



FACULTY HANDBOOK

2024-2025

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ACCREDITATION

Veritas Baptist College is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: 434.525.9539; email: info@tracs.org] having been awarded Accredited status as a Category IV institution by TRACS' Accreditation Commission on April 24, 2023; this status is effective for a period of 10 years. TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

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Approved by the Board of Directors on March 28, 2024

TABLE OF CONTENTS

<i>INSTITUTIONAL INFORMATION</i>	2
MISSION STATEMENT	2
PURPOSE	3
EDUCATIONAL PHILOSOPHY	4
OUTCOMES	6
DOCTRINAL STATEMENT	7
PERSONNEL STANDARD OF CONDUCT	11
ORGANIZATIONAL CHART	13
COLLEGE PROTOCOL POLICY	14
CHIEF ACADEMIC OFFICER (ACADEMIC DEAN)	15
DEPARTMENT CHAIR	15
FULL-TIME FACULTY	16
ADJUNCT FACULTY	16
LIBRARIAN	16
<i>RIGHTS AND RESPONSIBILITIES</i>	17
Background Check	17
Academic Advising and Counseling	17
COPYRIGHT AND INTELLECTUAL PROPERTY	18
Due Process Procedure	22
Academic Freedom	22
EMPLOYMENT STANDARDS	24
Professional Interaction with Students	26
INSTRUCTIONAL POLICY AND PROCEDURES	27
Assessments	28
VBC Grafton Online Library	34
Curriculum Committee	34
GRADES AND ATTENDANCE	35
Grade Submission Deadlines	35

Attendance Records	35
Student Evaluation	35
Student Records	35
Student Rosters	36
FACULTY EMPLOYMENT AND COMPENSATION	37
EMPLOYEE BENEFITS	45
<i>APPENDICES</i>	<i>49</i>
ADMINISTRATIVE AND ACADEMIC CONTACT INFORMATION	50
UNDERGRADUATE 15-WEEK COURSE SYLLABUS TEMPLATE	51
GRADUATE 16-WEEK COURSE SYLLABUS TEMPLATE	57
MEASURABLE VERBS FOR WRITING OUTCOMES	63
CHECKLIST FOR CREATING A COURSE	65

INSTITUTIONAL INFORMATION

MISSION STATEMENT

Veritas Baptist College exists to equip men and women for dynamic Christian service and leadership in Bible-believing churches by providing higher education that emphasizes academic excellence, spiritual development, and preparation for ministry, both lay and professional.

PURPOSE

Veritas Baptist College exists to aid local churches in their task of equipping Christians to fulfill the Great Commission. God has graciously gathered a dedicated and qualified faculty to equip believers to do the work of the ministry in order to build the body of Christ. The goal is more than imparting academic knowledge; rather it is leading each student to spiritual maturity and Christlikeness. The college curriculum is organized to pursue this objective in a four-fold manner.

1. To train leaders and workers to serve in local churches and Christian schools.
2. To train pastors and missionaries to plant and lead local churches.
3. To provide continuing education for pastors and church staff members who are serving in local churches.
4. To provide Christians the opportunity for spiritual growth and spiritual enrichment.

EDUCATIONAL PHILOSOPHY

Observing the random and often contradictory philosophies governing the institutions of this present world, the leadership of Veritas Baptist College believes a truly biblical and genuinely Christian educational philosophy is foundational to the pursuit and achievement of its goals. Indeed, the very formulation of these goals and outcomes must be predicated on such a philosophy. It is for this reason we have chosen to set forth clearly the basic principles which will serve as the philosophical underpinnings for all our efforts, including organizational structure, educational curricula, and instructional methodology.

It is our conviction that philosophy must first and foremost be based on theology. Our understanding of the existence and nature of God and His relationship with and purpose for mankind will necessarily affect every area of human knowledge and endeavor. Our deeply held view at VBC is that the universe in which we live is the direct product of Divine creation. We believe that the God of creation is the Triune God who has revealed Himself to us through the Scriptures of the Old and New Testaments. We believe that the Bible is the inerrant product of divine inspiration and is to be interpreted literally and accepted as God's Word and, therefore, absolute truth. The Scriptures describe mankind as having been morally and spiritually corrupted through the fall and as being incapable in himself of reformation. Redemption has been made possible only through the initiative of God through His Son, Jesus Christ. Salvation and fellowship with God can be attained only through faith in the person and work of Jesus Christ.

These precepts cause us to reject utterly the humanistic educational philosophies. These philosophies are generally characterized by a concentration on the satisfaction of human needs through the pursuit of knowledge derived from human observation by means of the scientific method. The institutions and programs under such a philosophy are guided by the prevailing tenets and mores of human society.

A thoroughly Scriptural philosophy of education begins with the centrality of Christ. All things exist by Him and for Him. From start to finish the primary goal of the educational process is to glorify God. The Christian considers God to be the source of all wisdom and knowledge. The Scriptures, as inspired divine revelation, provide not only the most important body of knowledge available to men, but they also become the filter and the illuminator which allows the Christian to properly evaluate and interpret knowledge stemming from natural revelation or any other source. The Word of God, therefore, must be in fact the foundation stone upon which Christian education is built. Its truths must be the basis of all spiritual training and must also be integrated into every academic discipline. Rather than reflecting the mores of society, the values taught in Scriptures provide the spiritual compass that guides the Christian educational process. The culmination of the process should be spiritually mature graduates who apply the precepts of God's Word to the problems of the real world. In doing so, the Christian brings glory to his Heavenly Father and compassionate help to society.

We are not so presumptuous as to believe that these lofty goals can be achieved through mere human effort. It is essential for everyone involved in the process of Christian education—administration, faculty, and student—to seek and surrender to the empowering Holy Spirit. It is only through His enabling that a truly Christian education can be accomplished.

OUTCOMES

Spiritual Outcomes

1. Each student will display spiritual and emotional maturity.
2. Each student will be able to lead others to a saving knowledge of the Lord Jesus Christ.
3. Each student will be involved in local church ministry, reflecting not only personal convictions regarding the truth, but also a servant's attitude in serving a flock through conscientious, dedicated, and sacrificial labor.
4. Each student will demonstrate a good working knowledge of the inspired, inerrant Word of God and will be able to formulate a Bible-based theology, discern doctrinal truth from error, and support his faith with Scripture.
5. Each student will be able to communicate the practical implications of the Christian faith and to apply them to the ethical issues of the day.
6. Each student will be able to personalize the Word of God through careful research and study.

Educational Outcomes

1. Each student will communicate effectively in speaking and writing the English language.
2. Each student will show a biblical self-understanding as a basis for understanding others, their institutions, and their cultures.
3. Each student will be able to counsel individuals, discern their needs, and help them to grow personally and spiritually.
4. Each student will demonstrate skills and understanding adequate for the work he is to do in lay or professional ministry.
5. Each student will be able to demonstrate analytical thinking and problem solving.
6. Each student will evidence knowledge common to higher education.
7. Each student will demonstrate competence in the use of tools and methods appropriate to the pursuit of higher education and life-long learning.

DOCTRINAL STATEMENT

1. We believe in the Holy Scripture: accepting fully the writings of the Old and New Testaments as the inerrant Word of God, verbally inspired in all parts and therefore altogether sufficient as our only infallible and authoritative rule of faith and practice.
2. We believe in the one true God: Who is an intelligent, sovereign, spiritual and personal Being; perfect, infinite, and eternal in His being, holiness and love, wisdom and power; absolutely separate from and above the world as its Creator, yet everywhere present in the world as the Upholder of all things. He is revealed to us as Father, Son, and Holy Spirit--three distinct persons but without division of nature, essence or being, and each having a distinct ministry in God's relation to His creation and people.
3. We believe in the Lord Jesus Christ: Who is the second Person of the Triune God, the eternal Word and Only Begotten Son; that without any change in His divine Person, He became man by miracle of the virgin birth, thus to continue forever as both true God and true Man, one Person with two natures; that as Man He was tempted in all points as we are, yet without sin; that as the perfect Lamb of God He gave Himself in death by the shedding of His blood upon the cross, bearing there the sin of the world, and suffering its full penalty of divine wrath in our stead; that He arose from the grave in a glorified body; that as our great High Priest He ascended into Heaven, there to appear before the face of God as our Advocate and Intercessor.
4. We believe in the Holy Spirit: Who is the Third Person of the Trinity, and the divine Agent in nature, revelation, and redemption; that He convicts the world concerning sin, righteousness and judgment; that He regenerates, indwells, baptizes, seals and anoints all who become children of God through Christ; that He further empowers, guides, teaches, sanctifies and fills believers who daily surrender to Him.
5. We believe in the divine work of creation: that the Biblical account of origins is to be understood literally and not figuratively; that God created the existing universe with all of its intricate systems and varied kinds of organisms in six literal days; that the entire Genesis record of primeval history is to be accepted as divinely inspired and historically accurate, including the literal existence of Adam and Eve as the progenitors of all people, the literal fall and resultant divine curse on the creation, the worldwide cataclysmic deluge, and the origin of nations and languages at the Tower of Babel.

6. We believe all men are by nature and choice sinful and lost: that man was the direct creation of God, made in His image and likeness; that by personal disobedience to the revealed will of God, man became a sinful creature, the father of a fallen race which is universally sinful in both nature and practice, thus alienated from the life and family of God, under the righteous judgment and wrath of God, and has within himself no possible means of salvation.
7. We believe in salvation by grace through faith: that salvation is the free gift of God, neither merited nor secured in part or in whole by any virtue or work of man, but received only by personal faith in the Lord Jesus Christ, in whom all true believers have as a present possession the gift of eternal life, a perfect righteousness, sonship in the family of God, deliverance and security from all condemnation, every spiritual resource needed for life and godliness, and the divine guarantee that they shall never perish; that this salvation affects the whole man; that apart from Christ there is no possible salvation.
8. We believe in righteous living and godly works: not as a means of salvation in any sense, but as its proper evidence and fruit; and therefore as Christians we should obey the Word of our Lord, seek the things which are above, walk as He walked, accept as our solemn responsibility the duty and privileges of bearing the gospel to a lost world; remembering that a victorious and fruitful Christian life is possible only for those who in gratitude for the infinite and undeserved mercies of God have presented themselves wholly to Christ.
9. We believe in the existence of Satan: who originally was created a holy and perfect being, but through pride and wicked ambition rebelled against God, thus becoming utterly depraved in character, the great adversary of God and His people, leader of all other evil angels and wicked spirits, the deceiver and god of this present world: that his powers are vast, but strictly limited by the permissive will of God who overrules all his wicked devices for good; that he was defeated and judged at the cross, and therefore his final doom is certain; that we are able to resist and overcome him only in the armor of God, by the blood of the Lamb and through the power of the Holy Spirit.
10. We believe in the second coming of Christ: that His coming in the air to rapture His church, which is our blessed Hope, is always imminent; that when He has first by resurrection of the dead and translation of the living removed from the earth His waiting church, He will then pour out the righteous judgments of God upon the unbelieving world and afterwards descend with His church and establish His glorious and literal kingdom over all the nations for a thousand years.

11. We believe in future life, bodily resurrection and eternal judgment: that the spirits of the saved at death go immediately to be with Christ in Heaven, that their works shall be brought before the Judgment Seat of Christ for the determination of rewards which will take place at the time when Christ comes for His own; that the spirits of the unsaved at death descend immediately into Hades where they are kept under punishment until the final day of judgment, at which time their bodies shall be raised from the grave, that they shall be judged and cast into Hell, the place of final and everlasting punishment.
12. We believe in the separation of church and state, with each having definite and distinct spheres of responsibility.
13. We believe in the priesthood of all believers: that Christ is our Great High Priest and through Him every born-again person has direct access into God's presence without the need of a human priest; that the believer has the right and responsibility to personally study and interpret the Scriptures guided by the Holy Spirit.
14. We believe in the institution of the home as defined by Scripture: that it was divinely established in the beginning as the union by marriage of one naturally-born male and one naturally-born female and is the basic unit of society; that each family member, husband, wife, or child, has distinct duties and responsibilities; that it is the responsibility of parents to train up children in the nurture and admonition of the Lord and to provide them godly instruction through Christian example and formal education.

We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between one naturally born man and one naturally born woman. We believe that any form of homosexuality, lesbianism, bisexuality, bestiality, incest, fornication, adultery, and pornography are sinful perversions of God's gift of sex. We believe that God disapproves of and forbids any attempt to alter one's naturally born biological gender.

15. We believe in the importance of the local church: that all believers should assemble and identify themselves in local churches; that a New Testament church is a local assembly of born-again, baptized believers united in organization to practice New Testament ordinances, to meet together for worship, prayer, fellowship, teaching, and a united testimony, and to actively engage in carrying out the Great Commission.
16. We believe in the independence and autonomy of the local church: that each New Testament church is free to govern itself without ecclesiastical interference and should cooperate with other New Testament churches as the Holy Spirit leads; that it is responsible to follow the pattern of the New Testament church and is directly accountable to God.

17. We believe the ordinances given to the local church are two, baptism and the Lord's supper: that baptism is by immersion of believers, thus portraying the death, burial, and the resurrection of Jesus Christ; that the Lord's Supper is the partaking of the bread and cup by the believer as a continuing memorial of the broken body and shed blood of Christ.

At VBC, we believe in the plenary, verbal inspiration of the Bible, and it is our practice to use only the King James Version in the pulpit and in classroom instruction.

