Mission Statement
Provide quality educational programs that promote the holistic development of a diverse student population to become healthcare providers. The college is also committed to civic engagement and community service and to meeting the healthcare needs of the diverse population it serves.

Vision Statement
Methodist College will be the premier college of choice for excellence in nursing and health sciences education in the Midwest.

Values
Human Dignity:
• Unconditional respect for the inherent worth, uniqueness, and autonomy of individuals.

Integrity:
• Displaying strong moral character and acting in accordance with accepted standards of behavior and an appropriate code of ethics.

Inquiry:
• An active process of exploration and investigation that leads to understanding and construction of knowledge throughout one’s life.

Social Justice:
• Acting in accordance with fair treatment regardless of gender, economic status, race, religion, ethnicity, age, citizenship, disability, or sexual orientation.

Methodist College Institutional Goals
1. Create and support a positive, student-centered learning environment.
2. Provide quality instruction and programs.
3. Create quality student support services and programs.
4. Recruit and retain a diverse, qualified workforce.
5. Promote fiscal responsibility and accountability.
6. Provide adequate resources to support institutional mission.
7. Recruit and retain a qualified, diverse student body.
8. Develop collaborative relationships for the benefit of the community.
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Official Methodist College Disclaimer:
The Methodist College Faculty Handbook contains statements of policies, procedures, and select information, some of which are interrelated. Therefore, certain sections should not be read out of context. The electronic version of this handbook, available through SAKAI, is the most current.

Deadline for any changes to be added for next academic year is March 15 (approved by President and MC Board).
Organizational Structure
METHODIST COLLEGE BOARD OF DIRECTORS

Meghan Lundeen, Chair, BA  
Division HR Communication Manager, Global Information Services, Caterpillar Inc.  
BA Illinois State University, Normal, IL

Kimberly Johnston, EdD, CNE  
President, Methodist College  
BSN Pennsylvania State University, University Park, PA  
MSN Pennsylvania State University, University Park, PA  
EdD Widener University, Chester, PA  
CNE Certified Nurse Educator

Darrin Autry, BBA, MBA, CTFA  
Vice President and Trust Officer, The Commerce Trust Company  
BBA Campbell University, Buies Creek, NC  
MBA Campbell University, Buies Creek, NC  
CTFA Certified Trust & Financial Advisor

Jim Lynch, BA  
Executive Director, CEO Council  
BA Knox College, Galesburg, IL

Brian Mooty,  
Attorney, Kavanagh, Scully, Sudow, White & Frederick, P.C.

Diane Oberhelman  
Chairman/Founding Partner, Cullinan Properties, LTD

Dr. Lisa Parker, EdD  
Interim Superintendent, Dunlap School District #323  
BA Eastern Illinois University, Charleston, Illinois  
MA Eastern Illinois University, Charleston, Illinois  
EdD Western Illinois University, Macomb, IL

Brad Post,  
Robert Quin, CPA, MBA  
Vice President Finance/Chief Financial Officer, Methodist Medical Center  
BA Illinois State University, Normal, IL  
MBA Bradley University, Peoria, IL  
CPA Certified Public Accountant

Jeanine Spain, RN, MHA  
Vice President Hospital Nursing Services, UnityPoint Health--Methodist  
BS College of St. Francis, Joliet, IL  
BSN Chamberlain College of Nursing, Peoria, IL  
MHA University of St. Frances, Joliet, IL

Amanda Wright, DO  
Family Physician, UnityPoint Clinic Family Medicine  
BS Saint Mary of the Woods College, Saint Mary of the Woods, IN  
DO Chicago College of Osteopathic Medicine, Downers Grove, IL

Emeritus Board Members:

Dent Rhodes, PhD  
Professor Emeritus, Illinois State University
BA  The Ohio State University, Columbus, OH
BS  The Ohio State University, Columbus, OH
MA  The Ohio State University, Columbus, OH
PhD The Ohio State University, Columbus, OH

C. William Zander, MDiv
Retired Minister
BS  Illinois Wesleyan University, Bloomington, IL
MDiv Garrett Theological Seminary, Evanston, IL

Nancy Zander, MS, RN
Retired
BSN Governors State University, Park Forest South, Chicago, IL
MS  DePaul University, Chicago, IL

College Representatives:

Deborah Garrison, PhD, RN
Vice President of Academic Affairs
BS  Texas Woman’s University Denton, TX
MS  Texas Woman’s University, Denton, TX
PhD Texas Woman’s University, Denton, TX

Linda Moore, BA
COO
BA  University of Illinois, Springfield, IL
Academic Calendars

2016-2017 ACADEMIC CALENDAR*
(SEE SEPARATE CALENDAR FOR CNA Program)

2016 Fall Semester
August 15  Fall 1st 8-Week and Semester Classes Begin
August 17  Last Day to Add a Fall 1st 8-Week Class
August 19  Last Day to Drop a Fall 1st 8-Week Class
August 19  Last Day to Add a Fall Semester Class
August 26  Last Day to Drop a Fall Semester Class
September 5  College Closed: Holiday
September 21  Last Day to Withdraw From a Fall 1st 8-Week Class with Grade of “W”
October 7  End Of Fall 1st 8-Week Classes
October 7  Mid-Term Grades For Fall Semester Classes Due
October 10  Academic Advising for Spring Registration Begins
October 10  Fall 2nd 8-Week Classes Begin
October 12  Last Day to Add a Fall 2nd 8-Week Class
October 14 (Noon)  Final Fall 1st 8-Week Grades Due
October 14  Last Day to Drop a Fall 2nd 8-Week Class
October 28  Last Day to Withdraw From a Fall Semester Class with a Grade of “W”
October 31  Spring Registration Begins
November 16  Last Day to Withdraw From a Fall 2nd 8-Week Class with Grade of “W”
November 21-27  Holiday Break: No Classes
November 24-25  College Closed: Holiday
November 28  Classes Resume
December 5  Last Day of Fall Semester Classes
December 9  End of Fall 2nd 8-Week Classes
December 12-16  Final Examinations
December 14 (Noon)  Final Grades for Graduating Students Due
December 17  Graduation
December 19 (Noon)  All Final Grades Due

2017 Spring Semester
December 24-January 2  College Closed: Holiday
January 3-13  Winterim
January 4  Last day to add a Winterim Class
January 6  Last day to drop a Winterim Class
January 10  Last day to Withdraw from a Winterim Class with a Grade of “W”
January 16  College Closed: Holiday
January 17  Spring 1st 8-Week and Semester Classes Begin
January 19  Last Day to Add a Spring 1st 8-Week Class
January 20 (noon)  Final Grades for Winterim Classes Due
January 23  Last Day to Drop a Spring 1st 8-Week Class
January 23  Last Day to Add a Spring Semester Class
January 30  Last Day to Drop a Spring Semester Class
February 22  Last Day to Withdraw From a Spring 1st 8-Week Class with Grade of “W”

* Calendar is subject to change. Classes are not held when the College is closed.
**In the event of a closure day due to inclement weather, the make-up day will be held during a term break.

March 10  End of 1st 8-Week Classes & Mid-Term Grades Due for All Semester Classes
March 13  Spring 2nd 8-Week Classes Begin
March 13  Academic Advising for Summer and Fall Registration Begins
March 15  Last Day to Add a Spring 2nd 8-Week Class
March 17 (Noon)  Final 1st 8-Week Grades Due
March 17  Last Day to Drop a Spring 2nd 8-Week Class
March 31  Last Day to Withdraw From a Spring Semester Class with a Grade of “W”
April 3  Summer Registration Begins
April 10-16  Spring Break: No Classes
April 14  College Closed: Holiday
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 17</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>April 17</td>
<td>Fall Registration Begins</td>
</tr>
<tr>
<td>April 26</td>
<td>Last Day to Withdraw From a Spring 2nd 8-Week Class with Grade of “W”</td>
</tr>
<tr>
<td>May 8</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 12</td>
<td>End of Spring 2nd 8-Week Classes</td>
</tr>
<tr>
<td>May 9-15</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>May 17 (Noon)</td>
<td>Final Grades for Graduating Students Due</td>
</tr>
<tr>
<td>May 20</td>
<td>Graduation</td>
</tr>
<tr>
<td>May 22 (Noon)</td>
<td>All Final Grades Due</td>
</tr>
<tr>
<td></td>
<td><strong>2017 Summer Semester I: 8 weeks plus finals (all programs except MSN and Second Degree BSN)</strong></td>
</tr>
<tr>
<td>May 29</td>
<td>College Closed: Holiday</td>
</tr>
<tr>
<td>May 30</td>
<td>Summer Semester I Classes Begin</td>
</tr>
<tr>
<td>June 1</td>
<td>Last Day to Add a Summer Semester I Class</td>
</tr>
<tr>
<td>June 2</td>
<td>Last Day to Drop a Summer Semester Class</td>
</tr>
<tr>
<td>June 23</td>
<td>Mid-Term Grades Due for Summer Semester I Classes</td>
</tr>
<tr>
<td>July 4</td>
<td>College Closed: Holiday</td>
</tr>
<tr>
<td>July 7</td>
<td>Last Day to Withdraw From a Summer Semester I Class with Grade of “W”</td>
</tr>
<tr>
<td>July 25</td>
<td>Last Day of Summer Semester I Classes</td>
</tr>
<tr>
<td>July 26-August 1</td>
<td>Final Examinations for Summer Semester I Classes</td>
</tr>
<tr>
<td>August 4 (Noon)</td>
<td>Final Summer Semester I Grades Due</td>
</tr>
<tr>
<td></td>
<td><strong>2017 Summer Semester II: 10 Weeks plus finals (MSN and Second Degree BSN Programs)</strong></td>
</tr>
<tr>
<td>May 22</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>May 30</td>
<td>Last Day to Add Summer Semester II Class</td>
</tr>
<tr>
<td>June 6</td>
<td>Last Day to Drop a Summer Semester II Class</td>
</tr>
<tr>
<td>June 23</td>
<td>Mid-Term Grades Due for Summer Semester II Classes</td>
</tr>
<tr>
<td>July 4</td>
<td>College Closed: Holiday</td>
</tr>
<tr>
<td>July 14</td>
<td>Last Day to Withdraw From a Summer Semester II Class with Grade of “W”</td>
</tr>
<tr>
<td>August 1</td>
<td>Last Day of Summer Semester II Classes</td>
</tr>
<tr>
<td>August 2-8</td>
<td><strong>Final Examinations for Summer Semester II Classes</strong></td>
</tr>
<tr>
<td>August 11 (Noon)</td>
<td>All Summer Semester II Grades Due</td>
</tr>
</tbody>
</table>
**Methodist College**

**2016-2017 CNA Program Academic Calendar***

<table>
<thead>
<tr>
<th><strong>2016 Fall Semester</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>October 3</td>
<td>Fall CNA Classes Begin</td>
</tr>
<tr>
<td>October 5</td>
<td>Last Day to Add a Fall CNA Class</td>
</tr>
<tr>
<td>October 6</td>
<td>Last Day to Drop a Fall CNA Class</td>
</tr>
<tr>
<td>November 11</td>
<td>Last Day to Withdraw From a Fall CNA Class with Grade of “W”</td>
</tr>
<tr>
<td>November 21-27</td>
<td>Holiday Break: No Classes</td>
</tr>
<tr>
<td>November 24-25</td>
<td>College Closed: Holiday</td>
</tr>
<tr>
<td>November 28</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>December 9</td>
<td>End of Fall CNA Classes</td>
</tr>
<tr>
<td>December 19 (Noon)</td>
<td>All Final Grades Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2017 Spring Semester</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>February 6</td>
<td>Spring CNA Classes Begin</td>
</tr>
<tr>
<td>February 8</td>
<td>Last Day to Add a Spring CNA Class</td>
</tr>
<tr>
<td>February 9</td>
<td>Last Day to Drop a Spring CNA Class</td>
</tr>
<tr>
<td>March 17</td>
<td>Last Day to Withdraw From a Spring CNA Class with Grade of “W”</td>
</tr>
<tr>
<td>April 7</td>
<td>End of Spring CNA Classes</td>
</tr>
<tr>
<td>April 17 (Noon)</td>
<td>All Final Grades Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2017 Summer Semester</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>May 29</td>
<td>College Closed: Holiday</td>
</tr>
<tr>
<td>May 30</td>
<td>Summer Semester CNA Classes Begin</td>
</tr>
<tr>
<td>June 1</td>
<td>Last Day to Add a Summer Semester CNA Class</td>
</tr>
<tr>
<td>June 2</td>
<td>Last Day to Drop a Summer Semester CNA Class</td>
</tr>
<tr>
<td>July 4</td>
<td>College Closed: Holiday</td>
</tr>
<tr>
<td>July 11</td>
<td>Last Day to Withdraw From a Summer Semester CNA Class with a Grade of “W”</td>
</tr>
<tr>
<td>August 1</td>
<td>Last Day of Summer Semester CNA Classes</td>
</tr>
<tr>
<td>August 4 (Noon)</td>
<td>Final Summer Semester CNA Grades Due</td>
</tr>
</tbody>
</table>

* Calendar is subject to change. Classes are not held when the College is closed.

