Adjunct Faculty Handbook
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Letter from the Vice-President for Academic Affairs

Thank you for joining the Southwestern Christian University [SCU] family. Adjunct faculty members are a vital part of any academic institution’s success. Your decision to serve with us is of great consequence. As the Vice-President for Academic Affairs, I look for certain qualities in our faculty. You have been selected because we believe that your experience, career and Christian pilgrimage exhibit these qualities:

Highly QUALIFIED: Your professional experience and academic qualifications which have made you an ideal partner in our institutional endeavor of providing a solid and holistic academic experience for our learners.

Highly ABLE: Your ability to educate adults through the utilization of appropriate instructional techniques and strategies that are pivotal to the success of our programs.

Highly MOTIVATED: Your willingness to be, inspirational to our adult learners; to exercise servant-leadership in furtherance of our mission; respectful of our Pentecostal heritage which is manifested in righteous living; continually mindful the presence of the Holy Spirit in every classroom is critical to our success.

SCU’s core values of SCHOLARSHIP, SPIRIT, and SERVICE reflect our institutional ethos that seeks to integrate faith, learning and living; best reflecting our unique Pentecostal Holiness heritage and perspective of synthesizing knowledge, and formulating a coherent Biblical Christian life-view. As a teaching University, our priority is that the examination, formulation and transferences of ideas and truth must be undertaken from the Biblical Christian Worldview; i.e., Christ is the lens through which we perceive knowledge, and the word of God, the Holy Bible, is the arbiter and final authority of truth. I am encouraged that these are not new concepts to you; I look forward to your involvement with SCU as we seek to grow both qualitatively and quantitatively.

Thank you for serving along with us. If there is anything that my office can do to assist you, do not hesitate to contact us.

Reggies Wenyika, EdD.
Vice-President for Academic Affairs
1.00 GENERAL INFORMATION

1.01 INSTITUTIONAL HISTORY

Southwestern Christian University was birthed in the fall of 1946 through the vision of the late Dr. R.O. Corvin and others including Rev. Oral Roberts. Established as Southwestern Bible College, its goal was to train men and women for leadership in the ministry. Located on the outskirts of Oklahoma City in the "Abe Hale" nightclub, the University grew to a bustling campus during the 1960’s and 1970’s.

In the 1960’s, the student body expanded, and studies in various junior college programs were developed. The junior college was accredited in 1964 by the Oklahoma State Regents for Higher Education. In 1973, the junior college received accreditation by North Central Association of Colleges and Schools. SCU was approved in 1979 by North Central as a four-year baccalaureate level degree-granting college in the field of religion.

In 1981, the University moved to its current location in Bethany, Oklahoma and the name was changed to Southwestern College of Christian Ministries. On October 26, 2001, the name changed again. The new name, Southwestern Christian University, more adequately defines the school’s vision. Southwestern relates to its heritage and past; Christian reflects its heart, purpose and principle; and University focuses on its future progress. Southwestern Christian University remains dedicated to scholarship, spirit, and service, preparing young people and leaders to impact their generation with the gospel of Jesus Christ in the power of the Holy Spirit.

Southwestern Christian University is accredited by The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools, and the Oklahoma State Regents for Higher Education. It enjoys the full endorsement of the General Department of Church Education Ministries of the International Pentecostal Holiness Church as an approved educational entity for training ministers, missionaries, and Christian workers to serve the church around the world. SCU is approved by the United States Department of Justice for the admission of international students and is approved by the State Accrediting Agency of Oklahoma for the admission of eligible veterans.

SCU is also approved by the Association of Christian Schools International (ACSI) to offer Bible and theology courses for teacher certification for Christian day schools.

1.02 PHILOSOPHY AND PURPOSE

Southwestern Christian University is a Christian institution of higher learning in the holiness, Pentecostal, and charismatic traditions, whose mission is to provide Christ-centered curricula in the arts and sciences, Biblical/theological studies, and professional disciplines. The integration of Biblical truth into all curricular and co-curricular activities is designed to prepare students for a life of learning, leadership, and service within their selected careers and communities and for impacting the world for Jesus Christ.

SCU holds an educational philosophy in which the Bible and Christian theology are the heart of its educational programs. The University maintains that knowledge of the Bible
and Christian thought is necessary and fundamental for all Christian work and personal Christian growth.

Committed to the total development of the individual (Luke 2:52), the University seeks to prepare its students for useful and fulfilling lives. Vital to this total preparation for living is the required general education curriculum which helps provide students with an understanding of themselves and the world around them.

The faculty, curriculum and co-curricular activities are utilized to provide opportunities for students to develop individually and to become effective Christian leaders in the church and community. Worship services, Christian outreach ministries, job assignments in local churches, social functions and employment possibilities afford opportunities for practical experience and development in the students’ lives.

1.03 **INSTITUTIONAL OBJECTIVES**

Southwestern Christian University seeks to integrate Biblical truth into all of its courses. We seek to produce a student who fulfills the following objectives:

1. The student will be able through his/her vocation, church, and community to make distinctive contributions to mankind and to enhance the spiritual well-being of those whom and with whom he/she serves as evidence by the following:

   a. A developed and maintained high moral standard for his/her own benefit so that he/she might serve as a wholesome example and leader.
   b. Expression, through his/her life, of a clear commitment to Christ; he/she will be able to share openly and wisely with others knowledge of the Bible and commitment to Christ to demonstrate Christian love toward others and to demonstrate a teachable spirit.
   c. Preparation to fulfill Christ’s commission to make disciples of all nations.
   d. Sensitivity to the total needs of his/her fellow man and willingness to contribute to the meeting of those needs.
   e. Holding the conviction that the Christian is to be a good citizen of the state who respects authority, submits to the laws of the land, and seeks constructive change through appropriate channels.
   f. Seeking an atmosphere that encourages growth in his/her personal relationship with God, including understanding the role of repentance and forgiveness.
   g. Acceptance of all races with an understanding and appreciation of ethnic and cultural distinctives.
   h. A propensity for life-long learning.
   i. Understanding his/her value because of the redemptive act of Jesus Christ and seeking to utilize and develop his/her gifts and abilities in pursuance of God’s will (destiny) for his/her life.
2. The student educated in the Arts and Sciences will have a Biblically integrated perspective as the foundation of education. That foundation would consist of the following:

a. A broad exposure to the ideas that have shaped man’s thinking.
b. Knowledge of how to use reasoning processes which include the processes of investigation, logical reasoning, and the recognition that man cannot rely on reason and experience alone but that he must also exercise faith.
c. The ability to communicate and defend his/her ideas and to express himself/herself clearly and effectively.
d. A well-conceived system of values and beliefs, which are Biblically based and which mediate behavior.
e. An understanding and appreciation of the various creative expressions of man’s search for meaning in art, drama, music, and literature.

3. The student should be knowledgeable in principles of Biblical truth application of theology, and defense of the Christian faith as evidenced by the following:

a. A clear understanding of the content of the Bible.
b. Integration of Biblical thoughts into his/her life and actions, as well as into the chosen major field of study.
c. The apprehension of truth in the study of Scripture, of nature, and of humanity; appreciation of beauty and order in God’s creation and human creativity in the arts and sciences; application of those insights to the pursuit of righteousness in the life of both the individual and society.

3. The student should attain a high degree of competence in his/her field of study as demonstrated by the following:

a. Preparation for service in those programs that lead directly to a vocation or profession, with all programs having the potential of preparing students for Christian ministry.
b. A thorough preparation for graduate study in those programs where graduate degrees are offered.

