

EVANGEL UNIVERSITY  
ADULT STUDIES

**Faculty Handbook**

2013 - 2014

# EVANGEL

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# UNIVERSITY

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## ADULT STUDIES

## Faculty Handbook

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Acknowledgements and thanks to Cornerstone University and adult education colleagues.

# ADULT STUDIES FACULTY HANDBOOK

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## SECTION I: ORGANIZATION AND GOVERNANCE

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### **EVANGEL UNIVERSITY**

Evangel University is a private university established in 1955 by the General Council of the Assemblies of God. Although the church had earlier established several schools for the purpose of ministerial education, Evangel was the first national college of arts and sciences for the church.

The founding of Evangel was a realization of the long-held view that the church had responsibility for the educational needs of those not seeking ministerial training.

The campus was established in Springfield, Missouri, on eighty acres containing eighty-four frame buildings of the U.S. Army's World War II era, the O'Reilly General Hospital. The Evangel College began with eighty-seven students from twenty-six states and a faculty and administration of seven.

Over the course of fifty-two years the institution has grown and developed into a comprehensive institution of 1900 students and 100 full-time faculty members. The campus is now well developed with sixteen major buildings. Evangel University has purposely sought to maintain its close relationship to its sponsoring church and to support the work of the church.

### **MISSION STATEMENT**

The mission of Evangel *"is to provide opportunities for Assemblies of God individuals to develop academically and intellectually in an accredited Christian liberal arts educational program and to inspire them within a Pentecostal environment to develop spiritually, emotionally, and culturally in order to use their chosen careers to serve both God and humankind."*

### **ADULT STUDIES MISSION STATEMENT**

The administration and faculty conducted preliminary research into adult degree programs during the 1990s and found such programs to be beneficial to many Council of Christian College and University institutions and the adult students they served. The implementation of Evangel's Degree Completion program in 2001 helped the University achieve one of the strategic goals identified in Vision 2001--the expansion of academic programs. The mission of the Adult Studies Program is *"to expand access to education for working adults by providing applied and accelerated classes so that adults may achieve personal, professional, and academic goals in an environment supportive of faith and learning."*

### **OBJECTIVES**

Objectives and goals fall into two categories: some can be measured through the collection of empirical data; others cannot be empirically measured, but they still encourage the community to work toward ideals. This latter type is often found within institutions like ours that emphasize attitudes, values, awareness, and appreciation. Evangel University has the following objectives for all of its students:

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- To think clearly, reason logically, and communicate effectively as a free individual who knows Christ as Lord
- To appreciate the beauty of nature, the arts, and literature through the humanities
- To understand the physical universe through the sciences in the light of biblical and natural revelation
- To be an active and contributing part of the life of the church and the community
- To evaluate the moral universe and live by the highest values
- To maintain a healthy and vigorous body as an instrument for good
- To prepare for professional postgraduate study or a meaningful career
- To encourage understanding and appreciation for the multicultural heritage of humankind
- To develop a social awareness and compassion for human need through a study of the social sciences

### **PHILOSOPHY OF CHRISTIAN LIBERAL ARTS EDUCATION**

The general purpose of Christian education is to educate persons to live the life of faith. Faith is the appropriate response of the human person to God's self-disclosure in general revelation and in special redemptive revelation. To respond appropriately to this revelation means to believe in the person of Christ as revealed in Scripture. It is to place one's loyalty, allegiance and confidence in Christ to such an extent that life gets its meaning, and decisions get their pattern, from the primacy of this personal relationship. This Christian life is lived in two basic communities--the Christian community and society.

Christian liberal arts education is comprised of extensive and intensive study of certain academic disciplines. Disciplines have a particular content, a conceptual framework and methods for discerning truth. Christian education in the disciplines implies study of God's creation, illuminated and directed by God's special revelation in Scripture. The faculty member at Evangel will integrate the discipline with biblical revelation with a view to Christian understanding of the discipline and the formation of the Christian worldview in the learner.

Education also seeks to develop certain competencies in the learner. Communication skills include reading, writing, speaking, listening, and presenting. These skills are necessary for disciplined study of any aspect of reality. Critical thinking skills and personal wellness transcend any specific discipline and are necessary for scholarship and a healthy life respectively.

To fulfill the stated objectives, Evangel University seeks to provide a living and learning experience in the Judaic-Christian tradition which brings

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fulfillment of the whole person with emphasis on his spiritual, intellectual, cultural, and physical and emotional development.

### *Spiritual Development*

Evangel University seeks to assist the student in spiritual development. In concrete terms, the student should acquire an awareness of the relationship of his education to a personal conversion based upon faith in Jesus Christ. The student should recognize and experience the Baptism of the Holy Spirit. He should be encouraged to live a Spirit-filled life, and to acquire an understanding of the Word of God, church history, and missions. These forces will enable him to take a place of leadership and effective witness in the church, in the home, and abroad.

### *Intellectual Development*

Evangel University encourages each student to be intellectually curious, to think creatively, to achieve mastery of essential facts, and to use those facts in reaching logical conclusions and in mankind choices that are compatible with a theistic world view. Ideally, the student will discover his abilities and begin developing them to the maximum. He should make a commitment to a lifetime pursuit of truth and new knowledge.

### *Cultural Development*

When Christ is Lord of the student at Evangel University, it will help him in his cultural and social development; in responding to the aesthetic values expressed in God's creation and the fine arts; in developing perceptiveness in the dynamics of the cultural components of religion, literature, artistic and scientific history; and in accepting responsibilities of citizenship in today's world and in the light of the claims of Christ. The student's effective participation in the life of the family, the church, the community, the nation, and the world as a mature person committed to Christ will also be enhanced.

### *Physical and Emotional Development*

Evangel University further seeks to assist the student in his physical and emotional development. He should learn to maintain the proper habits of physical and mental health which provide him with the vitality and strength to achieve fulfillment as a person and in serving his community as one who has made Christ his Lord. He should discover new skills for profitable service, recreation, and the constructive use of his leisure time.

**ORGANIZATION** Final authority in all matters is vested in the President, who reports to the Board of Directors. The president is responsible for oversight of the five vice presidents, who have clear areas of responsibility as set forth in the organizational chart that follows.

# SECTION I: ORGANIZATION AND GOVERNANCE

## Board of Directors

### President

Vice President Academic Affairs	Vice President Student Development	Vice President Business & Finance	Vice President Institutional Advancement	Vice President Enrollment Management
Academic Calendar Academic Council Traditional Adult Studies Graduate Studies Academic Departments Academic L/R Planning Academic Support Center Accreditation: AQIP, DESE, NCA, NCATE, NASM, CSWE Artist Series Assessment Athletics LifeWorks Career Development CROSSwalk Curriculum Education Media Faculty Handbook Faculty Personnel Graduate Studies Institutional Research International Students Library Archives Learning Resources Museum Professional Development Records and Registration Catalog Class Schedules Commencement & Baccalaureate Off-Campus Studies Seminars Student Fellowships Student Publications	Chapel Attendance Conference Services Event Mgmt System University Calendar Camps Housing Room Assignments Meal Plans Security Access Control Life Safety Parking Spiritual Life Campus Pastor Pastoral Care Student Ministries Student Discipleship Student Activities Activities Board Student Orientation Parent Orientation Student Clubs Student Union Student Government Student Life Commuter Services Residential Life Student Accountability Multicultural Affairs Student Handbook Wellness Center Counseling Services Health Services	Accounting Audits Bookstore Budget Control Cashier Construction Corporate Treasurer Disbursements Receivables Duplicating Employee Benefits Food Service Human Resources Information Technology Insurance Inventory Loans Investments Matching Gifts Payroll Physical Plant Post Office Purchasing Staff Personnel Switchboard Telephones Vehicles	Advertising Alumni Relations Annual Fund Capital Campaigns Church Relations Community Relations Donor Relations Endowment Development EU Family and Friends Fund Raising Grant Writing Homecoming Mailing Lists Matching Gifts Media Relations Music Tours Phon-a-Thon Planned Giving Public Relations Publications Scholarships Endowments Special Events Groundbreakings Video Productions Vision Magazine	Financial Aid ACG and Smart Grant Award Packaging Consortium Agreements Federal Programs Perkins Repayment Scholarships Student Accounts Student Loans Work-Study Contracts Undergrad Admissions EU 24 Unplugged Amplified Marketing Recruiting Open Houses Adult & Grad Studies Admissions Admissions Decisions Campus Visit Days Founders Day Pre-Registration Tele-Counseling Website

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### **INTRODUCTION TO ADULT EDUCATION**

The adult programs are designed to provide adults with the opportunity to attend college as full-time students while maintaining full-time employment. Structured according to the recommendations by the Council for Adult and Experiential Learning (CAEL), the program is similar to more than 350 adult programs nationwide. Classes meet for four hours one night a week, enabling adults with approximately two years of previous college credit to finish degrees in less than two years. The seminar-style classes provide opportunity for working adults to share how text theory applies to their current work environments.

Four degree programs are offered through the Adult Education Department: Associate of Arts in General Education (A.A.), Bachelor of Science in Management (B.S.), Bachelor of Science in Professional Communication (B.S.), and Bachelor of Science in Human Services (B.S.), Bachelor of Science in Church Ministries (B.S.).

### **BACCALAUREATE ACCELERATED DEGREE PROGRAMS**

Upon acceptance into a program major, learners are assigned to a cohort (a group of approximately 20 adult working professionals), all of whom are completing degrees. The cohort progresses through core courses together, meeting for class four hours a week for five weeks for approximately 20 months. Cohorts frequently form both work and study groups as members learn from and support one another throughout their college experience.

The accelerated nature of the program requires cohort members to commit to approximately 15 hours per week of study, research, reading, and writing. In-class lecture is often minimized as learners interact with one another discussing assigned readings and application of text theories to their respective work environments.

### **GENERAL EDUCATION REQUIREMENTS**

During the academic career, each student is required to include courses in General Education. The purpose of the general education requirement is to prevent narrow or early specialization, to encourage students to broaden their knowledge and interests, and to mature and unify students' outlooks so they will be better prepared to fill useful, rewarding places in society.

Since adult students have generally been exposed to diverse social and cultural issues and have already identified areas of desired specialization, the general education requirements for Adult studies students are more flexible than for the traditional Evangel student.

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General Education Requirements outside of the core program credits require 23 credits from specific areas:

Bible	9
Humanities	3
English/Speech	3
Natural Sciences	3
Behavioral Sciences	3
Social Sciences	3

Additionally, communication, civic affairs and church ministries majors require 3 credits of statistics.

### **BACHELOR OF SCIENCE PROGRAMS**

#### *Admission Requirements*

Students applying for admission to a bachelor adult studies program will have met the following requirements for full admission status:

- A cumulative grade point average of 2.0 on a 4.0 scale
- An official transcript from each previous college or university attended and a copy of DD214 (if applicable)
- A minimum of three years of full-time, relevant work experience
- A completed application accompanied by a \$25 application fee
- Writing sample in response to prompt on application
- Signed Evangel University Lifestyle Covenant agreement
- Access to daily e-mail
- Three personal recommendations from individual who can assess Christian character, academic ability, and professional qualities

#### *Graduation Requirements*

A total of 124 semester credit hours is required for graduation from the *Requirements Adult Studies Program*. The credits are divided into three components: prior college work and core program credits.

All candidates for a Bachelor's degree must fulfill the following minimum requirements:

1. Completion of 124 semester credits, including the General Education requirements. At least 36 of these credits must be upper-division credits (300-400 courses.)
2. At least 30 of the final 40 semester hours of credit prior to graduation must be completed in residence at Evangel University.
3. A student must earn a cumulative grade point average of 2.00 on all semester hours earned at Evangel University.
4. All Adult Studies students must demonstrate proficiency in

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written English prior to completion of the second term at Evangel. Proficiency can be achieved by

- passing the CLEP test with essay,
  - transferring Advanced Placement or International Baccalaureate composition credits,
  - pass the ACT/SAT essay test with an 8, 9, 10, 11 or 12 passing the English proficiency test. Students who do not demonstrate proficiency by the prescribed time are prohibited from enrolling in courses until they pass the proficiency test **on campus**.
5. All students graduating from Evangel University must demonstrate mathematics proficiency (quantitative literacy) in one of five ways:
- by passing the quantitative literacy examination offered by Evangel;
  - by passing an Advanced Placement statistics course;
  - by passing a course satisfying quantitative literacy standards such as MTHA 210, SOCA 210, MGTA 210.
  - by passing a course at another institution equivalent to one of the courses listed in (3); or
  - by passing a DANTES examination in statistics (if available).

Specific approval of the faculty is needed for graduation. In addition to the academic achievement of the student and his/her participation in co-curricular activities, faculty approval is based on evidence of spirituality and social development in keeping with the standards of Evangel University.

Adult studies students may participate in the full graduation ceremony if (1) they have a grade point average of 2.0 or higher, and (2) they have no more than 12 credits remaining after March 1 of the current year.

### *Honors*

Adult studies students and all transfer students must have earned at least 60 credit hours at Evangel University with a grade honor point average of at least 3.60. The calculation for honors for transfer students is then based on all credits earned at Evangel and all credits accepted in transfer.

Honors are awarded for academic work performed during a student's undergraduate program. The baccalaureate degree is conferred "cum laude" on a student whose grade honor point average is at least 3.60 but below 3.75. A student whose average is at least 3.75 but below 3.90 receives the degree "magna cum laude." A student whose average is 3.90 or above receives the degree "summa cum laude." The grade honor

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point calculation is calculated by the cumulative record of all semesters.

### **DEGREE PROGRAMS**

*Bachelor of  
Science in  
Management  
(Seated & Online)*

A degree in management prepares adults for leadership in any organizational *Business* setting. The program provides graduates with the managerial skills of managing, organizing, leading, and directing. Because it is a flexible degree, the BS in Management degree frequently opens the door for promotion in one's current work environment or leads to other opportunities which require the Bachelor's degree.

#### Bachelor of Science in Management Core Courses

MGTA 200	Christian Development & Life Planning	3
BUEA 335	Management Communication	3
MGTA 235	Organization Design & Management	3
MGTA 347	Marketing in a Global Society	3
MGTA 343	Managing Human Resources	3
MGTA 210	Statistical Analysis	3
ACTA 346	Accounting Principles for Managers	3
MGTA 349	Human Behavior in Organizations	3
MGTA 341	Production and Operations Management	3
ECNA 331	Managerial Economics	3
MGTA 410	Performance Management and Analysis	3
MGTA 332	The Legal Environment of Business	3
FINA 363	Finance Fundamentals	3
MGTA 446	Strategic/Project Management	3
MGTA 422	Business Through the Eyes of Faith	3

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### **Bachelor of Science in Management Core Course Descriptions**

#### **Christian Development and Life Planning (3)**

Learners will explore the non-traditional nature of adult education and complete various self-assessment instruments designed to provide a cognitive base for personal understanding and career planning.

#### **Management Communication (3)**

Learners demonstrate writing and speaking skills essential for effective managers. Studies include intercultural communication, gender- and diversity- related issues, media, crisis, and conflict resolution.

#### **Organization Design & Management (3)**

Learners apply management theories to analyze their work environments in view of organizational structure and environments, managerial roles, and individual and group processes.

#### **Marketing in a Global Economy (3)**

Learners investigate basic marketing theory and terminology through the analysis of workplace practices and case studies. They will identify critical marketing data and develop solutions to problems in their work environments.

#### **Managing Human Resources (3)**

Learners analyze their work environment and methods of planning, staffing, training, and developing human resources. A survey of assessment, compensation, and labor relations strategies will be presented, as well as the legal aspects of human resource management

#### **Business through the Eyes of Faith (3)**

Learners apply Biblical principles to guide business decision making and values formation.

#### **Managerial Economics (3)**

Learners explore principles of economics essential for managers, including the U.S. economy, national output, employment levels, economic growth, inflation and a global perspective.

#### **Statistical Analysis (3)**

Learners study such topics as collection, analysis and presentation of data related to business; measures of central tendency and dispersion; elementary probability; linear correlation; and hypothesis testing.

#### **Accounting Principles for Managers (3)**

Learners survey financial tools available to the manager in decision making and learn to read and understand accounting documents, including income statements, balance sheets, cash flow projections, budgets, changes in financial position, and ratio analysis.

#### **Finance Fundamentals (3)**

Learners study principles and problems involved in the finance function of firms, including taxes, cash flow, capital management, budgets, time-value of money, and investments.

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### **The Legal Environment of Business (3)**

Learners survey laws regulating business activities, principles governing contracts, negotiable instruments and sales including research of laws applicable to their work environment

### **Productions & Operations Management(3)**

Learners will apply quantitative techniques, using mathematical models, to assist in the decision-making function of management.

### **Human Behavior in Organizations (3)**

Learners will develop knowledge and management skills related to individual and group relations in organizations.

### **Performance Measurement and Analysis (3)**

Learners will increase skills in developing, analyzing, and implementing the use of appropriate performance measures and will integrate the concepts of Corporate Lifecycles, Balanced Scorecard, and a variety of performance measurement tools.

### **Strategic/Project Management (3)**

Learners will develop knowledge and skills regarding the formulation, implementation, and management of effective business strategies for an organization or work unit.

### *Bachelor of Science in Professional Communication*

Communication majors prepare for careers in diverse fields, including public relations, advertising, media, and ministries. Learners study communications while incorporating theory, history, and application of a variety of media (electronic, broadcasting, print, and multimedia).

#### Bachelor of Science in Professional Communication Core Courses

COMA 290	Communication Research and Skills/online	3
COMA 270	Adult Learning & Corporate Technology	3
COMA 113	Historical Media Perspective	3
COMA 214	Corporate and Media Writing	3
COJA 314	Editorial Management	3
COMA 322	Communicating at Work	3
COMA 333	Promotional Communication	3
COSA 346	Organizational Communication	3
COMA 490	Christian Media Ethics	3

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COJA 341	Technical Writing/online	3
COMA 345	Desktop Publishing	3
COJA 422	Electronic Communication	3
COBA 355	Digital Communication	3
COBA 353	Filmmaking for Commercial Production	3
COMA 470	Communication Through the Eyes of Faith	3
COMA 348	Communication Workshop	3

### **Bachelor of Science in Professional Communication Core Course Descriptions**

#### **Adult Learning and Introduction to Communication Technology (3)**

Learners will explore the nontraditional nature of adult education and complete various self-assessment instruments designed to provide a cognitive base for personal understanding and career planning in the field of communication. Specific detail is given to current industry standard information and technologies. Learners will be introduced to electronic media skills that prepare them for course work in the program.

#### **Historical Media Perspective (3)**

Learners analyze traditional mass media from both an historical and a cultural perspective. Special attention is given to media theories and effects, media operations, and social and economic problems in the media. Studies include print and electronic media, the Internet, social media and mass media ethics and law, and how they influence corporate America.