**In the event of a closure day due to inclement weather, the make-up day will be held during a term break.**
SUBJECT: Equal Opportunity and Non Discrimination

I. Policy:
Methodist College provides equal opportunity to all persons and does not discriminate on the basis of race, color, religion, sex, national origin, sexual orientation, transgender, ancestry, age, disability, marital status, military status or unfavorable discharge from military service, citizenship status, or any other factors that are unlawfully discriminatory. It also complies with all applicable Federal and State laws regarding Fair Employment Practices.

II. General Information:

EQUAL OPPORTUNITY
Methodist College welcomes persons from all backgrounds and beliefs to join our staff and College community. We seek to create and foster a sense of community that facilitates the development, both personal and professional, of all our members, including employees and students and others who participate in our programs and activities.

Methodist College is committed to providing equal opportunities for all persons regardless of race, color, religion, sex, national origin, sexual orientation, transgender, ancestry, age, disability, marital status, military status or unfavorable discharge from military service, citizenship status, or any other status protected by law (“protected status”). This is reflected in all policies, programs and procedures. Methodist College complies with federal, state and local equal opportunity laws and strives to keep the workplace, and all programs and activities, free from all forms of illegal discrimination and harassment, as well as free from all forms of disrespectful conduct even where such conduct does not constitute a legal violation. (See separate policy on Prohibition of Sexual and Other Forms of Harassment for more details.)

As part of its commitment to equal opportunity, the College is committed to complying with the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act by providing reasonable accommodation to qualified individuals with disabilities. A disability is defined as a physical or mental impairment substantially limiting one or more major life activities and includes a record of having an impairment that was substantially limiting or being regarded as having such an impairment. Students who believe they have a disability and need an accommodation, either to complete the application process or to meet their academic requirements should contact the Director of Center for Student Success; employees who believe they need an accommodation to perform their work should contact MC Human Resources. (See separate Section 504 and Americans with Disabilities Act Accommodation Policy for more details.)

Additionally, as part of its commitment to equal opportunity, the College is committed to providing reasonable accommodations to employees and students who sincerely held religious belief, practice, or observance conflicts with a work, education, or other College requirement, unless doing so would create an undue hardship on the College or would alter requirements essential to the instruction being provided or licensing being pursued. Individuals may also contact Linda Moore, Director of Human Resources, 309-671-2734, office #623, or the Office for Civil Rights of the U.S. Department of Education.

Discrimination Terms/Definitions:

Age Discrimination:
Methodist College will not refuse to hire or terminate any individual or otherwise discriminate against any individual because of such individual’s age.

Veterans:
Methodist College will not discriminate against disabled veterans, veterans of the Vietnam era or veterans with an unfavorable military discharge.

Gender Discrimination:
Methodist College is committed to providing a positive work environment for all employees free from gender discrimination. Gender discrimination is defined as an action that results in different treatment to anyone based on gender. This applies to employment, including but not limited to hiring, training, promotion, compensation, benefits, and termination.

Handicap/Disability Discrimination:
No qualified handicapped/disabled person shall, on the basis of handicap/disability (with reasonable accommodation) be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under programs, activities, or employment.

**National Origin Discrimination:**
National origin discrimination is defined broadly as including, but not limited to, the denial of equal employment opportunity because of an individual’s, or his/her ancestor’s place of origin; or because an individual has the physical, cultural, or linguistic characteristics of a national origin group.

Methodist College will not discriminate in its programs, use of its facilities, or any employment practice because of the national original of an individual or group.

**Racial Discrimination:**
Methodist College reaffirms the principle that our employees and students have a right to be free from racist actions in the form of racial discrimination by any member of the college community or by any unfair or inappropriate treatment accorded as a result of one’s race or ethnic background.

Racial discrimination is defined as different treatment of members or underrepresented groups as a result of race.

**Religious Discrimination:**
Methodist College will not discriminate in our programs, use of facilities, or any employment practices because of religion or religious practices of an individual or group. All students and employees have a right to be free from harassing or discriminatory behavior by any member of our community or by any unfair or inappropriate treatment accorded as a result of one’s religion.

**Sexual Orientation:**
Illinois State Law prohibits discrimination against an individual because of his/her sexual orientation. The college will not seek information regarding a person’s sexual orientation and shall not keep any record of such orientation.

**Genetic Discrimination:**
Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008 protects applicants and employees from discrimination based on genetic information in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral and other aspects of employment. GINA also restricts employers’ getting genetic information and strictly limits disclosure of genetic information. Genetic information includes information about family members (family medical history); and requests for or receipt of genetic services by applicant, employees, or their family members.
SUBJECT: FAMILY EDUCATION RIGHTS AND PRIVACY ACT POLICY

I. General Information:

The Family Educational Rights and Privacy Act (FERPA) provides students certain rights with respect to protecting the privacy of their education records. They are:

(1) The right to inspect and review the student’s education records within 45 days of the day the Methodist College (the “College”) receives a request for access. Students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, that official shall advise the student of the correct official to whom the request should be addressed. This right, however, may not be used to inspect and review the financial records of a student’s parents or confidential letters and statements of recommendation as to which the student has waived his or her right to inspection and review and the letters and statements related to admission to the College, application for employment or receipt of an honor.

(2) The right to request an amendment of the student’s education record that the student believes is inaccurate, misleading, or in violation of the student’s right to privacy. Students desiring an amendment to their education records to be disclosed, the purpose of the disclosure, and the party or class of parties to whom disclosure may not be used to challenge grades.

(3) The right to a hearing regarding the request for an amendment of the student’s education records. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. If, as a result of the hearing the College decides the information in the record is inaccurate, misleading or otherwise in violation of the student’s privacy rights, the record will be amended accordingly. If the request for amendment is denied, the student will have the right to place a statement in the record commenting on the contested information in it or stating why the student disagrees with the decision of the College, or both. Any such statement will be maintained with the contested part of the record for as long as the record is maintained and will be disclosed whenever the College discloses the portion of the record to which the statement relates.

(4) The right to prevent the College’s disclosure of the student’s personally identifiable information from the student’s education records in most circumstances. Except to the extent that FERPA authorizes disclosure without consent, the College must obtain the written consent of a student before disclosing that student’s personally identifiable information contained in the student’s education records. Where required, a student’s consent must specify the records to be disclosed, the purpose of the disclosure, and the party or class of parties to whom disclosure may be made. FERPA, however, permits the disclosure of the student’s information without his or her consent in certain specified circumstances. Those circumstances include, but are not limited to, the following:

   a. The College may make disclosures to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent) institutional services or functions that the College would otherwise use employees to perform; a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official must be under the direct control of the institution with respect to the use and maintenance of information from education records.

   b. The College also may make disclosures to parents in three situations. First, disclosure of a student’s personally identifiable information to parents, as well as to others with a need to know, is permitted without a student’s written consent in the event of a health or safety emergency. The College may disclose education records in an emergency if the College determines that there is an articulable and significant threat to the health or safety of the student or other individuals. Second, disclosure of a student’s personally identifiable information to a school official with a legitimate educational interest in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review the education record in order to fulfill his or her professional responsibility. A school official must be under the direct control of the institution with respect to the use and maintenance of information from education records.

Family Handbook 2016-2017
identifiable information is permitted to parents of the student if the student is a dependent pursuant to Section 152 of the Internal Revenue Code of 1986 and notice is given to the student that a parent has requested such information. Third, disclosure of a student’s personally identifiable information to parents is permitted without the student’s written consent if the student is under age 21 at the time of the disclosure and has violated a law or College rule or policy governing the consumption or possession of alcohol or a controlled substance.

c. The College also will disclose educational records to officials of another postsecondary institution where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.

(5) The right to opt out of the disclosure of directory information.

a. Pursuant to FERPA, the College has classified certain personally identifiable information as directory information, which may be released without the student’s consent. The College defines directory information as the student’s name, local and home addresses, telephone number, e-mail address, place and date of birth, dates of attendance, enrollment status, degrees and awards received, participation in organizations or activities, and previous educational institution attended. The release of this information may be in written or electronic form, including images of the student.

b. FERPA permits the College to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, the College may release all directory information to members of the College family, defined as administrators, faculty, employees and directors. Other releases will be limited to those situations in which the College, in its discretion, believes the release would recognize a student for academic or extracurricular achievement or otherwise advance the student’s career interests or when the College believes the release would serve to advance the interests and image of the College. Examples of such releases would be the disclosure of directory information to prospective employers, financial aid and scholarship agencies or registry, licensure or certification services. Another example would be the release of directory information in connection with College sanctioned alumni affairs.

c. Students who wish to restrict the release of certain directory information must submit the appropriate form to the Registrar during the first ten days of each academic term. This form can be found at the Office of the Registrar. Upon receipt of such request, the Office of the Registrar will designate that the student’s directory information is confidential and not to be released outside the College except to individuals, institutions, agencies and organizations as otherwise authorized by FERPA. The College will honor all requests to withhold any of the categories of directory information listed above but cannot assume any responsibility to contact the student for subsequent permission to release information. Nondisclosure will be enforced until the student subsequently authorizes its release. A student may not, however, opt-out of disclosure of the student’s name, institutional e-mail address, or electronic identifier in the student’s classroom. Regardless of the effect on the student, the College assumes no liability for honoring the request of the student to restrict the disclosure of directory information.

(6) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
SUBJECT: Health Insurance Portability and Accountability Act (HIPAA)

I. Policy:
The purpose of this policy is to comply with HIPAA.

II. General Information:

Authority for Use or Disclosure. A covered Entity may only use and/or disclose the Protected Health Information (“PHI”) of an individual as follows: (i) when the use/disclosure is expressly allowed by HIPAA without the authorization of the individual, and is consistent with other state or federal laws, or (ii) with the written authorization of the individual.

No Authorization Required. In certain situations, HIPAA allows Covered Entities to use and disclose PHI without the authorization of the individual if such use/disclosure is not otherwise prohibited by state or federal law. However, specific rules apply to how and when these uses and disclosures can be made. The following is a list of a few examples where an authorization is not required for certain uses and/or disclosures of PHI:

1. To the individual.
2. For the treatment of the individual.
3. To conduct the Health Care Operations of the Covered Entity.
5. Certain PHI in the following examples after giving the individual the opportunity to agree or object to the disclosure, as applicable:
   a. To family members, relatives, or personal friends involved in the individual care.
   b. To aid in disaster relief efforts.
6. When required by law.
7. When needed for certain public health activities.
8. About victims of abuse, neglect, or domestic violence.
9. For judicial and administrative proceedings.
10. For law enforcement purposes.
11. To advert a serious threat to health or safety.
12. A Limited Data Set for Research, public health or Health Care Operations if the covered Entity enters into a data use agreement with the recipient of the PHI.

Authorization Required. If the contemplated use or disclosure is not expressly authorized by HIPAA, the Covered Entity must obtain a written authorization from the individual, which meets the requirements of HIPAA or other applicable state or federal law, in order to use or disclose the PHI. The following is a non-exclusive list of uses or disclosures that require an express authorization from the individual:

1. For marketing (with certain exceptions).
2. In certain situations for Research (with some exceptions).
3. Treatment records relating to substance abuse (with certain exceptions).
4. Treatment records relating to mental health conditions (with certain exceptions).
5. Psychotherapy Notes (with certain exceptions).

Patient Rights. HIPAA also gives patients certain rights with regard to their PHI. Specifically, individuals have the right to:

1. Receive a written copy of the Covered Entity’s Notice of Privacy Practices.
2. Inspect and copy their medical records (except Psychotherapy Notes and certain other documents).
3. Request an amendment to their medical record if information contained in the medical record is incorrect.
4. Make a complaint to the Covered Entity if the individual believes his/her privacy rights have been violated.

