knowledge elements, inc.

Date sent: January 26, 2010

To: Marsha Griffin

This course was created from our Master Curriculum and has gone through our Quality Control process which includes a careful proofreading. Please call if you have questions.

7-24-09: Added some wording to the Final Paper assignment to guide the student to begin working on the Final Paper earlier in the course.

1-26-10: Additional College changes made.

HBK01 (INT) Master last updated: 8-19-08 made college changes.

Previous changes: 12/11/06 inserted wording about the journal requirement.

Somerset Christian College

Faculty and Staff Handbook

Life Enhancing Accelerated Degree

LEAD◇

Degree Completion Program

knowledge elements
educational products

(KEEP)

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Franklin, Tennessee 37067
Telephone: 615.771.7706   Fax: 615.250.9415

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HBK01 (INT)

1-26-10

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PREFACE

Welcome to the faculty! Thank you for your willingness to teach LEAD (Life Enhancing Accelerated Degree) students. We value these students and we hope that you will, too. We tell them when they register that this college is different from other colleges, that they will find a friendly and caring atmosphere staffed by people who want to see them succeed and who are willing to serve them. Thus begins our witness to them, although it really began when we first answered their phone call.

We believe that our faculty is the key to the success of our students. Whether you are experienced or new in the teaching field, you want to teach effectively—that your adult students will learn and apply what you teach. This Handbook is provided to assist the LEAD faculty in understanding that our programs are a unique effort in helping adults complete their degrees. Information you will need to teach in the program and answers to questions students will ask you are provided. If you need further information about any aspect of the program or the situation facing a particular student, please call the LEAD Office so that we might help you.

We encourage you to become a part of our recruiting team. There are three activities which you could do for us:

1. Talk this program up with coworkers, neighbors, church friends, your training and personnel department at work.

2. If your company or church is interested in the BA in Organizational Leadership or BA in Christian Counseling or BA in Biblical Studies degree programs, and gathers ten or more interested people together, we will come to the site and make a presentation about LEAD (Life Enhancing Accelerated Degree).

3. Carry some brochures with you to hand out to prospective students. Call us and we will send them to you.

The phone number is 732-356-1595.

Our mailing address is:
LEAD Program
Somerset Christian College
10 College Way
Zarephath, NJ 00890

This LEAD Faculty and Staff Handbook is in effect August 21, 2009.

Marsha Griffin
Director
August 21, 2009

I. INTRODUCTION

General Information

Somerset Christian College, a four-year coeducational college, offers Bachelors and Associates degrees. Somerset Christian College is accredited by the Association of Biblical Higher Education (ABHE) and is a candidate for accreditation with the Middle States Commission on Higher Education (MSCHE), the unit of the Middle States Association of Colleges and Schools that accredits degree-granting colleges and universities in the Middle States region.

Our Mission

Somerset Christian College (SCC) educates, inspires, and equips students for excellent scholarship, service, and leadership. Rooted in and committed to Christian faith and love, SCC fosters intellectual, spiritual, and social development among its diverse student population at various sites.

Degree Completion Program Concept

LEAD was developed in response to the needs of today's adult student. The LEAD Program features:

- • Convenient class scheduling,
- • Credit by Demonstrated Competency
- • An internship with vocational opportunities,
- • Oral presentation and writing skills,
- • Decision-making skills, and
- • New knowledge and perspectives from the courses.

Students work with the same group of adults (all 25 years or older) over a twenty-month period, moving to a new accelerated instructional course every five weeks. Our integrated curriculum is designed to provide a warm environment in which people care about one another.

At student orientation, held two weeks prior to the first class, registration forms are completed. An orientation to the program is provided, and faculty members have an opportunity to meet students who will be in the group. Instructors teaching one or more courses for that group are welcome to attend. Initial assignments are given to the students, and materials and texts are handed out for the first course.

II. THE FACULTY

Introduction

Somerset Christian College has a long tradition of excellent teaching. The LEAD Office continues that tradition for a group of students not previously served by a program designed for them. Faculty members teaching in the LEAD Program are selected on the basis of the following factors:

1. Academic credentials indicating competence in the course being taught. With an interdisciplinary major such as Organizational Leadership, it is also important that

the disciplines in which faculty are prepared blend together in a manner that provides the program with cohesiveness.

2. Experience that enhances student learning by involvement in organizations where the topics are being applied. Faculty members teaching a particular group over a twenty-month period enrich the learning experience.

3. Commitment to the ideals of Somerset Christian College is evident in the beliefs, lifestyle and interpersonal relationships of each faculty member. All SCC faculty members must sign a statement of faith.

4. Participation in an orientation for faculty teaching adult students.

Expectations of the Faculty

The College expects its faculty to:

- Create a learning environment that is intellectually stimulating;

- Encourage students to perform at the best of their abilities in all aspects;

- Conduct themselves in a manner that is a model of Christian behavior;

- Remain abreast of professional developments within their fields;

- Stress the interrelatedness of the complete curriculum, the overall effectiveness of the program, and the value of a college education;

- Be supportive of the College and what it represents; and

- Be supportive of LEAD.

Faculty Hiring Procedures

Faculty members who teach in LEAD with Somerset Christian College are appointed according to the following procedures:

1. The Director of LEAD maintains information about qualified adjunct faculty.

   a. Adjuncts submit a resume, original transcripts, a Pillar of Fire Application for Employment, and a signed Statement of Faith.

   b. Adjuncts are required to participate in a Faculty Orientation program before teaching in LEAD.

   c. Those with all credentials submitted and attendance at an orientation are officially listed in the pool of available adjuncts.