#### **Corporate and Media Writing (3)**

Learners demonstrate their abilities to write and edit for all forms of media, including print, electronic media and advertising/public relations. The course includes practical experience in information gathering, organizing, and writing with emphasis on style, structure, and techniques appropriate to the various media formats and business writing.

#### **Editorial Management (3)**

Learners explore news judgments and methods of gathering and writing news. The course also includes the theory and practice of editing copy, writing for news outlets, and organizing information for corporate reports.

#### **Communication Through the Eyes of Faith (3)**

Learners apply biblical principles to guide business and personal decision-making . Coming from a pragmatic perspective, adult learners examine how their core values have been formed and discuss ways to continue to grow in faith-based principles in a corporate environment.

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### **Communicating at Work (3)**

Learners apply communication theories to analyze their work and social environments. Topics include communication system theory, language discourse, message reception and receiving, social and cultural realities, interpersonal and trait theories, and critical theories. More than a theory class, this course provides learners with first-hand information that they can use in their professional and personal life.

### **Electronic Communication (3)**

Learners explore the “how-tos” of radio, television, and new media. This course provides practical training with theory-based instruction. Students work with audio and video production techniques, electronic writing formats, and methods used to produce on-air programming and television productions. Additional instruction for producing corporate news releases is also provided.

### **Technical Writing (3)**

Learners demonstrate their skills in writing tasks specifically encountered in the work world. These include various types of business correspondence, mechanism and process description, instructions, proposals, and reports and manuals.

### **Desktop Publishing (3)**

Learners demonstrate designing and editing skills essential for creating marketing and promotional pieces from the initial concept to final fulfillment. Specific attention is given to the principles of design, typography, paper and ink, print estimating and product delivery. Learners get acquainted with industry-standard software, primarily the Adobe Suite. Students will prepare a final project that will become a part of the learners’ future portfolio.

### **Digital Media (3)**

Learners are introduced to the development of computer media on the World Wide Web using text, visuals, animation, audio and video. Always changing, the learners will be using current software programs, studying current Web page design, and working on multimedia elements for websites.

### **Filmmaking for Commercial Production (3)**

Learners explore the film industry, specifically basic film production and digital film technologies. This course emphasizes motion photography, film editing, digital video and non-linear editing. Also covered are film genre and history. Special attention is paid to current uses of film and video in commercial production techniques.

### **Christian Media Ethics (3)**

Learners evaluate personal values, ethics and worldviews in light of their media knowledge and biblical perspective. Learners discuss the meaning of truth while seeking to challenge themselves to a higher standard.

### **Promotional Communication (3)**

Learners discover the basic techniques of advertising and public relations. Topics covered include copywriting, designing, strategy and execution. Careful consideration is given to clarifying the differences, but also the important interrelationships between advertising, public

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relations, and other parts of integrated marketing communication.

### **Organizational Communication (3)**

Learners develop an awareness of group dynamics and the employment of small groups in the processes of information seeking and problem-solving. Emphasis is given to the theory and practice of communication in organizations, as well as practical application through the assessment and identification of communication problems in organizations.

### **Communication Workshop (3)**

Learners demonstrate their learned communication skills through a comprehensive workshop experience, preparing portfolio work in print, promotions, electronic and digital media. Students work individually and as part of a creative team, preparing materials that will build their portfolios for a career in the corporate communication field.

### **Communication Research and Skills (3)**

Introduction to research and study skills necessary to the communication field, emphasizing editing, proofreading, source gathering, organizing, grammar review, and writing. (15 wk online)

### *Bachelor of Science in Human Services*

The Human Services degree prepares graduates to make a difference in the lives of others through positions which serve public and private agencies, ministries, and government organizations. The Occupational Outlook Handbook suggests that the number of social and human service professionals will grow much faster than the average for all occupations between 2000 and 2010, ranking it among today's most rapidly growing professions.

### **Bachelor of Science in Human Services Core Courses**

BEHA 296	Behavioral Sciences Seminar	3
SWKA 233	Introduction to Human Services	3
BEHA 111	Essential Christianity and Human Services	3
PSYA 237	Human Growth and Development	3
SOCA 232	Community Interventions to Social Problems	3
SWKA 333	Helping Skills in Human Services	3
PSYA 366	Introduction to Applied Group Processes	3
SWKA 340	Assessment and Case Management	3
SOCA 332	Culture and Diversity	3

## SECTION II: OVERVIEW OF PROGRAMS

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SOCA498	Practicum Seminar	3
SOCA 210	Statistical Analysis	3
PSYA 371	Psychopathology	3
PSYA 365	Introduction to Counseling	3
SOCA 331	Sociology of the Family	3
PSYA 345	Intro to Research in Human Services	3
SOCA 445	Christian Worldview in the Human Services	3

### **Bachelor of Science in Human Services Core Course Descriptions**

#### **Essential Christianity and the Human Services (3)**

Learners will receive additional instruction in the concepts related to the integration of their faith with the Human Services profession. The course addresses some of the central concerns of the Christian life, with emphasis on three main areas: (1) spiritual formation for the learner and client, (2) biblical interpretation, and (3) integration of faith and learning within the framework of a Christian worldview in the Human Services.

#### **Behavioral Sciences Seminar (3)**

Learners will be introduced the Human Services program and exposed to the educational and professional options available. Opportunities for self-assessment are offered and guidance is given on how to maximize learning styles with course demands. Students are also oriented to professional writing and strategies for success in the Human Services program.

#### **Introduction to Human Services (3)**

Learners will study the philosophy, historical development, and major concepts of human services. The course serves as an introduction to the many facets of human services as a profession, including practice with special populations. Learners will be challenged to develop an understanding of the integration of professional practice with Christian perspectives.

#### **Human Growth and Development (3)**

Learners will survey the growth and development of the human organism. The biological and social stages of growth from conception to death are considered, with emphasis on the interaction of bio-psycho-social stresses on contemporary human development.

#### **Community Interventions to Social Problems (3)**

Learners will study selected social problems addressed by Human Service workers for the purpose of developing an understanding of the severity of the problems, as well as theories related to their root causes. They will explore approaches to the resolution of these problems

## SECTION II: OVERVIEW OF PROGRAMS

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within a Judeo-Christian framework.

### **Helping Skills in Human Services (3)**

Learners in this course will be exposed to core communication skills essential to developing helping relationships. Emphasis is on experiential role-playing and practice in nonverbal expression, active listening, exploration, constructive confrontation, conflict resolution and other interviewing skills essential to a professional helper. The end result of this course should be not only the development of these skills but also the wisdom to know when to use them.

### **Assessment and Case Management (3)**

Learners will study case management, a core component of service delivery in every sector of human services. Learners in this course will address case management roles, functions, models, fields of service, managed care, practice functions and policy issues.

### **Introduction to Applied Group Process (3)**

Learners will be introduced to the psychological dynamics of groups according to the various theoretical approaches. Emphasis will be given to both the knowledge content and personal awareness derived from group participation. Consideration is given to the applications of group skills in both secular and Christian settings.

### **Practicum Seminar (3)**

Learners will receive an orientation to the practicum placement and discuss issues impacting professional practice as human services workers. The practicum experience will include direct practice in a local social service agency under close professional supervision. Students are expected to provide 50 clock hours of service for each hour of academic credit.

### **Culture and Diversity (3)**

Learners will be engaged in a study of the relationship between minority and majority groups in the United States and the world. The origins of prejudice from historical and sociological perspectives and theories of inter-group relations are addressed. The development of effective Human Services programs for people of differing cultures will be addressed.

### **Statistical Analysis (3)**

Learners will be provided essential tools for statistical analysis. These tools will include descriptive statistics, including measures of central tendency and dispersion, vicariate analysis and correlation. Learners will also learn to do hypothesis testing using the following inferential statistics: t-tests, analysis of variance, regression, and nonparametric statistics essential for research and interpreting professional literature in human services. They will learn to present and interpret data in an ethical manner.

### **Psychopathology (3)**

Learners will address the theoretical approaches to psychopathology, the assessment of mental disorders, and a sampling of the present day classification system of disorders with respect to symptomatology and treatment. They will become familiar with the DSM-IV and assessment of Human Services clients.

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### **Introduction to Research in Human Services (3)**

Learners will be exposed to the ethical responsibilities related to research in the Human Services and the steps in conducting research. The steps presented include identifying a problem, selecting a research design, sampling, instrumentation and procedures. Students will learn to critique and to conduct research. Procedures for literature review and formulation of research reports are also addressed.

### **Introduction to Counseling (3)**

Learners will be introduced to the major schools of counseling and psychotherapy and will be assisted in developing a personal, theoretical orientation to Human Services. Attention is given to the underlying theoretical assumptions of each approach. Faith integration is emphasized through application of theories to particular case studies and in reaction papers.

### **Sociology of the Family (3)**

Learners will study the family as a social institution, including its functions and history, modern trends and changes and the relationship between the parent and child. Course application will provide opportunities to develop community and family interventions.

### **Christian Worldview in the Human Services (3)**

Learners will evaluate personal values, ethics and worldviews in light of biblical perspectives in this capstone course, addressing values and Christian ethics in the Human Services.

### *Bachelor of Science in Church Ministries*

The Church Ministries major has been developed for individuals interested in serving in a leadership position in a church as a pastor, staff member, or lay leader. The major provides a balanced mix of courses in four areas: Bible and Theology, Christian Worldview and Contextualization of biblical concepts, church ministry values and skills, and church leadership and administration. Students completing the major will have a thorough understanding of the requisites for ministry in a church setting and will have completed necessary coursework to apply for credentials as a clergy person with the Assemblies of God.

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### **Bachelor of Science in Church Ministries Core Courses**

CHMA 201	Introduction to Church Ministries	3
BIBA 360-369	OT Book Study	3
SERA 310	Spiritual Formation and Discipleship	3
THEA 216	Introduction to Theology	3
CHMA 446	Strategic Planning for Church Ministries	3
BIBA 370-379	NT Book Study	3
BIBA 337	Hermeneutics	3
CHMA 365	Church Administration & Financial Management	3
SERA 320	Public Speaking and Preaching	3
SERA 498	Church Ministries Practicum	3
CHMA 324	Church Polity and Law	3
THEA 447	Biblical Theology	3
THEA 434	Pentecostal Foundations	3
CHMA 420	Pastoral Counseling	3
RELA 334	Comparative Religions and Apologetics	3
CHMA 460	Effective Leadership in the Church	3

### **INTRODUCTION TO CHURCH MINISTRIES (3)**

This course will allow students to identify their strengths and giftings in application to church ministries. Students will apply critical thinking skills necessary to succeed in the Church Ministries program. Students will be presented the protocols for academic writing and interaction. An overview of the subjects covered in the Church Ministries program and opportunities for application of the program to the field of Church Ministries.

### **OLD TESTAMENT BOOK STUDIES (3)**

Selected and concentrated studies in Old Testament books or problems, including readings

## SECTION II: OVERVIEW OF PROGRAMS

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surveying the entire Old Testament. Each course includes a unit on procedures for interpreting the Bible. The department reserves the right to select the specific book study to be offered.

Prerequisite: BIBL 115

### **SPIRITUAL FORMATION AND DISCIPLESHIP (3)**

A study of the theory and practice of spiritual formation and Christian discipleship. Attention will be given to the reflective discipline of one's own individual journey with God in personal spiritual development. Provides a theological and practical groundwork for participating in the local church and sharing one's faith in the community.

### **INTRODUCTION TO THEOLOGY (3)**

Survey of Christian theology, including a study of the Statement of Fundamental Truths of the Assemblies of God.

### **STRATEGIC PLANNING FOR CHURCH MINISTRIES (3)**

Examines the leader's role in establishing and communicating a church's vision, goals and objectives, and programs to accomplish the church's mission. Practical instruction will be provided for creating a comprehensive and strategic church calendar, innovative service programming, and leading effective church ministry teams.

### **NEW TESTAMENT BOOK STUDIES (3)**

Selected and concentrated studies in New Testament books or problems, including readings surveying the entire New Testament. Each course includes a unit on procedures for interpreting the Bible. The department reserves the right to select the specific book study to be offered.

Prerequisite: BIBL 116

### **HERMENEUTICS (3)**

An intensive study and application of biblical interpretation.

### **CHURCH ADMINISTRATION AND FINANCIAL MANAGEMENT**

A study of church administration including: incorporation, parliamentary procedure, clergy tax, building maintenance, and risk management. Examines issues related to administering church staff, board, and relationships with fellowship. Overview of church financial systems and procedures.

### **PUBLIC SPEAKING AND PREACHING (3)**

Preparation of public presentations for use in the church, including sermons, public Bible studies, devotional addresses, and storytelling. Attention to aids and reference sources, types and styles of public presentations in the church, and outlining and constructing public presentations for specific audiences and occasions. Involves preparing and delivering one or more public addresses.

### **CHURCH MINISTRIES PRACTICUM (3)**

Supervised field experience in a church or para-church setting for a practical application of the knowledge, values, and skills necessary for effective church ministry. Exposure to a variety of ministry settings and responsibilities.

## SECTION II: OVERVIEW OF PROGRAMS

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### **CHURCH POLITY AND LAW (3)**

Ministerial and church legal issues. Course provides a basic understanding of the application of civil law to churches and ministers, using case studies to illustrate key points. The laws affecting religious bodies in such matters as incorporation procedures, contracts, deeds, bonds, and other instruments are studied. The course also looks at insurance, legal liabilities of the church, and criminal law as it relates to pastoral ministry. Overview of polity of the Assemblies of God Fellowship.

### **BIBLICAL THEOLOGY (3)**

Introduction to the major themes in the Old and New Testament with special attention to hermeneutical issues. Overview of Biblical Theology discipline. Prerequisite: THEO 216

### **PENTECOSTAL FOUNDATIONS (3)**

Intensive study of the history and theology of Pentecostalism.

### **PASTORAL COUNSELING (3)**

Theoretical basis for dealing with individual and family problems and religious perplexities of church members. Personality abnormalities and professional referral are considered.

### **COMPARATIVE RELIGIONS AND APOLOGETICS (3)**

A study of the living religions of the world. Compares their backgrounds, philosophies, teachings, and influences, and examines their relations to the Christian faith. Includes an examination of the apologetic task, biblical responses to the common barriers to faith, and a critique of opposing worldviews with a focus on effective communication of the Gospel.

### **EFFECTIVE LEADERSHIP IN THE CHURCH (3)**

An introduction to the biblical characteristics of the leader through examination of biblical examples of leadership from a biblical-theological approach. Attention given to leadership development, integrity, ethics, vision, Spirit-empowerment, servanthood, and mentoring. Exposure to current leadership trends, models, and methodologies in the church.

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### **ASSOCIATE OF ART GENERAL STUDIES**

The Associate of Arts in General Education requires 60-credits. The Associate's degree can serve as preparation to enter one of the Adult studies programs, or it may serve as a terminal degree. A majority of the accelerated adult general education classes meet on Saturday mornings and enable students to maintain full-time employment while attending the University full time.

The level of academic performance required for the Associate of Arts degree is the same as for the baccalaureate degree. A cumulative grade point average of 2.00 is required. At least 30 semester credits must be taken in residence, including the final 24 before earning the Associate of Arts degree. Graduates of A.A. programs must also pass the English Proficiency Examination and meet the mathematics proficiency requirements as set forth above.

### **Associate of Arts in General Studies Degree Requirements**

<b>Courses</b>	<b>Credits</b>
English Composition (ENGA 111)	3
Humanities (See 4-year General Education requirements)	11-12
Social Science (See 4-year General Education requirements)	11-12
Natural Science (4 in lab science)	7
Bible (BIBA)	9
B.A. or B.S. requirement (See 4-year B.A. or B.S. requirements)	6-8
*Stats	
Physical Education (PHED 112)	1
Electives	<u>9-13</u>
	60

## SECTION III: CONDITIONS AND POLICIES OF EMPLOYMENT

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- INTRODUCTION** This section explains the conditions of employment of each faculty member and becomes a part of the faculty contract. The terms of this section may be revised by Evangel University and are in effect when amended. Full-time Evangel faculty members are also responsible to the policies of the University Faculty Handbook.
- FACULTY QUALIFICATIONS AND STATUS** The key to success of Adult Studies programs is largely due to the highly qualified Adult faculty assigned to the classroom. Faculty members who teach are dedicated to the integration of academic content, practical experience and a Christian worldview. The criteria for faculty selection are as follows:
- Adult Studies Academic credentials appropriate to the content and degree level
  - Adult experience in area of teaching
  - Desire to invest in the lives of adults
  - Willingness to conform teaching methods to Adult Studies models
  - A personal relationship with Jesus Christ and an active Christian commitment and theology
- FACULTY SELECTION** Faculty members are recruited by Program Coordinators in conjunction with the department chair. Prospective adjunct faculty will be approved via the following process:
1. Recommendation of Program Coordinator based upon academic preparation, professional experience, and faith
  2. Receipt of the following:
  3. Adjunct Faculty Application
  4. Academic transcripts (unofficial acceptable)
  5. Initial meeting with the Director of Adult Studies
  6. Interview with the Academic Dean
  7. Interview with the President
  8. Once approved, a candidate will receive a letter and contract via US Mail.
  9. Generally, new faculty members are scheduled to be observed and evaluated during the first course they teach. New faculty members may have a meeting to review student evaluations and their faculty observation after teaching their first course

## SECTION III: CONDITIONS AND POLICIES OF EMPLOYMENT

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### **CONDITIONS OF EMPLOYMENT**

In addition to classroom teaching, AS faculty will be contracted to:

- Submit textbook information along with the signed contract
- Post the syllabus in standard AS format through the faculty portal two weeks prior to the course start date
- Provide adult students with telephone and e-mail support as needed during the term
- Be available, or arrange for a qualified designee to be available, to provide support and guidance to students, as requested, on the designated support night during the weeks of instruction
- Provide grades to the Adult Studies office or entered through the portal within one week of the last class

### **CONTRACT POLICIES**

1. Tenure is not affected by Adult Studies Program employment
2. Salary is paid in monthly installments during the weeks of instruction
3. Contracts are contingent upon there being sufficient enrollment in the course
4. Contracts must be signed and returned within thirty days of the date of the President's signature or they become invalid
5. AS contracts are issued three times a year, fall, spring and summer. Depending on the term in which a class is scheduled, faculty members will receive their contracts sometime prior to the beginning of the instruction period. Please contact the AS Administrative Assistant with questions about the specific date a contract will be issued.
6. On or before the first day of employment, an adjunct faculty member must complete the appropriate personnel and payroll forms for the Human Resources Department and Security

### *Adjunct Faculty*

Adjunct faculty members are employed on a course-by-course basis by the University. Adjunct faculty are not covered by the University compensation and benefit provisions and are responsible only for those duties specified in the individual contract.

### *Absences/Substitutes*

Since an absence of one week in the accelerated program equals one-fifth of the entire course, faculty members must not accept a contract to teach a course knowing they will be unavailable for any part of the contract period. In unusual or extreme situations the contracted faculty member may seek approval from the Program Coordinator, who must approve any substitute or guest speaker. Compensation for approved substitutes will be the full responsibility of the contracted instructor.

