

**Southern Illinois University Carbondale
College of Applied Sciences and Arts
Information Systems and Applied Technologies**

**ISAT FACULTY GUIDE
For Off-Campus Programs**

Table of Contents

Administrative Directory	1
Emergency Contacts	3
The Degree Programs	4
Expectations of the Faculty.....	5
Teaching Assignment Logistics.....	9
Teaching Assignment Procedures.....	14
University Grading System.....	22
Appendix A Approved Curriculum Vitae Format	26
Appendix B Standardized Course Syllabus	31
Appendix C Standardized Attendance Roster	36
Appendix D Instructor and Course Evaluation (ICE).....	38
Appendix E End of Course Survey Form	41
Appendix F Sexual Harassment Policy	44
Attachment 1 Course Schedule.....	60
Attachment 2 Exact Course Dates	63
Attachment 3 Grade Submission Schedule.....	66
Attachment 4 Conditions for Removing a Grade of Incomplete (INC) Form.....	68

Administrative Directory

OFFICE	ADMINISTRATOR	INFORMATION NEEDED	ROOM	PHONE #	E-MAIL
School Director	Joan Davis Interim Director, School of Information Systems and Applied Technologies (EST & TRM) Course Material Vitae	Class Cancellations and other emergencies. Teaching assignments Textbooks for faculty Travel Information	106A	(618)453-7253	davisdh@siu.edu
FSM Program Coordinator	Gary Kistner		202	(618)453-7277	siufire@siu.edu
Academic Advisor	Jill Mueller	Reporting Grades Attendance Sheets Registration Issues	125	(618)453-7276 (618)453-7276	muellerj@siu.edu
Accountant I	Steven Hutchins	Travel Voucher Information	120A	(618)453-8893	steve56@siu.edu

ON-CAMPUS OFFICE

Address	Southern Illinois University Carbondale College of Information Systems and Applied Technologies 1365 Douglas Drive Carbondale, IL 62901-6614
Telephones	(618)453-7253
FAX	(618)453-7254
Hours	Monday through Friday 8:00 a.m. to 4:30 p.m. (Central Time)

INFORMATION NEEDED/CONTACT PERSON GUIDE

Information Needed/Type of Problem	Contact Person or Office
Class cancellation and other emergencies	Night/Weekend: See Instructor Welcome Letter Or Site Program Advisor
Textbook for faculty Travel information Contracts	
Reporting Grades	Admissions and Records Officers
Vitae Master syllabus Duplication of materials	School Director
Lodging arrangements Class list Class profile	Site Office
Payroll information Dislocation payments	Steven Hutchins

Emergency Contacts

BASE LOCATION	CONTACT PERSON	
Cherry Point Havelock, NC	Warren Culbreth, Jr. Nadia Anderson	See Instructor Welcome Letter
Great Lakes Great Lakes, IL	Kathleen O’Leary Jonalyn Phelan	See Instructor Welcome Letter
NAS Jacksonville Jacksonville, FL	Kris Garrick Amy Smith	See Instructor Welcome Letter
Mt. San Antonio College Walnut, CA		See Instructor Welcome Letter
New River Jacksonville, NC	Susan Langham Martha Woodward	See Instructor Welcome Letter
North Island Coronado, CA	Menchie Sirek	See Instructor Welcome Letter
Triton College, River Grove, IL University Center of Lake County, Grayslake, IL	Lindsay Laycoax	See Instructor Welcome Letter

The Degree Programs

Section 1. The Program Features

The College of Applied Sciences and Arts offers several Bachelor of Science Degree programs through their Off-Campus Programs. These programs are; Electronic Systems Technologies, Fire Service Management, and Technical Resource Management. Electronic Systems Technologies (EST) and Fire Services Management (FSM) consist of 48 semester hours of upper division level course work in the major discipline leading to a Bachelor of Science Degree. Technical Resource Management has a 36 hour major that can be completed over 3 semesters (17 months) and meets one night/week plus on-line. Each of these majors is offered at various off-campus locations in the United States, but not all majors are offered at every location. These programs can normally be completed in a 16 month cycle should an individual elect to register for 12 semester hours each term. Classes are held on Saturdays and Sundays to facilitate the working adult's schedule.

Section 2. The Programs of Study

A. **Bachelor of Science in Electronic Systems Technologies:** The Bachelor of Science in Electronic Systems Technologies (EST) major provides an essential foundation in basic electronics and offers a blend of advanced technical and managerial course work for students pursuing careers in the electronics industry. The EST program is well suited for individuals possessing an AS or AAS degree, electronics training through the military or civilian agencies, or work experience in the electronics industry. Credit for post-secondary course work, military training and work experience is evaluated on an individual basis. Students with an approved AAS degree in Electronics Technology or its equivalent may be able to transfer up to 36 hours of approved career electives. In addition, transfer credit for University Core Curriculum requirements varies depending on previous course work.

B. **Bachelor of Science in Fire Service Management:** The Bachelor of Science in Fire Service Management (FSM) is offered at off-campus locations only. It is designed to provide a two-year upper-division program of study with advanced practical course work in the areas of fire service-related management and supervision. It primarily serves fire service professionals who possess or are near completion of the Associate in Applied Science degree, or its equivalent, in a fire service-related field from a technical institution or community college; or who have extensive work experience in the fire service industry. Admission to the program requires either completion of at least 26 semester hours of college work and/or a background in the fire service field, or an Associate of Applied Science or Associate of Arts or Associate of Science in a fire service-related field.

C. **Bachelor of Science in Technical Resource Management:** The Bachelor of Science in Technical Resource Management (TRM) is designed to prepare technicians for career advancement into management and supervisory roles. The degree focuses on preparing technicians to be team leaders and managers in their fields of technical expertise.

The program is designed specifically for the student who has entered a technical career path for which a traditional baccalaureate degree is not available. It is ideally suited for community college and technical institute graduates possessing occupation-oriented associate degrees or individuals with significant experience and expertise in a technical field.

Expectations of the Faculty

Section 1. Rationale

In contrast to normal on-campus teaching responsibilities, there are a number of unique requirements and restrictions involved in the delivery of off-campus academic instruction that also must be carried out and/or enforced by teaching faculty. Various governmental, state, and military agencies that approve off-campus programs and require compliance as a condition of that approval impose many of these requirements and restrictions. Other requirements, determined by the University and the College of Applied Sciences and Arts, are necessary due to the cost-recovery nature of the program, logistical support of faculty, the academic support of students, and the administrative control of University resources located at distant off-campus sites. Therefore, it is appropriate that guidelines be established concerning the selection and retention of faculty to teach courses for Off-Campus Academic Programs to ensure compliance with the directives of approving agencies and to maintain the integrity and cost effectiveness of off-campus programs.

Section 2. Guidelines

The Department Chair or School Director determines the eligibility of faculty for assignments to teach off-campus.

- A. **Cost:** Full program cost recovery must be maintained. In addition, total salary and travel dollars are limited by University expenditure appropriations in those budget lines. **Consequently, travel, lodging, and per diem costs based upon distance to be traveled are considered prior to assignment of faculty.**
- B. **Availability of Courses:** Due to the cyclical nature of the courses in each program and the deliberate scheduling among program locations so that a large number of sections of the same course do not occur during the same time period, a particular course may not be scheduled during the time desired by an individual faculty member.
- C. **Ability to Commit Time:** Because of the advance time required to take advantage of super-saver airfares and motel room reservations, and to provide for the duplication and mailing of syllabi and other teaching materials to the program location, individuals may be required to make a commitment two or more months in advance (to teach a specific course at a specific location at times and dates specified by the approved yearly teaching calendar). Individuals must indicate that they can obtain release time from other positions of responsibilities during the scheduled class meeting dates. College personnel are required to provide written approval from their Department Chairperson/School Director/Dean (as applicable). Individuals assigned for the first time should provide evidence of previous satisfactory teaching experiences and express a willingness to comply with all requirements and restrictions concerning the assignment.

Efforts should be made to point out and help correct any deficiencies in faculty performance. However, final approval of initial and subsequent assignment lies with the Director of Information Systems and Applied Technologies and will be based upon the best interest of the program, College and University.

Section 3. Class Schedule (EST and FSM only)

Class meeting times are on Saturdays and Sundays as follows:

8:00 a.m. - 8:50 a.m.	11:50 a.m. - 1:00 p.m. Lunch	1:00 p.m. - 1:50 p.m.
9:00 a.m. - 9:50 a.m.		2:00 p.m. - 2:50 p.m.
10:00 a.m. - 10:50 a.m.		3:00 p.m. - 3:50 p.m.
11:00 a.m. - 11:50 a.m.		4:00 p.m. - 4:50 p.m.

Criticality of schedule enforcement: It is vital that we adhere to the class schedule as we have made a firm commitment to our students, our off-campus sites and the military service that provides tuition assistance and to the Veterans Administration that provides program approval for our students who receive VA benefits. In order to remain at a site or on a base, and to retain the state license, and VA approval, we must afford our off-campus students the same educational opportunities that are provided on-campus. Because our students meet in a much accelerated format, it is imperative that they obtain the most from the meeting time they have. Therefore, faculty will be asked to agree in writing when they accept the assignment that the above contact hours will be met.

The class meeting dates and times, which have been certified to the State Approving Agency, will be followed. Variations may be authorized but must be requested in writing. *Variations will only be authorized if every student in the class will be available and can reschedule their time to meet the requested variation.*

Note: Unauthorized variation in the class meeting dates or times may result in the following:

- denial of or recovery of salary or compensation for off-campus teaching
- release from current teaching assignment and contract
- disciplinary action to include non-reappointment in the program

Section 4. Dress Code

SIUC expects all employees to present themselves in a professional manner whenever they are engaged in official activities. Faculty will **NOT** appear in the classroom dressed in shorts, t-shirts, jeans, or sportswear. Men should be attired in business casual and women should be comparably attired.

Section 5. Equipment Security

Each Program Advisor will make arrangements for the security of equipment and materials used by faculty. Faculty members are central to the security of this equipment and must coordinate and cooperate with the Program Advisor to ensure that all equipment and all materials are properly secured both during and at the conclusion of each teaching day.

Section 6. Faculty Absence/Cancellation

- A.** Should illness, emergency, or severe weather conditions require cancellation of a course weekend, **it is the faculty member's responsibility to follow the procedures outlined below:**
1. Should an illness or emergency situation occur:
 - a. **Prior to Friday before a teaching weekend** contact the ISAT Director to report your emergency. The Director or Assistant Director will notify the site's Program Advisor.
 - b. **On the Friday of a teaching weekend,** contact the site Program Advisor as soon as possible to report your emergency and arrange for an alternate weekend of instruction. The Program Advisor will notify the Director. It is important that you get in touch with someone so the students can be informed as soon as possible.
 - c. If you reach the Director's voicemail, please leave your **name, the teaching site,** and a **phone number** where you can be reached. If you are not contacted within an hour or two, please try again.
 - d. If necessary, contact the travel agent to modify travel arrangements.
 2. Should unforeseen conditions such as flight delays or flight cancellations prohibit you from arriving at the site at your scheduled time, follow the procedures below:
 - a. **Contact the site Program Advisor** immediately to report your delay and when you might be arriving.
 - b. Should the Program Advisor not be available, call the Director. If you reach the Director's voicemail, please leave your **name, the teaching site,** and a **phone number** where you can be reached. If you are not contacted within an hour or two, please try again.
 3. Continue to update the Program Advisor regarding your status.

Section 7. Curriculum Vitae

A copy of your most current curriculum vitae, in the approved College format, must be included in your on-campus personnel file. Program reviews such as North Central Accreditation Review and/or Military Installation Voluntary Education Review (MIVER) require us to maintain current vitas on all ISAT faculty. Please submit a new copy of your vitae as it is updated. The College's approved vitae format is available in Appendix A.

You are responsible for providing an updated copy of your vitae a minimum of six to eight weeks in advance of the first class date. Send your vitae to ISAT along with your syllabus and exams. Copies will be forwarded to the teaching location.

Section 8. Personnel Files

SIUC is required by the statutes of the State of California to maintain faculty personnel files at each California teaching location. If you are assigned to teach a course in California, a copy of your personnel file, including your position description, vitae, transcripts, contract and course evaluations, will be placed on-file by DE at the designated California site.

Section 9. Personal and Professional Data Form

A Personal and Professional Data Form must be on file with each faculty member's vitae. This form is included in your initial hiring packet or can be found at <http://eforms.siu.edu/siuforms/info/hro1002.html>

Section 10. Firearms/Weapons

University employees are strictly forbidden to have firearms or weapons of any type or size in their possession while performing official university duties. Federal law specifically prohibits the possession of firearms and/or weapons while on federal property. Similar state and local laws, as well as University policy, prohibit the possession of firearms and/or weapons.

Teaching Assignment Logistics

Section 1. Contracted Time

Faculty who accept off-campus teaching assignments are contracted to provide direct instructional contact with students, at the assigned classroom, during all scheduled course hours. **Normal course hours are (EST/FSM) 8:00 AM to 4:50 PM each and every class date including the final day of each course. TRM courses meet on Wednesday nights from 6:00 pm until 9:00 pm.** Faculty who fail to provide the contracted hours of classroom instruction may have their salary reduced on a pro-rated basis, be released from the remaining teaching assignment, or risk non-reassignment or possible recovery of salary paid and/or any additional costs incurred.

Section 2. Contractual Arrangements

Upon mutual agreement by the faculty member and the Director concerning the terms of the teaching assignment, a contract will be prepared and forwarded to you for signature. Before signing, examine the contract carefully to ensure that:

1. The dates of your appointment period are consistent with those previously agreed to.
2. You are not under contract with any other SIUC unit for the same appointment period.

Report Discrepancies

Immediately report any discrepancy in your contract to Steven Hutchins at (618) 453-8893 for correction.

Upon receipt of your signed contract, it will be processed for final approval only if the following required personnel documents are on file in the ISAT office:

1. Current curriculum vitae or resume.
2. Personal and Professional Data Form.
3. Official transcripts indicating highest degree granted.
4. I-9 Employment Eligibility Verification.
5. Certification of Oral English Proficiency.
6. Federal Form W-4 and Illinois Form W-4 (combined).
7. Direct Deposit Authorization Form.

It is your responsibility to return these completed, signed documents to ISAT when returning your contract.

Upon your appointment, Worker's Compensation and liability insurance will cover you for the appointment period on the same basis as on-campus faculty. In addition, this coverage will extend to periods of travel to and from the assigned teaching location that may occur prior or subsequent to the appointment period, under the condition that such travel is a necessary function of the conditions of the appointment and not of a personal nature.

Should you encounter circumstances that would make it impossible for you to meet the terms of your contract, contact the ISAT Director by phone immediately. Please follow up by sending a formal notice or resignation in writing.

It is vitally important that as much time as possible be allowed for ISAT to locate and contract with a replacement faculty member in the event that you cannot meet the terms of your contract.

Section 3. Travel Arrangements

Special Note: Travel arrangements must be made at a minimum of four weeks prior to the first class meeting date in order to be eligible for lower travel rates.