2. The SCC Department Chairs recommend to the Director of LEAD the appointment of individuals from the pool who qualify and who have shown evidence in the faculty interview of their ability to teach the LEAD program students.

3. The Director of LEAD determines what courses need to be staffed and hires from the pool of qualified and approved faculty.

4. Full-time appointments are approved by the Academic Dean and the President.

Faculty Contracts

Prior to the beginning of a course, the Academic Dean outlines in writing the assignment, pay, and other arrangements. The Office of the Academic Dean notifies the appropriate on-campus offices for payroll purposes.

Faculty Evaluation

In order to monitor the quality of the program, the classes are visited by the Director and/or an Adjunct Primary Instructor from time to time. The Director conducts a follow-up meeting to discuss the student evaluations and the Primary Instructor's observations with the faculty member. Students are asked to evaluate each course, and this information is shared with the adjunct faculty member.

Meeting Classes

All faculty are expected to conduct classes regularly for the full amount of the scheduled time. LEAD students are given a break totaling 15 minutes at a point in the evening when deemed best or as required by the curriculum. Please advise students to avoid disturbing other classes while on break.

If it becomes necessary to miss a class because of illness, etc., please contact the Director as soon as possible. Plans for a replacement are to be arranged with the Director of LEAD.

Here are some additional matters to bear in mind:

1. Grades cannot be given over the telephone and grade reports are sent from the Registrar only at the end of the semester. Students may check their course grades on the Student Portal 17 days after the end of each course. When students have an outstanding balance, they will not be able to see their grades on the Portal.

2. The Cohort Representative will notify the LEAD Office whenever a student misses at least two sessions of a course. The instructor should notify the LEAD Office if someone attends class whose name is not on the roster. This helps the LEAD office and Registrar in tracking students and giving appropriate counsel.

3. The instructor may not change the date and/or time of any class session without prior approval from the Director.

4. Note about grading: Though cohorts vary in academic ability, the instructor generally should not make "A" the grade for a majority of the students in the cohort. Students should be encouraged to strive for excellence in order to achieve a grade of "A."

In-Service Training

LEAD Faculty Development Seminars and Faculty Retreats are planned periodically to provide an opportunity to meet and discuss teaching in the program. All current LEAD Program faculty are expected to attend.

Dress

Many of the students will be coming directly from professional work situations. Faculty should dress accordingly.

III. CURRICULUM AND INSTRUCTION

Curriculum

The courses in LEAD are designed to be incremental so that each course can build upon what has been learned in earlier courses, in accordance with the purposes of the major. The Internship is an integral part of this arrangement. Each learning cohort of 15-20 students takes the courses in this same order. Teachers should note how the particular courses they are teaching fit into this order by consulting the course list and descriptions.

Suggestions or comments about the curriculum are encouraged and may be directed to the Director of LEAD.

Journal

For this curriculum, the students are being required to write a weekly journal. The rationale for the journal is explained in an essay titled "Journals" Section VIII of this Handbook.

A suggested method for journaling is to address the following questions:

1. How did the class activities illustrate assigned readings?

2. What insights did you gain about the class as a group and as individuals?

3. Identify concepts dealt with during this class session.

4. How could you apply these concepts in your job and personal life?

Faculty Guide

The Faculty Guide in the LEAD courses is written to help the teacher facilitate learning through classroom activities. These activities are designed to help students make the connection between theory and practice, between academic content and application in personal and professional life. The Faculty Guide gives the instructor a full and detailed plan for each four-hour session for the course, relieving the instructor of the burden of having to design a course from scratch.

Textbooks/Materials

In addition to the Faculty Guide there is a Student Guide that acts as a syllabus for the course. There is also a Course Pack that contains articles and readings, which, along with the textbook(s), writing exercises and other materials are the basis for the classroom activities specified in the Faculty Guide. These materials and any requested supplies are made available by the LEAD Office in advance of the beginning of the course. Please call the LEAD Office with any special requests for supplies or audiovisual equipment well in advance.

Final Paper

Students complete a Final Paper following the completion of the last class in each course. The paper is due ten days after the final class period. The curriculum materials and the professor provide information on what will be included and the format for presenting it.

Grades for the course are based upon the quality of this paper, the contribution to class discussion made by the student, and other criteria clearly stated in the Student Guide.

Instructing Adults

Adult learning theory views the teacher as facilitator, not lecturer. Adult students are not inclined to sit through lengthy lectures and memorize long lists of facts and principles for general knowledge sake. Adults are, however, interested in learning those concepts, theories, and principles that are relevant to their life and work. The teacher as facilitator helps the adult learners to understand and apply such concepts and theories. The teacher also seeks to engage adults in broad areas of learning that will enrich them as educated people. On the other hand, adults come to class already having a rich variety of experiences that have a bearing on the course material, and thus they teach and learn from each other.

In short, adults prefer to take a very active part in the classroom learning process. For this reason, lecturing should be minimal, and emphasis should be on discussions, simulations, oral reports, debates, brainstorming and other group learning activities.

The instructor should not feel compelled to stick exactly to the week by week, hour by hour schedule of activities in the Faculty Guide. Class time and format can be varied, and activities may be substituted, according to the instructor's expertise, interests, and inclinations, provided that the scope and learning outcomes of the course are covered. The Faculty Guide should be used creatively as a tool by which the instructor can lead the students to attain the outcomes.