1.04 STATEMENT OF FAITH

Southwestern Christian University adheres to the doctrinal position of the International Pentecostal Holiness Church and its Articles of Faith.

1.05 ARTICLES OF FAITH

1. We believe there is but one living and true God, everlasting, of infinite power, wisdom, and goodness: Maker and Preserver of all things, both visible and invisible. And in the unity of this Godhead, there are three Persons of one substance, of eternal being, and equal in holiness, justice, wisdom, power, and dignity: the Father, the Son, and the Holy Ghost.
2. We believe that the Son, who is the Word of the Father, the very and eternal God, of one substance with the Father, took man's nature in the womb of the blessed Virgin: so that two whole and perfect natures, that is to say, the Godhead and manhood, were joined together in one person never to be divided, whereof is one Christ, very God and perfect man who actually suffered, was crucified, died, and buried, to reconcile the Father to us, and to make atonement, not only for our actual guilt but also for original sin.

3. We believe that Christ did truly rise again from the dead, took again His body, with all things appertaining to the perfection of man's nature, and ascended into heaven and there sits until He shall return to judge all men at the last day.

4. We believe the Holy Ghost, proceeding from the Father and the Son, is of one substance, majesty and glory, with the Father and the Son, very and eternal God.

5. We believe in the verbal and plenary inspiration of the Holy Scriptures, known as the Bible, composed of sixty-six books and divided into two compartments, Old and New Testaments. We believe the Bible is the Word of God, the full and complete revelation of the plan and history of redemption.

6. We believe that eternal life with God in heaven is a portion of the reward of the finally righteous; and that everlasting banishment from the presence of the Lord, and unending torture in hell, the wages of the persistently wicked (Matthew 25:46; Psalms 9:17; Revelation 21:7-8).

7. We believe that Jesus Christ shed His blood for the remission of sins that are past; and for the regeneration of penitent sinners, and for salvation from sin and from sinning (Romans 3:25; I John 3:5-10; Ephesians 2:1-10).

8. We believe, teach, and firmly maintain the Scriptural doctrine of justification by faith alone (Romans 5:1).

9. We believe that Jesus Christ shed His blood for the complete cleansing of the justified believer from all indwelling sin and from its pollution, subsequent to regeneration (I John 1:7-9).

10. We believe in sanctification. While sanctification is initiated in regeneration and consummated in glorification, we believe that it includes a definite, instantaneous work of grace achieved by lifelong growth in grace and knowledge of our Lord and Savior Jesus Christ (II Corinthians 4:16; II Peter 3:18).

11. We believe that the Pentecostal baptism of the Holy Ghost and fire is obtainable by a definite act of appropriating faith on the part of the fully cleansed believer, and the initial evidence of the reception of this experience is speaking with other tongues as the Spirit gives utterance (Luke 11:13; Acts 1:5; 2:1-4; 8:17; 10:44-46; 19:6).
12. We believe in divine healing as in the atonement (Isaiah 53:4-5; Matthew 8:16-17; Mark 16:14-18; James 5:13-16; Exodus 15:26).

13. We believe in the imminent, personal, premillennial second coming of our Lord Jesus Christ (I Thessalonians 4:15-18; Titus 2:13; II Peter 3:1-4; Matthew 24:29-44), and we look and wait for His appearing (II Timothy 4:8).

14. We believe the responsibility is incumbent on every believer, in his chosen field of Christian service, to dedicate his life to carrying out the work of the Great Commission.
2 POLICIES FOR ADJUNCT INSTRUCTORS

2.00 JOB DESCRIPTION

Adjunct Faculty must provide the following documents for his or her permanent file to teach at SCU: official transcripts of all graduate degrees, a curriculum vita or resume, a statement of faith. The Adjunct Faculty are responsible for providing accurate, current, and Biblically integrated truth in the area of his/her expertise. The faculty member is to provide all information necessary for the student to perform at his or her best. The faculty member is to meet every time the class is scheduled for the entire duration of the class. The faculty member is to assess student learning and provide grades that accurately reflect the student’s achievement in the particular course. The faculty member is to work with the Academic Dean and the Director of the Center for Student Success in assisting struggling students early and intervening to help him/her achieve in the class. Adjunct Faculty are invited to participate in graduation and any other function of Southwestern Christian University.

2.01 PAY PERIOD FOR ADJUNCT FACULTY

Adjunct faculty for the traditional program will be paid within the semester that they teach. The amount in the contract will be divided into seven payments and will be made on the fifteenth and last day of the month. All appropriate withholdings will apply. Adjunct faculty for the Adult Studies program will be paid after grades for the class have been turned in to the Adult Studies office. The payment will be issued the pay period immediately following the day the grades are turned in.

2.02 STANDARDIZED ADJUNCT PAY SCALE

Based on comparisons with other institutions, the faculty voted to develop a fair and predictable pay scale for all adjunct faculty. The per credit hour rate will be reflected in the amount specified in the Adjunct contract for each individual instructor.

2.03 TEACHING CONTRACTS

Teaching contracts will be mailed no later than one month before the start of the semester. In order for the contract to be valid and pay to be issued, all instructors must return their signed contract prior to the beginning of class along with the completed federal employment forms (I-9 and W-4).

2.04 NON-DISCRIMINATION POLICY

Southwestern Christian University is an equal opportunity employer, and does not discriminate in hiring on the basis of race, color, sex, national origin, or ancestry. The University reserves the right to give preference to persons of its sponsoring denominations in the filling of faculty and staff positions.

2.05 SEXUAL HARASSMENT POLICY
It is the policy of Southwestern Christian University that sexual harassment, unwanted advances, lewd or suggestive comments, and inappropriate contact, is contrary to the Christian lifestyle and is strictly prohibited. Any employee determined to have engaged in sexual harassment with a student or co-worker shall be subject to disciplinary sanctions, which shall include dismissal as an employee and potential criminal charges. Any complaints of sexual harassment should immediately be made to the VPAA or Academic Dean.

2.06 LIFESTYLE COVENANT

Students are asked to sign a lifestyle covenant and Southwestern Christian University believes that the faculty should live out the example. Therefore, faculty members are asked to covenant with the school agreeing to uphold the following standards:

a. I have committed every area of my life to the Lordship of Jesus Christ.
b. I will refrain from the use of alcohol, tobacco, illegal drugs, profanity, and any form of self-destructive or immoral behavior, including sexual promiscuity, gambling, and financial dishonesty.
c. I will abide by all municipal, state, and federal laws.
d. I will perform all my duties with professionalism, excellence, and compassion towards the students and others.
3 INSTRUCTOR INFORMATION

3.00 ABSENCES OF INSTRUCTORS

It is important for the instructor to meet with their students each time the class meets. If it is necessary to miss a class, please contact the Academic Dean. There are two alternatives to canceling a class: a substitute teacher or someone covering the class by showing a video relevant to the course. Please contact the Academic Dean if a class meeting time or place is being changed.

Adjunct Faculty within the Adult Studies program should notify the Director of Adult Studies to notify him or her of a change in class location or unavoidable absence.

3.01 PUNCTUALITY

It is the responsibility of the instructor to be in the class before the time to begin and start promptly on time. The SCU catalog instructs students that

In the event that an instructor is late for class students should remain in the classroom until officially notified by the academic Dean’s office that the class has been canceled or until 15 minutes after the official starting time of the class.

Please do not run over the class time, because this affects the next teacher adversely. Students do feel slighted if the instructor is perpetually late or lets class go early. They have paid for this course and expect to receive excellent instruction. Also, our accrediting body frowns upon cutting the amount of seat time students spend in the classroom. Please be punctual and set a good example for the students. Tardiness is perceived as a lack of caring for the course and the students.

