

The ministry of Christian teaching demands ethical responsibility of a kind not exceeded by other vocations. To help foster the objectives of Asbury University, the following code of conduct is included as a guide toward our common goal.

500.2.1 IN CLASS

The faculty member should:

- A. Emphasize the divine truths inherent in each subject taught and attempt to integrate such study, as far as possible, with Scripture and a Christian world view.
- B. Endeavor to model spiritual and intellectual fitness.
- C. Recognize that the welfare of the student is a primary concern and obligation.
- D. Grant to students freedom of discussion and opinion concerning economic, political, artistic, and theological views.
- E. Hold confidential sensitive information about or given by students.
- F. Meet each teaching session on time, and if unable to meet a class, promptly notify the department chair and secretary
- G. Guard against disparagement of individuals or campus policies.

500.2.2 WITH COLLEAGUES

The faculty member is expected to:

- A. Assist in determining, supporting, and effecting the policies of the university.
- B. Be loyal to associates by supporting the action of committees and administrative officers.
- C. Be gracious in the exchange of constructive advice.
- D. Be generous in giving credit and praise for the accomplishments of others.
- E. Hold confidential sensitive information about or given by a colleague.
- F. Never interfere with a colleague/student relationship unless the colleague asks for help.
- G. Never undermine the character or work of a colleague.

500.2.3 IN THE TEACHING PROFESSION

The faculty member is expected to:

- A. Maintain the dignity and integrity of the profession by upholding high standards and by refraining from unprofessional and unchristian attitudes and practices.
- B. Affiliate with groups which seek to raise the standards of the profession.

500.4.2

COURSE AND CLASSROOM EXPECTATIONS

Teaching at Asbury College is considered to be a high calling and carries the responsibility of undertaking each class with careful planning, execution, and evaluation. Faculty should strive to make each class relevant to the topic being presented/discussed and interesting to the students. The goal of a course should be to contribute to students' understanding, appreciation, and ability in a specific area of study. Faculty should continually strive to integrate the discipline with other areas of knowledge and with the Christian faith. They should be able to express themselves clearly and concisely, and to present material that is accurate, current, and appropriate to the course. Faculty should develop a capacity to listen to students' viewpoints, demonstrate an appreciation and respect for their students, and understand students' individual differences.

The classroom in a liberal arts university should be a place where, in the quest to discover knowledge and God's truth, any topic should be open for free and honest inquiry and discussion. Students should feel a freedom to raise any issue or question for discussion without fear of being demeaned or ridiculed in return. The academic, spiritual, and social backgrounds of the students in a class can vary considerably. Faculty should be careful in lecturing and in discussion to not deliberately ridicule or offend students' beliefs. Faculty should take care to point out when certain issues are likely to be controversial and to encourage any student who is uncomfortable with such issues to discuss them with the faculty member outside of class.

Faculty are strongly encouraged to include a short prayer or period of devotional thought into each class period. Faculty may conduct such devotions any way they choose but should take care that time given to devotions not infringe on the academic purpose of the course.

500.4.2.1

Class Time and Location

Classes are to be held at time and at the location indicated in the official university course schedule. Class times and assigned classrooms may be change only with the approval of the Associate Academic Dean.

Out of respect and fairness to both students and faculty who have classes at other class times, classes are to begin and end promptly at the designated times.

500.4.2.2

Course Syllabi

Faculty are expected to provide a course syllabus to the students in each of their classes at the first day of class. A copy of each syllabus is to be submitted to the Associate Academic Dean's Office within the first week of each semester. In order to provide a clear and fair outline of expectations to students, the course syllabus should be followed as closely as possible during the semester. Any change in a syllabus during the semester should be made in writing to the students and should be made in a timely manner. A syllabus should include:

A. Department name, course number, course title, instructor name, and semester and year that the course is being taught

B. Any prerequisites or expected knowledge background for the course.

C. Statement of the primary purpose and objectives of the course. What should the students be expected to know and/or do by the end of the course.

- D. Required and recommended textbooks and supplemental reading sources.
- E. Calendar outline of the topics to be discussed during the course, examination dates, and dates assignments are due.
- F. Types of instructional methods and learning experiences that will be employed during the course (e.g. lecture, discussion, debate, collaborative projects, oral presentations, media).
- G. Suggestions as to the best way to study for the type of course you will be presenting.
- H. All course requirements. Specific instructions should be included for various individual assignments.
 - 1. Clear explanation of grading scale to be used, how final grade will be calculated, and percentage that each course requirement is of the final grade.
- J. Attendance policy (see Asbury University *Bulletin* for general attendance policy).
- K. Any student costs associated with planned field trips.
- L. A reference to the definitions of cheating and plagiarism and what penalties will occur if a student engages in either of these practices.