The instructor as facilitator stimulates student interest and curiosity, clarifies concepts and issues, provides helpful insights and contexts, and acts as a model of critical, evaluative and integrative thinking. While lengthy lecture is discouraged in LEAD, the "lecturette" certainly has a place as a part of the teacher's facilitating role. A concise and cogent lecture appropriately placed in the order of classroom activities can be a powerful aid to a student's learning and intellectual growth.

The instructor should prepare well to be able to lead the class efficiently through each four-hour weekly session, allowing for a 15-minute break at the middle and usually a 10- to 15-minute period for students to write in their journals at the end. Good preparation, of course, means careful reading of both the Faculty and Student Guides and the assigned readings, so the instructor can engage the class in effective discussion of the important concepts of the course. After each classroom activity it is good practice for the instructor to help the students to summarize their learning, and write it on the board.

Classrooms

LEAD classes will convene at a variety of locations in addition to the campus of Somerset Christian College. The specific location will be identified by the Director. Classroom seating is arranged in a horseshoe or circular shape using tables and chairs so that students can see each other. If you arrive at your classroom and find traditional row seating, please rearrange the seating before class begins.

Instructional Support

If you have other instructional support needs, please contact the LEAD Office. Do not move to another classroom without contacting the LEAD Office except in the case of an emergency.

Grading System

The grading scale is listed with the respective grade point values. The grading criteria, rubrics and recording charts are included in the Appendix. The unit of credit is defined per semester; one 4-hour session per week for 5 weeks, or the equivalent. Academic standing is defined as the ratio of total grade point values to the total semester hour credits. The 4.0 point system is used to compute the grade point standing. (See the Grading Rubric in the Appendix)

Grade Points

To remain in good academic standing, a student must maintain a 2.0 cumulative grade point average. Transfer credit hours are not counted in calculating academic standing. To graduate, a student must complete at least 60 hours of academic credit for the ABS and 120 hours of academic credit with a cumulative GPA of 2.0 on all credits attempted at Somerset Christian College.

It is important to LEAD students that the instructor's expectations for homework, class participation and Final Papers are made clear from the first day of class. At times, the expectations, as well as the grading philosophy of instructors from course to course and cohort to cohort differ greatly. In an effort to maintain consistent grading practices, we have developed grading rubrics for all written homework, class discussion and oral presentations. These grading rubrics and recording charts are included in the appendices. Electronic copies may be obtained from the LEAD office.

Due Dates for Grades

Grades are due in the LEAD Office 17 days (or one week after the Final Paper is due) after the last meeting of the course. Timely submission of grades to students is important. Many students are reimbursed based on grade documentation.

Class Roster

A class roster is made available to the professor before the first meeting of each course, except for the first course, in which case it will be available at the first class meeting. These are prepared by the Registrar's Office.

Attendance

Please become thoroughly familiar with the following attendance policy:

Due to the concentrated scheduling and the emphasis upon participatory learning, students need to be in attendance every week. Absence due to illness or other emergency situations must be made up through activities required by the faculty member in that course or the LEAD Director. Homework for each week is spelled out in the Student Guide, so there is no excuse for not submitting homework, even when the student misses a class.

Students are allowed one absence in a 5-week course. Two absences in a 5-week course will automatically mean that the course must be repeated. No more than three absences are allowed in any four-course semester. There is no such thing as an excused absence.

Each instructor must keep a record of his/her students' attendance. This may become necessary for issues related to financial aid. The class representative will be selected by the end of the first course. Part of this person's responsibility will be to record attendance/lateness and turn it in to the Program Office within 24 hours, with a copy to the instructor.

Incomplete Grade

An "Incomplete" may be allowed by a professor only in circumstances of bereavement, serious illness, or other crises, which prevent a student's timely completion of course requirements. Students are responsible to contact the professor by the final day of class to receive an "Incomplete." The purpose of an "Incomplete" is to allow students under such circumstances a reasonable period of time to complete their work. Therefore, the maximum time allowed for an "Incomplete" is three weeks beyond the official end of course date. After three weeks an "Incomplete" must be replaced by a grade representing the work accomplished to date.

Time Limit

After completing all LEAD courses, each student has one calendar year to complete any remaining requirements for the degree. With expiration of that time, the student will be classified as inactive. To be reinstated as active, the student must present a petition and pay a reinstatement fee equal to one credit hour at the time of reinstatement.

Personal Technology

PERSONAL TECHNOLOGY: Cell phones, laptops, pagers, and other electronic devices are to be turned off while class is in session, unless their use is specifically needed for academic purposes and approved by the instructor.

ACADEMIC DISHONESTY

Definitions, Examples, and Penalties Regarding Academic Dishonesty:

Academic integrity is important, insuring independent and original scholarship as well as ensuring that students derive the most from their educational experience and the pursuit of knowledge. Thus, **academic dishonesty** strikes at the heart of the network of trust and truthfulness that constitutes the basic morality of the academic enterprise. **Committing academic dishonesty is a breach of academic contract with the instructor and the College, and is one of the most serious offenses that a student can commit while in College.**

Below are examples of what constitutes violation of academic dishonesty:

Cheating: Any attempt to give or obtain assistance using unauthorized materials, information, or study aids in a formal academic exercise (like an examination). Students should rely on their own mastery of the subject, or give acknowledgment of their sources.