A Covered Entity may not require an individual to waive any of these rights as a condition of treatment.

1. **De-Identification of PHI.** In lieu of complying with the restrictions on uses and disclosures of PHI imposed by HIPAA, a Covered Entity may de-identify PHI.
2. **Minimum Necessary Requirement.** With certain exceptions, a Covered Entity is required to take reasonable steps to only disclose the minimum amount of PHI necessary to accomplish the intended purpose.
3. **Safeguards.** A Covered Entity is required to put in place reasonable safeguards to prevent improper use or disclosure of PHI.
4. **Privacy Officer.** A Covered Entity is required to designate a Privacy Officer who is responsible for the privacy policies and procedures at the Covered Entity and a contact person or office that is responsible for receiving complaints on privacy issues.
5. **Business Associates.** A Covered Entity is required to have business Associate Agreements with persons or entities that perform a function on behalf of the Covered Entity involving the use or disclosure of PHI.

**Training.**

1. Methodist College must train all the employees of its Workforce on its privacy and security policies and procedures, as necessary and appropriate for the employees to carry out their respective job functions.
2. Such training must be completed within a reasonable period of time after starting employment.
3. The Covered Entity shall document all training in written or electronic form and retain such documentation.

**No Intimidation or Retaliation.** A Covered Entity may not intimidate, threaten, coerce, discriminate against, or take other retaliatory action against an individual for:

1. Filing a complaint with the Secretary of Health and Human Services, its designee, or with the Covered Entity.
2. Exercising any of his/her rights under HIPAA.
3. Testifying, assisting or participating in any investigation or compliance review relating to the Covered Entity’s HIPAA compliance.
4. Opposing any act or practice which is prohibited by HIPAA, if the individual has a good faith belief that the practice is unlawful and the manner of the opposition is reasonable and does not involve a disclosure of PHI in violation of HIPAA.
SUBJECT: Client Confidentiality

I. Policy:
Through the various educational experiences, nursing students are privileged to confidential information.

II. General Information:
As pre-professional nurses, students must adhere to the professional behaviors as directed by the American Nurses Association Code of Ethics for Nurses with Interpretive Statements which include maintenance of confidentiality and requirements documented in the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

MC students may not disclose any information regarding clients, their families or information pertaining to clinical agencies outside of that specific care giving experience.

Every MC student will be required to sign the “Student Confidentiality Form” at the beginning of the first clinical course. The confidentiality policy will be re-emphasized in each subsequent clinical course.

The signed “Student Confidentiality Form” will be kept in the students file in the Office of the Registrar.
Academic Council refers to the shared governance and consultative body of Academic Affairs. This body has representation from all vested parties in Academic Affairs (see Appendix A). Academic Council members provide representation and advocacy for their constituents. Members vote on matters within the authority of the Academic Council.

Adjunct faculty refers to individuals currently employed part-time at Methodist College (MC) whose primary assignment is theory and/or clinical teaching—as defined by adjunct appointment or contract. Individuals employed as adjunct, recognized by contract or appointment with a primary role that is executive, administrative, or managerial are not considered faculty for the purpose of these bylaws even if, in the course of the individual’s appointment, some time is spent teaching.

Department refers to a specialized academic functional Division within MC. Examples include the Nursing Department and the Arts and Sciences Department.

Faculty refers to individuals currently employed full-time at MC whose primary assignment is theory and/or clinical teaching, as defined by appointment or contract. Individuals who are recognized by contract or appointment with a primary role that is executive, administrative, or managerial are not considered faculty for the purpose of these bylaws even if, in the course of the individual’s appointment, some time is spent teaching.

Faculty Congress or Congresses (pl.) refer to the governing body of and for the various faculties associated with Methodist College. These bodies allow all affiliated faculty a voice and a vote on matters within their authorities. Currently there is an Undergraduate Faculty Congress and a planned Graduate Faculty Congress at MC.

Graduate Faculty Congress refers to the governing body of and for the graduate faculty. This body allows all graduate faculty a voice and a vote on matters within its authority.

Guest refers to an invited vested party with non-voting status

Other Non-Undergraduate Congresses refers to the governing bodies of and for other non-undergraduate faculty. This body allows these faculty members a voice and a vote on matters within their authority.

Quorum of a committee is 50 percent plus 1 of the membership. Two-thirds of the quorum is required to pass a vote.

Shared governance: One of the key tenets of quality higher education is shared governance. Shared governance is defined for this document as a professional model founded on the principles of partnership, equity, accountability and responsibility shared by faculty, staff, administrators and directors that supports an interdisciplinary/inter-professional design for excellent student education.1 2

Student refers to an individual currently enrolled at MC. Student representatives to various Faculty Congress committees will be full-time students, with a minimum of two completed semesters at MC. Further, these students must have a cumulative GPA of 3.0 established prior to assuming a committee role.

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Terms of service for officers on all committees and/or the officers of the Academic Council are for one year, with no term limits, and include the right to be elected to successive terms.

Undergraduate Faculty Congress refers to the governing body of and for the undergraduate faculty. This body allows all undergraduate faculty a voice and a vote on matters within its authority.

Vested Parties refers to all internal constituencies of Methodist College.

Part I: Preamble

The faculty of Methodist College (MC) have come together to establish, and define the bylaws herein, a governance structure which consists of Faculty Congresses (FC or Faculty Congress(es)) and Academic Council (AC). These entities are guided by the principle of shared governance and given the authority to function by means of the principles set forth in these bylaws.

The bylaws of the Faculty Congresses and Academic Council safeguard the belief that freedom of thought and scholarly expression are critical for the achievement of academic excellence. The primary objective of the Faculty Congresses and Academic Council is to represent the academic body of the College. The FC/AC will communicate through the President to the Board of Directors as appropriate. In addition the FC/AC will work with all of the vested parties, including the executive and administrative staff, professional staff, and students to facilitate and drive the continued success of the institution (see Appendix A).

Faculty value academic administrative leaders who:

- recognize the need for and promote shared academic governance
- support clearly defined governance policies which contribute to a healthy relationship across all vested stakeholders at MC
- participate in transparent collaboration between academic and administrative members of the MC community to produce worthwhile and realistic academic outcomes

Faculty also value working with faculty and staff who:

- Contribute to their professions and use this as a means to stay engaged in a specialty/disciplinary area with the intent to help keep others at MC knowledgeable about this area
- Develop local relationships in order to further the standing of the College MC as an engaged community partner
- Cultivate, support and promote an atmosphere of collegiality and civility
- Engage in dialogue and debate about topics related to our role as an educational institution and our place in an increasingly global, interconnected world
- Unite as part of a collective whole to support the values, mission and vision of the College MC and respect each other’s ability to work toward that purpose
- Constructively compromise, collaborate and cooperate
- Exemplify institutional citizenship by doing their share of the work required to develop and lead exemplary academic programs

Fundamental to the development and functioning of the Faculty Congresses and Academic Council and the bylaws presented herein are the principles of shared institutional governance and beliefs concerning faculty rights and responsibilities. As faculty, we have responsibility to:

- establish academic standards, requirements, goals, and program outcomes
- review, monitor, evaluate, and assess academic outcomes
- propose, develop, and drive academic initiatives, programs, and curriculum to match institutional goals and maintain academic excellence
- generate proposals to revise or develop institutional and programmatic academic policies related to those core functions associated with faculty positions: instruction, scholarship, research, and service to Methodist College, community and their disciplines

Faculty driven initiatives and programs, consistent with the institutional mission and vision, will be developed and presented using the decision making framework shown herein (see Appendix A & Part II, E, e-g). Communication will be maintained at all stages of the decision making process so that all vested parties are aware of compelling reasons/extenuating circumstances that lead to denial of faculty developed initiatives.

In addition, the each Faculty Congress has a consultative responsibility. Faculty Congresses provide the forum to openly share information and ideas with faculty concerning critical and relevant issues. Moreover, each Faculty Congress facilitates the consultative process wherein each Congress is given the opportunity to vote and provide feedback on such decisions with a time frame that allows for genuine discussion and opportunity to impact the decision. The structure of these Congresses allows for faculty review, input, and feedback on recommendations or decisions made outside of a Faculty Congress.
The Faculty Congresses and Academic Council recognize and support the ideal that shared governance includes the rights of all in bringing forth requests for change. Shared governance sets forth the forum for collegial inclusive discussion of requests which have impact upon the future direction, mission, and values of the college.

Part II: Functions and Responsibilities

The FC/AC, through the bylaws set out herein, have the following shared functions and responsibilities:

For each Faculty Congress:
A. To serve as the primary reasoning body and voice for each Faculty Congress (e.g. Undergraduate Faculty Congress or Graduate Faculty Congress, etc.) on issues defined below:
   1. Formulation and recommendation of academic policy, curriculum, and planning. These include, but are not limited to:
      a. Course syllabi
      b. Pedagogy
      c. Course and program assessment
      d. Academic standards
      e. Grading
      f. Degree requirements
      g. Curriculum content
      h. Curricular and program planning
      i. Programmatic changes and direction
      j. Integration of course content across programs
   2. Faculty appointment, rank, promotion, recognition, performance review, and evaluation to include the course and clinical evaluation process by students
   3. Faculty workload and criteria for leaves of absences
   4. Policy and procedures for the appeal of decisions on faculty appointment, promotion, and performance review
   5. Student admission, progression, honors, program requirements, and retention
   6. Academic and scholarly ethics, policy, and procedures
B. To serve as the liaison and facilitator between faculty and administration concerning all matters of each Faculty Congress.
C. To appoint faculty to serve on the faculty and student grievance and sanction committees identified in relevant policies.
D. To make necessary revisions to Bylaws, as specified in these bylaws.
E. To coordinate faculty functions, activities, and communication as carried out through the various committees and ad hoc committees of each Faculty Congress. These duties include but are not limited to:
   1. Oversight and approval of at-large committee candidates, and, if necessary, appointment of members to committees.
   2. Creation of standing committees and ad hoc committees to:
      a. Formulate, review, revise, and participate in assessment of Academic Affairs Effectiveness Goals.
      b. Originate proposals and recommendations as it may deem advisable.
      c. Act on behalf of the faculty in matters such as faculty may direct.
      d. Forward Faculty Congress approved recommendations to the Academic Council or appropriate committee.
      e. The Academic Council will review recommendations received from the Faculty Congress and will forward the approved recommendations to the Vice President of Academic Affairs for approval.
      f. The Vice President of Academic Affairs will review recommendations received from the Academic Council and will forward the approved recommendations, as appropriate, to the President for approval.
      g. The President will forward the approved recommendations, as appropriate, to the Board of Directors for final approval.

For each Faculty Congress and Academic Council:
To serve as the primary reasoning body and voice on faculty or academic issues as defined below:
A. Academic strategic planning and growth
B. Programmatic accreditation
C. Search and hiring policies and procedures for academic positions, academic support staff, and academic administrators
D. Involvement in the search committees and decision making for academic positions, academic support staff, and academic administrators
E. Selection of academic and technological resources
F. Availability and use of academic and technology resources
G. Budgetary review and development of recommendations concerning MC resources that directly impact academics, research, scholarly activities, and/or faculty
H. Day to day budgeting for faculty-supported groups
I. Regulation of student conduct and academically-related activities
J. Establishment of a culture of civility and community
K. Policy and procedures related to faculty grievances and appeals.
L. Making joint decisions of other policies concerning the general academic welfare of the College
M. Facility and classroom planning and implementation of related changes
N. Provide input in the planning, development, implementation, and evaluation of non-academic policies that affect the faculty.
O. Providing consultation as requested by vested stakeholders, or those outside the community, concerning other issues relevant to the faculty.