Since students are provided a complete schedule at the beginning of the program, under no circumstances should classes be rescheduled. The exception to this policy is the event the University cancels class due to weather or unforeseen circumstances. In that event, the make-up class should be scheduled within the next seven days.

## SECTION III: CONDITIONS AND POLICIES OF EMPLOYMENT

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<i>Compensation</i>	Faculty members are compensated per credit hour. Deductions from the salary, which are mandated by law, are Social Security (FICA) and Federal Income Tax (FIT). State and local taxes may also apply.
<b>CLASS SIZE</b>	<p>The preferred cohort size is 20 students. When the number of qualified applicants for any cohort exceeds 20, every effort will be made to accommodate those students' desired start date. When a cohort exceeds 30, the cohort will be divided into two cohorts. When a cohort exceeds 25 students for at least 3 of the 5 weeks of instruction, the faculty member will be provided an additional stipend of \$50 per student above 25.</p> <p>Adult Studies general education courses will be limited to an enrollment of 30. A stipend of \$25/hour (maximum 10 hours) will be paid to faculty members teaching a science lab for each hour that is spent in lab preparation at the classroom site.</p> <p>The faculty member must complete a Supplemental Stipend Request form for documentation and payment (at the end of this section). An electronic copy of the form may be obtained via e-mail from the AS office.</p> <p>Guest speakers should be discussed with Program Coordinators who will confirm with the AS Director the availability of funds to provide an honorarium. Upon approval, a \$50.00 stipend will be paid to a guest speaker.</p>
<b>GUEST SPEAKERS</b>	
<b>FACULTY BENEFITS</b>	Adjunct faculty members will be issued an ID card. For the term of service, this entitles the faculty member and dependent family use of the library, campus facilities, and admission to athletic events.
<b>SAFETY AND LIABILITY</b>	<p>Evangel employees are covered by Worker's Compensation in the event of an injury due to an accident while on the job. This insurance is paid completely by Evangel. Should you lose work time or incur medical expenses because of a work-related accident, you will be compensated by the insurance company. Worker's Compensation payments are based on a percentage of the employee's wage to the maximum prescribed by law.</p> <p>If an accident occurs, regardless of severity, or if a condition involving University liability is noted, it should be reported immediately to the Human Resources Office. If an accident occurs after normal business hours, please call Security to report the incident. Under no circumstances must anyone on the University faculty assume any responsibility on the part of the University, even under what might appear to be obvious circumstances.</p>
<b>ACADEMIC FREEDOM</b>	Instructors are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching

## SECTION III: CONDITIONS AND POLICIES OF EMPLOYMENT

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controversial matters, which have no relation to their subject. Instructors are expected to approach their subject areas from a Christian worldview, meaning the presupposition that Scripture speaks centrally to everything in our life and world.

### **CONFLICT OF INTEREST**

A conflict of interest occurs when activities, ownership interests, or relationships outside the University have the potential of prohibiting independent judgment in the best interests of the University. Faculty members should not use students as a contact for business interests.

### **PERSONNEL RECORDS**

Official Adult Studies adjunct faculty files are kept in the AS Office. Faculty members may request in writing to review their personnel records except for information where the faculty member has waived the right of review, or where confidential references have been received without faculty right of review being specified. Access to view personnel records will be provided within ten working days of receipt of a written request.

#### *Transcripts*

All faculty members are requested to keep their transcripts up-to-date.

#### *Resume/Vitae*

Faculty members are required to keep a current resume/vita on file in the AS office.

### **EVALUATION**

Faculty members who teach in the AS program are evaluated by students each time they teach a course, using the online EU evaluation. Evaluations will be posted 1 week prior to the last day of class and removed 1 week following the last day of class.

Student responses from the instruments will be formatted into a summary document which will be provided to the instructor and Program Coordinator after the submission of final grades.

### **SEPARATION FROM THE UNIVERSITY**

All employees should be aware that they are employees “at will.” Therefore, just as the adjunct faculty member has the right to terminate employment with Evangel University at any time, with or without cause, the institution reserves the right to terminate the adjunct faculty member’s employment on the same basis.

### **EMPLOYMENT POLICIES AND PRACTICES**

#### *Equal Employment Opportunity*

It is the policy of Evangel University not to discriminate against any individual on the basis of race, color, national origin, sex, age, or non-disqualifying handicap, in matters of admissions, employment, housing, or services. The institution, under the guidelines of the Americans with Disabilities Act, is responsible for making reasonable accommodation to the limitations of qualified persons with a disability, and to provide them with employment opportunities to the extent practical.

## SECTION III: CONDITIONS AND POLICIES OF EMPLOYMENT

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AS faculty members who possess knowledge of such conditions should notify the Human Resources Department, who will see that the University's Affirmative Action Officer is notified.

Evangel University reserves the right to prefer persons who are active in the Assemblies of God Fellowship, for all employment-related purposes, who believe and conduct their lives consistent with the mission and goals of the University.

### *Sexual Harassment*

Evangel University is committed to the respect of the human dignity of every employee, student and guest on the campus. It is the intent of the University that no one be subjected to harassment, whether it is sexual, racial, and ethnic or of some other type. Harassment in any form, verbal, physical, or visual is incompatible with the biblical standard of Christian conduct and academic integrity. Harassment is strictly against University policy and will result in corrective action.

Sexual harassment is defined to include but not limited to:

Slurs, threats, derogatory comments, unwelcome jokes, teasing or sexual advances, and other similar verbal or physical conduct. Sexual harassment occurs when there are unwelcome sexual advances, requests for sexual favors, unwanted or uninvited verbal suggestions or comments of a sexual nature, or objectionable physical contact.

In the employment or academic environment, sexual harassment occurs when:

Accepting such conduct is, explicitly or implicitly, a term or condition of employment, or academic standing;

Or

Such conduct has a purpose or effect of unreasonably interfering with the work and or academic performance or creating an otherwise offensive working or academic environment.

Any employee, student, or guest who believes they have been a victim of harassment, or knows of one who has, should report it immediately to the appropriate coordinator, director, department head, vice president, or the president of the university.

Employees, students, or guests who feel they have a basis for complaint should report such incidents without fear or reprisal. Confidentiality will be maintained to the extent permitted by the circumstances. Each complaint will be promptly and thoroughly investigated and appropriate corrective action will be taken.

## SECTION III: CONDITIONS AND POLICIES OF EMPLOYMENT

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*Ethnic  
Discrimination*

The University holds to a non-discriminatory policy in regard to ethnic origins. Employees shall not discriminate in their treatment of students or colleagues on the basis of ethnic background.

*Drug Free  
Workplace Policy*

The Drug Free Workplace Act of 1988 and the Drug Free Schools and Communities Act Amendments of 1989 require institutions of higher education to certify they have adopted and implemented a program to prevent the unlawful use of or distribution of illicit drugs and alcohol by students and employees.

Evangel University confirms the position that no employee shall be involved in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance. Furthermore, the institution states that such use, consumption, or involvement of controlled substances is prohibited in the workplace. Any violation of this prohibition will result in the automatic suspension of the employee for a specific period of time and may result in the termination of the employee. The institution also states that drug counseling, rehabilitation, and employee assistance are available to any and all employees who may need help in this particular area.

Evangel employees will abide by the terms of the Drug Free Workplace Policy and will notify the institution of any criminal drug stature or violation occurring in the workplace no later than five days after such conviction. All employees will abide by the Lifestyle Statement contained in the Employee/ Faculty handbooks.

**FACULTY  
DEMOCRACY AND  
LOYALTY**

While exercising its prerogatives, the faculty should function according to democratic principles and recognized parliamentary rules of order with each member being considered a colleague with equal rights of expression and voting.

Loyalty is essential in a Christian institution. The Adult Studies faculty should demonstrate loyalty to the University, its principles, its administration, and to faculty colleagues.

When criticism or complaints concerning the University arise, they will be referred to the appropriate administrative offices. Expression of such views in class or other public places is to be avoided.

## SECTION III: CONDITIONS AND POLICIES OF EMPLOYMENT

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The required loyalty pledge is an automatic part of each adjunct faculty member's contract and is signed by an AS instructor. It reads as follows:

*I am aware that Evangel University is a university of the Assemblies of God, and I am familiar with the standards expected of students as described in the Student Handbook. I do not feel any conflicts between these standards and my own practice and convictions which would make it inconsistent for me to work in such a university.*

*In my contacts with Evangel University students, both on and off the campus, I will refrain from any actual or implied statement or action that would be in a conflict with the policies for students of Evangel University.*

### **PROFESSIONAL ATTITUDES**

The integrity of a university requires a general but basic loyalty to the purpose of the university and to those charged with its leadership. A distinct atmosphere of community should prevail even when there are variations of opinions and methods. Such variations may contribute to the advancement of the institution, especially if the personnel are mature and professional.

The key to the professional attitude at Evangel lies in our motto: Christ is Lord. Accordingly, effective team members will:

- Support and promote the philosophy, policies and standards of the University as adopted by each segment of the community;
- Treat all members of the University community and public with kindness and in the same manner in which he wishes to be treated;
- Speak constructively of other members, even though differences of opinion may be expressed;
- Refrain from spreading ill will or unsubstantiated rumors, faults, or wrongdoing;
- Teach and relate to all in the community by example and by teaching the highest ideals.

### **FACULTY DEVELOPMENT**

Adult Studies faculty members are encouraged to participate in Adult Faculty Development Workshops as they are available. All full-time and adjunct faculty members will be notified of dates and locations of such professional development opportunities.

### **ADDRESS AND PHONE CHANGES**

If there are changes in a AS faculty member's address, phone number, or e-mail address, it is the faculty member's responsibility to notify the AS Office as soon as possible. Correct information is necessary for payroll reporting and for contacting instructors. Only home phone numbers and e-mail addresses are made available to students. Other information given to students is at the discretion of the faculty member and is generally communicated through the faculty supplemental syllabus.

## SECTION III: CONDITIONS AND POLICIES OF EMPLOYMENT

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### **CAR REGISTRATION**

Adjunct faculty must register their car with Campus Security. Registration forms are available from the Security Office. A parking permit will be issued to the new faculty upon receipt of the completed forms. Campus Security will issue a ticket to any vehicle that is not registered. Faculty members are permitted to park only in Faculty/Staff lots. Faculty may never park in visitor or handicapped spots.

**SECTION III: CONDITIONS AND POLICIES OF EMPLOYMENT**

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**SUPPLEMENTAL STIPEND REQUEST  
for  
ADULT STUDIES**

Course Name		Course Number	
Start Date		Finish Date	
Number in Class		Number on Roster	
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Consistent # of students over 30 =		x \$50 =	
Number of Science Lab Hrs = (Maximum of 10 hours allowed)		x \$25 =	
			Amount Due =

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Signature, Instructor

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Signature, Director of Adult Studies Program

## SECTION IV: ACADEMIC POLICIES

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The following are academic policies that are of special importance to Adult Studies faculty.

<b>ACADEMIC STANDING</b>	Student status is reviewed at the end of each term. Students who do not attain at least a 2.0 in any course may be subject to academic probation.
<b>FAILURE OR INCOMPLETION OF CORE COURSES</b>	The lowest acceptable grade for any course is a C-. At most, three courses will be accepted with the grade of C-. Any course with a grade lower than a C-, as well as any course beyond three, in which a grade of C- is earned, must be repeated. Students must pay the current rate of tuition to repeat any course.
<b>WRITING PROFICIENCY</b>	<p>All students are required to meet the university's writing proficiency. In order to ensure timely completion of this requirement and provide assistance to students needing additional writing help, we have adopted the following new guidelines.</p> <p><i>Students entering new cohorts:</i> Students entering cohorts will take the writing proficiency during their first cohort term. In order to register for the second cohort term, students who have taken, but not passed the writing proficiency, will be required to sign up for tutoring at the Write Place.</p> <p><i>Online Students:</i> Online students will work with the Humanities Department and a local proctor to complete the exam.</p>
<b>ACADEMIC HONESTY</b>	<p>The University is committed to a high standard of academic honesty among its students. Dishonesty in any form--cheating on examinations or quizzes, plagiarism on papers and reports, and falsification of attendance or reading reports--is not acceptable. Penalties for academic dishonesty may include grade reduction or failure on the particular paper, test, or assignment.</p> <p>Violations could also result in failure or dismissal from a class. Penalties are imposed at the discretion of the individual faculty member in cooperation with the Program Coordinator and/or Adult Studies Council. The faculty manifests its confidence in the integrity of the student and encourages the student to exercise good judgment in fulfilling this responsibility.</p>
<b>ACADEMIC PROBATION, SUSPENSION, &amp; DISMISSAL</b>	<p>Any student may be dismissed from the Adult Studies Program who is not meeting minimum grade point requirements, is violating the spirit of class attendance requirements, or who is violating lifestyle standards.</p> <p>After a conference with the Program Coordinator and/or instructor(s) and/or Academic Advisor, and following a meeting with the student, a</p>

## SECTION IV: ACADEMIC POLICIES

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recommendation for dismissal will be sent to the Director of Adult Studies, who will review and approve each suspension or dismissal. The student may appeal the decision to the AS Academic Council.

Academic probation will be in place through the duration of the next successive term, during which time the student may repeat a course to remove the deficiency. If a student fails to repeat the course as advised by the Academic Advisor or fails to attain at least a 2.0, the student is subject to suspension from the program.

Suspended students may reapply for admission to the program following an absence of one term.

### ACADEMIC APPEALS

Students may appeal a grade issued by an instructor if the student believes that the grade has been miscalculated or graded unfairly (beginning with Step I below). Students may also appeal decisions related to probation, dismissal, suspension, and satisfactory academic progress (beginning with Step II).

Step I – The student approaches the instructor within 3 weeks from the time the instructor issued the grade and attempts to resolve the issue. In the event the issue is not resolved, the student moves to Step II.

Step II – The student presents the grievance in writing to the Director of Adult Studies within 3 weeks from the time the instructor issued the grade, or the time the decision was put in writing in the case of other academic related appeals. The written appeal will be referred to the program committee, chaired by the Program Coordinator. If the issue is not resolved at this level, the student moves to Step III.

Step III – The student may file an Academic Appeal to be considered by the Academic Council at the next scheduled meeting. A written response will be sent to the student as soon as a decision has been reached. The decision of the Academic Council is binding and final.

### ACADEMIC SUPPORT

Faculty responsibility to provide support during the weeks of instruction is a part of the teaching contract. A designated academic support evening is assigned to each cohort; support for General Education Saturday classes may be scheduled at times mutually convenient for students and faculty.

While faculty members are responsible to provide support, they do not have to personally attend support sessions. A faculty colleague, work-study student who is capable of tutoring in the subject or other appropriate individual may meet with students. Students must **contact** the current course professor to schedule assistance as necessary.

## SECTION IV: ACADEMIC POLICIES

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**ATTENDANCE** Adult Studies courses are in an accelerated format and each class session is vital to a student's education. Students are expected to be present for **ALL** class sessions. While Evangel University has no official attendance policy, individual faculty members may establish their own attendance requirements. Students should refer to each course's syllabus for course attendance requirements.

**HONOR POINTS** Honor points are calculated on cumulative work for which credit is awarded in the Adult Studies Program.

**ADULT EDUCATION AWARD OF EXCELLENCE** One student from each cohort receives an Award of Excellence. Criteria for this award include scholarship, leadership, and service. Nominations are considered by administrators, academic advisors, and the Adult Studies Council who then ratify the faculty's selection. Recipients are recognized at the University Awards and Baccalaureate ceremony.

**CREDIT FOR EXPERIENTIAL LEARNING** Traditionally, college-level learning was recognized only when both inputs and outputs were controlled by the instructor. In reality, we all can and do learn throughout our lives in a variety of ways. Much of our learning occurs in uncontrolled environments, with no formal instructor. Earning traditional college credits requires *studying and memorizing theory*—earning credit for experiential learning requires *demonstrating or documenting application of theory through life experience*. Life experience is not synonymous with life learning.

Adult students aged 24 through 49 account for over 70% of part-time enrollments and 34% of students enrolled full-time in United States undergraduate programs. As progressive institutions have recognized the validity of experiential learning, over 1000 of them have begun to offer credit for life experience. Evangel is such an institution. The Council for Adult and Experiential Learning (CAEL) has established stringent standards, principles, and procedures for awarding credit for prior learning experience which are recognized throughout higher education. Evangel uses those guidelines to award credit.

*Transfer of Credit for Experiential Learning* Evangel makes no guarantee any credit awarded, traditional or experiential learning, will be accepted in transfer to another institution. Some institutions have policies or articulation agreements whereby they accept transcript credits for experiential learning from institutions without question. All credit for experiential learning earned at Evangel will apply to graduation requirements at Evangel University.

## SECTION IV: ACADEMIC POLICIES

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*Potential Sources of Experiential Learning* The following are examples of experience that might lead to academic credit.

- Military, professional, or vocational training
- Non-profit, social, cultural, and political organizational activities
- Directed learning experiences such as workshops, seminars, non-college classes, etc.

*Methods of Evaluating Experiential Learning* Two standardized examinations designed to evaluate learning acquired outside of the classroom are available at Evangel. Fees will be charged at the time of exam.

### College Level Examination Program (CLEP)

The most widely used examination of prior learning is the College Level Examination Program or CLEP test. There are two categories of CLEP exams—general and subject specific. Five general exams assess general knowledge of subjects which are typically studied during the first two years of college: English composition, humanities, mathematics, social sciences/history, and natural sciences. All general CLEP exams, except English composition, are multiple choice and 90 minutes long. English composition also requires an essay. Subject CLEP exams assess knowledge related to specific course content. Twenty-nine subject specific CLEP exams are available.

For further CLEP information, including exam titles, descriptions, study aids, and credit potential, please speak with a Adult Studies Program advisor. You may also obtain complete information from the CLEP website accessible from the Evangel Adult Studies Page or at [www.collegeboard.org](http://www.collegeboard.org).

### Defense Activity for Nontraditional Educational Support (DSST)

Designed originally for assessing knowledge of military personnel, the DSST exams became available to the general public in 1983. Thirty-eight DSST exams are available in a wide range of business and technical subjects and assess practical learning.

For further DSST information, including exam titles, descriptions, study aids, and credit potential, please speak with an Adult Studies Program advisor. You may also obtain complete information from the DSST website accessible from the Evangel Adult Studies Page or at [getcollegecredit.com](http://getcollegecredit.com)

Consideration of credit for standardized exams not offered through Evangel may be made when Evangel students have completed tests such

## SECTION IV: ACADEMIC POLICIES

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as the ACT-PEP Regents College Examinations, New York University Proficiency Testing in Foreign Languages, Ohio University Examination Program, and Thomas A. Edison State College Examinations.

If a student's area of experiential learning is measured by a CLEP or DSST examination, that exam will be used to evaluate the learning experience.

