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Preface

The Adjunct Faculty Manual is one of several internal documents that provide important information for adjunct faculty at the School of Professional and Graduate Studies (SPGS). The SPGS Adjunct Faculty Manual functions as a policies and procedures handbook and contains information about the responsibilities of the adjunct faculty member to the University and SPGS, and the responsibilities of the University to the adjunct faculty member. This manual is reviewed annually by the SPGS Faculty Senate.

Baker University Vision, Purpose, Mission, and Values

Vision and Purpose
Baker University is a premier private university with a tradition of academic excellence and student engagement in a respectful, inviting values-based learning community. The faculty provides creative, student-focused learning experiences challenging students to analyze issues with depth and clarity. Students fully engage in their learning; connect with peers, faculty, and staff; and develop lifelong relationships with diverse groups of people. Graduates realize their potential to become confident, competent contributors to society.

Mission
Baker University is committed to assuring student learning and developing confident, competent and responsible contributors to society.

Values
In the tradition of our United Methodist heritage, Baker University values:

• **Student learning and academic excellence.** We provide quality learning environments promoting intellectual, professional, and personal development resulting in lifelong learning.

• **Critical thinking, inquiry and freedom of expression.** We challenge all participants to think critically using open inquiry and freedom of expression.

• **Integrating learning with faith and values.** We expect all participants to be open to questions of faith and values as part of intellectual inquiry in the United Methodist tradition. In particular, we expect personal and professional responsibility that is based on high standards of ethical conduct.

• **Connections.** We promote a community of belonging and Baker family connections, which result in lifelong associations.

• **Inclusiveness.** We embrace diversity of community, thought, and expression.

• **Service to the community.** We address the civic, social, health, and environmental needs of our global community.
Structure of the University

In keeping with its mission to serve both recent high school graduates and the lifelong learning needs of adults, Baker University is comprised of the College of Arts and Sciences, the School of Professional and Graduate Studies, the School of Nursing, and the School of Education.

The College of Arts and Sciences (CAS), at the Baldwin City campus, has its own educational goals and offers the wide selection in courses of study usually associated with a superior undergraduate liberal arts education. It offers the Bachelor of Arts (B.A.), Bachelor of Music Education (B.M.E.), and Bachelor of Science (B.S.) degree programs.

The School of Nursing (SON), located at Stormont-Vail HealthCare in Topeka, offers a program of study leading to the Bachelor of Science in Nursing (B.S.N.) for those seeking initial preparation and for registered nurses (RNs) wanting to obtain a higher degree.

The School of Professional and Graduate Studies (SPGS), with its educational goals directed to the needs of adult students, offers educational programs in Overland Park, Topeka, Wichita, and other locations in Kansas and Missouri. It offers the Associate of Arts in Business (A.A.B.), Bachelor of Business Administration (B.B.A.), Bachelor of Arts in Business Leadership (B.B.L.), Bachelor of Science in Management (B.S.M.), Master of Arts in Organizational Leadership (M.A.O.L.), Master of Business Administration (M.B.A.), Master of Liberal Arts (M.L.A.), and Master of Science in Management (M.S.M.) degree programs.

The School of Education (SOE) offers over twenty undergraduate licensure programs and five graduate education programs. SOE undergraduate programs are located at the Baldwin City campus where students receive a B.A. or B.S. degree with majors in education and their content area of concentration. Non-traditional students who have previously earned a degree may obtain licensure in their content area. SOE graduate degree programs can be found in Overland Park, Topeka, Wichita, and other Kansas and Missouri locations. Graduate degree programs offered include the Master of Arts in Education (M.A.Ed.), Master of Science in Special Education (M.S.S.E.), Master of Science in School Leadership (M.S.S.L.), and Doctorate of Education (Ed.D.) in Educational Leadership. The GSOE also offers a Master of Science in Teaching (M.S.T.) for alternative licensure in either pre K-12 or secondary education depending on content area.

Accreditation

Baker University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (312.263.0456, www.ncahlc.org) for degree programs in arts, sciences, and professional curricula at the Associate, Bachelor, Master, and Doctorate levels. Its accreditation has been continuous since first granted in 1913 with the most recent re-affirmation of accreditation status in 2012. Baker University is also a member of and approved by the University Senate of the United Methodist Church.

Baker University School of Education is accredited by the Kansas State Department of Education and the National Council for the Accreditation of Teacher Education. The B.S.N. program is accredited by the Commission on Collegiate Nursing Education and approved by the Kansas State
Board of Nursing. The majors of accounting, business, and international business offered by the Department of Business and Economics in the College of Arts and Sciences at Baker University are fully accredited at the national level by the Association of Collegiate Business Schools and Programs (ACBSP). The ACBSP accreditation is limited to degree programs offered on the Baldwin City campus. The music programs—the Bachelor of Arts in Music and Bachelor of Music Education—are accredited by the National Association of Schools of Music.

The University is a member of numerous professional organizations in higher education including the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the National Association of Intercollegiate Athletics, the Kansas Independent College Association, and others.

**History**

Chartered on February 12, 1858, three years prior to establishment of Kansas’ statehood, Baker University is the state’s oldest university. It is named for a distinguished scholar and bishop, Osmon Cleander Baker, who presided over the first conference convened in this new region by the Methodist Episcopal Church.

Instruction began in November 1858. It was at first preparatory only, but expanded after four years to include collegiate courses. In 1866, the University awarded its first bachelor’s degrees. For most of its first quarter-century it struggled for survival in the face of almost overwhelming odds. But new leadership drew Baker out of its depression to begin an era of expansion in the 1880s. Continued growth and achievements of alumni, including two Rhodes Scholars in the class of 1907, brought the institution widespread recognition.

In 1930, Baker broadened its geographic responsibility and reach through a merger with Missouri Wesleyan College of Cameron, Missouri, and maintains that institution’s heritage as well.

Weathering the strains of the Great Depression and World War II, Baker has maintained a record of unbroken service for 150 years. Its rich academic tradition includes four Rhodes Scholars and a Pulitzer Prize winner. Following World War II, the University embarked upon a program of expansion of its physical facilities. During the past decades, Baker has renovated its older structures and continued to increase its endowment through the establishment of endowed chairs and professorships and expanded student scholarship funds.

New programs to serve the changing needs of new student groups have been introduced throughout the University’s history. In 1975 Baker expanded horizons by developing a Master of Liberal Arts degree program for adult students in Kansas City. In 1988 this program was incorporated into the School of Professional and Graduate Studies, which offers graduate and undergraduate degree programs for adult students.

In August 1991, the School of Nursing was established in the Pozez Education Center at Stormont-Vail HealthCare, which serves as Baker University’s Topeka Campus. The school provides professional nursing education to meet the growing needs of the state and nation.
In 2005, the School of Education was formed with undergraduate programs provided on the Baldwin City campus and graduate programs provided on the Overland Park campus. The School of Education offers the University’s only doctoral program, Doctorate of Education (Ed.D.) in Educational Leadership.

Board of Trustees
In 1858, the founders of Baker University deemed the University to be governed by an overseeing body of no more than thirty-two members elected by the annual conference of the United Methodist Church to serve a four year term. Members meet three times annually—October, February, and May—to approve University programs, budgets, and faculty promotions. The Board of Trustees, made up of civic, professional, and spiritual leaders, remains the highest governing body of the University.

SPGS Statement of Mission, Educational Goals, and Educational Philosophy

SPGS Statement of Mission
The School of Professional and Graduate Studies develops confident, competent leaders, contributing to their communities through lifelong learning, professional success, and service to others.

SPGS Educational Goals Statement
The School of Professional and Graduate Studies, operating within the framework of the Baker University institutional mission, provides opportunities for adult students to pursue undergraduate and graduate degrees in a nontraditional setting. Recognizing that the need for formal learning continues throughout life, Baker seeks to serve the needs of students by offering educational programs in liberal arts and professional studies.

The Goals of Baker University School of Professional and Graduate Studies are
• Extending opportunities for higher education to individuals whose occupations, family responsibilities, or personal preferences impede their ability to enroll in traditional campus-based programs.
• Providing programs for degree completion that require mastery of learning outcomes.
• Equipping students with skills that enhance personal and professional development, including skills in written and oral communication, problem solving, group interaction, and decision making.
• Providing curricula that draw upon theories, knowledge, and resources from all relevant disciplines.
• Furnishing educational opportunities for a variety of professional careers and extending the range of career choices for students.
• Fostering academic excellence in professional and graduate endeavors.
• Providing learning experiences that encourage critical thinking, analytical reading, and quantitative reasoning.
• Providing an educational curriculum that encourages commitment to ethical values, social issues, and environmental concerns.
• Exposing students to learning experiences that promote awareness of the international community.
• Offering opportunities for exploration and understanding of applied Christian principles in a professional environment.

Baker University School of Professional and Graduate Studies (SPGS) recognizes the distinction between traditional, college-age students and non-traditional, adult students who bring a wealth of professional experiences to the classroom and are self-directed in their learning. As such, the educational philosophy at SPGS assumes adult learners:

1. Bring quality and diverse life and professional experience to the classroom;
2. Learn best when the subject is of immediate use and can be applied to real life;
3. Are self-directed and benefit from collaborative learning experiences.

The principles of self-direction and cooperative learning are specifically addressed in the SPGS educational framework.

Self-Direction
Students are responsible for self-directed learning. Professional and personal growth requires that individuals develop the skills necessary to manage their own learning. SPGS students should consistently seek answers to their questions, identify and develop resources to address their concerns, and take charge of their own learning. For this reason, SPGS designs programs to provide structure and support to encourage student independence and self-direction.

