. Ministry (Applied, Pastoral, Student Ministries, and Worship Arts) (Ground SAS) B.A. Ministry (Online SPE)
Communicative Arts Department:
B. S. Communication (Ground SAS) Art (Minor Ground SAS)
Music Department:
B.A. Music (Ground SAS) B.A. Contemporary Music (Ground SAS)
General Education Program:
A.A Degrees (Online SPE / Ground SAS) Liberal Studies (Ground SAS)
Division of Human Services
Education Department:
B.S Elementary Education, Physical Education, and Math Education (Ground SAS)
Behavior Science Program:
B.S. Psychology (Online SPE / Ground SAS) B.S. Health and Human Services (Online SPE) B.S. Criminal Justice (Online SPE / Ground SAS)

32.1 NEW FULL-TIME FACULTY CHECKLIST

The Department Chair will ensure new faculty members complete the following in addition to the New Employee Checklist obtained by the President's Office/HR.

- Discuss the following with Dept/Div Chair:
  - Chapel schedule and expectations.
  - Academic Alerts – how they are set and how frequently.
  - How to use the CAMS-Portal/Canvas/ Zoom
    - Recording attendance, grades, student alerts
  - Canvas (Learning Management System Expectations)
  - Assessment and reporting expectations
  - Ordering books/supplies
  - Mailroom & copy machines
  - Departmental syllabi expectations (syllabus template)
  - Advising syllabus and expectations
  - Recruiting expectations
  - Budget procedures
  - Professional Development opportunities
  - Discuss reserving rooms
- Business Office (Science Hall – Lower Level)
  - Payment requests
- Information Technology (Reimer Business Center – Second Floor)
  - Printer usage
  - ITS Scheduled Meetings
- Advancement Office (100 S. Main, Suite #201)
  - Setting up fundraising accounts
- President's Office (Science Hall - Main floor)
  - Set up a meeting time with the President's assistant to meet with President.
  - Walk through Toby calendar and add birthday to Toby Calendar
  - Staff resources page
- Admissions (Science Hall – Main Floor)
  - Schedule campus tour
  - Discuss how to assist in recruiting students, preview days and other events.
- Discuss recruiting strategies including recruiting partnerships with various departments.

- o Discuss process of checking out admissions cars.
- Mailroom/Tiger Central Store (RBC)
  - o Purchases & charging

- Library Services
  - o Interlibrary Loan
    - Online databases
- Current periodicals
- Student Success Center
  - o Meet with Student Success Director
- On-ground services
  - o Tutor.com
- Academic Office
  - o Personal information in CAMS

- Meet with Chief Academic Officer
  - o TIGER Surveys
  - o HLC procedures
  - o Current catalog
  - o Employment file
  - o Discuss all academic programs
  - o Dual Credit
  - o Quadrennial Review
  - o FERPA training
- Meet with Manager of Academic Services
  - o Turnitin.com
  - o Canvas Training
  - o Zoom
- Registrar
  - o Grades, add/drop slips, change of grades, incompletes, final exams, academic calendar.
  - o Please make sure to have regalia for convocation at the start of the Fall semester and for Commencement weekend events.

Appendix C: SPE Staff

33 SPE RESOURCES

	President: Leonard Favara Lenny.favara@centralchristian.edu 620-241-0723 x124		President's Assistant: Hannah Litwiller Hannah.litwiller@centralchristian.edu 620-241-0723x124
	Chief Academic Officer: Lara Vanderhoof Lara.vanderhoof@centralchristian.edu 620-241-0723 x149		Manager of Academic Services: VACANT 620-241-0723 x136
	Registrar: Yasmin Chambers Yasmin.chambers@centralchristian.edu 620-241-0723x118		Assistant Registrar (VA): McKenzee Cook. mckenzee.s.cook@centralchristian.edu 620-241-0723x134
	Director of Briner Academic Center [Library Services]: Bev Kelley Bev.kelley@centralchristian.edu 620-241-0723 x117		
	Bursar/Student Accounts: Charlotte Anderson Charlotte.anderson@centralchristian.edu 620-241-0723x184		
	Information Technology: Doug Vanderhoof Doug.vanderhoof@centralchristian.edu 620-241-0723 x146		Website: VACANT 620-241-0723 x 121
	Online Student Success: Luz Hernandez StudentSuccess@myonline.centralchristian.edu 855-817-9620		