### Credit for Completion of Evaluated Programs

Credit for professional, military, technical, or vocational training will be awarded according to the recommendations of the American Council on Education (ACE). No fee associated with ACE recommended training.

### Military Training

Credit will be awarded for documented military training as listed in *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Military credit will include formal service school courses, correspondence courses with proctored end-of-the course examinations, Department of Defense (DOD) courses, Army military occupation specialties and Navy general rates and ratings. No fee associated with posting of military credits.

### Professional Licenses and Certifications

Credit will be awarded for documented professional licensure and certification as recommended in *The National Guide to Educational Credit for Training Programs*.

### Portfolio-Assisted Assessment

When learning is acquired over a period of time in numerous experiences which no single certification or assessment can measure, portfolio-assisted assessments provide an opportunity to document experiential learning. Portfolio requirements and preparation instructions are explained and applied during the Prior Learning Seminar.

**In no instance may a student earn credit for experiential learning in lieu of a core degree requirement or earn duplicate credit for experiential learning.**

### *Evaluation Criteria*

Evaluations will be made by subject area experts, generally faculty members at Evangel University. Each request for credit will be evaluated

## SECTION IV: ACADEMIC POLICIES

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individually once college-level learning is identified and sufficient, valid documentation is provided.

### *Appeal Process*

Any student may appeal the decision of the evaluator by completing the Experiential Learning Credit Appeals Form and submitting it to the Adult Studies Office within 30 days of notification of the first evaluation. The Adult Studies Council, will consider the appeal at the next regularly scheduled meeting. The committee may request the student to be present support for the appeal. The decision of the Adult Studies Council is final.

### *Posting of Credit*

Experiential learning will be posted to the student transcript when academic and financial requirements have been met.

### *Process For Earning Credit For Experiential Learning*

1. Upon confirmation of appropriate CLEP or DSST exams with the Academic Advisor, students may schedule an exam with the AS Department.
2. Students who desire to earn credit for learning through life experience or portfolio documentation must enroll in the one-credit course, Prior Learning Seminar.
3. Upon completion of the Prior Learning Seminar course, a completed portfolio and \$50 evaluation fee (when applicable) may be submitted to Adult Studies Program office.
4. The content area expert receives portfolio for evaluation.
5. Portfolio is evaluated and returned to Adult Studies Program Office within 2 weeks. Any deficiencies are clearly explained.
6. Student is notified of decision. If portfolio credit is denied, one opportunity for revision is allowed.
7. Student may meet with content area expert, revise and resubmit improved portfolio within 30 days.
8. Final decision of evaluator will be made within 1 week.

### *General Policies Pertaining to Experiential Learning*

General policies pertaining to experiential learning are:

- Experiential learning credit may be earned as part of the general education or elective program requirements.
- No experiential learning credit will be awarded for courses in the

## SECTION IV: ACADEMIC POLICIES

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Adult Studies Program core curriculum.

- The Adult Studies Program office will notify the student of the award decision. Reasons for not granting credit will be included in those cases where credit was not allowed.
- Falsification of documentation of experiential learning is academic dishonesty and subject to University penalties thereof.

### ACADEMIC SUPPORT

The Academic Support Center at Evangel University is available to students as an academic resource center and as a disability issues resource center. The Center will provide tutoring services, including formal writing and math labs, and walk-in peer tutoring on an “as needed” basis. Students who need special assistance, such as ordering books on tape or proctoring tests, should contact the director of the Learning Center for more information. Accommodations are granted on the basis of determined needs and documentation of disabilities.

Frequently asked questions about students with disabilities at Evangel University:

Q. Who is eligible for accommodation?

The University will make reasonable accommodations for students with disabilities in compliance with section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodations is to provide equal access to educational opportunities to students with disabilities. The University does not intend that academic standards be altered, or that essential elements of programs or courses be changed. Accommodations are granted on the basis of determined need and documentation of disabilities. In the event that students have questions regarding whether they are eligible for accommodations, how they might provide documentation of disabilities, or how they might handle a disagreement with a professor or administrator over questions of accommodation, the Director of the Academic Support Center should be contacted immediately.

The four classes of people covered under ADA are:

1. People who have a mental or physical impairment that substantially limits a major life activity such as reading, walking, seeing, breathing, hearing, working, etc.

## SECTION IV: ACADEMIC POLICIES

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2. People who have a record of impairment (such as cancer in remission, etc.).
3. People regarded as having a disability (e.g. a person who has recovered from a debilitating illness or surgery but is assumed by others to still be disabled)).
4. People having an association with someone who is disabled (e.g. a parent of a child with a disability).

Q. What does a student need to do to verify a disability?

A doctor or a specialist must provide the Academic Support Center with a letter stating the nature of the disability and how it may impact upon learning experiences at Evangel. Documentation should include recommendations for specific academic adjustments and accommodations.

NOTE: All records are kept confidential. Notice of five working days is required for accommodation services.

Q. What kinds of accommodations are provided?

Accommodations vary with each individual. There may be modifications in class scheduling, classroom assignments to a more accessible location, testing, or assignment of a disabled parking permit. Purchase of adaptive equipment or services may include an adapted computer, student note-taker and reader, sign language interpreter or books on tape.

Q. Who pays for interpreters, readers and adaptive equipment?

The University has set aside funds to cover reasonable accommodations. Additional funding may be available from Missouri Rehabilitation Services when documentation of the disability and how the state's assisting in the student's education expenses can make the student more employable.

Q. How does a student arrange accommodations for the classroom and examinations?

Students who require accommodations for examinations must already have the appropriate documentation on file with the Academic Support Center and have received approval and recommendations for appropriate accommodation.

Accommodations include, but are not limited to:

## SECTION IV: ACADEMIC POLICIES

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- Enlarged or audio-taped course materials, handouts, syllabi, and exams
- Audio taping of a lecture
- Student note takers
- Sign language interpreters for a lecture
- Extended time for a test
- Class relocation to a more accessible sight
- Adaptive computer equipment for a test
- Modified testing formats or alternative means of evaluation
- Assistive listening devices in class
- Readers or scribes
- Lab assistant

If you have further questions, or would like more information from the Academic Support Center, please contact the Director, at 417-865-2815 x 8273.

## SECTION V: CLASSROOM ADMINISTRATION

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### **ACADEMIC ADVISING**

Advising is done by an Adult Studies Academic Advisor prior to entrance into an Academic program and throughout the student's enrollment. The Advisors perform the following services:

- Evaluates transcripts of previous college work and facilitates transfer of acceptable credits through the Registrar's Office
- Advises students about courses required to graduate
- Assists with class scheduling
- Prepares a formal Program Plan
- Advises students about and facilitates alternative ways students may earn credits, such as prior learning assessment, CLEP, and DSST testing
- Communicates with students as necessary regarding attendance or academic performance issues
- Follows up with AGS cohort completers who have not met graduation requirements

Adult Studies faculty members are encouraged to advise students in matters relating to the following:

1. Discussion of educational and professional goals
2. Matters related to academic success within the Adult Studies program, such as available tutoring in math and writing
3. Helping the student keep informed of academic policies

Personal and spiritual advising is encouraged on an individual basis. This provides the faculty member an additional opportunity of personal ministry to students. The faculty member should be careful not to promise to keep confidences about actions that contradict the policies of the University or violate civil laws.

Adult Studies teaching contracts require faculty (or a qualified representative) to be available, upon request by a student, for additional help on the designated night during their period of instruction. As a generally accepted responsibility of teaching, the AGS faculty member should be available before and after each class period as well as during break time to answer questions on class material and procedures.

### **AUDIO VISUAL EQUIPMENT**

All rooms are equipped with computers, video projectors, screens, whiteboards, and DVRs. The Instructional Resource Center provides additional services and equipment to faculty. For assistance with AV equipment, contact Information Technologies on X8368. An IT representative is available until 11:00 pm for evening classes and on call for

## SECTION V: CLASSROOM ADMINISTRATION

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Saturday classes. Faculty who are unfamiliar with any of this technology should make arrangements with the Instructional Resource Center or Information Technologies to learn how to use it.

Faculty requests for other audio-visual equipment must be made directly with the Instructional Resource Center, preferably at least 48 hours in advance.

NOTE: All equipment is for pick up only. Deliveries will not be made to classrooms or other locations on campus.

If you experience any difficulties or equipment problems (such as burned out bulbs), please notify the Instructional Resource Center as soon as possible.

### **GUIDELINES & TIPS**

Classrooms generally have dry erase markers, but it may be a good idea to carry your own supply with you.

If you arrive at your classroom and find that the equipment requested is not in the room, please do not take it from another room. Contact IT or the IRC.

Report any equipment that is not working as soon as possible. Generally, we should not try to fix it ourselves. More equipment has been permanently damaged because students or faculty have attempted to fix it.

### **COHORT REPRESENTATIVES**

A Cohort Representative is selected at the start of each new cohort. Interested students complete a brief application at orientation. Cohort reps fulfill the following classroom responsibilities:

1. Serve as spokesperson for the class and maintain a constructive dialog with the University regarding questions, concerns or information exchange of a general class nature.
2. Develop and coordinate the use of a telephone chain to communicate important information to every member of the class.
3. Take attendance at each class session and record it at the faculty portal within 48 hours of the end of class. Cohort Reps are responsible to appoint someone else to take attendance if they are going to be absent.
4. Check the Cohort Bin, located in the AGS Office, prior to each class period.
5. Arrive at the classroom 15-30 minutes prior to class start in order to make sure the classroom is set appropriately and to deliver or communicate any information to individual students.

## SECTION V: CLASSROOM ADMINISTRATION

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6. Assist the faculty member as needed with classroom logistics such as copies and supplies.
7. Make any announcements pertinent to the class.
8. Distribute to students any materials (letters, assignments, etc.) from the AGS Office.
9. Report any change of addresses/telephone numbers to the AGS Office.
10. Meet as necessary with the Adult Studies staff to discuss concerns, ask questions, receive information, etc.

### **CLASSROOM TIME**

Plan to utilize all of the classroom time between 6:00 – 10:00 pm. As the program is designed, students meet for about 50% of the classroom time traditionally required for such a course. Therefore, it is imperative that class time is used effectively. One or two breaks (10-15 minutes each) should be scheduled; do not eliminate breaks in order to dismiss class early. Do not dismiss class early.

### **COPYING**

Faculty members have access to a copier in the AGS Office, program academic departments or in the Administration Building. AGS Office hours are 8:00 a.m. to 6:00 p.m. Monday, Tuesday, and Thursday and from 8:00 a.m. to 4:30 p.m. on Wednesday and Friday. You may drop off or send material to the Administrative Assistant to copy in advance. All copies should be charged to the academic department wherein the course is being taught. Please do not ask the office to copy articles that do not have copyright permission.

For a large number of copies, please contact Duplicating on the employee portal under “Duplicating”. For your convenience, a PDF of the document can be uploaded directly to Duplicating. Contact the Adult & Graduate Studies Department to pick up the order and have it ready when you arrive on campus.

### **CLASS INFORMATION**

Faculty members may obtain and print class photo, and grade rosters by going to the Faculty Portal. In unusual circumstances, the AS Administrative Assistant may be asked to assist with these.

### **OFFICIAL GRADES**

Faculty are responsible for submitting final grades into CAMS no later than one week following the last class period.

## SECTION V: CLASSROOM ADMINISTRATION

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### **DRESS CODE**

Student dress in the classroom may be casual and modest. Faculty should dress at least one level higher than the students to maintain a professional climate. Business casual is considered appropriate.

### **INCLEMENT WEATHER**

Class cancellation decisions are made within the University administration, not by the AGS office. When hazardous conditions develop during the day, it is possible that evening classes may be cancelled, even if day classes met. In that event, the AGS office will e-mail students in the scheduled classes and contact the instructor by telephone or in person to advise them of the cancellation; cancellations will be reported to the local broadcast media and placed on EU SNOW extension. Cohort Representatives will be contacted personally, who will activate the telephone tree developed for each cohort.

Decisions regarding Saturday class cancellation are generally made by 10:00 on Friday evening. In that event, the faculty member will be notified, students e-mailed, cancellations reported to local broadcast media, and placed on EU SNOW extension.

Due to the condensed, accelerated nature of the AS program, ALL canceled classes (due to weather or other factors) must be made up within the five weeks of the class schedule. Make up options include:

- Adding 30 minutes to the start and end of four of the weeks of class;
- Adding an additional 4-hour session
- Placing the missed lesson on line with corresponding activities to address those not accomplished in the classroom.

*It is not acceptable to give additional reading and writing to make up for a missed class. Please advise the AGS Office of your make-up plan as soon as possible so that we may arrange for rooms, and answer student questions.*

Students are advised of these procedures during program orientation.

### **CAMPUS EMERGENCIES**

The Evangel University Crisis Plan, which should be posted in all classrooms, fully describes steps to follow in the event of an emergency during class time. Please request the AS Administrative Assistant to obtain a copy for your classroom if one is not posted.

Family members should be advised to call 865-2815 (switchboard) if there is an emergency. The person calling should state clearly that this is an emergency followed with the name of the person they need to contact, the building, and room number where the student or faculty member can be reached. It is recommended that this number be left by the phone at home along with the room number and building.

## SECTION V: CLASSROOM ADMINISTRATION

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Campus Security manages the switchboard 365 days per year, 24 hours per day. On-campus emergencies may obtain assistance by dialing x911.

### **FIRE PROTECTION EQUIPMENT**

Fire protection equipment, such as extinguishers and alarms are located in each building. Take a couple of minutes before you teach to locate these. Dial Campus Security at X911 to report any fire.

### **TORNADOES**

In case of tornado alert, the following procedure will be carried out:

- Tornado Watch: If a tornado watch forecast is given via TV, radio, or telephone, a security officer of the University will advise faculty and students in session.
- Tornado Warning: When a continuous Springfield siren signals to faculty and students that a tornado has been spotted in the general area move with your students to the safe haven closest to your classroom. Zimmerman and Trask Hall safe havens are on the 1<sup>st</sup> floor.

### **LIBRARY SERVICES**

Kendrick Library provides library services for all students in AS programs. Library services, policies, and processes are explained to all AS students during orientation.

Faculty members and students are encouraged to use Kendrick Library for all their interlibrary loan needs. Interlibrary loan is an expense to libraries, and other colleges/universities generally do not like to service students that are not their own.

### **RETURNING PAPERS**

**Papers should be returned to students the week after they are submitted except in cases of unusually long written assignments or projects which cannot be graded within the week.** Cohort reps may distribute papers, or they may be placed in an area accessible to students so long as care is taken to ensure the confidentiality of student work and grades.

Note that students have three weeks from the time a grade is issued to challenge that grade. Please maintain copies of your notes and grades in case a student appeals a grade.

### **ATTENDANCE POLICY**

Adult Studies courses are in an accelerated format and each class session is vital to a student's education. Students are expected to be present for ALL class sessions. However, there is no university policy for attendance. We strongly encourage individual faculty members to establish an attendance policy that will be listed in the course syllabus.

Federal regulations for financial assistance states that a student must have attended class before their financial aid can be disbursed. Therefore, professors are **required** to enter attendance through the faculty portal for the first week of each class session to verify student enrollment.

## SECTION VI: COURSE SYLLABUS

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The accelerated nature of Evangel's adult education program requires students to commit to approximately 15 hours of work outside of class each week. Thus, it is vitally important that all syllabi be available to students, through the faculty portals at least two weeks prior to the beginning of each class.

Experienced faculty who teach in adult degree programs have learned that a well-written, standardized syllabus helps adult students with understanding objectives, expectations, and assignments for each course and projects program integrity and consistency. While the Evangel AS syllabus format is not assumed to be "the best", it is one which program coordinators and AS staff have found to be effective. All syllabi taught within the AS program must conform in content and format to the model provided.

Required elements of the AS syllabus are:

### **TITLE PAGE**

- Evangel University Heading
- Cohort Number
- Course Title
- Course Number
- Credit Hours
- Professor Name
- Professor Office Location
- Professor E-mail
- Professor telephone Number
- Name of Degree Program (may be General Education)

### **OVERVIEW**

The overview is a simple welcome to the student explaining the general content of the course and rationale for including it in the degree program. Faculty are encouraged to project their desired image through this component, "selling" the course based upon their personal interest in the content. The intent is to set the stage for student motivation and engagement.

### **COURSE DESCRIPTION**

The course description is generally the one provided in the University Catalog, but may vary slightly based upon any modifications approved by the department for inclusion in the AS program.

### **COURSE OBJECTIVES**

Course objectives should be clearly numbered and set forth for each separate class session. The words "prior to and during" are used since students should always be expected to complete reading and assignments prior to each class period. For online courses, the words "during week 1" should be used.

Program Coordinators use course objectives contained on syllabi to review degree program content and curriculum scope and sequence.

- REQUIRED TEXT** Students are free to obtain texts from a source of their choice, so it is important to include text name, author, date of publication, and publisher.
- GRADE DETERMINATION** Designate the percentage of the final grade calculation for each element of the evaluation of the course.
- CLASS PARTICIPATION** How do you define participation? Hopefully it is more than being in class. It should include how you will determine the quality and relevance and depth.
- LATE WORK POLICY** Will you accept late work? If so, how will it be penalized? How will late work affect the student's grade?
- INSTRUCTION REGARDING ASSIGNMENTS OR PROJECTS** Please provide specific details about how you would like students to complete their assignments for your course. For example, do you have a preferred font size or style? Do you prefer assignments to have cover sheets? To be stapled or placed in a file folder? What elements are required? What elements are optional?
- ASSIGNMENTS**
- List assignments according to the week they are due.
  - When more than one text is used, clearly indicated which text is required for assigned readings and textbook assignments.
  - Point value of each assignment.

A sample syllabus and syllabus template are provided on the following pages.

Course Code & Name  
Course Syllabus  
Dates:

Professor's Photo

Professor:

Contact Information: email, phone #'s

Office Hours:

Semester:

Location: Online



## Course Prefix Number & Name

### Course/Catalog Description:

**Text(s):** *Book Name, Author, & ISBN are crucial ALSO: including a picture of the book is a good idea so the students can see what they are looking for.*

### Course Purpose and Objectives:

***Prior to and during session one, learners will:***

- 1.
- 2.
- 3.
- 4.
- 5.

***Prior to and during session two, learners will:***

- 1.
- 2.
- 3.
- 4.
- 5.

***Prior to and during session three, learners will:***

- 1.
- 2.
- 3.

4.

5.

***Prior to and during session four, learners will:***

1.

2.

3.

4.

5.

***Prior to and during session five, learners will:***

1.

2.

3.

4.

5.