Cooperative Learning
Student learning is developed and enhanced through collaborative and group participation. Students are required to participate in their own educational processes, and substantial responsibility is placed on the learner. Students are given opportunities to learn efficient problem solving from the professional and personal expertise of their peers. Rather than deriving from a single source, student learning encompasses multiple life experiences.
# Baker University Instructional Sites and Programs

<table>
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<tr>
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<th>School of Professional and Graduate Studies</th>
<th>School of Nursing</th>
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<tbody>
<tr>
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<td><strong>Bachelor of Arts in Business Leadership (BA BL)</strong></td>
<td><strong>Bachelor of Science in Business Administration (BSBA)</strong></td>
<td><strong>Bachelor of Science in Nursing (BSN)</strong></td>
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<tr>
<td><strong>Undergraduate Programs</strong></td>
<td><strong>Master of Science in Teaching (MST)</strong></td>
<td><strong>Master of Science in Business Administration (MSBA)</strong></td>
<td><strong>Master of Business Administration (MBA)</strong></td>
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<td><strong>Master of Science in Special Education (MSE)</strong></td>
<td><strong>MA in Organizational Leadership (MAOL)</strong></td>
<td><strong>Master of Arts in Liberal Arts (MLA)</strong></td>
<td><strong>Master of Science in School Leadership (MSSL)</strong></td>
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<td><strong>Master of Science in Education (MSED)</strong></td>
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<td><strong>Master of Arts in Education (MAE)</strong></td>
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<tr>
<td><strong>Master of Education (Ed.D.)</strong></td>
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<tr>
<td><strong>Doctor of Educational Leadership (Ed.D.)</strong></td>
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<tr>
<td><strong>Associate of Arts in Business (AAB)</strong></td>
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</tbody>
</table>

### Kansas Locations

- **618 Eighth Street**  
  P.O. Box 65  
  Baldwin City, KS 66006  
  ![Checkmark]

- **Classrooms:**  
  7301 College Blvd  
  Suite 200  
  Overland Park, KS 66210  
  ![Checkmark]

- **3450 North Rock Road, Suite 401**  
  Wichita, KS 67226  
  ![Checkmark]

- **2641 SW Wanamaker**  
  Suite 102  
  Topeka, KS 66614  
  ![Checkmark]

- **1500 SW 10th Street**  
  Topeka, KS 66604  
  ![Checkmark]

### Missouri Locations

- **1278 NE Windsor Dr.**  
  Lee’s Summit, MO 64086  
  ![Checkmark]

- **4802 Mitchell Ave.**  
  St. Joseph, MO 64507  
  ![Checkmark]

- **Northpointe II 7509 NW Tiffany Springs Pkwy, Suite 102**  
  Kansas City, MO 64153  
  ![Checkmark]

- **Online**  
  ![Checkmark]
SPGS Models for Instructional Delivery
The School of Professional and Graduate Studies (SPGS) offers degrees programs and courses on-ground and online. **On-ground courses** meet weekly from 6:00 – 10:00 pm or as otherwise specified in a physical classroom facility. **Online courses** provide all the relevant materials online through Baker University’s learning management system, Moodle, and are asynchronous in nature.

In the cohort model, a group of students moves through a prescribed sequence of courses as a unit. Cohort groups start whenever an appropriate number of students are enrolled. In the open enrollment model, students are provided six terms during the year and an interterm during which they may select and enroll in courses of their choosing. This allows Baker students to select courses when appropriate in their program.

Collaborative Learning
Collaborative learning activities are strongly recommended in every course. In-class group activities can be an effective change of pace, provide opportunities for concept application and critical thinking, and encourage meaningful student interaction. Examples of small group activities include working on handouts, problems, discussion questions, or other informal activities and then sharing results with the class. While collaborative learning is encouraged, group assignments are not required. If group work is graded, group grades must be less than 10% of the student’s course grade, and faculty are encouraged to assess both individual and group grades. For example, on a group paper, each student would earn an individual grade for the portion he/she wrote and the group would earn a single grade for the paper’s overall design or cohesion. A shared single group grade should represent less than 10% of the total grade in the course.

Due to the diverse work and family commitments of adult learners, faculty may not require groups to meet face-to-face outside of class. Faculty may, but are not required to, provide in-class time for groups to collaborate on group assignments where most of the work is expected to be completed outside of class. If faculty opt to provide collaboration time, faculty are encouraged to provide no more than 15 to 20 minutes of class time for collaboration and to provide that time at the beginning or in the middle of a class session.

Assessment of Student Learning
Baker University is committed to the systematic assessment of student learning that occurs in each course of study and each program of study that lead to a degree awarded by the University. Assessment initiatives are dynamic and seek continuous improvement based on student, faculty and administrative staff feedback. All University constituents are encouraged and expected to participate in the collection and analysis of assessment documentation.

Assessments at SPGS:
- Are driven by the mission of the university and SPGS mission statement, respectively.
- Are linked closely with the specific outcomes for each SPGS degree program.
- Are mindful that the primary purpose is to improve student learning and the quality of education (assessment is a means to an end, not an end in itself).
• Involve the entire Baker University SPGS populations, including students, faculty, staff and administrators, alumni, and all relevant Baker constituencies.
• Recognize that educational assessment is an ongoing process that is continuously evolving.
• Recognize the key role played by faculty in the educational assessment process.
• Use existing knowledge in the field while seeking to be innovative and mindful of the specific characteristics of the institution.
• Use diverse and multi-dimensional assessment methodologies.
• Document and disseminate its functions, methods, and results.
• Are administered with integrity.

Assessment of Academic Achievement
Each degree program embraces a unique assessment plan that includes course assessments related to program outcomes, a graduate survey, and other relevant assessments. The academic assessment process provides evidence of student learning primarily related to program outcomes appropriate to each degree. A number of other indicators are tracked, e.g., attendance, peer reviews, hiring assessments, end-of-course surveys, and withdrawals.

Program Assessment Measures

In-course Assessment
All program outcomes are closely linked with the required sequence of courses in each program. Course assessments are developed for all program outcomes and data are collected on these assessments. Outcome driven assessments are administered in accordance with the program assessment matrix. Additional course assessments are used by instructors and data are not collected on these assessments.

Student End-of-Course Survey
All program participants voluntarily complete this survey for each course. Students are asked to evaluate faculty performance, curriculum quality, and technology enhancement of learning.

End of Program Survey
All program participants voluntarily complete this survey in their last course. Students are asked to evaluate various features of the SPGS programs, including perceptions of learning, administrative and student services, and instructional components.

Graduate Survey
Graduate surveys are administered to SPGS alumni one year after program graduation. The survey gathers evaluative data on the graduate’s perceived competence on program outcomes.
Field Assessments
Select undergraduate and graduate business program cohorts are administered ETS field assessments each spring to randomly assess and compare program candidate performance with national student assessment performance.

Results of all assessments are regularly employed in goal setting, strategic planning, and implementing strategies to assure continuous improvement and to enhance student learning. As data are collected and interpretations are made, information is shared with diverse constituencies, including students, individual faculty, faculty program review and assessment committees, and university administrators. The assessment system comprises a series of academic assessments gathered throughout coursework and program reviews, as well as graduate surveys designed to gather evaluative data on the graduate’s perceived competence on program outcomes. Additional assessments are gathered and documented through ongoing program reviews scheduled in an ongoing cycle. These extensive studies analyze and evaluate total degree programs, including alignment of program and course goals; course scheduling/curriculum offerings/assessment data on student learning; and feedback provided by a range of constituents, including current students, staff, faculty, employers, and program graduates. Recommendations are submitted to Faculty Senate. Because the assessment process is continuously evolving, the use of specific assessment instruments is subject to change depending upon organizational need.

New Instructor Hiring and On-Boarding Process

Instructor Application
The SPGS faculty selection process involves several development levels in identifying qualified faculty members and assessing their diverse areas of skill. The process begins by examining academic credentials and reviewing relevant experience.

Each prospective faculty member must submit an application and corresponding documents (including official transcripts, resumes, and application form). Applications are screened continuously by the SPGS Learning Services department.

Baker University SPGS has demonstrated a commitment to teaching excellence by blending outstanding full-time and part-time faculty for more than 25 years. The ability to attract part-time faculty has made it possible for all faculty (part-time and full-time) to be provided with course assignments most closely aligned with their areas of strength. SPGS seeks to attract faculty with the following qualifications:

1. Graduate degree (in the academic discipline for instruction) from an accredited institution.
2. Professional experiences (e.g. employment, voluntary service, etc.) in a field that enhances teaching effectiveness.
3. Combination of focused academic coursework (normally 18 graduate credit hours) with professional practice experience (normally 3+ years) and/or demonstrated teaching
effectiveness in the teaching area. In exceptional cases, additional years of qualified professional practice may be considered 1-to-1 equivalent for graduate credit hours.

4. Commitment to instructional growth through peer review, participation in University governance, and faculty development activities (as both leaders and learners).

In summary, the foundation blocks of the SPGS instructional program are: commitment to the recruitment of qualified candidates; provision of meaningful development experiences; alignment of qualifications with course assignments; and recognition/retention of faculty who demonstrate effectiveness in their teaching-learning interactions with students.

NOTE: The intent is that for faculty members without a terminal degree to be academically qualified, they must demonstrate content knowledge, teaching effectiveness, and/or successful professional practice.

Based on a review of credentials, a potential candidate may be invited to participate in Baker Academy, the SPGS selection process for new instructors. In addition to the criteria listed above, the identification of applicants invited to participate in Baker Academy is also determined based on SPGS instructional needs. Learning Services staff will review potential candidates’ official transcripts, resumes, and application forms with SPGS instructional needs in mind.

Faculty selection procedures are structured to assess a candidate’s ability to effectively facilitate student learning. Candidates must also demonstrate technical proficiency when using Baker University’s learning management system, Moodle.

Baker Academy

The Baker Academy is designed to prepare potential adjunct faculty to become quality online/blended course instructors for Baker University. It also gives Baker administrators an opportunity to get to know potential adjunct instructors in order to determine their fit with Baker University. The Academy covers Baker’s standards regarding expectations for course delivery, video use, and best practices in online/blended teaching and learning.

Participants will have the opportunity to engage in the online classroom, review standards and expectations for course delivery, become familiar with Baker’s best practices and standards rubrics, and view a variety of videos explaining the specifics of Moodle.
Baker Academy Goals

The academy will:

- Introduce participants to Baker’s standards and expectations for online/blended instruction.
- Expose participants to the environment of an online classroom which will cover communication, technology, scenarios, grades, feedback, assessments, and creations.
- Provide participants with best practices and standards for online/blended instruction.
- Provide participants with a variety of videos explaining the specifics of Moodle.
- Explain the importance of module consistency with reference to the four steps involving the metacognitive process.

Baker Academy Overview

Baker Academy sessions are scheduled throughout the year. Upon completion of this selection process, candidates will be able to:

- Demonstrate effective communication.
- Describe their communication plan/approach.
- Identify Moodle’s formats for communicating with students.
- Incorporate imagery into a class shell.
- Bring outside resources into a class shell.
- Demonstrate an understanding of best practices in online/blended teaching and learning.
- Implement strategies for working with students.
- Utilize Moodle in providing feedback to students on assignments.
- Develop content for the week following the metacognitive process for each module.