Teaching faculty for ISAT are required to make their own travel arrangements at the earliest possible opportunity to take advantage of lower fares that require advance booking.

Travel arrangements will be made at the most economical rate available. If a faculty member, without prior approval, changes travel arrangements that result in additional travel costs, the faculty member will absorb the extra costs.

Faculty who book travel for times that conflict with the faculty's ability to meet in the classroom during scheduled course hours (normally 8:00 AM to 4:50 PM for EST and FSM) may be required to change their travel arrangements. Costs associated with such changes shall be absorbed by the individual faculty member.

Travel to and from a teaching location must be to and from that faculty member's home-of-record. The cost of travel to and from other than the faculty member's home-of-record cannot be charged to the University.

Faculty residing within 100 miles of campus who wish to drive to their teaching location **must** complete a travel request and submit it to the ISAT office at least one week prior to the first weekend of their teaching assignment. Use of a personal vehicle **is not authorized and will not be reimbursed** unless previously approved, **in writing**, by the ISAT Director. For more information, please see Attachment 5.

Travel arrangements can be made with any travel agent as long as the requirement of best available rate is met. The Carbondale travel agency listed below has been assigned to work with teaching faculty for the Off-Campus Programs.

Travel Agent	Contact	Phone Number
Thunderbird Travel Incorporated	Cindy Snyder	(800)437-8747

Once travel arrangements have been made, it is your responsibility to notify the Program Advisor of your arrival time. Arrangements concerning lodging, audiovisual aids, etc. should also be discussed.

Section 4. Lodging Arrangements

Special note: Lodging arrangements must be made a minimum of three weeks prior to the first class meeting date.

The Program Advisor at each off-campus site has often identified suitable lodging for faculty at the most economical rate available. Unfortunately, in some areas of the country, such as San Diego and Bethesda, it has become more difficult to negotiate with local hotels. In these cases, it is the responsibility of the faculty member to make and confirm their reservations. Faculty members are asked to coordinate their lodging arrangements with the Program Advisor at the assigned teaching site as soon as possible after being notified of a teaching assignment.

Reimbursement for lodging for faculty who choose to use lodging facilities other than those designated by the Program Advisor, where preferred rates have been negotiated, will be limited to the rate available at the preferred lodging facility.

Section 5. Rental Cars

Rental cars should be used at all locations. Reservations for rental cars can be made online or when making flight reservations. Rentals should always be an economy model unless otherwise approved by the ISAT Director. **Do not accept the Fuel Service Option or any additional add-ons when renting a car. These additional features will not be approved for reimbursement. The University will not reimburse the Fuel Service Option because the per-gallon charge is much higher at the rental car facility than local gas stations. Premium fuel is not an option – ensure that you secure a vehicle that uses regular unleaded fuel.**

The State of Illinois provides liability and collision insurance coverage on rental cars used for official business by SIUC faculty and staff. Reimbursement will not be made for additional insurance coverage.

If you are involved in a traffic accident, you must report the accident within 48 hours. Failure to do so could result in personal financial consequences for you. You may also forfeit liability coverage. Should a claim arise, contact:

Travel Service
Tina Bruce

(618) 453-7736

Section 6. Liability Insurance

Employees using privately owned vehicles on University business must have insurance coverage and prior ISAT approval. The current statutory requirement of coverage is:

- * \$15,000 coverage for bodily injury or death to any one person in any one accident
- * \$30,000 coverage for bodily injury or death to two or more persons in any one accident
- * \$10,000 for injury to or destruction of property to others in any one accident

Employees who use their vehicles must certify on the Travel Expense Voucher that they are duly licensed and also that they carry at least the minimum required insurance that is specified above. The University recommends that insurance coverage on private vehicles should be higher than the minimum requirements.

Section 7. Reimbursement Process

After each teaching weekend, you are required to complete a travel reimbursement request. This must be done within **one week after each trip is completed**. Due to state regulations, travel reimbursement requests that are not received and signed by the fiscal officer within ten (10) business days following each teaching weekend may not be honored. If there is any reason why you cannot forward your travel reimbursement request within one week of each teaching weekend, notify Steven Hutchins at (618)453-8893.

**The reimbursement process takes approximately six (6) weeks after the materials have been received on campus.

Go to <http://eforms.siu.edu/siuforms/info/acp0300-fy11.html>. Click on the *Download Form* button, complete the form online, print pages one and two, sign page two and send the original forms with your receipts to Steven Hutchins. **If you do not have Adobe Acrobat Reader, you will have to download this program before completing the form.** You can find the download of the latest version at <http://www.downlaodinfo.co/review/adobe-reader/>

Due to budget constraints, increased reliance on mobile technology, and an attempt to keep our costs at a minimum, faculty will no longer be reimburse for “safe arrival telephone calls to family”.

Be sure to use the latest version of the AP Travel Voucher Form dated January 1, 2013. Also, you must know your AIS Employee number to fill out the form. You can find this number on your SIUC check stub or contact Steven Hutchins.

Due to fiscal year requirements, all travel and expense reimbursement requests for items incurred prior to June 30 of the current fiscal year (July 1 to June 30) must be received by Steven Hutchins no later than July 1 of that year.

Note: All original receipts must be attached (including taxi fares over \$10 and receipts for items direct billed to the University). No credit card statements will be accepted.

Lost or missing receipt(s)

If a receipt is lost or missing, use the Expense Certification Form at <http://eforms.siu.edu/siuforms/info/acp0402.html>. Open the document and save it to your desktop. Send signed original, completed form to Steven Hutchins.

PROMPT SUBMISSION (WITHIN 60 DAYS): Effective for all travel that commences after December 31, 2006.

A. In compliance with **(Internal Revenue Service (IRS) Publication 535, Chapter 13) and (Illinois State Comptroller's Accounting Bulletin #134)**.

B. If AP Travel Expense Voucher is not submitted within 60 days of the completion of travel, the amount being reimbursed is considered taxable income to the traveler, unless a reasonable written justification for an exception is presented and approved.

C. **Late Submission:**

When submitting a Travel Expense Voucher after 60 days, use the Travel - Late Submission Exception Request at <http://eforms.siu.edu/siuforms/info/acp0401.html>. Open document and save to your desktop. Send signed original, completed form to Steven Hutchins.

If a reasonable justification for an exception is not submitted or not approved, the reimbursement amount will be submitted to the Payroll office to be included on the employee's Form W-2 as supplemental wages.

D. **The 60 day calculation begins on the ending date of service – Single Trip:** The ending date of service is the date the trip ends.

Multiple Trips: The ending date of service is **the date that the last trip ends**, not the end of the month, on the travel expense voucher. For efficiency purposes, you can continue to combine multiple trips on one travel voucher, as long as all the trips on the travel voucher have ending dates within the same calendar month. If an individual trip crosses over a month end, that trip must be reported on the travel voucher for the subsequent month.

D. The 60 day calculation stops –

Single Budget Purpose: The date the fiscal officer signs the AP Travel Expense Voucher.

Multiple Budget Purposes: The date the last fiscal officer signs the AP Travel Expense Voucher.

Please note: The AP Travel Expense Voucher must be submitted to Accounts Payable immediately after the last fiscal officer signs the voucher.

** Please see Attachment 5 - Cost Saving Travel Policy

Teaching Assignment Procedures

Section 1. Course Syllabus, Vitae, Handouts and Exams

Syllabus, Vitae and Exams

Please provide the ISAT office with a current copy of your vitae each time you update it.

Provide ISAT with a copy of the current syllabus **for each course you teach 8 weeks prior to teaching the course.**

If you wish copies of exams to be duplicated, please submit them along with your syllabus. Syllabi and exams can be sent as email attachments to ISAT (siufire@siu.edu) or they can be mailed to ISAT for reproduction. Documents should be in Microsoft Word format (any version) or in Rich Text Format (.rtf). If sent in Rich Text Format, it will be converted to MS Word, which may affect the document's format. Please **do not** send documents in Portable Document Format (.pdf) or any other unalterable formats. We must be able to update or correct documents as needed and will therefore return any documents sent in an unacceptable format. The vitae, syllabus, and exams will be copied on campus and shipped to the off-campus location to arrive no later than three weeks prior to the first teaching weekend.

Handouts and PowerPoint Presentations

Due to the increase in duplicating costs, ISAT will be limiting the amount of duplicating for students. PowerPoint presentations **will not** be copied. PowerPoint presentations can be emailed to the Program Advisor, who will in turn email them to students or they can be uploaded to the site's website.

NOTE: YOU WILL NOT BE REIMBURSED FOR COPYING EXPENSES RELATED TO YOUR TEACHING ASSIGNMENT UNLESS YOU OBTAIN PRIOR APPROVAL FROM THE ISAT DIRECTOR. THESE REQUESTS ARE RARELY APPROVED.

IT IS IMPERATIVE that we receive your course syllabus well in advance of your scheduled course, because it could otherwise affect the **VA educational payment to our VA students**. Students using their VA benefits must show continuous enrollment during a semester, otherwise their benefits are affected. Because our classes are held consecutively rather than concurrently, the distribution of the syllabus during the last weekend of the class prior to yours qualifies our courses to be considered continuous in accordance with the VA. This allows for our students to receive their full VA benefit rather than a partial payment. Therefore, we ask you to please send a copy of your syllabus to campus no later than **eight weeks prior** to the first day of your class. (Emailing the syllabus directly to your students does not guarantee nor document its receipt; consequently, syllabi will continue to be distributed in hard copy.)

A. Scheduled Class Time: Faculty who accept off-campus teaching assignments for EST and FSM contract to provide in class instruction to all students during all scheduled class hours. The scheduled class hours of each teaching day are:

<u>EST and FSM</u>		<u>TRM</u>
8:00 – 8:50 AM	1:00 – 1:50 PM	6:00 PM – 6:50 PM
9:00 – 9:50 AM	2:00 – 2:50 PM	7:00 PM – 7:50 PM
10:00 – 10:50 AM	3:00 – 3:50 PM	8:00 PM – 8:50 PM
11:00 – 11:50 AM	4:00 – 4:50 PM	

Although individual faculty may choose to adjust the hourly 10-minute break times, class shall meet from 8:00 AM to 11:50 AM and 1:00 PM to 4:50 PM, 6:00 PM to 9:00 PM for TRM, each and every scheduled class date, including the final day of each course.

The only exceptions to the stated meeting times are (1) those specifically approved by the Director of ISAT prior to acceptance of the teaching contract and (2) those due to circumstances beyond the instructor’s control, such as flight delays. In the instance of “beyond control” faculty will do everything they can such as adding an hour to each subsequent class or coming early or staying late; to make up lost time.

B. **Master Course Syllabus**: A master syllabus is provided to you for the course you are teaching. This syllabus is intended to provide an overview of the coverage of the course. It includes the course description, objectives, course topics, and textbook for the course. The master syllabi’s main purposes are:

- to establish individual course content
- to avoid overlap with other courses in the curriculum
- to assist the faculty member in preparing detailed course outlines

C. **Standardized Course Syllabus**: Faculty members are required to produce a course syllabus that complies with and includes all items indicated on the Standardized Course Syllabus outline in Appendix B. Each faculty’s course syllabus is due to ISAT a minimum of eight weeks in advance of the first teaching weekend. Program review, such as North Central Accreditation and MIVER’s, require that we maintain a copy of a current syllabus for each course an instructor teaches; therefore, it is important that you supply ISAT and the site a copy of your current syllabus.

D. **APA Format**: The College of Applied Sciences and Arts has adopted the *Publications Manual of the American Psychological Association (APA Manual) 6th Edition* as the standard for written academic work. When it is appropriate to do so, faculty members are expected to require that students adhere to the standards and procedures of the APA Manual when completing written assignments. Faculty should also ensure that the syllabus reflects use of APA formatting style when documenting required text and/or reference books.

E. **Textbooks**: Text materials used for all off-campus courses are specified on the official *Textbook List* for each program. The required textbook must be used as the primary textbook for the course. There will be no changes in the primary text material by individual faculty members. If you have a concern about text materials, contact the ISAT Director to discuss your concerns.

F. **University-Approved Writing Handbook**: In an attempt to enhance student writing skills, the Southern Illinois University Carbondale (SIUC) Faculty Senate adopted *The Little, Brown Compact Handbook* (7th ed.) as a University-wide resource. This writing handbook does not replace or take the

place of the *Publication Manual of the American Psychological Association* (6th ed.). The APA is the prescribed standard for academic works completed by SIUC students and faculty. *The Little, Brown Compact Handbook* is supplementary to the APA and all other written work instructions. All students are expected to use *The Little, Brown Compact Handbook* as a guide to proper grammar, punctuation, spelling, etc. for all written assignments.

G. Library Resources: The SIUC Morris Library online is available to all registered students and teaching faculty, and can provide most of the research tools students require. To learn more about the library go to the website, <http://www.lib.siu.edu>, and browse.

Section 2. Class Equipment and Supplies

A. Audio-Visual Equipment: Each off-campus location has access to audio-visual equipment to support faculty teaching including a multimedia projector and laptop computer.

B. Supplemental Instructional Material: It is often possible to obtain supplemental teaching materials geared to the approved textbook by writing to the publisher of the text. When requested by the faculty member, the publishing company will often furnish these materials free of charge.

C. Computer Applications: Faculty members are encouraged to require student use of computer applications in completing assignments. This includes use of email and email attachments, word processing, and spreadsheets. Most students have personal computers while others, when encouraged to do so, find the needed access at available computer laboratories, libraries, their work place, or through a friend.

SIUC does not provide access to computers for off-campus students. Therefore, in spite of the above, faculty must have alternate means available for completion of assignments for those students who do not have computer access.

D. Field Trips: For liability reasons, field trips will not be required of the students at off-campus locations. If you wish to have a field trip, it must be an optional activity for the class. If a field trip is taken, the students must drive themselves. You may tell the students that you will meet them at the location at a specific time and place.

Section 3. Expectations of Students

A. Standards of Conduct: All faculty, class guests, students, and SIUC staff are subject to the rules and regulations of the sponsoring entity for each off-campus location. Military personnel are subject to the Uniform Code of Military Justice 24 hours per day, 7 days per week. **Non-commissioned and commissioned officers of the Armed Forces are responsible for enforcing military rules and regulations 24 hours per day, 7 days per week, and in all situations they may find themselves.**

SIUC faculty shall not interfere with military personnel in the conduct of their assigned duties and responsibilities. Except in extreme situations, SIUC faculty shall not request nor require any other person, military or civilian, to exercise authority over students, class guests, or other persons. In an emergency the Class Liaison or, in the absence of the Class Liaison, a student or other person may be requested to summon the assistance of security personnel.

When required, all faculty members have the authority of the Southern Illinois University Carbondale Student Conduct Code to assist them in maintaining classroom control, control of individual students, and control of student social and academic conduct. **All faculty members shall read and be familiar with the provisions of the Southern Illinois University Carbondale Student Conduct Code.** The current SIU Student Conduct Code is available at: <http://policies.siuc.edu/>

B. Course Attendance/Participation

(1) Attendance:

While it is each faculty member's responsibility to establish and enforce his/her own attendance policy, please remember that the policy must be defensible should a grievance be filed based on class attendance or lack thereof. The following guidelines are provided to assist you in creating your policy.