### **Grade Determination**

*Grades will be determined according to the following point distribution:*

### **Course Policies and Requirements:**

- All assignments are due on the date and time specified on the ANGEL Course Calendar and in the various course ANGEL modules/activities.
- All students are expected to communicate with the teacher any concerns, technical difficulties, and or questions they may have via chat, discussion board, email, phone call, or face-to-face appointment.
- Students are expected to follow the layout of the on-line course.
- Students are expected to have procured the required texts ***prior to the beginning of class.***

- Students are expected to have daily access to:
  - A computer
  - The Internet
  - Evangel Email
- All assignments need be submitted in .docx or .doc format (MS Word 03/07/10).
  - Microsoft Word 2010 (available in the Evangel computer labs).
  - Microsoft PowerPoint 2010 or Microsoft PowerPoint Viewer
  - Open Office free download: [www.openoffice.org](http://www.openoffice.org)
  - **Other Programs???** Please list here

All students will submit homework as directed – via ANGEL assignment dropboxes, ANGEL quizzes, ANGEL discussion boards, ANGEL Wiki's or Blogs (directions on how to access ANGEL and work the different parts within ANGEL can be found on the eUniversity Homepage (<http://www.evangel.edu/euniversity/index.asp>))

### **ANGEL:**

This course will be conducted exclusively through the ANGEL learning management system. All information needed to access and interact with the course can be found on Evangel University's eUniversity Homepage (<http://www.evangel.edu/euniversity/index.asp>): how to login, a login link, ANGEL computer requirements, Evangel help, and how to use ANGEL.

### **ANGEL Access:**

Students who have academically registered will have access to ANGEL and this course seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, ANGEL access will be revoked and all submitted work will be lost. When financial registration is then completed, ANGEL access will be granted, again. Make-up work for items lost will be at the discretion of the professor. Please contact the Registrar's office with questions about your registration status: (417) 865-2815 x7203.

At the end of a semester, students will have access to ANGEL for ten (10) days after the last official day of class. After the ten (10) days, students will not have access to the course or ANGEL until next semester's financial registration is complete. If you have questions about submitted work on ANGEL after course access is withdrawn, please contact the instructor directly.

### **Course Content:**

All course content (lessons, PPT, Assignment Dropboxes, Quizzes, Exams, Discussion Boards, etc.) is located under the **Course Content** tab within our ANGEL course. Please take a look at the ANGEL Student Quickstart guide (located under Course Content within our ANGEL course or on the Evangel eUniversity homepage: <http://www.evangel.edu/euniversity/index.asp>) for directions on how to access content, take quizzes, send emails, etc. within ANGEL.

### **Grade Access:**

All course grades will be recorded and shown through ANGEL. In our ANGEL course, do the following to see your grade:

- a. Go to the Report tab
- b. In the Category dropdown, choose Grades
- c. Click Run.

Submitted assignment grades will be submitted to the ANGEL gradebook (and graded copies – as needed - returned to students) within 48 hours of the assignment due date.

### **Course Format:**

*How to accomplish this course:*

#### **Instructor Example:**

During the appropriate week, read through the corresponding Weekly Lesson on ANGEL. Each Lesson will consist of between three and four parts. After reading through the Lesson, complete the Weekly Activity for that week. Complete the Activity by the date and time due. Questions? Post to the Certification course Q&A Discussion Forum.

*Weekly Lessons* are located under the Course Content tab within our ANGEL course. Each week will be listed – access whichever week is needed.

*Weekly Activities* are also located under the Course Content tab within ANGEL. After viewing the weekly lesson, go to the corresponding Weekly Activity. Each Activity will be labeled accordingly (Week 1, Week 2, etc) with due dates. After opening the Activity link, follow the instructions provided.

*Grading Rubrics* – Each Assignment will be accompanied with a copy of the rubric that will be used for grading. Assignment evaluations will be posted via the ANGEL Gradebook (Report tab) within **48 hours** of student submission. Please see the last section of this syllabus for specific rubrics.

**Course Outline:**

**Course Outline:**

Week	Dates	Lesson	Activity	Due	Points
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					

Or in this format... Or both use both formats (Table and detailed instructions)

Week 1: (Dates) –  
Assignments:  
Due:

Week 2: (Dates) –  
Assignments:  
Due:

Week 3: (Dates) –  
Assignments:  
Due:

Week 4: (Dates) –  
Assignments:  
Due:

Week 5: (Dates) –  
Assignments:  
Due:

**Late Assignment/Missed Quiz Policy:**

## Evaluation:

Grades will be based on number of points accumulated by completing assignments and quizzes. Points accumulated will be divided by the total points available in the class. The grading will be based on the following:

<u>Percent</u>	<u>Grade</u>	<u>Percent</u>	<u>Grade</u>
100-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	63-60%	D-
79-77%	C+	Below 60%	F

## Communications:

*Student (what to do and know):*

- Email: Students should daily check their Evangel University Email account for announcements, course communications, reminders, and for submitting specific course questions. (If an Email account is needed or there are technical questions, students may contact Evangel's Information Technology HelpDesk: <http://www.evangel.edu/Info/HelpDesk.asp>).
  - Emails to the professor should contain the following:
    - The subject line of any email should contain the course code, the student's name, and a brief reason for the email.
    - The body of any email should contain proper grammar, punctuation, and be in complete sentences.
    - Please be descriptive as to the reason for the email.
  - ANGEL email:
    - Students can send email to me through ANGEL.
- Discussions: There will be several different discussion forums throughout the course. Content forums will have interaction directions posted within the forums. The general discussion forum will be where students can ask general course questions.
- Online Office Hours and Chat: There will be daily online office hours where students may interact with the professor via ANGEL's online chat capabilities. Click on the online office hours link under the Communicate tab.
- Phone and Face-to-face Meetings: Phone conversations and face-to-face meetings may be pre-arranged by appointment. Please contact the course professor for available times.
- Course Announcements: Daily and weekly course announcements will be posted on the course ANGEL homepage. Please check them daily!

*Professor (what the student can expect):*

- Emails: All student emails will be answered within 24 hours of receipt during the regular business week and 48 hours during weekends.
- Discussions: The professor will interact with student postings and will respond within 24 hours of initial posts during the regular business week and 48 hours during weekends.
- Chat and Online Office Hours: The professor will be available during the prescribed online office hours. If not, a message will be posted as to rescheduled office hours via the Course Announcements in ANGEL.
- Phone and Face-to-face Meetings: Phone conversations will be through Evangel office phone lines. After business hour conversations can be conducted through the online telephone program, Skype (free download: <http://skype.com/>). Face-to-face meetings can be conducted on campus or within a 15 mile radius of campus. Please call or email for arrangements.
- Course Announcements: Any change in the course schedule, or assignments, will be posted in the announcements section of the ANGEL course homepage at least 12 hours in advance.

### **Final Course Grade and Incompletes:**

At the end of the course, students will receive the final grade recorded in the ANGEL gradebook. The only opportunities for an incomplete grade are listed below. All other grade eventualities not listed under the incomplete grade provisions will be considered at the discretion of the instructor. The final grade in ANGEL may be changed at a later time, again at the discretion of the instructor, if the student meets specific guidelines similar to those of an incomplete grade.

### **The Temporary Grade of Incomplete (I):**

The temporary grade of Incomplete (I) will be granted ***only in cases of extreme hardship; such as student hospitalization, family emergencies, or other such extenuating circumstances***. Students do not have a right to an incomplete, which may be granted only when there is evidence of just cause. A student desiring an incomplete must submit an incomplete grade request form to the course professor prior to the end of the term. In the request, the student must: (1) provide a rationale; (2) demonstrate that he/she has been making a sincere effort to complete the assignments during the term; and (3) explain how all the possibilities to complete the assignments on time have been exhausted. Should the course professor agree, an *incomplete contract* will be prepared by the student and signed by both the student and the professor. The *incomplete contract* must contain a description of the work to be completed and a timetable. The completion period should be the shortest possible. In no case may the completion date extend beyond 30 days from the last day of the term. The *incomplete contract* will accompany the submission of the professor's final grade roster to the program office. The program office will monitor each *incomplete contract*. If a change-of-grade form is not submitted by the

scheduled completion date, the grade will be changed automatically from “I” to F. No student may graduate with an “I” on his or her record.

### **Academic Dishonesty:**

While discussion and collaboration is encouraged as part of course interaction, Evangel expects its students to exhibit the highest level of integrity for all course work. All work submitted in an online or hybrid course must be the original work of the individual student (unless an assignment is explicitly designated as a group activity). Any form of dishonesty, plagiarism, or cheating will be grounds for academic discipline. Resources, such as books, notes, webpages, cell phones, etc., are not to be used during online exams or quizzes, unless told otherwise by the professor. I

Please see the Academic Dishonesty section in the Evangel University Student Handbook (<http://www.evangel.edu/CurrentStudents/StudentHandbook/Part2.asp#AcademicDishonesty>).

### **Technical Support:**

ANGEL questions? Your professor is your first level of support. Please contact them via email, chat, or phone. Please see the eUniversity homepage for ANGEL login information, computer requirements, and other helpful information (<http://www.evangel.edu/euniversity/index.asp>).

Technical questions? Please contact the Evangel University Information Technology HelpDesk: <http://www.evangel.edu/Info/HelpDesk.asp> or at 417.865.2815 x8368. Help desk hours are 7:30 a.m. - 10 p.m. Monday-Friday, CST. All calls outside of our hours will be reviewed the next shift.

### **Americans With Disabilities Act (ADA) Statement:**

Evangel University is committed to the provision of reasonable accommodations for students with disabilities. Evangel’s priority is to partner with students to help them be successful in the college environment. If students, or potential students, are eligible for services, it is incumbent upon them to complete their responsibilities, read the Disability Handbook, and contact the Academic Support Center.

To access academic support and/or disability services, please visit the Academic Support Center website: <http://www.evangel.edu/ASC/index.asp>



ANGEL allows you, the student, to create a profile that describes your particular needs for accessing online course material within the ANGEL environment (font size, font and background colors, screen reader settings, etc.). If necessary, you can access an ACCLIP (Accessibility for Learning Information Profile) and create, save or import other ACCLIP profiles.

### **Additional Materials:**

This section can be added for additional course materials such as rubrics, book lists, etc. What is shown here should also be used and shown in ANGEL.

## SECTION VII: GRADING, EVALUATION AND FEEDBACK

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### OVERVIEW OF GRADING AND EVALUATION

Evaluation includes a myriad of activities designed to assess the overall worth of a program, class components, or objectives. Evaluation also *enables* the faculty member to assess the extent to which goals and objectives have been attained. It provides information to the student for improving less successful elements of a class and for extending effective practices. Evaluation can assist in communicating information to students interested in the outcomes.

Every course offered in the Adult Studies program has been designed with specific course objectives and outcomes. Objectives are the indicators of what the students should learn as a direct result of completing the course. They are not a summary statement of what was covered in the course; neither are they a comprehensive listing of discrete objectives covered in each class meeting. Rather, the course objectives are a basis from which all the class meetings and outcomes are derived.

The courses have outcomes, which verify that an objective has been attained by the student. These outcomes prescribe how an objective should be accomplished. Faculty members should carefully consider the stated course objectives and outcomes because they serve as the guideposts for the course. Course objectives and outcomes must be met; however, faculty members should utilize teaching techniques to achieve the results so long as the basic relationship between the objective and outcome is preserved. The student cannot produce the outcome without having first achieved the learning objective. How the students achieve the objective depends on the ability of the faculty member to produce the desired result. Refer to the Facilitation Skills section of the handbook for a discussion of various methods.

### PHILOSOPHY OF GRADING & EVALUATION

As a faculty member, you are required to submit letter grades for each student enrolled in your course one week from the date of the last day of the course. The central theme around grades should be that of influencing learning. Therefore, the following philosophy has been adopted by the Adult Studies Council to guide the faculty who teach in the programs:

1. Grades are an institutionally required measurement of the student's demonstration of clearly articulate course learning outcomes.
2. Grading and evaluation are fairly and objectively performed. It is not influenced by pressure to award high grades; that is, students receive the grade they have earned.
3. Grading criteria is specific to the subject matter and supports Evangel's core values and educational objectives.

## SECTION VII: GRADING, EVALUATION AND FEEDBACK

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4. Grading and evaluation of students reflect the achieved mastery and application of course learning outcomes.
5. Feedback to students provides a continuous flow of information that is useful to the student in shaping the learning process while it is happening.
6. While independence of thought is valued, grades are to be used to communicate mastery of subject matter rather than the ideas espoused by the student.

**FACULTY RESPONSIBILITIES** As a faculty member, you will be concerned with how well your course can and does help students to attain course objectives and how it meets their expectations.

As a faculty member you are required to conduct an assessment of the students' progress. This is needed both to give students feedback so that they know how they are doing and to provide the basis for grades. A faculty member's responsibilities include the following:

1. Monitor and evaluate students' efforts to master stated learning objectives and work with students so that those objectives are achieved.
2. Provide criteria for grading on the first evening of the course and include participation in the course (no less than 10% and up to 25%) as a factor in grading.
3. **Return all written assignments, with comments, the week after the assignment is due.** Comments should be phrased in a positive, constructive manner, highlighting both strengths and areas in need of improvement.

## SECTION VII: GRADING, EVALUATION AND FEEDBACK

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### **STANDARDS FOR EVALUATION OF STUDENT PERFORMANCE**

The following list represents acceptable standards for evaluation of student performance. These standards should be incorporated in all your evaluations.

1. Students should be graded on their performance of activities and assignments in fulfillment of course objectives and outcomes.
2. All aspects of a student's performance should be evaluated as specified in the course module.
3. A faculty member should, at the very minimum, ensure that the method chosen for assigning grades is clear and understandable to the students. The method should explain how each letter grade is determined and delineate what the student must do to achieve each grade.
4. The evaluation should be kept simple and understandable.
5. The feedback to the student should be prompt and continuous.
6. Students should be informed by the third week of class of where they stand in order to make any needed adjustments in performance.
7. Grades should be based upon equitable criteria that evaluate achievement throughout the entire course.

### **GRADING POLICIES AND GUIDELINES**

A faculty member's grade policies will affect grade meanings in a number of ways. The following are a few considerations in developing your policies:

- Some courses in the AS programs use traditional multiple choice/true-false tests or quizzes. If you do, construct test questions to seek more than isolated factual information.
- Adult students are generally aware of their learning and testing styles, so performance is enhanced with a variety of evaluation tools, such as oral presentations, reports, etc.
- Be sure that graded assignments measure course objectives. If you decide on other evaluation methods, select a grading plan that will allow you to use the data you collect through tests and written and oral assignments to assign student grades that reflect their degree of success in accomplishing the objectives (learning outcomes) of the course.
- Realize your primary audience for the grade is the student.
- Provide more feedback to each student than the lone number or letter symbol on a test paper or assignment.

## SECTION VII: GRADING, EVALUATION AND FEEDBACK

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### **EVALUATION SOURCES**

It is also your responsibility to state the performance level expected from students. This criterion is based on your professional judgment as well as your experience in teaching the content in the past. In most cases, the faculty member relies on a particular set of standards or norms. Three principal sources of evaluation used by faculty are as follows:

#### *Standard of Knowledge*

The student is evaluated against some standard of knowledge or competency, which can be legitimately expected: e.g., the student's ability to write an effective marketing plan, design a treatment plan for a client, perform a common statistical task.

#### *Individual Achievement*

The student is evaluated on the basis of individual achievement independent of any other external norm. A pre-test and post-test may indicate gains made by a specific student that are not part of gains made by the rest of the class.

#### *Learning Process*

The student is evaluated on the basis of the learning process involved. The student's ability and willingness to participate in learning processes such as small group discussion, debate, or simulation may influence the evaluation of the student.

#### *Grading Criteria*

The previous section listed common sources of evaluation used by faculty. As a faculty member, you should select those sources or a combination of sources that will provide the greatest feedback value to the student in the form of a single standard of evaluation or a "grade." Regardless of the method used, each letter grade must be clearly defined, and the student must understand the requirements for attaining the letter grade. Acceptable standards for evaluation of student performance are presented in the section *Overview of Grading and Evaluation*. In support of these standards, the following guidelines and grading system have been established.

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### Undergraduate Grading Criteria:

A = Student illustrates excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well. Writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

*Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is an example for others to follow.*

B = Student demonstrates a solid comprehension of the subject matter and accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree that the student is earning.

*Example: "B" work indicates a high quality performance and is given in recognition for solid work; a "B" is considered a high grade and is awarded to those who submit work somewhat less than exemplary (i.e., "A" work).*

C = Student demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements and displays little or no initiative. Communicates orally and in writing at an acceptable level for an undergraduate college student. Has a generally acceptable understanding of all basic concepts.

*Example: "C" work represents average work. A student receiving a "C" has met the requirements, including deadlines, of the course.*

D = Quality and quantity of work in and out of the class are below average and barely acceptable.

*Example: "D" work is passing by a slim margin.*

F = Quality and quantity of work in and out of the class are unacceptable.

*Example: "F" work does not qualify the student to progress to a more advanced level of course work.*

## SECTION VII: GRADING, EVALUATION AND FEEDBACK

**EVANGEL GRADING SYSTEM** The following grades are used by the University. They are listed in the Undergraduate Catalog and Student Handbook and is the only one that may be used when assigning course grades.

<u>Honor Grade</u>		<u>Honor Points</u>		<u>Grade</u>		<u>Points</u>
A	=	4.00		C	=	2.00
A-	=	3.70		C-	=	1.70
B+	=	3.30		D+	=	1.30
B	=	3.00		D	=	1.00
B-	=	2.70		D-	=	0.70
C+	=	2.30		F	=	0.00
I	=	Incomplete				
W	=	Withdrew Passing				

### INCOMPLETE GRADES

The request for an Incomplete (I) is to be student-initiated. It is granted **ONLY** on the basis of serious illness or a similar extenuating circumstance that materially affects the student's ability to complete all of the course requirements. *An incomplete should not be granted solely on the basis of a student needing more time.* Students must obtain the Incomplete Form, take it to the professor to be filled out, and return it to the Adult Studies office. An (I) will be entered after receipt of the signed form. If the Incomplete Form is not filled out, then the current grade at the end of the block must be entered.

The incomplete **MUST** be cleared no later than mid-term of the next semester. If the student chooses not to complete the work by the extension date granted by the professor, the grade earned at the end of the block will be entered.

### GRADING PARTICIPATION

With the use of group activities, oral presentations and class interaction, class participation is almost guaranteed. Class participation should be no less than 10% and up to 25% of the student's course grade.

Adult Studies courses are in an accelerated format and each class session is vital to a student's education. Students are expected to be present for **ALL** class sessions. One exception may be made for documented work, illness or injury. A student who misses class for a reason other than these may not be allowed to complete work/exams missed during the absence.

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As with all other grading policies and procedures, any participation stipulations should be discussed at the beginning of class and reiterated in the syllabus.

### RECOMMENDED GRADING SCALE

93 – 100	=	A	73 – 77	=	C
90 – 92	=	A-	70 – 72	=	C-
88 – 89	=	B+	68 – 69	=	D+
83 – 87	=	B	63 – 67	=	D
80 – 82	=	B-	60 – 62	=	D-
78 – 79	=	C+	59 and below	=	F

### PRODUCT ASSESSMENT

As a faculty member, you will have as a major responsibility the assessment of products produced by the student such as written reports, oral presentations, individual/group projects, oral examinations and case studies. Scoring of products is difficult and time-consuming. On the other hand, product examination has high validity, measures (or simulates) real-life situation or performance, and is a reliable assessment method.