Candidates will begin Baker Academy by completing two weeks of online training in best practice instructional strategies. After these two weeks, candidates will demonstrate instructional strategies in a face-to-face presentation. Upon successful completion of weeks one, two, and three, selected candidates will be invited to complete week four of Baker Academy. Week four will consist of a weeklong online orientation to Baker University. This orientation will focus on policies, procedures, resources, and Baker University history.

Selection of Current Faculty for Other Modalities

If current faculty members are interested in teaching in a new modality, faculty should contact the Learning Services. The Director of Learning Services will review the faculty member’s teaching experience and past student and peer evaluations. Selected faculty candidates will then be invited to participate in a selection process and a course observation experience.
Once all steps of faculty review are completed, selected faculty members are eligible to be offered teaching opportunities in the appropriate modality on a course-by-course basis as needed for Baker’s various programs.

**Instructor Scheduling and Compensation**

**Course Offering and Confirmation**
Adjunct faculty can teach up to 24 credit hours per calendar year. When offered a teaching opportunity, faculty members are contacted by e-mail or phone with a request from a Baker staff member to teach a course. After a faculty member’s positive response, he/she will receive a Course Confirmation form via Baker email. The Course Confirmation form is a notice to confirm that the faculty member has been selected as an instructor for a specific SPGS course. The Course Confirmation form indicates that the faculty member is serving at the pleasure of the Vice President and Dean of Baker University School of Professional & Graduate Studies. The form indicates a one-time assignment, and there is no guarantee of future assignments.

**Modified Directed Study Courses**
Baker University reserves the right to cancel courses due to low enrollment. Some courses with very low enrollment may be classified as Modified Directed Study courses. Instructors who agree to teach a Modified Directed Study course will follow the Modified Directed Study guidelines provided by the Learning Services team. Instead of cancelling the course altogether, Modified Directed Study enables students to stay on track with their academic plans while giving instructors flexibility in the way they teach very small groups. Instructor pay will be calculated based on the number of student grades posted at the end of the course.

**Independent Study for Business Courses**
Qualified degree-seeking students can seek a limited number of independent studies. Only in exceptional circumstance can catalog courses be taken on an independent study basis. Courses cannot be retaken on an independent study basis. Students enrolled in the MLA program who have completed 24 credit hours may plan an independent study project to complete a three credit elective.

Typically, an SPGS student must have a cumulative G.P.A. of 3.50 or better to enroll in an independent study course. Generally, independent studies range from 1-3 credit hours.

Depending on the program of study, students interested in pursuing an independent study should contact a designated academic administrator, supervising professor, and/or academic advisor to discuss the independent study and seek appropriate approvals. For a non-catalog course independent study, the student in consultation with the supervising professor is responsible for outlining the purpose, objectives, procedure and methods, evaluation criteria, and list of resources. Requirements may vary by program or school. Once the independent study is approved, enrollment must be completed before the registration deadline and arrangements made for tuition to be paid.

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Independent Study for MLA Courses
Qualified degree-seeking students can seek a limited number of independent studies. Students can arrange an independent study project to complete three elective credit hours in the MLA program. A student must have demonstrated superior achievement (3.50 or better cumulative G.P.A.) and completed 24 credit hours toward the MLA degree. The 3-credit independent study project must be approved by the Director of Learning Services or Executive Director of Academics, the faculty member, and the Vice President/Dean of the School of Professional and Graduate Studies, in this sequence, to assure compliance with degree plan, academic credibility, and administrative approval prior to beginning the coursework.

The topics for independent study are limited. Generally, no catalog courses may be taken on an independent study basis. A careful statement must be prepared by the student prior to enrollment, providing a title, general outline, purpose, procedure, and bibliography for the study. Students interested in pursuing an independent study should contact the Chair of the Liberal Arts Department. If the independent study is approved, registration must be completed with the Academic Records office and tuition paid in advance.

The independent study requires a major research paper and meetings with the faculty member. The research paper should be no less than 20 pages in length for a three credit hour course, and the format should follow the *MLA Handbook for Writers of Research Papers*. The bound paper must be submitted in its entirety to be maintained by Baker University.

Adjunct Faculty Compensation and Rankings
The designation of Adjunct Faculty Member is designated for those contracted to teach or serve on an individual course basis on a non-tenure track appointment. The initial title designated for all adjunct faculty, except in unusual cases, is Instructor Facilitator.

Compensation
To receive compensation from SPGS, I-9 and W-4 forms must be completed and submitted along with the identification specified on the back of the I-9 form. When Baker materials and/or loaned equipment (e.g., DVDs, CD-ROM, and test banks) have been returned and attendance, final grades, common assessment data, and faculty end of course surveys have been submitted through the Faculty Portal, compensation will begin. No payments will be processed until materials are submitted.

Adjunct Faculty members at Baker University SPGS are paid after the course ends, grades are submitted and Common Assessments (if used) are submitted in TaskStream. Payment is made on the 15th or the last day of the month (holiday breaks alter this schedule) following these submissions. Payment for all faculty members teaching in business, management, or undergraduate elective programs is based on a per-class session rate. Payment for all faculty members teaching in the Master of Liberal Arts program is on a per-course rate.
Adjunct Faculty Rankings

Instructor Facilitator

To be selected as an instructor facilitator and to be eligible for consideration for course opportunities, the individual shall:

- Successfully complete the faculty selection process;
- Submit all documentation (official transcripts, current resume/vitae, payroll information, etc.);
- Successfully complete the faculty on-boarding process, including a face-to-face meeting or phone conference with the Director of Learning Services; and
- Successfully complete one class observation and submit an observation protocol as provided by the Department of Learning Services.

As an instructor facilitator, an individual shall:

- Successfully complete at least one faculty development activity pre-approved or offered by SPGS; and
- Demonstrate instructional excellence in facilitating at least five SPGS courses based on collective feedback.

To support the development of adjunct faculty who facilitate courses for SPGS degree programs, SPGS uses the following adjunct faculty rankings, where the successful accomplishment of specified criteria demonstrates readiness for advancement to the next adjunct faculty rank. The ranks are designed to reflect institutional values, convey recognition, and guide compensation determinations. They serve as a foundation for encouraging instructional excellence, continuing professional development, and supporting institutional goals.

The following rankings constitute no implied promise or contract for employment. The designation of rank is based upon annual evaluations and is subject to modification at any time:

Associate Faculty Facilitator

As an associate faculty facilitator, an individual shall:

- Successfully fulfill all criteria for instructor facilitator;
- Successfully and annually complete at least one faculty development activity pre-approved or offered by SPGS or consistent with your content area;
- Participate annually in at least one SPGS initiative or activity (e.g., faculty meeting, commencement ceremony, commencement reception, committee service, curriculum development, program review or meeting, or other SPGS related activity); and
- Demonstrate instructional excellence in facilitating at least ten SPGS courses within a three year period based on collective feedback.

*All faculty members with a terminal degree and/or 15 graduate hours in a specific discipline of need may start as an Associate Faculty Facilitator. The Dean’s office will approve these based on the specific need of the school.
Faculty Facilitator
As a faculty facilitator, an individual shall:
- Successfully fulfill all criteria for associate faculty facilitator;
- Successfully and annually complete at least two faculty development activities offered by SPGS or consistent with your content area;
- Participate annually in at least one SPGS initiative or activity (e.g., faculty meeting, commencement reception or ceremony, committee service, curriculum development, program review or meeting, or other pre-approved SPGS related activity); and
- Demonstrate instructional excellence in facilitating at least twenty SPGS courses within a four year period based on collective feedback.

Senior Faculty Facilitator
As a senior faculty facilitator, an individual shall:
- Successfully fulfill all criteria for faculty facilitator;
- Successfully and annually complete at least two faculty development activities offered by SPGS or consistent with your content area;
- Successfully and annually facilitate at least one faculty development activity designed to support the efforts of SPGS faculty peers, OR have served at least one year as a member of the Peer Review Team, Faculty Senate, PEOA or EPC;
- Participate annually in at least one SPGS initiative or activity (e.g., faculty meeting, commencement reception or ceremony, committee service, curriculum development, program review or meeting, or other pre-approved SPGS related activity); and
- Demonstrate instructional excellence in facilitating at least three SPGS courses on an annual basis based on collective feedback.

Lead Faculty Facilitator
As a lead faculty facilitator, an individual shall:
- Serve as the subject matter expert for a specific area and work with Program Chairs on program reviews
- Assist with peer reviews, faculty mentoring, and bi-annual faculty meetings
- Compliment the Discipline Faculty Facilitators and help fill additional needs for the School of Professional and Graduate Studies

Discipline Faculty Facilitator
As a discipline faculty facilitator, an individual shall:
- Ensure academic quality in his/her respective discipline
- Work directly with Program Chairs on any course revisions within a given discipline
- Assist in peer reviews, faculty mentoring, and bi-annual faculty meetings
- Review syllabi for new faculty members
Program Chairs/Professors in Charge
As a Program Chair, an individual shall:

- Ensure academic quality in his/her respective program
- Review curricula on an annual basis and work directly with Learning Services to ensure program learning outcomes align with assessment strategies and techniques
- Perform a mini-program review each fall and a major-program review every five years

Reimbursements
Mileage reimbursement is provided for part-time faculty who are assigned to teach a course in a location other than the site where they were hired. The specific amount is discussed with faculty by the Instructional Specialist at the time of scheduling. The mileage reimbursement form is located in the Faculty Portal.

A travel stipend is provided to faculty who choose to attend a graduation ceremony or a faculty meeting.

Limited reimbursements are possible for copies of instructional materials (syllabi, first night handouts, and exams/quizzes). Copies of copyrighted materials will only be reimbursed with the author’s permission. Please contact the Learning Services Department with questions regarding copyrighted material. The copy reimbursement form is located in the Faculty Portal.

Faculty scheduled to teach TH 111 Theater Experience may be reimbursed for the cost of admission to the performing arts event selected for study in the course. The cost of the ticket should be approved through the Learning Services Department in advance.

All expenses for a given month should be submitted together by the 15th of the following month. If expense reports are not received in a timely manner, reimbursements could be declined.