The position of Veritas Baptist College is that the Holy Spirit bestows gifts upon all believers for ministry and service, but that tongues and other sign gifts associated with the Apostolic Era are not appropriate gifts for this age.

PERSONNEL STANDARD OF CONDUCT

In this day of disappearing moral absolutes, it is imperative that all Christians be reminded that the Bible, as the revelation of God's truth, must determine not only our doctrinal beliefs, but also our lifestyle. In a changing world, the Christian has an unchanging standard, the Word of God. VBC'S PERSONNEL STANDARD OF CONDUCT is based on the teachings and principles of Scripture. Its purpose is to aid in the development of personal holiness and discipline exemplified in a lifestyle that glorifies God.

Involvement in, or preparation for, Christian work requires personal commitment to the Lord Jesus Christ and separation from sin. All students and employees represent the Lord Jesus Christ and the local church, as well as the college. Scripture denounces specific sins and attitudes that must be avoided entirely. Certain activities have been determined by the college to be questionable and should be avoided for testimony's sake. Each personnel member of the Veritas Baptist College family must purpose, by God's grace, to follow Scriptural principles in order to protect against destructive influences, false philosophies, and Satanic temptations.

All students and faculty are required to sign the following Standard of Conduct:

1. I believe that the ultimate priority in life is to know and love the Sovereign God. I purpose to glorify Him in all that I do and seek to build my goals around His priorities as they are taught and revealed in His Word.
2. I consider my body to be the living temple of God and acknowledge His demand that my body be kept clean from sin and that it be daily set apart for His use.
3. I regard marriage to be a biblical and holy institution between one naturally born male and one naturally born female, and I will endeavor to conduct myself in such a manner so as to continually strengthen my home and marriage (if applicable) and the marriages of those around me.
4. I purpose to guard my tongue and keep my words in harmony with the Word of God. I will not take God's name in vain or use profanity. I further intend to avoid gossip and unkind speech which is neither helpful nor necessary.
5. I commit to be faithful to my local church in the areas of prayer, attendance, service, and scriptural giving.
6. I aspire to use my life as a positive, godly testimony before those who do not know Christ as Savior.

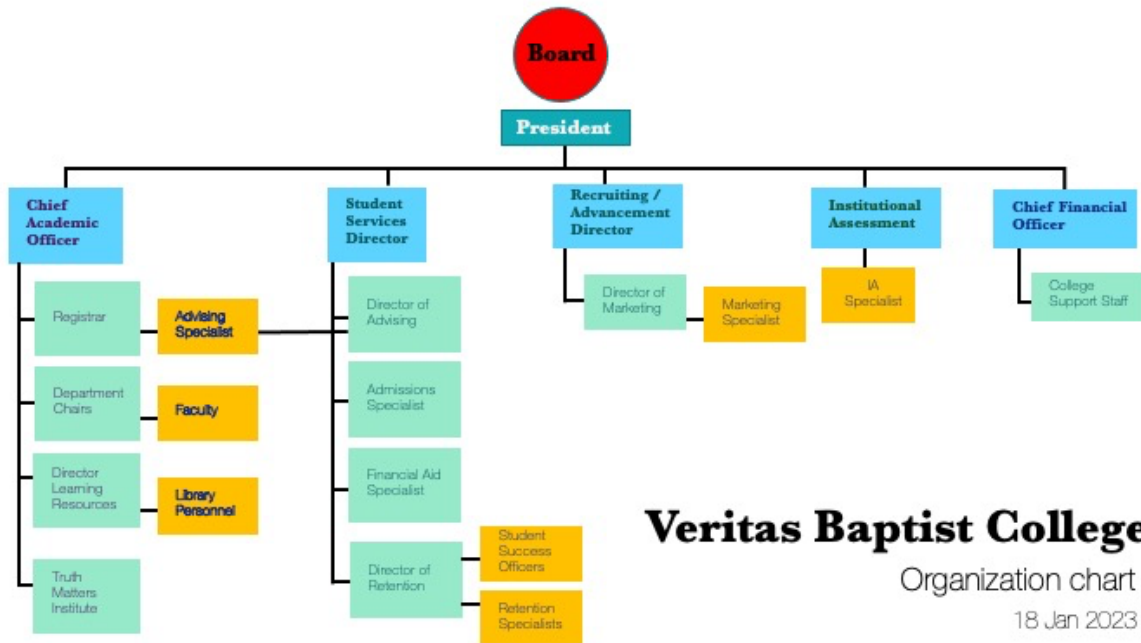
7. I respect God-ordained authority and pledge to submit to and pray for those in authority that they might function according to the principles, standards, and doctrines of God's Word.
8. I purpose that my conduct will foster encouragement and growth in other believers and will in no way weaken their biblical convictions and/or hinder their spiritual progress.
9. I acknowledge that, even under the best of conditions, differences of opinion and misunderstandings occur. I, therefore, purpose to communicate openly, honestly, and lovingly with those whom I have offended or those who have offended me. I commit to follow the principles given in the Scriptures regarding such situations.
10. I understand the importance of maintaining a godly testimony for Jesus Christ regarding one's appearance. I will abide by the dress code as described in the faculty or student handbook.
11. I refuse to defile my mind with sinful or questionable literature, rock music, movies, and television programs. I will abstain from pornography in any form. I further promise to refrain from the use, possession, or distribution of tobacco, alcohol, and illegal drugs. I promise to refrain from gambling, dancing, and all forms of sexual immorality, including homosexuality.
12. I believe the Bible is God's inspired, infallible Word and is therefore the ultimate guide and the final authority for my life.

I understand that the STANDARD OF CONDUCT is the guide to my behavior for the time I am enrolled in or employed by Veritas Baptist College. Although personal preferences may differ and every member of the College community may not agree with every detail of these standards, I must honorably adhere to them. Such an attitude develops Christian discipline, exhibits Christian maturity, and demonstrates Christ's love in its consideration for others and the integrity of the college. I understand that failure to cooperate in maintaining the Standard will lead to appropriate disciplinary action and/or possible dismissal.

ORGANIZATIONAL CHART

The administration, faculty, and staff count it a privilege to work together in this educational ministry for the Lord. The structure of the College’s working relationship demands that there be a team effort which follows an orderly chain of command. Each member of Veritas Baptist College agrees to follow the chain of command as illustrated in the chart below.

The Board of Directors provides guidance for the development and management of the college and has final authority in all matters pertaining to the college. The President, a voting member of the board, provides vision and direction for the College. The Administrative Cabinet, consisting of the offices of President, Academic Dean, and CFO, has the responsibility to carry out their respective job descriptions as directed by the President and approved by the Board of Directors. The remaining college personnel are responsible to carry out their respective job descriptions and are obligated to follow the chain of command as shown within the organizational chart.



COLLEGE PROTOCOL POLICY

Administrators, faculty, staff, students, and alumni should follow College Protocol at all times relative to the President and Board of Directors. Only the President of the College will take matters of College business to the Board of Directors in both official and unofficial contacts. Questions not related to the College or of a pastoral nature may, of course, be discussed with the President at any time.

Faculty and staff members may discuss concerns with their immediate supervisors at any time. Faculty and staff members can then appeal to the Department Chair and ultimately to the Academic Dean, as necessary.

Regarding College business, a College employee may contact the Board of Directors only with the written approval of the President.

Conversely, it is expected that contacts from the Board of Directors to any employee, student or alumni of a business/official nature should be made only with the approval of the President. Students must follow the chain of command as outlined in the student handbook.

Alumni and Advisory Board Members are asked to first contact the faculty member and/or Department Chair related to their specific concerns or questions. Following such contacts, the President can be involved, if need be.

Any issues that cannot be resolved following the protocol provided may contact the college accreditor, TRACS to report the unresolved grievance: 434.525.9539; info@tracs.org.

JOB DESCRIPTIONS

CHIEF ACADEMIC OFFICER (ACADEMIC DEAN)

1. Serve as an Administrative Cabinet member
2. Coordinate graduation
3. Attend other administrative meetings throughout the year (i.e. Board, faculty, accreditation, Ed Min, etc.)
4. Serve as a liaison to relevant professional associations and institutions as well as state and national regulatory and accrediting agencies
5. Recruit instructors
6. Develop and approve class schedules
7. Plan Faculty Meetings with Faculty Organization officers.
8. Supervise Department Chairs/Plan Department Chair meetings/Supervise Instructors
9. Prepare and present the Academic Dean's portion of the President's reports for BOD
10. Prepare the Faculty Handbook each year
11. Update the Policies Manual each year
12. Advocate for the budgetary and other resource needs of the academic unit, and overseeing the allocation and expenditure of resources
13. Prepare and review annual contracts with instructors with president's approval
14. Serve as instructor as needed
15. Oversee curriculum and program reviews
16. Oversee new program development
17. Perform annual performance reviews for appropriate personnel
18. Perform other duties as assigned by the President

DEPARTMENT CHAIR

1. Inspect, review, and ensure that department objectives are clearly identified with the mission/purpose statements of the College and that they establish a foundation for accomplishing their related objectives
2. Work with Academic Dean securing adjunct faculty each semester
3. Oversee faculty in your department, assisting as necessary with class-related issues department and completing faculty evaluations on a rotating basis
4. Approve course texts and syllabi
5. Direct bi-annual department meetings
6. Observe instructors in your
7. Participate in course creation, retention, and deletion decisions

8. Submit availability schedule each semester for contact by Academic Dean, college office, and instructors
9. Serve as a member of the Academic Appeals Committee
10. Participate in commencement each spring

FULL-TIME FACULTY

1. Post and keep office hours up to 10 hours per week
2. Teach courses as assigned up to 30 credit hours per academic year. Credits beyond 30 will be paid at the adjunct rate after receiving approval from the Academic Dean to expand your schedule.
3. Submit textbooks and syllabi for approval by the appointed dates
4. Build out course on the LMS and publish sections of the course by the appropriate dates
5. Attend biannual faculty meetings
6. Participate in all professional development opportunities provided
7. Participate in commencement each spring

ADJUNCT FACULTY

1. Teach courses as assigned
2. Keep office hours, equivalent to credit hours taught up to 5 hours per week
3. Submit textbooks and syllabi for approval by the appointed dates
4. Build out course on the LMS and publish sections of the course by the appropriate dates
5. Attend biannual faculty meetings
6. Participate in all professional development opportunities provided throughout the contracted terms
7. Participation in commencement is encouraged

LIBRARIAN

1. Maintain current online library collection and acquire resources which build a strong collection to support the academic program
2. Manage funds relating to the services of the library
3. Ensure that the library is staffed during hours directed by the Academic Dean
4. Maintain and update the library website pages as needed
5. Supervise library staff, including library staff meetings
6. Develop a budget providing sufficient funds for services and adequate holdings and participate as needed in budget planning for the college
7. Conduct orientation sessions as needed for faculty and students
8. Inform faculty of new acquisitions
9. Serve as the liaison working with instructors, administrator, and finance office
10. Assist college faculty in securing resources
11. Review and fulfill TRACS requirements as needed

RIGHTS AND RESPONSIBILITIES

All faculty are expected to abide by the general responsibilities for teaching as outlined in the Faculty Handbook. Additional responsibilities may be given upon hiring and will be detailed in the faculty member's contract. These responsibilities may include, but not be limited to, academic advising and serving on college committees.

Only faculty with acceptable academic qualifications will be employed with the only exception being a faculty member whose professional competence can be justified due to exceptional performance and/or experience. Official transcripts (certified by the granting institution's official seal and signature) must be presented prior to employment.

Background Check

All students and faculty are required to receive background checks prior to acceptance. Flags on a background check do not necessarily preclude a student from attending. The admissions department will submit any flagged background checks to the Admissions Committee for review and approval.

Cancelations

The Administration will have the final decision to cancel classes due to inclement weather or other catastrophic events. Communication will be sent to students and faculty alerting them of the closure. Students who are impacted by inclement weather must inform their faculty and the college office.

Office Hours

All faculty members are required to post office hours on their syllabi. It is left to the discretion of the faculty member to determine time and method. Faculty may employ face-to-face meetings, online chats, phone calls, or video conferencing.

Academic Advising and Counseling

If students come to you with issues outside the realm of your course, please direct them to the appropriate office.

- Academic issues – Please direct students to their academic advisor.
- Personal issues – If a student needs counseling of a personal nature, certainly feel free to pray with them, but then contact the Academic Dean if you feel that the student may need or has requested further counseling. The Dean will make sure that a biblical counselor reaches out to the student.
- Financial issues –Please direct students to finaid@vbc.edu. Students interested in receiving Tuition Assistance must first receive approval from their respective ESO before enrolling.

COPYRIGHT AND INTELLECTUAL PROPERTY

The use of copyrighted material for educational purposes falls under the “fair use” provision of copyright law. Fair use allows use of copyrighted material – with limits. One limit is brevery, which deals with the issue of *how much* can be copied or reproduced; this will be covered in the table below. Another limit is spontaneity - *how many* times something can be copied. Using a portion of copyrighted work - of whatever medium - more than one semester in the same class may not be considered “fair use,” since the instructor has had reasonable time to request permission to copy from the copyright holder and pay royalties, if necessary.