Examples:

- Unauthorized use of notes, text, the Internet, or other aids during an examination.
- Copying from another student's academic work.
- Talking during an examination.
- Handing in the same paper for more than one course without the explicit permission of the instructor(s).
- Intentionally viewing a test before it is administered.
- Storing notes in a portable electronic device for use during an examination.

Fabrication: The intentional falsification, misrepresentation, or invention of data, information, or citations in any formal academic exercise.

Examples:

- Inventing data or facts for an academic assignment.
- Altering the results of a lab experiment or survey.
- Citing a source in a bibliography that was not used.
- Stating an opinion as a scientifically proven fact.

Plagiarism: Plagiarism is intellectual theft.

Plagiarism is the dishonest attribution of research and thought to oneself that really belongs to someone else. Plagiarism takes place when one reproduces any five sequential words from a text, or takes ideas from a source without proper citation. It strikes at the heart of the network of trust and truthfulness that constitutes the basic morality of the academic enterprise.

The following principles can help ensure that students avoid committing plagiarism:
- Exact quotations should either be put in quotation marks or indented and an in-text citation should be used to indicate the source.
- Put an in-text citation at the end of any idea or fact which you found in a book or article, whether or not you change the words.
- When in doubt, document the source. Documenting sources helps your reader find more information as well as helping you avoid plagiarism.
- Your instructor or the Instructional Resource Center is your best resource if you have any questions regarding whether or not your information is documented accurately.

Unauthorized Collaboration: When students submit individual academic works that are substantially similar to one another.

Example:

- Sharing with another student a take-home examination (Final Paper), homework assignment, case write-up, lab report, and so on, without expressed permission from the instructor.

Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to violate any provision of this policy.

Examples:

- Selling, loaning, or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts.

- Taking an examination or writing a paper for another student.

Deception: Providing false information to an instructor concerning a formal academic exercise.

Examples:

- Stealing an examination.

- Purchasing a pre-written paper through a mail-order or other service, including via the Internet.

- Alteration, theft, forgery, or destruction of: the academic work of other students, library materials, laboratory materials, or academic records, including transcripts, course registration cards, course syllabi, and examination/course grades.

- Intentionally missing an examination or assignment deadline to gain an unfair advantage.

- Inaccurately listing someone as co-author of a paper, case write-up, or project who did not contribute.

Although the goal is to assist and restore the student to right standing, committing plagiarism or any other form of academic dishonesty is a breach of academic contract with the instructor and the College, and makes the student liable to sanctions, to include but not limited to disciplinary warning, failure of a given project, failure of the course, disciplinary probation, and/or possible temporary, indefinite, or permanent expulsion from the College.

Faculty will record instances of alleged infractions and sanctions related to plagiarism, and these reports will be included in students' academic file. Students may file a formal appeal as outlined in the student grievance policy found in the Academic Catalog. Following due process, the final determination is made by the Vice President of Academic Affairs and Dean of the College.

Library

Faculty members are encouraged to visit the Library to determine the supplementary resources available for their courses. Suggestions for book and periodical acquisitions should be sent to the Director of LEAD. Books may be placed on reserve at your request, <u>but are not to be made required reading</u>. Faculty members are encouraged to involve their students in the use of these resources.

Suggestions

- Get to know your students as soon as possible.
- Challenge them to do their best work.
- Show enthusiasm for what you are doing.
- While using a variety of teaching methods, demonstrate that you are well-prepared for each class session.
- Maintain a class environment that is conducive to learning.
- Be confident, caring, humble, and growing.

IV. FINANCIAL MATTERS

Salary

Faculty members are paid according to the number of semester hour credits for the course. A supplemental payment is made for overload assignments at the rate determined by the Academic Dean. Librarians assume their duties as a part of their regular assignment. Faculty members must have the recommendation of the Faculty Chairs and approval of the Director of LEAD and the Academic Dean.

Pay Dates

Salary checks will normally be available in the Business Office by the next pay period after the grades have been submitted for the course just completed. The Business Office mails all checks where arrangements have been made.

V. LEAD STAFF

Director of LEAD

Under the direction of the Academic Dean and the President of the College, the Director is responsible for:

- providing vision and leadership through strategic planning and program development and promotion;

- recruiting and developing faculty;

- ensuring that the program is current, relevant, and rigorous;

- employing sound budget and fiscal resource management;

- coordinating effectively with the academic and administrative departments of the College;

- leading the development of external relationships;

- and day-to-day management of department operations.

The position requires a commitment to the integration of faith and learning, evidence of teaching ability and administrative skill. The Director must possess a high energy, up-beat and confident personality to generate excitement and enthusiasm in support of the staff, and for the Degree Completion Program, while also demanding a strong attention to detail and communication excellence. The Director will develop a team environment that encourages and requires initiative, creativity and flexibility.

Coordinator of LEAD

Under the direction of the Director of LEAD, the Coordinator of the LEAD Program works primarily with logistics aspects of the Degree Completion Program, and provides strategic input on advancing the program. The position requires a high-energy, up-beat and confident personality to generate excitement and enthusiasm for the College and Degree Completion Program, while also demanding a strong attention to detail and communication excellence.

Administrative Assistant

Under the direction of the Director of LEAD, the Administrative Assistant for LEAD works primarily with administration and marketing aspects of the Degree Completion Program, including data entry and word processing. The Administrative Assistant will respond to callers and visitors and will assist the Director and Program Coordinator in successful operation of the program. The position requires a high-energy, up-beat and confident personality to generate excitement and enthusiasm for the College and Degree Completion Program, while also demanding a strong attention to detail and communication excellence.