Faculty Terms and Responsibilities
Baker University is committed to developing and delivering quality adult learning experiences. All courses should communicate high expectations for student learning and achievement. Furthermore, developing a strong sense of community among students should be a priority and a guiding principle throughout each course. This section strives to provide a framework for understanding the university’s expectations regarding the instructor’s role in providing a quality academic experience for SPGS students. Students will be given the opportunity to provide feedback regarding their perception of the instructor’s role. This feedback will be taken into consideration for future teaching assignments but is not the only way instructors are evaluated. Below is an overview of faculty standards by instructional modality (online and on-ground)
On-ground Faculty Standards

Preparation and Engagement:

- Submit a syllabus for each course prior to the course starting. Finalized syllabi are sent to students two weeks prior to the course start date.
- Provide ongoing feedback to students about their progress and assignments, papers, projects, and presentations. Read, review, and critique (in writing). Return assignments/tests/etc. at or by the next session (1 week).
- Maintain a pleasant, supportive, and professional tone. Use correct grammar, spelling, and punctuation. Take advantage of the same resources that are available to students (e.g., spell check).
- Communicate high expectations. Most learners will meet your expectations. Challenge them intellectually and provide them with timely and quality feedback.
- If delivering a class is impossible on the scheduled evening, contact the Instructional Specialist or the Wichita Executive Director and the class representative, if applicable. Arrangements for a substitute instructor are handled by SPGS staff. Please notify the appropriate contact as soon as possible and appropriate arrangements will be made.
- Respond to learner inquiries within 24 (preferred) and 48 hours. Responding to student questions quickly has a direct correlation to reducing their anxiety level about furthering their education. The 24/48-hour limit applies to weekends as well. The accelerated format of our courses makes it difficult to expect a student to wait more than 24/48 hours for a response that may have implications for timely completion of an assignment.
- Take attendance at each class. Attendance is key to the successful accomplishment of learning objectives. Attendance must be posted via the Faculty Portal at the end of each class session.
- Personally conduct, meet, and be responsible for all approved, scheduled class sessions. All on-ground courses are required to meet a minimum of four hours for each of the approved, scheduled class times (6:00 – 10:00 pm). It is the responsibility of the instructor to see that this requirement is met. *See additional note below about course meeting times and attendance reporting.
- After the last night of class, any graded work not returned to students via Moodle should be delivered to Baker’s administrative offices. The work will be returned to students by their next instructor.
- Coordinate and conduct make-up sessions as needed as the result of a class cancellation at an official SPGS location.
- Post grades within eight days of the end of the course via the Faculty Portal. Represent Baker University as a professional.
- Maintain a pleasant, supportive, and professional tone. Use correct grammar, spelling, and punctuation. Take advantage of the same resources that are available to students (e.g., spell check).
*If upon review of the attendance reports by the Director of Learning Services it is determined that a faculty member is in violation of the attendance policy, the following sanctions will be applied:

- A first violation of the attendance policy and inaccurate reporting of attendance will result in the faculty member receiving a warning. The faculty member will be expected to meet with the Director of Learning Services to discuss instructional strategies for how to achieve four hours of quality contact time with students.
- A second violation of the attendance policy and inaccurate reporting of attendance will result in the faculty member being docked one hour of pay. The faculty member will be expected to meet with the Director of Learning Services to discuss instructional strategies for how to achieve four hours of quality contact time with students. An administrative peer review will be conducted to confirm implementation of the instructional strategies occurs.
- A third violation of the attendance policy and inaccurate reporting of attendance will result in the faculty member being docked one hour of pay and will be required to meet with the Director of Learning Services and the Vice President and Dean for SPGS regarding future teaching opportunities at the school.

Please note: Attendance violations are not isolated to one course but accrue over a multiple courses.

Classroom Management
- Ensure that classrooms are left in a neat and orderly fashion at the end of class, with tables and chairs returned to their previous arrangement.
- Strive to create a strong community of learners. Work to create an atmosphere of support and engagement. The time spent with students should be focused on the three R’s: Rigor, Relevance, and Relationship building.
- Encourage respect for diversity and the value of personal experience. Your classroom will be filled with a diverse student population. This diversity will add richness to the discussions that should be embraced, fostered, and respected.
- Assist Baker University by disseminating information to students.
- Represent Baker University as a professional.

Online Faculty Standards

Preparation and Engagement:
- Submit a syllabus for each course prior to the course starting. Finalized syllabi are sent to class representatives two weeks prior to the course start date.
- Make the online class come to life. Stay focused on the goal of engaging students and creating a virtual learning environment. Take every effort to create a learning environment that encourages students to take risks, discuss meaningful ideas in depth, and sustain their
engagement throughout the course. Get comfortable with new technologies and challenge yourself to create courses that are not entirely text-based.

- Provide ongoing feedback to students about their progress and assignments, papers, projects, and presentations. Read, review, and critique (in writing). Return assignments/tests/etc. within one week.
- Take attendance each week. Attendance is key to the successful accomplishment of learning objectives. Attendance must be posted via the Faculty Portal at the end of each course module.
- All online faculty members are required to facilitate a minimum of one week of instructional time (Monday 12:00 am—Sunday 11:59 pm) for each of the approved, scheduled sessions through the Baker University learning management system.
- If delivering a class within the scheduled class session is impossible, contact the Instructional Specialist or Wichita Executive Director and the class representative, if applicable. Arrangements for a substitute instructor are handled by SPGS staff. Please notify the appropriate contact as soon as possible and appropriate arrangements will be made.
- Return final assignments to the students through Moodle.
- Post grades within eight days of the end of the course via the Faculty Portal.
- Maintain a pleasant, supportive, and professional tone. Use correct grammar, spelling, and punctuation. Take advantage of the same resources that are available to students (e.g., spell check).
- Communicate high expectations. Most learners will meet your expectations. Challenge them intellectually and provide them with timely and quality feedback.
- Log into your online course a minimum of 4 times (4 different days) per week. The minimum “4 times” rule is recognized as a standard to achieve. Logging into the course provides a presence and personalizes the online experience for students. Plan to distribute the time throughout the week so that learners have a sense of rhythm and participation. This will help create a “digital footprint” that further illustrates a presence in the class.
- Respond to learner inquiries within 24 (preferred) and 48 hours. Responding to student questions quickly has a direct correlation to reducing their anxiety level about furthering their education. The 24/48-hour limit applies to weekends as well. The accelerated format of our courses make it difficult to expect a student to wait more than 24/48 hours for a response that may have implications for timely completion of an assignment
- Post a minimum of one announcement per week. Students see the announcements via email so it provides an excellent way to stay engaged. Ideally, this announcement will be posted at the beginning of each week and can (and should) vary greatly (summary of course, reminders of upcoming deadlines, current events relative to the course, encouragements, etc.)
- Strive to engage with each student at least once a week. Students can feel like they are on an island and all alone when taking online courses. Regular and timely communication is key to quality online learning experience.
- Notify students of unavailable times outside the normal routine. If it is not possible to maintain the normal login/email/response routine, be sure to let the students know ahead of time.
Virtual Classroom Management

- Strive to create a strong community of learners. Work to create an atmosphere of support and engagement. The time spent with students should be focused on the three R’s: Rigor, Relevance, and Relationship building.

- Encourage respect for diversity and the value of personal experience. Your online classroom will be filled with a diverse student population. This diversity will add richness to the discussion threads that should be embraced, fostered, and respected.

- Provide quality and timely feedback on discussion posts (especially in the beginning of each course). Timely responses to their posts and timely assigning of points are critical for helping students feel comfortable in an online classroom (refer to the Online Course Development section in the Instructional Design Handbook for more information).

- Post assignment scores and feedback in the Moodle classroom. All scores for assignments and assessments must be recorded using the Moodle Grade Book.

- Assist Baker University by disseminating information to students.

- Represent Baker University as a professional.

Syllabus Submission

Faculty members are required to submit a written syllabus every time they teach a course. Syllabi are due no less than four weeks prior to the course start date and should be submitted to SPGS syllabi account at spgssyllabi@bakeru.edu. The syllabus is reviewed and returned to faculty if modifications are needed. The syllabus is emailed to students two weeks prior to the course start date.

SPGS uses a syllabus template, and all syllabi must align with the required elements of the template. The syllabus template can be accessed on the Instructor Resource website. Changes to the syllabus need to be submitted to the students in writing (electronic distribution will suffice), and to the Learning Services department for approval and archiving.

The course syllabus serves several functions. It enables students to plan ahead, to understand course goals and specific requirements, and to be made aware of the principles and practices that support your course design. Within your syllabus please indicate to students how much time you need before returning graded work, as well as any special requirements you may have for make-up work, absences, cell-phones, laptops, etc.

Students will perform best when you clearly define what you expect of them in terms of performance, behavior, and relevant policy areas. The syllabus is an ideal place to reinforce these messages. While the university has a formal policy on academic integrity, you should use the syllabus to further clarify the policy and reinforce students’ understanding of the importance of academic integrity to the learning process. Baker University will not tolerate cheating, plagiarism, or any other form of academic dishonesty. It is important to explain to students that you will take such offenses seriously.
You cannot assume that students know your policies prior to class, and you should share specific policies with them in the first class session. Providing clear policy statements in or with your syllabus can ease the resolution of any complaints raised by students over grades, absences, etc. The clearer the information that is provided to the students (especially in written form), the easier it will be to prevent, or later resolve, student disagreements. The syllabus is the primary document (along with grade and student-submitted records) consulted in grade disputes.

Copies of past syllabi used for the courses you have been asked to teach can be a good resource for you as you design your own syllabus. To gain access to past syllabi for your course(s), contact the Learning Services department by sending an email to the SPGS Syllabi email account.

**Assignment Expectations and Standards**

SPGS is committed to an outcomes-based approach to curriculum and assessment, and it also embraces standard levels of educational rigor across degree levels, programs, and courses. In order to provide students with consistent educational experiences and expectations for academic rigor, the assignment standards have been established to ensure course rigor is matched and assessed with course objectives. For more information on SPGS assignment expectations and standards, please see the Instructional Design Handbook.

**Reporting Student Attendance**

If a student misses more than 30% of the instructional time, s/he cannot complete the course for credit even with make-up work.