Medium	Limits on Portion / Length	Teacher/Student	Specifics
Print	<ul style="list-style-type: none"> - Poems less than 250 words – all, or 250 words of a poem greater than 250 words. No more than three poems by the same author or five poems from an anthology. - Articles, stories, essays less than 2,500 words - Excerpts from a longer work: 10% of work or 1,000 words, whichever is less. - One chart, picture, diagram, or cartoon per book or per periodical issue 	<ul style="list-style-type: none"> - Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. - Students may incorporate text into multimedia projects 	<ul style="list-style-type: none"> - Copies may be made from only legally acquired originals - Only one copy allowed per student - Usage must originate with the teacher, not with a higher authority, such as a department or district. - Teachers may make copies in nine instances per class per term - Anthologies or collections may not be created - Consumables, like workbooks, may not be copied
Illustrations and Photographs	<ul style="list-style-type: none"> - No more than 5 images by a single artist or photographer; from a collection, no more than 15 images or 10%, whichever is less. 	<ul style="list-style-type: none"> - These guidelines also apply to use of these items in multimedia. 	<ul style="list-style-type: none"> - Some older illustrations or photos may be public domain, but they may be part of a larger copyrighted collection.

Medium	Limits on Portion / Length	Teacher/Student	Specifics
Video (for viewing)	- May be used in its entirety	- Teachers may use these in the classroom.	- DVDs / VHS etc. must be purchased or rented – no bootleg copies can be used - Must be used in a classroom environment “dedicated to face-to-face instruction.” - Use must be instructional, not for entertainment or reward. - Copying purchased items is okay if they are deteriorating or unavailable at a fair price in a viable format.
Video (for integration into multimedia projects)	- “Portions” are defined as 10% or 3 minutes (whichever is less) of “motion media.”	- Students “may use portions of lawfully acquired copyright works in their academic multimedia.”	- Source video must be lawfully acquired – not a bootleg or home recording - Proper attribution must be given in the project to the copyright holder.
Music, Lyrics, and Music Video (for integration into multimedia)	- Up to 10% of a copyright musical composition may be reproduced, performed, and displayed. - A maximum of 30 seconds per musical composition may be used.	- Teachers and students can use copyrighted material in a multi-media program.	- Multimedia program must have an educational purpose. - Fair use of copyrighted material in multimedia is good for two years. After two years, permission from the copyright holder must be obtained.
Television (Broadcast, Cable, videotapes of programs on both)	- Broadcasts or recordings of broadcasts may be used for instruction.	- Teachers may use recordings for broadcasts for ten days from the date of the broadcast. - Cable programs technically are not covered by the same guidelines as broadcast television.	- Cable channel programs may be used with permission. See Cable in the Classroom (www.ciconline.org) for details.

Medium	Limits on Portion / Length	Teacher/Student	Specifics
Closed Circuit: live broadcast, television, video, cable programs	- No limits on length	- Teacher use is assumed.	<p>Allowable uses:</p> <ul style="list-style-type: none"> - Simultaneous transmission of live broadcasts - Videos bought by the school with closed-circuit rights - Videos for which the copyright holder has granted closed circuit rights - Most instructional programs purchased from instructional media companies - Programs provided by state department of education - Videos produced by the school and not containing copyrighted material (unless permission has been obtained) <p><u>Note:</u> Use of taped broadcast programs under the 10-day use policy are questionable.</p>
Internet	- Sound files and video may be downloaded for use in multi-media projects – see portion restrictions above.	- No use distinctions	- Assume all material on the internet, including web sites, is copyrighted. Most web sites have a link to the owner of the site.
Numerical Data Sets	- 10% or 2,500 fields or cell entries, whichever is less from copyrighted database or data table.	- No use distinctions	- None

Sources:

1. "Copyright and Fair Use in the Classroom, on the Internet, and the World Wide Web," *Information and Library Services*. University of Maryland University College, 11 Jul 2006 <<http://www.umuc.edullibrary/copy.shtml>>.
2. "Copyright and Fair Use Guidelines for Teachers." *Technology & Learning*. Printed copy of PDF document, no date.

Due Process Procedure

A grievance is a complaint by an employee suggesting that he/she has been treated unfairly according to the policies/procedures of the organization. The unfair treatment may be real or imagined, but it must be understood that it is real to the complainant. Whether real or not, it is important for good morale that the employee knows how to handle his/her difficulty without fear of reprisal and without resorting to gossip and slanderous accusations. Grievances and complaints should be submitted following the College Protocol: Faculty and staff members may discuss concerns with their immediate supervisors at any time. Faculty and staff members can then appeal to the Department Chair and ultimately to the Academic Dean, as necessary. The Academic Dean's office will maintain all records of grievance proceedings and will also provide instructions for filing the complaint with TRACS.

Onboarding

Upon receiving official notification of employment, each faculty member will be enrolled in an onboarding course which will instruct him on all aspects of creating and managing a course in the institution's LMS.

Email

All faculty, administration, staff, and students will be assigned a vbc.edu e-mail address. This address must be the primary e-mail set up in the college's LMS and must be checked regularly.

Personnel Files

Each faculty member is expected to assist the Academic Dean in developing a full personnel file. When a faculty member completes an advanced degree or earns a certification that relates to his position at the college, he is to provide the college office with the information necessary for obtaining an official transcript.

Academic Freedom

Faculty members have complete freedom in research and in the publication of that research subject to an adequate performance of all other academic duties. Any research for monetary income by full time faculty should be undertaken only after an understanding with the Administration has been reached. Teachers have freedom in the classroom in discussing their subject, but care should be exercised not to introduce into the teaching unrelated, controversial matters. It is expected that all teaching be consistent with the basic doctrinal and ecclesiastical position of Veritas Baptist College at both the Undergraduate and Graduate levels. Each faculty member maintains a role as a citizen, an educational colleague, and a representative of an educational institution.

When a faculty member speaks or writes as a citizen, he is free from institutional censorship or discipline, but his relationship to the College imposes special obligations; the public may judge his profession and the College by his public

comments. Hence, the faculty member should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, manifest a spirit of Christian love and make every effort to indicate that his communication is not being made as an institutional spokesperson.

Any faculty member who believes his right of academic freedom has been breached is encouraged to report the alleged breach to the administration according to the approved policy for due process as outlined in the Faculty Handbook.

Publications, Reviews, or Professional Services

Payment for publications, reviews, or professional services may be kept by the faculty member unless the publication is an official publication of the College.

EMPLOYMENT STANDARDS

Faithfulness

The key to success in any endeavor is faithfulness. Faithfulness to the Savior and to the work of Veritas Baptist College should be characteristic of all faculty members.

Dress Code

Professional dress and demeanor are considered an important part of the training at Veritas Baptist College. These standards should be observed by faculty, staff, and students when they are video recording themselves for course work, participating in video conferences or attending VBC functions.

Men

Men are expected to be well-groomed and appropriately dressed. Hair must be above the ears and off the collar. A collared shirt is required with professional business-casual or dress slacks.

Women

Ladies are expected to wear professional business or business-casual attire. Women must avoid low necklines and tight clothing.

Non-Discrimination Policy

Veritas Baptist College does not discriminate on the basis of race, color, gender or national origin in administration of its educational policies, admission policies, hiring practices or other college-administered programs.

Statement of Human Sexuality

In keeping with our mission and our commitment to biblical fidelity, all members of VBC are expected to follow the teachings of Scripture. We believe in the Holy Scripture: accepting fully the writings of the Old and New Testaments as the inerrant Word of God, verbally inspired in all parts and therefore altogether sufficient as our only infallible and authoritative rule of faith and practice. Therefore, VBC affirms that sexual intimacy is designed by God to be expressed solely within a marriage between one naturally born man and one naturally born woman. This view of sexuality and marriage is rooted in the Genesis account of creation (2:18-25), reflected in the teachings of Jesus Christ Himself (Matt. 19:4-6), and is maintained consistently throughout Scripture. It is a view based on the biblical teaching of monogamy—that God designed sexual union for the purpose of uniting one man and one woman into a permanent, lifelong, intimate, one flesh union in the context of marriage. God created human beings as male and female, to bear His image together (Gen 1:27-28) and ordained that the first human pair were to become one flesh (Gen 2:23-24). These and other similar passages show that God views marriage, sex, and procreation as good, and that male and female are necessary counterparts—differentiated partners—in a sexual complementarity. Sexual intimacy and the sexual union of intercourse between

a man and a woman are intended for a purpose—to join one husband and one wife together into one flesh in the context of marriage (I Cor 6:16).

Our marriages on earth model the relationship between Christ and His bride, the church (Eph 5:31-33), a melding that the Apostle Paul calls “a great mystery.” This God-initiated oneness, as detailed in Genesis (2:18-25), is clearly recognized and affirmed by Jesus in terms of the marital union of husband and wife (Matt 19:4-6). Any sexual intimacy outside of marriage violates God’s design for marriage and is thus to be understood as one of the disruptive consequences of the fall (Rom 1:18-32).

Thus, God’s design for marriage and sexuality is the foundational reason for viewing acts of sexual intimacy between a man and a woman outside of marriage, and any act of sexual intimacy between two persons of the same sex, as illegitimate moral options for the confessing Christian. Sexual relations of any kind outside the confines of marriage between one man and one woman are inconsistent with the teaching of Scripture, as understood by Christian churches throughout history. On the other hand, chastity in the form of sexual purity for the unmarried person and chastity in the form of sexual faithfulness in marriage are blessed and affirmed. Therefore, as part of living out a consistent, biblical life, one dedicated to the pursuit of Christlikeness, all members of the college are expected to avoid sexual intimacy outside of marriage and to refrain from encouraging the same in others. Indeed, whatever one’s personal tendencies and desires, the call of Christ on our lives is the same: sexual purity manifested among the married as complete faithfulness and by those who are unmarried by living a chaste life (1 Thess 4:3-8).

Any student or college personnel involved in any sexually immoral behavior, including, but not limited to, premarital sex, adultery, homosexuality, and written, verbal, or visually sexual communication should expect immediate suspension or dismissal from the College.

Faculty Meetings

To ensure that our faculty is well informed, two mandatory Faculty Meetings and Department meetings are scheduled each year to keep the faculty abreast of new developments and changes, to give the faculty an opportunity to provide the administration with much needed input and feedback, and to conduct faculty training. Attendance is expected via videoconferencing. There may be informal meetings held in the fall and the spring semesters by the individual departments or the Faculty Organization. These meetings are used to provide updates and to give faculty an opportunity to discuss any relevant issues.

Professional Interaction with Students

VBC faculty members are obligated to guarantee the privacy of information related to a student's academic and/or department records. In addition, faculty must provide a student with access to their own personal information in a confidential manner.

Certain information may be considered directory information and is available without notice to students. Unless the college office is notified in writing of the information a student does not wish made public, the following is considered as directory information:

1. Name, address, e-mail address, phone number, dates of enrollment, class, major, degree(s).
2. Past and present awards, honors, school sports, or student activities.

Test scores, grades, class standing, physical status, attendance records, disciplinary action(s), or terms of dismissal are not considered directory information and will not be released without written permission of the student. Family Educational Rights and Privacy Act (FERPA) guidelines must be followed. Contact the Registrar the Academic Dean's office if anyone other than the student tries to communicate with you about a student.

It is expected that students address our faculty professionally, using Mr., Miss, Mrs., or Dr. Please refer to yourself in this manner in your written communications with students.

Student Recommendations

All official student recommendations for ministry-related positions must be submitted to the Academic Dean or the President.

Recruiting

VBC prohibits any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any individual or entity engaged in recruiting or admission activities or in making decisions about awarding FSA program funds. The business manager will be responsible for ensuring compliance to this policy. In addition, VBC bans high-pressure recruitment tactics such as making multiple unsolicited contacts (3 or more), including contacts by phone, email, or in-person, or engage in same-day recruitment and registration for the purpose of securing Service member enrollments.

INSTRUCTIONAL POLICY AND PROCEDURES

Using the Course Syllabus Format

Instructors should follow the course syllabus template that is updated in the Faculty Portal. A general copy is included in the appendix of this handbook, but the template on the Faculty Portal is updated with the correct dates for each term.

Course Registration Cap

All courses will be capped at 15 students. When a course reaches 16 students a new section will be opened, and, depending on the final enrollment, students may be moved to a different section of the course.

Communication with Students

With the exception of weekends and holidays, students should expect to hear back from you within 24 hours of sending a text or email or leaving a voicemail. Respond to all communications within this timeframe – even if it is just to confirm that you received it.

Including a Syllabus Quiz

Each instructor should include a syllabus quiz that must be completed by Sunday of Session 1. This quiz should include key items from the syllabus and may also include a question about the student's preparation for the course (securing textbooks, etc.). This should be a graded quiz.

The purpose is to ensure that students have read the syllabus and understand it. This should be an "open book" quiz. We don't expect students to have the syllabus memorized, but we do want them to know exactly where to go to get an answer. Policy prevents a student from answering this question early or late.

On Monday of Session 2, the office will check to see which students have not completed this assignment. Non-compliance may result in the student being dropped from the course. Immediate initial attendance must be recorded not only for VBC purposes but also financial assistance and those using veterans' benefits. If it is clear that a student did participate in the course by completing a graded assignment although the syllabus quiz was not completed, the Academic Office may choose to allow the student to stay enrolled. However, the student should receive 0% for that quiz. He should not receive extra time to complete it.

Final Exams

Because students taking exams early 1) potentially compromises the security of the examination process, 2) creates additional pressures for the professor, and 3) complicates the VBC office end-of-semester tasks, final exams may not be taken before or after the scheduled examination period. Final exams must remain open through midnight Monday following the last session of each module.

Late Assignments and the End of the Semester

Ten percent is to be deducted from the final grade of a project/paper every day it is late. Anything due before Session 4/7 that is not turned in by Session 5/8 will be given a zero. All work for the second half of the term must be turned in by midnight of the final session.