3.02 APPEARANCE & DRESS CODE

As a Christian university, modest apparel is expected for all faculty. The dress code for faculty is professional casual. Each instructor is expected to present a professional appearance that is commensurate to his or her profession. Business attire is appropriate for business classes. Please refrain from jeans, T-shirts, and warm-up suits. Pant suits or dresses are appropriate for female faculty. Keep in mind that faculty are preparing students for ministry and business, so they learn the appropriate style from their instructors.

3.03 VISITORS & GUEST SPEAKERS IN THE CLASSROOM

Visitors are not permitted to sit in on classes unless they are prospective students. Anyone wishing to audit the class must register and pay the fee. Guest speakers are encouraged, but please check with the Academic Dean to ensure that this individual reflects the Christian commitment and professional attitude that Southwestern Christian University actively promotes.
3.04  **CANCELLATION OF CLASSES**

Please do not cancel any classes without the approval of the Academic Dean. From time to time, Southwestern hosts special speakers or conferences that all students will benefit from hearing. Please be flexible if the administration asks that all classes to be cancelled in order to hear special guests.

3.05  **DUPLICATION SERVICES**

There are a total of four copiers located in the following areas: Graduate School office, Administration building, Library, and the Adult Studies building. While faculty are permitted to use any of these four copiers, they should prioritize the copier in the Graduate School as their primary source for duplications to help the other copiers remain available for administrators and students. Adjunct faculty should keep in mind that the Graduate School hours are 8:30am to 5:30pm, Monday through Friday.

3.06  **INCLEMENT WEATHER POLICY**

The Vice-President for Academic Affairs [VPAA] and the President make the decision to cancel classes in the event of inclement weather. The VPAA will contact the three (3) major news stations. SCU typically follows the Bethany schools in making their decision. You will be contacted by phone by the Academic Dean or the Registrar.

In case of a Tornado warning (the Bethany siren is audible on campus) all classrooms are to be evacuated and students moved to the Library. Classes may resume following the ‘all clear’ siren.

3.07  **EMERGENCY PROCEDURES**

If the weather or other emergency conditions provide sufficient reason for closing the University, the Provost & Vice-President for Academic Affairs is empowered by the President to make the determination. The major television stations in Oklahoma City will be notified from the office of the Provost & Vice-President for Academic Affairs of such emergency to inform commuting students and faculty. A recorded message will also be put in service on the University telephone answering service to provide closing information and additional instructions as deemed necessary.
4 CLASSROOM POLICIES

4.00 ABSENCE POLICY

A student’s progress is related to the amount of time he or she spends in the classroom. Adjunct faculty are expected to enforce the absence policy. This is the minimum policy. Instructors have the freedom to make attendance part of the grade.

Absences in a class will result in failure of the course when a student is absent more than five (5) unexcused absences from a class or more than ten (10) total absences from the course (including official absences), that student will automatically receive a failing grade in that course.

- The SCU attendance policy allows students three types of absences:
  - Unexcused – student is not permitted to make-up missed work
  - Excused – student is absent due to illness or accident, and allowed to make-up missed work
  - Official – student is absent due to an official SCU activity, and allowed to make-up the missed work

- Official absences are not counted against a student; however,
  - the student must have an official absence form completed and approved before the absence.
  - The student is to get his or her assignments before the official absence.
  - The instructor will receive written notification from the Associate Academic Dean’s office of all official absences.

- Two tardies will equal one unexcused absence.
- Every tardy after the fourth tardy will be counted as an unexcused absence.
- A tardy is counted up to ten minutes late. If a student is more than ten minutes late, that is counted as an absence.
- If a student leaves early without permission or leaves for an extended amount of time and then returns, that will be counted as an absence.

While these standards may seem stringent, Southwestern students do much better when they are held to a higher standard and rules are applied consistently across the campus.

4.01 CLEANING THE CLASSROOM

It is the responsibility of the instructor to be sure that the room is clean and presentable for the next class. Encourage students to throw trash away, straighten up chairs and tables if anything has been moved. Please make sure the dry erase boards have been cleaned, so that the class that follows will not spend their class time straightening up.

4.02 EATING AND DRINKING

Drinks are allowed in the classroom. However, eating is prohibited in the classroom, unless it is part of an official class function. There are two exceptions to this rule: night classes and Adult Studies classes are allowed to have food, because many of these
students come straight from work without dinner. However, it is the teachers’ responsibility to make sure students clean up after themselves.

4.03 **NO SMOKING**

Southwestern Christian University is a smoke-free environment. Smoking is not permitted anywhere indoors or outdoors.

4.04 **CLASSROOM DECORUM**

Each instructor should demand the respect of the students in the classroom. Disrespect should be dealt with lovingly, but firmly, by drawing the student who is showing disrespect to the side and endeavoring to gain his/her cooperation. Continued disrespect should be reported to the Academic Dean.

Students are not to place feet on chairs, window sills, tables, desks, walls, etc. Note writing, talking, throwing objects, sleeping and other forms of disruption are not acceptable classroom behavior. Sleeping, studying for other classes, passing notes, and talking should not be tolerated. The instructor may decide how he or she will deal with these issues. If the behavior does not cease, the student should be sent to the Dean’s office.

The instructor shall ask that the student engaged in forms of disruption previously mentioned, to excuse himself/herself from the class. Since the problem is one of classroom decorum, the action shall be reported by the instructor to the Academic Dean for further action. Instructors are not expected to condone or put up with behavior that is rude or inappropriate to themselves or other students. If a student is asked to leave, please contact the Academic Dean with the name of that student and that student will not be permitted to return to the class until he or she has met with the Dean. All absences incurred will apply.

Any student who acts in a discourteous, disrespectful or contemptuous manner upon being asked to leave a classroom for disruptions (including refusal or engaging the instructor in a discussion over the matter) shall be subject to disciplinary action that could include suspension or expulsion from the institution. Extreme cases of misconduct should be reported to the Vice-President for Student Development.

Adjunct Faculty members are expected to be familiar with the rules and regulations set forth in the **Student Handbook**, and are expected to enforce these regulations in the classroom as well as on campus. This includes the enforcement of the University’s dress code. Often, a word fitly spoken is all that is needed. Copies of the Student Handbook are available from the Student Development office.

4.05 **ACADEMIC FREEDOM POLICY**

Southwestern Christian University affirms and is guided by the ideal that all members of the faculty are entitled to academic freedom as set forth in the 1940 “Statement of Principles on Academic Freedom and Tenure” jointly formulated by the American
Association of University Professors and the Association of American Colleges. Reasonable exercise of academic freedom is not construed as dissension or disagreement with the Articles of Faith. Neither should the faculty interpret academic freedom as license for disloyal or disruptive behavior. Discussion of varying viewpoints and evaluating ideas and theories is to be encouraged.

4.06 MAINTAINING POSITIVE CLASSROOM ENVIRONMENT

Southwestern Christian University is a small family. Like a family, negative experiences have long-lasting effects. Please do the most to make the classroom experience positive and beneficial for the students. Here are some guidelines:

- Never allow a classroom discussion to get personal, even if you have to cut a student off and remind them of the issue being debated.
- Be careful to use respectful language even if the students do not. Even when joking with a student, take care that nothing is perceived in a derogatory manner. Students are not likely to let on when their feelings are hurt.
- Remember when you were college age. Students frequently have strong opinions, but do not always express those feelings with tact. Restate their ideas back to them to make sure you understand.
- Keep in mind that a challenge to an idea is not a challenge to a person. Be able to support ideas that may often be taken for granted.
- Finally, the student’s understanding is more important than being right. Winning a debate and a student learning a concept are not the same thing.