500.4.2.3 Computer Technology

Faculty are encouraged to make good use of computer technology in instruction and for class assignments. Faculty should make a point to become familiar with and inform the students about the resources available through world wide web connections that relate to the topics covered in the course. Computer technology can also be used for communication between students and faculty, and for students to submit assignments. Faculty may want to consider developing a web page for the course which contains the course syllabus and other pertinent course information.

500.4.2.4 Media Resources

Videos/films can be used to enhance the value of a course and should relate to the interests and concerns of a specific course. Care should be taken, however, to limit the amount of total course time that video films are used. Care should also be taken in selecting videos/films which could compromise the academic and spiritual integrity of the university. If the faculty member believes that the presentation could be offensive to some students in the class, the video/film content should be discussed with the class before it is shown. In some cases, the faculty member may want to give students the option of not viewing the video film. (Note: faculty who are in a position to be ordering video films for general campus entertainment use must have them cleared by the Vice President of Student Development).

500.4.2.5 Outside Speakers

Faculty are encouraged to invite guest lecturers to classes who can contribute to the subject matter of the course and the attainment of the objectives of the course and the college.

A. Speakers should be selected for their potential contribution to the enhancement of the intellectual and spiritual growth of a university community devoted to a Christian liberal arts education. This includes providing information, stimulating constructive thought, deepening understanding, sharpening critical judgment, and encouraging creative productivity.

B. An expected practice should be that, after such lectures/presentations, discussion of the particular viewpoint should be thoughtfully analyzed among students, faculty, and the visiting speaker.

C. During discussions, the faculty member may want to stipulate the kind of questions which would be appropriate from the class or to exercise the liberty of screening questions that are trivial, ambiguous, or indiscreetly worded.

D. Visiting speakers and their views should be treated with respect and courtesy.

E. Speakers must be willing to cooperate with university behavioral standards while on campus.

F. The responsibility for following these guidelines rests with the faculty member who invited the speaker.

500.4.2.6 Field Trips

Field trips are to be enriching educational experiences and essential extensions of classroom activities which are planned with discretion. Since field trips normally result in students missing other classes, the number of field trips in any one course should be limited, particularly during week days.

A. Off-campus trips should be cleared with the department chair sufficiently early to permit adjustments in other courses as necessary.

B. When schedule conflicts arise, students may determine whether they will go on the field trip or remain on campus to attend other classes.

C. Faculty must notify the Associate Academic Dean in advance of the trip so that excused absence forms may be provided for students. The Associate Academic Dean must also be advised where faculty and students can be reached in case of emergency.

D. Faculty members are obliged to honor official absences for authorized field trips.

E. Field trips should not be scheduled during the final two weeks of the semester.

F. Faculty members are responsible for the students involved with a field trip and for the events of the trip as if they were in class.

G. Students should be made aware that they represent the university as much as faculty do on such trips.

H. If a field trip is a regular part of the course each time it is taught and if students are expected to pay for the expenses of the trip, a field trip fee should be established so that R can be stated in the Bulletin and charged to the students' accounts at the time of registration.

500.4.3 GRADING AND EXAMINATIONS

Few areas of academic life carry more concern and importance for students than course grades. Students should be able to expect faculty to give careful attention to:

- the nature of the assignments that will be graded the way
- assignments are graded
- the feedback given to students regarding incorrect responses to assignments
- the timeliness with which graded assignments are returned to students

500.4.3.1 Grading Scale

The university does not have an official "percentage" grading scale. It is expected that faculty will develop their own grading system and clearly inform students of that system in each course that is taught. The course grading scale and expectations must be included in course syllabi. Whatever grading system a faculty member may use, grades finally assigned to students at the end of a course must follow the university letter/quality point system:

A	Excellent	4.0 quality points
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D	Passing	1.0
F	Failure	0.0

The following grades are also used but are not counted in the calculation of a student's grade point average:

I	Incomplete
W	Withdrew
P	Passing credit/no credit course
N	Not passing credit/no credit course
S	Satisfactory audit
U	Unsatisfactory audit

To remain in good academic standing for overall university work, a student must maintain a 2.00 cumulative grade point average. Some academic majors require a higher grade point average to remain in good standing. Faculty should be aware of the Probation and Suspension policies as listed in the university *Bulletin*.

