An academic and policies handbook for Lindenwood University adjunct instructors
Revised June 2012
## Table of Contents

**Table of Contents** ......................................................................................................................................................... 1

**Adjunct Instructor Handbook Overview** ...................................................................................................................... 5

  - Handbook Organization ..................................................................................................................................................... 5
  - Welcome to Lindenwood .................................................................................................................................................... 5
  - University Mission and the Lindenwood Way .................................................................................................................. 6

**Part I: University Policies & Procedures** ......................................................................................................................... 7

  - Human Resources Policies & Procedures ........................................................................................................................ 9

    **Legal Obligations and Policies** .................................................................................................................................. 9
    - Disability Support ............................................................................................................................................................. 9
    - Harassment Statement ..................................................................................................................................................... 9
    - Equal Employment Opportunity and Affirmative Action Statement ....................................................................... 10
    - Fraternization .................................................................................................................................................................. 10
    - Political Nonpartisanship ................................................................................................................................................. 11
    - Solicitation/Distribution ................................................................................................................................................... 11
    - Drugs and Alcohol ............................................................................................................................................................ 11

    **Personnel Policies & Procedures** ............................................................................................................................... 12
    - Professional Appearance ................................................................................................................................................ 12
    - Instructor Credentials & Contact Information ............................................................................................................. 12
    - Instructor Qualifications to Teach ................................................................................................................................ .... 12

  - Human Resources Procedures .......................................................................................................................................... 13
    - Adjunct Contracts ............................................................................................................................................................ 13
    - Paycheck disbursement .................................................................................................................................................... 13
    - Holidays .............................................................................................................................................................................. 14
    - Absences .............................................................................................................................................................................. 14

  - Academic Policies and Procedures .................................................................................................................................. 14
    - Academic Freedom .......................................................................................................................................................... 14
    - Students’ Right to Privacy ................................................................................................................................................ 15
    - FERPA Waiver ................................................................................................................................................................. 15
    - Adjunct Responsibilities Regarding Plagiarism ............................................................................................................... 16
    - Identifying Plagiarism ...................................................................................................................................................... 17
    - Incompletes ....................................................................................................................................................................... 17
    - Absences for professional First-Responders and LU Authorized Events ..................................................................... 18
    - Grade Changes ................................................................................................................................................................. 18
    - Grade Changes/Academic Appeals .................................................................................................................................... 18
    - Course Evaluations .......................................................................................................................................................... 18
    - Grading Papers .................................................................................................................................................................. 19
    - Academic Schedules and Catalogues ............................................................................................................................ 19
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management</td>
<td>20</td>
</tr>
<tr>
<td>Classroom Behavior</td>
<td>20</td>
</tr>
<tr>
<td>Classroom Recordings</td>
<td>20</td>
</tr>
<tr>
<td><strong>Computer Policies and Support</strong></td>
<td>20</td>
</tr>
<tr>
<td>Help Desk</td>
<td>20</td>
</tr>
<tr>
<td>Computer Use</td>
<td>21</td>
</tr>
<tr>
<td>PC Common Access</td>
<td>25</td>
</tr>
<tr>
<td>Faculty &amp; Staff Portal</td>
<td>25</td>
</tr>
<tr>
<td><strong>University Communications Policies and Procedures</strong></td>
<td>26</td>
</tr>
<tr>
<td>Editorial Style</td>
<td>26</td>
</tr>
<tr>
<td>Surveys</td>
<td>26</td>
</tr>
<tr>
<td>Logo Use</td>
<td>26</td>
</tr>
<tr>
<td>Media Contact</td>
<td>27</td>
</tr>
<tr>
<td>Signature Policy</td>
<td>27</td>
</tr>
<tr>
<td><strong>Facilities, classroom materials, and Equipment</strong></td>
<td>27</td>
</tr>
<tr>
<td>The Evans Commons</td>
<td>27</td>
</tr>
<tr>
<td>Facilities Access</td>
<td>27</td>
</tr>
<tr>
<td>Maintenance and Repairs</td>
<td>28</td>
</tr>
<tr>
<td>Food and Drink</td>
<td>28</td>
</tr>
<tr>
<td>Smoking Policy</td>
<td>28</td>
</tr>
<tr>
<td>Copy Center Use</td>
<td>29</td>
</tr>
<tr>
<td>Parking and Parking Stickers</td>
<td>29</td>
</tr>
<tr>
<td>Identification Cards (ID)</td>
<td>30</td>
</tr>
<tr>
<td>Spirit and Supplies Shoppe</td>
<td>30</td>
</tr>
<tr>
<td>BOOK-X-CHANGE</td>
<td>30</td>
</tr>
<tr>
<td>Instructor Copies of Textbooks</td>
<td>30</td>
</tr>
<tr>
<td>Cafeteria and Coffee Shops</td>
<td>30</td>
</tr>
<tr>
<td>Labs &amp; Classrooms</td>
<td>30</td>
</tr>
<tr>
<td>Butler Library</td>
<td>31</td>
</tr>
<tr>
<td>Audio/Visual Support</td>
<td>31</td>
</tr>
<tr>
<td>Mail</td>
<td>31</td>
</tr>
<tr>
<td><strong>Safety and Emergencies</strong></td>
<td>31</td>
</tr>
<tr>
<td>Campus Security</td>
<td>31</td>
</tr>
<tr>
<td>Emergency Preparedness</td>
<td>32</td>
</tr>
<tr>
<td>Injuries/Accidents – Faculty/Staff</td>
<td>32</td>
</tr>
<tr>
<td>Injuries/Accidents—Students</td>
<td>32</td>
</tr>
<tr>
<td>Emergency Text Messages</td>
<td>32</td>
</tr>
<tr>
<td>School Cancellations</td>
<td>32</td>
</tr>
<tr>
<td><strong>Part II: Traditional Undergraduate, Graduate, and MBA Program Adjunct instructors</strong></td>
<td>33</td>
</tr>
<tr>
<td><strong>Professional Responsibilities</strong></td>
<td>35</td>
</tr>
<tr>
<td>Standards and Guidelines for Professional Responsibilities</td>
<td>35</td>
</tr>
<tr>
<td>Office Hours</td>
<td>36</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Course Preparation</td>
<td>36</td>
</tr>
<tr>
<td>Course Syllabus</td>
<td>37</td>
</tr>
<tr>
<td>Syllabus Contents</td>
<td>37</td>
</tr>
<tr>
<td>Final Exam Policy</td>
<td>41</td>
</tr>
<tr>
<td>Grade and Attendance Reporting Schedule</td>
<td>41</td>
</tr>
<tr>
<td>Week 4 Grade Deficiency Reports</td>
<td>42</td>
</tr>
<tr>
<td>Grading System</td>
<td>42</td>
</tr>
<tr>
<td>Effective Grade Notation</td>
<td>43</td>
</tr>
<tr>
<td>Part III: Accelerated Programs (LCIE) Adjunct instructors</td>
<td>45</td>
</tr>
<tr>
<td>LCIE Overview</td>
<td>47</td>
</tr>
<tr>
<td>LCIE Components</td>
<td>47</td>
</tr>
<tr>
<td>Educational Policy Statement</td>
<td>47</td>
</tr>
<tr>
<td>The Cluster</td>
<td>48</td>
</tr>
<tr>
<td>A Full-time Accelerated Pace</td>
<td>48</td>
</tr>
<tr>
<td>Student textbooks</td>
<td>48</td>
</tr>
<tr>
<td>Faculty Advisors</td>
<td>48</td>
</tr>
<tr>
<td>Student-FA Conferences</td>
<td>49</td>
</tr>
<tr>
<td>Colloquia</td>
<td>49</td>
</tr>
<tr>
<td>Role of the LCIE Adjunct</td>
<td>49</td>
</tr>
<tr>
<td>Scheduling and Planning</td>
<td>50</td>
</tr>
<tr>
<td>Scheduling Issues</td>
<td>50</td>
</tr>
<tr>
<td>Missed Clusters</td>
<td>50</td>
</tr>
<tr>
<td>Opening Week</td>
<td>50</td>
</tr>
<tr>
<td>Academic Components and Standards</td>
<td>51</td>
</tr>
<tr>
<td>Written Work</td>
<td>51</td>
</tr>
<tr>
<td>The Research Paper</td>
<td>51</td>
</tr>
<tr>
<td>Oral Presentations</td>
<td>52</td>
</tr>
<tr>
<td>Class Participation</td>
<td>52</td>
</tr>
<tr>
<td>Assessment Methods</td>
<td>52</td>
</tr>
<tr>
<td>Evaluating Written Work</td>
<td>52</td>
</tr>
<tr>
<td>Research Paper/Assignment Rewrite Policy</td>
<td>54</td>
</tr>
<tr>
<td>Additional Work as Extra Credit to Improve a Grade</td>
<td>54</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>54</td>
</tr>
<tr>
<td>Late Paper Policy</td>
<td>54</td>
</tr>
<tr>
<td>Syllabus and Checklist</td>
<td>54</td>
</tr>
<tr>
<td>LCIE Syllabus Requirements Checklist</td>
<td>55</td>
</tr>
<tr>
<td>Administrative Responsibilities</td>
<td>56</td>
</tr>
<tr>
<td>First Assignment</td>
<td>57</td>
</tr>
<tr>
<td>Textbook Requisitions</td>
<td>57</td>
</tr>
<tr>
<td>Classroom Assignments</td>
<td>57</td>
</tr>
<tr>
<td>Class Lists (Rosters)</td>
<td>57</td>
</tr>
<tr>
<td>Weekly Attendance Reporting</td>
<td>57</td>
</tr>
</tbody>
</table>
Making Announcements ........................................................................................................................................ 58
Maintaining a Grade Book .................................................................................................................................... 58
Effective Grading Notation .................................................................................................................................... 58
Midterm Grades .................................................................................................................................................... 59
LCIE Grading System ........................................................................................................................................ 59
Final Grade Roster ................................................................................................................................................ 60
Failure to Complete Cluster Assignments ........................................................................................................ 60
Dealing with Grade Disputes .................................................................................................................................. 61
Summary Evaluation of the Student ....................................................................................................................... 61
Students’ Evaluation of an Instructor ...................................................................................................................... 62

Appendices .......................................................................................................................................................... 63
Appendix A: Whistleblower Policy ....................................................................................................................... 65
Appendix B: Excused Absences for Authorized Events ...................................................................................... 67
Appendix C: Giving Student feedback .................................................................................................................. 69
Appendix D: How to Access PCcommon and the Faculty & Staff Portal .............................................................. 71
Appendix E: Academic Freedom .......................................................................................................................... 73
Appendix F: LCIE Student Profile ........................................................................................................................ 75
Appendix G: LCIE Summary Evaluation of the Student ........................................................................................ 77
Appendix H: Traditional Program Adjunct Checklist ............................................................................................ 79
Appendix I: LCIE “Nitty-gritty” of Classroom Teaching ...................................................................................... 81
Appendix J: LCIE Written Assignment Title Page ............................................................................................... 85
Appendix K: Important Contacts .......................................................................................................................... 87
Appendix L: LCIE Syllabus Requirements .......................................................................................................... 89
This handbook is designed to provide information to all adjunct instructors who work for one or more of the University’s various academic programs. To accommodate the varied degree programs and campuses, the handbook contains four parts.

**HANDBOOK ORGANIZATION**

**Part I: University Policies & Procedures**

This section deals with universal issues that affect all programs and instructors, such as employment, academic, and computer policies.

**Part II: Traditional Undergraduate, Graduate, and MBA Program Adjunct Instructors**

This section addresses issues specific to adjunct instructors who teach for traditional graduate and undergraduate programs that fall into the semester schedule as well as the MBA program, which incorporates five terms.

**Part III: Accelerated Programs (LCIE) Adjunct Instructors**

This section explains the policies and procedures for adjunct instructors who teach in the Lindenwood College for Individualized Education (LCIE), which is Lindenwood’s accelerated evening program.

**Part IV: Appendices**

This section is dedicated to appendices that provide useful information and forms.

**WELCOME TO LINDENWOOD**

Adjunct instructors are an invaluable part of the instructional team at Lindenwood. They add the expertise of a successful current practitioner to the faculty and are selected because of their knowledge and enthusiasm for education. Adjunct instructors who are hired to teach at Lindenwood have also been selected because of their teaching skills and willingness to exhibit concern for students.

Lindenwood succeeds, by and large, through a unique personal commitment to integrity, to each other, and to our students. Students at Lindenwood are expected to reflect maturity, appropriate priorities, adaptability, and a willingness to contribute productively to a rule-governed society. The University’s teaching staff plays a paramount role in setting those expectations and encouraging students to meet them.
Adjunct instructors represent Lindenwood in the eyes of our students and to the community at large. To this end, adjunct instructors are continually asked to reflect a positive image to the public, present Lindenwood as an option for those seeking a college education, and act as counsel to all students who approach them for advice in their area of expertise. The adjunct instructor’s time at Lindenwood should have a lasting, positive impact.

UNIVERSITY MISSION AND THE LINDENWOOD WAY

Lindenwood University is primarily a “teaching institution.” While faculty members value continued research and strive to acquire new professional skills and credentials related to their academic disciplines, they place a high priority on the student-teacher relationship. Varied instructional methods are used in order to reach each student, and good teaching is always modeled. Regular assessments help ensure students meet academic standards, but teaching responsibilities go above and beyond traditional expectations.

At Lindenwood, teaching for success is at the center of all that we do. The holistic needs of the students are foremost on the minds of our instructors. To that end, our professors and adjunct instructors lead by example and focus on helping students learn some of life’s greatest lessons, in addition to mastering the lessons of the day.

The University’s mission statement is a living document that guides faculty and staff on many levels. Every employee is expected to read the statement carefully and integrate the concepts fully into day-to-day procedures:

Mission Statement

Lindenwood University offers values-centered programs leading to the development of the whole person – an educated, responsible citizen of a global community.

Lindenwood is committed to

• providing an integrative liberal arts curriculum,
• offering professional and pre-professional degree programs,
• focusing on the talents, interests, and future of the student,
• supporting academic freedom and the unrestricted search for truth,
• affording cultural enrichment to the surrounding community,
• promoting ethical lifestyles,
• developing adaptive thinking and problem-solving skills,
• furthering lifelong learning.

Lindenwood is an independent, public-serving liberal arts University that has a historical relationship with the Presbyterian Church and is firmly rooted in Judeo-Christian values. These values include belief in an ordered, purposeful universe, the dignity of work, the worth and integrity of the individual, the obligations and privileges of citizenship, and the primacy of the truth.
Part I:

University Policies & Procedures
HUMAN RESOURCES POLICIES & PROCEDURES

The Vice President for Human Resources/Dean of Faculty directs the Human Resources/Payroll Office (Roemer 112/ x4971) and implements all policies and procedures related to personnel. The following guidelines apply to Lindenwood adjunct instructors.

LEGAL OBLIGATIONS AND POLICIES

The contents of this handbook, as well as University policies and procedures, have been drafted with the intent to conform to the laws of the land. Anything stated herein shall be deemed subject to, and modified by, any current, amended, or future federal, state, or local laws in order to be in conformance. Human Resource policies and procedures likewise require all employees to abide by applicable laws and all University policies.

DISABILITY SUPPORT

If reasonable accommodations are required to enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions, the Human Resources Office should be contacted.

HARASSMENT STATEMENT

Lindenwood University does not tolerate harassment. The University complies with appropriate federal, state, and local laws pertaining to this matter. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment, or (4) any other form of sexual harassment as defined by the EEOC or respective state counterparts, federal, and state legislation or interpretation by the courts.

Retaliation against or intimidation of a person who has filed a complaint of sexual harassment is also prohibited. Sexual harassment in which an employee makes sexual advances, requests sexual favors, or engages in any other verbal or physical conduct of a sexual nature toward a Lindenwood University student, even if that student is not directly under the employee's supervision, will not be tolerated.
Lindenwood University forbids all forms of harassment. Lindenwood University investigates each harassment complaint thoroughly and promptly. Investigations will be conducted in a sensitive manner, and, to the extent possible, confidentiality will be honored.

Disciplinary action up to and including termination will be imposed on employees engaging in such actions. Any matter involving harassment or discrimination should be brought to the immediate attention of the employee’s supervisor or one of the University officers listed below:

**LU-St. Charles:**

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<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Dr. Richard Boyle</td>
<td>Vice President</td>
<td>636.949.4477</td>
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<tr>
<td>Ms. Julie Mueller</td>
<td>Vice President Operations &amp; Finance/COO</td>
<td>636.949.4901</td>
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<tr>
<td>Dr. Jann Weitzel</td>
<td>Vice President Academic Affairs/ Provost</td>
<td>636.949.4846</td>
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<tr>
<td>Dr. John Oldani</td>
<td>Vice President Student Development</td>
<td>636.949.4993</td>
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</tbody>
</table>

**LU-Belleville:**

<table>
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<tr>
<th>Name</th>
<th>Position</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Angela Wingo</td>
<td>Dean of Students</td>
<td>(618) 239-6018</td>
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<tr>
<td>Dr. Keith Russell</td>
<td>Interim Dean of Academics</td>
<td>(618) 239-6018</td>
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</tbody>
</table>

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**EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION STATEMENT**

Lindenwood University is an Equal Opportunity Employer. The University complies with appropriate federal, state, and local laws and provides equal employment opportunities and access to educational programs without regard to race, color, religion, gender, age, sexual orientation, national origin, veteran status, disability, or any other protected status, to all qualified applicants and employees. Lindenwood University is committed to a policy of non-discrimination and dedicated to providing a positive, discrimination-free educational work environment.