#### *Establishing Performance Standards*

The foundation of any product assessment is the development of product standards as opposed to merely reading a written paper or listening to an oral presentation and grading it "on the fly." Criteria for judging the product should be developed prior to making the assignment, and they should be developed in concert with course objectives and learning outcomes. The

following questions are examples of items that you might address in the development of performance standards:

- What level of performance should the student demonstrate at this point in the program?
- What criteria will be the difference between an "A" paper and a "B" paper?
- Will equal weight be given to content, organization of ideas, writing style, grammar, spelling, etc.? (See the Written Presentation Evaluation form, Exhibit 3, in this section.)
- How will oral presentations be evaluated? (Refer to the Oral Presentation Evaluation form, Exhibit 4, in this section.)
- How will group projects be graded? What standards will be applied where one or more persons have not carried their "share" of the work?
- What mental processes of the student do I want to bring out through the assignment?
- What is the "question" to be answered by the product? What competency will it demonstrate?

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### EVALUATION OF WRITTEN ASSIGNMENTS

Decide in advance what factors are to be measured and what critical factors will be evaluated in a paper before the assignment is given. Other guidelines include:

- *Before* the assignment, explain the difference among A, B, C, and lower papers.
- Do not use "gut feelings," though perhaps somewhat accurate, as the basis for the grade.
- Make separate evaluations of each factor to be considered (e.g., spelling separate from organization).
- Provide a working model, if possible, illustrating those critical factors selected for evaluation.

The worksheet at the end of this section, Exhibit 1, is an example of a working model to determine systematic grading criteria for a written assignment. The faculty member answers the italicized questions in the sample to complete blank worksheets on each written assignment in a particular course. A sample of a completed worksheet follows in Exhibit 2.

The key areas for grading reports and research papers are introduction, body, conclusion, format and mechanics, and the papers' relevancy to the assignment. A template is provide in Exhibit 3. *Written Presentation Evaluation.*

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### EVALUATION OF TEAM PROJECTS

The *Grading Worksheet*, Exhibit 1, can also be used to establish grading criteria for group projects. Another issue needs to be addressed, however, prior to giving a group project assignment: *How do you increase the likelihood of an equitable distribution of work?* Student feedback indicates that this is an area of concern. The following technique might be useful.

A form should be included as an appendix to the written document that indicates the part each group member was responsible for and the level of contribution. Part of the grade could include each group member anonymously grading the other group members. For example, an assignment worth 50 points would be graded by the instructor based on the criteria given, up to 40 points. In this instance the project grade given was 38 points. The additional 10 points will be determined by the group members. They will hand in a piece of paper with the other group members' names on it. By each name, the group member will give points from 1 to 10 based on his/her perceptions of the other members' contributions to the group project. The instructor then averages the points given and adds them individually to the group's 38 points.

Example:	Average Points		Group Grade		Final Grade
Jonathan	9	+	38	=	47
Tamra	10	+	38	=	48
Jeffrey	8	+	38	=	46
Melinda	10	+	38	=	48
Carolyn	7	+	38	=	45

Though this method requires a little more effort, it works well. Student feedback indicates they perceive it as being fair and effective in keeping everyone honest. When the group's written project is returned, comments will still need to be given on the paper. However, project grades should be given to each member individually.

This system also can be used for group oral presentations where part of the grade will be the group members grading each other.

Refer to the Professional Learning Teams section of this handbook for other team evaluation techniques.

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### **EVALUATION OF ORAL PRESENTATIONS**

When an oral presentation assignment is initially given, the following should be addressed and included in the grading criteria:

#### *Time Constraints*

While an individual presentation should be at least five minutes, a three-to four-member group presentation should be approximately 15-20 minutes. As in any presentation in the student's work environment, time constraints should be established and adhered to. One way to teach and encourage this is to tell the individual/group that points will be deducted after going five minutes over the allotted time. This encourages the presenter(s) to focus on the critical content, to avoid rambling and to practice before the actual presentation.

You may wish to consider setting a timer to go off at the end of the allotted time.

#### *Participation*

Each group member should actively participate in the actual presentation on a fairly equitable basis. For example, in a 20-minute presentation by four members, each member's participation should be roughly five minutes. Presentations in which one or two members present for the entire group should be avoided.

#### *Content Parameters*

To increase the effectiveness of an oral presentation, it is important that the subject matter be clearly defined and usually narrowly focused. Often, students without guidelines will choose broad topics and give "shotgun" or "generic" presentations covering a little bit of everything on the topic. Listener feedback indicates that these types of presentations are difficult to follow and lack substance, depth and enough "meat" to be useful. To avoid this, the instructor needs to work with the individual student or group. Some steps that can be used include the following:

1. Discuss oral presentation in the first class. Because of the time constraints of each course, oral presentation assignments should be discussed during the first night of class. Have the student or group define the topic area and major areas of focus and goals for presentation. Though not necessarily graded, this should be written and given to the instructor for feedback during the second night of class.
2. Meet early with the group. For group presentations, the instructor should meet with the group during the second and third classes to discuss the mechanics of the presentation, i.e., use of role-plays, skits, etc., breakdown of subject matter, and responsibilities.

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3. Identify major ideas. An effective question to ask students/groups is "What are the one or two major ideas/concepts you want the audience to remember from your presentation?" The entire presentation should then be developed around and in support of these major ideas.
4. Encourage use of visual aids. To insure the effectiveness of the presentation, the use of visual aids should be strongly encouraged. These can include flip charts, posters, overhead transparencies, short video clips, props, handouts, etc. For example, during a 20-minute presentation, at least two types of visual aids should be used. This can be part of your grading criteria.

### *Grading Criteria*

Like written assignments, it is important to establish grading criteria for oral presentations, both individual and group. With a little adjustment, the *Grading Worksheet* (Exhibit 1 in this section of the handbook) used for written assignments can be used for oral presentations.

The *Oral Presentation Evaluation* (Exhibit 4) and the *Evaluation Criteria for Oral Presentations* that follow provide a rubric for grading oral presentations. This is the form that should be used in establishing criteria for each course's particular oral presentation. The form should also be used during your evaluation of the actual presentation, as well as for providing feedback to the presenter(s). Rather than just indicating a grade, the form will give the student ideas and areas that s/he can build on or modify to improve oral communication skills. This means that students should receive a copy of their individual and group evaluation.

### *Points to Observe During an Oral Presentation*

The following questions are suggested as points to observe while evaluating an oral presentation. These questions may also assist class members in providing feedback to the student as well as assisting in the preparation of their own presentation.

1. Introduction
  - How effective was the attention factor?
  - Did the speaker relate his/her subject to your needs and interests?
  - Was this a good subject choice for the assignment?
  - As an audience member, did you feel involved in the presentation?
2. Development
  - Was there a clear relationship between major and minor (supporting) points of information?
  - Was there good variety in the use of supporting materials, e.g., interesting examples, specific instances, illustrations, analogies, etc.?

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- Were there areas of the development that failed to hold your interest? Why?
  - How effective were the transitions?
  - Could you “hear” parallel structure in the speaker’s thought divisions?
  - Would you be able to write down the essential information of the report in a clear, logical order from what you heard?
3. Conclusion
- Did the speaker recapitulate the major points of information in the report?
  - Did you feel as though the information in the report was brought to a satisfactory closure?
  - Did the speaker end with a strong closing statement? Or did the ending tend to ramble?
4. Nonverbal Communication
- Body movement: How effective was the use of:
    - (a) Facial expression?
    - (b) Gestures?
    - (c) Posture?
    - (d) Movement in general?
  - Voice:
    - (a) Did the speaker use good vocal variety?
    - (b) How would you describe the quality of the voice? Pleasing? Strident? Rich? Clear? Too Soft?
    - (c) Was the speaking rate effective? Monotonous? Too slow? Too fast?
  - Language:
    - (a) Was the language used appropriate to the situation?
    - (b) Absence of slang? Grammatical errors? Colloquialisms? Too esoteric? Too technical? Imaginative? Interesting? Compelling?
5. Visual Aid
- What was the overall effect of the speaker’s visual aid?
  - Neat? Clear? Easy to follow? Too much information? Too little information?
  - Handled well? Talked to the aid rather than the audience?

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### **TESTING AND WRITTEN EXAMS**

The rationale behind most grading systems is that something has been taught to a group of students, and an assessment of their learning of the content has taken place. Based on the outcome of that assessment a label or grade is assigned to each student.

The primary method for accomplishing this assessment is the administration of a test or examination. Volumes have been written on testing, and there are more varieties of examinations than most people realize or care to know about. The faculty member is referred to the bibliography for a listing of resources containing more detailed discussions of testing methods and test development.

Simply defined, a test is a collection of items developed to measure some human, educational or psychological attribute. An item on a test includes a set of instructions that (1) presents a situation (the stimulus), (2) records the examinee's response and (3) provides a means of scoring the response (Worthen & Sanders, 1987). However, too many test questions ask for nothing but isolated factual information. This is not enough.

The chief purpose of grading is to influence learning. This is the same goal in any organization when a supervisor conducts a performance evaluation. The entire evaluation process should be designed to encourage learning. When an individual is performing below the minimum level (or standard), he/she should be provided information on how to reach it.

### *Faculty Responsibilities*

Your desire and goal as a facilitator in the classroom is to provide the environment where material learned can be utilized later and in other contexts. In other words, the facilitator is responsible for ensuring the transfer of learning. The chances that this will occur are increased if applied examples are discussed in class, and if applied questions are asked on written exams.

The individual test question is the starting point for tests of better quality. A simple step toward this end is the editing of test questions by a colleague prior to the test administration. Answer questions such as "Are the questions clearly written?" and "What aspect of learning does each item tap--factual information, application, evaluation, etc.?" Tests should be examined in conjunction with the objectives or goals of the course.

### **FEEDBACK AND COMMUNICATION WITH STUDENTS**

It is well known that the essential route to communicating with students and influencing their learning positively is done on the basis of feedback. Research studies over the last 50 years have demonstrated the usefulness of feedback, and providing feedback has been cited in the literature as a major monitoring strategy. The National Report on Learning published by the U.S. Department of Education in the 1980s stresses that improvement in learning is more likely to occur following both written and oral critiques of student

## SECTION VII: GRADING, EVALUATION AND FEEDBACK

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work. It should be acknowledged therefore that a significant approach to improving the grading game is to supply much more information to each student than the lone number or letter symbol on a test paper or written assignment.

### *Faculty Responsibilities*

All faculty members are expected to clearly explain grading in the syllabus, explain what their expectations are, and to clarify what material will be covered, what will be expected of students, and what will be the standard for evaluation. Early clarification of your expectations will serve to reduce student anxiety about grades and preconceived notions of how their work will be evaluated.

A clear interpretation of your expectations can be facilitated if your evaluations have the following characteristics.

Clear – The evaluation is communicated in a form and style that can be understood by the student.

Thorough – The evaluation covers all the areas of student performances as requested by the faculty member.

Consistent – Expectations and guidelines established by the faculty member in the beginning are not repudiated.

Equitable – The faculty member follows through on a commitment to make discriminatory judgments and does not put students into one or two categories (A and A-) for the sake of ostensible harmony.

Professional – The faculty member honors all commitments to the institution and to the student.

### *Student Issues*

The largest single concern expressed by adult students is feedback. Feedback can range from noting student errors to detailed criticisms to lengthy discussions and explanations of test material. Students desire regular and constructive feedback from faculty on all of their activities. Favorite likes of students include remarks or comments that indicate the faculty member has paid attention to what the student has written or said and has tailored remarks for that student.

### *Characteristics of Good Feedback*

The role of feedback in an assessment-for-improvement model is to provide a continuous flow of information that is useful to the student in shaping the learning process while it is happening. Feedback is most effective if it is not made public and if it emphasizes competencies instead of comparisons.

## SECTION VII: GRADING, EVALUATION AND FEEDBACK

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Feedback should be:

- Multi-Dimensional – Covers a variety of areas: content, presentation skills, grammatical skills, etc.
- Non-Evaluative – Provides objective information about the receiver's work; allows receiver to step back from his/her work and personally acknowledge strengths and weaknesses.
- Supportive – Seeks to offer information in a way that will allow receiver to recognize areas for improvement.
- Receiver Controlled – Permits the receiver to accept or reject the information.
- Timely – Permits the receiver to accept or reject the information.
- Specific – Works best when the information precisely describes observations and recommendations for the receiver's consideration.

Even the most thoughtful, fair grading criteria will often be perceived as arbitrary and/or unfair if written feedback is not provided. A paper returned with only check marks, "good" or a grade will usually be received with either more questions, feelings of frustration, perceptions of little, if any, real "reading" by the faculty member or all of the above. The same reasoning applies when the oral presentation evaluation merely has points recorded and check marks or circles around the rating, but no written remarks.

Feedback needs to include strengths of the paper or oral presentation and problem areas, usually in that order. Unless the report is a perfect "A," a discussion of problem areas will provide information concerning why an "A" or "100%" was not given.

*Sample of Feedback  
On Written  
Assignments*

Sometimes we are tempted to write one or two words on a paper to indicate that the student has done well ("Good work"), even though the paper may have received 97 out of a 100 points. And indeed, that is a good score; however, there is a reason why the student did not receive the full 100 points. Adult students want to learn from their mistakes as well as to get an A on all their assignments. It is your job to make sure they are aware of the areas in which they need to improve.

The following phrases are examples of comments on a written assignment:

Strengths:

1. Good Analysis/Evaluation/Insight.
2. Paragraph/Chain of thought indicates an understanding of the basic dynamics of the organizational behavior variable.
3. You support your basic thesis or concept with logical, specific ideas and data.

## SECTION VII: GRADING, EVALUATION AND FEEDBACK

4. Good flow from one idea to another (good transitions).
5. Dynamic and/or original, non-trite word choice.

### Problems:

1. Lacks basic thesis concept and/or the concept used is too broad or self-evident (e.g., "Human resources are valuable.").
2. Sentence/Paragraph/Chain of thought misses the point and/or is irrelevant/simplistic.
3. Arguments are not sound and/or supported by specific data/examples/information.
4. Awkward sentence and/or paragraph--does not flow well and/or does not make sense--e.g. "Expectations need to be explained as well as tools used for measuring and criticizing."
5. Wordiness--needs to be more concise and/or relevant.
6. Need to finish and/or clarify idea--you expect reader to read your mind.
7. One sentence paragraph which needs more information.

### Stylistic Problems:

1. Fragmented sentences (incomplete or run-on sentence).
2. Spelling.
3. Punctuation.
4. Usage--verb tense, word choice, contractions, etc.

# SECTION VII: GRADING, EVALUATION AND FEEDBACK

## Exhibit 1 Sample of Grading Worksheet for Written Assignments

GRADING WORKSHEET	
<b>COURSE:</b> _____	Cohort Group: _____
<b>ASSIGNMENT:</b> _____	
<b>Weighting (Points):</b> _____	
<i>(What is the worth/weighting of this assignment in relation to the overall course grade? Major project? Short case study? Practice problem?)</i>	
<b>GOALS: :</b> _____	
<i>(What are the goals of this assignment? How does this assignment fit into the overall goals of the course? Though goals are often given in the course, there may be times when clarification is needed. Clearly stated goals provide the framework for identification of critical content areas to be covered in the assignment.)</i>	
<b>CRITERIA:</b> _____	
<i>(What are you looking for in this assignment? What will constitute an "A" paper?)</i>	
<b>CONTENT:</b> _____	
<i>(What content areas need to be addressed? Major topics? Number of problems? Critical case study evaluation factors? Number of reference articles/sources required?)</i>	
<b>Weighting:</b> _____	
<i>(For a majority of assignments, the content areas of the paper will be the most critical factor and subsequently will be weighted or worth more than the other criteria. You may choose to make content the only graded factor. In Form 2, content is weighted as 20 points out of a possible 30 points.)</i>	
<b>ORGANIZATION:</b> _____	
<i>(What impact will organization, style, grammar and usage have on the grading of the paper? Are these areas relevant for the assignment? Are these areas more important than content in this assignment?)</i>	
<b>Weighting:</b> _____	
<i>(For analytical or essay papers, these areas may or may not be perceived by you as important. Criteria need to be established and communicated to the students. Form 2 indicates that these areas are perceived as having some relevance and are weighted accordingly.)</i>	
<b>STYLE, GRAMMAR &amp; USAGE:</b> _____	
<b>Weighting:</b> _____	
<b>OTHER CRITERIA:</b> _____	
<i>(Are there other factors that are critical to the successful completion of assignment? The "Other Criteria" section can be used to indicate these factors and their weighting. For example, in an oral presentation, delivery style factors could be listed here and weighted.)</i>	

# SECTION VII: GRADING, EVALUATION AND FEEDBACK

Exhibit 2  
Sample of Completed Grading Worksheet  
for MGTA335 - Organizations and Environments

## GRADING WORKSHEET

**COURSE:** MGTA335 Organizations and Environments

Cohort Group: SJMT01

**ASSIGNMENT:** Analysis of organizational structure

**Weighting (Points):** 30 Points

**GOALS:** To describe how your organization's structure compares with the characteristics defined in the classical design theory, Likert's System 4 approach, or contingency design approach.\* To analyze the effectiveness of the organization's structure in relation to the characteristics described.

### CRITERIA:

- **CONTENT:** 1. A brief description of your organization, including what its mission is, its size (# of people and/or revenues) and its organizational structure. 2. Using the relevant approach(es) (given the text). \*3. Giving pros and cons, analyze the effectiveness of your organization's structural characteristics with supportive data/examples.

**Weighting:** 20 points

- **ORGANIZATION:** Clear, concise, relevant-logical flow of ideas; smooth transitions between sentences and paragraphs.

**Weighting:** 5 points

- **STYLE, GRAMMAR & USAGE:** Avoidance of one-sentence paragraphs. Appropriate grammar, spelling, and pronunciation (in oral presentation); allow up to five errors before deduction).