Part III: Membership and Organization

A. Order of Annual Election of Positions
Due to the number of ex officio positions and the authority and responsibilities of the Academic Council, it is imperative that the following order of election of positions is followed:

1. Faculty Congress Presidents: elected by the members of their respective Faculty Congress
2. Chairs of Faculty Congress Committees: elected by the members of their respective committees
3. Faculty Department Representatives: elected by the faculty of their respective departments

B. Process for nominations and elections of faculty members to offices of each Faculty Congress

1. Faculty Congress Officers shall be elected by and from the Faculty.
2. There are three positions: President, Vice President (President-Elect), and Secretary of each Faculty Congress. The Vice President shall be elected every year. The President shall be elected only when there is no viable President-Elect. The Secretary is elected or appointed every year.
3. Full-time faculty shall be eligible to nominate and vote for these Faculty Congress Officers.
4. Adjunct faculty with at least a ¾ appointment (9 credit hours) for the last three semesters, excluding summers, shall be eligible to nominate and vote for these Faculty Congress Officers but shall not be eligible to serve as Faculty Congress Officers.
5. Nominations for open Faculty Congress Officer positions shall be accepted during the period of April 1 through April 15. Nominations should be submitted in writing to, and recorded by, the President of each Faculty Congress. The President will provide the name of all accepting nominees to the entire faculty within five business days of nomination closing.
6. Faculty Congress Officer elections will be held at the last regularly scheduled full faculty meeting of the spring semester, by secret ballot.

C. Process for nominations and elections of Faculty Department Representatives (FDR) to the Academic Council

1. FDRs shall be elected by and from their assigned department.
2. There are two positions, one representing faculty from the Nursing Department: one representing faculty from the Arts and Sciences Department.
3. Full-time faculty shall be eligible to nominate and vote for these Academic Council positions.
4. Adjunct faculty with at least a ¾ appointment (9 credit hours) for the last three semesters, excluding summers, shall be eligible to nominate and vote for FDRs but shall not be eligible to serve as Academic Council members.
5. Nominations for open FDR seats shall be accepted during the period of April 1 through April 15. First, a faculty member will seek nomination at the departmental level. Those nominations should be submitted in writing to, and recorded by, the Dean of the department. The Dean will provide the name of all accepting nominees to the entire department within five business days of nomination closing.
6. FDR member elections will be held at the last regularly scheduled department meeting of the spring semester, by secret ballot.
7. FDRs’ term of service begins in August of the next academic year.

D. Terms of Service

1. President of each Faculty Congress will serve a term of one year, with no term limits.
2. Vice President of each Faculty Congress will serve a term of one year, with no term limits.
3. Secretary will serve a term of one year, with no term limits.
4. The Faculty Department Representatives will serve a term of one year, with no term limits.
5. Committee Chairs will serve a term of one year, with no term limits.
6. Chair of Academic Council will serve a term of one year, with no term limits.
7. Vice Chair of Academic Council will serve a term of one year, with no term limits. Vice Chair will serve as Chair-Elect and assume the position of Chair when the Chair’s position is open.

E. Vacancies or Incomplete Terms of the AC/FC

1. Faculty Congresses
   a. Should the position of President of a Faculty Congress be vacated for any reason during an academic year, the Vice President shall perform the duties of President for the balance of the unexpired term and continue to serve her/his full term as President as scheduled.
   b. Should the position of a Faculty Congress Vice President be vacated for any reason during an academic year, that position will immediately be filled by the current Faculty Congress members.
   c. Should the position of Secretary of a Faculty Congress be vacated for any reason during the academic year, the position will immediately be filled by the current Faculty Congress members.
d. If the President, Vice-President, or the Secretary are not serving with the diligence and dedication entrusted to the position, they can be removed from the Faculty Congress by a 2/3 majority vote of the Faculty Congress.

2. Academic Council
a. Should the position of Chair of Academic Council be vacated for any reason during an academic year, the Vice Chair shall perform the duties of Chair for the balance of the unexpired term and continue to serve her/his full term as Chair as scheduled.
b. Should the position of Vice Chair of Academic Council be vacated for any reason during an academic year, that position will immediately be filled by vote of the current Council members.
c. If an Academic Council seat, being held by faculty, is declared vacant by the Academic Council Chair due to faculty departure, retirement, or resignation, a new member will be voted to the position by the respective voting body of that position within 30 days of vacancy.
d. If the Chair or Vice-Chair of Academic Council are not serving with the diligence and dedication entrusted to the position they can be removed from the Academic Council by a 2/3 majority vote of the respective voting body of that position.
e. Faculty Academic Council Members who are not serving with the diligence and dedication entrusted upon the position can be removed from the Academic Council by a 2/3 majority vote of the respective voting body of that position and an unexpired portion of a removed Council member’s term will be filled in the same manner.
f. In the case of an extended temporary absence, the Academic Council members will appoint an alternate Council member in the interim.

F. Membership Voting of a Faculty Congress
1. President of Faculty Congress, voting
2. Vice President of Faculty Congress, voting
3. Secretary of the Faculty Congress (Faculty), voting
4. Faculty Congress Members, voting
   a. full-time faculty from all departments
   b. adjunct faculty with a minimum of ¾ time (9 credit hours) appointments
5. Nursing Curriculum Director, ex officio, non-voting
6. Director of Simulation Learning Centers, ex officio, voting

G. Membership Voting of Academic Council
1. VPAA, ex officio, non-voting.
2. Dean of Nursing, ex officio, voting
3. Dean of Arts & Sciences, ex officio, voting
4. Presidents of Faculty Congresses (as representative for all faculty), ex officio, voting
5. Faculty Department Representative from Nursing Department (who is elected by Nursing Department as their representative), voting
6. Faculty Department Representative from Arts & Sciences Department (who is elected by Arts and Sciences Department as their representative), voting
7. Committee Chairs of Faculty Congress committees, ex officio voting

H. President of a Faculty Congress
1. The President of a Faculty Congress will serve as the representative of the Faculty Congress on the Academic Council.
2. The President of a Faculty Congress will be elected by a vote of the Faculty Congress members, in the case of no President-Elect to assume the position.
3. The President of a Faculty Congress must be a faculty member.

I. Vice President of a Faculty Congress
1. The Vice President of a Faculty Congress will serve as President-Elect and assume the position of President when the President’s position is open.
2. The Vice President of a Faculty Congress will be elected by a vote of the Faculty Congress members.
3. The Vice President of a Faculty Congress must be a faculty member.

J. Secretary of a Faculty Congress
1. The Secretary of a Faculty Congress will be elected by a vote of the Faculty Congress members.
2. The Secretary of a Faculty Congress will be appointed by the President of Faculty Congress if there is a vacancy.
3. The Secretary of a Faculty Congress must be a faculty member.

K. Chair of Academic Council
1. The Chair of Academic Council (or Vice Chair if Chair cannot attend) will serve as a non-voting representative to the MC Board of Directors and report to each Faculty Congress.
2. The Chair of Academic Council will be elected by a vote of the Council Members, in the case of no Chair-Elect to assume the position.
3. The Chair of Academic Council must be a faculty member.

L. Vice Chair of Academic Council
1. Vice Chair of Academic Council will serve as Chair-Elect and assume the position of Chair when the Chair’s position is open.
2. The Vice Chair of Academic Council will be elected by a vote of the Council Members.
3. The Vice Chair of Academic Council must be a faculty member.

Part IV: Meetings of the Academic Council
A. Meeting Protocol
I. The meetings of the Academic Council shall be held monthly, August through May, and as needed.
II. Special meetings shall be called by the Chair, as deemed necessary.
III. The order of business at the regular meetings shall be:
   a. Call to order
   b. Record of attendance
   c. Approval of minutes
   d. Reports
      i. Committees
      ii. Ad hoc committees
      iii. Other
   e. Unfinished business
   f. New business
   g. Open agenda where any person present may address that Congress
   h. Announcements
   i. Adjournment

B. Agenda and Minutes
1. The agenda for each meeting of the Academic Council shall be prepared by the Council Chair and secretary.
2. To place an item on the agenda, a request by any party must be submitted in writing to the Chair of Academic Council, no later than one week prior to the meeting. The item will be added to the agenda at the discretion of the Chair of Academic Council.
3. The agenda and all relevant attachments for all Academic Council meetings shall be published on the Academic Council website one week in advance of the meetings by the Vice Chair or designee. The agenda shall be addressed unless set aside by a two-thirds majority of those present as long as quorum is present.
4. The Vice Chair shall post:
   a. An electronic copy of the upcoming agenda, with any relevant attachments, at least one week before the next meeting on the Academic Council website.
   b. The dated, electronic document of the approved minutes with all accompanying relevant attachments on the Academic Council website within two weeks of approval of minutes
   c. The dated, electronic draft of all meeting minutes with all accompanying relevant attachments on the Academic Council website within two weeks of each Council meeting. These documents will be designated as Draft.
5. The Academic Council website will be available electronically from off campus.
6. A report of the works of Academic Council committees will be prepared and made available to the institutional constituents.

C. Quorum and Voting
1. 50% + 1 member of the voting membership of the Academic Council shall constitute a quorum.
2. All members of the Academic Council, with the exception of the VPAA, shall have the power to vote, including the Chair.
3. Provided a quorum is present, a simple majority of votes cast is necessary for the adoption of any motion, except for amendment of the Academic Council Bylaws and those motions for which parliamentary law prescribes a greater vote.
4. The minutes shall reflect the outcome of the vote (pass or not pass).
5. If quorum is no longer met during a meeting, voting will not occur.
6. In the event that a quorum is not present at a meeting, a motion cannot be made.

Part V: Meetings of each Faculty Congress
A. Meeting Protocol
The meetings of a Faculty Congress shall be held monthly, August through May, and as needed.
Special meetings, including unscheduled All Faculty Meetings, should be called by the President of a Faculty Congress, as deemed necessary. Any MC student or employee may request a special meeting, which will be taken under consideration of the Congress. A meeting will be called if approved by a majority vote of Faculty Congress members.

Once a motion is made, only members of that Faculty Congress may discuss the motion.

Regular meetings of each Faculty Congress are open to all MC employees, however only the members of that Faculty Congress can vote.

Discussion during a Faculty Congress meeting are limited to:
   a) Members of that Congress and individuals or groups on the meeting agenda and
   b) Those attendees who bring issues forward during Open Agenda with adherence to time limits set by the Faculty Congress.

Faculty only sessions may be called by Faculty Congresses during a regular meeting or as a separate called meeting.

The order of business at the regular meetings shall be:
   a. Call to order
b. Record of attendance  

c. Approval of minutes  

d. Reports  
   i. Committees  
   ii. Ad hoc committees  
   iii. Other  

e. Unfinished business  

f. New business  

g. Open agenda where any person present may address a Faculty Congress  

h. Announcements  

i. Adjournment  

B. Agenda and Minutes  

a. The agenda for each meeting of a Faculty Congress shall be prepared by that Congress President and Secretary.  

b. To place an item on the agenda, a request by any party must be submitted in writing to the Secretary of that Faculty Congress, no later than one week prior to the meeting. The item will be added to the agenda at the discretion of the President of that Faculty Congress.  

c. The agenda and all relevant attachments for all Faculty Congress meetings shall be published on each Faculty Congress web site one week in advance of the meetings by that Congress Secretary or designee. The agenda shall be addressed unless set aside by a two-thirds majority of those present as long as quorum is present.  

d. Each Congress Secretary shall post:  
   a). An electronic copy of the upcoming agenda, with any relevant attachments, at least one week before the next meeting on that Faculty Congress website.  
   b). The dated, electronic document of the approved minutes with all accompanying relevant attachments on that Faculty Congress website within two weeks of approval of minutes  
   c). The dated, electronic draft of all meeting minutes with all accompanying relevant attachments on that Faculty Congress website within two weeks of each Council meeting. These documents will be designated as Draft.  

e. Each Faculty Congress web site will be available electronically from off campus.  

f. A report of the works of all Faculty Congresses and associated committees will be prepared and made available to the institutional constituents.  

g. Upon introduction, each issue may be referred to the appropriate Congress Committee or ad hoc committee for consideration regarding final action. The Congress Committee or ad hoc committee, following deliberation, will be responsible to make a formal recommendation to the appropriate Faculty Congress. Discussion on the original introduction should be restricted by the President to questions of clarification, elaboration, or understanding.  

h. All new reports and recommendations from Congress Committees or ad hoc committees shall be placed on the agenda of the appropriate Faculty Congress. Monthly reports by all Committees and ad hoc committees must be submitted to the Secretary of the appropriate Congress, whether or not the group met.  

i. When a committee report is placed on a Faculty Congress agenda, that Faculty Congress acknowledges receipt and if no further action is necessary, accepts the report. The Congress Committee chair or ad hoc committee chair, or designee, will present recommendations or resolutions included in the report to the appropriate Congress for consideration.  