500.4.3.2 Examinations Policy

No examinations (including final exams) or tests may be given during the Wednesday-Friday of the final week of classes for the semester.

Students must take final examinations within the official final examination period. Faculty are expected to follow this policy and to stress it to students. Final exam 'week' usually extends from Monday at 8:00 a.m. to Thursday at 5:00 p.m. In extenuating circumstances when a student may request a change in final exam time, the request must be submitted to the instructor and to the chair of the department in which the course in question is offered.

All general education courses must have a final exam given in the final exam time scheduled.

The dates of scheduled exams, including final exams, must be included in course syllabi.

500.4.3.3 Submitting Grades to Registrars Office

Students desire and should expect to receive end of semester grade reports in a reasonable time. Each semester, the Registrars Office publishes the due date and time that course grades must be submitted to that office at the end of the semester. It is expected that all faculty will plan their courses and final grading time so that they will meet the grades submission deadline. Any outstanding grades after the deadline time can result in all students receiving their grades later than expected. If unexpected extenuating circumstances arise that will delay a faculty member from meeting the deadline date, the Associate Academic Dean should be contacted immediately.

Faculty are also requested to submit mid-semester grades for any students who are earning grades of C- or less at that time. These grades are used to alert the Associate Academic Dean's Office and faculty advisors of those students who appear to be having academic difficulty. Faculty are encouraged to notify the Associate Academic Dean at any time during the semester when there are students who are struggling with grades and/or not attending classes regularly.

500.4.3.4 Student Appeal of Grades

Periodically, students feel that their course grade was in error or did not reflect what they believed their grade should have been. Students are encouraged to talk with the course instructor to resolve the differences. In the event that a student feels a grade was given unfairly and the instructor feels the grade was correct, the student may appeal through the process outlined in the university *Bulletin*.

500.4.3.5 Change of Final Grade

Final course grades may be changed by the instructor when the instructor determines that an error was made in the calculation of the grade. A grade may not be changed by a student doing additional course work after the end of the course, unless the grade of incomplete was submitted as the final grade. The process to follow for changing a grade is outlined in the university *Bulletin*.

500.4.3.6 Freshmen Grades

Given the difficulty of adjusting to the university academic environment that often occurs with freshmen, it is important for faculty to try to give graded feedback to them often and as early in the fall semester as possible. Faculty who teach courses in which the enrollment is made up primarily of freshmen are encouraged to have more graded assignments than perhaps would be required in other courses. If at all possible by mid-semester, freshmen should be required to submit a minimum of two graded assignments and those assignments should be returned to them.

500.4.3.7 Academic Integrity

Academic integrity is an essential basis of the university community. Faculty and students share responsibility for maintaining mutual trust and integrity. Violations of such trust and specific acts of academic dishonesty will be subject to disciplinary action. It is the responsibility of every faculty member to make students aware of what constitutes honesty and dishonesty in academic work. Course syllabi should include a reference to the definitions of cheating and plagiarism and what penalties will occur if a student engages in either of these practices

A. Cheating on Exams. If a faculty member discovers a student cheating on an examination, an appropriate penalty is expected. Such a penalty could be a reduction in a grade for the exam, a failing grade for the exam, or the withholding of credit for the exam. The instructor should confront the student with evidence and indicate to the student the action that will be taken as a result of the cheating. Faculty should have clear evidence of cheating before confronting a student. If the student denies cheating, but not to the satisfaction of the faculty member, the student may follow the student academic appeals process.

B. Plagiarism and Academic Dishonesty. It is the responsibility of every faculty member to define in their own courses what they consider to be plagiarism, unauthorized collaboration, violation of the conditions under which work is to be done, fabrication of data, unauthorized use of computer data, and excessive revision done by someone other than the student. When a student is suspected of plagiarism or dishonesty, the instructor should confront the student with evidence and indicate to the student the action that will be taken as a result of the cheating. Faculty should have clear evidence of academic dishonesty before confronting a student. In such cases, the faculty member should try to determine if the action by the student was deliberate or inadvertent. If deliberate, the faculty member should inform the student of the penalty that will be applied to the assignment and/or course. If inadvertent, a less severe action may be taken such as requiring the assignment to be redone or lowering the grade one letter grade. If the student denies the dishonesty, but not to the satisfaction of the faculty member, the student may follow the student academic appeals process.