4.07 STUDENT ATTENDANCE

It is to the student’s personal advantage to be involved in every class session of each course. The interaction of instructor and student is of vital importance in the learning process. Each student is expected to be regular and punctual in attending all classes.

Absences in a class may result in the student’s grade for the course being lowered. Faculty must state in the course syllabus the policy regarding the lowering of grades for absences. The individual instructor’s absence policy must be in harmony with the institution’s absence policy and should be fair and equitable. The SCU absence policy is as follows.

“It is to the student’s personal advantage to be involved in every class session of each course. The interaction of the instructor and student is of vital importance in the learning process. Each student is expected to be regular and punctual in attending all classes. Since there are no official “cuts” from classes, any absence may adversely impact the student’s grade as determined by the instructor. Failure for the course will result when a student has more than five (5) unexcused absences from a class or more than ten (10) total absences from the course (including official absences). Two tardies in a class are equal to one absence. Each tardy beyond four will be counted as an absence. Students who arrive at class more than 10
minutes after the official starting time of the class will be considered absent’ (SCU catalog).

In the event that an instructor is late for class, students should remain in the classroom until officially notified by the Provost & Vice-President for Academic Affair’s office that the class has been cancelled or until 15 minutes after the official starting time of the class.

Faculty members are expected to keep accurate attendance records using the faculty portal.

4.08 GRADE SUBMISSION

Faculty members are expected to submit midterm and final grades through the faculty portals at the appointed times in the academic year. Please refer to the faculty portal manual for instructions on how to set-up and submit graded assignments.

4.09 EVALUATING STUDENT PERFORMANCE

The catalog sets forth specific criteria for evaluating student performance. The following examples provide the student with a basis for evaluation:
<table>
<thead>
<tr>
<th>GRADE SCALE</th>
<th>STUDENT WORK REFLECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (90-100)</td>
<td>A sophisticated understanding of the material is demonstrated; 'big picture' drawn from assignment.</td>
</tr>
<tr>
<td>4 POINTS</td>
<td>- Pre-work /products completed before class</td>
</tr>
<tr>
<td></td>
<td>- Active participation in discussion of main and finer points</td>
</tr>
<tr>
<td></td>
<td>- Work reflects high skill in basic grammar, organization, logic, and presentation</td>
</tr>
<tr>
<td></td>
<td>- Consistently reflect synthesis of information with application to everyday life</td>
</tr>
<tr>
<td>B (80-89)</td>
<td>An intermediate understanding of the material is demonstrated;</td>
</tr>
<tr>
<td>3 POINTS</td>
<td>- Pre-work /products completed before class</td>
</tr>
<tr>
<td></td>
<td>- Work reflects higher skill in basic grammar, organization, logic, and presentation</td>
</tr>
<tr>
<td></td>
<td>- Frequently reflect a growing synthesis of information with application to everyday life</td>
</tr>
<tr>
<td>C (70-79)</td>
<td>Basic understanding of the material is demonstrated;</td>
</tr>
<tr>
<td>2 POINTS</td>
<td>- Pre-work/ products completed before class</td>
</tr>
<tr>
<td></td>
<td>- Work reflects developing skills in basic grammar, organization, logic, and presentation</td>
</tr>
<tr>
<td></td>
<td>- Frequently little to no growing synthesis of information with application to everyday life</td>
</tr>
<tr>
<td>D (60-69)</td>
<td>Basic understanding of the material is substandard;</td>
</tr>
<tr>
<td>1 POINTS</td>
<td>- Pre-work/products not completed before class</td>
</tr>
<tr>
<td></td>
<td>- Work reflects no higher skills in basic grammar, organization, logic, and presentation</td>
</tr>
<tr>
<td></td>
<td>- Work reflects lack of synthesis of information with no application to everyday life; few connections made</td>
</tr>
<tr>
<td>F (0-59)</td>
<td>Basic understanding of the material is absent</td>
</tr>
<tr>
<td>0 POINTS</td>
<td>- Pre-work/products not completed</td>
</tr>
<tr>
<td></td>
<td>- Work reflects lack of skills in basic grammar, organization, logic, and presentation</td>
</tr>
<tr>
<td></td>
<td>- No attempt at synthesis of information or application to everyday life; no connections made</td>
</tr>
</tbody>
</table>

Approved 03/03/10
Effective Retro to 01/01/10

Southwestern Christian University. Academic Affairs. Academic Council
4.09.1 Incompletes

A grade of “I” (incomplete) may be given when all requirements in a course have not been completed due to circumstances beyond the student’s control, such as a major illness. An “I” may not be given in order to improve a grade. The responsibility for requesting an “incomplete” rests on the student and arrangements should be made by the student with the instructor. A “Request for Incomplete” form may be obtained in the Registrar’s office. The form is to be completed by the student and faculty member prior to the “I” being assigned for a course. The “Request for Incomplete” form is to be submitted to the Registrar’s office with the grade sheet by the instructor.

Course work to satisfy the “I” must be completed within the first six (6) weeks following the close of the semester in which the “I” was granted. Exceptions must be approved by the Vice-President for Academic Affairs. The grade issued to replace an “I” should be filed in the Registrar’s office by the instructor on a “Request for Change of Grade” form. Work not completed by the deadline will be listed on the student’s transcript as an “F”.

4.09.2 Grade Changes

After a faculty member has reported a grade to the Registrar’s office, he/she may not change the grade except by the following procedures:

1. The instructor should secure a “Request for Change of Grade” form from the Registrar’s office.

2. The instructor should complete the form and forward the request to the Dean of Academic Affairs for approval.

3. Once approved, the Vice-President for Academic Affairs will submit the “Request for Change of Grade” form to the Registrar’s office. If the Vice-President for Academic Affairs does not feel the change of grade is justified, the instructor may appeal it to the University Academic Council.

4. Grades are to be changed only in the case of incompletes or errors in computation.

4.09.3 Grade Appeals

Student concerns about grades or academic matters relating to a course are first referred to the faculty member for resolution. If this is not satisfactory, the matter is referred to the Academic Dean in writing. The VPAA will try to find a reasonable solution, but has the authority to refer the matter to the University Academic Council for appeal. The decision of this committee shall be final. The student will be informed of the University Academic Council’s decision in writing within ten (10) days of meeting.

4.10 ACADEMIC ALERT

SCU is committed to assisting students who struggle academically. This is an important component of student retention as well as necessary for determining eligibility in extra-
curricular activities. The Director for Student Success may periodically request attendance and progress reports of athletes or students who have struggled academically in past semesters. Faculty members are expected to furnish this information within 48 hours of the initial request.

4.11 ACADEMIC REFERRAL

An academic referral must be submitted to the corresponding academic dean for a course any time a student engages in academic dishonesty or excessive absences/tardies. This is a necessary component of university records and documentation of student behavior in which all faculty are expected to comply. The referral form is available through the faculty portal.

4.12 ACADEMIC RESPONSIBILITY

The student is expected to commit herself/himself to the highest level of academic integrity when involved in and fulfilling requirements for this course. Academic dishonesty on any level and of any form will not be tolerated. This applies not only to active involvement but also to passive knowledge.

Students caught cheating or plagiarizing should be immediately reported to the Academic Dean responsible for the course using the Academic Referral form (see appendix). The Dean will then review the student’s file for previously documented referrals for that student. Based on his or her findings and in consultation with the instructor, the Dean will then determine the appropriate consequences.