Any matter involving discrimination of any type should be brought to the immediate attention of the employee’s supervisor or one of the University officers listed above.

**FRATERNIZATION**

Employees (including adjunct instructors) are prohibited, under any circumstances, to engage in any physical or improper social interaction with students, regardless of the student’s age or consent to such conduct. Further, employees shall not date or entertain or socialize with students in such a manner as to create the perception that a dating relationship exists. In addition, consumption of alcohol with students is prohibited prior to, during, or after any school-related activity or trip, including study abroad and athletic travel.
If a student initiates inappropriate behavior toward a staff member, that employee should document the incident and report it to his/her supervisor. If inappropriate employee behavior is discovered, the University considers such actions as grounds for dismissal.

**POLITICAL NONPARTISANSHIP**

No office, organization, subschool, student, or employee of Lindenwood University may use University resources, advertising channels, or work time to promote, assist, or express support for any particular candidate(s) pursuing election or appointment to a political office. No Lindenwood student, faculty member, or employee may use those resources or University work time on behalf of his/her personal political initiatives or state or imply that he/she speaks as a representative of the University when expressing personal support for a political candidate. No Lindenwood student, faculty member, employee, or entity is permitted to post, mount, erect, or stand a sign, banner, or poster of a political nature on any property owned, leased, or managed by the University.

This policy is in no way meant to deter students or organizations on campus from engaging in political discussions and debate. However, Lindenwood as an institution must remain politically neutral relative to candidates for office. Also, students may invite active candidates to speak as long as they issue equal invitations to the opposing candidates(s). The general principle is that Lindenwood allows political activities on campus only if they serve a clear educational purpose. Any such events must be approved by the Student Development Office.

**SOLICITATION/DISTRIBUTION**

Lindenwood University recognizes the responsibility to prevent disruption of normal business and avoid interference or disturbance to our students, visitors, and employees. Solicitation and distribution are prohibited unless approved in advance. Solicitation refers to employee(s) and/or non-employee(s) approaching anyone for the purpose of influencing him/her to take a specific action or make purchases as to matters or items not related to Lindenwood business. Distribution refers to handing out materials, supplies, brochures, etc., for non-Lindenwood business.

**DRUGS AND ALCOHOL**

Lindenwood University prohibits the unlawful use, possession, manufacture, and distribution of illicit drugs and alcohol by its employees on its property or as part of any of its activities. Persons who violate this policy are subject to campus disciplinary action and referral to law enforcement agencies.

The level of disciplinary action will be determined by assessing the seriousness of the breach of policy, the effect of the conduct on the community, and the assessed probability that other violations will not be committed by the person(s) in the future. Lindenwood will work with local authorities to ensure local, state, and federal laws are enforced.

*Exception: alcohol may be consumed at designated locations for authorized functions.*
PERSONNEL POLICIES & PROCEDURES

Lindenwood upholds standards and procedures that are designed to comply with the laws of the land and the culture of professionalism that is the hallmark of the University, as explained in the information that follows.

PROFESSIONAL APPEARANCE

Faculty and staff are expected to dress according to generally accepted professional standards appropriate for the professional environment. For further information, adjunct instructors should consult with the school dean or department chair.

INSTRUCTOR CREDENTIALS & CONTACT INFORMATION

Each adjunct instructor should have the following items on file with the Vice President for Human Resources/Dean of Faculty in the Executive Office at Roemer Hall before the start of classes. (LCIE Adjunct Faculty should provide this information to the LCIE office in LUCC.)

1. Official transcripts of all previous work
2. Resumé/Vita
3. W-4 forms
4. Copy of Social Security card
5. Application
6. Copy of drivers license

It is the adjunct's responsibility to update the department chair and school dean on current contact information such as address, home telephone number, employment telephone number, or cellular telephone number.

INSTRUCTOR QUALIFICATIONS TO TEACH

Lindenwood policies pertaining to qualifications of faculty basically parallel those recommended by the Higher Learning Commission of the North Central Association of Colleges and Schools and are as follows:

I. Faculty qualifications for employment to teach at the undergraduate level must include:

   (A) minimum of a master's degree with at least 18 hours in the field in which the proposed course is offered as a major at Lindenwood (minimum HLC requirement), and

   (B) at least one of the following:

      (1) 18 hours in the sub discipline involved,
      (2) significant professional expertise in the field of the proposed course,
(3) completion of the course to be taught as a graduate course in the master's or other graduate program,
(4) in cases of introductory survey courses only, having completed at least an undergraduate major or specialization in the discipline involved, including the course to be taught.

II. For teaching at the graduate level, the highest earned degree in the teaching field (usually a doctorate) is preferred.

III. For the undergraduate level, a doctorate is preferred as well.

IV. Terminal degrees generally include the PhD; EdD; DBA; ThD; DMA; and MFA (for some areas); PsyD; JD for law-based courses such as Business Law, Health Care Law, Criminal Law, etc.; and DMin for practical ministry courses. Degrees not regarded as terminal academic preparation are honorary degrees (e.g., DD).

HUMAN RESOURCES PROCEDURES

Personnel procedures that apply to adjunct instructors vary based on the academic program. In order to understand these distinctions, adjunct instructors should read the following details in their entirety.

ADJUNCT CONTRACTS

Adjunct instructors receive a contract in the mail for each course each term. The contract(s) must be immediately signed and returned to the PAYROLL DEPARTMENT at Lindenwood University, 209 S. Kingshighway, St. Charles, MO 63301.

For adjunct instructors in traditional degree programs, the pay scale is determined by the Vice President for Human Resources/Dean of Faculty (VP-HR/DOF). In most cases, adjunct instructors can teach no more than two courses per term.

The LCIE adjunct’s salary is based on the number of students enrolled in the cluster. Information on this prorated system is provided by the department chair during the adjunct’s interview. In most cases, LCIE adjunct instructors who are working in professions other than education can teach no more than one cluster per term unless approved by the Dean of LCIE.

PAYCHECK DISBURSEMENT

Adjunct instructors are paid once a month. Payday is on the last business day of the month. Paychecks may be picked up at the Roemer Business Office cashier’s window after 2 p.m. on payday. The Business Office is open from 8 a.m. to 6 p.m. Monday through Thursday, from 8 a.m. to 5 p.m. on Friday, and from 8 a.m. to 4 p.m. on Saturday.
HOLIDAYS

The University observes eight holidays annually:

- New Year’s Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- The Friday after Thanksgiving Day
- Christmas Eve
- Christmas Day

Traditional program adjunct instructors teach courses that are never scheduled on these holidays. LCIE adjunct instructors must reschedule classes that happen to fall on a holiday. LCIE instructors must also reschedule classes that are canceled because of an official snow day, personal illness, or for any other reason.

ABSENCES

Out of consideration to students and coworkers, it is important to be prompt and dependable. Excessive absenteeism and tardiness places an additional burden on other academic colleagues and may affect services provided to students or others by Lindenwood University. The adjunct who cannot make it to class due to illness or an unforeseen emergency should immediately contact the appropriate department chair and dean. LCIE adjunct instructors must reschedule classes missed due to illness or emergency.

ACADEMIC POLICIES AND PROCEDURES

Lindenwood University is committed to the free exchange of ideas and academic excellence. To that end, the following guidelines were created to serve as a guidepost for faculty and adjunct instructors.

ACADEMIC FREEDOM

Lindenwood University is committed to the idea that universities are centers of intellectual growth, exploration, creativity, and expression. It is incumbent upon the University, therefore, to create an atmosphere that is conducive to open, critical thinking. Central to that duty is the freedom to formulate and express ideas that advance the process of intellectual inquiry and education. Therefore, freedom of thought and word within the confines of higher education is central to effective education of the whole person.

Academic freedom also carries profound responsibilities. The University itself must take all precautions to protect the ability of faculty to express ideas and teach concepts that are germane to their respective subjects in research and publication as well as the classroom; the ability to do so without interference
must remain unfettered. Some subjects of intellectual inquiry cause discomfort to some or all students and teachers, yet failure to explore those topics would be to deny our responsibility as educators. Rather, the open exchange of ideas between faculty and students must be conducted in an atmosphere of mutual civility, respect, and attention toward the greater good of the University and its members.

Faculty should neither be censored for expression of their views nor engage in self-censorship out of fear of recrimination; similarly, students should know that they have the right to express their views as well, but will be held to the same standard of defense of those views. Academic freedom in no way implies a tolerance of disrespect, of bigotry, or of discrimination regarding age, race, national origin, religion, sexual orientation, or gender, nor should the academic freedom of one person interfere with the freedom of another.

Academic freedom also includes the right to freedom in research and publication. Faculty are free to select topics, obtain data, and report findings in a manner that is scientifically and academically sound in one's field without censorship. Work that produces monetary gains will be based on standard University practices and shall not be linked to nature of the research.

The freedom to associate, to speak, and to write are central to the republic itself. Therefore, it shall be the policy and practice of the University to permit a faculty member's exercise of the basic right of freedom of speech when outside the University itself and to be involved in community activities.

STUDENTS’ RIGHT TO PRIVACY

Lindenwood is required to protect the student's right to privacy. For this reason, students' grades or work should not be given to anyone other than the student or a member of the Lindenwood University faculty and/or staff.

Faculty and staff are expected to treat all information regarding students, employees, and institutional information as confidential. Employees are considered ambassadors for Lindenwood University. Information about students, employees, and Lindenwood University business must not be discussed. If there are complaint issues, faculty members should refer to the Whistleblower Policy (Appendix A).

FERPA WAIVER

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. Schools must have written permission (FERPA Waiver) from students who are over the age of 18 in order to release information from a student’s education record to a third party (including parents or guardians). Instructors can determine if a student has a FERPA Waiver on file via the Student Options screen of the faculty portal. The FERPA Restrictions section is located at the bottom of the Student Options screen and identifies the individuals to whom a student has authorized access to his/her academic information. The Student Options screen can be accessed by clicking the ‘My Students’ link in the faculty portal and then clicking the ‘Select’ link next to the name of a specific student.
Before discussing a student’s confidential information with parents or guardians, check CAMS to see if a waiver was signed and the names of individuals to whom the student has granted access to personal academic information.

Note the following additional privacy policies and procedures:

- Instructors should return a student’s work directly to that student if the course is in session. (Do not pass papers throughout the class.)

- After a course has ended, if that student has provided a self-addressed, stamped envelope (SASE), a traditional-program instructor should seal the student’s work in the provided envelope and drop it in the mail, either at the Evans Commons Mailroom or at a U.S. Postal Service box. LCIE instructors should seal the SASE and give it to their center director or the LCIE office on the main campus.

- Instructors are not permitted to release any directory information about a student to anyone (including another student), except to appropriate staff members.

- Grade information can be provided to a student only by an instructor or through official University grade reports.

- Students have the right to a hearing to challenge any official records they deem inaccurate, misleading, or otherwise inappropriate.

- Students do not have a legal right access to private records maintained by faculty.

**ADJUNCT RESPONSIBILITIES REGARDING PLAGIARISM**

**Lindenwood University Academic Honesty Policy**

Academic honesty is the foundation of any educational institution. It is the responsibility of each student, professor, and administrator at Lindenwood University to uphold the honor of the institution by acting honestly and truthfully in all situations.

**Toward this goal, Lindenwood University has developed the following policy on academic dishonesty.** *(For more information about the policy and related procedures, see the Academic Honesty Policies and Procedures booklet on the Faculty & Staff Portal.)*

1. When a student has been found guilty of cheating, plagiarizing, or deception, the instructor should contact the Associate Provost in order to determine if the student has been reported previously.
2. If the student is a first time offender, the name of the student and an academic dishonesty form will be submitted to the office of the Associate Provost. The plagiarized paper or evidence of dishonesty, along with any supporting documents, will be placed in a file in the office of the Associate Provost. The classroom professor will speak with the student and explain, if necessary,
what led to the charge of cheating, plagiarism, or deception. The effect of the offense on the student’s grade will be determined by the professor and based on statements in the syllabus for that course.

3. If the student has been reported previously, the name of the student and an academic honesty report form will be turned in to the office of the Associate Provost. The plagiarized paper or evidence of cheating, along with supporting documents, will be placed in a file in the office of the Associate Provost. The classroom professor will notify the student directly that he/she must sign an Academic Integrity contract. If the student does not wish to sign the contract, he/she may meet with the Associate Provost. Because this is a second offense, the student will fail the class.

4. If the student chooses to be dishonest a third time, the student will be expelled from the University. (In the case of graduate students, expulsion occurs after the second offense.)

Notes: It is important to recognize that there is a difference between plagiarizing and making an error in citation.

All faculty members are encouraged to use Turnitin. Contact Mike Bollenbach (x2227) for additional information.

IDENTIFYING PLAGIARISM

Lindenwood University offers Turnitin, an online plagiarism prevention system that uses a search engine to scan commercial databases, journal articles, periodicals, and previously submitted student papers to detect plagiarism. Adjunct instructors are strongly encouraged to incorporate Turnitin as part of the assignment submission process. To learn more about Turnitin and to register for the service, go to http://turnitin.com/static/index.html. For further information, contact Mike Bollenbach at (636) 255-2227.

INCOMPLETES

A grade of “I” (incomplete) is given at the end of the course only for failure to complete the coursework because of exceptional circumstances beyond the student’s control. An incomplete is not an alternative for the student who is failing the course or who has excessive absences. An incomplete is not an option for the student who has consistently missed or been tardy with assignments.

The student has until the end of the next term to satisfy the requirements for an incomplete grade; however, the instructor may require a shorter time period in which to have the work returned. Any deviation from the one term time limit should be established in writing and agreed upon by the instructor and the student.

An incomplete grade not made up by the end of the next term automatically becomes an “F.”
ABSENCES FOR PROFESSIONAL FIRST-RESPONDERS AND LU AUTHORIZED EVENTS

While Lindenwood University appreciates and supports the efforts of first-responder students, the University is also dedicated to preserving and promoting academic success and standards. If a first-responder, due to official duty, exceeds the number of allowable excused absences, she/he will be allowed to withdraw with a W from the course at any time during the term, if documentation is provided. This policy applies to academic withdrawal only.

To learn about excused absences for students engaged in LU Authorized Events, see Appendix B.

GRADE CHANGES

Letter grades of A, B, C, D, F, AF, or I may be changed by instructors to letter grades of A, B, C, D, or F with the approval of the instructor, the school dean, the Vice President for Academic Affairs, and the Dean of Academic Services. Academic grade appeals must be made within six weeks of the grade posting and should be made first to the classroom instructor and next to the dean of the school involved. If a satisfactory resolution cannot be reached, a final appeal may be made to the Associate Provost. Students are responsible for initiating requests for grade changes.

GRADE CHANGES/ACADEMIC APPEALS

Students have the right to appeal any academic decision, including the assignment of grades. Final grades entered in the Academic Services Office are unalterable unless a Grade Change Form is completed and signed by the instructor and the dean. A grade change request should be extremely rare, resulting from an instructor’s error in calculating the original grade or a similar occurrence. It is not appropriate to change a grade because the student submits additional work.

COURSE EVALUATIONS

Every course is evaluated by students according to University policy during the final weeks of class. Course evaluations are completed online via the student portal.

The Dean of Academic Services will notify all instructors and students when online evaluations are available. Instructors should also announce to their classes that course evaluations are available to be completed online and that students will have early access to their final grades if they promptly complete their evaluations. Students who do not complete an online evaluation will not have access to their final grades via the student portal until all grades are released approximately ten days after the term ends.

While these official University evaluations are not made available to faculty members until after final grades are processed, instructors are welcome to conduct their own personal assessments of their
pedagogical efficacy at any time during the semester. Even simple surveys and questionnaires given to assess students’ opinions regarding assignments and projects can be informative.

GRADING PAPERS

Students have the right to receive timely feedback on graded coursework and tests. Instructors should make every effort to provide written comment and direction about what is incorrect and suggestions for how it can be improved. Positive feedback is equally important and edifying. Graded material with only a grade or score is not acceptable unless it is for an objective test. Material should be returned by the next class meeting. (See Appendix C: Giving Student Feedback)

ACADEMIC SCHEDULES AND CATALOGUES

Schedules and catalogs are available online:

http://www.lindenwood.edu/academics/catalog.cfm

There you will find a variety of information (summarized below) in these important institutional documents:

- **Course Catalogs**
  - Major requirements
  - Course descriptions
  - Course prerequisites
  - Full-time faculty members

- **Academic Calendars**
  - Faculty Workshop dates (Adjunct instructors are welcome but are not required to attend)
  - Important deadlines (e.g., Withdrawal Deadlines, Grad. Applications, etc.)
  - Holidays, etc.

- **Course Schedules**
  - Department
  - Credits
  - Course ID
  - Instructor
  - Room #
  - Dates & schedule, etc.

- **Final Exams Schedule**
  - Dates, times, and locations assigned based on the class schedule
CLASSROOM MANAGEMENT

Instructors are responsible for respecting student diversity and diversity of viewpoints, and they also have the primary responsibility to maintain order and integrity of the learning environment. Students have the right to express ideas unpopular with the class or contrary to those of the instructor. However, students also have a responsibility to respect the learning environment and the integrity of others in the classroom setting. Student conduct that disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.

The adjunct instructor is given authority to enforce the attendance and classroom courtesy policies. Disruptive occurrences should be documented by keeping specific records of dates, times, and names of students associated with the incident. If a disruptive student needs to be removed from the main campus or LUCC, contact Campus Security at (636) 949-4687 (8 a.m. – 5 p.m.) or (636) 262-4622 (after 5:00 p.m.) At extension centers, call the center director at home.