**Submitting Final Grades**

Grades must be submitted through the faculty portal for all students within 8 days from the last day of the course. Failure to do so will result in administrative follow-up and could impact opportunities to teach future courses. Faculty must obtain permission from the Office of the Registrar prior to assigning an incomplete grade for a student. For more information pertaining to incomplete grades, please see the section titled “Incomplete (I)” listed under Administrative Codes.
Grading System
All credit hours awarded by Baker University are semester hours. Grades are awarded to indicate the quality of a student’s academic performance. Baker University uses a 4-point grading scale defined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points per semester hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Distinguished</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>Proficient</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>Basic</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory (Will not count toward graduate degree)</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>Failure - No credit</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Administrative Codes
- NC: No Credit
- I: Incomplete
- WP: Withdraw Passing
- WF: Withdraw Failing
- W: Withdraw (no academic assessment)
- P: Passing
- AU: Audit

For Baker coursework, a passing grade for undergraduates is a “D” or better. A passing grade for graduate students is a “C” or better.

The grade point average (GPA) is computed as follows: the credit hours for each course are multiplied by the quality points earned for each grade received. The quality points for all courses are totaled and this number is divided by the total number of credit hours attempted. In computing the cumulative GPA, all degree-applicable courses with grades of “A,” “B,” “C,” ”D,” ”F,” or “WF” are included. Only the most recent grade for a repeated course is included in the GPA calculation.
Administrative Codes

No Credit (NC)
An administrative code of “NC” is assigned when extenuating circumstances make it impossible for a student to complete a course as determined by the Director of Student Services. An “NC” is not issued when a student is earning below a “C” grade for the course. Payment must have been made for the course. The payment is held on account at the SPGS office and is applied to the course when the student retakes it. Undergraduate and graduate students, except for liberal arts and education students, must repeat the course. These funds may not be transferred to any other course. A student receives an “NC” refund only if the student must permanently withdraw from the program prior to completing the course.

Incomplete (I)
Students who fail to complete all course requirements by the last day of the course due to extenuating circumstances may request in writing that the faculty member grant a grade of “I.” Should the faculty member consider the request valid, he or she must then request approval of the “I” grade from the Registrar. It is important to remember that SPGS programs are accelerated and that cohort programming is sequential. For this reason, the student must complete the “I” course within the next two weeks following the ending course date.

At the end of the two week time frame, if the student has failed to complete all course requirements, the grade of “I” will become an “F.” Undergraduate and graduate students will be required to repeat the course at their own expense. If the course will not be offered again, a course may be substituted by the Registrar to fulfill the requirement.

In cases of extreme hardship, the student may petition in writing to the Registrar (prior to the expiration of the arranged time period) for an extension. In no case will total time allowed for removal of the grade of “I” be extended for more than an additional two weeks.

Withdrawal (WP, WF, or W)
Students withdrawing from a course after completion of 50% of the course are academically assessed by the faculty member. The student will be withdrawn either passing (“WP”) or failing (“WF”) based on the quality of work up to the point of withdrawal. A “WF” is averaged into the student’s grade point average. Students withdrawing prior to the above time frame will be given a “W” (no academic assessment).

When a student is administratively withdrawn from a course for exceeding the amount of allowed absences or after the halfway point in the course, the Office of the Registrar will contact the faculty member to determine if the student should receive a WP or WF. If the student exceeds the allowed absences at the end of the course, then the instructor must issue an F for the student’s final grade.

Audit (AU)
Students who audit courses are expected to meet the audited course’s attendance requirements, but are not obligated to complete course assignments or meet requirements necessary for obtaining a grade. No credit hours are awarded and no grades are earned in audited courses.
Assessed Credits

The Prior Learning Assessment Center offers flexible, efficient ways to recognize the college-level knowledge gained through experiences outside the traditional college classroom. Students have the opportunity to earn credit through several nontraditional methods. Submission of a Prior Learning Portfolio is required for the assessment and award of credit. Credit awarded is recorded as assessed credit.

Exam Proctoring

The Prior Learning Assessment Center will proctor exams for students when legitimate extenuating circumstances prevent students from taking the exam in class. The instructor must complete and submit a Proctoring Test Form prior to each proctored exam. The Proctoring Test Form is located in the Faculty Portal, and must be sent with the exam(s) to the proctor at least 48 hours prior to the scheduled test date and time. Testing times vary at the different locations. Instructors should have the student contact the proctor to schedule a time prior to taking the exam.

Make-up Exams: Please contact the Prior Learning Center at 913-491-4432 or priorlearn@bakeru.edu.

Returning Graded Work to Students

Faculty must follow certain procedures with regard to the communication and disclosure of student information, particularly grades.

Grades cannot be publicly posted by name, social security number, student ID, or in any form where grades can be recognized or attributed to a particular student.

If faculty would like students to prepare self-addressed stamped envelopes for the return of their papers and materials after a course ends, faculty should include this information in their syllabi for students.

To return graded work to students after a course is complete through Baker’s inter-campus mail system, faculty drop off graded work at the front desk at any SPGS classroom location or mail graded work to the Overland Park or Wichita administrative offices. Instructors include the following information:

• Cohort Number
• Classroom Number
• Night of the week the cohort meets

If graded work is dropped off at a classroom site, the Educational Resource Assistant (ERA) sends the graded work to the administrative offices, where the graded work is placed in an envelope that includes the identification information provided by the faculty. Graded work is delivered to the appropriate cohort classroom. The cohort’s current instructor is responsible for handing out the graded work to the students.
Faculty Evaluation
Faculty evaluation is an integral and required part of being an SPGS faculty member. SPGS uses the following evaluation tools to assess and report faculty performance:

Student End of Course Survey
At the end of each course, students voluntarily submit the End of Course Survey to evaluate faculty performance, curriculum quality, and technology enhancement of learning.

Faculty End of Course Survey
At the end of each course, faculty members submit the Faculty End of Course Survey to evaluate curriculum materials, staff support, and student success within the course.

Faculty Peer Review
The Peer Review Team consists of a select group of experienced faculty who visit/observe classes to review instructor/class interaction related to:

- Creating an environment of respect/rapport
- Establishing a culture for learning
- Communicating clearly and accurately
- Providing quality feedback to students
- Questioning and discussion techniques
- Engaging students in learning
- Offering suggestions for future practice.

Peer review team members offer supportive, written feedback to the observed faculty member. Peer reviewers contact faculty members in advance to arrange visits. New faculty members will be visited during one of the first few courses they teach. All faculty members are peer reviewed annually. All faculty members receive written feedback of the visit by e-mail. The Peer Review form is located in the Faculty Portal.

Faculty Tools and Resources
All faculty members are provided with Baker University email, Faculty Portal, and Moodle accounts. Instructor access information is provided during the on-boarding process. With these accounts, you will be able to send and receive email from SPGS staff and administrators, communicate with your colleagues and students, access course rosters, post attendance and final grades, and access Moodle.
Faculty E-Mail
Before a faculty member’s first course, the faculty is assigned a Baker University faculty e-mail account. Faculty e-mail account addresses are set up using a faculty member’s first name and last name. The Baker-issued e-mail account is the only e-mail address SPGS staff keeps on file and is the only e-mail address given to students. It is extremely important that faculty check their e-mail accounts regularly; it is the primary way for SPGS staff and students to communicate with faculty.

Moodle is Baker’s Internet-based learning management system. This system is used extensively for online and distance courses and also as a supplemental resource for many face-to-face courses. Moodle accounts are set up for faculty and students who are enrolled in courses that include a Moodle component.

Faculty Portal
The Faculty Portal is an online resource faculty use to manage courses and access tools and resources. Faculty use the Portal to access course rosters, post attendance, and post final grades. Additionally, faculty can review their personal information and access administrative and instructional resources.

Using Moodle in On-ground Courses
On-ground instructors use Moodle to make course materials such as syllabi, schedules, announcements, lecture notes, quizzes, and multimedia resources available on the web from one location. Additionally, Moodle can allow you to manage the administrative aspects of your course (i.e., grading) more efficiently. Moodle also allows you an opportunity to post grades and feedback in a timely, convenient way for students, which is important in an accelerated course format.

All online and on-ground courses are given a Moodle shell. One week prior to the course start date, students will receive an email notifying them Moodle will be used for the course. Instructors should review access to Moodle during the first class session to ascertain that all students are comfortable with the online technology and understand the purpose(s) for which it will be used in class.

Using Moodle in Online Courses
At Baker University, online courses are asynchronous, meaning that they do not meet at a predetermined time. Online courses meet for week-long modules, and students “go to class” by logging into Moodle. To ensure continuity through an online program, faculty should design their courses to meet the standards of the Baker University Online Course Design rubrics. For assistance designing an online course, the LMS team is available to support faculty prior to and during the course.

Faculty must manually open their Moodle courses for students by 9 a.m. the day a course starts.
Textbooks and Materials
Baker University provides course resources for faculty, including textbooks and required course materials. One copy of the required course material is provided to each faculty member for a given course. In most instances, an eBook may be available. If you are interested in obtaining an eBook instead of a hardcopy, please contact the Learning Services Department.

Upon accepting a course offering, the course textbook/material information is sent via Baker email to the faculty member. Prior to teaching a course faculty members must ensure they have the correct textbook(s) and other required materials for each course. To determine which course materials are assigned to your course, please contact the Learning Services Department. Edition change updates or new adoptions of course materials are sent via email to active faculty.

Faculty members may not buy course materials or transport course materials at the request of a student.

Additionally, faculty may not require students to purchase additional course materials or change the required course materials. Faculty must use the assigned course materials in their courses. If the faculty members who teach a course determine the course materials should change, a curriculum committee will be convened to review and select new course materials. The Learning Services department will determine when the transition to the new course materials will occur.

Supplementary Materials
Program scope and sequence, assignment standards, syllabus template, and faculty notes are located in the Faculty Portal.

Many courses have supplementary materials provided by the textbook publisher, such as an instructor’s manuals and software including study guides, visual aids, test banks, etc. These materials are provided to faculty upon request.

Course Rosters
Course rosters are available to faculty via the Faculty Portal one week prior to the course start date.

Enrollments in the course may change between the time the course roster is posted and the first day of the course. If a student attends the course and is not listed on the course roster, please contact Academic Records at 913-491-4432 to verify if the student is enrolled in the course. Students who do not appear on the final course roster, but continue to attend class, should be directed to contact Student Services at 913-491-4432 immediately.
Library Services and Resources

Baker University is committed to making library resources available to all students and to the use of the vast technology available to enhance the educational process. Students enrolled in the School of Professional and Graduate Studies have a variety of library resources at their disposal. The Collins Library has numerous electronic resources available for SPGS students, including access to the University catalog and online full-text databases such as EBSCOHost, LexisNexis, and OCLC First Search. These resources may be accessed with the use of the library identification number students can retrieve through their MyBaker Portal. This virtual library provides extensive research materials for SPGS students.