1. The faculty of Southern Illinois University Carbondale affirms the importance of prompt and regular attendance on the part of all undergraduate students. Quality instruction clearly depends upon active participation in the classroom or its equivalent learning environment. This concept is further expounded upon in the *Southern Illinois University Carbondale Catalog*.
2. Students who are absent from more than one-third (1/3) of a course's instructional hours will seriously jeopardize their grade for the course. Each faculty member will include a required attendance policy and the effect of absences on final course grades in the course syllabus so that students will know and understand the consequences of being absent from class.
3. Students who stop attending or never attend a class without officially dropping that class will be awarded a grade of WF for the class. The WF grade is designed for students who enroll in a course but don't attend or quit attending and do not drop the course. When awarding the WF grade the last date of attendance or nonattendance must be reported along with the grade.

Each ASA/ISAT off-campus class-meeting day is scheduled to meet from 8:00 AM to 4:50 PM. The class day is divided into an AM and a PM session by a lunch hour. Each AM and each PM session includes four (4) fifty-minute instructional periods followed by a ten minute break. Faculty members may elect to combine instructional periods and breaks to accommodate their instructional style and delivery mode. Faculty members are expected to provide no fewer than 400 minutes of instruction each class meeting day including the final day of each course. Students should expect to be required to attend all instructional hours of each course including those that may be in addition to the minimum 400 minutes of instruction per day. This does not apply to the TRM program that teaches from 6:00 PM to 9:00 PM.

An *INC* (incomplete) is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. Beginning Summer 2013, students will have only one semester to satisfy the requirements of the course so that the Incomplete can be replaced with a letter grade. An Incomplete that is assigned for a Spring semester course must be completed by the end of Fall semester.

A *WF* is assigned to students who stop attending a class without officially dropping. Faculty members are required to note the last day of attendance/participation on the grade sheet when assigning a *WF*.

An *F* is assigned for failure of a course. Final course grades of *A, B, C, D, or F* are based upon grading criteria (including the influence of attendance upon the final course grade) that is clearly stated in the faculty produced course syllabus.

2) **Discussion:**

The faculty members are in charge of the classroom. Therefore, only faculty, as stated in the faculty policy and procedure guide, can control student attendance during instructional hours. Course design and graded participation must be such that absences from instructional hours will be reflected in each student's final grade for the course.

It is not unusual, in the off-campus environment, for students to miss some of a course's instructional hours due to reasons beyond their control. This usually occurs when a student, who enrolled in the course and planned to attend all instructional hours, is assigned to work during those hours. Absences may also occur due to other circumstances beyond the student's control (i.e. a death in the family, personal illness, etc.) Legitimate reasons (those that are beyond the student's control) for being absent from instructional hours are varied in nature and too numerous to list. Therefore, faculty must use their best judgment in determining the legitimacy of a student's absence. Such legitimacy is usually determined by asking the question "Was the absence due to circumstances that were beyond the student's control?"

No matter what the reason might be for being absent from instructional hours, students who are absent from more than one-third (1/3) of a course's instructional hours should not be able to successfully complete the course. However, **successful completion of a course is indicated by the grade awarded for the course**. Unless attendance is in some way considered when awarding final course grades, students who earn passing grades on all graded course assignments, class participation exercises, and examinations will have earned a passing grade for the course regardless of their attendance record. **Absences from instructional hours will be reflected in a student's final course grade only if a portion of the grade to be earned is based on attendance and/or if in class participation in graded activities cannot be made-up by those who did not take part in the activity during instructional hours**. Therefore, because faculty are charged with controlling student attendance during instructional hours, faculty are required to design their course delivery, class participation, examinations, other graded activities, and course grading policies such that lack of attendance during instructional hours will be reflected in the final course grade assigned each student.

(3) **Procedure:**

The *Standardized Attendance Roster* in Appendix C, which is provided to faculty by the Program Advisor for each scheduled class session, includes a block labeled **FACULTY USE ONLY**. Faculty are required to control each attendance roster such that only those students who are present in the classroom during a session sign the roster and that the **FACULTY USE ONLY** block accurately reflects students' absences from that session's instructional hours. Each *Standardized Attendance Roster* becomes an official University document on which student attendance at instructional hours is accurately recorded by the faculty member.

Faculty is required to develop attendance, participation, and grading policies for each assigned course and to include these policies in the course syllabus. Such policies must be firm, flexible, fair, and applied equally across the board to all students in all situations. They must be designed such that a student's attendance and participation will influence that student's final course grade and such that the final course grade influence is clearly indicated in the course syllabus. Faculty should include one or more of the below listed *Acceptable Best Practices* in their stated attendance, participation, and grading policies.

- Base 20% of the final course grade on attendance and/or participation in activities conducted during instructional hours. For example, attendance might count for 10% of the final course grade and another 10% of the final course grade might be earned through participation in certain graded class activities that cannot be "made-up" no matter what the reason for not participating.
- Conduct quizzes and/or in-class activities during each morning and each afternoon session (including the final afternoon of the class) that are graded, count for a portion of the final course grade (usually no more than 20%), and which cannot be "made-up" by those who are absent when the quizzes or activities are conducted. (EST and FSM only)
- Require prior notification and faculty acknowledgement of unplanned absences that are due to circumstances beyond the student's control and are known in advance of the absence. Reserve the right to strongly suggest that, due to the absence, the student should seriously consider dropping the class. For example, some course topics are such that attendance for the first day or two of class is essential to the successful completion of the course objectives. Students who are absent from these instructional hours should discontinue their enrollment.
- Deduct grade points for all absences from instructional hours but allow students to regain these points through completion of appropriate, graded make-up work. If used, this procedure must be applied equally to all absences no matter what the reason for the absence.
- Other means of designing grading criteria such that attendance will influence individual student's final course grades that have been discussed with and approved by the Department Chair.

C. **Make-up Examinations:** Make-up examinations for those students who are unable to be present at regularly scheduled examination times, due to circumstances beyond their control, may be arranged at the convenience of the faculty member, the student, and the local office personnel. This should be considered if the student's absence was a legitimate one and if the faculty member considers the excuse given by the student one which warrants the giving of a make-up examination.

The faculty member should provide a copy of the required exam to the local office along with the following information:

- Student's name
- Deadline for exam completion
- Special instructions to be given students (timed exam, etc.)
- Address for completed exam to be mailed

It is the responsibility of the local representative to monitor the completion of the exam by the student. However, the local staff is not expected to provide the same quiet classroom atmosphere provided for regularly scheduled examinations.

D. **Class Liaisons:** The Program Advisor at each site employs a volunteer Class Liaison who assists them with certain administrative functions. The Class Liaison is a student in your class who has volunteered for this service and who has limited responsibilities. Depending upon the needs and the location, the Class Liaison may assist with such things as locking and unlocking classrooms and buildings; securing equipment; relaying certain administrative paperwork and messages between students, the faculty, and the Program Advisor, and assisting faculty who may not be familiar with the local site.

Faculty shall not ask or require the Class Liaison to assist with or take responsibility for control of the class or an individual student, to take charge of or handle any graded materials or student grades, or to take charge of or handle quiz or examination materials.

Section 4. Student Evaluation of Faculty – Instructor and Course Evaluation (ICE)

Student evaluations of faculty are conducted at the completion of each off-campus course. The evaluation covers aspects of instruction and course content. At some point during the last class meeting session, the student liaison must be provided time in which to conduct the evaluations. **The faculty member is asked to leave the classroom while the students complete the evaluations.** The student liaison will collect the completed evaluations, place them in a sealed envelope, and will mail them directly to campus. Faculty members are asked to respect the privacy of the students and not interfere with the process. A copy of the ICE cover sheet and form is at Appendix D.

The ISAT Director reviews all faculty evaluations. The results of the evaluations will be mailed to the faculty member. Student comments will be typed and reviewed by the Director and sent under separate cover. Reading the students' comments can assist you in improving your course delivery, which is in support of our goal to maintain and continually improve the quality of our academic programs.

Section 5. End-of-Course Survey

To provide us with important information concerning each course, its students, and other course-related data, an End-of-Course Survey form is located at Appendix F. Please complete this form and submit it directly to the ISAT office upon completion of your teaching assignment.

Section 6. Sexual Harassment Policy

The SIUC Policy on Sexual Harassment is at Appendix G. Policy changes are available at <http://policies.siuc.edu/>

Section 7. Best Teaching Practices

Faculty members are encouraged to review and make use of *The Best Teaching Practices* located in attachment 6 as well as other tips that are available in various publications and the internet.

Section 8. Library Privileges

The primary library for all off-campus students and faculty is SIUC's Morris Library. Faculty and students have on-line access to all services provided by Morris Library at: <http://www.siu.edu/libraries/>

Faculty who experience problems accessing Morris Library through the Library's home page should contact the Help Desk at (618)-453-5155.

University Grading System

1. SIUC's grading system is included in the Undergraduate Catalog and is reproduced in part below:

<u>Symbol</u>	<u>Definition</u>
A	Excellent
B	Good
C	Satisfactory
D	Poor
F	Failure
P	Pass. Used only in the Pass/Fail Grading System
W	Authorized withdrawal
WF	Failure. For student who did not officially withdraw from class, ceased attending and failed to complete requirements for the course. See Grading System, Section 3.
INC	Incomplete. See Grading System, Sections 4 and 5.

2. Academic Progress Report: All faculty teaching in off-campus academic programs shall ensure, through their syllabi and graded assignments returned to students, that each student is provided grade information, no later than the add/drop date of the course. This will allow them to make an informed decision about their academic endeavors; assist them in monitoring their financial aid eligibility; and motivate them to achieve higher levels of knowledge and competency necessary for completion of the course and their degree program.

The SIUC Faculty Senate passed a resolution on February 9, 1999, which was endorsed by the Provost, regarding Academic Progress Reports. The resolution states:

The Faculty Senate urges all SIUC instructors to:

- assess student academic progress early enough in the semester to allow students to make informed decisions about their academic programs; and
- provide in each course syllabus an explanation of the grading system to be used, steps in grade calculation, and process for determining one's current grade in enough detail that students can self-monitor academic progress at any given time during the course; or
- communicate to students, on an individual basis, either their current grade or their class rank (in situations where grading curves are utilized) at a date no later than mid-course and, in addition, indicate on the course syllabus the date on which students will be informed of these facts.

The intent of this resolution is for students to be informed of their academic progress in sufficient time for them to elect to drop a course no later than the official add/drop date if they feel doing so would be in their best interest. The add/drop date for off-campus courses taught in a three-weekend format is prior to the second Saturday of the course; for five-week courses it is the student's second meeting day of the course (second weekend); for 8-week and 16-week courses, drops must be completed by the Sunday following the mid-point for the course. For independent study courses the add/drop date is published as a date approximately halfway through the semester.

3. **WF Grades:** The intent of the WF grade is to preclude a student from receiving financial aid for a course the student does not fully participate in or attend. Faculty members are required to maintain attendance and participation records for all students enrolled in each course they teach. Students who cease attending or participating in a course and who fail to complete the course requirements are assigned a grade of WF. When faculty assign a WF grade the student's last date of attendance or participation must be reported.

WF grades assigned to students who have partially attended or participated in a course (last date of attendance or participation is other than the first day of the course) may count as an "F" in the student's GPA. Anytime a WF grade is assigned it may impact the student's eligibility for, or amount of financial aid for the semester.

4. **Incomplete Grade Policy:** The *Southern Illinois University, Carbondale Bulletin* states the following under the section titled *Grading and Scholastic Regulations*:

A copy of the *Conditions for Removing a Grade of Incomplete* form is included in Attachment 4 of this guide.

A grade of incomplete (INC) is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. If you anticipate that you will meet these conditions you are urged to notify the instructor and apply in writing to the instructor of the incomplete BEFORE the last day of class. If, due to circumstances beyond your control, you are unable to notify the instructor in advance, you will have three days after the last class to inform the instructor that you wish to take an incomplete and two weeks to apply for the incomplete in writing. Students who fail to inform the instructor within 3 days following the last class date, and fail to request an incomplete in writing within the two weeks' timeframe will receive the grade earned for the course or a WF, whichever is the most appropriate. Notification to the program advisor will not excuse a student from contacting the instructor nor putting their request in writing. An INC must be changed to a completed grade within a time period designated by the instructor, but not to exceed one semester from the close of the term in which the course was taken, or graduation, whichever occurs first

Grades given at the end of a course are final and may not be changed by additional work or submitting additional materials.

An Incomplete is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An incomplete must be changed to a completed grade within a time period designated by the faculty member but not to exceed one semester from the close of the semester in which the course was taken, or graduation, whichever comes first. It is imperative that the time allowed to complete the course work be understood by the faculty member and the student. Grades can also be changed due to faculty error in submitting the original grade; however

grades cannot be changed based on the student handing in additional work after the final grade has been submitted.

Certain State Approving Agency policies have resulted in a requirement that the College take a more formalized approach to the assignment of incomplete grades. The University policy governing the assignment of incomplete grades, as stated in the *Southern Illinois University Carbondale Bulletin* is not affected by this action. This policy affects only the documentation and the procedure to be followed when faculty assigns incomplete grades.

NOTE: DO NOT withhold the assignment of an incomplete grade solely on the basis of not having completed the required request for incomplete grade form. The form may be completed after the fact.

The basic assumption of this policy is that the student must request the incomplete grade. For this to be a valid assumption, students must first be informed of the University policy governing the assignment of incomplete grades and the College's procedure for doing so. Therefore, faculty shall ensure all of the following:

- Include the *Request for Incomplete Grade* form and policy as an attachment to the course syllabus.
- Include a reference to the attached policy and form in the course syllabus (i.e., *Incomplete grades will be considered in accordance with the attached policy*) and any other information that describes the conditions under which you will consider assigning an incomplete grade.
- Verbally brief all students as to the details of the incomplete grade policy and procedure at the beginning of each course.

Keep in mind that the governing date for the student to request an incomplete grade is the date that grades are due for the course. The student, due to varying circumstances, has the option of delivering the request to either the Program Advisor or to you prior to this date. Please be flexible in considering requests that may be forwarded to you after you have assigned grades. Due to the distances involved, some of the communications delays are beyond the control of the student, Program Advisor, and you.

- Program Advisors at all College of Applied Sciences and Arts locations shall ensure that all students have received a copy of this policy, that students have the *Request for Incomplete Grade* readily available to them, and that all faculty assigned to teach at their location have ready access to this policy and form. Program Advisors shall ensure that completed *Request for Incomplete Grade* forms are distributed as stated on the bottom of the form.
- Students who believe that they are engaged in passing work and are unable to complete all class assignments, *for reasons beyond their control*, may request an incomplete grade. The request must be presented to the assigned faculty member, in writing, using the *Request for Incomplete Grade* form. The request must be completed, signed by the student, and delivered to either the faculty member or the Program Advisor prior to the date that grades are due for that course. Program Advisors can inform students and faculty of these due dates. Students must understand that Faculty will not automatically assign incomplete grades. Faculty cannot be expected to be aware of each student's circumstances.