Assessments

Instructors must post all assessments (tests, quizzes, exams, projects, papers, discussions) to the LMS and give at least four full days for students to complete them.

Discussion Board Requirements

Instructors must post at least six discussion board or video questions during a 15/16-week course and 4 discussion board or video questions for an 8-week course. This post can take on many different forms based on the subject matter of the course; however, the students' discussion board or video question must meet the following criteria:

1. It must be substantive – answer or ask a question, provide a different viewpoint, cite work from a notable resource.
2. It must include responses to at least two other students' posts – asking a question, confirming the point of view, providing a different point of view – not just simply stating agreement or disagreement.
3. It must be submitted on time.

Discussion must be one of your grading criteria weighted at no less than 10% and no more than 20% of the course based on the nature of the course and the level of discussion you require.

Minimum length of initial posts at the undergraduate level should be 150 words. Minimum replies should be 75 words each. It is strongly encouraged that you require students in 300-level and 400-level courses to cite the textbook, lectures, and other research in a few of their responses throughout the semester.

Minimum length of initial posts at the graduate/postgraduate level should be 250 words. Minimum length of replies to other students at the graduate level should be at least 125 words. It is strongly encouraged that you require students to cite the textbook, lectures, and/or other research in a few of their responses throughout the semester.

Instructors may use interactive video discussion tools throughout the semester as well. These can take the place of written discussion for that session; however, at least 50% of the weekly discussions must be written.

Instructors are to be actively involved on the discussion board, making sure that all students receive a direct response multiple times throughout the semester.

Session Modules

All faculty are required to use the module feature on the LMS at minimum for the posting of course recordings and other announcements, links to assessments, discussions, etc. A separate module should be created for each session.

Lectures should be no more than 30 minutes in length, with the average being 15-20 minutes. Two credit courses should not exceed 30 lectures, and three credit courses should not exceed 45 lectures.

All lectures must be posted on the LMS within the module that they are connected to. All modules must open at 12:01 AM on the first day of the session.

Recording Expectations

Attire: It is expected that faculty be dressed professionally for content lecture videos, following the dress code in this handbook. Follow-up videos for students and other videos—such as the recording of optional face-to-face meetings can be recorded in more relaxed but appropriate attire (*please speak with the Academic Dean if you need further clarification here*).

Recording Space: It is also expected that the background and atmosphere of recorded lectures be professional. This could be an office or even a kitchen table as long as the background is not distracting. A plain wall—possibly with artwork, an organized bookcase, or a mantel would all be appropriate. There are also a number of things to avoid:

- A brightly lit window or lamp behind you
- Screens in your shot (computer, television)
- People
- Pets
- Bedroom furniture
- Noise (talking, television, radio, music, phone)
- Clutter (on a bookcase, chair behind you, kitchen/living area)
- Items that appear to be sticking out of your head or torso due to their placement in reference to where you are seated.

To help you create a professional space, green screens that attach to the back of chairs are provided to instructors upon request (annmarierill@vbc.edu). Proper use of these screens can enhance the background for your recordings; however, improper use of the screen can be distracting, so it is important to know the best way to use one. The following link provides simple instructions for setting up your Zoom meeting/recording using a green screen.

<https://www.youtube.com/watch?v=rud0Qb6EH7A>

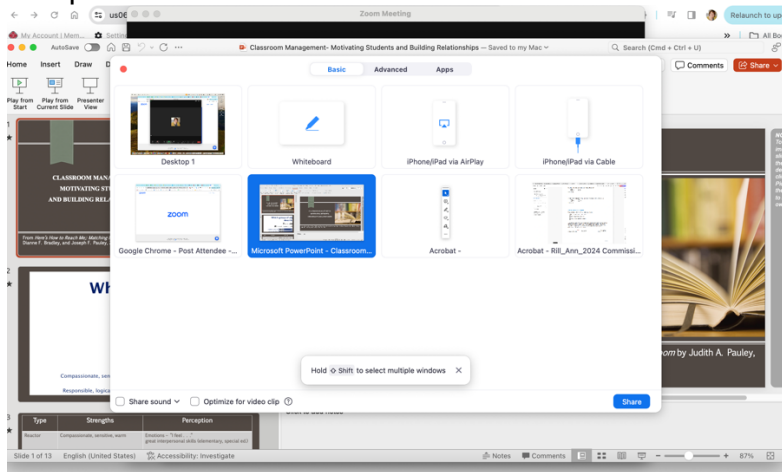
Presentation Slides: Presentation software is frequently used within lectures. Be sure that you are following best practices for your presentations. They should be

neither flashy nor boring. Slides should serve as markers to help keep your audience on track and engaged in your lecture. They are not meant to be read like a book. The following link is one of many that offer helpful tips in creating professional slides.

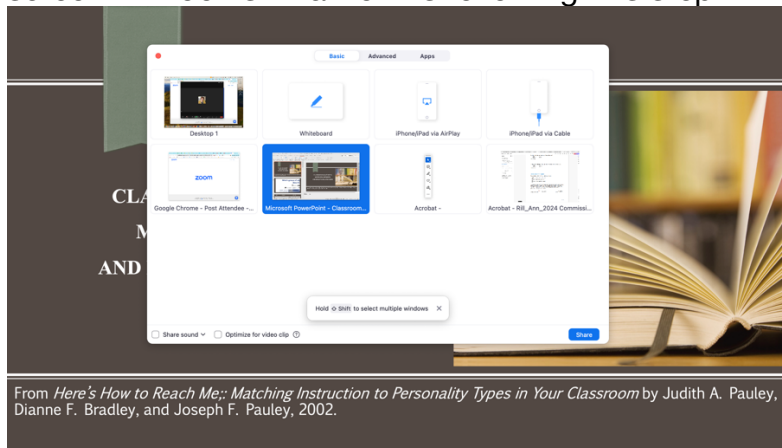
<https://www.garreynolds.com/design-tips>

When using presentation software in Zoom, please ensure that your slides open in either “slide show” or “presenter” mode rather than in “edit” mode. Opening in “edit” mode looks unprofessional. To do this in Zoom, follow the steps below.

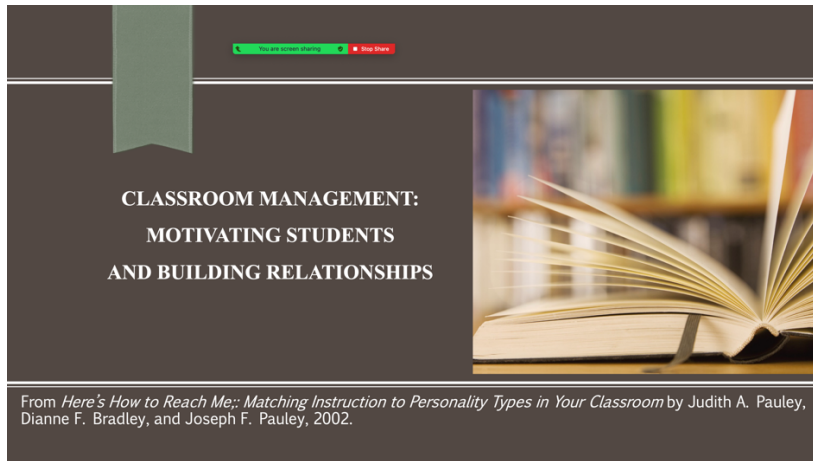
1. Be sure that your presentation is open in edit mode before you begin.
2. Choose Share Screen from the menu at the bottom of the Zoom screen and click on the box that shows your presentation. **DO NOT** click on “Share” at this point. Your screen will look similar to this.



3. Now click on the presentation to choose “Slide Show” or “Presenter.” Your screen will look similar to this following this step.



4. Once you have chosen your preferred mode, you can click on the blue “Share” button, and this is what your students will see.



Use the following checklist before each recording session to assure that your video is as professional as it can be.

- My attire is professional and in good condition
- My hair/makeup is neat and not excessive.
- My background is free of distractions (use list above). I have tested the background before starting my recording.
- If using a green screen, my recording is set for use with a green screen. I have tested the screen before starting my recording.

Course Assignments

One of the distinguishing characteristics of VBC is providing academically challenging courses that are also very practical. We want our students to be able to immediately apply to their ministries those things that they have learned. However, one of the most difficult parts of distance education is creating assessments that protect the integrity of the academic process. We have found that the least effective way to meet both of these challenges is through traditional testing and quizzing. Therefore, we suggest that faculty consider moving to a more project-oriented course structure. Projects may include research, essays, presentations, and the development of documents/programs that the student would use in ministry. Each of these projects should tie to your course outcomes and should be graded with the expectation of achieving excellence.

Quizzes and tests may be given, but they should focus more on application, analyzation, evaluation, and creation rather than on recall of facts. Essay questions work best for these types of quizzes or tests.

Turnitin must be used for all substantive essays and research papers. You will connect to Turnitin directly through the LMS, setting it up as an external tool. Training is available.

Course Page on Canvas

The course page on Canvas should be set up before the first session meets.

- The course page must be published by the time textbook information is added.
- Textbook information should be uploaded to the Welcome, Begin Here module as soon as the textbook is approved. This should be no later than 30 days before the opening of the course to allow students plenty of time to purchase and receive the textbook before the start of the term.
- Syllabus is uploaded to the Welcome, Begin Here module before the opening session.
- A short welcome video is posted to the homepage one week before the opening session.
- Assignment Groups (weighting) should match the syllabus.
- Extra, unused assignments that have been copied over from a previous instance of the course should be removed.
- The Assignments page should only be used for graded assignments. Please do not post weekly reading here if it is not its own graded assignment. Rather, post reading assignments in the Discover section of the weekly module.

All assignments (including graded discussions) are posted on the assignment page. These are placeholders. You may add the actual content of the assignments throughout the semester.

Missed Tests and Quizzes

Tests and quizzes may not be reopened once the deadline (closing date) has passed. Instructors do have the option to drop the lowest quiz grade if at least 10 quiz grades are given throughout the term. If you choose to do this, it must be noted on the syllabus following the statement of the policy and set up your assignment group to do this automatically.

Returning Tests and Graded Materials and Posting Grades

After a test/exam/paper/project is evaluated, students must be granted access to the assessment. All papers and projects must be accompanied with written instructor expectations. In an eight-week course, grades should be posted online within one week of the due date. In a fifteen-week course, grades should be posted online within two weeks of the due date. Grades should not be posted publicly.

Including Library Use

To assist students with developing good academic research skills, faculty are required to direct their students to the college's online databases for project research. Upon request, the library director is available to present a research workshop to your class based on your assigned project. If an instructor does not believe that his course requires research at any level, he must discuss it with his department chair for an exception to be made.

Engaging Guest Speakers and Lecturers

No faculty member shall engage guest speakers for classes, clubs, and other organizations without clearance from the Academic Dean. A written request for guest lecturers should be presented to the Academic Dean with details regarding the name and organizational affiliations of the guest lecturer before the guest is formally invited to speak. Guest speakers and lecturers must be used on a limited basis. It will be the responsibility of the instructor to provide compensation, if necessary.

Adopting Textbooks

The selection of a quality textbook for each class is a mutual responsibility to be shared by the faculty member and the department chair. The faculty member must first discuss textbook selections with his department chair. The final approval for textbook usage rests with the administration. Instructors may request a textbook be ordered through his department chair.

Due to the online nature of our courses and the global reach of our programs, all required textbooks must be digitized. If a chosen text is not available digitally, it is suggested that the instructor use that text for lecture material but not require it as textbook reading. Any requests for exceptions to this policy must be presented to the chair before the textbook is adopted. If an exception is made, the instructor must provide a reasonable digital replacement for students who do not have access to the non-digital text and may not hold students accountable for reading via quizzing the content of the text.

Once a textbook is approved, the instructor should contact the publisher to request a desk copy. If a desk copy is not provided, Veritas will purchase the text for you. You will just need to fill out the [Instructor Textbook Request Form](#).

Selling Materials to Students

Any texts or supplies that students need will be purchased off-site. Faculty may not sell materials to students. This policy has been established for the protection of all persons concerned, particularly the faculty member. Faculty who have professionally published materials may receive permission from the Academic Dean for that publication to be required for students. Faculty may not require students to purchase a copy of his publication if it is not used as an integral part of the course. Faculty may not use the purchase of his publication as a means by which a student could receive extra credit.

Reviewing Evaluations

Each semester, students will complete a pre-course and post-course survey focused on the outcomes of the course. At the end of the semester, faculty should use these results to help determine whether or not his course was successful. Faculty will use this information on his SLO at the end of the course. A sample SLO is available in the appendices of the Faculty Handbook.

Students will also complete an end-of-course survey. After review by the academic offices and the chair of the department, results will be made available to the instructor.

A conference with the faculty member and the Department Chair will be scheduled to discuss results, if deemed necessary, and a copy of the summary will be filed in the faculty member's personal file and the course file.

Faculty members will be evaluated by the Department Chair and/or the Academic Dean at least once every three years based on the results of the initial evaluation. A copy of the evaluation used is available in the appendices of this handbook and on the Faculty Portal.

VBC Grafton Online Library

The Grafton Online Library is available to students 24/7 via the link within each course. Students have millions of articles and over 80,000 full-text books through academic and theological databases.

If students or faculty require assistance with their research, they have access to a trained librarian 24/7 through the Ask A Librarian icon found on the home page of each course. If further assistance is needed, students may email library@vbc.edu.