33.1 ONLINE CALENDAR

Online & Graduate School 2023 – 2024 Calendar	
Online Course Dates & Breaks	**SPE & SGS Semesters**

Online Course Dates & Breaks

JULY	7/10/23 – 8/20/23
AUGUST	8/21/23 – 10/1/23
OCTOBER	10/2/23 – 11/12/23
NOVEMBER	11/13/23 – 12/24/23
	(break: 12/25/23 –
JANUARY	*1/7/24)*
FEBRUARY	1/8/24 – 2/18/24
APRIL	2/19/24 – 3/31/24
MAY	4/1/24 – 5/12/24
	5/13/24 – 6/23/24
JULY*	*(break: 6/24/24 –*
	7/7/24)
	7/8/24 – 8/18/24

*July starts the next academic year

On-campus [SAS] students wishing to take online courses must be able to fit the course(s) within the dates of their normal semester (Fall, Spring, or Summer).

SPE & SGS Semesters

Semester	Month	Dates
SP-23-D	**MAY**	5/15/23 – 6/25/23 *(break: 6/26/23 – 7/9/23)*
	JULY	7/10/23 – 8/20/23
	AUGUST	8/21/23 – 10/1/23
	OCTOBER	10/2/23 – 11/12/23
FA-23-A	**JULY**	7/10/23 – 8/20/23
	AUGUST	8/21/23 – 10/1/23
	OCTOBER	10/2/23 – 11/12/23
	NOVEMBER	11/13/23 – 12/24/23 *(break: 12/25/23 – 1/7/24)*
FA-23-B	**AUGUST**	8/21/23 – 10/1/23
	OCTOBER	10/2/23 – 11/12/23
	NOVEMBER	11/13/23 – 12/24/23 *(break: 12/25/23 – 1/7/24)*
	JANUARY	1/8/24 – 2/18/24
FA-23-C	**OCTOBER**	10/2/23 – 11/12/23
	NOVEMBER	11/13/23 – 12/24/23 *(break: 12/25/23 – 1/7/24)*
	JANUARY	
	FEBRUARY	

			1/8/24 – 2/18/24
			2/19/24 – 3/31/24
FA-23-D	**NOVEMBER**	11/13/23 – 12/24/23
		(break: 12/25/23 – 1/7/24)
	JANUARY	
	FEBRUARY	
	APRIL	1/8/24 – 2/18/24
		2/19/24 – 3/31/24
		4/1/24 – 5/12/24
SP-24-A	**JANUARY**	1/8/24 – 2/18/24
	FEBRUARY	2/19/24 – 3/31/24
	APRIL	4/1/24 – 5/12/24
	MAY	5/13/24 – 6/23/24
		(break: 6/24/24 – 7/7/24)
SP-24-B	**FEBRUARY**	2/19/24 – 3/31/24
	APRIL	4/1/24 – 5/12/24
	MAY	5/13/24 – 6/23/24
		(break: 6/24/24 – 7/7/24)
	JULY	7/8/24 – 8/18/24
SP-24-C	**APRIL**	4/1/24 – 5/12/24
	MAY	5/13/24 – 6/23/24
		(break: 6/24/24 – 7/7/24)
	JULY	
	AUGUST	7/8/24 – 8/18/24
		8/19/24 – 9/29/24
SP-24-D	**MAY**	5/13/24 – 6/23/24
		(break: 6/24/24 – 7/7/24)
	JULY	
	AUGUST	7/8/24 – 8/18/24
	SEPTEMBER	8/19/24 – 9/29/24
		9/30/24 – 11/10/24