Faculty are expected to assign due dates for completion of all required course work when assigning an incomplete grade. The due dates shall be assigned in accordance with University policy. Incomplete grades shall be converted to a grade of F in accordance with University policy.

Students receiving tuition assistance may be subject to regulations governing incomplete grades that are a function of the agency funding the tuition assistance. Knowledge of and compliance with such regulations is the student's responsibility. SIUC faculty and administrators shall not be governed by any authority other than University policy.

- **Faculty** assigned to teach courses for the College of Applied Sciences and Arts at off-campus locations shall use the *Request for Incomplete Grade* form to document the assignment of incomplete grades. Completion of the form is required regardless of any other means of communication between faculty and student. Faculty shall forward the original *Request for Incomplete Grade* form to the Program Advisor assigned to the location where the course was taught. Subsequent Grade Change Cards should also be forwarded to the Program Advisor.

Incomplete grade changes must be submitted to ISAT as soon as the student's work is completed.

5. **Reporting Grades to the University**: A copy of the students' grades, recorded on the class list, is to be forwarded to the ISAT office by the dates in the *Grade Submission Schedule* (see Attachment 3):

Grade reports must be validated by the faculty member's signature and sent to:

ASA/School of ISAT
Mail Code 6614
Southern Illinois University Carbondale
1365 Douglas Drive
Carbondale, IL 62901
FAX: (618) 453-7254
Email: isatdept@gmail.com

6. **Reporting Grades to Students**: Students do not receive a printout of their grades at the end of the semester. They may view their final grades by using SalukiNet, which can be accessed through the SIUC website at <https://salukinet.siu.edu/cp/home/displaylogin>.

7. **Filing Grade Change Cards**: Completed grade change cards, with the faculty member's signature, should be submitted to the Program Advisor at the location where the course was taught. If for some reason you are unable to submit a grade change card, written documentation should be submitted to:

ASA/College of ISAT
Mail Code 6614
Southern Illinois University Carbondale
1365 Douglas Drive
Carbondale, IL 62901
FAX: (618) 453-7254

Contact the local programs office or the ISAT office for grade change cards.

Appendix A

Approved Curriculum Vitae Format

CURRICULUM VITAE OF (NAME)

I. PROFESSIONAL AFFILIATION AND CONTACT INFORMATION

A. Present University Department or Unit:

Program Name
Department Name

B. Office Address: [Include e-mail address]

College of Applied Sciences and Arts
1365 Douglas Drive, Room
Southern Illinois University
Carbondale, Il 62901
Email:

II. EDUCATION [Degrees; College or University; dates] (List most current degree first)

Can be broken down into Formal, Continuing, Certificates and/or Licenses

III. PROFESSIONAL EXPERIENCE [List in chronological order the professional positions which you have held in academic, research, industrial, business, or governmental institutions. Give dates of employment, promotions in rank (with dates), and major changes in assignment (e.g., from teaching to administration).]

IV. RESEARCH AND CREATIVE ACTIVITY

A. Interests and Specialties:

A brief listing of areas of interests and/or specialties

B. Current Projects: don't duplicate items listed under B, C, and D

List

C. Grants Applied for: (don't list those received)

Grant Title, Funded/Sponsor, Dates Funded

D. Grants Received:

Grant Title, Funded/Sponsored by, Dates Funded

E. Honors and Awards:

Honor/Award, Dates Received

F. Papers and Presentations at Professional Meetings:

G. Other:

List

**V. PUBLICATIONS AND CREATIVE WORKS [Give complete bibliographical information]
–APA format (6th edition)**

A. Books:

Author, P.C., Jr., & White E. B. (1988). *Capitalize first word only of book title: And of subtitle, if any, no period if ed. Or vol. follow (3rd ed. Or Vol. #).*
City Published, ST: Name of Publisher. (APA page 202)

B. Articles in Professional Journals:

Author, P.C., Author, S.G., & Author, L. T. (1981). Capitalize first word only of title: And of subtitle, if any. *Journal Title in Upper and Lower Case Letters*, 37, 575-585. (Use pp. before page numbers and magazines, but not journals) (APA page 198)

Author, P. C. (in press). Article title. *Journal Title in Upper and Lower Case Letters*. (APA page 200)

C. Creative Contributions:

D. Chapters in Professional Books:

Chapter Author, T. P. (1982). Chapter title: Initial caps only. In J. T. Woodward, & A. Pimm (Eds.), *book title first word cap only* (pp. 197-218). City Published, ST: Name of Publisher. (APA page 202)

E. Popular and Creative Writing:

Use APA format

F. Book Reviews:

Author, T. P. (1982). A new look at the medicine from the social perspective [Review of the book *Social context of health, illness, and patient care*]. *Contemporary Psychology*, 27, 208-209. (APA page 208)

G. Other:

Use APA format

VI. TEACHING EXPERIENCE

A. Teaching Interests and Specialties:

A brief listing of areas of interest and/or specialties.

B. Teaching and Training Grants:

Grant Title, Funded/Sponsored by, Dates Funded

C. Teaching Awards and Honors:

Award/Honor, Date Received

D. Current Graduate Faculty Status:

List Status

E. Number of Master's and Ph.D. Committees on which you have served:

Number, and/or may list names

F. Names of Students who have completed Master's Theses and Doctoral Dissertations under your Direction:

List

G. Other:

List

VII. UNIVERSITY EXPERIENCE

A. Department Committees: list more current committee first

Name of Committee, Department, Dates Served

Ex. Chairman, ATS Graduate Follow-up Committee, 1985-present

B. College and University Committees and Councils: list most current committee first

Name of Committee, College/University, Dates Served

Ex. Chairman, ASA Scholarship Committee, 1988-present

C. Other:

List

VIII. PROFESSIONAL SERVICE

A. Membership in Professional Associations:

Name of Association, Dates Served

B. Offices Held and Honors Awarded in Professional Associations:

Office Held or Honor Awarded, Name of Association, Date(s) Served or Awarded

C. Consultantships:

List

D. Evaluation of Manuscripts for Journals and Book Publishers and of Grant Proposals for Agencies:

List in APA format (6th edition)

E. Papers and Presentations at Professional Meetings: [Other than those listed under “Research and Creative Activity”] List most current paper/presentation first. Use APA APA (6th edition, page 206)

Author, Year/Month, Name of Paper, Presented to?, City, State.

F. Other:

List

IX. COMMUNITY SERVICE

List

Appendix B
Standardized Course Syllabus

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
COLLEGE OF APPLIED SCIENCES AND ARTS
OFFICE OF OFF-CAMPUS ACADEMIC PROGRAMS**

COURSE SYLLABUS

(Course number and title)

Instructions To Faculty: This syllabus template will become available soon on the Faculty webpage at the ISAT website. The url is: <http://asa.siu.edu/academic/off-campus-programs/programs/>. *Delete all items that are in a box (and the box) such as these instructions. Enter the required information where indicated. Do not alter any of the other information.*

If your syllabus is available to students online enter the URL here

FACULTY:

Enter your full name, mailing address, telephone number, and e-mail address here

FACULTY CONTACT:

Enter information concerning how, when, and where students may contact you

MISSION STATEMENT:

(mission statement as per Master Syllabus)

COURSE DESCRIPTION:

(course description as per Master Syllabus)

PREREQUISITES:

(as per Master Syllabus, otherwise enter NONE)

PREREQUISITE TO:

(as per Master Syllabus, otherwise enter NONE)

REQUIRED TEXTBOOK:

Enter full information for each required textbook in accordance with APA 6th ed. format.

Author's Last Name, First Initial, Middle Initial. (Date of publication). *Title is italicized (ed.)*. Where published:

Publisher. [see Appendix 3-A, Publications Manual of the American Psychological Association, 6th ed.]

REFERENCES:

Aaron, J.E. (2010). *The Little, Brown compact handbook*, (7th ed.). New York: Addison-Wesley.

American Psychological Association. (2010). *Publications manual of the American Psychological Association*, (6th ed.). Washington, D.C.: Author.

Both of the above required references are needed for all courses. Together, they represent the University's and the College's standards for written academic works. Faculty may add additional references by listing them with the above in alphabetical order (as per APA format).

COURSE OBJECTIVES:

Course Outcomes/Objectives and Topical Outline & Percentages as per Master Syllabus will be included as part of syllabus.

ATTENDANCE:

Please insert your attendance policy here, keeping in mind that the faculty of Southern Illinois University Carbondale affirm the importance of prompt and regular attendance on the part of all undergraduate students. Quality instruction clearly depends upon active student participation in the classroom or its equivalent learning environment. This concept is further expounded upon in the *Southern Illinois Carbondale Catalog*.

An attendance policy, determined by each faculty member, is required. The policy must be specific, faculty must keep attendance records, and the policy must be applied equally to all students. If make-up work is to be made available to students who are absent from instructional hours, describe the make-up work and conditions for being awarded credit that will substitute for attendance. As a general guideline, the ASA/ISAT published Attendance Policy states, *Students who are absent from more than one-third (1/3) of a course's instructional hours will seriously jeopardize their grade for the course.* Enter your Attendance Policy here (following the above two paragraphs) and clearly state the effect of the policy on a student's final course grade.

Students who officially register for a session may not withdraw merely by discontinuing attendance. Students who wish to withdraw from all courses must notify their local program advisor, in writing, that they wish to withdraw from the University. The process of withdrawal starts with the student. Students who stop attending and do not officially withdraw will be assigned a grade of “WF” (failure) and will be liable for the cost of the course or courses not attended.

STUDENT ASSIGNMENTS AND EXAMINATIONS:

List each required assignment, the date/time the assignment is due, and the effect of the assignment on the student’s final course grade. List each required examination and scheduled quiz, date/time the examination/quiz will be administered, and the effect of each on the student’s final course grade.

GRADING:

Clearly indicate the grading criteria and what is required of each student to be awarded each grade (i.e. 450-500 Points = A; 400-449 Points = B; etc.) Also indicate how absences, excused or unexcused, will affect a student’s grade.

Incomplete (INC): An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. Students are required to apply, in writing, to the faculty member for an INC. Applications for an Incomplete grade are available from the SIUC office. If the application is approved by the faculty member and should the student fail to complete the course within the time period designated by the faculty member, not to exceed one year, or graduation, whichever occurs first, the Incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average.

WF: Failure. A grade of WF will be awarded to students who do not officially withdraw from class, cease attending the class, and fail to complete requirements for the course. When awarding a WF, the faculty member will note the date/time of the student’s last date of attendance/participation.

Course Drops: Students officially drop courses through the program change process. This process is done with the Program Advisor. Unless a student has processed an authorized drop from the course by the published Add/Drop Date, the student will not be allowed to drop the course. It is the student’s responsibility to ensure that the drop process is officially completed. It is probable that a student who does not drop by the Add/Drop Date, but stops attending/participating during the second half of the course, will be awarded a grade of WF.

EVALUATION:

How are you going to evaluate the students to ensure they meet the exit competencies? What percentage is assigned to each part of the grade (i.e. quizzes = 20% of the grade)?

Faculty members are highly encouraged to add additional sections and information to the course syllabus that will assist students in achieving the desired academic goals of the course. One source of advice and guidance in developing a course syllabus is available at:
www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm

*****Instructors are to place the following statements at the end of their syllabi.***

SAFETY INSTRUCTIONS:

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. If you are located on a military installation, and depending on the type emergency, a senior military member may take control of the situation and direct you on the action to take. Please follow their instructions and do as asked. Similarly, if you are at a community college, their security personnel may arrive and take control of a situation, please follow their instructions as well.

ACADEMIC DISHONESTY POLICY:

Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, or collusion.

ADA STATEMENT FOR STUDENTS REQUIRING SPECIAL ACCOMMODATIONS:

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the American Disabilities Act (ADA) of 1990, if accommodations are needed, inform your instructor as soon as possible.

Appendix C
Standardized Attendance Roster

Appendix D

Instructor and Course Evaluation (ICE)

All Courses: Blue Cover Sheet
 Brown (ICE)

Section Control Sheet
Instructor and Course Evaluation
Southern Illinois University at Carbondale

PRINT YOUR LAST NAME, FIRST INITIAL, MIDDLE INITIAL, AND DEPARTMENT ABBREVIATION IN EACH GRID.
 BLACKEN THE CORRESPONDING LETTER IN EACH GRID.

LAST NAME	FI	MI	DEPT	DEPT ABBV.
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
D	D	D	D	D
E	E	E	E	E
F	F	F	F	F
G	G	G	G	G
H	H	H	H	H
I	I	I	I	I
J	J	J	J	J
K	K	K	K	K
L	L	L	L	L
M	M	M	M	M
N	N	N	N	N
O	O	O	O	O
P	P	P	P	P
Q	Q	Q	Q	Q
R	R	R	R	R
S	S	S	S	S
T	T	T	T	T
U	U	U	U	U
V	V	V	V	V
W	W	W	W	W
X	X	X	X	X
Y	Y	Y	Y	Y
Z	Z	Z	Z	Z

COURSE ABBREV.	COURSE NO.	RIGHT JURY SECTION NO.	NO. UNROLLED
A	0	0	0
B	1	1	1
C	2	2	2
D	3	3	3
E	4	4	4
F	5	5	5
G	6	6	6
H	7	7	7
I	8	8	8
J	9	9	9

YRS. OF TCHG. EXPER.	NO. OF TIMES COURSE TAUGHT
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

SEX	F	M
0		
1		
2		
3		
4		
5		
6		
7		
8		
9		

DATE	MO	YEAR
JAN	0	0
FEB	1	1
MAR	2	2
APR	3	3
MAY	4	4
JUN	5	5
JUL	6	6
AUG	7	7
SEP	8	8
OCT	9	9
NOV	0	0
DEC	1	1

MARK YOUR COLLEGE	
AGRIC	0
BUS & ADMIN.	0
MASS COMM	0
EDUCATION	0
ENGINEERING	0
GRAD SCHOOL	0
LIBRARY AFF	0
LAW	0
LIBERAL ARTS	0
MEDICINE	0
SCIENCE	0
APPLIED SCI	0

MARK ITEM(S) RELEVANT FOR THIS EVALUATION. IF ALL, MARK HERE			
1	21	31	41
2	22	32	42
3	23	33	43
4	24	34	44
5	25	35	45
6	26	36	46
7	27	37	47
8	28	38	48
9	29	39	49
10	30	40	50

PRIMARY USE	
RESEARCH	0
PERSONAL IMPROVEMENT	0
DEPT REVIEW	0
COLLEGE REVIEW	0
MERIT RANK OR TENURE	0
OTHER	0

OFFICE USE LOG NO.		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

DIRECTIONS FOR MARKING RESPONSES
 *Use No. 2 pencil; Do not use ink.
 *Make each mark heavy; Fill in completely.
 *Do not make stray marks; Erase cleanly all responses you wish to change