Adjunct Primary Instructor

Under the direction of the Director of LEAD, the primary instructor serves as the representative of Somerset Christian College to the cohorts at an instructional site, receives student concerns, observes classroom activities, provides academic advisement for the

students, and communicates any information to and from the Director of LEAD or President of the College.

LEAD/Registrar Assistant

Under the direction of the Coordinator of LEAD and the Registrar, the LEAD Assistant works primarily with administration and marketing aspects of the degree completion program, including data entry, word processing, graphic arts and website creation and maintenance. The LEAD/Registrar Assistant responds to callers and visitors and assists the Director and Coordinator in successful operation of the program. The position also calls for assisting the Registrar with data entry and file maintenance.

Cohort Representative

Qualifications:

- Must be a matriculating student in LEAD.
- Must not have any "drop out courses" during the semester of service.
- Must be elected by his/her cohort.
- A new Class Representative is elected each semester.

Responsibilities:

- Serves as spokesperson for the group in order to maintain a constructive dialogue with the College.
- Assists instructor in making a smooth transition when beginning a new class.
- Assists with the placement of "drop-in" students into study groups when necessary. This should be done prior to the first class so the drop-in can participate in the first night's study group assignment.
- Maintains and distributes a list of contact numbers, including email, for each instructor and cohort members. Cohort list should include a name and phone number of a contact person in the event of an emergency.
- Develops and coordinates a contact chain for informing students of important information.
- Assists in distribution of program related materials.
- Assists the instructor with taking attendance, and reports absences to the Director and Instructor promptly.
- Reports any student concerns to the LEAD Staff.
- Informs the LEAD Director if leaving the program or cannot perform the duties as class representative.

Remuneration:

This position pays $20 per session or $400 per semester.

VI. PUBLICATIONS AND MATERIALS

In addition to this orientation booklet, LEAD has published a Student Handbook which serves as a supplement to the Somerset Christian College Catalog.   In the Student Handbook, you will find curriculum information, academic policies, admissions criteria and procedures, financial aid information, graduation requirements, student services, and financial policies. The Student Handbook will prevail in case of any conflict with other LEAD publications.

At the beginning of each semester the student receives information on the courses being taught that semester. Students receive the curriculum, called the Student Guide, prior to the first class meeting of each course.

Faculty members receive the appropriate Faculty Guide, Student Guide and Course Pack for each course they teach. The Faculty Guide is designed to help you understand the purpose and content of the course, what you are expected to teach each hour of the four-hour class each week and suggestions on how to approach the material. The Student Guide is the syllabus for the student to follow and includes their assignments and other requirements for the class.   The Course Pack supplements the textbook(s) with additional articles and exercises that the student is assigned to read and complete. Questions are also assigned for most of the articles.

Textbooks and materials for each course are selected well in advance. Individual faculty members may not change textbooks or any of the assigned materials without approval of the Director of LEAD. All texts are ordered by the LEAD Office.

Textbooks and materials are paid for at the beginning of each semester and are distributed to the students in advance. Faculty members may have access to texts and materials for courses they are teaching as soon as they become available.

VII. JOURNALS

What Is a Journal?

There is no one answer. Different instructors ask students to use journals in different ways.

1. The student journal is <u>not</u> a diary. (A diary is a regular recording of one's activities, thoughts and dreams, and generally not meant to be shared.) The journal for each course <u>is intended to be read by the instructor</u>. Students might be invited from time to time to share with the class from their journal, but may use their discretion as to how much they share.

2. The journal might well have entries of three forms:

    a. A description of a specific insight that was gained from reading, from discussion, from lecture, or from seeing something that happened at work or at home in a new perspective.

    b. A summary of something experienced at the feeling level related to the course materials. ("How I felt about my results on the Locus of Control instrument," etc.)

    c. Specific examples of applications of the text ideas that are seen in the workplace, in relationships to colleagues, at home, etc.

What Is the Purpose of the Journal?

There are a number of purposes that are not contradictory:

1. To record a new learning.

2. To clarify thinking on a matter by attempting to articulate where they stand on it.

3. To record feelings about some new learning.

4. To identify questions for future discussion.

5. To serve as personal notes to use in writing the Final Paper.

6. To practice the skill of self-awareness by summarizing particularly what has been gained in understanding of self at this point in life.

7. To practice the skill of careful, accurate observation of "what happened" and then to practice the second skill of attempting to make some sense of what happened in the terms of a particular course.

Suggestions

1. Insert some blank pages into a three-ring notebook on which to make journal entries. These can be removed at the end of the course and turned in with the Final Paper. (<u>Journal entries may be handwritten, preferably in ink</u>.)

2. Write in journal at least once per week and during the last few minutes of each class session. Short entries two or three times per week might be more useful than longer entries once a week.

3. Make the journal serve you. Use it to sort out ideas.

4. Have fun with the journal.

VIII. AUDIO/VISUAL NEEDS

Room 203 on the SCC Campus is designated as the "LEAD Classroom." It is equipped with an overhead projector. Room 201 is also equipped with an overhead projector, and portable projectors and laptops may be placed in other classrooms if reserved in advance.

Off-campus instructional sites are not equipped with overheads and the cost of renting them is prohibitive. The LEAD Office has several portable projectors and laptops which

can be reserved for off-campus sites. All reservations for audio/visual equipment should be made with the LEAD Office a week in advance. Call 732-356-1595, extension 1109.