CLASSROOM BEHAVIOR

The instructor is responsible for setting standards for all classroom conduct, behavior, and discipline. Only enrolled students, administrative personnel, and persons authorized by the instructor are permitted in classrooms and other instructional areas during scheduled periods.

CLASSROOM RECORDINGS

During classroom instruction, student use of cameras, video, audio taping devices, or any other kinds of recording devices (including telephones) is allowed only after obtaining written permission from the instructor; otherwise, the use of such devices is prohibited. Such recordings may not be redistributed to anyone without the express written permission of the instructor and all student subjects of the recording.

COMPUTER POLICIES AND SUPPORT

Lindenwood University’s Office of Information Technology manages student, staff, and faculty hardware, software, and Internet needs. All Internet and electronic resources are accessible through the Portals tab on the main page of www.lindenwood.edu.

HELP DESK

The Help Desk is operated by Information Technology, which is located on the bottom floor of the Spellmann Center inside the Student Connection center on the north end. The Help Desk is staffed Monday-Friday, from 8 a.m.- 5 p.m., and Saturday from 8 a.m. – 4 p.m. There is also an auxiliary office in the northwest corner of the Spellmann Center Open Lab on the 3rd floor.
The Help Desk serves as a single point of contact for all information technology services including, but not limited to, computer, network, email, telephone, and cable television services. To contact the Help Desk, email helpdesk@lindenwood.edu or dial x5100 from any campus phone. From a non-campus phone, dial (636) 255-5100.

**COMPUTER USE**

The Lindenwood University Computer Use policy applies to all computers connected to the Lindenwood University network whether they are personal or University owned computers. At its discretion, the University reserves the right to restrict or deny the use of its network facilities and capabilities.

Individuals who are provided access to University computer facilities and to the campus-wide communications network assume responsibility for their appropriate use. The University expects individuals to be careful, honest, responsible, and civil in the use of the University network and computers. Computer and network facilities are provided primarily for educational use. These facilities have tangible value. Consequently, attempts to circumvent accounting systems or to use the computer accounts of others will be treated as forms of attempted theft.

Individuals may not attempt to damage or to degrade the performance of Lindenwood’s computers and network and should not disrupt the work of other users. Individuals may not attempt to circumvent security systems or to exploit or probe for security holes in any Lindenwood network or system, nor may individuals attempt any such activity against other systems accessed through Lindenwood’s facilities.

Individuals assume personal responsibility for the use of their accounts. Users may not disclose their passwords or otherwise make Lindenwood’s facilities available to unauthorized individuals. Moreover the possession or collection of other’s passwords is prohibited.

Physical theft, rearrangement, or damage to any University computer or network equipment, facilities or property is strictly prohibited and will be reported to the police. This includes all public computer labs, network equipment, wiring, and circuits.

Users with personal computers on the LU network are expected to take reasonable precautions to ensure the security of their systems. All computers require a valid, up-to-date virus-scanning program. Individuals may be held responsible for misuse by others that occurs on their systems.

Users are not permitted to register external domain names that reference systems on the LU network. It is prohibited to use Lindenwood University’s network for commercial purposes. It is prohibited to connect any secondary physical network to the LU network without authorization. Providing services or running applications that consume excessive bandwidth on the LU network is prohibited.

No Lindenwood University system is to be used for illegal or criminal purposes. Users must observe intellectual property rights, including in particular copyright laws as they apply to software and electronic forms of information. Users are expected to report any evidence of actual suspected violation
of this policy to the Help Desk (helpdesk@lindenwood.edu - (636) 255-5100).

Blackboard CAMS and Email

Blackboard is an Internet-based class management tool that can be accessed through University computers or remotely, which is convenient not only for faculty members but for students who live off campus.

CAMS Enterprise is the campus administration system provided by Three Rivers System. Faculty members are required to learn and utilize the CAMS reporting procedures to track attendance, grades, and other relevant administrative matters.

The University provides email through Microsoft Outlook, which is installed on all faculty and employee computers. Email accounts can be accessed remotely through: www.lindenwood.edu/exchange. The use of Lindenwood's email for non-business mailing list subscriptions is prohibited. This includes but is not limited to Groupon, Free Merchandise Sites, and sites similar in nature.

Our email system is to be used principally for conducting Lindenwood business. Excessive personal use—defined as exceeding ten minutes per work day engaged in personal email communications—is not permitted. The use of POP Mail or non-Lindenwood issued accounts (Yahoo, Gmail, Lycos, etc.) to conduct Lindenwood business is prohibited. Official Lindenwood business will be conducted using Lindenwood’s official email only.

Any personal email transactions should take place only during regular work breaks, unless they are of a time-critical nature, e.g., related to a family emergency or an urgent financial or medical matter.

Under no circumstances is any employee authorized to broadcast personal or political messages to either ad hoc or preconfigured distribution groups, whether internal or external to the University.

Lindenwood employees are prohibited from sending or knowingly downloading emails that violate local, state, or federal laws or ordinances. All electronic transmittals sent over our system must conform to norms of common courtesy and decency. These transmittals must not contain off-color language or humor, obscene, profane, or tasteless images, or angry or disrespectful expressions, nor should they express personal or unfounded criticisms of the University or any members of the Lindenwood community. Use of the system to carry out threats or harassment will result in disciplinary action that may include termination of employment from the University.

Neither graphic images nor software attachments should be downloaded, opened, or transmitted via email unless automatic virus-checking is turned on and functioning at the time of such operations. No one should open attachments that have questionable or unknown status as doing so can cause expensive, time-consuming damage and malfunction across the University's entire computer network.

All emails generated through or received by Lindenwood’s email system are property of the University and subject to examination by University officials for cause. However, statutes governing intellectual property rights will supersede the University's prerogatives in the case of copyrighted
materials. Although the Department of Information Technology does not routinely monitor all emails, Lindenwood reserves the right to inspect any messages on our server at any time.

Failure to abide by these policies may result in rescission of an individual’s email privileges. Repeated violations of these strictures may be cause for dismissal.

Electronic Accounts

Requests for email accounts and CAMS access must come from the school dean. The dean will send the user’s full name, office location, telephone number (if known), and appropriate access allowances and restrictions to the VP-HR/Dean of Faculty for approval. Approved accounts are handled by the Department of Information Technology. (helpdesk@lindenwood.edu - (636) 255-5100).

Email addresses will be issued after the request has been made in writing by the employee’s dean, and information will be emailed to the dean or placed in his/her mailbox. The dean is responsible for notifying the Department of Information Technology immediately when a full-time faculty member leaves the University.

Requests for Blackboard shells are made by professors through the Blackboard tab on the University Website.

Hardware and Software Requests

Requests for hardware or software for professors or classrooms must come from the school dean. The requisition should include the user’s full name, office location or class location, telephone number (if known), and appropriate access allowances and restrictions. The dean or section director will complete the requisition form and forward it to the Department of Information Technology. The Department of Information Technology will determine the availability of the equipment or software and submit the request to the Vice President for Operations & Finance/COO or the President for approval.

After approval, it may take up to six weeks to complete the purchase. Installation of the equipment/software then will be added to the schedule and the persons involved will be notified.

The dean is responsible for notifying the Department of Information Technology when a piece of equipment or software is no longer required. Two weeks should be allowed for removal.

Extension Campus Requests

The procedures listed above apply as well to extension campus requests for hardware/software. However, the site coordinator is responsible for notifying the Dean of Evening and Graduate Admissions when an extension-campus user leaves the University. The Dean of Evening and Graduate Admissions is then responsible for notifying the Department of Information Technology (helpdesk@lindenwood.edu - (636) 255-5100).
Software Copyright Compliance

As a part of its compliance with federal copyright law, Lindenwood University employs a procedure to respond to bona fide notices of copyright violation by copyright holders. This procedure operates as follows:

The Digital Millennium Copyright Agent for the University requests that the Network Operations Center block the Internet Protocol (IP) address alleged to be in violation of federal law and provide the agent with the identity of the user or party responsible for the computer (responsible party). The agent then notifies the user or responsible party of the notice and requests a cease and desist statement. Upon receipt of that statement, the agent requests that the Network Operations Center unblock the IP address.

Because intentional file sharing of material for which the user does not have the copyright holder’s permission is a violation of the University policy, the user shall report to the VP-HR/Dean of Faculty office for disciplinary processing. These procedures help to protect the user against copyright holders going through legal processes to obtain the identity of the user.

In the case where the copyright notice is the result of a computer compromise (electronic activities that cause damage to a computer), or a “hacking,” and not the intentional activity of file sharing on the part of the computer’s user, the agent shall instruct the user to fix the computer or to make an appointment with the Helpdesk (helpdesk@Lindenwood.edu) to have it fixed. The agent will request the block be lifted upon receipt of information that the machine has been repaired.

Filesharing

File Sharing software, including (but not limited to), Aimster, Gnutella, Madster, Ares (All versions), Hotline, Monolito, BearShare, Imesh, Napster, Bitorrent, Kazaa (All versions), NeoNapster, Bulbster, LimeWire and WinMX, is prohibited on the Lindenwood University network including residence halls, apartments, classrooms, public spaces, and faculty/staff offices.

Because our network and Internet connections are shared by many University services (the University library, Lindenwood University website, electronic mail, etc.), the Department of Information Technology monitors this traffic constantly to ensure reliable service for everyone. File sharing software can account for a large portion of traffic on the network.

Computer Usage

Obscene or harassing electronic communication is prohibited, as are messages that target individuals in a threatening manner. Individuals who send such communications will be remanded for disciplinary action and possible legal action. The Department of Information Technology reserves the right to monitor any computer activity on a LU computer or any computer connected to the LU network.

The Department of Information Technology reserves the right to deny system or network access on a temporary or permanent basis to anyone who violates these rules. This includes the ability to terminate processes or connections that threaten system or network security, performance or integrity. The network administrator will attempt to notify the user of any such action.
Occasional personal Internet browsing, the use of social networking (Facebook, MySpace, Twitter, etc.) is acceptable as long as it usage not excessive, does not interfere with normal job duties, and does not violate any part of Lindenwood’s computer usage policy. Playing games on Lindenwood University computers is prohibited. This includes online game websites and applications installed on Lindenwood assets not authorized by the Department of Information Technology.

**EMPLOYEE AGREEMENT ON USE OF EMAIL, THE INTERNET, PHONE, COMPUTER, PRINTER AND ALL COPYRIGHT SOFTWARE**

I have read, understand, and agree to comply with the foregoing policies, rules, and conditions governing the use of Lindenwood University’s computer and telecommunications equipment and services. I understand that I have no expectation of privacy when I use any of the telecommunication equipment or services. I am aware that violations of the guideline on appropriate use of the email and Internet systems may subject me to disciplinary action, including termination from employment, legal action, and criminal liability. I further understand that my use of email and the Internet may reflect on the image of Lindenwood to our students, parents, suppliers, business partners and that I have responsibility to maintain a positive representation of the University. Furthermore, I understand that this policy can be amended at any time.

Dated: __________. [Signature of employee]__________________________
[Printed name of employee]________________________________________

**PCCOMMON ACCESS**

PCcommon is a server that’s available to anyone using on-campus computers. Instructors who want to use PCcommon can request a folder through the department chair or school dean.

Each instructor can upload assignments, resources, and reference material in Microsoft Office or PDF formats to his/her own folder. This is an easy way to make information available to students without making hard copies. Blackboard can serve the same purpose but has the added advantage of being available to students and instructors anywhere in the world. However, a PCcommon file can be created more quickly and may be preferred by instructor’s who do not choose to use Blackboard. (See Appendix D, How to Access PCcommon and the Faculty & Staff Portal)

**FACULTY & STAFF PORTAL**

Anyone employed by Lindenwood who has a Lindenwood.edu email account can access forms and handbooks via the Faculty & Staff Portal. (See Appendix D, How to Access PCcommon and the Faculty & Staff Portal)
Executive and internal communications are handled by the Executive Editorial Director in the Executive Offices at Roemer Hall (949-4977). This office distributes electronic emails from the President’s Office and coordinates the creation of all non-sports Website content. Adjunct instructors should read the e-newsletter sent from this office, the LU Digest, which has important reminders about dates and information about campus events and policies.

External communications and public relations are handled by the Public Relations and Marketing Office at 1165 First Capitol Drive (949-4920). This office is responsible for all marketing materials, printing, and press relations and passes along important University announcements to faculty, staff, and adjunct instructors via The Communiqué e-newsletter.

All publications written by staff and faculty on Lindenwood’s behalf must follow Lindenwood Editorial Guidelines, which can be found on the Faculty & Staff Portal in the Forms and Handbooks folder.

In order to maintain quality control and to serve all campus stakeholders fairly, any survey that includes Lindenwood’s name, directly or indirectly, must have prior approval, a Lindenwood survey administrator must oversee its creation and distribution, and it must be sent out via Lindenwood’s Survey Monkey account. For more information, consult Lindenwood’s Survey Guidelines on the Faculty & Staff Portal in the Forms and Handbooks folder.

The Lindenwood University logo provides a consistent visual representation of the University to the public. It is not to be stretched or modified in any fashion. There are two variations to the logo. One is the word “Lindenwood” with its double-looped Os. The other version features the image of a lion and should only be used for sports-related publications. No official logo should be used without prior permission from the Public Relations and Marketing Office.
MEDIA CONTACT

The Public Relations and Marketing Office is responsible for assisting faculty, staff, and administrators in all media-related matters. Instructors should call the Director of Public Relations and Marketing (636-949-4920) if they are aware of or involved in any media matters related to Lindenwood.

Media representatives and organizations are welcome on the Lindenwood campus only with prior approval of the Public Relations and Marketing Office. If an employee is approached by a member of the media on any Lindenwood site, he/she should call (636) 949-4964 and notify the PR staff. After hours, employees should call the after-hours campus security line (636) 262-4622 and ask for the telephone number of the Director of Public Relations and Marketing.

SIGNATURE POLICY

Lindenwood employees shall not include another Lindenwood employee’s signature on any document without written, signed approval from the signature holder. Further, University officials wishing to include the President’s signature on a document must have that document reviewed and approved by the Executive Editorial Director prior to general distribution. This policy applies to all University faculty, staff, and students. Further, all authorized monetary signatures are approved by the Board of Directors and implemented via the President.

FACILITIES, CLASSROOM MATERIALS, AND EQUIPMENT

Lindenwood University has extensive learning technology and facilities that are available to adjunct instructors. All instructors are required to manage the facilities they use with care and discretion.

THE EVANS COMMONS

The St. Charles campus has a state-of-the-art student commons with superb workout facilities. Adjunct instructors may use the exercise equipment and take fitness classes if they supply their LU ID card.

FACILITIES ACCESS

The student is the reason the University was founded and remains the reason for our continued existence and operations. Our grounds, buildings, facilities, curricula, personnel, and programs have the preeminent purpose of serving the student – now and in the future – including any prospective student who is visiting one of our campuses.
All University personnel are stewards of their respective domains on campus but not the owners of those domains. Each of us is responsible for the orderly and responsible care and functioning of his/her campus space but not entitled to unreasonably exclude students and friends of the University from normal and expected admittance to and participation in our facilities.

MAINTENANCE AND REPAIRS

Adjunct instructors who need maintenance and/or technological support should contact the department chair and/or school dean. If immediate help is needed for classroom equipment or computers, the instructor should email helpdesk@lindenwood.edu and/or call the Help Desk at x5100 (from a campus phone) or (636) 255-5100. For maintenance help, contact the Campus Facilities Office in the Campus Service Center (the Spirit Shoppe building) at (636) 949-4922 or send an email to maintenance@lindenwood.edu. The full name of the requester, a telephone number where he/she can be reached, the office or location of the item in need of repair, and a description of the problem and requested assistance must be provided.

FOOD AND DRINK

No food or drink (except liquids in plastic bottles with closable caps) is to be consumed in the Scheidegger Center. No food or drink (except liquids in plastic bottles with disposable caps) is to be consumed in studios, lecture halls, or classrooms without prior permission of the instructor. When allowing food and drink to be consumed, the instructor is responsible for the removal of all waste materials.

SMOKING POLICY

University policy prohibits smoking in Lindenwood owned and leased buildings to protect the health, safety, and comfort of University students, employees, and visitors. Nonsmoking areas include entrances, exits, outside stairways to buildings, outdoor passageways to entrances, windows, indoor and outdoor facilities, and any outside locations at the time when an event is taking place. The following areas are designated for smoking:

- **Butler Hall**: Side area at pool entrance & War Memorial area
- **Welcome Center**: Behind the building
- **Library**: Between library and Roemer
  Between library and Young Hall
- **Roemer**: Between Roemer and Library
- **Young**: Between Young and Library
- **MAB**: Sidewalk between MAB and Warner Hall
- **Spellmann**: 1st Floor - Patio outside of the Connection
  3rd Floor - Between Parker and Spellmann
COPY CENTER USE

Adjunct instructors have access to free copies of classroom materials at the Copy Center (Spellmann 3rd Floor). Print requests can be sent via email (copycenter@lindenwood.edu) or brought to the Copy Center.

Faculty Copy Center Hours

7:30 a.m. – 4:30 p.m.  Monday - Friday

Instructors should allow a 24-hour period to obtain materials. Upon completion of a request, the requester will be contacted via the contact information on the work request form. It is the faculty member’s responsibility to pick up copies before the office closes.