Appendix D:
Dual Credit

34 DUAL CREDIT RESOURCES

34.1 DUAL CREDIT PARTNER SCHOOLS

Brighton Academy
5201 Antioch Road
Overland Park, KS 66202

Central Christian School
1910 E. 30th Ave.
Hutchinson, KS 67502

Eagle Point Christian Academy
602 S. Mounds
Sapulpa, OK 74066

Elyria Christian School
1644 Comanche Rd,
McPherson, KS 67460

Faith Christian Academy
4330 NW Cookingham Dr.
Kansas City, Missouri 64164

Liberty Christian School
2323 Columbus Ave.
Anderson, IN 46016

Sunshine Bible Academy
400 Sunshine Drive
Miller, SD 57362

34.2 ONLINE COURSE OFFERINGS

EN-CP 103 English Composition I (3) Prerequisite: One of the following - Act Composite 18; ACT English 18; SAT Composite 470; SAT Writing 500; EN-CP 100 (C- or better); EN-CP 101 (C- or better). Instruction and practice in personal expository essays and paragraphs, with emphasis on correct writing. Offered through Dual/Concurrent Enrollment or through CLEP/Transfer only. Students may receive credit for only one of the following courses: ENCP 103, EN-CP 111, and EN-CP 121.

EN-CP 104 English Composition II (3) Prerequisite: EN-CP 103. Instruction in writing with emphasis on research and analytical exposition. Required for graduation. Offered through Dual/Concurrent Enrollment or through CLEP/Transfer only. Students may receive credit for only one of the following courses: EN-CP 104, EN-CP 105, ENCP 112, and EN-CP 122.

MT-WV 201 Contemporary Culture & Worldview (3) This course is designed to help the student identify the diversity of cultures and worldviews in today's society, develop an ability to assess the cultural systems and acquire an ability to respond to different cultures from a theistic perspective.

MU-MS 105 Music Appreciation (3) This course provides instruction of musical concepts of rhythm, harmony, and melody through study of terminology and listening. Study includes a survey of significant musical figures and stylistic characteristics within historical eras from Biblical to current popular music, and their effect on the development of Western music.

NS-MA 104 College Algebra (3) A comprehensive study of algebra that includes topics of theory of equations and graphing; functions and inverse functions; exponential and logarithmic functions and equations; inequalities; complex numbers; quadratic functions and polynomial functions of higher degree along with synthetic division; systems of equations and determinants and matrices; sequences and summation notation and series; and counting principles and probability. Prerequisite: Minimum of C in NS-MA 090, minimum Math ACT score of 20, or instructor permission.

SS-PY 110 General Psychology (3) A general introduction to psychology with special emphasis upon psychology as a basic science dealing with human behavior. The student is introduced to sensation, perception, learning, personality disorders, psychotherapy, and social psychology. Designed for both majors and non-majors.

Central Christian College of Kansas reserves the right to add, amend, or cancel courses at any time.

34.3 ON-GROUND COURSE OFFERINGS
See catalog for all course descriptions.

35 CENTRAL CHRISTIAN COLLEGE ALMA MATER

BY

Richard Zahniser

There's a place where many love to gather,

No spot is half so dear to me.

Where the sunflowers grow in golden glory

And the breeze sighs a sweet reverie.

Chorus:

All hail to thee, our Central dear.

Our memories of thee will never fail.

We'll sing thy praise, thy banner high we'll raise,

Our Central dear, to thee, All Hail! **Chorus**

You may long for mountains old in story,

Or sing about the rolling sea,

But with all their beauty and their grandeur,

The voice of the plains calls to me. **Chorus**

Then I'll sing thy praise, dear Alma Mater, For thou hast always cherished me.

In the years that come to crown thy memory We shall ever pay homage to thee.

Chorus