In addition to web resources, the Baker librarians have access to more restricted databases from which they can provide helpful information. This assistance and other library resources, such as interlibrary loan, can be requested over the Internet by visiting the Collins Library web page.

Students are encouraged to utilize outside resources in the pursuit of academic endeavors and to honor the relationships between Baker University and other cooperating libraries. Failure to honor commitments to any lending library may result in the holding of grades and transcripts until all obligations are met.

Reference Services

Baker librarians are available to assist faculty and students with library questions. The reference desk is staffed 9am – noon, 1pm – 4pm, and 7 – 10pm. The staff will take phone calls at 785-594-8442 and answer e-mail questions at: reference@bakeru.edu.

Academic Policies

Academic Misconduct Policy

Baker University is committed to academic integrity in the performance of scholarly responsibilities. Academic integrity is the honest acknowledgement of ideas, words, data, written work, and solutions. All work submitted by Baker University students must represent their original work. All forms of student dishonesty constitute academic misconduct.

Consequences of academic misconduct may include, but are not limited to, a zero or failing grade for a paper, a failing grade for a course, or dismissal/expulsion from the University. Any form of academic misconduct which results in administrative or academic withdrawal or dismissal/ expulsion is noted on the student’s transcript. Baker University seeks to ensure that both instructor and student are protected from unfair accusations or actions in cases of academic misconduct.
Academic Misconduct Definitions
Plagiarism is the intentional or unintentional failure to accurately attribute ideas, words, works, data, or solutions to the source of that information. Plagiarism includes paraphrasing without acknowledging the source from which that information is paraphrased. Failure to cite direct quotes or paraphrasing in which the basic sentence structure, phraseology, and unique language remain the same constitutes plagiarism, as does failure to acknowledge unique, unusual, or new ideas or facts that are not the product of one’s own investigation or creativity. It is the student’s responsibility to seek guidance from approved writing standards (MLA/APA). Plagiarism constitutes academic misconduct.

Cheating includes possession, use, or receipt of unauthorized aids or assistance. Notes, charts, books, and electronic devices used in an assignment or assessment, but not specifically allowed by the examiner, constitutes cheating. Visually, verbally, or electronically receiving or distributing information before, during, or after an assignment or assessment is also cheating. Cheating constitutes academic misconduct.

Counterfeit Work includes work submitted as one’s own that was created, researched, or produced by someone else. Submission of the work of another person, joint work as if that work was solely one’s own, or production of work to be submitted in the name of another person are all forms of counterfeit work. Submitting counterfeit work is academic misconduct.

Theft includes use or circulation of assignments or assessments, or answer sheets specifically prepared for use in a given course and is academic misconduct.

Falsification of data or creation of false data by instructors or students in research or experimental procedures is academic misconduct. The falsification, alteration, misuse, or procurement of University documents, academic records, or identification, by knowingly or improperly changing transcripts, grade sheets, or documents is academic misconduct.

Unauthorized reuse of work or turning in the same work to more than one course is academic misconduct.
Academic Misconduct Sanctions

Note: More than one sanction may be imposed for the same offense.

1) Warning by written reprimand

2) Reduction of grade for specific assignment may include a zero or an “F” for that specific assignment

3) Reduction of grade for the course may include the assignment of an “F” for the course

4) Transcript citation will be placed on the student’s transcript

5) Suspension from all courses for a defined period, including a notation on the student’s transcript that suspension is due to academic misconduct

6) Dismissal/Expulsion includes termination from the University for an indefinite period and transcript citation. The notation to the student’s transcript will include conditions for readmission and state the student is dismissed/expelled for academic misconduct

All records associated with the academic misconduct will remain in the student’s file. Additional information regarding charge and hearing procedures is available on the SPGS website.

Procedures for Managing Potential Cases (Academic Misconduct, Plagiarism, Cheating)

Baker University School of Professional and Graduate Studies expects instructors to uphold academic integrity through

1) an awareness and understanding of SPGS policies and
2) providing a learning environment that discourages academic dishonesty.

If a concern arises that a student has violated the academic integrity policy, proceed with the following:

• First, an instructor is to address academic dishonesty issues with the student(s). Prior to this discussion, the instructor may consult with the Director of Learning Services or the Executive Director in Wichita. The instructor should inform the Director of the outcome. Information regarding academic dishonesty is not given to other instructors.

• If the instructor is unable to successfully address the issue with the student, needs additional research to determine the possibility of academic dishonesty, or believes it would be productive for an SPGS administrator to be involved, the instructor submits, electronically, the questionable work to the Director of Learning Services or the Executive Director. If the student inquires about the return of the paper, the instructor explains that there are concerns about the paper that require it to be reviewed by university administrators.

• If plagiarism is suspected, the Director of Learning Services or the Executive Director may use online resources to detect the source. A copy of the findings is attached to the student paper.

• The Director of Student Services and the Director of Learning Services/Executive Director assess the situation as to academic misconduct. If there is no apparent misconduct, the Director of Learning Services/Executive Director notifies the instructor.
If academic misconduct is suspected, the faculty member or Director of Student Services contacts the student to provide an opportunity to present a response.

If there is no resolution or if the option of expulsion is considered, the Director of Learning Services/Executive Director asks the Dean of the School of Professional and Graduate Studies to review the case. The Director of Student Services notifies the student of the decision.

The Director of Learning Services/Executive Director notifies the instructor of the decision. The student has the right to appeal the decision to the Dean of the School of Professional and Graduate Studies.

**Academic Grievances**

1. A student must attempt to resolve grievances of an academic nature with the individual instructor through the Grade Change Process with the assistance of the University Registrar.

2. If the student feels the matter has been unsatisfactorily resolved, the student may request a Grade Protest form and directions concerning the academic grievance process from the student’s Academic Advising representative.

3. The Grade Protest forms must be received by the Faculty and Student Grievance (FSG) committee within three months of the last date of the course.

4. The FSG committee forwards the student's completed Grade Protest form and possible accompanying papers to the instructor. The instructor must respond in writing within the deadline assigned by the FSG committee.

5. The student is provided a copy of the completed instructor's response form. Once the student receives this notification, he/she has 30 days to request in writing, giving specific rationale for the review, that the case be reviewed by the FSG committee.

6. All the written documents submitted by the student and faculty member with relevance to the case are reviewed by the FSG committee.

Grade changes may be made administratively only if there is sufficient reason to believe that the grading procedure was in error. Such determinations must be made by the FSG committee.
Course Overload
Course Overload is defined as taking more than one course at a time. Enrollment is considered from the start date of any course through the end date of the course. No student in any SPGS program is allowed overload enrollment for the purpose of early completion of the core program or allowed concurrent enrollment while on probation.

Associate Degree Program
Foundational Track
Course Overload is prohibited throughout enrollment in the associate program foundational track.

Pathways Track
Course Overload is prohibited for new students in the first two courses of this track. Thereafter, a student with a minimum cumulative G.P.A. of 3.00 may concurrently enroll in a pathways track course and a general education elective course. Failure to maintain a cumulative G.P.A. at or above 3.00 while concurrently enrolled will result in disallowance of this option until the student’s G.P.A. is restored to 3.00 or higher.

Bachelor Degree Programs
Course overload is prohibited for new students in the first two courses of the program. Thereafter, a student with a minimum cumulative G.P.A. of 3.00 may concurrently enroll in a core/major course and a general education or concentration course. Failure to maintain a cumulative G.P.A. at or above 3.00 while concurrently enrolled will result in disallowance of this option until the student’s G.P.A. is restored to 3.00 or higher.

Master Degree Programs
Course overload is prohibited for new students in the first two courses of the program. Thereafter, a student with a minimum cumulative G.P.A. of 3.50 may concurrently enroll in a core/major course and a concentration course. Failure to maintain a cumulative G.P.A. at or above 3.50 while concurrently enrolled will result in disallowance of this option until the student’s G.P.A. is restored to 3.50 or higher.
Attendance Policy

**Attendance at all class sessions is mandatory.** Since a large portion of the learning in the SPGS and GSOE programs takes place in class meetings, absences may impact a student’s grade or jeopardize continued enrollment in the course. In the case of an absence, the student must:

1. Notify the faculty member prior to the absence,
2. Make arrangements to complete missed assignments, and
3. Complete additional make-up work if allowed by the faculty member.

Under no circumstances may a student miss more than 30% of course meeting hours and receive credit for the course. This University policy is not at the discretion of the faculty member. A student who misses more than 30% of a course is required to repeat the course and incur additional tuition and fee expenses for that course. Students with extenuating circumstances that make it impossible to complete the course may request a grade of “No Credit.” See “No Credit” under the subsection of this catalog entitled “Grading Procedures” for further information.

Should a student exceed 30% on the last night of the course, the instructor should issue a grade of F. The option of using make-up work to meet attendance requirements is not permissible.

If a student’s attendance record demonstrates a pattern of missed classes, that student may be administratively withdrawn from the program. A petition must be submitted to the Admissions Committee prior to readmission.

**Online Program Attendance Policy**

Students are expected to participate actively in and contribute to the learning experience in an online course. Attendance in an online course is defined as a learner who logs into the learning management system and completes at least two significant activities in the course during the class session. A significant activity may include submitting a forum post, an assignment, an assessment, or other contribution that advances the learning process for a student/other students in the course. A class session is a seven-day timeframe of instructional time (typically Monday 12:00 am – Sunday 11:59 pm). Students must meet the minimum attendance requirements to stay active in the class. If this attendance requirement is not met, the student must repeat the course.
Adjunct Faculty Policies and Procedures

No-Gift Policy
To avoid a potential conflict of interest, or even the appearance of a conflict of interest, no gifts of any kind or value, shall be accepted by Baker faculty from current or former students, under any circumstances. Likewise, faculty may not give gifts to current or former students, under any circumstances.

Cancellation of Classes

Inclement Weather
Due to the unique nature of the Baker University accelerated programs, all classes missed because of inclement weather must be made up. Experience has demonstrated that weather conditions (and road conditions) can change dramatically during the midday hours. Therefore, Baker University determines class cancellations at 3:00 p.m. The decision to close is made with concern for safety as well as inconvenience caused to students and faculty when make-up is required. MAED cohorts which meet in school district locations do not meet if the host district closes schools.