OFFICE USE ONLY

57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

Instructor and Course Evaluation Southern Illinois University Carbondale

Print Course Number _____ Date _____
 Section Number _____
 Instructor's Name _____

**IMPORTANT DIRECTIONS
FOR MARKING RESPONSES**

- Use black lead pencil only (No. 2 1/2 or softer)
- Do NOT use ink or ballpoint pens
- Make heavy black marks that fill the circle completely
- Erase cleanly any answer you wish to change
- Respond to the items presented frankly and completely
- One response per item
- Make no stray marks on the answer sheet

EXAMPLES

WRONG

WRONG

WRONG

RIGHT

4

MARK YOUR COLLEGE

Agric Sci Fishmn Soph 1-2 2-4 4-6 6-8 8+ ARE YOU A MAJOR STUDENT (Y) (N) (N) (N)

ARE YOU:

Fishmn Soph Junior Senior Grad Other Is this Course Required (Y) (N) (N) (N)

EXPECTED GRADE IN THIS COURSE

A B C D E F G I N/A

GPA AT THIS UNIVERSITY

3.5-4.0 3.0-3.49 2.5-2.99 2.0-2.49 1.5-1.99 1.0-1.99 Other

OUTSIDE STUDY HOURS PER WEEK

0-1 1-2 2-4 4-6 6-8 8+ ARE YOU A MAJOR STUDENT (Y) (N) (N) (N)

INSTRUCTION AT THIS UNIVERSITY IS, IN GENERAL

Excellent Very Good Good Weak Poor

PART I: INSTRUCTOR EVALUATION (ITEMS 1-20)

E = Exceptional Performance W = Weak Performance
 V = Very Good Performance I = Improvement Definitely Needed
 G = Good Performance Leave Inapplicable Items Blank

1	Prepared for class.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
2	Made clear assignments.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
3	Set clear standards for grading.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
4	Graded fairly.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
5	Knew if students understood her/him.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
6	Communicated with students effectively.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
7	Answered impromptu questions satisfactorily.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
8	Showed an interest in the course.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
9	Gave several examples to explain complex ideas.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
10	Accepted criticism and suggestions.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
11	Increased your appreciation for the subject.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
12	Organized and presented subject matter well.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
13	Specified objectives of the course.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
14	Achieved the specified objectives of the course.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
15	Explained the subject clearly.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
16	Showed an interest in students.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
17	Was enthusiastic about the subject.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
18	Was available outside of class.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
19	Encouraged student participation.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I
20	In general, taught the class effectively.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> W <input type="radio"/> I

PART II: COURSE EVALUATION (ITEMS 21-40)

SA = Strongly Agree D = Disagree
 A = Agree SD = Strongly Disagree
 N = Neither Agree nor Disagree Leave Inapplicable Items Blank

21	This course was a good learning experience.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
22	The content of this course was good.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
23	The course was well organized.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
24	I had trouble paying attention in class.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
25	There should be additional prerequisites.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
26	There should be fewer prerequisites.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
27	This course was very interesting.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
28	The amount of required work was appropriate.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
29	This course was one of the best I have taken.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
30	The tests covered the course material well.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
31	This course was a waste of time.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
32	The textbook was good.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
33	Multimedia could be used more effectively.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
34	This course should be taught in some other way.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
35	I covered this material in other courses.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
36	The course material was too difficult.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
37	This course should continue to be offered.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
38	The reading assignments were hard to understand.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
39	I was often confused.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD
40	Generally, the course was good.	<input type="radio"/> SA <input type="radio"/> A <input type="radio"/> N <input type="radio"/> D <input type="radio"/> SD

PART III: OBJECTIVES (ITEMS 41-50)

On each of the objectives listed below, rate the progress you have made in this course compared with that made in other courses you have taken at this university. In this course I made:

E = Exceptional Progress G = Good Progress N = No Progress
 V = Very Good Progress L = Little Progress Leave Inapplicable Items Blank

41	Gaining factual knowledge (terminology, classifications, methods, trends).	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> L <input type="radio"/> N
42	Learning fundamental principles, generalizations, or theories.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> L <input type="radio"/> N
43	Learning to apply course material to improve rational thinking.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> L <input type="radio"/> N
44	Developing specific competencies needed by professionals in this field.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> L <input type="radio"/> N
45	Learning how professionals in this field gain new knowledge.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> L <input type="radio"/> N
46	Developing creative capacities.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> L <input type="radio"/> N
47	Developing a sense of personal responsibility (self-reliance, self-discipline).	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> L <input type="radio"/> N
48	Gaining a broader appreciation of intellectual-cultural activity.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> L <input type="radio"/> N
49	Developing skill in expressing myself orally or in writing.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> L <input type="radio"/> N
50	Discovering the implications of the course material for understanding myself.	<input type="radio"/> E <input type="radio"/> V <input type="radio"/> G <input type="radio"/> L <input type="radio"/> N

PART IV: SELF-RATING (ITEMS 51-56)

My reasons for taking this course:

Y = Yes N = No
 Leave Inapplicable Items Blank

51	A strong interest in the material.	<input type="radio"/> Y <input type="radio"/> N
52	A strong interest in the discipline.	<input type="radio"/> Y <input type="radio"/> N
53	To obtain a good grade.	<input type="radio"/> Y <input type="radio"/> N
54	To satisfy a requirement for my major.	<input type="radio"/> Y <input type="radio"/> N
55	To fulfill requirements for electives.	<input type="radio"/> Y <input type="radio"/> N
56	This form adequately evaluates this course.	<input type="radio"/> Y <input type="radio"/> N

PART V: OPTIONAL (ITEMS 57-74)

Complete Section Below According To Your Instructor's Directions.

57	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 63	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 69
58	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 64	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 70
59	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 65	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 71
60	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 66	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 72
61	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 67	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 73
62	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 68	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> 74

**DO NOT WRITE OR MAKE ANY STRAY
MARKS ON THE BACK OF THIS FORM**

Appendix E

End of Course Survey Form

5. directions to your motel and the site, and site entry procedures?
Were you provided information regarding the number of students to expect in your class? Yes No
6. Did you ask for student profile sheets from the site? Yes No
7. Did you receive the student profile sheets? Yes No
8. How would you rate the support from the campus staff ? 1 2 3

Miscellaneous

1. Did your travel adversely affect your teaching schedule?
 Yes (explain) _____
 No
2. Did you have sufficient time in class to thoroughly cover the course material?
 Yes
 No (explain) _____
3. Do you think the accelerated format adversely affects the students' ability to learn and comprehend the subject matter?
 Yes (explain) _____
 No
4. Were the classroom facilities adequate?
 Yes
 No

Additional Comments

Please feel free to elaborate on any of the preceding items or make additional comments related to this course.

Appendix F

Sexual Harassment Policy

The following policy was approved by the SIU Board of Trustee on May 7, 2009.

It can be found online at <http://policies.siu.edu/>

Policy on Sexual Harassment

1. Sexual Harassment Policy Statement

Southern Illinois University is committed to a policy of providing equal employment and educational opportunities. In particular, Southern Illinois University is committed to maintaining a community, in which students, faculty, and staff can work and learn together in an atmosphere free of all forms of discrimination, including sexual harassment. Sexual harassment violates the dignity of the individual and the integrity of the University as an institution of higher learning, and thus, sexual harassment in any form will not be tolerated at Southern Illinois University. This policy applies to all employees, students, contractors, and visitors of Southern Illinois University.

This policy prohibits sexual harassment, retaliation related to sexual harassment claims, knowingly reporting false sexual harassment complaints and knowingly providing false information during the investigation of a sexual harassment complaint. All University employees are responsible for taking reasonable and necessary action to prevent sexual harassment, and all members of the University community are expected to contribute to an environment free of sexual harassment, and are encouraged to report promptly (pursuant to campus procedures) any conduct that could be in violation of this policy. Each SIU campus shall adopt specific procedures for reporting, investigating and resolving harassment claims.

This policy shall not abridge any individual's speech and due process rights under the First and Fourteenth Amendments; nor shall it abridge principles or rights of academic freedom or the University's educational mission. Prohibited sexual harassment and discrimination are not expression protected as a matter of academic freedom.

2. Definition of Sexual Harassment

Sexual Harassment in employment means any unwelcome sexual advances, requests for sexual favors, or any conduct of a sexual nature, when:

- a. Submissions to or toleration of such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment (this is a type of quid pro quo - meaning "this for that" - sexual harassment); or
- b. Submission to or rejection of such conduct by an individual is used as a basis (or threatened to be used as a basis) for employment

decisions or assessments affecting such individual (this is a type of quid pro quo - meaning “this for that” - sexual harassment); or

- c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment (this is a type of hostile environment sexual harassment).

Sexual Harassment in higher education means any unwelcome sexual advances, requests for sexual favors, or any conduct of a sexual nature, when:

- d. Submission to or toleration of such conduct is made, either explicitly or implicitly, a term or condition affecting the student's participation in or benefit from any of the academic, educational, extra-curricular, athletic, or other programs of the University (this is a type of quid pro quo - meaning “this for that” - sexual harassment); or
- e. Such conduct has the purpose or effect of substantially interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment (this is a type of hostile environment sexual harassment).

Hostile environment sexual harassment occurs when unwelcome conduct of a sexual nature is so severe, persistent, or pervasive that it affects an employee's work performance, limits a student's ability to participate in or benefit from a University program or activity, or creates an intimidating, threatening or abusive working or academic environment. Sexual harassment generally includes something beyond the mere expression or display of views, words, symbols, images, or thoughts that some person finds offensive.

Totality of the Circumstances: In determining whether alleged conduct constitutes sexual harassment, the record as a whole and the totality of the circumstances will be considered. Circumstances may include the frequency of the conduct; its severity; whether it was physically threatening or humiliating, or a mere offensive utterance; and whether it unreasonably interfered with the alleged victim's work performance or ability to participate in or benefit from the University's programs. The objective severity of the conduct will be judged from the perspective of a reasonable person in the position of the alleged victim and not on the intent of the person engaging in the conduct.

Examples of behavior that may be considered sexual harassment include, but are not limited to:

- f. Physical sexual assault or coerced sexual intercourse;
- g. Unwelcome physical contact, such as touching of a person's body, hair or clothing, or hugging, patting or pinching;
- h. Direct or implied threats that submission to sexual advances will or could be a condition of employment, work status, promotion,

performance evaluation, grades, letters of recommendation, or other work or educational benefit (quid pro quo);

- i. Severe or persistent unwelcome verbal, physical or other expressive conduct that is offensive or humiliating in a sexual way. Such conduct may include comments of a sexual nature and/or sexually explicit statements, questions, jokes, anecdotes, gestures, or facial expressions that would offend or humiliate a reasonable person in the circumstances of the individual experiencing this conduct. Conduct need not be in person but can be any form of communication including but not limited to written, telephonic, or electronic communication such as electronic mail and/or comments sent via the internet.
- j. Exhibition or use of sexually explicit materials in the workplace or learning environment that have no relationship to the curriculum or research or the mission of the University and substantially interfere with an employee's work performance or a student's ability to benefit from University programs. Such materials may be in the form of music, documents, objects, photographs, film or electronically generated materials.
- k. Any unwanted, inappropriate behavior that is targeted to a person or person(s) because of their gender or sexual orientation, for example repeatedly telling women (or men) that they are not capable of doing a certain kind of work.
- l. Amorous or sexual relationships between a faculty member and a student under his or her academic supervision or between a supervisor and an employee under his or her supervision, where the direct power differential compromises the subordinate's free choice. (Even consenting relationships may lead to an actual or perceived conflict of interest or other unethical conduct. See policies on consenting relationships.)

Retaliation is defined as any act of reprisal, including negative or otherwise unwarranted treatment, related to the reporting of, or participation in a complaint of sexual harassment. Retaliation may include, but is not limited to:

- m. Taking negative tangible employment actions against a person;
- n. Taking actions that substantially interfere with or have a chilling effect on the employee's or student's ability to participate fully in and benefit from the work or educational environment;
- o. Failing to provide assistance or instruction that would otherwise be provided;
- p. Failing to fairly and/or objectively evaluate an employee's or student's performance;

- q. Failing to record an appropriately earned grade for a student; or
- r. Otherwise sabotaging an employee's or student's performance or evaluation.

It is a violation of this policy to engage in any retaliatory acts against an employee or student who reports an alleged incident of sexual harassment, or any employee or student who testifies, assists, or participates in a proceeding, investigation, or hearing relating to an allegation or complaint of sexual harassment.

3. Duty to File in Good Faith/ False Reports

Any person who reports alleged sexual harassment or provides information during the investigation of a complaint is presumed to have participated in the investigatory process in good faith. It is a violation of this policy for persons to knowingly make a false sexual harassment complaint or knowingly provide false information during the investigation of a complaint.

4. Implementing Procedures

This Sexual Harassment Policy is to be implemented throughout the University, and procedures consistent with this policy for such implementation are to be established on each campus. The President is authorized to delegate to each Chancellor, the authority to develop procedures for the implementation of this Sexual Harassment Policy.

Attribution

Sexual harassment policies are governed by state and federal laws and statutes. As such, policies at many institutions can look very similar to that proposed by SIUC. This policy was developed in accordance with the Illinois Human Rights Act (775 ILCS 5/2 and 775 ILCS 5/5 and 775 ILCS 5/5a), the Equal Employment Opportunity Commission Regulations (29 C.F.R § 1604.11); and guidance issued by the United States Department of Education Office of Civil Rights. Additionally, policies from several other universities were reviewed including: University of Massachusetts Amherst, University of Michigan, University of North Carolina at Chapel Hill, Michigan State University, University of North Carolina At Greensboro, University of Maine, Indiana University, Indiana University – Purdue University at Indianapolis, Purdue University, University of Southern Indiana – Evansville, New York University, University of Illinois, University of Massachusetts – Boston, City University of New York, Northwestern University, Illinois State University, University of Colorado System, Youngstown State University, Princeton University, Michigan State University, and University of Florida – Gainesville.

I. Procedures on sexual harassment complaints

A. Introduction

Southern Illinois University Carbondale has adopted the following procedures to ensure that the university policy against sexual harassment is adhered to by its employees and agents.

B. Role of Affirmative Action Office

The Chancellor has assigned responsibility for the administration of this policy to the Associate Chancellor for Institutional Diversity^[1] who will oversee the dissemination of the policy to the university community, devise education and training programs, maintain centralized records of sexual harassment complaints, oversee the grievance process, coordinate the resolution of complaints, and evaluate the effectiveness of compliance procedures and related educational programs.

C. Responsibility of Supervisors

Supervisory personnel shall maintain an atmosphere that discourages sexual harassment and shall ensure that the university policy is enforced in their areas. Supervisors shall discourage all behavior that might be considered sexual harassment and shall respond promptly to sexual harassment complaints. University officials who condone acts of sexual harassment or instances of related retaliation shall be subject to disciplinary action.