4.13 ADA COMPLIANCE

Students who claim learning or physical disability must self-identify and provide documentation of their disability. The student must notify the university prior to the beginning of courses. The university will then inform the instructor of any special needs so that appropriate accommodations may be arranged.

Documentation provided to the University of any disability must be less than three years old and must contain specific recommendations for accommodation appropriate to the diagnosed disability. Documentation must be provided by a licensed professional in the area of the claimed disability. Based on such documentation the student will be advised of any program modifications necessary to complete the compressed format of the Professional Studies curriculum.
5 ADULT STUDIES & GUIDELINES

5.00 ADULT STUDIES FACULTY TEACHING POLICIES

1. **Grade and return work weekly.**
   A one-week turn-a-round on written assignments is the standard in Adult Studies. This is absolutely needed in a 5-week class setting. Students need feedback.

2. **Final grades due no later than 2 weeks after last class meeting.**
   You may mail in your grades with the postage-paid envelope provided with your grade sheet. Both of these are in your white envelope on the last night of class.

3. **Cannot require groups to meet outside of class time on Tuesday.**
   - Adults struggle with time constraints between family, work, ministry and school. We do not add to that stress the need to also coordinate with a class mate’s schedule.
   - We market the Adult Studies program as ‘one night a week’. It is imperative that we remain true to our word.

4. **Cannot require students to turn in work electronically.**
   - Many students do not have access to the Internet off campus, and the on campus service is unreliable.
   - Access to the Internet, is not stated as a requirement for being accepted into the program.

5. **Send copies of all electronic correspondence with students to the Adult Studies Office.**

   Copy Adult Studies on all correspondence you send to students. This is to protect you, not police you. Hopefully, this will clear up any future misunderstandings.

5.01 CURRICULUM

**Textbook** selection requests may be submitted by adjunct faculty for approval by the Department Chair. Request for a change of textbook must be submitted by March 1 for the following academic year.

Course **syllabi** must be submitted to the Adult Studies office in electronic format (MS word software) by **July 1** for Fall courses and **November 1** for Spring courses.

Please make sure that you make written comments on the students’ homework; adult students need this kind of ongoing feedback. Students need to have an ongoing assessment of where they stand in the class.

All papers and homework should be submitted from the student by the fifth night. No late work can be accepted. Please do not make exceptions, because it will cause the student to get behind in the next course.
A take home final may be assigned on the fifth night and due the first night of the next class. The final cannot be a research paper. It needs to be a brief overview of the course that can be completed in two to three hours.

Books and pre-work for the next course will be assigned on the fifth night of the class.

All graded work to be returned to students following the conclusion of a course must be given to the Adult Studies office. The office will be responsible for returning the work to the student.

5.02 ATTENDANCE

Accelerated courses have a limited amount of classroom time. It is necessary for students to attend every class session to learn the course material. There exists a no tolerance policy regarding absences in the accelerated courses. Absence from a session will result in a ten point deduction from the final grade of the student. A student will be dropped from the course and assigned a grade of “F” after missing more than one session. In the case of major emergencies, the professor will assign extra course work for the student in place of the 10 point reduction. The Academic Dean must approve exceptions to this policy.

Tardiness is unacceptable; it disrupts the class and disturbs other classmates. Therefore, please be punctual for all classes; this includes designated “Breaks.” If a student is late for class, she/he will be marked as absent; it is her/his responsibility to notify the professor of her/his presence after the immediate class session. Failure to report to the professor is not an acceptable excuse. Please comply.

In the case of an emergency and the assigned instructor is not able to attend a class session, the instructor must contact the Director of Adult Studies as soon as possible. The Director of Adult Studies will need as much time as possible to identify a substitute for the course session. The assignment of a substitute is the responsibility of the Adult Studies Director, not the assigned instructor’s. The instructor’s preference will be taken under consideration but the final decision is made by the Dean of Adult & Graduate Studies. The instructor’s salary for the course will be adjusted with the substitute receiving the pay for the class session taught.

5.03 ACADEMIC RESPONSIBILITY – ADULT STUDIES

The student is expected to commit herself/himself to the highest level of academic integrity when involved in and fulfilling requirements for this course. Academic dishonesty on any level and of any form will not be tolerated. This applies not only to active involvement but also to passive knowledge.

Any student involved in academic dishonesty should be reported immediately to the Director of Adult Studies. The student will be dropped from the course and assigned a grade of “F” for the course. Furthermore, academic dishonesty may result in the dismissal or expulsion of the student from the program and/or the university.
5.04 CHARACTERISTICS OF THE ADULT LEARNER

As teachers of adults, instructors should understand that adult learners have specific needs. Keep in mind the following characteristics:

- Many adults have had unpleasant experiences with education.
- Adults want to be treated as equals.
- Adults bring experience to the classroom, draw on that advantage.
- Adults need an orderly workplace.
- Adults need to be motivated; they need to see relevance in their learning.
- Adults need to apply learning immediately.
- Adults need success early in the learning experience.
- Adults need a specific reason for enrolling in courses. Know these reasons – just ask and they’ll appreciate your interest and concern.
- Adults need to feel important.
- Adults have strong likes and dislikes.
- Acquiring knowledge/skill can often take longer than the same acquisition by adolescents.
- Adults want constant feedback/evaluation. This can be in the form of verbal or written comments.
- Adults want well-defined, clear course objectives.
- Adults are sensitive to failure.
- Adults expect value for their money. This means that the instructor is expected to be well prepared, well organized and able to provide them with the knowledge/skill they paid for.

In summary, the following information is vital to properly serve adult students:

- Adult classes are made up of people with a variety of experience; hence, it is necessary to use individual instructions to relate the material to the students’ experience.
- Adult students are well motivated, eager to learn, appreciative of good teaching.
- Adults want to understand the use of a skill before they begin to practice it; therefore, a variety of teaching methods will give a realistic approach.
- They want short units and want to cover the material in the course as rapidly as possible.
- Adult students appreciate businesslike procedure, professionalism of the instructor, evidence that their needs are being met, variety and informality, and being treated like grownups with mature minds who are successful in their work.
- They are sensitive to physical conditions – seating, lighting, heating, and ventilation.
- Most of all, adults enjoy good fellowship and a social atmosphere.

6  CURRICULUM DEVELOPMENT

6.00  SYLLABUS

Instructors are expected to prepare a syllabus for each course that is offered and to update the syllabus from time to time. One copy of the syllabus for each course is to be prepared in the template provided and submitted electronically to the Dean of respective school who in turn must forward it the Registrar two (2) weeks prior to each semester. The University provides availability to copiers for duplication service to the instructor for coping syllabi prior to the first day of class. It is expected that the syllabus be made available electronically or a copy be placed in the hands of each student. The syllabus template lists the items to be included in the syllabus including: department and course number, course title and description as stated in the catalog, instructor, course objectives, content in broad outline, text and other materials, reference books, collateral reading, special projects, instructional techniques, and absence policy.

6.01  OUTCOME OBJECTIVES

Course objectives may not be changed without the recommendation of the Department Chair and approval of the Academic Council.

6.02  COURSE AUDIT

Every class must have 37.5 seat hours to earn 3 hours credit. In addition, the reading, assignments, group work, class time, and anything else related to the class should equal 112-150 total hours. The target goal is 120 total hours for each course. The course audit form is filled out for every class to document how the total course time is comprised. The table at the top of the form is used to detail how class time is spent. Since class time is pre-determined, it is expected that the total allotted time is utilized.