Also, students will not be allowed to pick up test copies for instructors unless the instructor has made prior arrangements with the Copy Center (949-255-5100).

PARKING AND PARKING STICKERS

Campus parking and vehicular regulations are designed to minimize congestion, maintain safety, enhance security, and maximize the use of existing parking facilities. Annual $2.00 parking stickers are available for purchase in the Security Office in the Campus Service Center from 8 a.m. - 5 p.m. Monday through Friday. If an adjunct instructor cannot be on campus during business hours, he/she can call security (636.262.4622 or 636.262.4623) and a member of the security staff will meet him/her at the office.

Adjunct instructors are required to obtain a Lindenwood University parking sticker and place it on the lower left corner (driver’s side) of the rear window. Each University employee is required to obtain a parking permit in order to park on University grounds.

No vehicles should be parked in any area not marked as a parking spot by white marking. Fire lanes are designated by yellow marking around all curbs on campus. Parking in a fire lane will result in a parking fine and possible towing. Parking in no-parking zones or courtesy lanes is prohibited. Parking in handicapped parking by those who are not disabled is also prohibited. Violators will be ticketed and/or towed at the owner's expense.

On the St. Charles campus, a number of parking spots close to classrooms have been set aside for adjunct instructors because parking is scarce after 8 a.m. These spots are clearly marked. The “A” on the adjunct parking sticker indicates to security personnel that the driver has the right to park in these spaces.

Be aware that most residential streets require St. Charles residential parking permits on at least one side of the street.
IDENTIFICATION CARDS (ID)

University photo ID cards can be obtained from the Work and Learn Office (Spellmann 3rd Floor behind the faculty mailboxes). ID cards are helpful for library privileges, use of the Copy Center and access to exercise facilities. To be issued an ID card, the instructor will need to show verification of employment with the University.

SPIRIT AND SUPPLIES SHOPPE

The Spirit and Supplies Shoppe, located at 1923 First Capitol Drive, is open Monday through Thursday 8 a.m. to 6 p.m. and Friday 8 a.m. to 5 p.m. The store is open to the public and sells school supplies, branded clothing, books published by LU Press, and memorabilia. Hours change seasonally. For more information, call (636) 949-7670.

BOOK-X-CHANGE

Students can purchase or rent new and used textbooks through BOOK-X-CHANGE, which is located 2144 1st Capitol Drive. The store’s Web site can be accessed at http://www.lutextbooks.com/rent-used-textbooks. For more information, call (636) 949-2422.

INSTRUCTOR COPIES OF TEXTBOOKS

Adjunct instructors can acquire course-related instructor editions of textbooks from the department chair or school dean. Associated online media and CDs can be acquired from the textbooks’ publishers.

CAFETERIA AND COFFEE SHOPS

Hot entrees, sandwiches, desserts, and a salad bar are available for purchase during the fall, J-Term, and spring semesters at the Spellmann Center dining hall (2nd floor) or the Evans Commons dining hall. There are two coffee shops (Java 101 in the Spellmann Center and Java 201 in Butler Library) that sell sandwiches and sweets.

LABS & CLASSROOMS

Most classrooms have “smart” technology, and some classrooms have computers at every desk. A list of classroom technology is available at: http://www.lindenwood.edu/technology/classsoftware.cfm.

The main Open Lab, which students have access to with a University ID, is located on the 3rd floor of the Spellmann Center.
BUTLER LIBRARY

Library hours vary throughout the year. The library staff can introduce adjunct instructors to a variety of services, including electronic database searches, Info Track and Ebsco systems, social sciences abstracts, and library tours for faculty and students. The staff can also explain how adjunct professors can access databases remotely. For more information, call (636) 949-4820.

AUDIO/VISUAL SUPPORT

Most classrooms have audio/visual equipment that is integrated into the professor’s podium. Adjunct instructors are advised to visit assigned classrooms well before the first day of class to become familiar with available technology. Always remember to turn-off projectors at the end of class because the light bulbs are very expensive.

Stand-alone video equipment is generally not available. Sometimes important lectures or guest speakers are recorded for broadcast on LUTV, the on-campus television station. In those instances, a television crew records the event for later viewing or for live broadcast.

MAIL

The campus mailing address is 209 South Kingshighway, St. Charles, MO 63301. Mail is received and distributed on campus on a daily basis, Monday through Friday, from the Evans Commons Mailroom. Traditional adjunct instructors receive mail from the school dean.

LCIE Adjunct instructors receive campus announcements and rosters in mailboxes located at the classroom site. If the instructor is teaching at two different campus locations, mailboxes at both locations should be checked regularly.

SAFETY AND EMERGENCIES

Safety is paramount in the classroom and at all Lindenwood locations. All instructors should be familiar with the following information regarding security and emergencies.

CAMPUS SECURITY

In case of an emergency or crisis on the St. Charles main campus or LUCC, call Campus Security (located at the south end of the Campus Service Center).

(636) 949-4922 8 a.m. – 5 p.m.
(636) 262-4622 After 5 p.m.

In case of true emergencies at extension centers, call 911. For non-emergency security concerns, contact the center director.
EMERGENCY PREPAREDNESS

For full details on emergencies and crises, refer to the Lindenwood Emergency Procedures in the “Guidebooks, Handbooks” folder on the faculty network drive.

INJURIES/ACCIDENTS – FACULTY/STAFF

In the event of an emergency, 911 should be called immediately. Adjunct instructors should immediately report all injuries incurred on the job, no matter how insignificant, to the school dean.

INJURIES/ACCIDENTS—STUDENTS

In the event of an emergency, 911 should be called immediately. At times adjunct instructors must deal with students who suffer injury or illness. If the injury or illness is not life threatening, the Public Safety & Security Office should be called for assistance. An incident report must be completed. If the student needs to be transported to the hospital, 911 should be called. Lindenwood representatives should not transport students in University or personal vehicles. If the student is transported to the hospital, Security will notify the legal guardians.

EMERGENCY TEXT MESSAGES

During emergencies the University alerts students, staff, and faculty via the Lindenwood Instant Message System provided by RAVE. This important service enables quick mass communication in the event of school closings or campus crises. Students are prompted by email when they enroll to enter their mobile phone numbers into the system. The service is free to users. All employees phone numbers are automatically uploaded into the RAVE system. Adjunct instructors can ensure the appropriate phone number for emergencies is loaded into RAVE by going to the Faculty and Staff Portal.

SCHOOL CANCELLATIONS

When it is necessary to cancel classes, announcements will be posted on the Lindenwood University website as well as local designated television and radio stations, including University media outlets (LUTV and KCLC 89.1 FM). The Lindenwood Instant Message System provided by RAVE will be used to announce cancellations and other notifications as needed. (See above entry regarding RAVE.) The most up-to-date information will be available on the homepage of www.lindenwood.edu (for St. Charles and extension centers) and http://belleville.lindenwood.edu/ (for the Belleville campus). Questions about the emergency texting system should be directed to the department chair or the school dean.
Part II:

Traditional Undergraduate, Graduate, and MBA Program Adjunct instructors
PROFESSIONAL RESPONSIBILITIES

The professional responsibilities of the adjunct instructor encompass a variety of administrative and course-related tasks that must be done before, during, and after the academic term. School deans will provide details that are unique to each school. The following guidelines apply to all schools.

STANDARDS AND GUIDELINES FOR PROFESSIONAL RESPONSIBILITIES

All members of the Lindenwood University faculty and staff are expected to conduct themselves in a professional manner and demonstrate respect for all members of the University community, as detailed in the University's Standards and Guidelines for Professional Development. Those that apply to adjunct instructors as well are as follows:

1. Classroom and Instructional Responsibilities
   - Establish a positive, productive classroom environment that is characterized by respectful interaction and conducive to learning for all students.
   - Hold all classes as scheduled and be punctual in starting and ending classes.
   - Exhibit professional appearance and demeanor.
   - Prepare a complete course syllabus for every class section and distribute it to every student in the class.
   - Administer student assessments in a timely manner throughout the term to ensure that students have ample opportunity to demonstrate mastery and improve their performance on the basis of informed feedback. The timing of assessments should take into consideration four-week and midterm grade reporting deadlines (for traditional, undergraduate courses).
   - Administer an exam or another assessment during the scheduled final exam time slot in every class. (Students are required to attend the final exam.)
   - Avoid presenting a personal opinion or statement as that of Lindenwood University. As well, the Policy of Academic Freedom (Appendix E) should not be invoked to justify and defend conduct that one's colleagues would reasonably deem morally or ethically unprofessional.

2. Professional Relationships
   - Promote a positive, constructive atmosphere among students, colleagues, and staff while at work.
3. **Administrative Performance**

- Submit an electronic copy of each course syllabus to the school dean by the end of the first week of class each term.
- Adhere to all reporting and record keeping requirements in a timely manner.
- Inform the school dean of any rule violations or inappropriate conduct by students that cannot be redressed through normal faculty intervention.
- Inform the school dean of students who stop attending or are in serious jeopardy of failing the class.
- At the end of class sessions, ensure that the classroom is in good order and ready for use by the next instructor. Report any physical problems, equipment breakdowns, or other classroom deficiencies to the school dean.

4. **Professional Relationships**

- Promote a positive, constructive atmosphere among students, colleagues, and staff while at work.

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**OFFICE HOURS**

While adjunct instructors do not have regular office hours, it’s important to schedule time to meet with students before and after class. Meetings can be held in the classroom if no other classes are meeting before or after, or another campus location may be designated, such as Butler Library.

**COURSE PREPARATION**

The adjunct instructor's duties revolve around the classroom, and course preparation is a central duty. Lindenwood University is committed to providing adjunct instructors the information and resources needed to make each class, whether undergraduate or graduate, a success. Contact the department chair or school dean for a copy of the course textbook(s), a prior syllabus used for the course, and any other information required for preparation.
COURSE SYLLABUS

The foundation of all Lindenwood courses begins with the syllabus, which is a blueprint that should be closely followed. Adjunct instructors generally adopt prior syllabi for standard courses, but in the event that an adjunct is hired to teach a new course, a new syllabus must be constructed.

When properly written, the syllabus protects the instructor and the University from potential misunderstandings with students. A well-written syllabus is also an organizational tool, for the faculty member as well his/her students, and serves as a guide to the instructor as well as the students. An electronic copy of the course syllabus must be sent to the Vice President for Academic Affairs/Provost and is submitted through the school dean.

SYLLABUS CONTENTS

The syllabus must contain the following components:

1) Instructor Information - Name and contact information for students (home or office phone number, office hours, email address, etc.)

2) Course Information - The complete name and number (including section number).
   a. Meeting Times - Times, days, and location of regular class meetings, as well as indication of the current semester and year.
   b. Textbooks - List title, author(s), publisher, edition, price, and ISBN. Also indicate whether textbooks are required or suggested. If a textbook is required, the instructor should fully integrate the material in the course. Many students struggle to pay for expensive books, and requiring superfluous purchases is unprofessional and unproductive.
   c. Course Description - Use verbiage from the University catalog.
   d. Course Objectives - Identify objectives that lead to successful learning outcomes and are appropriate for the subject matter. Articulated course objectives serve as a guide to the instructor when creating the course agenda.

3) Disability Statement - Include this verbiage:

   Disability Statement

   If you have a disability or questions about a disability that requires reasonable accommodations for academic participation in a course, you need to contact Jared Conner, Student Support and Accessibility Coordinator, at (636) 949-4510 or jconner@lindenwood.edu and notify your professor during the first week of class so that accommodations can be made. Reasonable accommodations will be made to ensure that
students with disabilities have a fair opportunity to perform at their potential. Students are responsible for providing the Accessibility Coordinator and instructor with a Campus Accessibility Faculty Notification Form specifying classroom accommodations. Your academic advisor can also help with this process.

4) **Academic Honesty Policy**

Include this wording in course syllabi for **undergraduate students**:

**Academic Honesty**

Academic dishonesty is an exceptionally serious offense to oneself and one’s colleagues. The fabric of a learning community is woven by a bond of trust: the work to which we affix our names is our own. To act otherwise is to undermine the contract of good faith on which productive study and the open exchange of ideas is based. Therefore, students wishing to maintain formal membership in a learning community must display the high level of integrity expected of all its members.

According to Lindenwood University’s Academic Honesty policy, names of students found guilty of cheating, plagiarism, or deception will be sent to the Associate Provost. A first offense of academic dishonesty may result in a lessened or failing grade on the work/test or failure in the course. A second offense will lead to academic probation and failure of the class, and a third offense will result in expulsion from the University. Any questions concerning this policy should be directed to the Associate Provost.

**Cheating**

Cheating shall be defined by Lindenwood University as “disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the instructor. Examples of cheating include, but are not limited to, the following:

A. Copying answers, data, or other information (or allowing others to copy) during an examination, quiz, or laboratory experiment or on homework or any other academic exercise.

B. Assuming another individual’s identity or allowing another person to do so on one’s own behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student’s grade or academic standing.

C. Using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without the faculty member’s permission.”

*Source for quotation: [http://www.deltacollege.edu/dept/ar/catalog/cat0910/index.htm](http://www.deltacollege.edu/dept/ar/catalog/cat0910/index.htm)*

**Plagiarism**

Plagiarism is defined as “the presentation of someone else's ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious offense” (Fowler and Aaron 680).

Each of the following is a type of plagiarism and must be avoided in all academic work:

- Copying directly from a source without quotations and source citation;
- Paraphrasing or summarizing another's idea without attribution;
- Changing a sentence's structure but copying words;
• Changing a sentence’s words but copying its basic structure;
• Using audio, video or other media sources without acknowledgement;
• Submitting a paper written by another student and claiming it as your own;
• Using information obtained through interviewing an expert on the subject without attribution;
• Purchasing or downloading a paper from another source and claiming it as your own;
• Collaborating excessively on an essay with another person;
• Submitting an essay that was previously written for another class without the consent of both professors (Plagiarism Defined 1).

Works Cited


Lying/Deception
Deception, in either written or oral form, directed at University personnel by a student for the purpose of improving his/her own academic or financial standing or that of another student is subject to disciplinary action as part of the Lindenwood University Academic Integrity policy.

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Include this wording in course syllabi for graduate students:

Academic Honesty Policy
Academic dishonesty is a serious offense to oneself and one’s colleagues. Students wishing to maintain formal membership in the Lindenwood learning community must display the high level of integrity expected of all its members. According to Lindenwood University’s Academic Honesty policy, names of students found guilty of cheating or plagiarizing will be sent to the Associate Provost. A first offense of academic dishonesty may result in a reduced or failing grade on the assignment or test or failure in the course. A second offense will result in expulsion from the University.

Cheating
Cheating shall be defined by Lindenwood University as “disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the instructor. Examples of cheating include, but are not limited to, the following:

A. Copying answers, data, or other information (or allowing others to copy) during an examination, quiz, or laboratory experiment or on homework or any other academic exercise.
B. Assuming another individual’s identity or allowing another person to do so on one’s own behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student’s grade or academic standing.

C. Using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without the faculty member’s permission.”

Source for quotation:  http://www.deltacollege.edu/dept/ar/catalog/cat0910/index.htm

Plagiarism
Plagiarism is defined as “the presentation of someone else's ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious offense” (Fowler and Aaron 680).

Each of the following is a type of plagiarism and must be avoided in all academic work:
- Copying directly from a source without quotations and source citation;
- Paraphrasing or summarizing another's idea without attribution;
- Changing a sentence's structure but copying words;
- Changing a sentence's words but copying its basic structure;
- Using audio, video or other media sources without acknowledgement;
- Submitting a paper written by another student and claiming it as your own;
- Using information obtained through interviewing an expert on the subject without attribution;
- Purchasing or downloading a paper from another source and claiming it as your own;
- Collaborating excessively on an essay with another person;
- Submitting an essay that was previously written for another class without the consent of both professors (Plagiarism Defined 1).

Works Cited


Lying/Deception
Deception, in either written or oral form, directed at University personnel by a student for the purpose of improving his/her own academic or financial standing or that of another student is subject to disciplinary action as part of the Lindenwood University Academic Integrity policy.

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5) Attendance Policy - Clarify attendance policies and the impact attendance has on final grades. (Should a student notify you if he/she is unable to come to class? Is it possible to
make up missed assignments?) The clearer the policy, the fewer misunderstandings there will be.

6) **Late Work Policy** - Detail whether late work will be accepted and how it will be graded.

7) **Required Writing Styles** (MLA, APA, etc.)

8) **Calendar** - Provide a course calendar or schedule, including dates for tests, projects, Midterm (when applicable) and Final Exams, etc.

9) **Grading Standards** - Identify the course components that will determine final grades. Explain the course grading system (i.e. total points vs. weighted grades, percentages required for A, B, etc.) Be sure to include very clear and precise grading criteria.

10) **“Subject to Change” Statement** - Include the statement, “This syllabus is subject to change.” However, remember that changes should be a last recourse and require written notification to students if the changes deviate significantly from the syllabus.

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**FINAL EXAM POLICY**

Final examinations are not to be scheduled at times other than those published in the *Final Exam Schedule* (posted in the Academics area of [www.lindenwood.edu](http://www.lindenwood.edu) along with catalogs and course schedules at [http://www.lindenwood.edu/academics/catalog.cfm](http://www.lindenwood.edu/academics/catalog.cfm)).

In some courses a final examination may not be appropriate to the material; however, classes *must* meet through the period scheduled for the final examination.