D. Sexual Harassment Information Advisers

The university has designated a number of individuals to serve as information advisers on the subject of sexual harassment. Sexual harassment information advisers are individuals familiar with university policy against sexual harassment who can assist those who are parties to sexual harassment complaints. Complainants, respondents (the individuals being complained about), witnesses, or supervisors of parties to a complaint may consult sexual harassment information advisers. Such consultation, which is treated in the strictest possible confidence, does not constitute a formal complaint or grievance. Sexual harassment information advisers can provide information about

- a. informal actions that might remedy the situation;
- b. university policy on sexual harassment and procedures for resolving complaints;
- c. applicable state and federal laws (providing copies of same when requested).

Individuals who believe they may have been victims of sexual harassment should seek assistance or advice as soon as possible. Individuals will not be

required to reveal their identity in seeking such consultation. Other members of the university community who have knowledge of such incidents should encourage victims of sexual harassment to consult with sexual harassment information advisers. The names of designated information advisers are published in the *University Directory*, periodically in *Southern Windows*, and the **Affirmative Action Office web page**, and are also available from **Human Resources**, the Affirmative Action Office, and **the Office of the University Ombudsman**.

E. The University Ombudsman

The Office of the University Ombudsman is available to assist students, staff, and faculty in the resolution of complaints. Services available include mediation and assistance with filing formal complaints. This office employs a broad informational network to answer questions pertaining to university policy, practice, and procedure. Whenever possible, informal conciliation is attempted. Consultations with this office will be kept confidential to extent possible.

F. Complaints

Complaints may be lodged with either the supervisor of the respondent or with the Affirmative Action Office. A complaint handled by a supervisor cannot subsequently be reinitiated through the Affirmative Action Office or vice versa. Complaints must be submitted not later than 120 calendar days following the most recent alleged incident of harassment. The Associate Chancellor for Institutional Diversity may waive the deadline where circumstances warrant.

The procedures are as follows:

1. **Complaints filed with supervisors.** Complainants are encouraged to seek assistance at the level of the lowest ranking supervisor not related to the harassment. If a complaint, whether written or verbal, is brought to the attention of a respondent's supervisor, department head, director, or dean, or to any of the vice chancellors or the chancellor, that officer shall take necessary action to resolve the complaint promptly. The Affirmative Action Office should be consulted to determine the appropriate course of action. The supervisor shall submit his/her response to a complaint in a written report to the Associate Chancellor for Institutional Diversity. The report shall include the name of the respondent and the corrective action(s) taken to investigate and resolve the complaint. If the supervisor believes that the university policy against sexual harassment has been violated, the report shall also include a recommendation for formal disciplinary action. The supervisor of the area in which a complaint is raised is responsible for taking reasonable action to prevent retaliation against complainants and other individuals interviewed in the process, as the result of their participation in this procedure.
2. **Complaints filed with the Affirmative Action Office.** Alternatively, an individual who believes she/he has been subjected to sexual harassment, as defined by university policy, may initiate a complaint with the Affirmative

Action Office. The complaint may be submitted orally or in writing. However, any complaint initially submitted orally must be put in writing. The complaint should include the name of the complainant, the name of the respondent, a factual description of the incident(s) (including dates, times, places, and the names of any witnesses), and the remedy sought.

Any complaint submitted to the Affirmative Action Office will be investigated to determine whether a violation of the university's sexual harassment policy has occurred. In the interest of the parties concerned, all matters will be handled as expeditiously as possible. If, at any point in the processing of a complaint, it appears the complaint could be resolved to the mutual satisfaction of the parties involved, the designated official will attempt to negotiate such an agreement with the parties.

The Associate Chancellor for Institutional Diversity may consult with the appropriate administrative officer (chancellor, vice chancellor, dean or director, as applicable) responsible for the area in which the complaint arises, to determine the method by which an investigation will be conducted. Normally the investigation will be conducted by a team of two individuals, one selected by the Associate Chancellor for Institutional Diversity and one selected by the administrative officer. The purpose of having more than one individual investigate a complaint is to minimize charges of bias. The investigatory team will interview the complainant, the respondent, and other persons believed to have pertinent factual knowledge. The investigation will afford the respondent a full opportunity to respond to the allegations. At all times, the investigators will take steps to protect privacy.

A confidential report of findings will be prepared by the investigatory team and submitted to the administrative officer and the Associate Chancellor for Institutional Diversity. The report will include a summary record of the information gathered and a recommendation noting whether the complaint does or does not constitute a probable violation of the university's sexual harassment policy.

After reviewing the report of findings, the administrative officer, in consultation with the Associate Chancellor for Institutional Diversity, may conclude that a) the evidence is sufficient to support a finding that the sexual harassment policy was violated, or b) the evidence is insufficient to support a finding that the sexual harassment policy was violated. In the former instance, the administrator will recommend appropriate disciplinary action, which may include oral or written warnings, demotion, transfer, suspension, or discharge. [See SIUC Online Employee Handbook/Rights and Obligations of Employment/Faculty & AP Staff/ Disciplinary Action and Termination for Cause.] The level of disciplinary action taken will be dependent on the severity of the violation. The parties to the complaint will be notified in writing of the results of the investigation and the nature of the sanctions to be imposed. The respondent may appeal the decision and/or disciplinary action

through the appropriate grievance procedure. If the recommended sanction is discharge, the respondent may be suspended while applicable required hearing procedures are conducted.

If it is determined that there is insufficient evidence to support the allegation, the complaint will be dismissed. The parties to the complaint will be so notified in writing. The complainant will be advised that if she/he is dissatisfied with the decision, she/he may request review of the decision by the next level administrative officer (vice chancellor or chancellor), who may, if circumstances justify, call for a hearing. The complainant may at the same time exercise the option to file a complaint with an external agency.

All parties involved in the complaint, investigation and appeal processes are obligated to protect the privacy of all persons involved. The university will take reasonable steps to ensure confidentiality. However, confidentiality cannot be guaranteed.

A confidential record of the complaint and any reports shall be maintained by the Associate Chancellor for Institutional Diversity. The record will contain all documentation on the sexual harassment complaint, actions taken, and the nature of the resolution. The file may be reviewed by General Counsel and/or **Human Resources** to ensure full compliance with legal requirements and observance of the rights of all parties involved.

Substantial compliance with all of these procedures shall be deemed in full compliance if the party challenging the procedures has suffered no substantial harm caused by the actual procedures used.

The right of a person to prompt resolution of a complaint filed under this procedure shall not be impaired by the person's pursuit of other remedies. Use of this procedure is not a prerequisite to the pursuit of other remedies. Individuals should be aware that the deadlines for filing a charge with the Illinois Department of Human Rights and with the federal Equal Employment Opportunity Commission are no later than 180 and 300 days, respectively, following the alleged act of sexual harassment.

G. Retaliation

Retaliation against a student or employee who complains of sexual harassment or who participates in an investigation of a complaint is prohibited by university policy and by state and federal law. Acts of retaliation can lead to disciplinary action independent of such action taken as a result of a violation of the sexual harassment policy.

H. Reporting of Complaints Processed through other Grievance Procedures.

The university has a number of grievance procedures. Any grievance finding which may include a violation of the university's sexual harassment policy must be reported to the Associate Chancellor for Institutional Diversity.

II. Educational Program

A. Goals

Educational efforts are essential to establishing a campus environment as free as possible of sexual harassment. There are at least five goals to be achieved through education:

1. educating university personnel and students about prohibited conduct;
2. educating administrators about the proper way to address complaints of violations of this policy or instances of sexual harassment that come to their attention through other channels;
3. educating all victims (and potential victims) to be aware of their rights;
4. educating potential harassers about acts that constitute sexual harassment;
5. educating students, faculty and staff about the cost to the university community -- in emotional stress, poor working conditions, lost time, and dilution of effort -- of an atmosphere in which sexual harassment is openly or tacitly accepted.

B. Information

1. Associate Chancellor for Institutional Diversity is responsible for distributing copies of this policy to all current members of the university community and to all those who join the community in the future. The sexual harassment policy will be published in appropriate publications such as student and employee handbooks and student orientation materials. In addition, copies of the policy will be continuously available from the sexual harassment information advisers. Statistics about resolved complaints will also be published on a periodic basis, making every reasonable effort to assure that no information is published which will invade the privacy of any party involved.
2. The Associate Chancellor for Institutional Diversity, in cooperation with the information advisers, will develop educational pamphlets for individuals and for periodic distribution to the campus community.
3. The university will try to ensure that agreements entered into by the university with state and outside contractors performing work on university property will incorporate the university's policy statement on sexual harassment. Academic units that initiate internship programs for students with various employers will also be responsible for providing those employers with a copy of the university's policy statement.

C. Training

1. The Associate Chancellor for Institutional Diversity will coordinate with Human Resources series of training sessions for persons who are likely to receive complaints that this policy has been violated. The intended audience for training will include, but will not necessarily be limited to, such persons as residence hall advisers, academic advisers, and supervisors. Academic departments are required to provide training sessions for faculty, graduate assistants and other instructional personnel.
2. In an effort to help the campus community recognize what constitutes sexual harassment and how to prevent it, a campus-wide educational program will be offered to students, faculty, and staff as resources permit.

III. Evaluation

The Associate Chancellor for Institutional Diversity is responsible for ongoing evaluation of the effectiveness of the sexual harassment policy and procedures. The Associate Chancellor for Institutional Diversity will coordinate quarterly meetings with the sexual harassment information advisers to review complaints and to discuss the effectiveness of the procedures. Recommendations to improve the procedures will be proposed to the chancellor as needed.

Appendix A

Legal Definitions

Section 5/2-101(E) of the Illinois Human Rights Act (775 Ill. Comp. Stat. 5/2-101.E) defines sexual harassment as follows:

"Sexual harassment" means any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Section 5/5A-101(E) of the Illinois Human Rights Act (775 Ill. Comp. Stat. 5/5A-101.E) defines sexual harassment in higher education as follows:

"Sexual harassment in higher education" means any unwelcome sexual advances or requests for sexual favors made by a higher education representative to a student, or any conduct of a sexual nature exhibited by a higher education representative toward a student when such conduct has the purpose of substantially interfering with the student's educational performance or creating an intimidating, hostile or offensive educational environment; or when the higher education representative either explicitly or implicitly makes the student's submission to such conduct as a basis for determining:

1. Whether the student will be admitted to an institution of higher education;
2. The educational performance required or expected of the student;
3. The attendance or assignment requirements applicable to the student;
4. To what courses, fields of study or programs, including honors and graduate programs, the student will be admitted;
5. What placement or course proficiency requirements are applicable to the student;
6. The quality of instruction the student will receive;
7. What tuition or fee requirements are applicable to the student;
8. What scholarship opportunities are available to the student;
9. What extracurricular teams the student will be a member of or in what extracurricular competitions the student will participate;
10. Any grade the student will receive in any examination or in any course or program of instruction in which the student is enrolled;
11. The progress of the student toward successful completion of or graduation from any course or program of instruction in which the student is enrolled;
or
12. What degree, if any, the student will receive.

Appendix B

External Agency Complaint Procedures

The Illinois Human Rights Act prohibits sexual harassment as defined in Appendix A and establishes the Department of Human Rights and the Human Rights Commission to handle charges of sexual harassment. The federal government's Civil Rights Act prohibits sexual harassment by an employer and assigns the complaint process to the Equal Employment Opportunity Commission (EEOC).

While the university encourages use of its internal policy and procedures, the university's policy does not preclude a person who feels she/he has been the victim of sexual harassment from seeking redress through these external agencies. Filing with the external agencies can be done in lieu of or simultaneously with the university's complaint process. Filing a complaint with the university does not result in the waiver or extension of any time limits required by any external agency.

The initial document filed with the Illinois Department of Human Rights is called a charge and must be filed with the Department of Human Rights within 180 days of the alleged violation. The Department of Human Rights is responsible for investigating the

charge, for determining whether substantial evidence of sexual harassment exists, and for attempting settlement. If necessary the Department of Human Rights will prepare and file a complaint with the Illinois Human Rights Commission. If the Department of Human Rights decides to take no action on the charge or fails to act promptly on a charge, the person who filed the charge can file a complaint directly with the Human Rights Commission.

The Human Rights Commission will schedule a hearing on the complaint before an administrative law judge who can recommend certain sanctions and penalties to the Commission in the event a violation is found. The Commission provides a process for appeals.

Under federal law, employees believing they have been subjected to sexual harassment affecting their employment may file a charge with the Equal Employment Opportunity Commission (EEOC). A charge filed with the EEOC must be filed within 300 days of the occurrence of the alleged incident. A charge filed with the EEOC must also be filed with the Illinois Department of Human Rights.

Where to Get Information Regarding SIUC’s Sexual Harassment Policy

Complaint Resolution Officer: Linda McCabe Smith, Associate Chancellor for Institutional Diversity, 110 Anthony Hall

Affirmative Action Office: Linda McCabe Smith, 453-1186, or Phyllis Khaalig, 536-6618
Assistant Equal Opportunity Office (AA/EEO), 536-6618

Information Advisers:

Counseling Center	Rosemary Simmons	453-5371
Criminology and Criminal Justice	Daniel Hillyard	453-6381
Criminology and Criminal Justice	Christopher Mullins	453-6368
English	Lisa McClure	453-6837
Human Resources	Jennifer Watson	453-6661
International Students and Scholars	Carla Coppi	453-5774
Office of Diversity and Equity	Linda McCabe Smith	453-1186
School of Law	Jill Adams	453-8740
University Women’s Professional Advancement	Michelle Miller	453-1366
Women, Gender and Sexuality Studies	Janet Fuller	453-5141

[1]Whenever the term Associate Chancellor for Institutional Diversity is used, it shall also mean his/her designee.

Southern Illinois University includes campuses at Carbondale; Edwardsville; School of Medicine, Springfield; School of Dental Medicine, Alton; Nakajo, Japan and any other programs affiliated with the University.

Appendix G
Class Cancellations

There are times that classes will be cancelled for any number of various reasons. Even though class may be cancelled, you as instructor need to be aware that class hours still need to be met.

There may be several ways that classes will be closed. The university may close classes down for a specific reason. More than likely cancelling of classes will occur because of weather related issues. There may also be issues due to illness or travel arrangements.

If it is initiated by the university you should receive an email outlining the closure and the reason for it. If class is cancelled by the sponsoring site then the site advisor should be contacting you to get all of the information to you about the cancellation. If it is a travel related problem then you need to contact the site advisor and give them a short synopsis of what happened and what your plans are for class if you can't make it the class, i.e. reading assignments.

The amount of time in class is very important. Contact hours are also very important. You should have a contingency plan as to how you want to get the information for class.

Listed below is some guidance for insuring that the number of hours in a class is met.

1. Desire 2 Learn in conjunction with class prep time
2. Skype
3. FuzeMeeting

This is for guidance only and is in no way trying to dictate to you what you should do to make up the class time that is missed.

Attachment 1
Course Schedule
EST, FSM, TRM

Electronic Systems Technologies Course Schedule

Shown is the normal schedule for course by location. It is subject to change. Check with the Program Advisor at that location for any last minute changes that have not been posted here. Courses are listed in the order they are offered during the semester. See Schedule of Class Meeting Dates for the exact class dates.