The announcement of class cancellations due to inclement weather is communicated to students, faculty, and staff through three primary systems.

- Students, faculty, and staff will be contacted through the Baker University B-Alert text and email messaging system-- click on http://www.bakeru.edu/weather and select B-Alert to sign up for weather cancellation text messages.

- Weather cancellations will be posted on the Baker SPGS & GSOE website (http://www.bakeru.edu/weather) by 4:00 p.m.

- GSOE & SPGS students will find weather cancellations posted in their Baker University student Portal and faculty Portal. https://mysmartermind.bakeru.edu/

Either prior to or during the next scheduled class meeting, the group and the instructor determine a date for the make-up session. Extending the calendar is not an option because it may impact graduation deadlines, completion dates, instructor assignments, planned holidays for students, VA benefits, and financial aid. Within 24 hours of the posted cancellation, faculty members can request permission from the Learning Services team the option to use the associated Moodle course shell to facilitate the missed class activities. Facility availability is another factor in scheduling make-up class sessions, so Baker University also accommodates class make-up sessions on Friday evenings and Saturday mornings for rescheduling due to weather cancellation. The Instructional Specialist (SPGS) or the Coordinator of Programs (GSOE) coordinates the makeup decision with the instructor and distributes an email to the Class Representative (cohort classes) or members of the class (open enrollment) to confirm the classroom (online or on ground) location designated for the make-up session.
Instructor Emergencies
If an instructor cannot be present for a scheduled class session due to a family emergency or unplanned business trip, two options may be considered:

Option 1: Contact the SPGS staff member listed below to determine if a substitute is available. A SPGS staff member will arrange for an appropriate substitute instructor.

Option 2: Discuss and identify two alternative four-hour class sessions with the students for another evening. If the students and instructor agree on an alternative session date, contact the appropriate person listed above to reschedule class.

The instructor must provide the following materials to the substitute for the class session:
- course roster
- course syllabus
- lesson plan detailing topics, activities, and objectives for the session; and
- any materials the substitute will need to conduct the session.

The compensation for teaching the session will be made by SPGS directly to the substitute instructor and deducted from the compensation of the assigned instructor.

For class cancellations contact Learning Services at 913-491-4432 for approval.

Classroom Emergencies
If an instructor emergency arises during a class session, the building Educational Resource Assistant (ERA) should be contacted immediately. Should class need to be cancelled due to this emergency, the instructor should contact the campus Instructional Specialist to reschedule the class (see email addresses above). Instructors should also notify the Director of Instruction as soon as possible.

Field Trip Policy
Students and faculty are encouraged to take advantage of the diversity of educational opportunities and experiences available in the vicinity. On such occasions, students and faculty are personally responsible for transportation to and from, and attendance at, off-site experiences, whether for required or voluntary activities. Faculty members are required to notify the Director of Learning Services or Wichita Executive Director at least one week in advance of any off-site meetings or trips.

Classroom Equipment
All on-ground classrooms are equipped with lecterns, whiteboards/markers/erasers, Elmo visual presenters, Smart Boards, audio speakers, DVD – PC viewers, laptops, and Internet capabilities. Laptop carts are available on a first-come first-serve basis at the Overland Park, Lee’s Summit, Topeka, and Wichita locations. At each location, flash drives are available for checkout from the local Educational Resource Assistant (ERA) to transfer documents/files from a personal PC to the classroom laptop. To request equipment, contact the ERA. The ERA is available to assist with technical problems that may arise in the classrooms.
Laptop Cart/Loaner Laptop Policy

Each site has a laptop cart available for use in the classrooms at the request of the faculty member. The number of laptops available on each cart depends on size of facility. The largest is at 7301 College Boulevard with 25 units. This cart can only be requested by the faculty member and not for individual use by students. If the faculty member feels he/she will need any or all of the units for an in-class assignment and for some reason the students’ own laptops or devices will not accommodate what they wish to accomplish the faculty member should request the cart. Faculty members should contact Educational Resources at (913) 491-4432 to request use of a laptop cart at any of our classroom sites.

Students are responsible for bringing their own laptops or devices as appropriate for the course content and in-class work. This expectation should be clearly outlined in syllabi as well.

Baker is no longer providing laptops for students as they enter the programs and will not be able to provide loaners to students except in the following cases:

- If a student is in a cohort in which a laptop was initially provided and the laptop needs repair, a loaner will be provided.

- If the student is in one of the project management courses where the use of MS Project is required and they are unable to obtain use of a Windows based device to do the MS Project homework, Baker will provide a loaner for the duration of the course. Baker will also provide the student with the MS Project software. If the student has trouble loading that software on the machine and efforts to resolve have failed, a loaner laptop can be provided for the duration of that Project Management course.

- If a student forgets his/her laptop or device for a class session and the student needs to take an assessment (test, exam, quiz), the faculty member must be the one to contact the educational resource staff on-site. If an extra laptop is available, one will be provided for that evening only.
Severe Weather and Classroom Emergency Procedures

In the event of severe weather warnings (dangerous thunderstorms or tornado warnings), the following procedures are followed in all Baker University facilities. The University’s building administrator on duty monitors the weather forecasts and announcements. If a tornado warning or dangerous conditions are issued, he/she visits each classroom and notifies faculty and students of the situation. Faculty and students follow the directions of the University’s building administrator and move to the recommended safe areas of the building. These safe areas are posted in each classroom of the Baker facilities.

Faculty and students are advised to follow the emergency procedures recommended by Emergency Management sources:

- Remain in the building. Occupants should not attempt to vacate the premises, drive, or seek shelter in cars.
- Seek shelter immediately in interior rooms on the lowest level.
- Evacuate all offices, rooms, or hallways with windows and glass or with exterior walls.
- Move to interior areas (such as classrooms/halls/restrooms/storage areas) and, if possible, take shelter under tables or desks. Every attempt should be made to put as many walls as possible between occupants and the outside.
- Wait for an “all clear” signal before resuming activity.

Baker University faculty members are asked to remind their classes that all students are to follow the Severe Weather Procedures and follow the directions of the building administrator when severe weather warnings have been issued.
Class Representatives
Most SPGS cohort groups have a class representative. The class representative provides a communication link between the University and the cohort students. Class representatives receive periodic updates from the administrative offices and are expected to share the information with class members. If needed, class representatives are encouraged to contact the cohort’s student services representative or instructor on behalf of the class.

Roles and Responsibilities of Class Representatives in SPGS Cohorts
Typical expectations of a SPGS class representative are as follows:

- Assist faculty members at the beginning of each new course by compiling questions concerning first assignments to provide efficient communication between instructor and cohort. In addition, greet each new instructor and introduce the members of the class.
- Assist and welcome “new” students into the cohort (i.e., introductions, assistance with forming a team when appropriate).
- Serves as a communication liaison to ensure a constructive dialogue with student services and the University.
- Remind classmates to complete the End-of-Course Surveys found in the Student Portal.
- Attend and participate in periodic class representative meetings.
- Develop and coordinate the use of the telephone chain or email distribution list for informing class members of important information (e.g., inclement weather, faculty updates, etc.).
- Ensure the classroom is left in satisfactory condition at the end of each class.
- Be familiar with the building’s “safe” zone in case of catastrophic weather.
- Assists instructors with classroom resources (i.e., what is available, how to locate and use TV, DVD, overhead projector, computer cart, etc.).
- Facilitate the organizing of social events as appropriate.
University-wide Policies
Ethics and Compliance Policies

FERPA Notification
Baker University maintains compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended. FERPA defines educational requirements which are designed to protect the privacy of students concerning their records maintained by Baker University.

FERPA accords students certain rights with respect to their education records. They are:

- The right to inspect and review their records
- The right to request the amendment of their education records to ensure that they are not inaccurate, misleading, or otherwise in violation of privacy or other rights
- The right to consent to disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Complaints may be addressed to:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901

All requests to release, inspect, or review education records or to petition to amend education records should be made in writing to:
Ms. Ruth Miller
University Registrar
Baker University
P.O. Box 65
Baldwin City, KS 66006-0065

Education records may be disclosed without prior written consent to school officials having a legitimate educational interest. A school official is defined as a person employed by the University in an administrative, supervisory, academic, or support staff position (including law enforcement and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee (such as a disciplinary or grievance board). A school official has a legitimate educational interest if the official needs to review an education record in order to perform a task that is his or her professional responsibility, related to a student’s education, related to the discipline of a student, or necessary for supportive service to the student. Determination of legitimate educational interest will be made by the University Registrar. Education records may also be disclosed without prior written consent of students in order to comply with a judicial order or subpoena, and to various federal, state, and local authorities as outlined in the FERPA and Patriot Act statutes.
Release of Directory Information
Baker University hereby gives notice that it has designated the following categories of personally identifiable information as “Directory Information” under the Family Educational Rights and Privacy Act (FERPA) of 1974 (as amended). This information can be released without the prior consent of students as permitted by law. Under the terms of FERPA, Baker University defines “Directory Information” as follows:

- Name
- Permanent address and telephone number
- Baker email address
- Dates of attendance
- Enrollment status
- Class level
- Major area(s) of study
- Academic honors and awards
- Degree(s) conferred (including dates)
- Date of birth
- Height and weight of athletes

In order to request that your “Directory Information” not be made available to the public (including friends, family, and current or potential employers), a signed form must be submitted to the Office of Records and Registration. All inquiries regarding this policy should be directed to the University Registrar (785-594-4530 or records@bakeru.edu).

Prohibited Harassment Policy
The University is committed to creating a culture of respect and providing an environment that values diversity and emphasizes the dignity and worth of every individual.

If any harassing conduct takes place, the offended individual is asked to immediately notify the Director of Learning Services, a supervisor, or other appropriate University official so appropriate action can be taken. You may make an anonymous report by contacting the University’s anonymous reporting line at 866.879.0422 or online at https://secure.ethicspoint.com/domain/media/en/gui/30199/index.html

The University does not tolerate retaliation of any kind against any individual who makes a good faith complaint about inappropriate conduct pursuant to this policy. Any action taken as a result of a violation of this policy is in accordance with University procedures.
Notice of Nondiscrimination
It is the policy of Baker University to afford equal opportunity for all persons. As such, the University will not discriminate based on an individual’s race, color, national origin, religion, sex, disability, age, veteran status, sexual orientation, marital status, or other status protected by law, in admission to or employment in its education programs or activities.
For the full text of the Prohibited Harassment Policy, Accommodation Notice, and Notice of Nondiscrimination, visit www.bakerU.edu/compliance. You may file an anonymous and confidential report of suspected improper conduct online at www.bakerU.edu/ethicsreporting or by calling 866.879.0422.
The University acknowledges that failure to implement the plan, in the absence of any previously agreed revision could constitute a violation and lead to the initiation of enforcement activity by the Office of Civil Rights.