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**GRADE AND ATTENDANCE REPORTING SCHEDULE**

**Attendance Reporting:**

Accurate and timely reporting of grades and attendance in CAMS and via printed rosters is required at the following points:

<table>
<thead>
<tr>
<th>For Semester Courses</th>
<th>For 5-Term MBA Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Day 1</td>
<td>Day 1</td>
</tr>
<tr>
<td>o End of Week 1</td>
<td>End of Week 2</td>
</tr>
<tr>
<td>o End of Week 2</td>
<td></td>
</tr>
</tbody>
</table>

- After the second week of class, electronic attendance is strongly encouraged in CAMS via the faculty portal.

- Accurate attendance record keeping is crucial for the University Financial Aid Office and for courses in which attendance and/or participation are used to compute final grades. Instructors can use the CAMS system throughout the term. Additionally, some professors
elect to have students sign in every day. The latter technique is useful when/if a student challenges the instructor’s record keeping regarding attendance and tardiness.

**Grades:**

- **Semester Courses:**
  - Grade deficiencies must be reported at the end of Week 4
  - All undergraduate students receive a Midterm Grade
  - All students receive a Final Grade

- **Graduate Courses:**
  - All students receive a Final Grade only

- **Quarter Courses:**
  - All students receive a Midterm Grade (except for graduate students)
  - All students receive a Final Grade

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**WEEK 4 GRADE DEFICIENCY REPORTS**

The University encourages faculty members to administer some kind of test or comprehension assessment before the 4th week of the semester. This early testing, in combination with assignment grades, helps identify students who are academically deficient. Early testing also serves as feedback for students. When trouble is identified early, students have a chance to “buckle down” or drop the course well before the withdrawal deadline.

Instructors who teach traditional undergraduate semester courses are required to assign a *Week 4 Grade* in CAMS to any student who is academically deficient (earning a “D” or “F”). That information is passed on to the student’s advisor and the Student Success Center so that early intervention can be provided in support of the student’s progress.

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**GRADING SYSTEM**

**Graduate Students** may receive grades of A, B, C, F, W, WP, WF, AF, NG, I, and Audit. Grades “A,” “B,” “C,” and “F,” are used to calculate the student’s academic standing. A grade of:

- “A” represents outstanding performance,
- “B” indicates satisfactory performance at the graduate level,
- “C” indicates performance below that acceptable at the graduate level,
- “F” indicates a significant failure in performance relative to the requirement of the course. No credit is awarded toward a graduate degree of courses in which a grade of “F” is earned.
**Undergraduate students** may receive grades of A, B, C, D, F, W, WP, WF, AF, NG, I, and Audit. A mark of

- “A” represents work outstanding in quality; it indicates that the student has shown initiative, skill, and thoroughness and has displayed originality in thinking.
- “B” grade is awarded for work of high quality, well above average.
- “C” indicates average work and satisfactory completion of course requirements.
- “D” represents work below the average in quality. Although this grade indicates minimal capability in a subject, credit is given.
- “F” indicates one’s coursework has been unsatisfactory and no credit is given.

For information on the other grade designations (W, WP, WF, AF, NG), refer to the course catalogs (http://www.lindenwood.edu/academics/catalog.cfm).

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**EFFECTIVE GRADE NOTATION**

To accurately assess a student’s performance, instructors should delineate scores and assignments that address the goals for the course. The better the record keeping, the easier it is to assign final grades.

On occasion, a student will challenge final grades. In that case, a well-maintained grade book provides invaluable data. Moreover, if an adjunct suspects that a student might dispute a grade, the instructor should make photocopies of written assignments turned in by that student in case later documentation of poor academic performance is required.

A rigorously detailed syllabus and class agenda can help minimize the potential for grade disputes. Students who clearly understand the instructor’s expectations are less apt to challenge final grades. A clear agenda also helps to keep the instructor on track and organized so that he/she can confidently acknowledge poor student performance without excessively questioning the role that course disorganization might have played in the student’s failure.

Grades can be maintained in a variety formats, including Blackboard, Excel, and dedicated teaching software. Most undergraduates come from high schools that have online grade books that are updated daily, so students generally perform better when college instructors regularly update grade totals and make them readily available via technology.

Copies of grade books must be sent to department chairs and/or deans for archiving.
PART III: ACCELERATED PROGRAMS (LCIE) ADJUNCT INSTRUCTORS

PART III:
Accelerated Programs (LCIE) Adjunct Instructors
LCIE OVERVIEW

The Lindenwood College for Individualized Education (LCIE) is a nationally acclaimed learning community designed specifically for mature adults. LCIE program directors go to great lengths to make certain that the instructors they select to teach in this accelerated format have the appropriate expertise and take their teaching responsibilities seriously. The success of LCIE as a model for adult education depends upon the University's ability to not only recruit new students to the program, but also to motivate and sustain existing students. In short, the continued success of this program depends on highly qualified and dedicated adjunct instructors.

LCIE COMPONENTS

Adult students differ in important ways from traditional-age students, and the teaching methods used should reflect those differences. This section of the Adjunct Handbook addresses some of the unique challenges that LCIE instructors may encounter. Thoroughly reading and following the advice in this part of the handbook is critical. No matter how experienced an educator the adjunct might be, without a thorough understanding of the challenges and rewards of accelerated adult learning, he or she would likely find the format frustrating. LCIE students deserve the very best in the classroom. Advanced preparation by instructors will ensure that students are not disappointed.

EDUCATIONAL POLICY STATEMENT

The LCIE delivery format, developed in 1975, is a unique time-tested learning model for adult higher education. The model has been lauded by the Higher Learning Commission of the North Central Association of Colleges and Schools, the organization that accredits all of the major universities in the nineteen states comprising the upper Midwest. LCIE uses small class sizes (fourteen students maximum per class) and the Socratic method of inquiry to maximize students’ presentation and discussion opportunities during class sessions. This approach promotes give-and-take among students and personal interaction between students and their professors. Experience of both teachers and students contribute to a positive learning environment.

Because a major objective of this format is the development of student's knowledge-synthesis and communication skills, more emphasis is placed on written and oral presentations, class discussions, papers, and projects than on traditional testing. However, as is true of most higher-education programs, it is up to each instructor to determine how students are to be assessed and graded; therefore, tests, quizzes may be used to supplement papers and presentations as assessments of student mastery.
THE CLUSTER

Courses in the LCIE program are grouped in “clusters.” Each cluster consists of three related courses designed to offer students the best combination for analysis and synthesis of the material.

The cluster group is composed of an adjunct faculty member (instructor) and up to 14 students who meet one evening a week for four hours. The instructor, using the Socratic method of discussion with some lecture, initiates and maintains group interaction, coordinates presentations, leads discussions, and challenges, critiques, and assists students in their work. Instructors also contribute their own knowledge and insights in a way that fits the group and individual objectives of the cluster.

Cluster group meetings should provide a collegial environment in which students present their work and share their learning experience. Because the objective of the cluster format is the development of students’ analytical skills and communication skills, the emphasis is on class participation, writing, and oral presentations. Adjunct instructors who have taught in traditional semester formats sometimes find themselves adjusting prior expectations and shifting from lectures to more group interaction.

A FULL-TIME ACCELERATED PACE

LCIE students enroll for one cluster and earn up to nine semester hours of credit each quarter. The term consists of thirteen meetings in twelve weeks. Adjunct Faculty must specify a date for the extra class (called the thirteenth class meeting) in the syllabus. The thirteenth class can be a scheduled field trip related to the cluster, a class period dedicated to an examination, skills assessment, or presentations, or a class that follows the pattern of the other twelve meetings. If the instructor is teaching more than one section of the same cluster, it is reasonable to combine these classes depending on the goals of the thirteenth class. It is advisable for the instructor to contact the site director to arrange for classroom availability for the thirteenth class meeting.

STUDENT TEXTBOOKS

Due to the accelerated nature of the LCIE program, students should have all of their required textbooks by the first cluster meeting. Students can purchase their textbooks the Book-X-Change (www.lutextbooks.com) at 2138 First Capitol Dr. at the intersection of First Capitol and West Clay (636-949-2422). The students can also order books through Lindenwood website, which will take them to the Book-X-Change website.

FACULTY ADVISORS

Each student is assigned a Faculty Advisor (FA) who guides the student through the program. The FA provides an overview of the student’s progress, assists with course registration, and serves as a resource for the student. The FA helps plan and coordinate the student’s program of study from
entry through degree completion. LCIE Faculty Advisors provide a source of continuity to the student’s academic progress.

FAs can also help adjunct instructors by serving as a source of insight regarding particular students. Information about which FAs are assigned to students is available in the electronic class roster on Lindenwood’s Comprehensive Academic Management System (CAMS®). A complete listing of currently enrolled students and their FAs is available in the LCIE Office. This information should also be provided by students during the first class when they are required to fill out a Student Profile (See Appendix F: LCIE Student Profile).

STUDENT-FA CONFERENCES

Students in LCIE confer with their FAs at least once per quarter. The conference must be in person and is scheduled during the registration period for the next quarter. **Students who meet with their advisors receive a voucher that is to be turned in to the instructor to verify the meeting.** Instructors should remind students in the syllabus and in the classroom of their obligation to meet with their Faculty Advisor. Adjunct instructors collect and retain the vouchers for each student.

COLLOQUIA

Along with classroom instruction, LCIE students must attend one colloquium each quarter. A colloquium is defined as an out-of-class learning experience. Field trips done as one of the thirteen cluster meetings are NOT ELIGIBLE. Colloquia are considered by Lindenwood and its accrediting agencies as part of the learning mix of each quarter for which a student receives nine credit hours. Typically students attend a talk, a workshop, or some other forum in which there is an opportunity for interactive learning. Colloquia are opportunities for students to broaden themselves both within and beyond their areas of interest. After attending the colloquium, the student must write a short report (two typed, double-spaced pages with MLA style) describing what took place, what was learned, and turn it in to his/her Faculty Advisor. At times, colloquia are planned and offered by the University or LCIE center directors. Although instructors are not required to attend, they are always welcome at LCIE sponsored colloquia and are encouraged to recommend a colloquium (subject to FA approval) for their students. A reminder about the colloquium requirement should also be included in the course syllabus.

ROLE OF THE LCIE ADJUNCT

In the LCIE program, adjunct instructors play an integral role in the development and success of each student. In addition to nurturing and encouraging students, the adjunct serves as a role model by creating a learning climate that motivates and sustains adult learners.

Since the cluster format is based on the Socratic method of facilitation, it is important that all instructors view themselves as a partner in the learning process and remember that students bring a
wealth of knowledge to the cluster. The instructor is not expected to be the “Sage on the Stage.” Rather, careful facilitation that challenges and enables synthesis is required.

**SCHEDULING AND PLANNING**

Because of the accelerated nature of the evening program, adjunct instructors must pay extra attention to planning in order to optimize available time and learning opportunities.

**SCHEDULING ISSUES**

Cluster attendance and punctuality are important for everyone - *including instructors*. Therefore, adjunct instructors should allow enough travel time to insure that class starts on time and meet with students as needed before and after class. In the event that unforeseen circumstances (i.e., weather, traffic) prevent timely arrival, LCIE instructors should make a cell phone call to the appropriate campus:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCIE (LUCC)</td>
<td>(636) 949-4500</td>
</tr>
<tr>
<td>Belleville Campus</td>
<td>(618) 222-1050</td>
</tr>
<tr>
<td>Lincoln County</td>
<td>(636) 332-0847</td>
</tr>
<tr>
<td>North County</td>
<td>(314) 838-7653</td>
</tr>
<tr>
<td>O’Fallon South</td>
<td>(636) 627-6600</td>
</tr>
<tr>
<td>South County</td>
<td>(314) 525-1380</td>
</tr>
<tr>
<td>St. Louis City</td>
<td>(314) 621-1179</td>
</tr>
<tr>
<td>Weldon Spring</td>
<td>(636) 926-7080</td>
</tr>
<tr>
<td>Wentzville</td>
<td>(636) 332-0847</td>
</tr>
<tr>
<td>Westport</td>
<td>(314) 275-2233</td>
</tr>
<tr>
<td>Wildwood</td>
<td>(636) 273-5249</td>
</tr>
</tbody>
</table>

**MISSED CLUSTERS**

**Canceling cluster meetings is not permissible** without first contacting the program director or the Dean of LCIE. **All missed cluster meetings must be made up**, and instructors must notify students of the rescheduled meeting time and place using updated contact information provided by students during the first class meeting. If a class needs to be rescheduled, the instructor should contact the site at which the class is held for help finding an available room.

**OPENING WEEK**

All faculty and enrolled students are required to attend the opening session that is scheduled for their course. Because of LCIE’s accelerated pace and minimal contact hours, instructors hold a full (four hours) class meeting on these days. Students not attending this cluster meeting should be **marked absent** for the day (evening) and **held accountable** for their inability to participate in any class discussion. The first assignment for the cluster will be made available to the instructor by the program.
director. It will include a writing assignment and must be graded and calculated into the students’ final grades. Students receive this assignment when they register for class.

Opening Week is also an ideal time to set the stage for the next twelve sessions. It is important to set class standards and provide students with a clear idea of goals and expectations. Students should complete a “Student Profile” (Appendix F) for the instructor’s files.

LCIE instructors must also expect a number of administrative tasks during the Opening Week, such as picking up a class roster for attendance signatures from the campus office where the first cluster meeting is to be held. The LCIE staff can provide directions to assigned classrooms and other helpful information.

**ACADEMIC COMPONENTS AND STANDARDS**

Like most aspects of the LCIE, academic practices are unique due to the intensity of the schedule. Instructors must be familiar with the program’s unique academic standards.

**WRITTEN WORK**

Undergraduate LCIE students should write a minimum of thirty-five pages in each cluster, and graduate students should write, at least forty-five pages. Along with essays, there should be a major writing assignment, research or practical, for each cluster. As a rule, the minimum writing requirement should not be assigned as one project because that practice encourages overly long quotations, plagiarism, and little analytical thinking.

Most instructors use a combination of research papers or projects and weekly written assignments. Many require written book reports or case studies throughout the cluster. Others require students to keep journals, recording their reactions to the weekly reading assignments. Once again, keep in mind that students are earning NINE semester hours per quarter, and their work should be sufficient both in weight and quality to justify this.

**THE RESEARCH PAPER**

The standards for LCIE research papers are very high. They should be well written with a minimum of grammatical errors, demonstrate a high degree of organization, be analytical rather than descriptive, and conform to Modern Language Association (MLA) documentation criteria. Instructors who are unfamiliar with MLA documentation standards will need to purchase *A Writer’s Reference* by Diane Hacker.

The LCIE academic staff recommends the following standards for research papers:

- One-inch margins on all four sides
- Typewritten (using no larger than 12-point type)
- Double-spaced, indented at paragraphs, paginated
- Conform to the instructor’s requirements in terms of page length, excluding charts, graphs, tables, appendices, etc.
ORAL PRESENTATIONS

The requirements of each cluster in LCIE must include oral presentations. The length, nature, and number are up to the instructor. For some classes, students give a number of small presentations—from five to ten minutes each. For others, students present their final papers or projects. Still others add oral book reports or an overview of a case analysis to their syllabus. A sample evaluation of an oral presentation can be obtained from the program director. In whatever way oral presentations are handled, the syllabus should thoroughly and clearly delineate the requirements.

CLASS PARTICIPATION

Participation in class discussion is very important in the LCIE format. Assigned textbook chapters, chapter review questions, self-help exercises, journals, and the like are to be completed on schedule and the student prepared to intelligently discuss this material in class. In some cases, the students’ contributions during cluster meetings are the instructor’s best clue as to how well they understand the material. Class discussion and participation should be assigned points or a percentage and should figure into final grade calculations.

ASSESSMENT METHODS

Instructors assess student development via the use of quizzes, research papers, midterm and/or final examinations. Tests and quizzes may be used to supplement papers and presentations as assessments of student mastery.

The percent or weight of a quiz, or a test, and the number of assessment methods offered during the term is left up to the discretion of each instructor. Whatever assessment method used, the scheduled date, time, and weight of each assessment method should be included in the syllabus.

EVALUATING WRITTEN WORK

Grammar - Most LCIE instructors are not English teachers, and even though some LCIE students tend to write better than the average college student, most still make grammatical errors. Instructors should learn to recognize the most common grammatical errors—fragments, comma splices, mixed constructions, etc.—to provide college-level grading. A Writer’s Reference by Diane Hacker is a valuable resource.

Content - Regardless of the course content, instructors must insist on professional writing, which includes the following:

- A concise thesis, implied or written
- Logical organization
- Clear thinking
- Correct spelling and grammar

A paper that is flawless in content but replete with grammatical errors is not an “A” paper.
Feedback - Students invest tuition dollars and time in the LCIE program. In return, they rightly expect a thorough reading of their papers. Instructors can demonstrate interest in students’ work by making comments in the margins and providing comments in summary on the last page. The summary commentary should be complete and thorough, identifying strengths and areas in need of improvement.

A superb tool for giving feedback is the rubric. There are many ways to create a rubric, but often a table is used to create a matrix of definable standards. The goal is to identify the components of a project or paper that will be graded and then assign points on a scale that includes a brief narrative describing that constitutes, say, 5 points, 4 points, 3 points, 2 points, or 1 point. Students who receive the rubric in advance of the project have a clearer idea of what to strive for, and they are also more inclined to understand the grade they receive in the end.

Another critical form of feedback is the graded paper. Papers should be returned as soon as possible. Most, if not all, instructors return papers one week after they are submitted. Students should be told when they can reliably expect to receive graded papers. The accelerated schedule makes it imperative that students receive prompt feedback so they can promptly absorb the information and make improvements.