Faculty Organization

The Faculty Organization is established to provide organization and leadership for the faculty at large as a means to promote the best possible communication, understanding, and cooperation among administration and the President as they uphold the educational philosophy of the College based upon the Bible, the Church, and our Triune God. The Faculty Organization will include two officers: President and Secretary. The officers will work directly with the Academic Dean and department chairs to run faculty meetings, develop meeting agendas, take meeting minutes, address curriculum issues, and organize social activities. The officers will serve for two years. Only faculty who hold a minimum of a master's degree in their teaching field can be considered for office. Officers must be approved by the administration.

Curriculum Committee

The curriculum committee is comprised of the faculty members in each department. The curriculum committee is established to systematically evaluate their department's curriculum. It is expected that faculty who teach on a regular basis engage in this process each year it is scheduled. Departments review their programs every four years as long as students have matriculated within that four-year period.

GRADES AND ATTENDANCE

Institutional Grading System

All faculty members must follow the established grading system for Veritas Baptist College. The scale is given below:

Letter	Minimum Points	Maximum Points	Grade Points
A+	98.00	100.00	4.00
A	93.00	97.00	4.00
A-	90.00	92.00	4.00
B+	87.00	89.00	3.00
B	83.00	86.00	3.00
B-	80.00	82.00	3.00
C+	77.00	79.00	2.00
C	73.00	76.00	2.00
C-	70.00	72.00	2.00
D+	67.00	69.00	1.00
D	63.00	66.00	1.00
D-	60.00	62.00	1.00
F	0.00	59.00	0.00
P	Passing		
W	Withdrew		
WP	Withdrew passing		
WF	Withdrew failing		
AU	Audit		

Grade Submission Deadlines

Faculty members must finalize grades by the Monday following the end of exams. Grades for graduating students must be submitted by midnight Monday following the last week of classes.

Attendance Records

The college does not track attendance for student records.

Student Evaluation

Faculty members are asked to give a sufficient number of tests or equivalent assessments of each student's work during the semester. It is highly recommended that a midterm test be given. It is mandatory that a final examination be given.

Student Records

The College follows the guidelines as outlined in FERPA concerning the viewing of a student's college record. Students must sign the FERPA form located on the college website for others to have access to his records. Academic advisors have access to

pertinent academic information about their advisees, including grade reports and the students' transcripts. However, academic advisors are never to discuss these records with any third person for any reason.

Student Rosters

An official roster for each class will be posted on the LMS course page.

FACULTY EMPLOYMENT AND COMPENSATION

Contracts and Terms of Employment

The Board of Directors requires all full-time faculty to annually sign a contract of employment and maintain the contract on file. Adjunct faculty will sign contracts by the semester. The college Administration will prepare a written contract, upon approval of the annual college budget, for all returning faculty. Two copies will be signed by administration and employee. One copy will be held on file, the other copy will be given to the employee.

Faculty Hiring Policies

Veritas Baptist College will always endeavor to hire the best qualified person for the open position. Basic to all qualifications are doctrinal position, spiritual characteristics, and proven experience. Applicants will be evaluated on the basis of the following:

1. Doctrinal position and compatibility with doctrinal position of Veritas Baptist College
2. Spiritual qualifications and testimony
3. Teaching ability
4. Education - preference will be given to individuals holding terminal degrees from institutions accredited by federally recognized agencies
5. Experience and special aptitudes

A pool of candidates will be developed by accepting resumes and vitae of individuals who have written concerning openings and contacts through professional associations and institutions of similar doctrinal positions and emphases. In the hiring of faculty, Veritas Baptist College does not discriminate on the basis of race, sex, color, handicap, national and ethnic origin.

Qualified individuals will be brought in for an interview with the Academic Dean. Additional interviews may be scheduled as needed.

Faculty Pay

C Subterms—Faculty members will be paid by the 10th of each month (September, October, November, and December or February, March, April, and May). Paychecks will be direct deposited.

A and B Subterms—Faculty members instructing an 8-week course following the module format will receive 50 percent of total pay during the first month of the class and 50 percent during the second month of the class.

Extension Course - Faculty may be asked to manage an extension course for a previously taught course that is not offered in the current semester. The maximum

number of students taking a course as an extension is limited to five. The pay scale for extension courses is shown on the following page.

Extension Pay: 2-credit Course	
UG	
Students	
3 or fewer	\$600
4	\$700
5	\$800

Extension Pay: 3-credit Course	
UG or G/PG	
Students	
3 or fewer	\$900
4	\$1,050
5	\$1,200

Appointment/Advancement

It is the policy of the College to be fair and impartial in all its relations with its employees and applicants for employment without regard to race, color, sex, age, national origin, ancestry, handicap/disability, veteran status or citizenship. The College strives to ensure that all personnel actions such as hiring, promotions, training, and benefits are administered in accord with the principles of equal employment and without regard to race, color, sex, age, national origin, ancestry, handicap/disability, veteran status or citizenship. It is recognized, for the proper functioning of this College, that all employees must be professing Christians committed to the principles stated in the doctrinal statement.

Demonstration of Competence

Faculty must have successfully completed a degree at least one level higher than the program in which they are teaching and have earned a minimum of 18 credits at the higher degree level related to their program.

Dismissal

Employment may be terminated before the end of the school year for cause, and there is no right to renewal of a contract. Where cause exists, the Administrative Cabinet may terminate a contract, provided that the employee has been informed of the cause or causes for discharge and has been given an opportunity to respond to it/them prior to final termination. An employee's failure to request a meeting with the Administrative Cabinet within seven days of delivery of the termination notice shall waive any right to such a meeting and the termination is final. The Administrative Cabinet has the sole

right to make the dismissal immediate or with longer notice depending upon the reason(s) for dismissal. Cause, as used herein includes, but is not limited to, any conduct tending to reflect discredit upon the school or upon the employee by impairing his continued usefulness as a Christian role model for the students.

Adjunct Faculty

Adjunct faculty may be hired after proper documentation and consultation between the President, Academic Dean and the appropriate Department Chair. Adjunct Faculty employment standards are identical to full-time Faculty standards.

Conditions of Employment

In keeping with the spiritual and educational outcomes of VBC, each faculty member agrees to the following conditions of employment:

- 1) I agree that, as part of the qualifications for this position, I am a "born-again" Christian who knows the Lord Jesus Christ as Savior (John 3:3, 1 Peter 1:23). I accept without verbal or mental reservations the school's Doctrinal Statement as written in the Faculty Handbook and am committed to upholding it. I also give testimony that teaching is a spiritual calling and that teaching in Veritas Baptist College is God's direction for my life for this school year.
- 2) I agree to manifest by daily example the highest Christian virtue serving as a Christian role model (1 Timothy 4:12) both in and out of school to students (Luke 6:40) and fellow employees. I agree that instruction is not only through rational explanation of formal subject material, but even more powerfully through word, deed, example, and shared experience. I agree to support and abide by the Standard of Conduct as stated in the Faculty Manual.
- 3) I agree to accept the board's interpretation of biblical standards for my sexual behavior. That any sexual misconduct—including, but not limited to—premarital, extramarital, or homosexual activity; sexual harassment; use or viewing of pornographic material or websites; and sexual abuse of children is forbidden and violates the employment requirement of being a Christian role model. I agree that such behaviors are grounds for immediate dismissal from my teaching position.
- 4) I agree to faithfully attend and financially support a local Baptist church whose fundamental beliefs are in agreement with the Doctrinal Statement of Veritas Baptist College (Hebrews 10:25).
- 5) I affirm that I have read and will abide by the statements and policies described in the VBC Faculty Manual. I also agree to abide by any additions, changes, or deletions made to school policies at the sole discretion of the Board of Directors without prior notice during this contract year.

6) I agree that my assignment to classes is to be made in consultation with the President, Department Chair, and Academic Dean. I agree to maintain a classroom atmosphere that is conducive to learning. This includes maintaining a professional appearance.

7) I agree to try at all times to understand, appreciate, love, and serve the students entrusted to me for instruction, and will to the best of my ability provide for their fullest spiritual, intellectual, physical, and emotional development. I agree to observe appropriate confidentiality in regard to student and school matters.

8) I agree to be present for such meetings and conferences as may be called by the administration.

9) I agree that any previous agreements, whether written or oral, are fully merged into this agreement, and that no other agreement, statement, or promise other than those contained in this contract shall be valid or binding on either party.

10) I agree to attempt to resolve differences with others (students, fellow-workers, and administration) by following the biblical pattern of Matthew 18:15-17.

11) I agree to give the Board 30 days' prior written notice of intended resignation unless a different termination date is mutually agreed upon. I understand that payment shall be made of that proportionate part of the salary which the number of days of actual duty bears to the number of days covered by the contract for teachers that resign or are terminated. I agree that all fringe benefits will end on the last day of employment.

12) I understand and agree that my employment may be terminated before the end of the school year for cause, and that there is no right to renewal of this contract. Where cause exists, the Administrative Cabinet may terminate this contract, provided that I have been informed of the cause or causes for discharge and have been given an opportunity to respond to it/them prior to final termination. I agree that failure to request a meeting with the Administrative Cabinet within seven days of delivery of the termination notice shall waive my right to such a meeting and the termination is final. I agree that the Administrative Cabinet has the sole right to make the dismissal immediate or with longer notice depending upon the reason(s) for dismissal. Cause, as used herein includes, but is not limited to, any conduct tending to reflect discredit upon the school or upon me by impairing my continued usefulness as a Christian role model for the students.

Full-Time Faculty Workload Requirements and Restrictions

A full-time faculty member's primary professional employment is with VBC. He devotes substantially all working time during the contracted time to the specified job responsibilities. His outside professional activities do not detract from the specified job responsibilities. Duties include the following:

- Posting and keeping office hours.
- Teaching courses as assigned up to 30 credits per academic year.
- Receiving additional remuneration for any credits beyond the 30.

Adjunct Faculty Workload Requirements and Restrictions

An adjunct faculty member is contracted to teach one or more specifically identified courses for one or more specified academic terms. Other duties include holding weekly office hours.

Scheduling Non-Instructional Commitments

Definition: Non-classroom commitments are those responsibilities held by a full-time faculty member on or off campus which may directly or indirectly influence one's teaching, preparation, class schedule, or related responsibilities. The College reserves the right to have approved in advance all internal/external extra obligations of each faculty member. These responsibilities include pastorates, non-VBC work commitments, VBC-related work commitments, and civic responsibilities (whereby regular hours must be maintained). Those wishing to maintain non-classroom commitments must send a written request through the Academic Dean.

Outside Employment

It is the policy of the College to place certain restrictions on its full-time employees with regard to holding second jobs. The College recognizes the right of its employees to do as they please outside of regular working hours to augment their incomes. However, employee rights in this area must be balanced against the College's need for full productivity during working hours and for loyalty from its employees. It must be realized that employment with the College is the employee's primary responsibility. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, refusal to work overtime, or unfaithful church attendance. No employee shall accept any employment or assignment with any organization without the prior approval of the President. No employee shall use any College property, equipment or supplies for reasons of personal business or in the conduct of outside employment. Due to the nature of faculty positions, outside employment during the academic year is discouraged. If a faculty member requests permission for outside employment, the request must be approved by the President.

Confidentiality of Compensation Information

It is the policy of the College to regard the compensation of all College employees as personal and confidential information. The compensation level, grade and range of each individual employee are regarded as personal and confidential information. Any individual inappropriately disclosing or discussing compensation information will subject himself or herself to immediate termination of employment.

Employee Attendance and Punctuality

It is the policy of the College to encourage habits of good attendance and punctuality on the part of all employees. Employees are expected to report for work whenever scheduled. Employees must be at work at the regular starting time and at the prescribed time after breaks and lunch. Employees shall remain at work until the regular quitting time. Times of fellowship, group prayer, and staff devotionals involving hourly employees should not be scheduled during working hours. If an employee is going to be late or is unable to report for work as scheduled, he must report his expected lateness or absence to his immediate supervisor as early as possible but at least one and one-half (1.5) hours in advance.

Payroll

It is the policy of the College to pay all of its employees on a monthly basis and to comply with all federal, state, and local laws concerning payroll deductions. All new employees must complete all necessary employment paperwork before their first paycheck will be issued. Faculty members will be paid by the 10th of each month of the academic year. All employees shall participate in social security contributions upon employment. The College will pay its share and automatically deduct the employee's share. Ordained, licensed, and/or commissioned ministers are self-employed for social security tax purposes. The College will add its share of social security contributions to their wages for full-time employees. Federal income tax will be withheld according to the W-4 Form completed by the employee.

Fraud and Integrity

Veritas Baptist College is committed to the highest standards of ethical conduct and fair dealing. Embedded in our identity is a strong belief that God is truth, His Word is truth, Jesus is the Truth, and that the Spirit guides us into all truth. Knowing that God's children are to be truthful, avoiding all dishonesty, deception, and lying, we must work together to create an organization of which the Lord can be continually pleased. We desire that this not only be found in the quality of our work, but also in the way we conduct our affairs.

This policy is intended to help each of us focus on the responsibility we owe to the Lord, to one another, to the College, to those whom we serve, to others with whom we do business to conduct ourselves honestly and ethically as we endeavor to be good stewards. The College will not engage in practices or procedures that are designed to

deceive students or falsify information to them. This policy applies to each of the College's directors, officers, and employees (referred to as "responsible persons").