The LEAD Office also has several DVDs that can be reserved for classroom use. The instructor should check with the LEAD Office to reserve these a week in advance. A list of the available DVDs is in the Office.

Classrooms at SCC and off-campus sites usually do not have flip charts. There are grease-boards in most on- and off-campus sites (for dry erase markers only). A grease-board may be reserved for the Newark instructional site, which does not have one. Dry erase markers may also be reserved for classroom use.

The instructor is responsible for the security of any items taken from the LEAD Office for classroom use. All items will be signed out with a pick-up and drop-off list.

IX. APPENDIX

- Pedagogical and Andragogical Models of Learning

- Bloom's Taxonomy

- Grading Criteria and Rubric – All Written Work

- Written Assignment Worksheet

- Grading Rubric – All Oral Presentations

- Oral Presentation Worksheet

- Grading Criteria and Rubric – All Class Discussions

- Class Discussion Worksheet

- LEAD Course Evaluation by Students Form

- Adjunct Faculty/Classroom Observation Form

- Modern Language Association (MLA) Documentation Guide

PEDAGOGICAL AND ANDRAGOGICAL MODELS OF LEARNING

PEDAGOGY	*ASSUMPTIONS*	*ANDRAGOGY*
Dependent personality	Concept of the learner	Increasingly self-directing personality
A platform to be built on by the teacher	Role of the learner's experience	A resource for learning by self and others
Uniform by age-level and curriculum	Readiness to learn	Develops from life tasks and problems
Subject or topic centered	Orientation to learning	Task or problem centered
External rewards and punishments	Motivation	Internal incentives and curiosity
	PROCESS ELEMENTS	
Authority oriented	Climate	Collaborative
Primarily by teacher	Planning	Mutually by learners and facilitator
Primarily by teacher	Diagnosis of needs	By mutual assessment
Primarily by teacher	Setting objectives	By mutual negotiation
Teacher designs syllabus based on prescribed content, plus logic	Designing learning plans	Negotiated learning contracts, sequenced by readiness
Transmittal techniques Assigned readings	Learning activities	Inquiry projects Experiential learning
Teacher assigned grades	Evaluation	Learner, facilitator, and peer verification of contracted work

These two models do not represent bad/good or child/adult dichotomies, but rather a continuum of assumptions to be checked out in terms of their rightness for particular learners in particular situations.   If a pedagogical assumption is realistic for a particular situation, then pedagogical strategies are appropriate. For example, if a learner is entering into a totally strange content area, he or she will be dependent on a teacher until enough content has been acquired to enable self-directed inquiry to begin.

Adapted from Malcolm S. Knowles. The Modern Practice of Adult Education, pages 390-391.

BLOOM'S TAXONOMY *

Benjamin Bloom created this taxonomy for categorizing levels of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

Competence	SKILLS DEMONSTRATED
Evaluation	• compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • *Question Cues:* assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize
Synthesis	• use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • *Question Cues:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Analysis	• seeing patterns • organization of parts • recognition of hidden meanings • identification of components • *Question Cues:* analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Application	• use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge • Question Cues: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, change, classify, experiment, discover
Comprehension	• understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • *Question Cues:* summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Knowledge	• Observation and recall of information • knowledge of dates, events, places • Knowledge of major ideas • Mastery of subject matter • *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.

* From Benjamin S. Bloom *Taxonomy of educational objectives.* Published by Allyn and Bacon, Boston, MA. Copyright © 1984 by Pearson Education.   Adapted by permission of the publisher.

WRITTEN WORK GRADING CRITERIA AND RUBRIC

For All Written Work in LEAD

95-100	A	4.0
90-94	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<59	F	0.0

- Each homework assignment is rated on <u>three criteria</u> as shown in the rubric below.
- Points are awarded for each measure and then totaled. (Points for Grammar and Formatting are only counted on the Final Paper.)
- Most homework questions should be answered in one to two paragraphs. You will get more points by expounding on your ideas.
- Be sure each of your paragraphs is well structured, focusing on one main idea. Use MLA style for citation and referencing.   Comments concerning Grammar and Formatting will appear on homework papers, but points will only be awarded on the Final Paper.

Grading Rubric		
Learning of the Subject	**Depth of Thought**	**Grammar & Formatting**
38 – 40	**37 – 40**	**15 – 20**
• Clear understanding of the topic and related principles • High level of self-reflection • Fully developed connections to the topic	• Answers questions thoroughly with explanations, several examples used effectively • Meaningful conclusions made • Ample evidence of analysis, evaluation or application of the topic (critical thinking.	• College level writing • Few or no grammatical and spelling mistakes • Properly applied MLA formatting used
34 - 37	**34 - 37**	**12 - 15**
• Average understanding of the topic • Moderate level of self-reflection • Some connections made to topic	• Answers questions sufficiently, some examples used well • Some attempts to make larger conclusions • Moderate level of analysis, evaluation or application of the topic	• Average level work • Several grammatical or spelling mistakes • Some MLA formatting mistakes
31 - 34	**31 - 34**	**8 - 11**
• Evidence of surface level learning of topic • Minimal level of self-reflection • Few connections to the topic	• Answers are brief and minimal in scope, examples used but ineffectively • Trivial conclusions drawn • Little analysis, evaluation or application of the topic	• Sub-level work • Frequent grammatical or spelling mistakes • Many MLA formatting mistakes
28 – 31	**28 – 31**	**4 - 7**
• Little evidence of understanding the topic • Little to no self-reflection • No connection to the topic	• Answers are inadequate or wrong, no examples used • No conclusions drawn • No analysis, evaluation or application of the topic	• Sloppy work • Numerous grammatical or spelling mistakes • Proper MLA format not apparent

WRITTEN ASSIGNMENT WORKSHEET

Session #:					
Student	**Profile**	**Learning of Subject (1-40)**	**Depth of Thought (1-40)**	**Grammar & Formatting (1-20)**	**Total Points**
1.					
2.					
3.					
4.					
5.					
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19.					
20.					