The second table, on the form, details all of the assignments, reading, group work, studying, and preparation that students must complete outside of class. TOGETHER, both boxes should be in that 112-150 hour range. These calculations should be completed with an average (C) student in mind. This student may read slower than an A student or need more time to study for an exam.

The course audit form and a completed sample audit are available in the faculty portal. A course audit must be submitted to the Academic Dean no less than 30 days prior to the beginning of the course. Neglecting to submit a course audit may result in the cancellation of the course and forfeiture of the teaching contract.

6.03  FACULTY PORTAL

Faculty are expected to utilize the faculty portal for each course taught. Syllabi, course handouts, and forums can be incorporated into courses through the portal system. Faculty should refer to the Faculty Portal Manual for further instructions on portal usage.
It is mandatory for faculty to regularly insert grades and class attendance into the faculty portal. This software is utilized for tracking student success and eligibility for official absences. Instructions for setting up and using the faculty portal are available in the CAMS Portal Manual.

6.04 **TEACHING METHODS**

“One danger teachers face is the constant temptation to offer excuses for lack of variety in teaching methodology.” Kenneth Gangel, Chairman of Christian Education Department, Dallas Theological Seminary.

- Lecture is a valuable method of instruction; however, the focus should be on the comprehension of knowledge, not the impartation of knowledge.
- Storytelling is one of the oldest forms of imparting knowledge and was a favorite of Jesus Christ.
- Role playing can be used with any age group and is effective for students thinking through the consequences of theories and beliefs.
- Inductive Bible study encourages the student to search the Scriptures for answers or explanations, as opposed to just being given the relevant Scriptures.
- Discussion may seem unproductive, because few notes are being taken. However, utilized by a teacher who knows where he or she wants the discussion to go, it can be a powerful tool for interaction.
- The Socratic method has never failed in more than two thousand years. They key is letting students know that they will be questioned over certain material and their answers will be graded.
- Small groups are very effective with adults and allow the students to present their group’s results. Small groups are more active, whereas lecture is more passive.
- Debates and panel discussion add variety and encourage the student to come to class prepared; therefore, the discussion is more lively and informed.
- Projects and research should have clearly defined objectives. The more structure research has, the more a student will benefit. These are valuable learning experiences, not just assignments.
- Music, art, literature, and movies communicate truth on a variety of levels, because not every student learns the same way.
- Field trips are encouraged. Here again, they key to success is structure and purpose. If students are not sure why they are going on a field trip, they will not learn much.
- Case studies are valuable for applying theory to practice. Colleges tend to rely too heavily on theory, and not enough on practices.
- Failure is obviously not desirable, but sometimes our compassion prevents the student from learning a valuable lesson. The tendency is to give curves, extra-credit, and extended deadlines out of compassion. However, a good teacher can use poor marks to teach a student about hard work and taking responsibility.

6.05 EDUCATIONAL TECHNOLOGY

Each classroom is equipped with a laptop computer, speakers, and an LCD projector. If you need additional classroom technology, please contact the Director of Library Services a week before the class is to meet.

The library has a wide selection of instructional videos available for adjunct faculty. Please contact the Director of Library Services for additional information.

6.06 CENTER FOR STUDENT SUCCESS

The Center for Student Success is available to assist struggling students in a variety of areas. Support, training, and tutoring are all services available to students through this center. Any time a faculty member identifies a student who may need additional support in a course, the student should be referred to this center.

6.07 WRITING CENTER

A writing center is available for students who need additional assistance with grammar, editing, and paper formatting. If a faculty member identifies a student who may benefit from additional support in academic writing, he or she should be referred to the writing center using the form available through the faculty portal.

6.08 CLASSROOM RESPONSIBILITIES

It is to the student’s personal advantage to be involved in every class session of each course. The interaction of instructor and student is of vital importance in the learning process. Each student is expected to be regular and punctual in attending all classes.

Absences in a class may result in the student’s grade for the course being lowered. Instructors must state in the course syllabus the policy regarding the lowering of grades for absences. The individual instructor’s absence policy must be in harmony with the institution’s absence policy and should be fair and equitable.

Two (2) times tardy in a class are equal to one (1) unexcused absence. Students who arrive at class more than 10 minutes after the official starting time of the class will be considered absent. Students who leave a class without permission are subject to being counted absent by the instructor.

6.09 GRADE SUBMISSIONS

Faculty are expected to submit midterm and final grades through the faculty portals at the appointed times in the academic year. Please refer to the faculty portal manual for instructions on how to set-up and submit graded assignments.
APPENDICES

A. CONTACT INFORMATION

Accounting Supervisor, Teresa Thornton ex 3445
Dean, Adult and Graduate Studies, Spencer Ledbetter ex 3448
Dean, School of Arts and Sciences, Shelley Groves ex 3461
Dean, School of Professional Studies, Adrian Hinkle ex 3438
Director of Admissions and Enrollment Management, Joe Blackwell ex 3442
Director, Athletics, Mark Arthur ex 3610
Director of Financial Aid, Kellye Johnson ex 3456
Director of Information Technology, David Wiggins ex 3428
Director of Library Services, (Vacant) ex 3459
Director, Residential & Student Life, Cassandra Camp (405) 821-8478
Coordinator of Spiritual Life, (Vacant)
Director, Adult & Graduate Studies, Tulsa Metro, Lorena Ray (918) 872 7706
Director, Adult Studies, Bethany, Vacant (405) 470 2636
President, Ed Huckeby ex 3425
Provost & Vice-President for Academic Affairs, Reggies Wenyika ex 3426
Registrar, Sherri Hendrix ex 3469
Vice President Fiscal Affairs/CFO, Wallace Hamilton ex 3444
Vice-President & Dean of Student Affairs, Vacant ex 3424

MOBILE CONTACT NUMBERS

President, Ed Huckeby (405) 905-9484
Provost & Vice-President for Academic Affairs, Reggies Wenyika (405) 509-0804
Vice President Fiscal Affairs/CFO, Wallace Hamilton (405) 209-3039
Vice-President & Dean of Student Affairs, Vacant
Director, Athletics, Mark Arthur (405) 401-3395
Director, Residential & Student Life, Cassandra Camp (405) 821-8478
B. End of Instruction Evaluation Form.

Results from this form will go directly to the Vice-President for Academic Affairs. The comments will be typed. Professors will NOT see the original copies. The results will be shared with faculty after the semester is over. You are encouraged to make written comments on the back of the Grade Master form.

**Mark all responses on Grade Master form using No. 2 pencil only.**

*Do not write on course evaluation form.*

(Start Here)

1. **Major:**
   - A) Biblical Leadership
   - B) Business Leadership
   - C) Human and Family Services
   - D) Nonprofit Organizational Leadership
   - E) Associate of Arts (LINK)

**INSTRUCTOR/INSTRUCTION**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

2. The syllabus was useful and understandable.
3. Had appropriate and useful assignments.
4. Inspired students.
5. Used diverse learning activities.
6. Utilized skillful questioning techniques.
7. Communicated effectively with students.
8. Respected ideas/questions/concerns of all students.
9. Communicated, respected and supported the university’s mission & values.
10. Presented material in an organized and prepared manner.
11. Provided good explanation of and insight into subject matter.
12. Maintained appropriate classroom environment.
13. Was accessible to students outside of class.
14. Integrated faith and the Bible into course.

**TEXTBOOK(S)/MATERIALS**

15. Provided a basis for and understanding of course material.
16. Was adequately used in course work.

**TESTS/TESTING**

17. Represented material presented or assigned in class.
18. Directions were clear and understandable.
19. Post review of test was beneficial in understanding mistakes.