Responsible persons are expected to conduct themselves with honesty and integrity – ethically handling actual or apparent conflicts of interest between personal and professional relationships. Our actions must comply with applicable laws, financial policies and procedures, rules and regulations, and be free from unethical discrimination, libel, slander, or harassment. This includes the proper use of the College's resources (including financial).

Confidentiality

"Confidential information" refers to information that is not available to the public (or that one would normally expect to be non-public). For example, confidential information includes:

- Information marked as "Confidential" or with a similar marking;
- Information related to hiring decisions (current, former, and prospective employees);
- Information related to current, former, and prospective directors and volunteers that has not been made public, and financial reports and data that have not been made public.

Responsible persons must use reasonable care to protect the confidentiality of private information of the College and must not disclose confidential information to unauthorized persons, even subsequent to termination of their affiliation with the College. This means you should:

- Be prudent and aware of where, when, and how the College's matters are discussed;
- Not leave confidential information unattended or in public view;
- Not access confidential information unless you are specifically authorized to do so and the information is required to conduct College affairs;
- Not disclose confidential information to other personnel except on a legitimate "need-to-know" basis;
- Not remove confidential information from the College's premises or make copies of any materials containing confidential information, except as required to conduct the College's legitimate affairs;
- Never use or disclose any confidential information for personal gain or to the advantage of yourself or any other person;
- Contact the President's office before disclosing confidential information to a third party;
- Contact the President's office before requesting, accepting, using, or disclosing confidential information from a third party.

Reporting Violations

Employees are encouraged to report immediately any known or suspected violations of theft, fraud, dishonesty, or breach of confidentiality. In some circumstances, the College may report the matter to law enforcement authorities.

Whistleblower Policy

The College maintains an open-door policy and suggests that employees share their questions, concerns, suggestions, or complaints with someone who can address them properly. Retaliation for reporting an ethical violation is prohibited.

Handling of Reported Violations

Employees who violate this policy may be subject to disciplinary action, dismissal, or other corrective action in the discretion of the College.

VBC Purchased Computers

VBC-purchased computers are for the intended users only. Computers should not be lent out or used by anyone besides the VBC employee for the privacy and security of the employee and the college.

Security Awareness

Faculty and staff will sign agreement to security awareness policies by completing an annual presentation. These policies are designed to protect the employee and the college when using the internet.

EMPLOYEE BENEFITS

Employee benefits include educational assistance, tuition discount, and paid time off. Details can be found in their respective sections.

Educational Assistance

It is the policy of the College to encourage employees to prepare for greater opportunities and responsibilities within the College. In order to achieve this goal, the College may pay for or reimburse eligible employees for educational costs incurred. An employee may apply for educational assistance by submitting a request to his supervisor. This request must be made prior to the approval of the budget for the next year.

The course of instruction must be designed to maintain or improve skills within the employee's job or enhance career advancement within the College and/or must have administrative approval. The amount of educational assistance may be limited by annual budget constraint. For graduate level courses leading to an advanced degree, payment will be made for tuition and textbooks within limits once the employee is enrolled. A satisfactory GPA (3.0) must be maintained to be eligible for continued education assistance. Any time the employee's GPA falls below the minimum to remain in the course of study, all payments by the College for costs will terminate. Being placed on academic probation will disqualify an employee from receiving additional assistance. Fees for late registration will not be reimbursed. Eligibility for reimbursement ceases upon termination. Employees who terminate their employment for reasons within their control within thirty-six (36) months after receiving educational assistance, are required to reimburse the College a prorated share of the educational assistance paid to them. The employee will be given credit for that portion of the year worked. Qualified educational expenses are subject to income tax based on [current IRS regulations](#). Expenses above this amount or non-qualified expenses will be included on the employee's W-2 form as wages.

Tuition Discount

It is the policy of VBC to provide instructors with tuition discounts for VBC classes that they take as students. Instructors will receive a tuition discount off the standard tuition rate. Registration, matriculation, and other fees must be paid by the employee. The tuition discount (undergraduate or graduate) will be 100% for full-time employees and 50% for adjunct faculty and hourly employees. The undergraduate tuition discount is 50% for a full-time employee's child and 25% for a part-time employee's child. The undergraduate tuition discount for an administrator's child is 100%. Tuition discounts for faculty members who are taking VBC courses to increase their teaching effectiveness will be determined by the Administrative Cabinet.

Holidays

It is the policy of the College to observe certain holidays each year. Each holiday observed by the College will be a day off with pay for most employees. Full-time employees will be entitled to the following paid holidays:

1. Five business days for Spring Break
2. Memorial Day
3. Independence Day
4. Labor Day
5. Two days for Thanksgiving Break
6. Five business days for Christmas Break (Includes New Year's Day)

Full-time employees will receive their regular rate of pay for each eligible holiday. Part-time and temporary employees are not eligible to receive holiday pay. When a holiday falls on a Saturday, it will normally be observed on the preceding Friday. When a holiday falls on a Sunday, it will normally be observed the following Monday. If a holiday occurs during an employee's vacation period, an additional day of vacation will be granted. With the prior approval of the employee's supervisor, this additional day may be taken at the beginning or end of the employee's vacation period, or at another time during the year. Twelve (12) Month Employees: Regular full-time twelve (12) month employees will only receive additional paid time off as granted by the College vacation policy.

Maternity Leave

It is the policy of the College to grant time off with pay for full-time employees for maternity leave equal to one week.

Bereavement Leave

It is the policy of the College to provide for the absence of a full-time employee, without loss of pay, in the event of death in the family so that the employee may attend the funeral. An employee who is absent from work due to the death of a member of his immediate family shall be entitled to paid bereavement leave, not to exceed three days at the straight time rate of pay, to allow him to attend the funeral. For the purposes of this policy "immediate family" means the employee's spouse, brother, sister, parent, children, father-in-law, mother-in-law, and any member of the employee's household. This also applies to "step" relatives in the above listed categories.

Vacations

It is the policy of the College to grant time off with pay for full-time employees for annual vacations. Full-time employees are allowed two weeks of paid vacation: one week taken at Christmas and one week scheduled throughout the year. A third week of vacation will be given after five years of service. Vacations must be approved by the immediate supervisor and President.

Sick Pay/Personal Days

It is the policy of the College to grant time off with pay for full-time employees for personal illness or emergencies. Full-time employees are allowed five days for illness and three days for personal business or emergencies. Illnesses should be reported to the immediate supervisor as early as possible. Non-emergency personal days require prior approval by the supervisor.

Spiritual/Professional Development

The institution will provide opportunities for the professional and spiritual growth of the faculty. Provisions are made for faculty to advance their educational degrees at accredited institutions in accordance with the outcomes of the College. At Faculty Meetings, workshops are conducted to provide the faculty with professional and spiritual growth. The Faculty Organization assists the Administration in creating opportunities for faculty development and growth.

Faculty may request financial assistance for additional post-graduate degrees for the benefit of the institution. Financial assistance is limited and will be granted as it becomes available and is considered on a case-by-case basis. A faculty member is financially responsible for any courses completed less than one year prior to leaving the college's employment. The college encourages faculty development.

Faculty members are encouraged to stay current with journals and professional articles published in their teaching field. The VBC Administrative Cabinet considers it a benefit to provide access to these types of academic resources. Faculty members who desire to receive specific resources related to their teaching fields should make their requests known to the college office in writing. Each request will be taken under consideration by the Administration.

Full-time faculty members may request that the College pay up to \$100 for yearly membership to a professional organization directly related to their college responsibilities.

Faculty members should endeavor to further their knowledge and skills in their fields of teaching by research, professional reading, attending professional seminars and conferences, and interaction among fellow faculty members. Faculty members will be yearly evaluated by their peers and administration.

Access to Facilities

Since all our courses are online, the majority of our employees are work-from-home employees. The college office in Indiana is a closed campus. Any access to the facilities must be approved through the college office.

Securing Equipment and Supplies

Faculty members and students have access to online tools to successfully complete their coursework. There is no physical equipment available in an online environment.

Retirement Contributions

Full-time employees may contribute to the 403b retirement plan through Guidestone Financial Resources. Contact the college office for more information.

Healthcare Stipend

A full-time employee can participate in our healthcare stipend plan (Christian Healthcare Ministries or Samaritan Ministries) if the employee's spouse is not offered insurance through his or her place of employment. In our stipend plan, Veritas covers a portion of the employee's premiums at \$500 per month. Details regarding Christian Healthcare Ministries and Samaritan Ministries are available from the college office.

APPENDICES

ADMINISTRATIVE AND ACADEMIC CONTACT INFORMATION

ADMINISTRATIVE CABINET

Phone Number (812) 221-1714

President/CEO

Dr. Mike Lester

Ext. 301

mikelester@vbc.edu

Academic Dean/Director of Library and Assessment

Mrs. Ann Rill

Ext. 310

annmarierill@vbc.edu

Business Manager/CFO

Mrs. Sherry Davis

Ext. 308

sherrydavis@vbc.edu

DEPARTMENT CHAIRS

Phone Number (812) 221-1714

Interim Ministry Chairs (Undergraduate)

Dr. Fred Christian

fredchristian@vbc.edu

Ministry (Graduate/Postgraduate)

Dr. Brian Wagner

brianwagner@vbc.edu

Education (Undergraduate)

Mrs. Krista Smith

kristasmith@vbc.edu

Education (Graduate/Postgraduate)

Dr. Lisa Joyner

lisajoyner@vbc.edu

General Education

Dr. Penny Edmonds

pennyedmonds@vbc.edu

TECHNICAL ASSISTANCE

Questions regarding Playposit, Medial, Turnitin

Dr. Lisa Joyner

lisajoyner@vbc.edu

Questions regarding Canvas and Zoom

Mrs. Ann Rill

annmarierill@vbc.edu

UNDERGRADUATE 15-WEEK COURSE SYLLABUS TEMPLATE



Course Name

Course # – # Credits

Veritas Baptist College

Semester, Year

Instructor Name, degrees

Phone Number: This should be the number that you want students to contact you at if a need arises. You may wish to include a note about your availability (Feel free to call between the hours of 8 a.m. and 9 p.m.).

Office Hours: These can be in person or virtual. You may wish to state your availability and also say that meetings are by appointment only – whatever system you wish to use. Consider two – three hours per week per course, all in one block on one day or spread out throughout the week, day or evening.

Course Description:

This should be identical to what is in the catalog (available on the website)

Course Purpose:

More specific than the description – how will this course prepare the student for service?

Course Outcomes:

1. These should be measurable.
2. Use the verb list for outcomes provided in the faculty handbook.
3. Some outcomes are pre-determined and will be assigned by your department chair. You may add to these, but you may not remove these. They must be addressed throughout the semester.
4. Keep your list of outcomes manageable and measurable. A group of three to six outcomes is plenty.
5. Remember, you must be able to justify your reason for the objective, and you must assess the students' understanding/knowledge of the objective.
6. All projects, quizzes, and tests must be justified by the outcomes. If it doesn't meet your outcomes, it should not become the focus of your course – may even need to be left out.

Course Requirements:

1. Mention everything here.
2. Is weekly reading required?
3. Will there be weekly lectures to attend or watch?
4. Will there be live or online discussions that students are expected to participate in with you and the other students? (Be sure that you make it clear that you, as the instructor, will be participating in these as well)
5. Will there be quizzes, tests, midterm and final exams?

6. Will there be projects or papers?
7. Will there be presentations?
8. Will there be observations?

Grading Criteria: *Every assessment that you assign must be attached to an assignment group. Every group will be worth a percentage of the final grade. Assignment groups must total 100%. Once assigned on the syllabus, assignments or assignment groups cannot be removed.*

Quizzes	%
Tests	%
Papers	%
Discussion	%

Textbooks:

1. List all required textbooks here.
2. Use the proper citation method – MLA for undergraduate courses, Chicago for graduate courses.

College Policies

Administrative Removal from Course:

It is important that students engage in distance education courses from the very first session and remain engaged throughout the semester if they wish to succeed.

1. Session 1 Quiz: The Advising Office will be adding an Accountability Quiz to every course. Students must complete the quiz by noon on the Monday of Week 2. Those who do not complete the quiz will be automatically removed from the course.
2. Week Three Check-up: The Advising Office will be checking student progress again at noon on the Monday of Week 4. Any student who has no coursework (quizzes, tests, discussions) beyond the Session 1 Accountability Quiz will be automatically removed from the course.
3. Midterm Assessment: The Advising Office will be checking student progress a third time at noon on Monday of Week 10. Any student who has submitted less than 50% of the assignments with due dates through Week 9 will be automatically removed from the course.

Discussion Board Work

All comments and replies should be posted according to the requirements outlined in the “Graded Discussion” section on the top right of each post by the due date listed in Assignments. It is expected that your posts are substantive in nature. Your instructor will also be participating regularly on the discussion board.

Evaluations: Items in the evaluation column of your scope and sequence are due by the date posted on the Assignment page in the LMS.

Grading

All assignments will be graded within **two weeks** of the due date.

Instructor Responses to Email and Voicemail

Instructors are available to answer questions throughout the week. You can expect an answer within 48 hours of making a proper contact via email or through leaving a voice message. However, if you believe that your question pertains to the entire class, please post it in the designated area for questions on the course page. Everyone in the class will be alerted to the posting and will have the opportunity to respond to the question and/or to the answer.

Midterm Cut-off for Accepting Coursework:

All coursework due before Week 8 must be submitted no later than noon Monday of Week 9 to receive any credit for it. Coursework not submitted by this time will receive a zero.