Location	Summer 2012 Fall 2013 Spring 2015	Fall 2012 Spring 2014 Summer 2015	Spring 2013 Summer 2014 Fall 2015	Summer 2013 Fall 2014 Spring 2016
Great Lakes	EST 340 EST 341 EST 342 EST 343	EST 387 ISAT 366 EST 404 ESTIS	EST 385 EST 451 EST 302 ESTIS	EST 441 EST 388 EST 365 ESTIS
Jacksonville	EST 340 EST 341 EST 342 EST 343	EST 365 EST 441 EST 302 ESTIS	EST 451 EST 388 EST 385 ESTIS	EST 387 ISAT 366 EST 404 ESTIS
Cherry Point and New River	EST 404 ISAT 366 EST 387 ESTIS	EST 302 EST 365 EST 441 ESTIS	EST 340 EST 341 EST 342 EST 343	EST 385 EST 388 EST 451 ESTIS
North Island	EST 441 EST 388 EST 302 ESTIS	EST 340 EST 341 EST 342 EST 343	EST 387 EST 365 EST 451 ESTIS	EST 404 ISAT 366 EST 385 ESTIS

Fire Service Management Course Schedule

Shown is the normal schedule for course by location. It is subject to change. Check with the Program Advisor at that location for any last minute changes that haven't been posted here. Courses are listed in the order they are offered during the semester. See Schedule of Class Meeting Dates for the exact class dates.

Location	Summer 2012 Fall 2013 Spring 2015	Fall 2012 Spring 2014 Summer 2015	Spring 2013 Summer 2014 Fall 2015	Summer 2013 Fall 2014 Spring 2016
East St. Louis	FSM 360 FSM 388 FSM 332 FSMIS	FSM 383 FSM 398 FSM 387 FSMIS	TRM 316 FSM 390 FSM 421 FSMIS	FSM 305 FSM 423 FSM 405 FSMIS
Lake County	FSM 383 FSM 398 FSM 387 FSMIS	FSM 421 FSM 388 FSM 332 FSMIS	TRM 316 FSM 390 FSM 360 FSMIS	FSM 305 FSM 423 FSM 405 FSMIS
Triton	TRM 316 FSM 390 FSM 360 FSMIS	FSM 305 FSM 388 FSM 405 FSMIS	FSM 421 FSM 423 FSM 332 FSMIS	FSM 383 FSM 398 FSM 387 FSMIS
Las Vegas	FSM 305 FSM 388 FSM 405 FSMIS	FSM 383 FSM 398 FSM 387 FSMIS	TRM 316 FSM 390 FSM 360 FSMIS	FSM 421 FSM 423 FSM 332 FSMIS

***The courses in bold will be taught fully in the online format.**

Technical Resource Management Course Schedule

Shown is the normal Schedule for course by location. It is subject to change. Check with the Program Advisor at the location for any last minute changes that haven't been posted here. Courses are listed in the order they are offered during the semester. See Schedule of Class Meeting Dates for the exact class dates.

All Locations		Summer 2013	Fall 2013
		TRM 421 TRM 426 TRM 464	TRM 316 TRM 361 TRM 362 TRM 470
	Spring 2014		Fall 2014
	TRM 332 TRM 362 TRM 364 TRM 383		TRM 316 TRM 361 TRM 363 TRM 464
	Spring 2015		Fall 2015
	Cohort 2 Cohort 1 TRM 332 TRM 421 TRM 362 TRM 426 TRM 364 TRM 440 TRM 383 TRM 470		Cohort 2 TRM 316 TRM 361 TRM 363 TRM 464

**** The courses in bold will be taught fully in online format**

Attachment 2

Exact Course Dates

EST

FORMAL CLASS MEETING DATES
 Academic Year 2013-14
 Applied Sciences and Arts - Military Programs

B.S. degree Aviation Management
 B.S. degree Electronic Systems Technologies
 B.S. degree Health Care Management

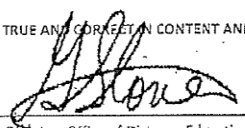
TRIMESTER		Summer 2013 13 May - 18 Aug	Fall 2013 19 Aug - 8 Dec	Spring 2014 6 Jan - 27 Apr
	Registration date			
	All Courses	13 May 2013	19 Aug 2013	6 Jan 2014
Course 1 (Resident Training Course)	First Class Date	18 May	24 Aug	11 Jan 2014
	First Weekend of Classes	18 May 19 May	24 Aug 25 Aug	11 Jan 2014 12 Jan
	Add/Drop Date	1 Jun	7 Sep	25 Jan
	Second Weekend of Classes	1 Jun 2 Jun	7 Sep 8 Sep	25 Jan 26 Jan
	Third Weekend of Classes	15 Jun 16 Jun	21 Sep 22 Sep	8 Feb 9 Feb
	Ending (Class) Date	16 Jun	22 Sep	9 Feb
Course 2 (Resident Training Course)	First Class Date	16 Jun	22 Sep	9 Feb
	First Weekend of Classes	22 Jun 23 Jun	5 Oct 6 Oct	22 Feb 23 Feb
	Add/Drop Date	6 Jul	19 Oct	1 Mar
	Second Weekend of Classes	6 Jul 7 Jul	19 Oct 20 Oct	1 Mar 2 Mar
	Third Weekend of Classes	20 Jul 21 Jul	2 Nov 3 Nov	15 Mar 16 Mar
	Ending (Class) Date	21 Jul	3 Nov	16 Mar
Course 3 (Resident Training Course)	First Class Date	21 Jul	3 Nov	15 Mar
	First Weekend of Classes	27 Jul 28 Jul	16 Nov 17 Nov	29 Mar 30 Mar
	Add/Drop Date	10 Jul	23 Nov	12 Apr
	Second Weekend of Classes	10 Aug 11 Aug	23 Nov 24 Nov	12 Apr 13 Apr
	Third Weekend of Classes	17 Aug 18 Aug	14 Dec 15 Dec	26 Apr 27 Apr
	Ending (Class) Date	18 Aug	15 Dec	27 Apr
Course 4 (Independent Study or Internship)	Beginning Date	18 May	24 Aug	11 Jan 2014
	Add/Drop Date	12 Jul	18 Oct	7 Mar
	Ending Class Date	18 Aug	15 Dec	27 April 2014

Characteristics of this Schedule:

Course 1(Accelerated)	Course 2(Accelerated)	Course 3(Accelerated)
Course 4		

1. Full load is 12 semester hours.
2. Class meeting times:
 8:00 a.m. - 8:50 a.m. 10:00 a.m. - 10:50 a.m. 1:00 p.m. - 1:50 p.m. 3:00 p.m. - 3:50 p.m.
 9:00 a.m. - 9:50 a.m. 11:00 a.m. - 11:50 a.m. 2:00 p.m. - 2:50 p.m. 4:00 p.m. - 4:50 p.m.
3. Independent study or internships are scheduled to begin on the first class date of the term and on ending date of the term.
 Class meetings for these courses are scheduled by the base faculty in accordance with existing policies.
 Registration may occur on the first day of class.
4. Instructional material, schedules and initial assignments are provided on the registration date of Course 1 and Course 4 and on the first day of class of Course 2 and Course 3.
5. Term papers and projects are due on the class ending date.

CERTIFIED TRUE AND CORRECT IN CONTENT AND POLICY



September 12, 2012
 Date

Formal Class Meeting Dates
Academic Year 2013-14
Applied Sciences and Arts-Military Programs

FSM
B.S. degree Fire Service Management

	TRIMESTER	Summer 2013	Fall 2013	Spring 2014
	Inclusive Dates	22 Apr - 18 Aug	19 Aug - 15 Dec	6 Jan - 20 Apr
	Registration date	22 Apr 2013	19 Aug 2013	6 Jan 2014
	All Courses			
Course 1 (Resident Training Course)	First Class Day	27 Apr or Apr 28	24 Aug or 25 Aug	11 Jan or 12 Jan
	First Meeting	27 Apr or Apr 28	24 Aug or 25 Aug	11 Jan or 12 Jan
	Second Meeting	4 May or 3 May	7 Sep or 8 Sep	18 Jan or 19 Jan
	Add/Drop Date	4 May	7 Sep	18 Jan
	Third Meeting	11 May or 12 May	14 Sep or 15 Sep	25 Jan or 26 Jan
	Fourth Meeting	18 May or 19 May	21 Sep or 22 Sep	1 Feb or 2 Feb
	Fifth Meeting	1 Jun or 2 Jun	28 Sep or 29 Sep	8 Feb or 9 Feb
	Ending Date	1 Jun or 2 Jun	28 Sep or 29 Sep	8 Feb or 9 Feb
Course 2 (Resident Training Course)	First Class Day	1 Jun or 2 Jun	28 Sep or 29 Sep	8 Feb or 9 Feb
	First Meeting	8 Jun or 9 Jun	5 Oct or 6 Oct	15 Feb or 16 Feb
	Second Meeting	15 Jun or 16 Jun	12 Oct or 13 Oct	22 Feb or 23 Feb
	Add/Drop Date	15 Jun	12 Oct	22 Feb
	Third Meeting	22 Jun or 23 Jun	19 Oct or 20 Oct	1 Mar or 2 Mar
	Fourth Meeting	29 Jun or 30 Jun	26 Oct or 27 Oct	8 Mar or 9 Mar
	Fifth Meeting	13 Jul or 14 Jul	2 Nov or 3 Nov	15 Mar or 16 Mar
	Ending Date	13 Jul or 14 Jul	2 Nov or 3 Nov	15 Mar or 16 Mar
Course 3 (Resident Training Course)	First Class Day	13 Jul or 14 Jul	2 Nov or 3 Nov	15 Mar or 16 Mar
	First Meeting	20 Jul or 21 Jul	9 Nov or 10 Nov	22 Mar or 23 Mar
	Second Meeting	27 Jul or 28 Jul	16 Nov or 17 Nov	29 Mar or 30 Mar
	Add/Drop Date	27 Jul	16 Nov	29 Mar
	Third Meeting	3 Aug or 4 Aug	23 Nov or 24 Nov	5 Apr or 6 Apr
	Fourth Meeting	10 Aug or 11 Aug	7 Dec or 8 Dec	12 Apr or 13 Apr
	Fifth Meeting	17 Aug or 18 Aug	14 Dec or 15 Dec	19 Apr or 20 Apr
	Ending Date	17 Aug or 18 Aug	14 Dec or 15 Dec	19 Apr or 20 Apr
Course 4 (Independent Study or Internship)	Beginning Date	27 Apr or 28 Apr	24 Aug or 25 Aug	11 Jan or 12 Jan
	Add/Drop Date	21 Jun	18 Oct	7 Mar
	Ending Date	17 Aug or 18 Aug	14 Dec or 15 Dec	19 Apr or 20 Apr

Characteristics of this schedule:

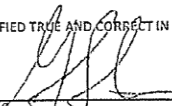
Course 1 (Accelerated)	Course 2 (Accelerated)	Course 3 (Accelerated)
Course 4		

Class meeting times:

8:00 am - 8:50 am	10:00 am - 10:50 am	1:00 pm - 1:50 pm	3:00 pm - 3:50 pm
9:00 am - 9:50 am	11:00 am - 11:50 am	2:00 pm - 2:50 pm	4:00 pm - 4:50 pm

1. Full load is 12 semester hours.
2. Independent study or internships are scheduled to begin on the first class date and end on the ending date of the term.
Class meetings for these courses are scheduled by the base faculty in accordance with existing policies.
Registration may occur on the first day of class.
3. Class meeting dates reflect two separate class sections.
4. Instructional material, schedules and initial assignments are provided on registration day of Course 1 and Course 4 and on the first day of class of Course 2 and Course 3.
5. Term papers and projects are due on the class ending date.

CERTIFIED TRUE AND CORRECT IN CONTENT AND POLICY


Gayla Stoner, Director, Office of Distance Education & Off Campus Programs

September 12, 2012

Date

Attachment 3

Grade Submission Schedule

Attachment 4

Conditions for Removing a Grade of Incomplete (INC) Form

Instructors may use the Incomplete Grade Agreement for (available within SalukiNet, under the MyCourses tab, in the “Faculty and Advisor Policies and Procedures” channel) to formalize the conditions which the student should meet to qualify for a proper final grade.

Attachment 5
Cost Saving Travel Policy

MEMORANDUM

Date: 17 February 2013
To: ISAT Faculty
From: Belle Woodward, Interim Director
Subject: Cost Savings

As you may be aware ISAT has been struggling to make our budget the last couple of years. The deployments that are affecting our military students are very definitely affecting our bottom line. Our enrollments are as low as they have ever been and our costs are up. The cost of sending instructors to the various sites has risen, and the required salary increase as a result of the union agreement has unquestionably had its effect. We have responded by increasing tuition and though it is helping, it is not making up for all of the losses we are seeing due to low enrollment. Consequently, we all have to do more with less, and we must be prudent in our spending. With that in mind, I am asking that everyone to do their part in keeping travel costs to a minimum. I know that most of you book early and know how to find the economical flights, and I really appreciate your effort in continuing to do so. I would also ask that you keep other expenses to a minimum as well. Several things that come to mind are tipping or portage, rental vehicles and gas. So I would ask that you review the "Know before you go" policy at <http://www.siuc.edu/~purchase/travel/know.pdf> and keep it in mind when traveling.

The other area in which we must tighten our belts is driving your vehicle (POV) to your assignment. While we don't object to your driving, if you are within a reasonable driving distance, the increase in mileage reimbursement has caused us to re-evaluate the policy and we have determined that it is not cost effective for the program when faculty drive their POV over 300 miles round-trip. So, if you have been driving your car and the total distance is more than 300 miles, we will require that you rent a car at your home location, or only be reimbursed up to the estimated cost of a rental and gas. Generally, when we rent vehicles from Friday morning to Monday afternoon it costs us around \$85.00 and these vehicles get at least 25 miles to the gallon. So, as you can see, we save a considerable amount by renting.

While I'm asking you all to "tighten your belts" I want you to know that we have instituted a number of money saving plans in the ISAT offices in an effort to eliminate waste, so please understand that we are not asking anything of you that we aren't doing ourselves. My hope is that we can weather the storm until our troops are back in garrison and our classes are full again. I believe it is our responsibility to our students to be here when they come home, and we are going to do everything within our power to make that happen, I'm just asking you all to work to that end as well.

As always, if you have any questions or comments, please do not hesitate to contact me.

Attachment 6
Best Practices Teaching

ISAT.SIU.EDU

BEST
TEACHING
PRACTICES

A FACULTY COMMITTEE REPORT

Sean Boyle *Department of Automotive
Technology*

Nancy Gonzenbach *School of Information
Systems and Applied Technologies*

Faith Miller *School of Allied Health*

José Ruiz *Department of Aviation Management
and Flight*

Robert Sanders *Department of Aviation
Technologies*

David White *School of Architecture*

COLLEGE OF APPLIED SCIENCES AND ARTS

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

JANUARY ♦ 2006 COLLEGE OF APPLIED SCIENCES AND ARTS BEST TEACHING PRACTICES

INTRODUCTION

Southern at 150: Building Excellence Through Commitment, SIUC's strategic plan, states, "Our teaching must be excellent." The collective bargaining agreement approved by the SIU Board of Trustees and the Illinois Education Association states, "Students are central to the mission and very existence of the university." The faculty of the College of Applied Sciences and Arts (CASA) also places high value on students and good teaching.