C. Quorum and Voting  

a. 50% + 1 member of the voting membership of a Faculty Congress shall constitute a quorum.  

b. All members of a Faculty Congress shall have the power to vote, including a Faculty Congress President.  

C. Quorum and Voting  

a. 50% + 1 member of the voting membership of a Faculty Congress shall constitute a quorum.  

b. All members of a Faculty Congress shall have the power to vote, including a Faculty Congress President.  

c. Provided a quorum is present, a simple majority of votes cast is necessary for the adoption of any motion, except for amendment of Bylaws for each Faculty Congress and those motions for which parliamentary law prescribes a greater vote.  

d. The minutes shall reflect the outcome of the vote (only “passed” or “not passed”).  

e. If quorum is no longer met during a meeting, voting will not occur.  

f. In the event that a quorum is not present at a meeting, a motion cannot be made.  

Part VI: Undergraduate Faculty Congress Committees and Ad Hoc Committees  

A. Overview  

1. Undergraduate Faculty Congress Committees honor the concept of shared governance. In shared governance, the Undergraduate Congress Committees are empowered to conduct serious, thoughtful analyses of the issues appropriate to that Committee, and to make recommendations to Undergraduate Faculty Congress, administration, and through Academic Council representation, the Methodist College Board of Directors.  

2. The purpose and function of each Undergraduate Congress Committee, as specified in the Bylaws, acknowledges interdependence among faculty, administration, staff and students. This relationship calls for adequate communication among all entities and full opportunities for appropriate joint planning and input into important MC decisions. That is, MC administrators will actively utilize Undergraduate Congress Committees as a means of gathering important input and feedback to inform decisions. Faculty acknowledge the responsibility to serve on Undergraduate Congress Committees; these Committees aid in the governance at MC and act to fulfill the academic mission of MC.
B. Committees and Ad Hoc Committees are components of the Undergraduate Faculty Congress and established for these purposes:

1. To review and evaluate existing academically-related college policies, academic programs, and all matters related to curriculum including assessment and evaluation; faculty and grievance policies and procedures; and student admission, progression, or graduation.
2. To develop faculty, curricular, program, or other academically-related policy or procedural recommendations in the form of reports, motions, or for other Undergraduate Faculty Congress actions.
3. To act in advisory role to administration regarding how to implement an academically related policy or a policy with academic or faculty-related implications.

C. Duties of all Committees include:

1. Exercise of authority to meet specific purposes and complete duties related to assigned Committee functions as outlined in these Bylaws.
2. Develop recommendations or resolutions related to the designated Committee functions, based upon review and analysis of related factors, contexts, and potential consequences.
3. Participation in meetings at least once each month during the Fall and Spring semesters. Additional meetings may be called by the Chair of a Committee or by the Undergraduate Faculty Congress President.
   a. Committee members are responsible to attend and participate in all meetings. Attendance will be recorded in the minutes as present or absent. Members are expected to contact the chair prior to the meeting if an absence is anticipated.
   b. Infrequent attendance or lack of participation by a member may be cause for the Chair of the Committee to recommend to the Committee that a member be released from Committee membership.
   c. Attendance and participation at Committee meetings may be used as a factor in the annual Faculty performance review.
4. Recommending to the Undergraduate Faculty Congress the creation of ad hoc Committees for special projects within the Committee’s purview, which require special (or additional) resources or members.
5. Preparation, maintenance, and dissemination of all meeting agendas, minutes, and relevant attachments consistent with the practices described in these Bylaws.
   a. Each Committee Chair shall post one electronic copy of the upcoming agenda, with any relevant attachments, at least one week before the next meeting of the Committee on the Undergraduate Faculty Congress website.
   b. Each Committee Secretary shall post one dated, electronic draft of all meeting minutes with all accompanying relevant attachments on the Undergraduate Faculty Congress website within two weeks of each Committee meeting. These documents will be designated as Draft.
   c. Each Committee Secretary shall post the dated, electronic document of the approved minutes with all accompanying relevant attachments on the Undergraduate Faculty Congress website within two weeks of approval of minutes. The Undergraduate Faculty Congress website will be open to all internal constituents.
6. Preparation and submission of an annual report no less than two weeks before the last meeting of the Spring semester. Annual reports will be prepared by the chair and posted on the Undergraduate Faculty Congress website.
7. Sharing the Committee’s recommendations and/or resolutions with the Undergraduate Faculty Congress at the next Undergraduate Faculty Congress meeting, while meeting the minimal time requirements for submitting Congress agenda items.

D. Membership of Committees:

1. Committee Chairs:
   a. must be faculty members
   b. will be elected by the members of the committee
   c. will serve on the Academic Council as an ex officio voting member
   d. will be determined by the Undergraduate Faculty Congress President only for instances where agreement among committee members is not possible
2. Composition and selection of Committee members is defined for each Committee.
3. The Undergraduate Faculty Congress will assist in appointment of Committee members as necessary.
4. The Committees reserve the right to extend invitations to the meetings to those guests whose input is relevant to Committee functions and business as needed.

E. Ad Hoc Committees shall:

1. Be established and dissolved by the authority and approval of the Undergraduate Faculty Congress for projects or circumstances requiring special resources or membership beyond a Committee and which are expected to have a finite life.
2. Act in accordance with the Committee’s functions and responsibilities, as specified by the Undergraduate Faculty Congress or Committee which appoints the ad hoc committee.
3. Adhere to the same requirements that apply to Committees for preparation, maintenance, and dissemination of all meeting minutes and relevant attachments.
4. Prepare and submit periodic and final reports to the assigned overseeing Committee or Undergraduate Faculty Congress, as appropriate and requested by the Undergraduate Congress or overseeing Committee.
5. Be comprised of membership appropriate to fulfill the purpose of the Committee. The Undergraduate Faculty Congress, and Committee(s) designated by the Undergraduate Faculty Congress, will assist in oversight of selection or recruitment of members.

F. Committees and Ad Hoc Committees: Meetings and Procedures:
1. Standing Committees will follow all Faculty Congress’ procedures regarding quorum and voting.
2. The Secretarial role for each Committee will be determined by each Committee except as designated under membership; the role may be assigned as an annual appointment or may be rotating.
3. Ad Hoc Committees will determine the procedures used for establishing their agenda, quorum requirements, voting, and minutes.

G. Committees: Functions and Memberships
The standing Committees of the Undergraduate Congress are listed as below. Duties and purposes of each Committee include those listed under Functions for each Committee, as well as other responsibilities or considerations which may be assigned to it by the Undergraduate Faculty Congress. The constituents of each Committee are described for each Committee. The Undergraduate Faculty Congress may create additional standing Committees by a vote of two-thirds of the Undergraduate Faculty Congress Members.

H. Student Representatives:
1. Serve on the following committees: Admission, Progression, and Retention; Scholarship, Research and Academic Resources; Student Development; Arts and Sciences Curriculum, and Nursing Curriculum
2. Students are non-voting members of said committees, with the exception of the Academic Honesty sub-committee of the Student Development Committee
3. Terms of service are one academic year beginning with the Fall semester. There are no term limits.
4. Student representatives will be elected per the Student Representative policy.

All Undergraduate College Academic Committees

Admission, Progression, and Retention
A. Functions and Responsibilities
1. Develop, review, revise and recommend policies and procedures to Undergraduate Faculty Congress related to:
   a. Admission to MC (Arts and Sciences, Nursing, Health Sciences, Gerontology Certificate, future programs) including criteria for each area of study within the context of the institutional mission.
   b. Progression through curriculum of course of study
   c. Readmission to MC
   d. Review list of candidates for graduation
2. Review, revise, and recommend policies and procedures for admission, re-admission, progression, and degree completion
3. Evaluate and approve student requests for re-admission
4. Make recommendations to enrollment management for recruitment, admissions, and retention strategies

B. Membership and Voting
1. Faculty Chair, voting
2. Faculty Vice-chair, voting
3. Second Degree Coordinator, ex-officio, voting
4. A minimum of three faculty members with representation from all academic departments, voting
5. Registrar, ex-officio, voting
6. Dean of Enrollment Management, ex-officio, voting
7. Director of Admissions and Recruitment, ex-officio, voting
8. Student Representative, non-voting

Program Review and Assessment
A. Functions and Responsibilities
1. Develop an evidence-based, strategic Plan for Assessment of Institutional Academic Outcomes (PAIAO), including academic effectiveness goals, outcomes, and strategies for implementation, and performance indicators and criteria.
2. Conduct an annual review of the PAIAO and recommend changes to the PAIAO.
3. Prepare and disseminate findings of the annual review to college administration and Board of Directors.
4. Conduct an annual assessment of data relevant to success in meeting the institutional outcomes and program outcomes
5. Disseminate the results of bi-annual assessments to faculty and administration to facilitate appropriate changes to curriculum and program(s).
6. Make recommendations for programmatic or curricular review or revision for purposes of institutional academic effectiveness, based upon review of all academic program and institutional outcome assessments.
7. Organize and oversee Bylaws, Policies, and Faculty Handbook sub-committee
   a. Functions and Responsibilities of Bylaws, Policies, and Faculty Handbook sub-committee
      i. Review and revise the Faculty Handbook annually and make recommendations for changes as needed in the MC Undergraduate Student Handbook and MC Undergraduate Catalog. Maintain the current version of the Undergraduate Faculty Congress Bylaws in an electronic format available in the learning management
system and communicate in a timely manner with vested stakeholders regarding recommendations for change or modifications.

ii. Review proposed changes to Bylaws, which can be submitted by any member of the MC faculty via an electronic communication to the Chair of this committee, and make recommendations to the Undergraduate Faculty Congress as appropriate.

iii. Ensure new proposals are congruent with the existing policies and make recommendations to the Undergraduate Faculty Congress and Academic Council for areas of needed change or modifications to facilitate seamless integration of approved changes.

b. Membership and Voting of Bylaws, Policies, and Faculty Handbook sub-committee
   i. Faculty Chair, faculty, voting (member of the Program Review & Assessment Committee)
   ii. Faculty Vice Chair, faculty, voting
   iii. A minimum of three faculty members with representation from all academic departments, voting
   iv. Executive Administrative Assistant to the President, ex officio, non-voting
   v. Registrar, voting, ex-officio, non-voting

A. Membership and Voting
1. Faculty Chair, voting
2. Faculty Vice Chair, voting
3. A minimum of three faculty members with representation from all academic departments, voting
4. Second Degree Coordinator, ex officio, voting
5. Director of Institutional Research and Analysis, ex-officio, voting
6. Director of Nursing Curriculum, ex-officio, voting
7. Chair of the Arts and Science Curriculum Committee, ex-officio, voting
8. Academic Deans, ex-officio, voting
9. Vice-President of Academic Affairs, ex-officio, non-voting

Faculty Development and Evaluation Committee

A. Functions and Responsibilities
1. Faculty Development and Evaluation committee will:
   a. Conduct an annual assessment related to faculty continuing education and professional development needs
   b. Facilitate workshops and other faculty interactive sessions focused on faculty development
   c. Plan and/or recommend continuing education and in-service programs for faculty development
   d. Work with the Director of Instructional Technology to develop and make recommendations for an online repository that will provide faculty with a conduit for information exchange as a means for improving their service, teaching and scholarship responsibilities.
   e. Design and coordinate orientation and mentorship of new faculty members
   f. Make recommendations for resources related to faculty development
   g. Evaluate and recommend changes to the annual faculty development and evaluation process.
   h. Evaluate and recommend changes to student, peer, and, if applicable, clinical site faculty evaluation forms.
2. Workload and positions descriptions
   a. Develop, review, revise, and provide recommendations, in a consultative role, concerning duties and responsibilities outlined in academic position descriptions to ensure they are appropriate and consistent with effective teaching and learning
   b. Evaluate and recommend changes to faculty workload policy
3. Promotion Process
   a. Oversee the promotion process and time line for faculty promotion.
   c. Assist faculty in preparing for promotion
   d. Evaluate and make recommendations regarding the rank and promotion policies
4. Recognition and Awards
   a. Facilitate recognition of faculty for college-wide outstanding academic, leadership, and scholarly accomplishments.
   b. Develop criteria and processes for award recognition.
   c. Oversee process of selection of candidates and award recipients.
   d. Plan and conduct award ceremonies.
   e. Solicit sponsors and funding for named awards
      a. Oversee ad hoc committee of FDE that addresses faculty grievance and the process.