ORAL PRESENTATION GRADING CRITERIA AND RUBRIC

Grading Scale		
95-100	A	4.0
90-94	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<59	F	0.0

Audience & Occasion	Topic & Purpose	Preparation & Organization	Delivery & Visuals	Culture & Ethics
1-20 Points	**1-20 Points**	**1-20 Points**	**1-20 Points**	**1-20 Points**
▪ How well did the speaker analyze and prepare for this particular audience? ▪ Did the speaker deliver a speech that was appropriate for the occasion? ▪ Did it conform to the assignment – *time limit*, type of speech?	▪ Was the topic appropriate for the audience? ▪ Did it have a clear thesis? ▪ Were there clear sub-points?	▪ Was the speech well-organized and easy to follow? ▪ Did it have identifiable parts? ▪ Was there support? ▪ Were there transitions? ▪ Are all the attendant papers turned in?	▪ How well did the speaker use language? ▪ Visuals or media? ▪ Nonverbal cues? ▪ Did the delivery add to or detract from the impact of the message?	▪ Did the speaker establish credibility? ▪ Was the topic sensitive to the culture of the situation?

ORAL PRESENTATION WORKSHEET

Session #:						
Student	**Audience & Occasion (1-20)**	**Topic & Purpose (1-20)**	**Prep & Organization (1-20)**	**Delivery & Visuals (1-20)**	**Culture & Ethics (1-20)**	**Total Points**
1.						
2.						
3.						
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CLASS DISCUSSION GRADING CRITERIA

What is the purpose of discussion?

1. Review of key concepts covered in reading and written assignments
    a. Eliciting comments as to ideas covered in reading.
    b. Seeking personal reaction to concepts and ideas covered in reading.
2. Application of concepts to specific situations
    a. Examples from personal/work life
    b. Case Studies
    c. Role plays
    d. Individual assignments to be shared later
3. Critical reflection on key concepts
    a. Integrating concepts with experience
    b. Feedback on student presentations
    c. Synthesis or analysis of concepts with each other.
4. Building Group cohesion
    a. Personal sharing of experiences
    b. Providing support to other members of the group.

Late Penalty

15 minutes late: one point off frequency and process categories

30 minutes late: one point off each category

45 minutes late: two points off each category

60 minutes late: three points off each category

>60 minutes late: zero for class discussion

Somerset Christian College   Adapted from "Class Discussion Grading Rubric" by Dick Boyd, Eastern University

Grading Scale		
95-100	A	4.0
90-94	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<59	F	0.0

CLASS DISCUSSION GRADING RUBRIC

For Class Discussion

Pts	Preparation	Content	Process	Frequency
25	Demonstrates completion of all reading/written assignments & has made several clear connections to work/personal life.	Comments in large and small group add significantly to the learning process; comments demonstrate higher order thinking – analysis synthesis & evaluation.	Comments build on contributions of others, enabling group to integrate experiences and insights (connecting theory with real life experiences); supportive and encouraging to other class members; comments are focused and concise.	Contributes actively in large and small group settings.
20	Demonstrates completion of reading/written assignments & has made at least one clear connection to work/personal life.	Comments in large group and small group settings contribute to learning process – shows evidence of ability to apply concepts to real life situations.	Comments build on comments of others in a non-integrative way; shows support of other class mates; comments tend to be unnecessarily long-winded; dominates unnecessarily.	Contributes actively in small group settings and when asked in large group settings.
15	Demonstrates awareness of all key concepts/ideas contained in reading/written assignments; has completed written assignments.	Comments in large group and small group with evidence of awareness and understanding of basic course concepts; in small groups discusses the questions but no more.	Speaks up in a large group when asked with comments that add to group understanding; is not particularly supportive; comments tend to be tangential to purpose of discussion.	Contributes in large and group settings to level requested but no more.
10	Demonstrates awareness of at least one key concept; written assignment not completed.	Comments show back ground knowledge (pre-course) of basic concepts.	Contributes little to group understanding; is not disruptive but not encouraging to others.	Contributes in large and small group settings to level less than requested.
5	Demonstrates little or no awareness of key concepts contained in class assignments	Comments show no evidence of awareness of course concepts.	Does not contribute to the group process; is a drag on the group process.	Does not contribute.

Session #:		CLASS DISCUSSION WORKSHEET				
Student	**Profile**	**Preparation (1-25)**	**Content (1-25)**	**Process (1-25)**	**Frequency (1-25)**	**Total**
1.						
2.						
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19.						
20.						