But what constitutes good teaching? What are fair testing practices? What is a student-centered university? What is a legitimate class absence? How can the CASA faculty improve its teaching?

To address these and related questions in an effort to identify best teaching practices, a committee of CASA faculty members who were designated *master teachers* by their department chairs and school directors, was convened in the summer of 2005.

A draft committee report was distributed to the full CASA faculty for discussion and comment, which ultimately resulted in this final report.

The teaching guidelines recommended in the report will be especially helpful to new faculty members and undoubtedly will be appreciated by more experienced faculty members.

Guidelines cover the following topics:

- Student-Centered University
- The Syllabus
- Classroom Preparation and Currency in the Field
- Clear Delivery of Instruction
- Classroom Management
- Students Teaching Students
- Attendance
- Late Assignments and Tests
- Availability Outside Class
- Textbooks, Readings, and Technology
- Personal Research, Creative Activity and Scholarly Work in the Classroom
- Creating a Positive Atmosphere for Learning

Many thanks to the committee members for their work, which represents the CASA commitment to excellence in teaching at our college and university.

Paul D. Sarvela

Dean and Professor

College of Applied Sciences and Arts

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE PAGE 1 OF 10 COLLEGE OF APPLIED SCIENCES AND ARTS BEST TEACHING PRACTICES

STUDENT-CENTERED UNIVERSITY

A student-centered university. . .

- Has at its core the best interests of each and every student;
- Has a faculty and administration genuinely concerned with the welfare and success of students;
- Initiates policies and activities that benefit the student and the delivery of instruction;
- Integrates student views, comments and concerns in its policies and curriculum;
- Helps students recognize the university as their university;
- Recognizes that students justify the existence of the university; and
- Provides the best possible learning environment for its students.

THE SYLLABUS

The syllabus should be the first item distributed in class after, “hello, how are you, this is course 101, I am your instructor, etc.”

The syllabus should be as specific and comprehensive as possible. A good syllabus is dynamic and should be reviewed and updated each semester.

Since the syllabus represents a contract for learning, it should clearly define what is expected of the student and what the student can expect of the instructor and the instruction.

The course syllabus must match the master syllabus on file with the college, school and program. Faculty can propose revisions to the master syllabus using a Form-90 to help ensure the master syllabus is up to date. If an instructor proposes revisions to a course, the entire faculty should review such revisions, since all courses impact on other courses in a specific program. Revisions to the master syllabus must be approved consistent with established university policy.

The syllabus should be published online in WebCT or as a .pdf file, where it is readily available to students.

A good syllabus includes the following:

- Name of instructor, phone number and e-mail contacts;
- Office hours & office location;
- Course description and prerequisites;
- Estimated cost of required textbooks, materials, equipment and additional items that might represent a student expense for the course;
- Safety related information, such as emergency numbers, building numbers, building first-aid specialists, fire extinguisher locations, eye wash stations, etc.;
- Measurable course objectives;
- Detailed schedule of readings, assignments, and tests;
- Suggested milestones for large projects, e.g., for a final term paper, date for topic, date for references, date for outline, etc.;

- Outline of requirements for major projects, e.g., research paper must include abstract, introduction, methods, results, discussion, references, appendices, etc., and points for each;
- Clearly defined grading criteria (breakdown of points for quizzes, tests, attendance, assignments, etc.) and what is needed to attain each final letter grade, e.g., 100 to 90 = A, 89 to 80 = B, etc., and any policy for contesting grades;
- Classroom / studio / lab rules of conduct;
- Attendance policy;
- Any policy regarding a grade penalty system that may be in place for absence or tardiness, late projects and assignments;
- Classroom management practices including the *rules of engagement* for the classroom; and
- References to the *Student Conduct Code*, e.g. plagiarism policy.

CLASSROOM PREPARATION AND CURRENCY IN THE FIELD

Instructors should attend seminars and workshops to stay current in their fields. Professional development is vital to increase and maintain instructor credibility and effectiveness.

Instructors should practice what they teach in a professional setting to continue to gain experiences that they can share with students.

New faculty members should prepare two to five times as much material as they think will be needed for every lecture, just in case material is covered much faster than anticipated. Prepare, prepare, and prepare for class!

Instructors should participate in professional organizations and activities that provide information as well as a network of professional individuals who are potential assets and resources.

Instructors should remember that students view faculty as experts in their fields. It should be no surprise, for example, when instructors receive telephone calls from graduates seeking expert advice.

CLEAR DELIVERY OF INSTRUCTION

There should be an overall plan for the entire course as outlined in the syllabus, with each class session accomplishing a portion of the plan. Organization and preparation enhance learning for the student and provide the structure and efficiency that is necessary for effective teaching.

Organized classroom sessions are productive and greatly appreciated by the student. An organized classroom session promotes structure, efficiency and productivity. Some class schedule deviations may be unavoidable, but should be kept to a minimum and cleared with your school or department.

Prior to any lecture or demonstration period, students need to be informed of the pertinent objectives/goals of that activity and the relevance of the activity to their major. Again, a good syllabus provides the topic and readings for the day and serves as an advanced organizer for the student.

Students should be allowed to actively participate in *hands on* instructional activities, as well as discussions, to the greatest extent possible. Students learn from doing and talking about the topic.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE PAGE 3 OF 10 COLLEGE OF APPLIED SCIENCES AND ARTS BEST TEACHING PRACTICES

Although every teacher develops his or her own blend of instructional methods, class sessions must be relevant and provide students with the knowledge and skills needed to be successful in the course and on the job.

Anticipating, preventing and combating student boredom are among the more difficult tasks facing the instructor. The means by which instructional materials are delivered should be as varied as possible. Videos, digital presentations, guest speakers, field trips and overhead projections should be used to the extent possible. Electronic media are popular methods of communicating instruction. However, clear communication of instruction can be achieved equally well using a chalkboard.

Instructors should develop their own style of teaching and become comfortable with it. Electronic delivery using a PowerPoint presentation, for example, is acceptable, but a properly delivered lecture with a chalkboard and a solid knowledge base can be just as effective.

Students of the MTV generation should understand that all subjects and tasks are not necessarily enjoyable. Learning is hard work and requires dedication and commitment from the student and instructor. Make the learning experience as pleasant as possible, but know that some subjects remain difficult and tedious challenges for all parties involved.

Regardless of delivery method, focus on clarity and relevance of instruction.

CLASSROOM MANAGEMENT

Instructors should be on time for class; early if possible. Class should begin on time and instructors should be direct, honest and passionate about their roles as educators. Instructors should never fake it because students can see through the façade. Instructors should not ask anything of the students they are not prepared to effectively and efficiently demonstrate or explain. Instructors should have a sense of humor and enjoy the challenges of teaching.

Through sincere actions, conduct and interpersonal communication skills, instructors should strive to convince students that they are genuinely happy and excited to be in an educational partnership with the students. This means, among other things, making a genuine effort to learn student's names and understand any apprehensions they may have about the course and the material to be covered.

Instructors should be fair, objective and consistent in administering class policies and evaluating student performance, and do for any single student only what they are willing to do for all students.

There are so many things in every field to talk about, to show and to discuss with students that allotted class time is never sufficient.

Instructors must be teachers, preachers, showmen, policemen and friends to students. They should remember those terrible, boring lecturers they hated in college and grad school, and make certain their lectures are not among them.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE PAGE 4 OF 10 COLLEGE OF APPLIED SCIENCES AND ARTS BEST TEACHING PRACTICES

Faculty are allowed a great deal of flexibility, which can be considered a gift or a curse. Many faculty take advantage of this flexibility to develop exciting and intriguing classroom activities and lectures. Other faculty members unfortunately will try to get through classes as quickly as possible. The best professors will use the complete class time and cover relevant material in an organized fashion. They will cover the material in a manner that will help students retain the information. Instructors should appreciate humor in the classroom and enjoy working with students, but must maintain firm and consistent control at all times.

STUDENTS TEACHING STUDENTS

The *Best Practices in Teaching Committee* does not support *students teaching students*. The instructor is and must remain the person solely responsible for teaching the material. Nothing should be undertaken which would diminish this responsibility.

Student delivered class presentations are appropriate as part of the grade / evaluation system for a course, but actual instruction is the responsibility of the teacher. Undergraduate students simply aren't qualified to provide instruction. Under some circumstances it is acceptable at the graduate level, but it has no place in the undergraduate program. It is important to remember that the faculty member has the in-depth knowledge of the subject matter and the practical experience to share. Students cannot be denied quality instruction by substituting student presentations for prepared, faculty-delivered lectures.

TESTS

Examinations and tests should be based on direct instruction and readings, or other forms of instruction, such as computer based instruction. Non-lecture forms of instruction should be clearly specified in the course syllabus. In general, it is best to test only material covered in class.

Without a doubt, a quality test is difficult to develop. A new test may be loaded with tricky questions that make sense to the author, but might lead students down the wrong path simply because of wording. On the other hand, a seasoned test might include questions that aren't addressed adequately in newer textbooks or that are dropped from classroom lectures.

There are a variety of ways by which faculty can adjust test results based on student scores. Some may drop high and low scores and then create a bell curve, where the top of the bell equates to a "c". Others throw out questions that a large percentage of students miss. If a large number of students miss an item, then one or more of the following has happened:

- The material was not covered properly in the lecture;
- The textbook did not cover the material properly;
- The test question or response options were poorly worded;
- The test key was incorrect;
- The students did not learn the material;
- The item was extremely difficult

Please note that the majority of the six problems are not related to students, so give them a break and throw the item out of the test.

The instructor should return graded tests and other assigned material to students as quickly as possible, preferably at the next class session. Students should have a good idea of how many points they have in a class and to what letter grades that equates throughout the semester.

Testing should reflect course objectives and instruction provided in class. Otherwise, testing undermines the effectiveness of the class and leaves students feeling frustrated and confused regarding instructors' expectations.

ATTENDANCE

The Committee places a premium on classroom attendance and punctuality, and recommends that every syllabus includes an attendance policy that clearly outlines attendance expectations, specifies percentage of grade related to attendance and details penalties for unexcused absence and tardiness.

Missing class because of a death in the family, personal illness or injury, the illness or injury of a child and military drill or unit activation are examples of excused absences. Instructors should exercise common sense and good judgment with respect to student attendance and should be flexible when possible. For example, the Federal Aviation Administration (FAA) regulates the college's aviation technologies program with 10 minute blocks of student attendance time, and has various ways students can make-up time for absences. If the FAA can accommodate legitimate student absences, so should faculty members.

LATE ASSIGNMENTS AND TESTS

Unless there are extenuating circumstances, the Committee supports point penalties for late assignments, projects and exams.

AVAILABILITY OUTSIDE CLASS

Since SIUC is a student-centered university, faculty members should schedule office hours at different times on different days to accommodate students' fixed schedules.

Students who have difficulty visiting a faculty member during scheduled office hours should be permitted to schedule appointments at other times. Students who are quiet in class for whatever reason often find office visits highly productive and enjoy the individualized attention. Students must be able to consult with faculty to clarify lecture points, ask about lab projects or just get to know faculty better.

Faculty should provide email addresses and phone numbers to students, and should return all the phone calls and answer emails as quickly as possible. Faculty should take calls if in their offices and not permit calls to be routed to answering machines or voice mail.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE PAGE 6 OF 10 COLLEGE OF APPLIED SCIENCES AND ARTS BEST TEACHING PRACTICES

TEXTBOOKS, READINGS AND TECHNOLOGY

If instructors require students to purchase textbooks – which always should reflect current theory, knowledge and practices – the books should be used thoroughly; preferably cover to cover.

Three-hole punched handouts which students collate in a binder are very effective, but their use and distribution must not violate copyright statutes.

Students have different learning styles. Some students are auditory learners and can learn by simply listening to a lecture. Some are visual learners and need to see it to understand it. Also, many students are *hands-on* learners and learn best by doing. Try to accommodate as many learning styles as possible. Newer technologies for teaching provide students with different media from which to learn and study. PowerPoint presentations can be uploaded to the web for students to review, for example.

WebCT is free for students and faculty, and allows the instructor to:

- Develop online quizzes;
- Display digital videos, PowerPoint presentations and images;
- Provide a virtual calendar;
- Create a forum related to the course; and
- Provide the students with their grades and progress in the course.

Technology is a tool which can be used in the classroom to complement learning but it should not take the place of the teacher.

PERSONAL RESEARCH, CREATIVE ACTIVITY AND SCHOLARLY WORK IN THE CLASSROOM

The credibility of instructional content and respect for the instructor in the classroom are paramount in maintaining students' confidence. Preparation in the field is an essential factor in establishing this credibility. Preparation, however, does not necessarily mean formal work experience within the subject field.

Research for publication and personal growth within the subject area can be very effective in enhancing instruction in the classroom. For example, if a faculty member is presenting a new course or a significant addition to an existing course, the faculty member should collect data on student performance, perceptions, learning styles, etc., as related to the new material.

Professional research projects showing the relationship between research and instruction should be integrated in the classroom to the greatest extent possible. Such integration adds to faculty credibility. Many students enjoy reading journal articles written by their professors.

Research is an important component of teaching, and faculty may wish to consider involving students in research projects.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE PAGE 7 OF 10 COLLEGE OF APPLIED SCIENCES AND ARTS BEST TEACHING PRACTICES

CREATING A POSITIVE ATMOSPHERE FOR LEARNING

There are several other components of effective teaching that are extremely important. One is to create a positive atmosphere that encourages learning. Learning can be fun. The joy of learning for the teacher can be contagious for students. Every student has worth and value and, with assistance, will achieve some degree of success. All instructors should be listeners and provide assistance when necessary. Teachers should be flexible and keep in mind that what works for one student may not work for another.

Instructors need to laugh in certain situations; even if it means laughing at themselves occasionally. Even instructors make mistakes and do not know everything. Instructors should be the first to admit this to their students and they should understand that imperfection makes them human.

Teachers should be cheerleaders, coaches and, sometimes, disciplinarians. Teachers can develop a relationship with students fostering mutual admiration and respect. Instructors should applaud students for their achievements and challenge them when they seem to be slacking off.

Instructors should be flexible — ready to alter the way something is taught — with the understanding that there may be a better way.

Faculty should encourage students to become members of professional organizations and to maintain membership after graduation. This is the only way to remain current with respect to trends in practice and education.

Instructors should encourage students to get involved by fostering a spirit of volunteerism within their associations, affiliations and communities.

The best part of an instructor's job is working with students!

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE PAGE 8 OF 10 COLLEGE OF APPLIED SCIENCES AND ARTS BEST TEACHING PRACTICES

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