B. Membership and Voting
1. Faculty Chair, voting
2. Faculty Vice Chair, voting
3. A minimum of three faculty members with representation from all academic departments, voting
4. Director of Nursing Curriculum, ex-officio, voting
5. Elected chair of Arts and Science Curriculum committee (faculty), ex-officio, voting
6. Director of Educational Technology, ex-officio, voting
Scholarship, Research and Academic Resources Committee

A. Functions and Responsibilities
The Scholarship, Research, and Academic Resources Committee will:
1. Establish and maintain a scholarly and research climate befitting a small, private Nursing and Health Sciences College.
2. Promote clinical, educational, and interdisciplinary research at MC.
3. Provide guidance, working with other College administrative staff, for the overall development of the collections of the library and its various components and programs.
4. Serve both educative and consultative functions for faculty and students regarding scholarship and grant projects.
5. Promote dissemination of research by faculty and students.
6. Develop, review, and revise policies and procedures concerning scholarship, research, and MC-provided funding for scholarship or research that involves students, faculty, and/or staff of MC.
7. Review research proposals for approval or disapproval which are generated internally or externally and involve MC resources, students, faculty, staff, or other employees of MC.
8. Monitor the progress and completion of research projects approved by the committee.
9. Provide input into availability of academic resources that are related to research and scholarship activities.
10. Oversee and approve requests for research that utilizes MC-provided funding.
11. Oversee textbook adoption process according to guidelines developed previously by the Teaching, Learning and Resources Team (and approved by the College Faculty Assembly).
12. Review use of learning management systems (LMS) for academic purposes and development of academic resources.
13. Review policies related to security of online testing resources and anti-plagiarism mechanisms such as Turnitin.

B. Membership and Voting
1. Chair, faculty, voting
2. Vice-chair, faculty, voting
3. Director of Instructional Technology, ex-officio, voting
4. VPAA, ex-officio, non-voting
5. Dean of Nursing, ex-officio, non-voting
6. Dean of Arts and Sciences, ex-officio, non-voting
7. Director of Simulation Learning Centers, ex-officio, voting
8. A minimum of three faculty members with representation from all academic departments, voting
9. One student in good academic standing and approved by the Committee members, non-voting
10. Director of Library Services, ex-officio, voting

Student Development Committee

A. Functions and Responsibilities
1. Promote student academic, social, cultural, and civic development through:
   a. academic programs and activities
   b. co-curricular programs and activities
   c. extracurricular programs and activities (including SGA, SNA)
   d. service learning programs and activities
2. Recommend, facilitate, and evaluate co-curricular activities across programs to facilitate holistic student development and develop a sense of Methodist College pride.
3. Design, implement, and assess student advising programs in collaboration with enrollment management.
4. Design, organize, and bestow student awards in areas of: Scholarship, Service, and Leadership
5. Working with the Department Curriculum Committees, design, implement, and assess service learning in all programs.
6. Design, implement, and assess opportunities for student leadership to include curricular and extracurricular programs.
7. Collaborate with Student Services in designing and implementing a comprehensive First Year Program.
8. Organize and oversee the Academic Honesty & Student Conduct Subcommittee
   a. Academic Honesty & Student Conduct Subcommittee Functions
      i. Promote expectations for academic honesty by the MC community, as congruent with MC policies related to academic integrity.
      ii. Participate in fair and consistent implementation of processes and procedures and determination of outcomes related to alleged occurrences of academic dishonesty consistent with the MC policy on Student Code of Conduct.
      iii. Ensure appropriate documentation of cases within MC which are referred to this council for review.
      iv. Perform an annual review of all de-identified occurrences of confirmed violations of academic honesty within MC, and provide an annual report summarizing these violations.
      v. Make recommendations concerning methods to further enhance the culture of academic integrity, including but not limited to development of tools or education for members of the MC community.
      vi. Facilitate inclusion of substitute member(s) to review an allegation of academic dishonesty when there may be a conflict of interest.
   b. Academic Honesty & Student Conduct Subcommittee Members and Voting
i. Chair, faculty, voting only in case of a tie (member of the Student Development Committee)

ii. Vice Chair, faculty, voting (member of the Student Development Committee)

i. Two faculty members, one from each academic department, voting (may be appointed by the Chair of the Academic Honesty and Student Conduct Committee if not enough faculty volunteer)

ii. Two faculty members, one from each academic department, to serve as substitutes as needed, voting only as substitute voting (may be appointed by the Chair of the Academic Honesty and Student Conduct Committee if not enough faculty volunteer)

iii. Dean of Enrollment Management, ex-officio, non-voting

iv. Professional staff member from the Center for Student Success Enrollment Management and Student Services, non-voting

v. One student representative from the Student Development Committee, or a student in good academic standing chosen from the student body for each occurrence, and approved by the Subcommittee members, voting

B. Membership and Voting
1. Chair (faculty), voting
2. Vice Chair (faculty), voting
3. A minimum of three faculty members with representation from all academic departments, voting
4. A minimum of three staff members from Enrollment Management and Student Services, voting
5. Student Representative, non-voting
6. Dean of Enrollment Management and Student Services, ex-officio, voting
7. Director of Community and Alumni Relations, ex-officio, voting

Departmental Committees

Arts and Sciences Curriculum Committee

A. Functions and Responsibilities
1. Formulate, review, and recommend to the faculty statements on the mission, vision, philosophy, goals, and outcomes of liberal Arts and Sciences education.
2. Develop and maintain a college-wide Philosophy of Education statement.
3. Review and recommend to faculty curricular revisions, additions, and deletions to Arts and Sciences courses.
4. Review and recommend for approval to the faculty new courses and major course revisions to Arts and Sciences courses.
5. Review and recommend the ongoing evaluation plan for systematic assessment of Arts and Sciences education curriculum.
6. Develop, review, evaluate, and recommend policies related to Arts and Sciences curriculum (grading, grading scales, pass/fail options, variable hours, etc.).
7. Common syllabi structure, format, content, and universal language for Arts and Sciences courses.
8. Develop, review, evaluate, and provide college-wide common syllabus structure, format, content, and universal language format
9. Recommend, review, and revise procedures and forms to be used in Arts and Sciences courses and related proposals
10. Review annual reports of systematic assessment of Arts and Sciences curriculum, including recommendations when, if warranted

B. Membership and Voting
1. Chair of the Arts and Sciences Curriculum Committee (Faculty), voting
2. Dean of Arts and Sciences, non-voting
3. All Full-time Arts and Sciences faculty, voting
4. One faculty from the Nursing Department, voting
5. One Student representative from each program track, non-voting

C. Note: The Arts and Sciences Curriculum Committee is defined as a “committee-of-the whole” until such time as enrollments/programs can sustain a representative committee model.

Nursing Curriculum Committee

A. Functions and Responsibilities
1. Formulate, review, and recommend to the faculty statements on the mission, vision, nursing philosophy, nursing conceptual framework, goals and nursing curriculum student learning outcomes.
2. Develop and maintain a college-wide Philosophy of Education statement.
3. Review and recommend to the faculty nursing curricular revisions, additions, and deletions.
4. Review and recommend for approval to the faculty new courses, and major course revisions.
5. Review and recommend the ongoing evaluation plan for systemic assessment of the curriculum.
6. Coordinate Faculty forums relating to curriculum issues for purposes of discussion and recommendations at least once each academic year.
7. Formulate, review, evaluate, and/or provide recommendations for all policies related to nursing curricular matters.
8. Develop, review, evaluate, and recommend college-wide common syllabus structure, format, content, and universal language format
9. Develop, review, evaluate, and recommend nursing policies related to grading, grade scales, pass/fail options, variable hours
10. Recommend review, and revise procedures and forms to be used in nursing courses or program proposals
11. Review annual reports of the nursing departmental systematic assessments of curriculum and provide recommendations as warranted

B. Membership and Voting
1. Director of Nursing Curriculum, ex officio, voting
2. Director of the Simulation Learning Centers, ex officio, voting
3. Second Degree Coordinator, ex officio, voting
4. A minimum of 5 Full-time nursing faculty, voting
5. One faculty from the Arts and Sciences Department, voting
6. Dean of Nursing, non-voting
7. Student representatives (one from each program track), non-voting

Part VII: Communication and Shared Decision Making Process
A. Principles
1. The Faculty Congresses and Academic Council recognize and support the ideal that shared governance includes the rights of other parties in bringing forth requests for change.
2. Shared governance demonstrates the current MC values and sets forth the forum for collegial inclusive discussion of requests which have impact upon the future direction, mission and values of the college.
3. While engagement and participation of vested parties in decision making may vary, implementation of shared governance necessitates:
   a. All important areas of action must at some point involve the initiating ability and participation of the Vice President of Academic Affairs, President, Board of Directors, and Faculty Congresses and Academic Council as the community works collegially to fulfill the Mission and Vision of the Methodist College through adherence to MC core values.
4. Faculty and other internal constituents are truly vested partners in all aspects of institutional governance.
5. It is recognized that ultimately the responsibility for Methodist College is with the Board of Directors and their agent, the President of the College.
6. If a proposal is not approved by the President or Board of Directors, a written rationale will be provided to the Academic Council and the Faculty Congresses in a timely manner.
7. It is the expectation of Faculty Congresses and Academic Council that each academic department is responsible for the study and development of its own programs of instruction and research, and for presenting recommendations through appropriate channels for their improvement.

B. Interdepartmental Communication
1. As representative bodies of the faculty, the Faculty Congresses are committed to processes that facilitate effective communication with faculty which involves listening to faculty to bring matters to the Academic Council and MC administration.
2. In an effort for full disclosure, transparency, and effective communication:
   a. Accurate minutes for all Faculty Congresses and Faculty Congress Committee meetings will be maintained and accessible in the Academic Affairs office. All Faculty Congress intranet websites will be open to all internal constituents.
   b. Academic Council meetings will provide minutes readily accessible to all faculty via an intranet website.
3. A consistent manner will be used for communication and matters related to faculty or the functions of the Faculty Congresses and Academic Council.
   a. Matters originating from the President, Vice-President of Academic Affairs, and/or academic Deans or their designees will be communicated in the following manner:
      i. Department specific communication matters will be routed to the affected department and then to the appropriate Faculty Congress.
      ii. Matters and communication affecting multiple academic departments will be routed directly to the appropriate Faculty Congress via a written request to that Faculty Congress President.
   b. Matters originating from faculty will be communicated in the following manner:
      Department-specific communication matters made by individual or collaborating faculty member(s) will be vetted in individual departments, routed to a Faculty Congress Committee (if appropriate), then to the appropriate Faculty Congress, and routed to the Academic Council. (see Appendix A)

Part VIII: Parliamentary Procedures
A. Parliamentary procedures, as outlined throughout these Bylaws, will govern meetings.
B. In all other cases in which parliamentary procedures are not specified in these Bylaws, the most current version of Robert’s Rules of Order Newly Revised shall govern each Faculty Congress, all Faculty Committees, all ad hoc committees, and Academic Council.

Part IX: Amendments to the Bylaws
1. The Bylaws of the Faculty Congresses and Academic Council may be amended, adopted, or repealed at any regular or special meeting of the full faculty by two-thirds vote of the members provided:
1. A copy of the proposed amendment has been provided to all members two calendar weeks prior to the meeting at which the proposed motion for the amendment is presented and discussed
2. If substantive changes are made to the proposed motion, the vote can be delayed
3. A quorum is present.

2. In the event that a quorum is not present when the formal vote takes place, the bylaw change can be discussed and a subsequent written or electronic vote conducted. In such cases, all members have the opportunity to vote and a period of at least 7 days is allowed to submit votes.

Appendix A

Graduate Congress Policy

The faculty governance bylaws and structure was revised and approved by the Board of Directors in December 2013 for implementation in January 2014. (Faculty Congress and Academic Council Bylaws).