(See Rubric Sample below)
RESEARCH PAPER/ASSIGNMENT REWRITE POLICY

LCIE does not have in place, nor does it encourage, a rewrite policy that offers students a chance to rewrite papers to improve their grades. Rewriting as part of the learning process can be beneficial as long as the practice isn't used to buffer grades. On rare occasions, students who have plagiarized a paper or who have poorly written a paper have been permitted to rewrite the piece to improve their skills, not their grades.

ADDITIONAL WORK AS EXTRA CREDIT TO IMPROVE A GRADE

Additional work as extra credit to improve a grade in the cluster is also unacceptable and not permitted in the program. LCIE students earn nine semester hours of credit in the cluster, and their work should be sufficient both in quantity and quality to justify this. Using extra credit to improve a grade compromises the integrity of the cluster and the LCIE program.

ATTENDANCE POLICY

LCIE is an accelerated program designed for motivated learners who take responsibility for their education. It is assumed that a student will not miss any classes. However, recognizing that LCIE students are working adults, one absence can be compensated for (at the instructor's discretion) through additional assigned work. Two absences will result in a grade drop in one, two, or all three of the cluster courses, depending on the class format and the instructor's judgment. Three absences are unacceptable as that represents one-fourth of the class periods. A student who has missed or will miss three cluster meetings will receive failing grades in the cluster. The first class (Saturday for graduate students and new undergraduate students and the first week of classes for returning undergraduate students) and the thirteenth class (arranged by the instructor) are both considered part of the scheduled coursework and attendance will be counted accordingly.

LATE PAPER POLICY

Managing time wisely and meeting deadlines are qualities students should cultivate because they are crucial not only in the classroom, but also in the workplace. LCIE instructors must encourage this kind of academic responsibility. Some instructors accept papers only on the dates they are due, others accept papers no later than a day or two beyond the due date. Still others lower the grade of a late paper. Whatever the policy, it should be consistent and included in the syllabus.

SYLLABUS AND CHECKLIST

The LCIE Office and program directors must have an electronic copy of the syllabus on file for each cluster, each quarter. The program director can provide a sample syllabus to use as a guideline in
preparing the syllabus. If the adjunct is teaching a cluster that is concurrently being taught by other instructors, all must follow a campus-approved syllabus. In that case, the only revision necessary would be regarding dates and contact information.

An adjunct faculty member who is the sole instructor for a particular cluster may create a unique syllabus as long as the instructor follows these strict guidelines.

**LCIE SYLLABUS REQUIREMENTS CHECKLIST**

<table>
<thead>
<tr>
<th>LCIE Required Syllabus Elements</th>
<th>Location in Adjunct Handbook</th>
<th>Requirement Met (please check)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>An electronic copy of the syllabus</td>
<td>Pages 36, 54, 82</td>
<td>Please send the copy to your program director and the LCIE Office by opening session</td>
<td></td>
</tr>
<tr>
<td>Course Number, Section, Title and Course descriptions</td>
<td>Page 89</td>
<td>See program director or Course Catalog</td>
<td></td>
</tr>
<tr>
<td>Professor's name and/or title</td>
<td>Page 89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific Quarter and Cluster Meeting Time(s)</td>
<td>Page 89</td>
<td>(i.e., Spring Quarter 2009; Monday Nights, 6:00 to 10:00 p.m.)</td>
<td></td>
</tr>
<tr>
<td>Telephone Number, Fax or Email address, and hours of availability</td>
<td>Page 89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Textbooks and Supplemental Materials</td>
<td>Page 89</td>
<td>See program director</td>
<td></td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Page 89</td>
<td>These must be identical to the objectives found on the end-of-the-term student summaries.</td>
<td></td>
</tr>
<tr>
<td>Educational Policy Statement</td>
<td>Page 47, 90</td>
<td>Must be included in all syllabi</td>
<td></td>
</tr>
<tr>
<td>Program Assessment Statement</td>
<td>Page 89-90</td>
<td>Must be included in all syllabi</td>
<td></td>
</tr>
<tr>
<td>Students with Special Needs Statement</td>
<td>Page 90</td>
<td>Must be included in all syllabi</td>
<td></td>
</tr>
<tr>
<td>Student Textbook Due Date</td>
<td>Pages 48, 89</td>
<td>Must be included in all syllabi</td>
<td></td>
</tr>
<tr>
<td>Statement on Academic Honesty</td>
<td>Pages 38-40, 91-93</td>
<td>Must be included in all syllabi</td>
<td></td>
</tr>
<tr>
<td>Statement on Extra Credit/Paper</td>
<td>Pages 54, 94</td>
<td>Must be included in all syllabi</td>
<td></td>
</tr>
</tbody>
</table>
## Rewriting to Improve Grade

<table>
<thead>
<tr>
<th>Actual dates of (weekly) cluster meetings and assignments</th>
<th>Page 94</th>
<th>Must be included in all syllabi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptions and Dates of Assessment Methods</td>
<td>Pages 52, 74</td>
<td>This information should also appear in your weekly cluster meeting assignments.</td>
</tr>
<tr>
<td>Thorough descriptions of major papers, projects, presentations</td>
<td>Pages 51-52, 94</td>
<td>Must be included in all syllabi</td>
</tr>
<tr>
<td>Weighting of participation, presentations, written assignments, papers/projects, and assessment methods</td>
<td>Pages 94</td>
<td>Weighting may be by percentages or points but must be included in all syllabi for each individual class within the cluster.</td>
</tr>
<tr>
<td>Grade Descriptions, Criteria and Grading Scale</td>
<td>Pages 19-41, 94-95</td>
<td>Pages 46 (The LCIE Grading System) must be included in all syllabi</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>Pages 67, 77, 82, 94</td>
<td>Must be included in all syllabi</td>
</tr>
<tr>
<td>Policy on missing due dates for assignments, projects &amp; papers</td>
<td>Page 60, 94</td>
<td>Must be included in all syllabi</td>
</tr>
<tr>
<td>Statement of classroom decorum, protocol and etiquette</td>
<td>Page 20, 94</td>
<td>Please include policy on eating in class, returning furniture to its original position, and treating each other with respect.</td>
</tr>
<tr>
<td>Syllabus Disclaimer</td>
<td>Page 94</td>
<td>In the event information in the syllabus needs to be changed due to the instructor’s discretion.</td>
</tr>
<tr>
<td>Paper Requirements for both undergraduate/graduate students</td>
<td>Page 51</td>
<td>Clusters with both undergraduate and graduate students have different requirements. These must be clearly delineated in each syllabus.</td>
</tr>
</tbody>
</table>

## ADMINISTRATIVE RESPONSIBILITIES

LCIE Adjunct instructors have a unique set of administrative responsibilities in addition to those listed in Part I and Part II of this document. The program director can answer questions about these duties, which are listed in the following guidelines.
FIRST ASSIGNMENT

LCIE students are required to come to the first meeting with a completed assignment. All first-day assignments involve written work and require the use of at least one textbook required in the cluster. The assignment is provided to students at the time of registration.

New adjunct instructors should obtain a copy of the first assignment from the program director and incorporate the work in some fashion during the first meeting. This work must be graded and calculated into the student’s final grade. For subsequent clusters, the adjunct may provide a new assignment as long as it fits the above criteria and is delivered to the LCIE Office Manager eight weeks prior to the start of the next quarter.

TEXTBOOK REQUISITIONS

Textbooks are selected for clusters by the program director in concert with the instructors, and all clusters covering the same topic must use the same texts. Suggestions for a possible change in textbooks should be made two to three months before the start of a new quarter.

CLASSROOM ASSIGNMENTS

In conjunction with the LCIE office, center directors are responsible for assigning classrooms. Occasionally, an instructor may need a classroom for another evening. In that case, a reservation is required. To schedule a classroom for any reason, adjunct instructors should call the LCIE office at their respective centers. **Adjunct instructors are not permitted to change a classroom** without a valid reason and without notifying the appropriate personnel at the LCIE Office. The LCIE Office Manager must know the location of every class at all times.

CLASS LISTS (ROSTERS)

During Opening Week, instructors will be provided with a list of all registered students for each cluster. Attendance MUST be taken to assess any discrepancies (i.e., registered students who are absent; present students who are not registered.) Accurate attendance reporting is crucial for the LCIE Office, Financial Aid, and for calculation of instructor’s salary. **IMPORTANT:** Remember to ask students for their signatures when rosters require personal acknowledgement of their attendance.

WEEKLY ATTENDANCE REPORTING

In addition to having students sign week-1 and week-2 paper rosters, adjunct instructors must log into the Faculty Portal on www.lindenwood.edu to access the CAMS attendance reporting system. Instructors are encouraged to update the electronic attendance records for ALL class meetings (including the opening session) for EVERY student for EACH of the three classes that comprise the
cluster. This **should** be done immediately after class and can be done **no later than** 5 p.m. on the following Friday.

Accurate attendance record keeping is crucial for courses in which attendance and/or participation are used to compute final grades. Instructors can use a variety of methods for taking attendance during class. Some choose to call roll and enter the data in an Excel spreadsheet contained on a flash drive. Others elect to have students sign in every day. The latter technique is useful when/if a student challenges the instructor's record keeping regarding attendance and tardiness.

**MAKING ANNOUNCEMENTS**

From time to time, the LCIE staff will need to announce colloquia or other important information to LCIE students. **Instructors should check the cluster-site mailbox on a weekly basis before class.**

**MAINTAINING A GRADE BOOK**

Grades must be kept for each course within the cluster so that three separate grades can be issued at the end of the quarter. Keeping a thoroughly documented grade book, in a Microsoft Word Document, an Excel Spreadsheet, or in a grade book software program, is required and enables the adjunct to adequately assess final grades. The program director can provide a grade book if needed. The adjunct should discuss these strategies with the program director before the cluster begins.

LCIE uses four components to measure student mastery of the concepts within the cluster: written work, oral presentations, participation in class discussion, and examinations. Each one of these components must be listed in the grade book and must be quantifiable for each student. **NOTE:** Grade books for each cluster, including grades for assignments, quizzes, midterms, and final examinations, must remain in the adjunct instructors possession for at least four quarters.

**EFFECTIVE GRADING NOTATION**

To accurately assess a student's performance in three distinct courses within a single cluster, the adjunct needs delineated scores and assignments that address the goals for each course. The better the record keeping, the easier it is to assign final grades.

On occasion, a student will challenge final grades. In that case, a well-maintained grade book provides invaluable protection. Moreover, if an adjunct suspects that a student might dispute a grade, the instructor should make photocopies of all written assignments turned in by that student in case later documentation of poor academic performance is required.

A rigorously detailed syllabus and class agenda can help minimize the potential for grade disputes. Students who clearly understand the instructor's expectations are less apt to challenge final grades. A clear agenda also helps to keep the instructor on track and organized so he/she can confidently acknowledge poor student performance without excessively questioning the role that course disorganization might have played in the student's failure.
**MIDTERM GRADES**

In the fifth or sixth week of the term, LCIE adjunct instructors must report Midterm Grades to Academic Services via the Faculty & Staff Portal. If a student has not been coming to class, make note of this and inform the student’s Faculty Advisor. Only undergraduate students receive Midterm Grades.

**LCIE GRADING SYSTEM**

At the end of the quarter, students' performances are assigned grades in each of the three courses in the cluster. The LCIE uses the following grading system:

- **A = Excellent:** The student’s work is outstanding, beyond expectations, and exemplary to the goals of the course. Writing reveals a sound organizational strategy with clearly developed paragraphs and a unified thesis. The ideas are engaging and show illuminating insights into the works being studied. There should be few or no errors in style, diction, or mechanics. Oral presentations are outstandingly informative, well researched, and relevant to the assignment. The presentation is not read but reveals mastery of the material, supportive examples, and very good eye contact.

- **B = Superb:** The student’s work is above average, proficient, of high quality, and exceeds the goals of the course. Writing is clearly above average but may reveal problems with the organization of ideas or in the insights expressed. There will be some errors in style, diction, and/or mechanics. Oral presentations may have many insights and show good mastery of the material, but may either lack the depth of an outstanding presentation or reveal a weaker delivery style.

- **C = Adequate:** The student’s work is average, acceptable, and satisfactory to the goals of the course. Writing reveals an understanding of the assignment, but the insights do not go beyond the obvious and the student does not attempt to use the text or other sources to prove the ideas expressed. Subject areas tend to be general and do not address specific detail. There are more errors in grammar, mechanics, and the like. Presentations cover the material but are vague, revealing an average mastery of the assigned material and an average delivery style.

- **D = Unsatisfactory:** The student’s work is inadequate, poor, inferior, and unsatisfactory to the goals of the course. Writing reveals a poor understanding of the assignment, is too general, and is replete with errors in style, diction, and/or mechanics. Oral presentations are poorly planned and delivered with little or no thought to the task.

- **F = Failing:** The student has not passed the course. Writing is unacceptable, lacking in many of the aforementioned skills, or does not come close to the page number requirement.
**This grading system must be included in the syllabus** and should be explained to students during the first cluster meeting. LCIE faculty must evaluate students’ performances on two separate forms: The Final Grade Roster and the Summary Evaluation of the Student (See Appendix G: LCIE Summary Evaluation of the Student. Final grades must also be entered in CAMS.

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**FINAL GRADE ROSTER**

Final grades must be entered into CAMS via the Faculty Portal by the term’s deadline. That information is sent to instructors through LU email. Adjunct instructors who are uncertain about the deadline should proactively contact program director.

**FAILURE TO COMPLETE CLUSTER ASSIGNMENTS**

A grade of “I” (incomplete) is given at the end of a quarter only for failure to complete the coursework because of exceptional circumstances beyond the student’s control. An incomplete is not an alternative for the student who is failing the course or who has excessive absences. An incomplete is not an option for the student who has consistently missed or been tardy with assignments. A student should have attended all cluster meetings to date and should be relatively current with the assignments in order to qualify for the extension afforded through an incomplete grade.

Typically, the student has until the end of the next term to satisfy the requirements for an incomplete grade; however, the instructor must let the student know, in writing, when all assignments are due. Many instructors, for example, offer only six weeks into the next term to satisfy the requirements for an incomplete grade. LCIE adjunct instructors may award an incomplete in one or all of the courses within the cluster, but the timeline to satisfy the requirements for an incomplete grade cannot extend beyond the end of the next term. To issue an incomplete grade, instructors assign the grade of "I" in the appropriate space on the faculty portal.

The final grade for an incomplete is left to the discretion of the instructor; however, generally an incomplete grade should be replaced by a grade no higher than “B” because the student has received additional time to complete his or her work. When the student has satisfied all of the cluster requirements, the instructor assigns a new grade using the Change of Grade form and submits this form to the Dean of LCIE for approval. Incomplete grades not made up by the end of the next term automatically become “Fs.”
DEALING WITH GRADE DISPUTES

Grade disputes are not all that common in the LCIE, but they do occur at times. To this end, the following guidelines have been established for dealing with grade change requests:

1) A student must begin the process with a letter to the instructor, clearly offering specific reasons why he/she believes the grade should be changed and attach any supporting documentation to the letter.

2) A copy of this letter and supporting documentation must also be sent to the Faculty Advisor.

3) The instructor must respond in writing to the student within ten working days after receiving the letter, stating the reasons for making the requested grade change or the reasons for denying the requested grade change, including supporting documentation for the decision. The instructor’s documentation should avoid personal comments about the student and, rather, focus on relevant assignments, oral presentations, class participation, examinations, etc.

4) A student who is not satisfied with the outcome of this procedure may petition to have relevant course material assessed by the program director. The program director will want to see copies of all student assignments, an electronic copy of the instructor’s grade book, and an electronic copy of the course syllabus. After reviewing these items, the program director may call the student and the instructor in for a meeting to discuss the grade dispute. In many cases, the recommendation of the Provost is meant to be of assistance in resolving the grade dispute between the instructor and the student; however, only the instructor is authorized to change a final grade.

SUMMARY EVALUATION OF THE STUDENT

LCIE Adjunct instructors are also required to complete an evaluation form for each student in the cluster. The Summary Evaluation of the Student (See Appendix G) is sent to adjunct instructors from program directors electronically and consists of a list of objectives that the student strives to achieve during the term. This same list of objectives must also be delineated in the course syllabus. At the end of the term, instructors must rate the student’s performance on each of the cluster’s objectives. The form also provides room for a written comment, as a supporting statement about the rating, for each objective.
Adjunct instructors should return the completed evaluations to the LCIE office and to program director within one week after final grades are due. The name of the student’s Faculty Advisor should be included on the evaluation.

In addition to the actual grades they receive, LCIE students also place a high value on the evaluations from the instructors and view the feedback as critical in helping them translate their academic performance into success in their careers. However, tact may be required when giving evaluations. The student who receives a “D” or “F” does not expect a glowing tribute, but corrective feedback should be addressed to the performance and not to the student’s character.

The evaluation is a crucial part of the LCIE program, and **IT IS MANDATORY THAT AN ELECTRONIC COPY OF THE COMPLETED FORM FOR EACH STUDENT BE SENT TO THE LCIE OFFICE MANAGER AND TO THE PROGRAM DIRECTOR AT THE END OF EACH QUARTER.** Adjunct faculty who do not complete the Evaluation of the Student may not be asked to teach future clusters. A sample Summary Evaluation form appears in *Appendix G.*

### STUDENTS’ EVALUATION OF AN INSTRUCTOR

The instructor is assessed by students on how well he/she seemed to know the subject, if he/she was frequently late or absent, if the class met for the required time, if the students received adequate feedback during the term, etc. Electronic version of evaluations will be available under your faculty portal after the final grades are posted. (See Part I: Course Evaluations)
Appendices

The information in this handbook is designed to instruct and guide adjunct instructors regarding important policies and procedures. As the University continues to grow, day-to-day operations will be adjusted to accommodate growth and expansion in a way that maintains the level of excellence students, faculty, and staff expect and deserve.