**Weighting:** 5 points

**OTHER CRITERIA:** The classical design and Likert's System should have 6-8 characteristics.

# SECTION VII: GRADING, EVALUATION AND FEEDBACK

## Exhibit 3 Sample Written Presentation Evaluation

<b>WRITTEN PRESENTATION EVALUATION</b>	
<input type="checkbox"/> Individual-Student Name: _____	Date: _____
<input type="checkbox"/> Team Member Names: _____	
Cohort: _____	Course: _____
<b>INTRODUCTION:</b> Thesis statement; interest; focus; development.	
Comments:	0...1...2...3...4
<b>BODY:</b>	
Content - evidence, accuracy, sources;	0...1...2...3...4
Organization - development, logic:	0...1...2...3...4
<b>CONCLUSION:</b> Overview; extends significance of paper.	
Comments:	0...1...2...3...4
<b>FORMAT/MECHANICS:</b>	
APA format:	0...1...2...3...4
Grammar, vocabulary, punctuation:	0...1...2...3...4
Structure:	0...1...2...3...4
<b>RELEVANCY OF TOPIC TO ASSIGNMENT:</b> Meets objectives of assignment	
Comments:	0...1...2...3...4
Total Points:	Grade:
Grading Key: 0 = Unacceptable; 1 = Needs Improvement; 2 = Minimally Acceptable; 3 = Satisfactory; 4 = Excellent	

## SECTION VII: GRADING, EVALUATION AND FEEDBACK

### EVALUATION RUBRIC FOR WRITTEN ASSIGNMENTS *(Exhibit 3, continued)*

Page 1 of 2

	<b>Excellent (4)</b>	<b>Satisfactory (3)</b>	<b>Minimally Acceptable (2)</b>	<b>Needs Improvement (1)</b>
<b>INTRODUCTION</b> (Thesis, interest, focus, development)	Introduction previews major points and includes the thesis of the paper. It is clear, focused and draws the interest of the reader.	Introduction includes a thesis, but lacks clarity, focus, or appeal.	Introduction lacks a clear thesis. It is relevant to the topic, but rambles or is not focused or defined.	Introduction is weak and does not draw the reader's interest. There is no thesis or focus.
<b>BODY</b> (Content-evidence, accuracy, sources)  (Organization-development, logic)	Content demonstrates understanding of subject matter and consists of relevant material and effective research.  Organization emphasizes the central theme and supports the thesis. There is a logical sequence of arguments and/or subject matter. Major points are well supported, and the synthesis of ideas is appropriate. Discussion and conclusions are based on objective analysis of issues.	Efforts are made to use relevant material and research to support findings; however, the ideas do not always fit together well or flow logically.  The reader can readily follow what is being said, but the paper's overall organization is either stiff and choppy, or much too loose. The sequence of ideas is not as smooth as it could be. Instead of developing the thesis and citing relevant material, the paper attempts to make the research material relevant to the thesis. Little synthesis of ideas. Discussion and conclusions are present, but lack objectivity.	Some research is given and cited, but presented in a random fashion; understanding of concepts is limited, and the paper lacks substance.  It is difficult for the reader to follow what is being said, but with effort, the main points can be ascertained. Lack of appropriate support leads to reader confusion, and the language used is generally overused, slang, or trite. Very little discussion or evaluation of ideas that were presented or researched. If there is discussion, the author generally is not objective or true to the research.	The paper lacks a central idea or purpose or forces the reader to make inferences based on very sketchy information. Research is limited or missing, and the writer fails to demonstrate a basic understanding of the subject matter.  The paper's organization is haphazard and disjointed. Writing lacks direction and continuity among ideas, details and support material. The lack of organization distorts or obscures the paper's main point and leaves the reader confused as to the paper's purpose.
<b>CONCLUSION</b> (Overview, extends significance of paper)	Conclusion reviews major points, but does not simply list them. It is logical and flows from the body of the paper. Evaluation of the issues presented is fitting.	Conclusion reviews major points, but is somewhat vague or long-winded. Some evaluation is given, but not always accurate.	Conclusion is simplistic and often repeats the material from the introduction. The attempt to wrap up the paper is ineffective. Evaluation of ideas is minimal.	Conclusion does not wrap up the paper. Instead it may present alternative ideas or simply be the last point the author wanted to make. Evaluation is either non-existent or incorrect.

## GRADING, EVALUATION AND FEEDBACK

### EVALUATION RUBRIC FOR WRITTEN ASSIGNMENTS *(Exhibit 3, continued)*

Page 2 of 2

	<b>Excellent (4)</b>	<b>Satisfactory (3)</b>	<b>Minimally Acceptable (2)</b>	<b>Needs Improvement (1)</b>
<p><b>FORMAT/ MECHANICS</b> (APA format)</p> <p>(Grammar)</p> <p>(Structure)</p>	<p>The paper uses APA format effectively. References are cited and traceable.</p> <p>Rules of grammar and punctuation are followed. Spelling or typographical errors are rare. The words used convey the intended message in an interesting, precise and natural way. The writing is full and rich, yet concise.</p> <p>Sentences are well built with consistently strong, varied structure that makes reading easy.</p>	<p>APA format is used inconsistently.</p> <p>The words used convey the general meaning the author is attempting to get across, but are imprecise and unnatural at times. Some grammar problems are present</p> <p>Sentences are mechanically correct, but lack fluidity and good style. Occasional awkward construction forces the reader to stop and reread sentences.</p>	<p>Some attempt is made to cite sources, but APA format is virtually non-existent.</p> <p>Sentences lack structure, and mechanics are weak.</p> <p>The writer shows control over simple sentences, but struggles with complex syntax. Grammar and typographical errors occur frequently.</p>	<p>The paper does not use APA format. References were either not listed or weak.</p> <p>Numerous errors in usage, sentence structure, spelling or punctuation repeatedly distract the reader. The writer struggles with a limited vocabulary and is unable to convey meaning. Words chosen are often incorrect or inadequate. Often the language is so vague, abstract or redundant that only the broadest, most general messages are conveyed.</p> <p>Incomplete and run-on sentence patterns make the text difficult to follow, and many sentences seem disjointed or awkward.</p>
<p><b>RELEVANCY TO ASSIGNMENT</b> (Objectives of the assignment: includes topic and length)</p>	<p>The paper includes all assigned material and meets all objectives of the assignment.</p>	<p>The paper meets most objectives of the assignment.</p>	<p>The paper gives evidence that the writer understood the basic objectives, but the author's attempt to meet them is ineffective or incomplete.</p>	<p>The paper does not meet the objectives of the assignment.</p>

# GRADING, EVALUATION AND FEEDBACK

## Exhibit 4 Sample Oral Presentation Evaluation

### ORAL PRESENTATION EVALUATION

Individual/Student Name: \_\_\_\_\_  
 Team Member Names: \_\_\_\_\_  
 Today's Date: \_\_\_\_\_ Course: \_\_\_\_\_  
 Start time: \_\_\_\_\_ End time: \_\_\_\_\_ Total time: \_\_\_\_\_

DELIVERY STYLE (Individual):	ORGANIZATION (Individual/Group):
Physical actions 0...1...2...3...4 (gestures, eye contact, stance)	Introduction 0...1...2...3...4 (preview, purpose)
Voice 0...1...2...3...4 (vocal variety, enunciation, lack of Ums)	Preparation 0...1...2...3...4 (rehearsal, research)
Dynamics 0...1...2...3...4 (pace, humor, confidence, timing)	Transitions 0...1...2...3...4 (flow, movement to next idea/person)
Language 0...1...2...3...4 (vocabulary, grammar)	Content 0...1...2...3...4 (understandability, separation of ideas)
Visual Aids 0...1...2...3...4 (professional, readability, use)	Conclusion 0...1...2...3...4 (recap, call to action)

Grading Key: 0 – Poor; 1 – Below average; 2 – Average; 3 – Above average; 4 – Excellent

**OVERALL GRADE:** \_\_\_\_\_

## GRADING, EVALUATION AND FEEDBACK

### EVALUATION RUBRIC FOR ORAL PRESENTATIONS *(Exhibit 4, continued)*

Individual and Team, Page 1 of 2

DELIVERY STYLE	Excellent (4)	Satisfactory (3)	Minimally Acceptable (2)	Needs Improvement (1)
<b>Physical Actions</b> (gestures, eye contact, and stance)	Uses arms and hands naturally; gestures are used only to reinforce or complement spoken words. Has good eye contact with individuals in audience. Stands comfortably.	Relatively few distracting gestures. Usually has good eye contact with individuals in audience. Appears reasonably comfortable.	At times, keeps hands in pockets or arms in an unnatural position. Exhibits some distracting gestures. Sometimes focuses on only a portion of the audience or looks away from audience. Looks down at notes for extensive periods of time. Sometimes appears uncomfortable standing, rocks back and forth, or moves around considerably.	Arms and hands are frequently held in an unnatural position. Frequently makes distracting gestures. Does not have good eye contact with audience. Appears uncomfortable standing in front of an audience.
<b>Voice and Delivery</b> (vocal variety and enunciation, lack of Ums, Ahs, and other crutches, clarity)	Voice is well modulated and audible. Words are enunciated clearly. Rarely or never uses crutches. Speech is always clear, concise and convincing.	Voice is usually well modulated and audible. Words are usually enunciated clearly. Occasionally uses crutches. Speech is usually clear, concise and convincing.	Voice is sometimes audible and has a monotone quality. Words are not always enunciated clearly. Frequently uses crutches. Speech is not always clear and carefully thought out. At times speech is elaborate and wordy and includes superfluous detail. Sometimes lacks conviction.	Voice is frequently inaudible and has a monotone quality. Words are frequently not enunciated clearly. Constantly uses crutches. Speech is frequently unclear. Speech is always elaborate and wordy and includes superfluous detail. Lacks conviction.
<b>Dynamics</b> (pace, humor, confidence)	Always speaks at a deliberate pace and with confidence; incorporates humor.	Usually speaks at a deliberate pace and with a fair amount of confidence; some humor included.	Sometimes speaks at a pace that is too rapid, too slow, or sporadic. Lacks confidence. Little or no humor.	Frequently speaks at a pace that is too rapid, too slow, or sporadic. Lacks confidence. No humor.
<b>Language</b> (vocabulary, grammar, appropriateness of technical language)	Speaks fluently, with a varied vocabulary suited to the audience. Avoids clichés, junk words, and fad words. Technical language is always appropriate to the audience. Always speaks in well-constructed sentences, using correct agreement, verb tense, punctuation, etc.	Speaks with a relatively varied vocabulary. Usually avoids clichés, junk words, and fad words. Technical language is usually appropriate to the audience. Usually speaks in well-constructed sentences, using correct agreement, verb tense, punctuation, etc.	Speaks with a limited vocabulary. Sometimes uses clichés, junk words, and fad words. Sometimes uses technical language the audience does not understand. Sometimes uses rambling or incomplete sentences, improper word agreement, verb tense usage, punctuation, etc.	Speaks with a very limited vocabulary. Frequently uses clichés, junk words, and fad words. May use technical language the audience does not understand. Frequently uses rambling or incomplete sentences, improper word agreement, verb tense usage, punctuation, etc.
<b>Visual Aids</b> (professional, readability, use)	Makes very effective use of visual aids. Visual aids are always simple, clear, and easy to interpret.	Makes good use of visual aids. Visual aids are usually simple, clear, and easy to interpret.	Limited use of visual aids. Aids used were difficult to read; needed explanation in order to interpret.	Poor use of visual aids. Visual aids are frequently too complex, unclear, or difficult to interpret.

## GRADING, EVALUATION AND FEEDBACK

### EVALUATION RUBRIC FOR ORAL PRESENTATIONS *(Exhibit 4, continued)*

Individual and Team, Page 2 of 2

ORGANIZATION	Excellent	Satisfactory	Minimally Acceptable	Needs Improvement
<b>Introduction</b> (preview, purpose)	Gave an effective preview and clear purpose of presentation.	Gave a relatively effective preview and purpose of presentation.	Gave a preview that was not clear. Purpose of presentation may or may not have been included.	No preview or purpose of presentation given. Jumped right into the content.
<b>Preparation</b> (rehearsal, background research)	Obvious that presentation was well-prepared, researched, and rehearsed.	Fairly well prepared, researched and rehearsed.	Presentation lacked some polish achieved through rehearsal.	Little to no evidence of preparation.
<b>Transitions</b> (flow, movement to next idea/person)	Excellent transition. Flow was smooth and moved easily and naturally to the next idea/person.	Transition was handled relatively well. Movement to ideas/next person could have been smoother.	Choppy transitions. Poor movement to next idea/person.	Lacked transition. Little or no connection to next idea/person.
<b>Content</b> (understandability, separation of ideas, quality of research)	Subject matter is thought provoking and interesting. Clearly demonstrates mastery of the course work and thorough research of the presentation topic.	Subject matter is usually interesting and presentation reflects substantial research efforts.	Subject matter is treated superficially. Inadequate research efforts are reflected in the failure to reach a valid conclusion.	Subject matter is too vague, too broad, too narrow, too technical, or too specialized to permit meaningful research, thereby resulting in failure to reach any conclusion.
<b>Conclusion</b> (summary or call to action, passion about subject, objective conclusions)	Effectively summarized the presentation and gave a motivational conclusion to audience. Clearly impassioned about the subject. Conclusions are objective.	Satisfactorily summarized the presentation, but it lacked motivation to engage the audience to act. Relatively impassioned about the subject. Conclusions are mostly objective.	Vague summary. Left audience unclear as to purpose of presentation. Lacked passion. Failed to reach a valid conclusion.	No summary or call to action. Lacked motivation and passion.

## SECTION VIII: FACILITATION OF STUDENT LEARNING

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**INTRODUCTION** Your role as facilitator makes you the most vital influence in our educational system because you bring into the classroom current, real-world expertise. In an effort to support you, this section of the Faculty Handbook has been developed to:

- (1) Provide instructional skills development and assistance;
- (2) Familiarize both new and current faculty with learning techniques used in the experiential learning classroom, and
- (3) Offer suggestions for practical applications within the classroom.

Faculty members of some content areas, such as math, accounting, and science may find implementation of some of the theories and activities in this manual a challenge. However, it is our hope that this manual will inspire you to seek and try out creative facilitation techniques that work in your content area.

You must be the one to decide when and how to use the techniques. Please remain as flexible as possible and adapt techniques that suit your style, your teaching situation, and your cohort's dynamics.

**THE INSTRUCTOR AS FACILITATOR** In facilitation, the focus is not on the instructor or the student, but on learning. As the working professional and role model, the instructor brings subject knowledge and teaching skills to the classroom. Students also bring rich experience and resources, which can further their own and others' learning. As an adjunct instructor, your role requires you to use tools and techniques that will engage the students in learning. In order to make the most impact on the students, it is important that you understand adult learning styles.

In the adult programs, faculty have limited time in which to present information necessary for students to master skill development. Therefore, the content of in-class lectures must be extremely well organized and presented clearly so students know at all times where the faculty member is going. Stress relationships among specific concepts and demonstrate applications of theory and skills. Lectures should be presented in an engaging way and with high energy. Our society has a fostered short attention spans, so lectures should not be over 15-20 minutes. Ideally, students should be actively involved in the learning process.

When the faculty member appears to have strong interest in the students as individuals and demonstrates high sensitivity to subtle messages from them regarding the way they feel about the material or its presentation, the impact on the students is very positive. Students feel that their instructor knows who

## SECTION VIII: FACILITATION OF STUDENT LEARNING

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they are and cares about them and their learning. In this way, the students become highly motivated to do their best, in part so as to not disappoint the faculty member.

Good interpersonal rapport is evidenced when the faculty member acknowledges students' feelings about matters of class assignments, activities, or policy and encourages the students to ask questions and/or express their personal viewpoints. Effective facilitation occurs when the faculty member encourages students to be creative and independent in dealing with the subject material to formulate their own views. When this happens, students not only know what the faculty member expects of them, but also feel more responsibility to go beyond that level of performance.

### **ADULT LEARNING THEORY**

More and more educators are incorporating into their professional practice the objective of fostering greater learner self-direction. Self-direction is seen as a basic part of helping people to enhance and expand their learning skills. Most students will probably respond affirmatively when asked if they want to develop greater self-direction in their learning.

#### *The Self-Directed Adult Learner*

However, wanting and doing are two different processes and most students do not realize exactly "how" they learn. In successful facilitation, faculty members help learners achieve greater self-direction by showing them how to control one or more aspects of a learning situation. By control, we mean the ability to exercise decision-making processes and demonstrate self-management techniques. In the learning process, it is important to realize that there are two kinds of control: decision authority and competence. Decision authority refers to the amount of control the student has over a decision—whether or not he/she has made the right decision. Competence refers to the amount of increased control a student can develop by virtue of making better decisions based on improved performance.

From an instructional point of view there are seven major aspects to a learning experience. These can be expressed as a series of questions the faculty member can pose to the class (and himself/herself):

1. What is to be learned (both in general and specific terms)?
2. How is the learning to be used?
3. How is the learning to be accomplished?
4. How is the learning to be consolidated, demonstrated, or shared?
5. How and by whom is the learning to be assessed? (And what criteria are to be used to determine that a satisfactory, or better, level of learning has been achieved?)
6. How, if at all, is the learning to be documented?
7. What is the time limit, or schedule, for the effort?

## SECTION VIII: FACILITATION OF STUDENT LEARNING

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When learning is initiated by students themselves, there are two questions to answer in relation to each of these seven areas: (1) How much control will the learner exercise, in the last analysis, over the answer to each question (the degree of learner control in decision making); and (2) To what extent will others be involved in performing the activities described in answers to the seven questions (the participation of others in implementing these decisions)? By incorporating the seven questions governing student participation into the course, both faculty and students begin to get a global perspective of what the course can and will provide to its participants.

As a facilitator, the faculty member assumes the dual role of *diagnostician* and *negotiator*. The faculty member must work with the student to identify where the learning effort fits into the student's interest and priorities: What are the learner's abilities with respect to each of the seven major aspects of a learning situation? This will require some assessment of competence levels, or diagnosis of ability, to indicate what kind of instructional support is needed.

The faculty member will want to assess and reassess the ability demonstrated by the learner in order to make appropriate recommendations to the student. In these recommendations, the student must be made aware of the rationale behind the faculty member's statements. In short, an ongoing dialogue will occur between the faculty member and students.

The second role the faculty member is called upon to play is that of *negotiator*. If the continuing dialogue is to be productive for the learner, the student and faculty member must establish a reciprocal and trusting relationship. What guides the faculty member in this process is grounding in the ultimate goal of contributing to the success of the student. The faculty member may strongly press for a revision of objectives when his/her assessment suggests that the objectives the student has set are not achievable and may contribute to an early pattern of failure, frustrating both the student's immediate effort and, in the long run, the student's progress toward greater self-direction in learning. When solid communication lines exist between students and faculty, it is easier for both to assertively counter any recommendation that is perceived as being off target or question any point that needs clarification.

In discussing the concept of self-directed learning in his book, Self-Directed Learning: A Guide for Learners and Teachers, Malcolm Knowles has identified a set of necessary competencies for self-directed learning.

## SECTION VIII: FACILITATION OF STUDENT LEARNING

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- Skill in diagnosis of learning needs. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.
- Formulation of learning goals. Adults' orientation to learning is life-centered; therefore, the appropriate units organizing adult learning are life situations, not subjects.
- Identification of human and material resources for learning. Experience is the richest resource for adult learning; therefore, the methodology of adult education is the analysis of experience.
- Evaluation of learning outcomes. Adults have a deep need to be self-directed; therefore, the role of the teacher is to engage in the process of mutual inquiry.

As a facilitator, you may find the following nine components helpful to incorporate into your classroom learning events.