Midterm and Final Exam Assignments

Any assignment labeled “midterm” or “final” in either the title of the assignment or in the name of the assignment group on Populi - whether a test, written project, or presentation – must be completed by the due date. Late assignments will not be accepted; rather a zero will be recorded.

Plagiarism Policy:

Plagiarism is purposely or accidentally using any ideas or opinions from other sources within a paper or speech without giving the author proper credit. Even if you use information that is not a direct quotation but is rather summarized or paraphrased in your own words, you must give proper credit to the author.

To ignore these guidelines is to plagiarize. Any student who plagiarizes, accidentally or intentionally, will receive a failing grade on the assignment and may be required to rewrite the paper before receiving credit for the course.

Instructors reserve the right to require a student to present any original sources when the proper documentation is in question.

Repeating a Course

Core courses in your program require a grade of C to be considered passing. If you earn below a C, you will be required to retake the course. View your degree audit on Populi or check with your adviser if you are unsure about the grade requirement of any course.

Statement of Students with Disabilities:

Students who require academic accommodations due to any physical, psychological, or learning disability should request assistance from the instructor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to the instructor within the first two weeks of class.

Tests and Exams

Tests and exams must be taken by the due date in order to receive a grade above 0%. Tests are available for a minimum of **four days**, so if you know that you are going to be busy, plan ahead. No proctor is needed, so there should be very few reasons, if any, for these to not be

taken on time. If there is an extenuating circumstance, please touch base with me *before* the deadline arrives. I cannot give grace after the fact.

Course Policies

Date/Session

Each session opens no later than 7 p.m. on **Thursday**.

Reading

All assigned reading for the session is expected to be completed by the day that the session opens so that students can intelligently participate in the course lectures and discussions.

Written Work

Unless otherwise stated or arranged, all written work should be uploaded to the appropriate dropbox or discussion forum by **noon on the day it is due**. A late submission will receive an automatic ten-percent deduction each day that it is overdue. **No assignments will be accepted more than nine days after the due date**. You will, instead, receive a grade of 0%. *Please note: College policy states that no work will be accepted after the officially scheduled date of the final exam.*

Presentations

Presentations must be completed on the scheduled date. If you come unprepared, your grade will immediately drop 20 points. You will then be rescheduled to give your presentation the next time we meet, but it will be at the end of the class period, and only if time allows.

Observations

You are required to complete three observations throughout the semester at _____ (depending on your field).

- i. You may make multiple observations at the same school, but not in the same classroom.
- ii. You may not observe a class that you are currently teaching or assisting in.
- iii. You may complete all observations on the same day, but this is not recommended. You must use the three separate observation forms provided for your observations.
- iv. Observations may be turned in early, but will not be accepted more than one week late. Five points will be deducted each day, including weekends.
- v. If you are required to complete observations for another class, you may combine the two as long as the other instructor approves.
- vi. You must contact the school and the instructor at least 24 hours in advance of your observation for permission. I highly recommend that you ask 72 hours in advance.
 1. Dress professionally (no less than the standards set for the instructors in that particular school).
 2. Arrive on time – early is better.
 3. Leave promptly – do not linger at the school.
 4. Know the school’s policies for visitors and follow them.
 5. Send a thank you via the post office or e-mail following your visit.

Sequence and Outline *Include both the date and the session number (there are 15)*

DATE/ SESSION	PRE-SESSION WORK	CLASS LECTURES/ DISCUSSIONS*	EVALUATION
Date / Session 1	Anything listed here is expected to be completed when the student comes to class – reading, practice problems, etc.	What is the topic of your session today?	What assessments are the students responsible for before the next session? (quiz, test, paper, etc.) No need for detail here. Include that on the assignment page or in the Lessons tab on Populi
Date / Session 2			
Date / Session 3			
Date / Session 4			
Date / Session 5			
Date / Session 6			
Date / Session 7			
Date / Session 8			
Date/ No Class	SPRING BREAK – NO CLASSES OR ASSIGNMENTS DUE MARCH 4-8		
Date / Session 9			
Date / Session 10			
Date / Session 11			
Date / Session 12			

Date / Session 13			
Date / Session 14			
Date / Session 15			
Final Exam	The final exam will open at midnight following session 15 and will remain open through midnight, Tuesday, April 30, 2019.		

**Required reading and assessments for the students will not change, but the instructor reserves the right to add or subtract from the topics of class discussion throughout the semester as he/she sees fit.*

Bibliography: *A bibliography is required for all courses. This should include at a minimum every resource that you use or refer to outside of the required textbooks. This may also include a list of helpful resources for future reference or for research. You may add to your bibliography throughout the semester, updating the syllabus as needed. Please follow the proper MLA or Chicago guidelines for your bibliography. **It is a copyright infringement to fail to cite any and all resources you use in your class. Please make this a priority.** Below is a list of items that should be included:*

- *Websites*
- *Journal/Magazine articles*
- *Books*
- *Audio recordings*
- *Video recordings*
- *Television programs*
- *Surveys*
- *Interviews*
- *Lectures/Speeches*
- *Handouts that are not original to you – anything you adapted*

GRADUATE 16-WEEK COURSE SYLLABUS TEMPLATE



Course Name

Course # – # Credits

Veritas Baptist College

Semester, Year

Instructor Name, degrees

Phone Number: This should be the number that you want students to contact you at if a need arises. You may wish to include a note about your availability (Feel free to call between the hours of 8 a.m. and 9 p.m.).

Office Hours: These can be in person or virtual. You may wish to state your availability and also say that meetings are by appointment only – whatever system you wish to use. Consider two – three hours per week per course, all in one block on one day or spread out throughout the week, day or evening.

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More specific than the description – how will this course prepare the student for service?

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13. Will there be quizzes, tests, midterm and final exams?
14. Will there be projects or papers?

- 15. Will there be presentations?
- 16. Will there be observations?

Grading Criteria: *Every assessment that you assign must be attached to an assignment group. Every group will be worth a percentage of the final grade. Assignment groups must total 100%. Once assigned on the syllabus, assignments or assignment groups cannot be removed.*

Quizzes	%
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Instructors reserve the right to require a student to present any original sources when the proper documentation is in question.

Repeating a Course

Core courses in your program require a grade of *B* to be considered passing. If you earn below a *B* you will be required to retake the course. Only two elective VBC courses with a grade of *C* are permitted in your program. Check your degree audit on Populi or check with your adviser if you are unsure about the grade requirement of any course.

Statement of Students with Disabilities:

Students who require academic accommodations due to any physical, psychological, or learning disability should request assistance from the instructor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to the instructor within the first two weeks of class.

Tests and Exams

Tests and exams must be taken by the due date in order to receive a grade above 0%. Tests are available for a minimum of **four days**, so if you know that you are going to be busy, plan ahead. No proctor is needed, so there should be very few reasons, if any, for these to not be

taken on time. If there is an extenuating circumstance, please touch base with me *before* the deadline arrives. I cannot give grace after the fact.

Course Policies

Date/Session

Each session opens no later than 7 p.m. on **Thursday**.

Reading

All assigned reading for the session is expected to be completed by the day that the session opens so that students can intelligently participate in the course lectures and discussions.

Written Work

Unless otherwise stated or arranged, all written work should be uploaded to the appropriate dropbox or discussion forum by **noon on the day it is due**. A late submission will receive an automatic ten-percent deduction each day that it is overdue. **No assignments will be accepted more than nine days after the due date**. You will, instead, receive a grade of 0%. *Please note: College policy states that no work will be accepted after the officially scheduled date of the final exam.*

Presentations

Presentations must be completed on the scheduled date. If you come unprepared, your grade will immediately drop 20 points. You will then be rescheduled to give your presentation the next time we meet, but it will be at the end of the class period, and only if time allows.

Observations

You are required to complete three observations throughout the semester at _____ (depending on your field).

- vii. You may make multiple observations at the same school, but not in the same classroom.
- viii. You may not observe a class that you are currently teaching or assisting in.
- ix. You may complete all observations on the same day, but this is not recommended. You must use the three separate observation forms provided for your observations.
- x. Observations may be turned in early, but will not be accepted more than one week late. Five points will be deducted each day, including weekends.
- xi. If you are required to complete observations for another class, you may combine the two as long as the other instructor approves.
- xii. You must contact the school and the instructor at least 24 hours in advance of your observation for permission. I highly recommend that you ask 72 hours in advance.
 - 1. Dress professionally (no less than the standards set for the instructors in that particular school).
 - 2. Arrive on time – early is better.
 - 3. Leave promptly – do not linger at the school.
 - 4. Know the school's policies for visitors and follow them.
 - 5. Send a thank you via the post office or e-mail following your visit.

Sequence and Outline *Include both the date and the session number (there are 8)*

DATE/ SESSION	PRE-SESSION WORK	CLASS LECTURES/ DISCUSSIONS*	EVALUATION
Date / Session 1	Anything listed here is expected to be completed when the student comes to class – reading, practice problems, etc.	What is the topic of your session today?	What assessments are the students responsible for before the next session? (quiz, test, paper, etc.) No need for detail here. Include that on the assignment page or in the Lessons tab on Populi
Date / Session 2			
Date / Session 3			
Date / Session 4			
Date / Session 5			
Date / Session 6			
Date / Session 7			
Date / Session 8			
Date / Session 9			
Date / Session 10			
Date / Session 11			
Date / Session 12			

Date / Session 13			
Date / Session 14			
Date / Session 15			
Date / Session 16			

**Required reading and assessments for the students will not change, but the instructor reserves the right to add or subtract from the topics of class discussion throughout the semester as he/she sees fit.*

Bibliography: *A bibliography is required for all courses. This should include at a minimum every resource that you use or refer to outside of the required textbooks. This may also include a list of helpful resources for future reference or for research. You may add to your bibliography throughout the semester, updating the syllabus as needed. Please follow the proper MLA or Chicago guidelines for your bibliography. **It is a copyright infringement to fail to cite any and all resources you use in your class. Please make this a priority.** Below is a list of items that should be included:*

- *Websites*
- *Journal/Magazine articles*
- *Books*
- *Audio recordings*
- *Video recordings*
- *Television programs*
- *Surveys*
- *Interviews*
- *Lectures/Speeches*
- *Handouts that are not original to you – anything you adapted*

MEASURABLE VERBS FOR WRITING OUTCOMES

KNOWLEDGE

count
define
describe
draw
identify
labels
list
match
name
outlines
point
quote
read
recall
recite
recognize
record
repeat
reproduces
selects
state
write

COMPREHENSION

associate
compute
convert
defend
discuss
distinguish
estimate
explain
extend
extrapolate
generalize
give examples
infer
paraphrase
predict
rewrite
summarize

APPLICATION

add
apply
calculate
change
classify
complete
compute
demonstrate
discover
divide
examine
graph
interpolate
interpret
manipulate
modify
operate
prepare
produce
show
solve
subtract
translate
use

ANALYSIS

analyze
arrange
breakdown
combine
design
detect
develop
diagram
differentiate
discriminate
illustrate
infer
outline
point out
relate
select
separate
subdivide
utilize

SYNTHESIS

categorize
combine
compile
compose
create
derive
design
devise
explain
generate
group
integrate
modify
order
organize
plan
prescribe
propose
rearrange
reconstruct
relate
reorganize
revise
rewrite
summarize
transform
specify

APPRAISE

appraise
assess
compare
conclude
contrast
criticize
critique
determine
grade
interpret
judge
justify
measure
rank
rate
support
test

CHECKLIST FOR CREATING A COURSE

1. Choose textbooks.

- a. Use either the one used in a previous class or select another.
- b. Request a free desktop copy for instructor use directly from the publisher. You'll need to create an account, and you may need to wait a few days for them to contact the school to verify that you are instructor for VBC. (The information for some publishers is below.)
 - i. Sage Publishers: <https://us.sagepub.com/en-us/nam>
 - ii. Cengage Publishers: <https://login.cengage.com>
 - iii. Pearson Publishers: <https://www.pearson.com/us/higher-education.html>
(Pearson is the hardest to work with – complicated website and processes.)

2. Send your choice of textbook(s) to your department chair for approval.

3. Prepare syllabus. Use template provided.

4. Prepare the course sequence and schedule. Use the textbook as a guide for your instruction, but you do not need to cover only the text. You are free to add in supplemental resources that you wish to cover if you are staying true to the course description and learning outcomes.

- Include your introduction to the course and any review sessions as part of those lectures. For example:
 - Lecture 1 – Introduction to the Course
 - Lecture 15 – Review for the Mid-Term Project (or exam)
 - Lecture 45 – Review for the Final Exam
- Include a major project at the mid-term. This does not need to be an exam per se. It can be a paper or an appropriate project.
- Include an exam at the end of the semester.
- Add reading assignments to each week. List the author's name and the page numbers that the students should read. This goes in the left column beside the session number.
- Add a weekly discussion board. You can put in the prompts each week as you go. This goes in the far-right column.
- Add assignments for each week – quizzes, projects, etc...

5. Follow the Department of Education guidelines as you design your course. Courses must be designed to have “regular and substantive interaction” and to meet specified time requirements.

“Regular and Substantive Interaction”

- A course must “support regular and substantive interaction between the students and the instructor, synchronously or asynchronously” in order to be considered a distance education course and not a correspondence course (Higher Education Opportunity Act, Pub. L. 110-315, 122 Stat. 3078, codified as amended at 34 C.F.R. §600.2).