The school deans and program directors play a crucial role in the communication of policies and procedures, and they can provide more detailed information about practices and forms relevant to individual schools and programs.

The following appendices are some of the basic tools that help ensure the success of the adjunct instructor.
Whistleblower Policy

Policy Standards and Applications

Lindenwood University requires directors, officers and employees to comply with its Code of Ethics and observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the University, we must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations.

Reporting Responsibility

It is the responsibility of all directors, officers and employees to comply with the code and to report violations or suspected violations in accordance with this Whistleblower Policy.

No Retaliation

No director, officer or employee who in good faith reports a violation of the Code shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the University prior to seeking resolution outside of the University.

Reporting Violations

The Code addresses Lindenwood University’s open-door policy and suggests that employees share their questions, concerns, suggestions or complaints with someone who can address them properly. In most cases, an employee’s supervisor is in the best position to address an area of concern. However, if the employee is not comfortable speaking with his/her supervisor or not satisfied with the supervisor’s response, he/she is encouraged to speak the VPHR/Dean of Faculty or anyone in Administration. Supervisors and managers are required to report suspected violations of the Code to Lindenwood’s Compliance Officer, who has specific and exclusive responsibility to investigate all reported violations. For suspected fraud, or when the employee is not satisfied or is uncomfortable with following this open-door policy, individuals should contact Lindenwood’s Compliance Officer directly and present their concerns in writing.

Compliance Officer

The Compliance Officer is responsible for investigating and resolving all reported complaints and allegations concerning violations of the Code and, at his or her discretion, shall advise the President, the Chairman of the board of directors and/or the finance and audit committee. The Compliance Officer has direct access to the finance and audit committee of the board of directors and is required to report to the finance and audit committee at least annually on compliance activity. The Compliance Officer shall be appointed by the Chairman of the Board of Directors and currently is the VP-HR/Dean of Faculty.
**Accounting and Auditing Matters**

The finance and audit committee of the board of directors shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing. The Compliance Officer shall immediately notify the finance and audit committee of any such complaint and work with the committee until the matter is resolved.

**Acting in Good Faith**

Anyone filing a complaint concerning a violation or suspected violation of the Code must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation of the Code. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

**Confidentiality**

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

**Handling of Reported Violations**

The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days. All reports will be promptly investigated and, if warranted, appropriate corrective action will be taken.

**Work Place Surveillance and Searches**

The University may utilize non-infringing surveillance and search measures to maintain the safe and secure campus environment. The University reserves the right to inspect and search all work areas for signs of policy misconduct. All records contained in University or personal computers (including email) and storage devices connected to the University network, should be business-related and therefore are open to inspection by the University.
Policy on Excused Absences for Students Engaged in LU Authorized Events

Basic Policy: Lindenwood University allows students (including student-athletes) engaged in official sports contests, arts events, approved field trips, approved conference attendance, etc., to be excused from class for university-sponsored events in which those students are officially representing the University. Students are required to communicate with their professors and make arrangements for missed work in advance of their university authorized absences. When make-up work is pertinent, students who have provided advance notice should be provided the opportunity to complete that work or an educationally equivalent and substitutable activity at a time and place mutually agreed upon by the student and the affected faculty member.

Premises of the Policy
1. Lindenwood exists principally for the education and development of the student.
2. Intercollegiate athletics, field trips, special performances and recitals, faculty supervised travel to conferences, and other such co-curricular and extended experiences are necessary and beneficial components of modern university campus cultures, and they support the education and development of the student.
3. Students miss academic and student-work activities to participate in scheduled, organized intercollegiate athletics and other co-curricular pursuits because they have been asked to do so by the University and are serving the University via that participation.
4. Students must not be punished for authorized and proper participation in Lindenwood-sanctioned events for which they would normally be excused under prevailing University policy. They must not be placed at an academic or other disadvantage because they are fulfilling their commitment to represent the University in scheduled, organized co-curricular events.
5. Lindenwood University and its faculty have an obligation to afford reasonable effort and accommodations to any students who must miss class to represent the University in any scheduled, organized activities. If circumstances prohibit reasonable accommodations, the decision between academic responsibility and the conflicting activity resides with the student. If a student feels an appeal is in order, the Provost will receive input from both the student and the faculty member and then render a decision.

Responsibilities
All members of the Lindenwood community have responsibilities to ensure that the Students’ Excused Absence Policy functions properly and efficiently for students, staff and faculty. Below are the responsibilities of each party affected by or involved with the student-athlete Excused Absence Policy:

1. Athletics Department: The Lindenwood Athletics Department should provide at least 48 hours written notice of necessary, upcoming student-athlete absences for a sporting event or related, excused sport activity. The notice should contain a listing of each student who will be absent from class or other University related event because the student is representing the University in an athletics event or function. If a situation arises where 48 hour notice is not possible, the Athletics Department should notify the faculty of changes or additions to the student-athlete excused absence list as soon as possible.

2. Academic Departments: A faculty member or academic department sponsoring a special co-curricular event or outing should first complete a field trip form and submit it to the office of the Provost for approval. This form should include a list of the students attending the outing and a sponsor signature stipulating that all students who will be traveling have signed a travel waiver. Once the outing is approved, the sponsor must provide at least 48 hours written notice to the University community by sending a listing of each student who will be absent from class or other University related event because
the student is representing the University at an event or function. This listing is to be sent to the Director of Executive Communication for distribution. If a situation arises where 48 hours notice is not possible, the professor or department should notify the faculty of changes or additions to the excused-student list as soon as possible.

(3) Professors: Each affected professor should make reasonable accommodations for excused students who are missing class or other academic activities because of their participation in an event or other function related to their participation in a scheduled, organized co-curricular event. Professors should communicate, in advance, a written stipulation of expectations and procedures for students who must miss class for authorized purposes. Each professor’s expectations and procedures should meet the parameters outlined in this Excused Absence Policy.

(4) Students: Students who must miss class for a Lindenwood event must provide personal advance notice to all of their affected professors regarding their specific, upcoming absence. If possible, this notice should be given to professors at least 72 hours in advance of the affected class meetings. If 72 hours’ notice is not possible, then the student should notify his/her professor as soon as possible. This personal notice should be given in addition to the general notice provided by the Lindenwood Athletics Department or a professor or academic department via the Director of Executive Communication. In each case, the student is also expected to rigorously prepare for and promptly appear to engage in any substitute or “make-up” assignment or activity.

**Best Practices**

(1) The Lindenwood Athletics Department will make available on the j-drive under the folder: Student-Athlete Excuse Notification Report its general student absence notice at least 48 hours in advance.

(2) A sponsoring faculty member or his/her academic department will provide a general student absence notice via the Director of Executive Communication to professors at least 48 hours in advance.

(3) Professors will provide a written stipulation of expectations and procedures for students who must miss class for authorized University purposes. This policy will be written in each professor’s syllabus and reviewed with the students during the first week of class.

(4) Students should individually communicate an upcoming absence to the affected professors either in person (during office hours or before/after class) or via email using their lion-mail accounts. If possible, the students should make the professors aware of the absence at least 72 hours in advance.

(5) At the time that a student personally communicates his/her absence to a professor, the professor will communicate the steps that the student should take to make-up any missed class work or assignments, when “make-up” work is pertinent.

Approved by Faculty Council 01/19/2012
Approved by President 01/23/2012
Approved by Deans Council 01/24/2012
Distributed to Faculty 01/25/2012
APPENDIX C: GIVING STUDENT FEEDBACK

Important Tools for Giving Students Feedback

Rubrics:

A superb tool for giving feedback on papers, projects, and assignments is the rubric. Many academic departments require them as a tool for assessment reporting. There are many ways to create a rubric, but often a table is used to create a matrix of definable standards. The goal is to identify the components of a project or paper that will be graded and then to assign points on a scale that includes a brief narrative describing that constitutes, say, 5 points, 4 points, 3 points, 2 points, or 1 point. Students who receive the rubric in advance of the project have a clearer idea of what to strive for, and they are also more inclined to understand the grade they receive in the end.

Graded Papers:

Another critical form of feedback is the graded paper. Students learn not only from the grade but from comments written in the margins and from a summary paragraph at the end. Papers should be returned as soon as possible. Most, if not all, instructors return papers one week after they are submitted. The sooner students absorb feedback, the sooner they can improve. Students should be told when they can reliably expect to receive graded papers.
APPENDIX D: HOW TO ACCESS PCCOMMON AND THE FACULTY & STAFF PORTAL

Accessing PCcommon

**Step 1**
Click on “Computer”

**Step 2**
Click on the “P Drive” – (pccommon)

Accessing Faculty & Staff Portal

**Step 1**
Go to LU homepage and click on Portals, then in the drop-down menu click on Faculty & Staff Login

**Step 2**
Log into portal.

1. Enter your email login info.
2. Make sure you choose the term for which you were hired to teach.
APPENDIX E: ACADEMIC FREEDOM

The following statement on academic freedom was formulated by a joint task force of the faculty's Educational Policies Committee and the Faculty Council and endorsed by the President and the academic administration in 2007:

Lindenwood University is committed to the idea that universities are centers of intellectual growth, exploration, creativity, and expression. It is incumbent upon the University, therefore, to create an atmosphere that is conducive to open, critical thinking. Central to that duty is the freedom to formulate and express ideas that advance the process of intellectual inquiry and education. Therefore, freedom of thought and word within the confines of higher education is central to effective education of the whole person.

Academic freedom also carries profound responsibilities. The University itself must take all precautions to protect the ability of faculty to express ideas and teach concepts that are germane to their respective subjects in research and publication as well as the classroom; the ability to do so without interference must remain unfettered. Some subjects of intellectual inquiry cause discomfort to some or all students and faculty members, yet failure to explore those topics would be to deny our responsibility as educators. Rather, the open exchange of ideas between faculty and students must be conducted in an atmosphere of mutual civility, respect, and attention toward the greater good of the University and its members.

Faculty members should neither be censored for expression of their views nor engage in self-censorship out of fear of recrimination; similarly, students should know that they have the right to express their views as well but will be held to the same standard of defense of those views. Academic freedom in no way implies a tolerance of disrespect, of bigotry, or of discrimination regarding age, race, national origin, religion, sexual orientation, or gender, nor should the academic freedom of one person interfere with the freedom of another.

Academic freedom also includes the right to freedom in research and publication. Faculty members are free to select topics, obtain data, and report findings in a manner that is scientifically and academically sound in one’s field without censorship. Work that produces monetary gains will be based on standard practices and shall not be linked to nature of the research.

The freedom to associate, to speak, and to write are central to the republic itself. Therefore, it shall be the policy and practice of the University to permit a faculty member’s exercise of the basic right of freedom of speech when outside the University itself and to be involved in community activities.

Professional Responsibilities
All members of the Lindenwood University faculty and staff are expected to conduct themselves in a professional manner and demonstrate respect for all members of the University community, as detailed in the University’s Standards and Guidelines for Professional Development.
Standards and Guidelines for Professional Responsibilities
Faculty members are expected to follow University standards and guidelines:

1. Classroom and Instructional Responsibilities
   - Establish a positive, productive classroom environment that is characterized by respectful interaction and conducive to learning for all students.
   - Hold all classes as scheduled and be punctual in starting and ending classes.
   - Prepare a complete course syllabus for every class section and distribute it to every student in the class.
   - Administer student assessments in a timely manner throughout the term to ensure that students have ample opportunity to demonstrate mastery and improve their performance on the basis of informed feedback. The timing of assessments should take into consideration four-week and mid-term grade reporting deadlines.
   - Administer either an exam or other assessment during the scheduled final exam time slot in every class.
   - Avoid presenting a personal opinion or statement as that of Lindenwood University. As well, the policy of academic freedom should not be invoked to justify and defend conduct that one’s colleagues would reasonably deem morally or ethically unprofessional.

2. Student Advisement
   - Establish, post, and maintain ten regular office hours per week. [Full-time Faculty Only]
   - Inform school dean (in advance, if possible) of any absence during regular instructional times or office hours.
   - Demonstrate support for students by attending campus events and/or participating in the co-curricular life of the University. [Full-time Faculty Only]

3. Professional Relationships
   - Promote a positive, constructive atmosphere among students, colleagues, and staff while at work.

4. Administrative Performance
   - Submit an electronic copy of each course syllabus to the school dean by the end of the first week of class each term.
   - Adhere to all reporting and record keeping requirements in a timely manner.
   - Inform the VP-AA/Provost of any rule violations or inappropriate conduct by students that cannot be redressed through normal faculty intervention.
   - At the end of class, ensure that the classroom is in good order and ready for use by the next instructor. Report any physical problems, equipment breakdowns, or other classroom deficiencies to the VP-HR/Dean of Faculty.
APPENDIX F: LCIE STUDENT PROFILE

LCIE Student Profile

Student’s Name ________________________________

Address: ________________________________________

City/State/Zip: __________________________________

Faculty Advisor: __________________________________

Degree Program/Major: ______________________________

Home Phone: ( ) __________________ Home Email: __________________

Work Phone: ( ) __________________ Work Email: ________________

Employer: _______________________________________

Position: _________________________________________

Including this cluster, how many clusters do you need to graduate? ________________

Do you have any special circumstances that I should know about?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
LIN DENWOOD COLLEGE FOR INDIVIDUALIZED EDUCATION

SUMMARY EVALUATION OF THE STUDENT

Student’s Name __________________________ Quarter of Evaluation __________________________

Faculty Advisor’s Name __________________________

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC1111</td>
<td>NAME OF COURSE ONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC2111</td>
<td>NAME OF COURSE TWO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABC2121</td>
<td>NAME OF COURSE THREE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objectives for LCIE Cluster: (Fill in a number from 1 to 5 according to the rating scale.)

__________ 1. Demonstrates written communication and documentation skills.

__________ 2. Demonstrates oral communication skills. (Use a scoring grid for major presentations and make the rating correspond to the grid.)

__________ 3. Prepares for and participates in every cluster meeting. (This includes attendance and cannot be a 5 if the student has missed more than one cluster meeting.)

__________ 4. Exhibits the skills necessary to . . . (This will name some of the skills taught in a particular cluster and will be different for each cluster.)

__________ 5. Percentage earned on all tests, quizzes, skills assessments. (This will come from information in your grade book.)
Rating Scale:  
1. Student rarely achieves the objective. (less than 50% of time)
2. Student minimally achieves the objective. (60% to 69% of time)
3. Student adequately achieves the objective. (70% to 79% of time)
4. Student usually achieves the objective. (80% to 89% of time)
5. Student almost always achieves the objective. (at least 90% of time)

The student has demonstrated the following strengths or is in need of the following for improvement:

(Please type your comments in this space and limit them to 15 lines. View the final form in print preview to make sure that the form fits on a single piece of paper.)
Traditional Program Adjunct Checklist

→ Bring a copy of the following to Dr. Rick Boyle, VP-HR/Dean of Faculty, in the Executive Offices in Roemer Hall:

- [ ] Official transcripts from universities attended
- [ ] Resumé/Vita
- [ ] W-4 forms
- [ ] Copy of Social Security card
- [ ] Application
- [ ] Copy of driver's license

→ Do the following tasks:

- [ ] Get a copy of the course syllabus (from dean)
- [ ] Get a copy of the textbook (from dean)
- [ ] Get access to the University Outlook email system (from dean)
- [ ] Learn how to log into the Faculty & Staff Portal (See Appendix D)
- [ ] Learn how to upload course documents to PCcommon (ask dean)
- [ ] Find out where your school “in box” is located for paper notices
- [ ] Request a shell and login information for Blackboard if desired (email mbollenbach@lindenwood.edu). Request electronic material from textbook publisher.
- [ ] Watch the Blackboard Tutorial (if needed). (http://www.lindenwood.edu/technology/BlackboardTutorials/Login_Student/) Prepare syllabus to include new contact information and dates.
- [ ] Send an electronic copy of syllabus to school dean.
- [ ] Make copies of syllabus for first class at Copy Center (3rd floor of the Spellmann). Email copycenter@lindenwood.edu or call (636) 949-4616.
- [ ] Go to Faculty & Staff Portal and become familiar with CAMS electronic attendance and grade reporting. (Make sure you select the semester/term appropriate for your course.)
- [ ] Visit classroom to become familiar with any relevant electronic equipment before class starts.
If help with equipment is needed, leave message at helpdesk@lindenwood.edu or call (636) 255-5100. (IT personnel do not usually answer the phone, but they do pick up messages regularly.)

Pick up a hard copy of course roster before the first day. Students must sign paper rosters on Day 1, the end of Week 1, and the end of Week 2 for semester courses, and Day 1 and end of Week 2 for 5-Term MBA courses. (Pick up the rosters a few days before each of these milestones from mailbox).

Have students sign the roster on the appropriate day and bring it to Academic Services in Roemer Hall or fax the roster (using the fax # on the form).

Log onto CAMS as required for attendance reporting (ask school dean about requirements).

Check Lindenwood email account for reminders regarding grade and attendance reports.

Regularly read the LU Digest emailed daily for official updates and news about campus events.