**GRADING PROCEDURES**

20. Grading procedures outlined in syllabus were followed.

**COURSE**

22. Expanded student’s experiences and knowledge.
23. Met the expected outcomes listed in the syllabus.

**COMMENTS**

*Write comments on back of Grade Master form. DO NOT write on course evaluation form.*
C. Syllabus Template

<table>
<thead>
<tr>
<th>COURSE CODE &amp; TITLE</th>
<th>CREDIT HOURS</th>
<th>CLASS HOURS/TIME</th>
</tr>
</thead>
</table>

Instructor Information

<table>
<thead>
<tr>
<th>Professor:</th>
<th>Office &amp; Phone:</th>
<th>Office Hours:</th>
<th>Email Address:</th>
</tr>
</thead>
</table>

Course Description

Type the course description exactly as it appears in the course catalog. Changes cannot be made without prior approval from the Department Head and Academic Council.

Required Texts, Materials, and Resources

In MLA format

Required Texts or readings, Recommended/Suggested Texts or readings

Instructional Strategies and Teaching Philosophies

What is your approach, instructional strategies or techniques, for teaching this course? What should students do to succeed and benefit from the course? What is the extent of the students’ responsibility for their own learning?

Student Learning Outcomes

These are course essentials. Describe what the student will be able to do with the knowledge and skills they learned from the course. What should the student (as a result of taking this course) be equipped to demonstrate in specific, observable, measurable terms? (5-8 statements of knowledge and/or skills)

- Know
- Understand
- Be able to explain
- Be able to do/show

You should receive a set of course objectives from your Department Head for each course. Changes cannot be made without prior approval from the Department Head and Academic Council.
Learning Activities

*Teacher-Directed Activities* (what will you be doing to help the student achieve success) e.g. Lectures, in-class discussions, demonstrations, modeling, review

*Student-Directed Activities*

Student Responsibilities

Attendance and Participation  
Homework and Assignments  
Projects, Group Assignments, etc.  
Tests/Exams

Attendance Policy

It is to the student’s personal advantage to be involved in every class session of each course. The interaction of the instructor and student is of vital importance in the learning process. Each student is expected to attend all classes regularly and to be punctual. Since there are no official “cuts” from classes, any absence may adversely impact the student’s grade as determined by the instructor. If a student has more than **five (5)** unexcused absences from a class or more than **ten (10)** total absences from the course (including official absences), that student will automatically receive a failing grade in that course.

Two tardies in a class are equal to one absence. Each tardy beyond four will be counted as an absence. Students who arrive at class more than 10 minutes after the official starting time of the class will be considered absent.

Assignment and Grading Policies and Evaluation Criteria

What is the policy for the assignments, deadlines etc. for the course? What is the policy on late work, incomplete work, and missed tests or quizzes?

How do you evaluate the course work? Do you use rubrics?

Extra Credit Policy

*Describe the Extra-credit policy, if any*

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes, drafts, participation, presentations, etc.</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>
**Academic Integrity, Honesty, and Responsibility**

The student is expected to commit herself/himself to the highest level of academic integrity when involved in and fulfilling requirements for this course. Academic dishonesty on any level and of any form will not be tolerated. This applies not only to active involvement but also to passive knowledge.

Any student involved in academic dishonesty will be dropped from the course and assigned a grade of “F” for the course. Furthermore, academic dishonesty may result in the dismissal or expulsion of the student from the program and/or the university.

**Integration of Faith and Learning**

EXAMPLE: “The logic and knowledge from every discipline is built upon a set of presuppositions. All such presuppositions must be examined and informed by the truth derived from the revealed Word of God and Christian thinking founded on a Christocentric epistemology, so as to create a coherent body of knowledge, i.e., faith informs all of learning’s presuppositional thinking.” (RW, 2009).


**ADA Compliance**

Students who claim learning or physical disability must self-identify and provide documentation of their disability. Notify the instructor of your special needs so that appropriate accommodations may be arranged.

Documentation provided to the University of any disability must be less than three years old and must contain specific recommendations for accommodation appropriate to the diagnosed disability. Documentation must be provided by a licensed professional in the area of the claimed disability. Based on such documentation the student will be advised of any program modifications and accommodations.

**Inclement Weather Policy**

The Provost and Vice-President for Academic Affairs [PVPAA] and the President make the decision to cancel classes in the event of inclement weather. The PVPAA will contact the three (3) major local news stations and will also post the information on the university’s website.

In case of a tornado warning (the Bethany siren is audible on campus) all classrooms are to be evacuated and students moved to the Library. Classes may resume following the ‘all clear’ siren.

**Protocol for Student Complaint**

Southwestern Christian University’s policy is that if a student has an issue or complaint concerning any instructor or course, the student should first speak with the instructor. If after speaking with the professor, the issue is unresolved; the student may then carry the complaint further or formalize the complaint by writing to their department chair, dean or the Provost. **Formal complaints must be done in writing.**
### Right of Revision

Southwestern Christian University and the instructor reserve the right to change the syllabus. In the event of any necessary revision of this syllabus, the student will be informed both verbally in class, and in writing well in advance and in class in writing.

### End of Instruction Course Evaluations

At the end every course, all students are expected to participate in the course evaluation survey. This gives each student an opportunity to provide feedback regarding both positive and negative aspects of the course. Specific, authentic, and constructive feedback is encouraged in order to enhance our ability to provide classes and programs that are academically strong and relevant.

### Course Calendar

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Class Topic</th>
<th>Homework/Assignments</th>
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**Mid-Term Exams**

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<tr>
<th>Week/Dates</th>
<th>Class Topic</th>
<th>Homework/Assignments</th>
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<thead>
<tr>
<th>Week/Dates</th>
<th>Class Topic</th>
<th>Homework/Assignments</th>
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**Final Exams**

### Additional Resources

*Are there any additional resources or supplemental instruction available to assist with student success, e.g. tutors, study groups, etc?*
Syllabus Agreement Form

I have read and understand the format of this course, the policies, and expectations described in the syllabus. I acknowledge that failure to comply with the terms of the syllabus may affect my success in this course. By signing this form I agree to comply with the policies listed and accept the outline for this course.

PRINT NAME: ________________________________

SIGNATURE: ________________________________

DATE: ________________________________

Plagiarism Policy

It is against university policy to plagiarize.

According to Random House Webster’s Unabridged Dictionary, plagiarism is the unauthorized use or close imitation of the language and thought of another author and the representation of him or her as one’s own original work (1479).

Therefore by signing this form, I, ________________________________ (print name), understand that plagiarism is wrong and may result in grade reduction, automatic failure or even further disciplinary action outlined in Southwestern Christian university’s student handbook.

SIGNED: ________________________________

DATE: ________________________________
D. Course Audit

Course Audit Form

Instructors should review their syllabus and analyze its different components, assignments, and expectations when completing this form. Both the syllabus and audit should be submitted to the Academic Dean no less than 30 days prior to the first day of class.

Course Prefix/Number/Title: ____________________________________________________________ section: ________
Instructor: _____________________________________________________ Semester: _________________
Course Schedule: _______________________ Delivery Format: Face-to-Face: __ Hybrid: __ Online: __ Other: _______

Record the time in minutes. Calculations should be made on a per class basis. A three credit hour course should have a combined total of direct instruction time\(^1\) and independent student engagement\(^2\) of 120 hours. The acceptable range is 112-150 hours. One and four credit hour courses should be adjusted in accordance with the above policy.