LEAD – COURSE EVALUATIONS BY STUDENTS

Somerset Christian College
10 College Way
Zarephath, NJ 08890
Tel: 732-356-1595 ; Fax: 732-356-4846
www.somerset.edu

Students complete an evaluation at the end of each course. This is a compiled report for:

Course # & Title: _____ Instructional Site: _____ Date Course Runs _____

Instructor	Name of Instructor					
Facilities, Materials	Completely	Mostly	Average	Little	Very Little	Not At All
1. The facilities, furnishings and classroom environment were conducive to enriching my learning experience						
2. The textbooks were suitable and helpful.						
3. Student guides contained the information I need to know.						
4. Course materials were relevant, practical, and evidence academic quality.						
Assignments	Completely	Mostly	Average	Little	Very Little	Not At All
5. Assignments were intellectually stimulating and challenged me to improve my problem-solving and decision-making abilities.						
6. Assignments focused on the core concepts of the course content.						
7. Assignments were reasonable in nature, clearly communicated and beneficial in contributing to my learning experience.						
Instructor	Completely	Mostly	Average	Little	Very Little	Not At All
8. The Instructor demonstrated knowledge of the course content.						
9. The Instructor was enthusiastic about the course content.						
10. The Instructor shared from professional experience.						
11. The Instructor was prepared and presented course content in an interesting manner.						
12. The Instructor explained technical or difficult content in a manner that I could understand.						
13. The Instructor integrated a Christian perspective throughout the course.						

14. The Instructor used a variety of teaching methods including an extensive use of a collaborative style of learning (interactive, discussion-oriented, etc.)						
15. The Instructor helped me understand and achieve the stated learning outcomes for the course.						
16. The Instructor was available and prompt in responding to my questions or concerns.						
17. The Instructor graded my assignments fairly and returned them promptly.						
Students	Completely	Mostly	Average	Little	Very Little	Not At All
18. I was motivated to think on my own and to share my insights during class.						
19. I felt respected, supported, encouraged throughout the course.						

Students describe their overall summary assessment of the course.	
1. What did you like best about this course?	
2. What did you like least about this course?	
3. Did this course meet your expectations? If not, what was missing?	
4. In what area(s) of personal growth did you experience the most from this course? (i.e., spiritual, intellectual, social, professional/ vocational, etc.)	
5. What changes would you suggest that would most improve this course?	
6. What comments do you have about any of the items in Section 1?	
7. Any other comments that would be helpful for us to know:	

Life Enhancing Accelerated Degree
LEAD◇

ADJUNCT FACULTY/CLASSROOM OBSERVATION FORM

SOMERSET CHRISTIAN COLLEGE

Adjunct Name: _____ Date: _____

Course Number & Title: _____

Instructional Site:_____ Day of Class: _____

Observer: _____ Title: <u>Primary Instructor</u>

I. Use of Technology	Observed	Not Observed	Use of Technology	Observed	Not Observed
Technology or other means of innovative teaching method was in use in the classroom.			The technology was used appropriately and effectively.		
Technology was neither overused or underused.			The instructor was familiar with the technology.		
The instructor was ready to begin on time.			The students were ready to begin on time.		
Total Points for Use of Technology:					
Comments about Use of Technology:					

II. Classroom Atmosphere	Observed	Not Observed	Highest - - - - - - - - - - - Lowest				
			5	4	3	2	1
The classroom set up, lighting and temperature helped students feel relaxed and welcome.							
Students were able to discuss the objectives, methods, schedule, and content.			Total Score for				
There was time to warm up so students could get to know each other and the instructor, and to develop an interest in the topic.			Classroom Atmosphere				
The instructor kept to the logistics schedule.			_____				
Students had a sense of closeness with others and were able to share concerns and help others solve problems.							
Comments about Classroom Atmosphere:							

III. Class-time Structure	Observed	Not Observed	Highest - - - - - - - - - - - Lowest				
			5	4	3	2	1
The instruction was well targeted and flexible in meeting students' needs.							
The instruction was based on students' needs, interests, learning styles, and diversity issues.			Total Score for				
Students were accurately informed about learning goals, objectives, and methods.			Class-time Structure				
Students indicated that they learned what they needed and wanted.			_____				
Comments about Class-time Structure:							

IV. Motivation to Learn	Observed	Not Observed	Highest - - - - - - - - - Lowest				
			5	4	3	2	1
Students indicated that they were gaining new insights and finding solutions they plan to use.							
Students were involved in active learning tasks at least 50 percent of the time.			Total Score for				
Students were able to create, experiment with, and try out new ways of thinking and acting.			Motivation to Learn				
Students were engaged in solving real and important problems they face or may face in the future.			_____				
Students were able to practice knowledge and skill and receive feedback on their progress.							

Comments on Motivation to Learn:

V. Creativity and Innovation	Observed	Not Observed	Highest - - - - - - - - - Lowest				
			5	4	3	2	1
An important part of the session content was gained through students' sharing their knowledge and experience.							
There was opportunity for playfulness; students laughed and enjoyed themselves.			Total Score for				
Students experienced creative expression as a factor leading to positive change.			Creativity and Innovation				
The instructor promoted an attitude of risk taking and modeled willingness to change.			_____				
Time was made for silence, quiet reflection, and journaling to integrate new ideas.							

Comments on Creativity and Innovation:

Date observation was discussed with Adjunct Faculty: _____

What would you identify as the instructor's primary areas for development?

_____

_____

_____

Reflections and Recommendations:

_____

_____

_____

_____

_____

_____
Primary Instructor Signature

Adjunct's Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____   _____
Adjunct Instructor's Signature   Director's Signature

Signature of adjunct faculty member does not imply agreement with this observation, only that the faculty member has read and discussed this observation with the Primary Instructor.