###
APPENDIX I: LCIE “NITTY-GRITTY” OF CLASSROOM TEACHING

LCIE’s “Nitty-Gritty” of Classroom Teaching

→ Don’t give grades away! Lindenwood University is no place for “grade-inflation.” In most cases, students will want to work hard and excel in their studies. However, you will encounter students who periodically refrain from taking an active role throughout the cluster. These students must be held accountable and their end-of-the-quarter grades must accurately reflect their classroom performance.

→ Videos are a teaching tool - not a time filler! Make no mistake, four (4) hours of teaching can be tough if you don’t adequately prepare well ahead of time for your cluster meeting and utilize the Socratic method of facilitation throughout discussions. However, using a video to “kill” time is not permissible. Although all forms of media are encouraged to actively engage students, they should have a direct relevance to course material and offer students the opportunity to share thoughts as part of a follow-up discussion.

→ Everyone learns differently - and at a different pace! Challenge yourself by looking for ways to actively engage students throughout cluster discussions. Vary your instructional methods to keep your students interested and enthusiastic about learning. Relying solely on one instructional method may serve to distract your students. The following instructional methods have proven successful:

- Group discussion and interactions
- Structured learning exercises
- In-class presentations and/or debates
- Weekly quizzes, a midterm and/or final examination
- Peer critiques
- Video and power-point presentations
- Case study analyses
- Simulation exercises

→ Never stop keeping abreast of what’s happening in your particular content area. Effective instructors continually update their lecture/discussion notes by reading current periodicals, pursuing higher education opportunities, and attending area lectures and/or conferences. As an instructor, if you are truly a partner in the learning process, you will strive to share the latest information with your students. Students appreciate the bridge instructors make between academia and the “real world.”
→ Have cell phone – will travel! Cluster attendance and punctuality are important for everyone - including the instructor. Therefore, allow enough travel time to assure you are in class on time and ready to begin. Occasionally, you may want to arrive early to address issues students may have prior to class. In the event you encounter difficulties making it to class on time (i.e., weather/traffic), please alert your particular campus location.

→ Maintaining academic integrity. Meeting deadlines is an integral part of the adjunct’s success at Lindenwood University. In addition to helping meet accreditation standards, meeting deadlines is imperative for efficiency.

Periodically, you will receive dated materials from both the university and the LCIE office. It is vital that all date-sensitive material be completed and returned promptly so please check your Lindenwood lionmail account daily for pertinent information and updates. You will be required to submit the following information in a timely manner:

- An electronic copy of your syllabus must be sent to your program director and the LCIE Office each term.
- An electronic copy of your grade book (in Excel or Microsoft Word format), for each cluster that you teach, must be sent to the program director and LCIE office at the end of each term.
- An electronic copy of the “Summary Evaluation of the Student” must be sent to the program director and LCIE office at the end of each term.
- Weekly attendance rosters via the faculty portal for the first two weeks (strongly encouraged to continue reporting attendance throughout the term).
- A Midterm roster via the faculty portal.
- A Final Grade roster via the faculty portal.
- A contract that is dated and signed must be returned to the university before receiving compensation.

It is also the instructor’s responsibility to remind students (verbally and in the cluster syllabus) about the importance of meeting with their advisor during the cluster, submitting a signed voucher verifying the meeting took place, and completing all required colloquia.

→ Manage your time. In most instances, classes meet for four (4) hours. Under no circumstances should classes be dismissed early, unless previously discussed with the Dean of LCIE program and your program director. No classes may be cancelled without first contacting your program director and the Dean of LCIE. In the event a class is cancelled, please contact the LCIE Office Manager with the date and location of the rescheduled meeting. It is imperative that all missed or cancelled classes are made up. This is not an instructor option. Our accrediting agency clearly delineates the need for thirteen class meetings during a term. Varying instructional methods will serve as a useful tool in engaging students for the full 4-hour time allotment (i.e., group discussion and interactions, presentations, critiques, in-class work).Devising cluster curriculum ahead of time will assure you have enough material to meet the required four (4) hours.

→ Use appropriate language. Remembering at all times the importance of maintaining an inviting learning climate, all instructors should be aware of using appropriate language in the classroom. It is the adjunct’s challenge to create a collegial environment where professionalism and academic integrity
are at the forefront of each cluster meeting. Inappropriate language is unacceptable in the Lindenwood University community.

→ **Maintain a professional appearance and demeanor.** Like you, many of our adult students are professionals. Although the climate of your classroom should be inviting, your overall demeanor should reflect professionalism. Please remember you represent Lindenwood University at all times.

→ **Play a role in community recruitment efforts.** Lindenwood University continually strives to meet the educational needs of our community. Ongoing recruitment efforts help reaffirm Lindenwood University’s commitment to making a difference and changing lives.

Faculty and staff members throughout the Lindenwood community continue to take an active role in university recruitment efforts. From church organizations to fraternal organizations to youth groups, names of potential students are often referred to our admissions office by faculty and staff.

You are also encouraged to become part of our student recruitment efforts by referring potential students. Many materials, including course catalogs and course offerings, are available for you to share with potential students. Please take time to stop by the LCIE office in the Cultural Center to familiarize yourself with our recruitment materials.

New student recruits to both the LCIE and the traditional (day) program may be referred to the admissions office at 636-949-4933 (LCIE) or 636-949-4949 (traditional).

*Together, we will continue making a difference and changing lives!*
LCIE Written Assignment Title Page

This assignment is for: ____________________________________________________________

Submitted to: _________________________________________________________________

Submitted by: _________________________________________________________________

Date of Submission: _____________________________________________________________

Title of Assignment: ____________________________________________________________

CERTIFICATE OF AUTHORSHIP: I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that I prepared this paper specifically for this course and have not borrowed any material from any paper previously submitted in another course at Lindenwood University.

Student’s Signature: ________________________________

Instructor: __________________________  __________________________
             Print Name                  Signature

Student: If you disagree with this evaluation, please send a written explanation to your INSTRUCTOR and to your FACULTY ADVISOR.
Important Contacts

Personnel and Academic Support:
VP for Human Resources (Dr. Richard Boyle) x 4477
VP for Academic Services/Provost (Dr. Jann Weitzel) x 4846
Associate Provost (Dr. Marilyn Abbott) x 4912
Dean Dan Kemper – LCIE x 4501
LCIE Office x 4500
Public Relations and Marketing Office x 4913

Student Support:
Dean of Student Academic Support Services x 4697
For Undergraduate Academic Support
Dean of Students x 4980
For Disciplinary Support
Butler Library x 4820
Career Development x 4806
International Student Center x 4982
Mentoring Service x 4768
Success Center x 4375
Disabilities Services x 4510
Writing Lab x 4870

Technical Support:
Information Technology Services Help Desk: x 5100 (or 636.255.5100)
Director of CAMS (Adam Ulrich) x 4978
Maintenance x 4922
Evans Commons Mailroom x 2501
Copy Center x 4616
Classroom Scheduler x 4331
Facilities Coordinator x 4613

Public Safety & Security Office
Kurt Smith
Director
(636) 949-4687

Security Phone Numbers:
Weekday Daytime Dispatch (8 a.m. - 4 p.m.) - (636) 949-4922
Security Direct Line - 24/7 - (636) 262-4622
Other Helpful Contacts:
Day Admissions (636) 949-4949 admissions@lindenwood.edu
Evening and Graduate Admissions (636) 949-4933 eveningadmissions@lindenwood.edu

Website:
For website problems or questions: webmaster@lindenwood.edu

University Job Postings: www.stlrherc.org

Off-Campus Learning Centers

Belleville Campus (618) 222-1050
Daniel Boone Home (636) 798-2005
Florissant Campus (314) 838-7653
Lincoln County (636) 332-0847
LUCC (LCIE) (636) 949-4500
O’Fallon South (636) 627-6600
South County (314) 525-1380
St. Louis City (314) 621-1179
Studio East (636) 925-1132
Washington (MO) (636) 390-8723
Weldon Spring (636) 926-7080
Wentzville (636) 332-0847
Wentzville Ice Arena (636) 332-4600
Westport (314) 275-2233
APPENDIX L: LCIE SYLLABUS REQUIREMENTS

LCIE Syllabus Requirements

1. **A syllabus must be developed for every cluster offered**, for the following reasons:

   a. It helps organize the cluster for both the instructor and the student, providing direction during the quarter and a sense of closure at the completion of the cluster.
   
   b. It documents the content and methodology of the cluster for record-keeping, reference, and historical purposes.
   
   c. It is required by accreditation agencies, including North Central Association.
   
   d. When properly written, it provides a certain amount of protection for the professor and the University.
   
   e. Its development and conscientious use constitute good professional practice.

2. **Required syllabus content and guidelines:**

   a. **Basic information:**
      
      i. Course numbers, section and title
      
      ii. Professor’s name (expressed in the way you prefer that students address you)
      
      iii. Schedules (e.g., Fall Quarter, 2009) and meeting time
      
      iv. Professor’s contact information and hours s/he may be reached

   b. **Required textbook(s) and other required readings and materials** (including a deadline for having the appropriate textbooks for a cluster)

   c. **Basic course objectives:**
      
      i. Should be accurate
      
      ii. Should be easy for a layperson to understand
      
      iii. Should communicate the fundamental relevance of the cluster to the student’s educational, professional, and personal needs and interests
      
      iv. Must be the same as the objectives offered in the Summary Evaluation of the Student

   d. **Statement on Program Assessment:**
      
      - Assessment is something we do to (a) improve our teaching and learning and (b) meet the requirements of our accreditation agency, the Higher Learning Commission.
      
      - Assessment is different from, and goes beyond, grading students. Assessment measures how well Lindenwood is achieving its educational objectives, not how well individual
students are doing.

- Our assessment procedures (a) identify exactly what competencies and content areas we are teaching (b) measure how well we are teaching these and (c) suggest how we might improve our approach to teaching to increase students’ mastery of the material and relevant skills. LCIE uses written and oral presentations, skills assessment inventories, quizzes and/or final examinations and well defined rating scales to assess performance on important assessment dimensions in each cluster.

- The results of these assessment procedures are included in an annual report that the University produces, and they are used to improve teaching and learning here.

- We appreciate everyone’s cooperation in this positive initiative to improve the quality of education at the University.

**E. Students with Special Needs Statement:**

If you have a disability or questions about a disability that requires reasonable accommodations for academic participation in a course, you need to contact Jared Conner, Student Support and Accessibility Coordinator, at 636-949-4510 or jconner@lindenwood.edu and notify your professor during the first week of class so that accommodations can be made. Reasonable accommodations will be made to ensure that students with disabilities have a fair opportunity to perform at their potential. Students are responsible for providing the Accessibility Coordinator and instructor with a Campus Accessibility Faculty Notification Form specifying classroom accommodations. Your academic advisor can also help with this process.

**f. Educational Policy Statement:**

The LCIE delivery format, developed in 1975, is a unique time-tested learning model for adult higher education. The model has been lauded by the Higher Learning Commission of the North Central Association of Colleges and Schools; the organization that accredits all of the major universities in the nineteen states comprising the upper Midwest. LCIE uses small class sizes (usually around fourteen students per class) and the Socratic method of inquiry to maximize students’ presentation and discussion opportunities during class sessions. This approach promotes give-and-take among students and personal interaction between students and their professors.

Because a major objective of this format is the development of students’ knowledge-synthesis and communication skills, more emphasis normally is placed on written and oral presentation, class discussion, papers, and projects than on traditional testing. However, as is true of most higher-education programs, it is up to each professor to determine how students are to be assessed and graded; therefore, tests, quizzes and inventories will be used to supplement papers and presentations as assessments of student mastery.
g. Academic Honesty

Include this wording in course syllabi for undergraduate students:

Academic Honesty
Academic dishonesty is an exceptionally serious offense to oneself and one’s colleagues. The fabric of a learning community is woven by a bond of trust: the work to which we affix our names is our own. To act otherwise is to undermine the contract of good faith on which productive study and the open exchange of ideas is based. Therefore, students wishing to maintain formal membership in a learning community must display the high level of integrity expected of all its members. According to Lindenwood University’s Academic Honesty policy, names of students found guilty of cheating, plagiarism, or deception will be sent to the Associate Provost. A first offense of academic dishonesty may result in a lessened or failing grade on the work/test or failure in the course. A second offense will lead to academic probation and failure of the class, and a third offense will result in expulsion from the University. Any questions concerning this policy should be directed to the Associate Provost.

Cheating
Cheating shall be defined by Lindenwood University as “disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the instructor. Examples of cheating include, but are not limited to, the following:

D. Copying answers, data, or other information (or allowing others to copy) during an examination, quiz, or laboratory experiment or on homework or any other academic exercise.
E. Assuming another individual’s identity or allowing another person to do so on one’s own behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student’s grade or academic standing.
F. Using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without the faculty member’s permission.”

Source for quotation: http://www.deltacollege.edu/dept/ar/catalog/cat0910/index.htm

Plagiarism
Plagiarism is defined as “the presentation of someone else’s ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious offense” (Fowler and Aaron 680).

Each of the following is a type of plagiarism and must be avoided in all academic work:

- Copying directly from a source without quotations and source citation;
- Paraphrasing or summarizing another’s idea without attribution;
• Changing a sentence’s structure but copying words;
• Changing a sentence’s words but copying its basic structure;
• Using audio, video or other media sources without acknowledgement;
• Submitting a paper written by another student and claiming it as your own;
• Using information obtained through interviewing an expert on the subject without attribution;
• Purchasing or downloading a paper from another source and claiming it as your own;
• Collaborating excessively on an essay with another person;
• Submitting an essay that was previously written for another class without the consent of both professors (Plagiarism Defined 1).

Works Cited


Lying/Deception
Deception, in either written or oral form, directed at University personnel by a student for the purpose of improving his/her own academic or financial standing or that of another student is subject to disciplinary action as part of the Lindenwood University Academic Integrity policy.

###

Include this wording in course syllabi for graduate students:

**Academic Honesty Policy**

Academic dishonesty is a serious offense to oneself and one’s colleagues. Students wishing to maintain formal membership in the Lindenwood learning community must display the high level of integrity expected of all its members. According to Lindenwood University’s Academic Honesty policy, names of students found guilty of cheating or plagiarizing will be sent to the Associate Provost. A first offense of academic dishonesty may result in a reduced or failing grade on the assignment or test or failure in the course. A second offense will result in expulsion from the University.

**Cheating**

Cheating shall be defined by Lindenwood University as “disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the instructor. Examples of cheating include, but are not limited to, the following:
D. Copying answers, data, or other information (or allowing others to copy) during an examination, quiz, or laboratory experiment or on homework or any other academic exercise.

E. Assuming another individual’s identity or allowing another person to do so on one’s own behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student’s grade or academic standing.

F. Using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without the faculty member’s permission.”

Source for quotation: http://www.deltacollege.edu/dept/ar/catalog/cat0910/index.htm

Plagiarism
Plagiarism is defined as “the presentation of someone else’s ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious offense” (Fowler and Aaron 680).

Each of the following is a type of plagiarism and must be avoided in all academic work:

- Copying directly from a source without quotations and source citation;
- Paraphrasing or summarizing another’s idea without attribution;
- Changing a sentence’s structure but copying words;
- Changing a sentence’s words but copying its basic structure;
- Using audio, video or other media sources without acknowledgement;
- Submitting a paper written by another student and claiming it as your own;
- Using information obtained through interviewing an expert on the subject without attribution;
- Purchasing or downloading a paper from another source and claiming it as your own;
- Collaborating excessively on an essay with another person;
- Submitting an essay that was previously written for another class without the consent of both professors (Plagiarism Defined 1).

Works Cited


Lying/Deception
Deception, in either written or oral form, directed at University personnel by a student for the purpose of improving his/her own academic or financial standing or that of another student is subject to disciplinary action as part of the Lindenwood University Academic Integrity policy.
h. **Schedule of events:** Dates of class meetings, topics, assignments, major papers (projects), skills assessment inventories, quizzes and/or examinations for the entire term

i. **Policies and procedures:**

i. Nature of assignments and thorough descriptions of major papers (projects), presentations, skills assessment inventories, quizzes and/or examinations

ii. Weighting of participation, presentations, written assignments, major papers (projects), skills assessment inventories, quizzes and/or examinations for grading purposes

iii. Grade descriptions, grading criteria and grading scale

iv. Standards for attendance and punctuality and an explicit statement of sanctions to be used to enforce these standards

v. Policy on missing due dates for presentations, written assignments, major papers (projects), skills assessment inventories, quizzes and/or examinations

vi. A statement on academic honesty

vii. A statement on rewriting of papers and extra credit assignments to improve a grade

viii. A statement on classroom decorum, protocol, and etiquette

ix. Disclaimer to cover unforeseen circumstances that could alter some stipulations in the syllabus (e.g., the need to change an oral presentation date as a result of illness or the class’s progressing more slowly than expected) Include the statement, “This syllabus is subject to change.” However, remember that changes should be a last recourse and require written notification to students if the changes deviate significantly from the syllabus.

3. **Your program director must approve every syllabus developed, against these criteria:**

   a. Is the syllabus complete, according to the criteria listed in this document?

   b. Is the content suitable for preparing the students for more advanced clusters in the discipline?

   c. Are the required assignments for this cluster sufficient in both weight and quality to justify nine semester hours of credit?

4. **PLEASE NOTE:** An electronic copy of the syllabus must be sent to your program director and the LCIE Office at the beginning of each quarter.
“Values-centered liberal arts education — preparing students for life”