Total times per week this course meets: 0
Total weeks for this course: 0

Section One
Direct Faculty Instructional Time

<table>
<thead>
<tr>
<th>Minutes</th>
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<tbody>
<tr>
<td>Total Time in-class time (per class)</td>
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</tbody>
</table>

Section Two
Independent Student Work/Engagement

<table>
<thead>
<tr>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Independent Student Work Time (per class)</td>
</tr>
</tbody>
</table>

Total Expected Seat Time Reported (sec 1 + sec 2) = 0 x per wk 0 x weeks 0 Total Hrs 0

ean Approval: ___________________________ Date: __________

\(^1\) Actual instructional time of instructor presentation and interactive discussion via video, live chat, etc.

\(^2\) By assignment, list all outside of class activities and requirements for student engagement. Be sure to include time estimates for writing, reading, research, study, practice, wikis, discussion forums, preparing presentations/videos, and all course-related activities. Estimate time amounts considering the amount of time that a C student would take to make a passing grade on the assignment. When calculating reading time, consider the depth of the material, the technical nature of the content, and the time it would take to read (not skim) the assigned pages, including the illustrations. Writing time should include formatting, proof-reading, editing, etc., in addition to composition. Research and organizational time used for a written assignment can be reported separately.
## E. WRITING RUBRIC – 25 POINTS

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Standard</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRUCTURE:</strong> appearance, format, grammar, citation</td>
<td>5 = Excellent grammatical construction free of errors; professional appearance; references complete and properly formatted.</td>
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<tr>
<td></td>
<td>4 = Clear and easy to read. Editing has been careful and most grammar/spelling mistakes have been found. Style may be a bit labored.</td>
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<td></td>
<td>3 = contains several minor grammar/spelling errors. Reasonably easy to read and syntax leaves little doubt about the intended meaning.</td>
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<td></td>
<td>2 = Labored, with some sentences or paragraphs improperly constructed. May be difficult to make out what the writer is trying to say because of improper word use, but grammar/spelling mistakes are infrequent.</td>
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<tr>
<td></td>
<td>1 = Poor syntax; difficult to read and understand. Substantive failure to edit is shown by frequent grammar/spelling mistakes.</td>
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<td></td>
<td>0 = Has not been edited by anyone, least of all the writer. Incomprehensible, full of spelling and grammatical errors.</td>
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<tr>
<td><strong>CONTENT:</strong> originality, topic, following directions, synthesis and analysis</td>
<td>5 = Topic has been addressed. Opposing &amp; supporting evidence are presented. Analysis as well as synthesis is evident.</td>
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<td></td>
<td>4 = Considerable thought has been spent on opposing and supporting evidence, but certain viewpoints have been ignored or slighted.</td>
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<td></td>
<td>3 = Evidence of time and thought being spent on topic. Consideration has been reasonably thorough.</td>
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<td></td>
<td>2 = Some thought has been given to either the supporting or opposing evidence, but there are signs of a lack of depth.</td>
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<td></td>
<td>1 = Consideration of both supporting and opposing evidence has obviously been shallow.</td>
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<tr>
<td></td>
<td>0 = The topic was not considered.</td>
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<tr>
<td><strong>ORGANIZATION:</strong> theme, thesis, introduction, content, developed points, transitions</td>
<td>5 = Well-developed main points explain the thesis. Supporting examples are concrete and detailed. The narrative is developed with a consistent and effective point of view. Clearly developed thesis with logical progression of support.</td>
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<td></td>
<td>4 = Stated thesis with introduction, conclusion and several relevant points.</td>
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<tr>
<td></td>
<td>3 = Stated thesis with weak argument and support.</td>
<td></td>
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<tr>
<td></td>
<td>2 = No thesis statement. May lack organization and support.</td>
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<tr>
<td></td>
<td>1 = No discernable organization. Transitions are not present. Goes off on many tangents.</td>
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<tr>
<td></td>
<td>0 = Incomprehensible meandering.</td>
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<tr>
<td><strong>FAITH-BASED CONSIDERATIONS</strong></td>
<td>5 = Demonstrates understanding of Christian worldview and biblical principles within subject matter.</td>
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<tr>
<td></td>
<td>4 = Addresses Christian worldview and biblical principles within subject matter, whether or not the writer agrees.</td>
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<td></td>
<td>3 = Christian worldview is addressed without sufficient evidence, opposing views or biblical support.</td>
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<td>2 = Bible knowledge addressed is misapplied or out of context.</td>
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<td></td>
<td>1 = Faith-based issues are shallow or superficially addressed.</td>
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<td></td>
<td>0 = Faith-based consideration is absent or ignored.</td>
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<tr>
<td><strong>ACADEMIC EXCELLENCE</strong></td>
<td>5 = Demonstrates an aptitude for upper level writing</td>
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<td></td>
<td>4 = Demonstrates excellent writing skills but needs minor improvements for upper level writing.</td>
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<td></td>
<td>3 = Demonstrates good writing skills but needs to improve on some weaknesses.</td>
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<td></td>
<td>2 = Demonstrates good thought patterns but writing skills need improvement.</td>
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<td></td>
<td>1 = Writing poorly reflects the assignment and/or the student’s abilities.</td>
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<td></td>
<td>0 = Writing has no regard for collegiate standards.</td>
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FINAL GRADE _________
F. Academic Referral Form

SOUTHWESTERN CHRISTIAN UNIVERSITY
ACADEMIC REFERRAL FORM

Student: ______________________________________  Date: ________________

Faculty: ______________________________________  Class: ________________

Other Students Involved: _______________________________________________________

Type of Incident (Check all that apply):

- Cheating on Exam
- Unintentional Plagiarism
- Level 1 Plagiarism ³
- Level 2 Plagiarism ⁴
- Level 3 Plagiarism ⁵
- Other: __________________________________________________________________

*** Please attach copies of papers, exams, or sources deemed necessary ***

Comments: ___________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

_______________________________________ ______________________
Faculty Signature               Date

OFFICE USE ONLY

Action Taken: ________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Follow-up: ________________________________________________________________
______________________________________________________________________________

_______________________________________ ______________________
Signature of Academic Dean             Date

³ Level 1 = quite possible the student sincerely did not recognize that this is a form of plagiarism.
⁴ Level 2 = Student has incorporated someone else’s work into their document without proper documentation. Quoted material is passed off as paraphrased. Student does not disclose sources of information within the body of the paper (though it may be found within the work cited page).
⁵ Level 3 = Student has blatantly attempted to pass someone else’s work off as their own.
G. Campus Map

Southwestern Christian University
Campus Map 2013 – Buildings

Buildings:
- Administration Building, 7
- Adult Studies, 10
- Bell Center, 9
- Center for Student Success, 12
- Chapel, 4
- Collins Chapel, 1
- Conference Center, 6
- East Dorms, 11
- Glass House, 11
- Global Ministry Center, 3
- Irwin Hall, 9
- Library, 7
- Light Hall, 9
- Music, 2
- North Dorms, 6
- Patrick, 8
- Pickens-Springer Gym, 13
- Roberson, 5
- Wellness Center, 13

Services/Offices
- Academic Affairs, 7
- Admissions, 5 (R116)
- Adult Studies, 10
- Athletic Director, 13
- Business, 7
- Chief Financial Officer, 7
- Coaches, 13
- Computer Lab, 7
- Financial Aid, 7
- Graduate School, 5 (R101)
- Information Technology, 7
- Institutional Review & Assessment, 7
- Library, 7
- Online Studies, 10
- President, 7
- Registrar, 7
- Student Affairs, 7
- Student Support, 12

Parking: (A-I)
Best Parking for Faculty: A, C, B, F, E
No Parking Zones: H and G
Handicap Parking Access to Library: E