The Graduate Faculty Congress was provided for in the Bylaws as follows:

*Faculty Congress or Congresses (pl.) refer to the governing body of and for the various faculties associated with Methodist College. These bodies allow all affiliated faculty a voice and a vote on matters within their authorities. Currently there is an Undergraduate Faculty Congress and a planned Graduate Faculty Congress at MC. (Faculty Congress and Academic Council Bylaws)*

By the structure approved, the Graduate Congress will submit directly to the Academic Council for approval of proposed policies and documents. The Graduate Congress will be comprised of all full-time nursing faculty employed by Methodist College who hold doctoral degrees and teach or will be assigned to teach in the graduate degree program. Until the graduate program expands to other disciplines it is proposed that the Graduate Congress function as a body of the whole due to the current number of faculty assigned to the graduate degree program.
SUBJECT: Student Representative on Academic Committee Policy

I. Policy
Student representatives are assigned to academic committees as provided for in the Bylaws of the Faculty Congress and Academic Council.

II. General Information

Procedures
1. Open committee positions will be posted two academic semesters before a current student representative’s planned graduation date.

2. The fourth week of both the spring and fall Academic semesters, the Student Development committee will send out a notification to the student body alerting them of open committee positions.

3. A link will be distributed allowing students to complete a "Self-Nomination" form and indicate on which committees the student wished to be a Student Representative.

4. The “Self-Nomination” form will introduce the job duties listed below, a description of the committee with general meeting information per specified committee, and require students to provide information relating to why they are interested in the position.

5. When a faculty or staff member recommends a student to be Student Representative, the student will be contacted and informed of the recommendations. If the student is interested in serving as a Student Representative, the student must submit a "Self-Nomination" form through the link provided.

6. Deadline for all self-nomination is the sixth week of each semester.

7. The Student Development Committee will collect the nominees, verify that they meet qualifications, and distribute to the appropriate committee chairs for selection. Each committee chair will select representatives for the Academic Committees on which Student Representatives are needed and promptly notify the Student Development Committee of their selection.

8. Student Representatives will mentor the chosen student for a period of one academic semester.

9. Each semester the chair of each committee will verify with the student if they wish to remain on the committee.

10. Meetings will be planned by the Student Development Chairperson each semester providing a meeting opportunity for all student representatives on academic committees, Student President of SGA, and the Faculty Representative of SGA.

Qualifications for Student Representative
1. Student is currently enrolled in Methodist College.

2. Student has the status of "student in Good Standing."

3. Student has a minimum G.P.A. of 3.0.

4. Student has attended Methodist College for a minimum of one academic year.

Duties of Student Representatives (also provided on the self-nomination document):
1. Student Representatives must attend all meeting of the committee on which they are serving. If unable to attend, the Student Representatives must notify the chair of absence.

2. Student Representative must collaborate with committee chair to create a committee report for each meeting. The committee report will be posted on the SGA Sakai site and sent to the students of MC.

3. Student Representatives will report to SGA meetings to present and discuss the issues which pertain to their committees.

4. Student Representatives will bring forth to their committees the concerns, questions, and issues of the students of MC.
SUBJECT: Faculty Rights and Conduct

I. Policy: To establish guidelines for faculty rights and conduct.

II. General Information:

Faculty Rights
In support of the mission of Methodist College as an institution of higher learning, a major responsibility of the Administration is to protect and encourage the faculty in its teaching, learning, scholarship, and service activities. Administration seeks to preserve conditions hospitable to these pursuits. Such conditions as they relate to faculty, include, for example:

1. The right to free inquiry, and exchange of ideas;
2. The right to present relevant information, however controversial, to a course of instruction;
3. The right to conduct scholarly research or creative work;
4. The right to enjoyment of constitutionally protected freedom of expression; and
5. The right to share in the governance of the College, including:
   a. The faculty’s principal responsibility to administration:
      (1) Academic policy, including initial authorization and direction of all courses, curricula, and degrees offered;
      (2) Scholastic policy, including scholastic standards for admission, grading, continuation, graduation, and honors;
      (3) Academic ethics, including development of policies and procedures; and
   b. The faculty’s right to make recommendations to the administration to present to the Board of Directors for approval in the areas of:
      (1) Establishment of policies and procedures for faculty appointment, promotion, and performance review; establishment of policy and procedures for the appeal of decisions on faculty appointment, promotion, and performance review; and joint participation in decisions affecting these policies;
      (2) Regulation of student conduct and activities;
      (3) Budgetary review and development of recommendations concerning College resources;
      (4) Selection of academic administrators;
      (5) Determination of candidates for degree; and
      (6) Making of other policy concerning the general academic welfare of the College; and
6. The right to fair treatment
   a. To be judged by one’s colleagues; and
   b. To be judged in accordance with fair procedures, in matters of promotion, performance review and discipline, solely on the basis of the faculty member’s professional qualifications, professional achievements, and professional conduct.
7. Faculty members retain all rights of confidentiality in the matters related to their position, status, and salary and should make themselves aware of various confidentiality requirements imposed by Methodist, MC, and by federal law.

The statement of professional rights of faculty members set forth in this document is intended neither to be exhaustive nor to limit faculty rights in any manner.

Faculty Conduct
The faculty member is expected to:

1. Keep abreast of developments in the subject matter being taught;
2. Prepare adequately for classes;
3. Comply with campus policies, establish course requirements and policies, grading standards, and other administrative procedures for classes;
4. Make clear to students the faculty member’s expectations on academic integrity and honesty;
5. Meet classes as scheduled;
6. Report all class and clinical absences to the Dean and the Course Coordinator;
7. Treat students with understanding, dignity and respect, maintain professional classroom decorum, and create a climate of civility in the classroom;
8. Keep posted office hours;
9. Cooperate regularly in College-mandated student evaluations of teaching, and participate in peer evaluation of teaching in accordance with academic policy;
10. Adhere to campus wide administrative procedures and policies on such matters as final examinations, incomplete grades, withdrawals, and drop/adds:
11. Evaluate students fairly and equitably, in a manner appropriate to the course and its objectives, and in any evaluation of a student’s complete performance when providing a professional reference; and
12. Make all reasonable efforts to prevent the occurrence of academic dishonesty through the appropriate design and administration of assignments and examinations, and through the careful safeguarding of course materials and examinations; and when instances of academic dishonesty are suspected, ensure that appropriate action is taken in accordance with established College policies and procedures.
I. Policy:
A faculty member who is presently or may reasonably expect to teach, advise, or directly supervise a current Methodist College student must avoid developing a sexual relationship with the student. This type of behavior will not be tolerated.

II. General Information:
The integrity of the faculty-student relationship is the foundation of the College’s educational mission. This relationship vests considerable trust in the faculty, who, in turn, bears authority and accountability as a mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion.

In addition to creating the potential for coercion, any such relationship jeopardizes the integrity of the educational process by creating a conflict of interest and may impair the learning environment for other students. Finally, such situations may expose the College and the faculty member to liability for violation of the laws against sexual harassment and sex discrimination.

Faculty and students with questions about this policy are advised to consult with the College’s Title IX Coordinator.
SUBJECT: Academic Freedom Policy

I. Policy:
Freedom to teach and learn responsibility is the right of all members of the academic community.

II. Purpose:
To provide a foundation of information outlining academic freedom as it relates to individual rights and professional responsibility.

III. General Information:
A. The term academic freedom is traditionally applied to teacher and to students. The academic freedoms of Faculty include freedom of inquiry, research, teaching, utterance, and action (American Association of University Professors, 2001). Academic freedom is essential to the educational function of Methodist College.

B. Methodist College recognizes the principles of academic freedom, pursuant to which the Faculty member is free to:
1. Include all constructs that are determined by the Academic Council and approved by the Vice President of Academic Affairs, the President and the Board of Directors of Methodist College;
2. Teach and discuss in his or her classes any aspect of the subject;
3. Pursue scholarly activities that require free inquiry, free expression, intellectual honesty, respect for the rights of others, and openness to change;
4. Perform scholarly research and disseminate the findings;
5. Speak or write as a citizen without censorship or repercussion.

C. Academic freedom carries with it professional responsibilities. The Faculty member has a responsibility to:
1. Perform teaching, scholarly research, and service as appropriate to rank and terms of appointment;
2. Teach assigned theoretical, laboratory, or clinical courses in a manner consistent with the scheduled time, course content, and course credit as approved by Methodist College;
3. Exercise discretion and good judgment in the presentation of subject matter;
4. Maintain an atmosphere that respectfully facilitates intellectual inquiry, consideration of conflicting views, and evaluation of evidence and doctrine among faculty and students;
5. Maintain professional and ethical standards and follow the appropriate institutional procedures in the conduct of scholarly activities;
6. Conduct himself or herself in a manner consistent with the ethical and professional standards of nursing and as a representative of the Methodist College.
SUBJECT: Faculty Contract

I. Policy:
   To identify the contract process for full-time and adjunct faculty.

II. Purpose:
   Ensure the ongoing presence of a strong and consistent faculty and provide individual faculty with long term employment.

III. General Information:
   **Full Time Faculty**
   Initial contracts are one year contracts. Contracts will be issued on or before May 31st of the academic year prior to that for which the contract is being issued.

   Signed contracts must be returned to the Methodist College Director of Human Resources on or before June 15 for continued employment.

   After two years of continued employment, an extended contract will be issued if the faculty member has consistently received annual evaluation scores of good or above on his/her annual faculty evaluation. A faculty member must maintain a good or above in all categories of the faculty evaluation tool, or the contract will revert back to one year. Contract lengths are based on level of educational preparation in the faculty member’s field and are as follows:

   - 3 years for faculty with masters as highest degree earned
   - 5 years for faculty with doctorate

   **Faculty (not on a 3 or 5 year contract)**
   Contracts will be issued by May 31 to the full-time faculty for the next academic year. They must be returned by June 15 to the Methodist College HR Director for continued employment.

   **Merit Pay Increase**
   All full time faculty members are eligible for a merit increase based on his/her annual evaluation score. If awarded, the merit increase will be effective the first week of the pay period in August.

   **Adjunct Contracts**
   Adjunct contracts are issued by semester only and contract pay is spread for duration of the semester. Exception is if an adjunct contract for one travel course only. It will be paid in a lump sum after course completion.

   An adjunct faculty member must work two consecutive regular semesters to maintain employment status (excludes summer semester).

   **Length of Pay**
   Semester contracts are paid over 18 weeks of spring or fall or 10 weeks in the summer. The exception is for faculty members only teaching a one-week travel course. This will be paid as a lump sum. Contract pay is spread for duration of the semester. Exception is if an adjunct contract for one travel course only. It will be paid in a lump sum after course completion.
SUBJECT: FACULTY PROMOTION CRITERIA AND PROCESS

I. Policy
Methodist College offers promotion to full-time faculty who achieve the criteria specified for each rank. Faculty applications for promotion are examined by a committee of peers with the recommendations for approval or denial made to the Academic Dean/Department Chair. The application is examined by the Vice President of Academic Affairs and a recommendation is made to the President of the College who makes the final decision regarding approval or denial of the application. Each application is considered carefully in accordance with this policy and Process.

II. General Information
Faculty Ranks:
A. Instructor
1. Educational Qualifications: The Instructor must hold a Master’s Degree in the specific discipline related to teaching area.
2. Expectations of the Instructor rank: Please refer to the related position statement for expectations of this rank.
3. Teaching Experience Required: The Instructor may have teaching experience in an institution of higher education; such experience is preferred but not required.

B. Assistant Professor*
1. Educational Qualifications: The Assistant Professor must meet one of the following educational qualifications:
   a. Master’s Degree in specific discipline related to teaching area, enrolled in a doctoral program in their specific discipline or higher education and have completed ten (10) semester hours of doctoral study
   b. Earned Terminal Degree (PhD, EdD, DNP as defined in Faculty Organization Bylaws)
2. Expectations of the Assistant Professor: Please refer to the related position statement for expectation of this rank.
3. Teaching Experience Required: The Assistant Professor must have four (4) years teaching experience in an institution of higher education.

Note*: Faculty in the Nursing Department whose date of hire was prior to July 1, 2015 are eligible to apply for the ranks of Assistant Professor I and II as per the policy in place in the 2014-15 Methodist College Faculty Handbook. Assistant Professor I is the lower of the two ranks, and Assistant Professor II is the higher. If the faculty member chooses to proceed through Professor I, he/she must move to Assistant Professor II prior to applying for promotion to Associate Professor.