- Although the DOE has never clearly defined “regular and substantive interaction,” details from the Office of the Inspector General’s Final Audit Report concerning Western Governors University does provide some guidance. The report states, “We considered an interaction to be substantive if the course design materials described student interaction with a course mentor or required an individual submission of a performance task for which an evaluator provided the student feedback. We did not consider the following to be instances of substantive interactions between students and instructors:
 - “Objective assessments that students submitted for evaluation because feedback on objective assessments was computer-generated, was not provided by instructors, and did not facilitate synchronous or asynchronous interaction between students and instructors.
 - “Recorded webinars, videos, and reading materials if the course design materials did not require the students to watch the webinars or videos and then interact with an instructor. Many course outlines stated only that course mentors were available to students for assistance if the student wanted to contact the course mentor. Had the course design materials indicated that the recorded webinars, videos, and reading materials facilitated synchronous or asynchronous interactions, such as requiring the student to contact an instructor or participate in an online discussion moderated by an instructor, we would have considered those instances to be substantive interaction” (Office of the Inspector General, U.S. Department of Education. (2017, September). *Final Audit Report: Western Governors University Was Not Eligible to Participate in Title IV Programs (Control No. ED-OIG/A05M0009)*. Retrieved from <https://www2.ed.gov/about/offices/list/oig/auditreports/fy2017/a05m0009.pdf>, accessed April 30, 2019).

Time Requirements

- For each credit hour of the course, there must have at least 50 minutes of “instructional time” in which the student is “academically engaged” in supervised educational activities. Homework and research do not count toward this requirement, but they do count toward the two hours of outside work required per credit hour. The guidance given by the Department of Education stipulates that one credit hour “reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a semester for a semester hour” (CH-A3), calculating a course hour as 50 minutes in clock hours, resulting in a total of 37.5 clock hours for each course credit hour (<https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>, accessed April 30,2019).
 - “CH-A4: There is no ‘seat time’ requirement implicit in the definition of a credit hour. An institution that is offering asynchronous online courses would need to determine the amount of student work expected in each online course in order to achieve the course objectives, and to assign a credit hour based on at least an equivalent amount of work as represented in the definition of credit hour. [Guidance issued

3/18/2011]”

(<https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>, accessed April 30,2019).

- “CH-A5: In general, a week of instructional time is any seven-day period in which at least one day of regularly scheduled instruction or examination occurs; instructional time does not include vacation time, homework, or periods of counseling or orientation. Thus, in any seven-day period, a student is expected to be academically engaged through, for example, classroom attendance, examinations, practica, laboratory work, internships, supervised studio work. In the case of distance education and correspondence education, academic engagement would include, but not be limited to, submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; attending a study group that was assigned by the institution; contributing to an academic online discussion; and initiating contact with a faculty member to ask a question about the academic subject studied in the course. Merely logging into the electronic classroom does not constitute academic engagement.

“Even though a student’s homework, research, or other unsupervised student work is not considered in determining the weeks of instructional time in an educational program, such student work would be considered in determining the number of credits to be awarded for a student’s coursework”

(<https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>, accessed May 30,2019).

- Please see the summary chart below.

	8 Weeks	15 Weeks	Total Hours for Semester
1 credit	N/A	3 hrs. per week	45 (37.5 clock hours)
2 credits	11.25 hrs. per week	6 hrs. per week	90 (75 clock hours)
3 credits	16.875 hrs. per week	9 hrs. per week	135 (112.5 clock hours)

6. Complete the course workload estimator for each of your courses. Use the Workload Estimator located in this article: <http://cte.rice.edu/blogarchive/2016/07/11/workload>

Reading Assignments:

- Take the total number of pages of reading your students are to complete throughout the semester and divide it by 15. If students are assigned to choose books/articles to review, use the minimum number of pages those items can be to get your figure.
- Choose "Engage" for the purpose of reading assignments because that is ultimately what we expect our students to do.

Writing Assignments:

- Take the minimum total number of pages of writing your students are to complete throughout the semester and divide it by 15.
- Choose, at a minimum, "*Argument*" for writing tasks. Graduate courses and some undergraduate courses would be best served to choose "*Research*."
- Choose "*Extensive Drafting*" since our expectation is that students present their best work on every assignment.
- Count each discussion post as one typed page. By the time students write their own post, respond to other posts, and reply to responses on their posts, they should be close to the 250 words page density, if not over that amount. For master-level work (and for certain undergraduate courses), this would probably be doubled.

Exams:

- Include all quizzes and tests here. Include the minimum amount of time your students will *study* for the assessment as well as the maximum amount of time you give them *to complete* an assessment. Conventional thinking is that students should study about *triple the amount of time given to take the assessment*; however, the reality is that most spend less. I double the time given (you can choose to keep the triple number if you wish). A 20-minute traditional quiz would take a total of 60 minutes of a student's time - 40 for studying and 20 for taking the quiz.

Other Assignments:

- Include lectures, oral presentations, observations.

7. Submit your syllabus as a Word document to your department chair for approval.

Include in your email the workload estimate that was generated by the estimator for your course.

8. Post your syllabus in the Welcome, Begin Here module on Canvas. When you have received approval from the department chair to post your syllabus the Info tab on Populi as a "File." Syllabi should be available to the students no more than a week before the course opens.

9. Update your Profile. In Populi, under the Home Page, go "My Profile" and choose "Info." Make sure that the correct phone numbers and email addresses are listed here. Use your vbc.edu email address.

10. Post a link to the textbook(s) under the Info tab. Put the *isbn* number in the box, and Populi will convert it to a link where students can purchase the book. If this does not work, you can enter the textbook(s) manually.

11. Add additional files and links to the Welcome, Begin Here module.

- a. Writing Rubric
- b. Instructions for Online tools (if using)
- c. Instructions and login information for Turnitin
- d. Link to Turabian: <http://www.chicagomanualofstyle.org/turabian/citation-guide.html>
- e. Links to optional books

f. Descriptions of supplies they need for the course

12. Set up a meeting with the Academic Dean (annmarierill@vbc.edu) for training on setting up your Canvas course and on using the available tools. If you are a veteran instructor, email the dean when your course page is set up so that she can check it.

13. Set up your account in Zoom.us.

14. Verify that you have an account set up in Playpostit.com.



Online Adjunct Faculty Evaluation Form

Date:	
Adjunct Faculty Member's Name:	
Class Observed:	
Evaluator's Name	

CLASSROOM MANAGEMENT AND ORGANIZATION			
	Needs Improvement	Meets Expectations	Exceeds Expectations
Course is prepared and set up before term begins			
Prepared a course syllabus that meets institutional standards			
Creates a positive and supportive learning environment			
Substantive interaction between students and instructor-student is evident			
Provides weekly updates about course items to students			
Incorporates real life experiences into the class (makes the course relevant)			

Logs in regularly to course shell			
Classroom Management and Organization Comments:			

INSTRUCTIONAL SKILLS			
	Needs Improvement	Meets Expectations	Exceeds Expectations
Demonstrates knowledge of the course subject matter			
Provides answers and explanations to virtual office posts and emails within 24-48 hours			
Meaningful feedback on student assignments is provided within a publicized and reasonable time frame (one week for 8-week course and two weeks for 15-week courses)			

Instructor facilitation of class discussions by encouraging, probing questioning and summarizing, etc.			
Modifies, when appropriate, instructional methods and strategies to meet diverse student needs			
Utilizes technology and supplemental teaching aids			
Receives student evaluations with no problematic concerns			
Biblical Integration is present in at least one outcome, one lecture, and one assessment.			

Instructional Skills Comments:

INSTITUTIONAL COMPLIANCE

	Needs Improvement	Meets Expectations	Exceeds Expectations
Complies with established institutional policies and			

procedures as outlined in the Faculty Handbook and on the Faculty Portal			
Attends meetings as required			
Responds in a timely manner to requests from chair and administrators			
Demonstrates commitment to the institutional mission			
Participates in the development and modification of programs and courses			

Institutional Compliance Comments:

EVALUATION SUMMARY COMMENTS:

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STUDENT EVALUATION SUMMARY COMMENTS:

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NEXT EVALUATION

	Next course taught		Three years*
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Instructor's Signature:		
<i>Faculty signature indicates this evaluation was discussed with him/her, and is not intended to infer agreement.</i>	Date:	

Evaluator's Signature:		
	Date:	

Dean's Signature:		
	Date:	

**Date of next evaluation is subject to change if feedback and observation warrant an expedited review.*



Undergraduate Program Student Learning Outcome Assessment (ED 405)

The Mission of Veritas Baptist College is to equip men and women for dynamic Christian service and leadership in Bible-believing churches by providing higher education that emphasizes academic excellence, spiritual development, and preparation for ministry, both lay and professional.

Undergraduate Ministry Program Objectives:

- UM1 *To demonstrate a foundational knowledge of biblical doctrine and practice;*
- UM2 *To demonstrate a well-balanced ability to personally interpret the Scriptures from a dispensational perspective;*
- UM3 *To demonstrate competence in communicating clearly and compassionately God's Word to believers and unbelievers;*
- UM4 *To demonstrate competence in preaching and teaching the Bible effectively;*
- UM5 *To demonstrate a basic knowledge of the skills and tools needed to lead in one or more areas of lay or full-time church ministry;*
- UM6 *To demonstrate a determined commitment to use all developed knowledge and skill to serve Christ in and through the local church.*

Undergraduate Christian Education Program Objectives:

- UCE1 *To demonstrate competence in biblical integration;*
- UCE2 *To obtain knowledge in the subject areas included within their teaching field(s) at the elementary or secondary level;*
- UCE3 *To effectively communicate facts, concepts and principles related to their teaching field(s) at the elementary or secondary level;*
- UCE4 *To demonstrate the ability to organize and manage the Christian elementary or secondary classroom;*
- UCE5 *To display practical knowledge of multiple biblical methods of instruction in the elementary and secondary classroom;*
- UCE6 *To exhibit proficiency with technology appropriate to their teaching responsibilities.*

Undergraduate General Education Program Objectives:

- UGE1 *To articulate their own ideas about complex issues and arguments in written and oral discourse that demonstrate efficient use of grammar, mechanics, and style;*
- UGE2 *To recognize movements, theories, people, and works that have shaped our Christian and modern culture, describing the historical and global context of current issues within the framework of a Christian worldview;*
- UGE3 *To solve problems through logical reasoning and the scientific method;*

UGE4 To compile, assess, and use data to make decisions.

Course Name and Number: Classroom Management ED 405

Instructor/Semester: Teresa Haney Fall 2021

Student Learning Outcomes (SLOs)

Outcome 1: Organize the classroom environment to maximize instruction and minimum disruption

Program Objective Link(s): UCE-2; UCE-4

Assessment Instruments & Methodology – please provide at least two measures, both direct and indirect that will be used to assess this objective.	Rationale for this Instrument and Methodology	Expected Standard of Performance	Rationale for this Expected Standard of Performance	Average Standard of Performance
End of Course Survey (I)	Student’s assessment of personal ability upon completion of the course	85% of students identify as being “very able	This is a required course for all elementary education students. However, teaching does not come easily for all individuals. If 85% believe they can be effective, I view that as success.	92%

Weekly Lecture Quiz (D)	Students will demonstrate that they have learned important material from the text and from the teacher.	85% of students identify as being “very able”	Students should be able to learn from the text and from the lectures how to organize the classroom environment to maximize instruction and minimize disruption.	
Final Exam (D) Project	Final Project	85% identify as being “Very able.”	This is when the students put into practice what was taught throughout the lectures.	86%

Outcome 2: Integrate Christian principles with management and discipline theory and practice

Program Objective Link(s): UCE-4; UCE-5

Assessment Instruments & Methodology – please provide at least two measures, both direct and indirect that will be used to assess this objective.	Rationale for this Instrument and Methodology	Expected Standard of Performance	Rationale for this Expected Standard of Performance	Average Standard of Performance
End of Course Survey (I)	Student’s assessment of personal ability upon completion of the course.	85% of students identify as being “very able”	This topic was covered throughout the course on a weekly basis.	92%

Weekly Discussion Board (I)	Students must discuss with one another and share Christian and biblical principles connected to classroom management and discipline theory and practice throughout the semester.	85% of students identify as being “very able”	This topic was covered throughout the course on a weekly basis.	
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Outcome 3: Identify ways to work and communicate effectively with students, parents, faculty, and administration by recognizing the needs of each personality type

Program Objective Link(s): UCE-2; UCE-3

Assessment Instruments & Methodology – please provide at least two measures, both direct and indirect that will be used to assess this objective.	Rationale for this Instrument and Methodology	Expected Standard of Performance	Rationale for this Expected Standard of Performance	Average Standard of Performance
End of Course Survey (I)	Student’s assessment of personal ability upon completion of the course	85% of students identify as being “very able”	This topic was covered and reviewed several times during the course.	83%
Mid-Term Exam (D)	Mid-point Project	85% of students identify as being “very able”	This is when the students put into practice what was taught throughout the lectures.	93%

Response to Average Standard of Performance scores which fall below the Expected Standard of Performance:

Although students did very well on the mid-term, with an average of 93%, which dealt primarily with communication according to the needs of personality types, 2 students out of 12 in the class feel “able” to achieve this goal. This means that only 83% of the class feels “very able.” After several lectures, discussions, and a mid-term, I can only guess that this may be due to the fact that this material was new to me, and therefore, it was the first time I had taught it.

There were a few of my students who failed the final exam, but still passed with a solid grade. I feel like I need to reassess my assessment points; make the weekly ones of less value, and the mid-term and final exam of more value to show more accurately what my students understand and can do independently.