1. Gain and control attention.

Advertising people seem to have a knack for this, as do some entertainers and lecturers. Use gestures, announcements, or displays to direct the students' attention to what is to be learned.

2. Inform the learners of the expected outcome.
3. Stimulate recall of relevant prerequisites.
4. Present new material.
5. Offer guidance for learning.
6. Provide feedback.
7. Appraise the students' performance.

Before moving on to the next set of new ideas, the students ought to have a chance to assess themselves against some kind of external standard (model, test, examination, real-life try-out, etc.).

8. Make transferability possible.

Adult students learn not for the faculty member's sake, but in order to gain awareness of what a productive employee is, improve their academic

## SECTION VIII: FACILITATION OF STUDENT LEARNING

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knowledge, their professional status, their hobby skills, their functioning as a parent, or their enjoyment of life in general. Through such strategies as role-playing, laboratory practice, and simulated events, the students may practice the application of new learning right in the classroom. Assignments, which provide for an assessment and transfer of that learning to the outside world, are to be given to work on for the next class session.

### 9. Ensure retention.

Once learning has taken place, it should be incorporated into further study --new information related to old information, problems solved by using the new learning, and application made through repeated questions, practice, and other methods.

#### *Cooperative Learning*

Cooperative learning is based on active learning, cooperation, and respect for individual learning styles. The classroom structure provides a balance of lectures, texts, memorizing, and tests. The underlying philosophy is based on the potential of all students to succeed (Bianco-Mathis & Chalofsky, 1996, p. 126-127)

#### *Experiential Learning*

Definition: Learning through doing or watching as someone else does rather than something heard or read about (information assimilation). (Whitaker, 1989)

#### Major characteristics of adult learners

1. Need for acknowledgment and use of their experiences and prior knowledge:
  - They are resources for learning.
  - Experiential learning activities are reflective journals, critical incidents, and portfolio development.
  - Experiences need to be challenged as “truth.”
  - Experiences are often the motivator to learn more and try to make sense out of the experience, such as divorce or death of a loved one.
  - When adults reflect on their experiences, they often need or want to transfer what the experience means in terms of their values or beliefs.
  
2. Different ways they learn:
  - How the adult processes information.
  - Learning style inventories help determine style of learning.

## SECTION VIII: FACILITATION OF STUDENT LEARNING

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3. Desire to be actively involved in the learning process:
  - Faculty role expands from being an information giver to being a resource advisor and learning facilitator.

Adults have a need to be supportive and connected to one another. Learning needs to fit into the context of their lives (Caffarella and Barnett, 1994, pp.29-40, in New Directions ).

### FACILITATION METHODS AND TECHNIQUES

Visual aids can be an excellent instructional tool if used properly. The first principle is to use visual aids frequently enough to keep student interest high, but not so often that students become distracted or have no time to think about what is being said. Visual aids come in all shapes and sizes, and some are so obvious that faculty tend to overlook their effectiveness.

#### *General Principles Of Using Visual Aids*

Handouts are used by many faculty to outline lectures and list definitions, formulas, or diagrams. Some ways of using handouts are better than others. If given a detailed lecture outline at the beginning of class, students tend to develop a false sense of security and pay little attention to the class activities because they know they can always refer to the handout at a later date. Handouts, like student lecture notes, should provide organization and a reminder of what the students actually heard in class.

**Blackboards/whiteboards and Flip Charts** are often taken for granted by faculty members. However, both aids are still two of the most effective visual aids available. The act of writing on the board or flip chart focuses student attention on the material being presented. Research indicates that most students will copy into their notes virtually everything the instructor has written on the board. Unfortunately, students sometimes omit key words when they take notes, totally missing the meaning of a key lecture point. Thus, the board or flip chart is an excellent place to write key words, names, or formulas used in a lecture. Writing a definition on the board draws students' attention to it and is most appropriate if the teacher wishes to comment on various words and components of the definition in some detail. The most basic rule in using blackboards and flip charts is to write nothing unimportant: nothing that one does not refer to in some detail, and nothing overly lengthy.

A once popular visual aid was the **Overhead Projector**. **PowerPoint** has nearly made the Overhead Projector obsolete. Most publishers provide PowerPoint presentations to accompany texts. The **Document Camera** is another device sometimes used in the classroom. It accomplishes the same thing as the overhead camera and transparency, but regular paper can be used. All of the adult education classrooms are equipped with computers,

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projectors, and Internet access. A document camera may be checked out of the Instructional Resource Center (IRC) office.

### *Making Visuals*

The design of the visual should consider these basic guidelines:

1. Keep your design simple. Complete details can be confusing and unnecessary since you will be there to explain.
2. Use no more than six words per line and six or fewer lines per slide.
3. Select key words and phrases. Do not try to recap the entire presentation on one transparency.
4. Space lines by at least 1½ to 2 lines.
5. Use simple, bold lettering types, at least 18 pt.

### *Pacing*

Do not show more information than is necessary at one time. If you show too much, your audience will be ahead of you and lose attention in the specific point you are making.

- Consider revealing one line at a time through the use of “slide transition”
- Use a pointer to direct attention to specific points. Avoid pointing at the screen (and thus turning your back to the class).

**Videos** illustrate content vividly, and the best contemporary educational videos are conceptually complex and of high interest to students. Showing a long video, however, takes up scarce class time. Consider placing a desired video on reserve in the library, or asking ECTV to air the video at specific intervals.

Videos are recommended to provide alternative information channels for students. They are good for use when low reading skills are present. They provide a continuity of action and are especially sound to use to reduce long demonstration processes to brief sequences. Videos also provide a “front seat” for many events, processes, and experiences. Experts can perform demonstrations, equipment can be made available, places can be visited, and everything can be shown in its original color, at the right angle and speed for analysis and learning. Videos can also be stopped at certain points for summary, discussion, and questioning.

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The established rate and method of presenting the material through video forces all students to follow it at the same speed and with the same level of comprehension. Some students may become bored, while others may find the material too difficult to comprehend. These are additional reasons to place videos on reserve for student viewing individually. Please do not use videos as class “filler” or for their entertainment value, but for their contribution to the learning process

Remember, videos quickly become outdated and lose their impact on the viewers. Be sure to preview any videos before purchasing them through curriculum funds or showing them in class.

If you choose to use video as an instructional tool, please do the following:

**Prepare for the video.** Relate the video to the course content. Explain its setting and peculiarities, if any, and quiz the students on relevant background information.

Inform students of what they can expect to see and learn from the video.

Instruct the students to look for specific problem areas illustrated in the video.

Inform students how the video’s content will be used in the course: Is it to present new information? To illustrate previously-made points? etc.

Consider making a written assignment or viewing guide to accompany the video. The assignment may be completed during or after the viewing.

You may want to stop at certain points to concentrate on a particular issue, elicit questions, raise a point, or receive reactions regarding its content and presentation

Try to leave some classroom lights on to permit note taking.

**Follow-Up.** Begin by inviting questions and comments. Go straight to the issue for which you chose the video.

**Keep a Record.** Record the course name, audience profile, at what point in the proceedings you showed the video and how you introduced it, what activities followed, plus other comments to help you make good use of the video for the next time around (or avoid ever using it again!).

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*Tips for Using Videos* The following techniques could be useful to help the students integrate the video's message with the rest of the course material. The activities are designed for small group activities (three to six people) and require between 5-30 minutes of class time.

**To Frame Questions.** A relatively elementary use of the group is the “buzz” or discussion of the video with the objective of coming up with a question that the video raises. Another group, the group at large, or possibly you may answer the question.

**To Specify Learning.** Another easy way to put the group to work is to ask them to zero in on one or two important ideas that are introduced in the video. In effect, the group is challenged to think in terms of “what have we learned?”

**To Respond to Specific Questions.** You may wish to have the small groups focus on specific questions raised by the video. The questions may be distributed to participants via a question sheet prepared in advance of the video session, or they may be written on the blackboard or large piece of paper. You may give each small group one or two questions of a special sort, or all small groups may work on the same question(s). Depending on the available time, the process may be repeated a second time or more.

**To Brainstorm.** The video may introduce a problem that can be worked on in a brainstorming way. A group of 6-12 people, plus someone to record ideas, works out well. The instructor might serve as a recorder or the recorder might be drawn from the group, depending on the number of groups at work.

**To Critique Assigned Readings.** Provide a pertinent article or handout and ask for it to be discussed in relation to the video.

**To Assess Personal Effectiveness.** Participants can be invited to assess their own behavior in situations similar to those in the video. For instance, in a communication skills development video, groups would view the video looking at their own areas needing improvement. The approach, however, involves self-disclosure on the part of the students. It should not be used until a sufficient level of trust has been developed.

**To Provide Practical Applications.** After the video has been viewed, a guest speaker may be invited in to discuss the relevancy of the video's topic to real work application. This works especially well if the guest speaker has seen the video and has experience in the same employment field or discipline so he/she can bring realistic opinions to discuss with the class.

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### **FACILITATING STUDENT LEARNING**

Activities that have been suggested in the handbook are not meant to be used only in the sequence presented, or all at once. Rather, they are to be integrated into your own teaching style and employed as instructional aids. Teaching objectives will determine to what extent the techniques may assist you in obtaining the learning goals and outcomes stated in the curriculum guides.

#### *Planning*

Planning for learning is not a linear sequence. Typically, it's a back-and-forth flow of problem solving and decision-making. It is not unusual for a faculty member to choose his/her teaching techniques before deciding what it is he/she is going to do in the classroom. Since all faculty members have the initial curriculum guidelines, which state the course objectives and outcomes, the initial planning stage has already been done.

You must plan how to reach the stated course outcomes once you have assessed your group's needs. Following is a 10-step planning model to help assist you in your planning process.

#### **Step #1:** *Your Own Skills*

You are the center of the plan and the course. Your personality, your attitude, your communication skills, and your knowledge and experience as the "expert" and teacher are all essential contributions to the plan. By taking an inventory of what you are bringing to the course, you can pinpoint strengths and weaknesses.

#### **Step #2:** *The Students' Skills*

Ask yourself: How can I get a clearer picture of my prospective students? Can colleagues help? When I taught the course before, who attended? What type of person is likely to respond to this program? What will the student(s) expect, bring to class, and be prepared to share?

#### **Step #3:** *The System*

The mission of Evangel has a direct impact on who will be in your class, and what is expected, and what is likely to occur in the classroom. What is the culture and worldview of the Evangel? What are the unwritten rules that will affect your course? What are the constraints? What is the image Evangel has in the community?

#### **Step #4:** *Your Instructional Objectives*

The most useful way to start planning the actual course is to consider what the course objectives and outcomes are and what the final product should be. Decide what you expect students to be able to do, know, think, and feel by the end of the course. Be specific with the words you use in your objectives. Communicate your objectives to your students. Effective communication can enhance your chances of the students knowing exactly what is expected of them.

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- Step #5:** Remember that certain strategies are more suitable for certain learning objectives. Many times faculty members lecture on a subject that requires activity, practice, discussion, and exploration!  
*Select Teaching/Learning Strategies*
- Step #6:** Going through the steps so far may already have brought to mind videos, materials, handouts, outside speakers, and other resources that you know of or hope to locate. Make a list and think ahead.  
*Review Your Resources*
- Step #7:** You and your students must assess your progress toward the final product. Often a well-written objective provides clues and a basis for evaluation.  
*How Will You Know That Learning Is Taking Place?*
- Step #8:** This step comes in two parts. First, you could sketch out the way you might use the time allotted for the course according to your curriculum module. How will you distribute the learning activities leading to the objectives over the time available? Second, you could make a more detailed outline for each session.  
*Make a Tentative Schedule*
- Step #9:** There is a certain element of risk in this step. While careful planning does not guarantee your teaching success, it certainly gives you the confidence to continue.  
*Do It!*
- Step #10:** This step helps you obtain information that either supports what you have been doing or offers opportunity for change and further development. Suggested guidelines for evaluation are attached at the end of this section.  
*Evaluate*

### PLANNING MODEL

<p style="text-align: center;">STEP #1 YOUR OWN SKILLS</p> <p>Assess your own skills, knowledge, interests, strengths, and weak spots.</p>	<p style="text-align: center;">STEP #2 THE STUDENTS' SKILLS</p> <p>Assess the students. What are the abilities, interests, expectations, and previous learning experiences of the students?</p>	<p style="text-align: center;">STEP #3 THE SYSTEM</p> <p>Look at the system. What are the rules, image, and philosophy of the college?</p>
<p style="text-align: center;">STEP #10 FEEDBACK</p> <p>Evaluate as you go along and at the end. Let students help in this task. Make plans for changes if they lead to an improvement.</p>		<p style="text-align: center;">STEP #4 LEARNING OBJECTIVES</p> <p>Review the learning objectives. What should students be able to do, know, and feel at the end of the course?</p>
<p style="text-align: center;">STEP #9 ACTION</p> <p>Do it. See how it works! Be prepared to change, but try to stick to your overall plans. Keep notes as you go.</p>		<p style="text-align: center;">STEP #5 TEACHING STRATEGIES</p> <p>Select teaching and learning strategies to be used for each learning objective.</p>

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STEP #8 LESSON PLANS	STEP #7 EVALUATION METHODOLOGY	STEP #6 REVIEW RESOURCES
Review the activities for each class. Make a tentative lesson plan for each instructional session. Assign approximate times for each activity. Do you need to eliminate, combine, or change any activities?	Review evaluation methods in the course. How will you know that learning has taken place? Decide on the method of evaluation now for content and process of learning.	Evaluate resources. What people, facilities, materials, equipment, additional books, or videos do you have or need? Are they available? How accessible are they? How appropriate are they?

### *Evaluating*

All the planning in the world will not be beneficial unless you develop some instrument(s) to evaluate your effectiveness and provide immediate feedback for you and your students. After the first time you teach the course, each student is asked to complete the standard Evangel evaluation. However, you may want to implement evaluation forms that will allow you to secure feedback from your students in a more-timely manner so that students' learning needs are met properly. Some form of evaluation, either by self or through the students, should be exercised weekly so both you and the students are aware of your effectiveness and progress in achieving the course outcomes. Feedback allows you the flexibility to change your style, course direction, activities, and/or means of achieving the course outcomes.

Remember to be gentle on yourself and your students. Balance your questions so that you may receive both positive and negative comments. Receiving more of one or the other gives both you and the students a false picture.

- Allow time for the completion of your evaluation in class.
- Share the collected information with the group and process it. A summary of comments shows you care about what's been written and that you are not afraid to deal with issues. Your students also get a feel for others' opinions and can see their own in context.
- Do evaluations at more than one point in a course. If you wait until the end of the course, you have no way of sharing the information, no way of implementing suggestions, and no way of getting additional information on necessary concerns.
- Keep your evaluations. Look at them when you plan a repeat performance and include suggestions with which you feel comfortable. Also, use past evaluations to measure your own development.

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### *Evaluation Forms*

The most versatile of all evaluation forms is the Weekly Questionnaire. It may be used by both faculty and students as an evaluative measure, can be filled out at various stages of the course, concentrates on high and low points, and asks the respondent to give reasons for each rating.

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### WEEKLY QUESTIONNAIRE

1. What do you consider to have been this week's most valuable experience?

Why?

2. What aspect of today's program could have been strengthened?

Why?

3. Any additional comments?

Your Name \_\_\_\_\_  
(optional)

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The first session together in a new group can be overwhelming for many of the participants. This form asks them to look back over the class meeting, report their feelings and impressions at various stages, and summarize the highlights. You, as the faculty member, can use the same form. An open discussion arising from this questionnaire can air information that would otherwise be missed.

### OUR FIRST SESSION TOGETHER

Please finish the sentences below so I can get a feel for what this class session was like for you.

*When I first walked into the room. . .*

*Now that the session is over I wish. . .*

*My first impression of the faculty member was. . .*

*The get-acquainted activity was. . .*

*The way we were asked to write down our learning needs was. . .*

*The small group activities were. . .*

*My overall feeling toward this group is. . .*

Signed: \_\_\_\_\_

Thank you for your feedback. I look forward to seeing you at the next class meeting!

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Here is another questionnaire that uses the unfinished sentence technique to obtain quite personal information about the course and its direction. It is best utilized at the mid-term.

### HALFWAY THROUGH . . .

Our course is half finished and this is a good time to stop and see how we are doing. I am particularly interested in your views on the way each week's session is structured, on my performance, and your feelings about the usefulness of it all.

Please complete the sentences below:

1. *The structure of our sessions is. . .*

*I wish. . .*

2. *I like least about your performance. . .*

*I wish you. . .*

3. *I wish we did more. . .*

4. *I wish we did less. . .*

5. *With only half of the course remaining we should. . .*

6. *If I had to sum up my feelings about the way this course is going, I would say. .*

Signed: \_\_\_\_\_

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### THE PHYSICAL SETTING

A fixed-setting arrangement should not limit a faculty member's teaching strategies. For the time period you have the classroom, you have the freedom to arrange the physical setting in whatever way is necessary to enhance learning and meet the course objectives.

Many of the techniques discussed in this manual can be used with immovable chair arrangements. In other situations it takes only a minute for you and your group to rearrange the room. Please think of the class that follows you, including the custodial staff, and return your room to its original state.

If your teaching aim is acquisition of knowledge (information, concepts, facts), then the use of tables, desktops, or some hard writing surface area is probably a must. (Some educators have theorized that the desktop has the additional advantage of hiding about half a person's body and allows some sense of security for the student, who can then concentrate on the material to be learned instead of worrying about his/her ability as a learner.)

### CONCLUSION

Neil Postman and Charles Weingartner stated in their book, *Teaching as a Subversive Activity*, that the attitudes and beliefs of the instructor are "the air of a learning environment." These attitudes and beliefs determine the quality of life within the classroom. In their quest for a successful and effective teaching model, Postman and Weingartner pose the model of the "inquiry teacher," as a person who:

1. **Rarely tells students what he thinks they ought to know.** He believes that telling, if it is the major mode of instructing, deprives the student of the excitement and opportunity of self-directed and powerful learning.
2. **Uses questioning as his major mode of interacting.** Rather than trying to seduce students into reciting what he or she considers to be the right answers, the instructor sees questions as instruments to open minds to unexpected possibilities.
3. **Generally does not accept a single statement** as an answer to a question, not because he does not like right answers, but because too often the "right answer" only serves to discourage further thought.
4. **Rarely sums up the position taken by students.** He sees learning as a process, not a finished product, and fears that his "closures" might have the effect of ending further thought.
5. **Measures his success in terms of behavior changes in his learners.** He does so by observing the frequency with which they ask questions; the increase in relevance of their questions; the frequency and conviction of their challenges to statements by other students, the teacher, or the text; their willingness to modify their positions when new data warrant such changes; the increase in their skills in observing, classifying, generalizing, and their ability to apply the latter to situations in an original way.

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Cleveland, OH 44116. (216) 333-3155

*Exchange*. Center for Faculty Evaluation and Development. Division  
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Anderson Ave, Manhattan, KS 66502-4073. 1-800-255-2757.