Jeanne Clery Act
Baker University publishes an Annual Security Report in Compliance with the federal Clery Act. The University creates yearly reports with postings on the University website. The University will provide a paper copy of the reports upon request.

2013 Violence Against Women: Clery Act Amendments
Baker University supports the 2013 Violence Against Women: Clery Act Amendments with policies pertaining to relationship violence, stalking, and sexual misconduct. Additional information is available on the Baker website.

ADA Policy
Baker University is committed to providing “reasonable accommodations” in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. Access Services coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted Access Services, please do so as soon as possible. Access Services is located on the Baldwin City campus in the Office of Student Academic Success (in Collins Library (lower level); 785-594-8352; sas@bakerU.edu). Information about Access Services can also be found on the Baker web site at www.bakeru.edu/sas.

If accommodations have been approved by Access Services, please communicate with your instructor(s) regarding your accommodations to coordinate services.

Access Services, in conjunction with Student Academic Success, provides reasonable accommodations, auxiliary aids and support services based upon documentation, functional limitations and a collaborative assessment of needs. Based on what they are authorized to use, specific class needs and personal preference, students then select which accommodations or auxiliary aids they will use. In some cases, the auxiliary aid provided might not match the student's preference, however, reasonable accommodations and auxiliary aids will be provided. Because of the nature of the disability, the degree of impairment might fluctuate. Therefore, accommodation needs
could vary throughout the semester. In addition, students must request academic accommodations for each semester.

General services may include, but are not limited to the following:
- Exam accommodations, including extended time, readers and/or scribes, and computers
- Adaptive equipment
- Disability counseling and advocacy
- Learning skills specialists
- AD/HD coaching
- Alternative media, such as taped textbooks, scanned text and enlarged print
- Adaptive technology training
- Access to class notes
- Sign-language interpreter

The Access Services staff provides accommodations only in the sense that they send letters to faculty explaining the nature of the student's disability and suggested accommodations. These support services are designed to equalize opportunities for students with disabilities, not to lower academic standards or to alter the essential nature of the degree requirements.

To that end, accommodations at Baker University do not include:
- Reduced standards of academic performance
- Special classes or programs for students with learning disabilities
- Evaluation or diagnostic testing for learning disabilities
- Separate or special tutorial programs for students with disabilities
- Waivers of essential academic courses

Military Leave Policy
- A student may request an Incomplete in a course where a military obligation impacts the ability to complete and submit coursework in alignment with syllabus deadlines. Receipt of required military documentation allows the student an opportunity to complete the course and receive credit. The student is expected to follow the incomplete policy granting a two-week extension from ending course date (see Incomplete/Change of Grade policy in The University section for more details and the previous Grading Systems and Practices-additional information sections).

OR

- A student may request a 100% refund for tuition and technology fee which will be refunded based on the original payment method.

A student should work closely with a student services representative, an accounting representative, the VA certifying official, course instructor, and a financial aid representative (if applicable) throughout this process.
Important Phone Numbers and Addresses

Academic Success Coordinator
Ms. Kathy Wilson
Baker University, Student Academic Success (SAS)
Collins Library (lower level), Room 120
785.594.8352
785.594.8367(Fax)
kathy.wilson@bakerU.edu

Assistant Dean for Student Engagement and Success
Dr. Judy Smrha
Baker University, Student Academic Success (SAS)
Collins Library (lower level), Room 120
785.594.8337
judy.smrha@bakerU.edu

Student Conduct, Responsibilities, and Rights

Every student admitted to the University is granted equal rights and privileges as student participants in the academic community with established policies and procedures, and shall, in turn, accept and fulfill their share of accompanying obligations and responsibilities. The University endeavors to provide a pattern of community learning that supports individual autonomy and freedom within the community and expects attitudes and behavior which reflect integrity, respect for the rights and property of others, and acceptance of the student’s own personal/social responsibility. Explicitly, the student’s responsibility in and to the learning community of Baker University includes:

1) Respect of individual rights. Each individual is entitled to the unique dignity of his/her being and the right to hold and express his/her own beliefs. It is expected that students will respect themselves and the rights and dignities of others.

2) Support order in the community. Students are expected to share the responsibility for the maintenance of order and integrity within the community. This expectation implies that good citizens not only obey the rules themselves, but also have an obligation to encourage others to do so and actively support good citizenship when others engage in misconduct.

3) Work to improve the community. Students have the right and obligation to work and operate within existing regulations and utilize established avenues of communication.
Faculty Conduct
Members of the faculty are expected to conduct themselves in a manner consistent with the institution's core values and abide by all university policies (e.g., policy on drug and alcohol use, Harassment policy and technology use policies).

When members of the community fail to exemplify these standards, they are subject to disciplinary action up to and including dismissal or termination from the University. The Vice President and Dean of the School of Professional and Graduate Studies has been delegated authority in all SPGS student or faculty conduct matters by the President of the University.

The University assumes that responsible behavior will be maintained consistently by its students and faculty on and off campus. Generally, the University does not take disciplinary action for off-campus misconduct. However, the University reserves the right to take action in such instances where the misconduct constitutes a violation of the University standards or is of such a serious nature that it suggests a danger to the University community. In such cases, the University may initiate action whether or not legal action has been taken. The Vice President and Dean will decide when institutional purposes are best served by such disciplinary action.

Complaint Procedure
Any member of the University community may provide information against a student alleging an infraction of University policies or regulations by a written or verbal complaint to the Director of Student Services or the Director of Learning Services. If warranted, the Dean or his/her designee will conduct an investigation.

Sanctions
Baker University reserves the right to deny admission, continued enrollment, or readmission to any applicant or student whose personal history, background, or behavior indicate that his or her presence at Baker University endangers the health, safety, welfare, or property of the members of the academic community or interfere with the orderly and effective performance of the University’s functions. SPGS appeals to the denial are addressed to the Dean of the School of Professional and Graduate Studies.

Upon written request, Baker University will disclose to victims of violence or sexual misconduct results of the institutional conduct hearings associated with the event. In the event of a student death, the victim’s family may request the outcome of the University’s conduct hearings associated with the event.
**Firearms and Weapons Policy**
Baker University prohibits the possession or use of firearms, explosives, or other weapons (any object or substance designed to inflict a wound, cause an injury, incapacitate, or create a reasonable fear of harm) or any facsimile within any University building or facility and at any University-sponsored classes, events, or activities. This policy applies to all persons entering or upon any University campus, including students, employees, and campus visitors. This policy does not apply to authorized and full-time commissioned law enforcement officers, authorized armored car personnel, or others authorized in writing by the Dean of the School of Professional & Graduate Studies. Notwithstanding the foregoing, personal self-defense items containing mace or pepper spray shall not be deemed to be weapons for the purposes of this policy. No license issued pursuant to the Kansas Personal and Family Protection Act and no endorsement or certificate issued under Missouri conceal-carry laws authorizes a licensee, endorsee, or certified person to carry a concealed weapon into any area of the University where carrying a weapon, concealed or otherwise, is prohibited. Notwithstanding the foregoing, and in accordance with Kansas and Missouri laws, this policy shall not be deemed to prohibit any person licensed, endorsed, or certified under said laws from possessing a firearm within a vehicle or other private means of conveyance.

Any person violating this policy may be reported to law enforcement agencies for legal action and subject to appropriate disciplinary action which could include expulsion, termination of employment, and/or immediate removal from the premises.

**Tobacco-Free Campus**
All buildings owned and leased by Baker University are tobacco-free. Neither smoking nor chewing of tobacco is allowed within the buildings.

**Drug-Free Campus**
Baker University prohibits the unlawful possession, use, manufacture, or distribution of alcohol or drugs by students or faculty members on its property or as part of any of its activities. The University is committed to a program to prevent the abuse of alcohol and the illegal use of drugs. Any student or faculty member found to be abusing alcohol or using, possessing, manufacturing, or distributing controlled substances in violation of the law on University property or at University sites shall be subject to disciplinary action as determined by the Academic Standards and Enrollment Management Committee. Appeals should be addressed to the Dean of the School of Professional and Graduate Studies.

**Animal Policy**
Pets are not permitted in Baker University SPGS facilities. This policy does not apply to service animals for persons with disabilities or those being trained for service.

**Children and Visitor Policy**
Only enrolled students, faculty, staff and approved guests are allowed in Baker University SPGS facilities during instructional periods. Each visitor is required to have written documentation from the Office of the Dean that s/he has been authorized to be in SPGS facilities. For safety reasons,
children are not permitted in classrooms or teaching areas. Baker University SPGS does not provide childcare services.

**Consenting Relationship Policy**

Baker University SPGS is committed to providing an academic environment that is free of discrimination and that fosters intellectual, personal, and professional growth. In honoring this commitment, the university strongly discourages faculty members from initiating or accepting a romantic or sexual relationship with a student over whom they have an evaluative role. Although the relationship may be apparently voluntary and consensual, the existing status inequity (power differential) places intellectual and professional trust at risk. It is appropriate to decline the initiation of such a relationship.

If such a relationship exists or develops, it is the responsibility of the faculty member to remove himself/herself from evaluation of the student's work. S/he should contact the Director of Learning Services or Executive Director who will arrange for another faculty member to evaluate the work of the student. Failure by the faculty member to remove himself/herself from the evaluation process will render the faculty member subject to disciplinary action.

**Employment of Relatives and Persons in Close Personal Relationships**

Faculty who are married, are relatives, have established close personal relationships or live in the same household may not teach in the same department under the direct or indirect supervision of each other, may not occupy a position over which one has influence over the other's employment including such things as job duties or assignments, salary adjustment, advancement or promotion or discipline and discharge, or may not occupy a position which creates the potential for unfair treatment of any other employee, a conflict of interest or undue influence of one over the other. This policy applies to all employees including direct supervisory relationships between faculty members and student employees. Requests for exceptions to this policy are made to the Director of Human Resources. Any relative or person in a close personal relationship hired by the University must meet normal selection qualifications.

This policy applies to both SPGS faculty members and students.