C. Associate Professor
1. Educational Qualifications: The Associate Professor must meet on of the following criteria:
   a. Master’s Degree in specific discipline related to teaching area and an earned terminal degree (PhD, EdD, DNP, as defined in Faculty Organization Bylaws) in specific discipline or higher education, or
   b. Master’s degree plus completion of all core course work toward the terminal degree (PhD, EdD, DNP, as defined in Faculty Organization Bylaws) as demonstrated through an official transcript from the university, or
   c. Master’s degree in specific discipline related to teaching area plus forty additional semester credit hours of graduate credit in the same discipline as the Master’s degree
2. Expectations of the Associate Professor: Please refer to the related position statement for expectations of this rank.
3. Teaching Experience Required: The Associate Professor must have a minimum of five (5) years full time teaching experience in an institution of higher education.

D. Professor
1. Educational Qualifications: Professors must hold an earned Master’s degree in the specific discipline related to teaching area and the earned terminal degree (PhD, EdD, DNP, as defined in Faculty Organization Bylaws) in specific discipline or higher education.

2. Expectations of the Professor: Please refer to the related position statement for expectations of this rank.

3. Teaching Experience Required: The Professor must have a minimum of seven (7) years of full-time teaching in an institution of higher education.

**Pay and Rank Increases via Promotion:**

- A Faculty member must be at his/her present rank for at least three (3) consecutive years teaching full-time at Methodist College before being eligible to apply for promotion to the next rank.

- The Faculty member requesting promotion must submit a written request to the President of the College stating present rank and intent to apply for promotion to the next academic rank. This request is due to the President on or before September 1 of the academic year of the promotion process.

- The President of the College will review the request and notify the Faculty member within one week of his/her eligibility status.

- The Faculty member must write an application supporting his/her promotion and submit documentation to support this application to the Faculty Development and Evaluation Committee (FDE). This is due to the FDE Committee Chair on or before September 15. The letter from the President signifying approval for the faculty member to pursue the request for promotion must accompany the application.

- The FDE will appoint a Promotion Committee (PC) not later than October 1. The PC is composed of three Faculty members. These faculty members are selected with the following criteria in mind:
  - Two faculty who teach at the same degree level (e.g. undergraduate or graduate programs)
  - One faculty who is at the rank to which the candidate is requesting promotion (e.g. if an assistant professor seeks promotion to associate professor, this member should be an associate professor).

- The FDE will forward the applicant’s materials to the PC who will then review the materials in relation to the Faculty evaluative criteria of teaching, scholarship and service as described in the Faculty Handbook under the responsibilities listed for the Faculty Rank for which the faculty member is applying. The PC will vote as a committee to recommend promotion or to deny promotion and write a letter to substantiate their decision. The PC will send all the applicant’s materials and their committee letter to the FDE. The PC Committee recommendation letter is due to the FDE on or before December 15.

- The FDE will review the applicant's materials as a committee using the same criteria of teaching, scholarship and service as described above and the PC's letter and vote as a committee to recommend promotion or to deny promotion and write a letter to substantiate the Committee’s decision. This letter and the applicant's materials are sent to the appropriate Academic Dean or Department Chair.

- The Academic Dean or Department Chair review the materials and write a letter either recommending or denying promotion to the Vice President of Academic Affairs.

- The Vice President of Academic Affairs reviews the materials and all letters sent with the candidate’s materials and writes a letter to the President of the College either recommending or denying promotion. The letter of recommendation and the application materials are to be delivered to the Office of the President's on or before March 1.

- The President of the College makes the final decision regarding promotion. The President will notify the applicant for promotion of the decision regarding promotion by May 15.

- The FDE is responsible for guiding the candidate through the promotion process.

- Consideration for promotion will be determined also by financial availability.
Position Descriptions

Certified Nursing Assistant Instructor

Position Description

Education:
Must be a baccalaureate prepared registered nurse, licensed in Illinois.

Experience:
Must have completed the Train the Trainer Basic Nurse Aide Training Program within the last five years that includes the Approved Evaluator and Alzheimer’s courses.

Licensure:
Must maintain valid driver’s license.

Purpose:
The CNA instructor is responsible for leading and directing students toward their goal of satisfactory completion of the Certified Nurse Aide (CNA) course.

Responsibilities:
1. Coordinates and instructs assigned CNA courses at the locations and times designated.
2. Complete the Master Schedule and submit to state according to regulations.
3. Make changes as needed to the master schedule and submit it at least 15 days prior to the revision.
4. Promote the mission, philosophy, instructional goals and objectives of Methodist College
5. Develops and maintains an environment conducive to effective learning within the limits of resources provided
6. Prepares for classes and clinical sites assigned
7. Employs a variety of instructional techniques and instructional media, consistent with the physical resources of the teaching site, and consistent with student needs/capabilities
8. Encourages students to meet acceptable performance standards as defined in course syllabi and by state guidelines
9. Takes all necessary and reasonable precautions to protect students, patients, equipment, materials, and facilities
10. Evaluates student progress on a continuing basis, reporting in writing at designated times
11. Works to establish and maintain open lines of communication with students concerning their progress
12. Maintains accurate and auditable records of student attendance and performance as required by law and school policy
13. Assist in upholding state and college policies and procedures
14. Prepares course application forms and maintain student enrollment and test registration records
15. Establishes and maintains cooperative relationships with college staff and clinical site staff
16. Performs other tasks assigned by the program coordinator

Length of contract:
Adjunct faculty contract for 3.3 credit hours, including additional clinical time. Work schedule to be flexible as required to provide planned courses.
Writing Program Coordinator

Position Description

EDUCATION:
Must have a minimum of a Master’s degree in English or a related field.

EXPERIENCE:
Must be a faculty member at the faculty rank of instructor or above. Must have held a full-time faculty position at MC for at least two consecutive years. Must have a minimum of teaching three years of college level composition.

REPORT TO:
Dean of Arts and Science

RESPONSIBILITIES
Work with faculty to design and implement effective writing assignments and rubrics.
Work with faculty to design and implement a structured and constructive drafting process for their students.
Work with faculty to teach and evaluate APA in a consistent manner.
Create and oversee a WAC Studio (lab)
Work with students in the WAC lab on drafting and composition skills.
Coordinate and assess student WAC portfolios
Work with the Program Review and Assessment Committee to synthesize the WAC assignments in to the USLO assessments.
Assess the effectiveness of the WAC program.
Revise and improve the WAC Program based on assessments.

Compensation:
Reassign time will be 3 workload credits per semester.

Role Appointment:
Appointment to the role of Writing Program Coordinator is accomplished through an application and selection process, implemented and administered by the Dean of Arts and Science and approved by the Vice President of Academic Affairs.
Instructor of Nursing

Position Description

Education:
Faculty employed must hold a minimum of a master’s degree in nursing. Required is for full time instructors to start in a doctorate in nursing or education program by end of 2nd year.

Experience:
Faculty shall have had a minimum of two years experience in clinical nursing practice.

Licensure:
Faculty member shall hold a current unrestricted license as a registered nurse in Illinois. Active CPR required for teaching nurses courses.

Reports to:
Dean of Nursing

Responsibilities:

1. Provide clinical and some didactic educational instruction to students.
2. Serve as student advisor, advising students regarding course of study, assignments, and general expectations of the student role.
3. Demonstrate involvement in scholarly activities such as presentations, participation as a member of a research team, beginning publications and demonstration of evidence based practice.
4. Provide service to the College through committee membership and other assignments.
5. Provide service to the community through application of professional expertise.
6. Assist in recruiting qualified students to the program.
7. Other duties as assigned.
8. Investigation of certification programs specific to specialty area.

WORKING CONDITIONS AND PHYSICAL EFFORT:
- Work is normally performed in a typical interior-office work environment.
- No or very limited exposure to physical risk.
- No or very limited physical effort required.
- Noise levels not above a point that hearing protection is needed.

COMMUNICATION:
- Excellent communication skills.
- Interacts effectively with students, staff, faculty, and external clients of MC.
- Must have ability to interact effectively and courteously with culturally diverse groups.
- Ability to communicate only the facts to recipients or to decline to reveal information.
- Ability to project a professional, friendly, and helpful demeanor.
Assistant Professor II  
Position Description

Education:  
Assistant Professor-II must have a minimum of a Master’s Degree in Nursing, enrolled in a doctoral program plus ten (10) semester hours of graduate credit in a doctoral program.

Experience:  
1. Assistant Professor-II must have at least two (2) years experience in clinical nursing practice.  
2. Assistant Professor-II must have at least four (4) years teaching experience in Baccalaureate or higher education or two (2) years experience if doctorally prepared.

Licensure:  
The Assistant Professor-II shall hold a current unrestricted license as a registered nurse in Illinois upon employment. Active CPR required for teaching nurses courses.

Report to:  
Dean of Nursing

Responsibilities  
1. Provide education instruction both clinically and didactically.  
2. Serve as a mentor to students.  
3. Assist in recruitment of qualified students to the nursing program.  
4. Participate in College committees as assigned and Chair committees as appointed.  
5. Motivate students to learn and encourage creativity in scholarly endeavors in part by acting as a role model with one’s own scholarly endeavors.  
6. Assist in ongoing development of the nursing program’s Systematic Plan of Evaluation, the College Evaluation Plan and Strategic Plan for the College.  
7. Present scholarly information on local, state, national and international level.  
8. Participate in grant writing activities as a member of a team and submit materials to appropriate funding source(s).  
9. Provide service to the College through committee membership and leadership.  
10. Provide service and leadership to the community through application of professional expertise.  
11. Begin to identify research opportunities and participate in these alone or with other nursing professionals.  
12. Seek opportunities to include students in research activities.  
13. Participate in professional organizations and hold office in these organizations.  
14. Participate on a national level in professional organizations.  
15. Mentor less experienced faculty on both an informal and formal basis.  
16. Serve as an academic advisor.  
17. Investigate and obtain certification in specialty area and as a nurse educator.  
18. Continued progress toward the completion of a doctoral degree in nursing or a related field.

WORKING CONDITIONS AND PHYSICAL EFFORT:  
• Work is normally performed in a typical interior-office work environment.  
• No or very limited exposure to physical risk.  
• No or very limited physical effort required.  
• Noise levels not above a point that hearing protection is needed.

COMMUNICATION:  
• Excellent communication skills.  
• Interacts effectively with students, staff, faculty, and external clients of MC.  
• Must have ability to interact effectively and courteously with culturally diverse groups.  
• Ability to communicate only the facts to recipients or to decline to reveal information.  
• Ability to project a professional, friendly, and helpful demeanor.
Associate Professor of Nursing
Position Description

**Education:**
The Associate Professor must have a minimum of a Master’s Degree in Nursing and an earned Doctorate in nursing or a related field; or a Masters degree in nursing plus forty (40) semester hours of graduate credit in nursing or a related field; or a total of seventy (70) semester hours of graduate credit in nursing or a related field including a Masters degree in nursing or all course work completed toward a Doctorate as certified by the University where the work is being taken.

**Experience:**
1. The Associate Professor must have at least two (2) years' experience in clinical nursing practice.
2. The Associate Professor must have at least five (5) years of teaching experience in Baccalaureate or higher level.

**Licensure:**
The Associate Professor shall hold a current unrestricted license as a registered nurse in Illinois upon employment. Active CPR required for teaching nurses courses.

Reports to:
Dean of Nursing

Responsibilities:
1. Teach students clinically and didactically using a variety of teaching strategies.
2. Utilize software and web-based materials to enhance student learning.
3. Disseminate professional information through publication, research and service activities.
4. Motivate student learning and mentor students.
5. Serve as an academic advisor.
6. Provide leadership in the areas of curriculum and instruction.
7. Demonstrate scholarship in the area of, but not limited to, grant writing, publications, research and state, national or international presentations.
8. Participate in development of strategic and systematic planning activities.
9. Chair College committees and take leadership role in College activities.
10. Take on a leadership role in accreditation activities.
11. Participate and take on a leadership role in professional and social activities related to the College.
12. Mentor and serve as a role model for less experienced colleagues.
13. Actively recruit students to the program.
14. Investigation of, participation in study groups for, and obtaining certification in special areas.

**WORKING CONDITIONS AND PHYSICAL EFFORT:**
- Work is normally performed in a typical interior-office work environment.
- No or very limited exposure to physical risk.
- No or very limited physical effort required.
- Noise levels not above a point that hearing protection is needed.

**COMMUNICATION:**
- Excellent communication skills.
- Interacts effectively with students, staff, faculty, and external clients of MC.
- Must have ability to interact effectively and courteously with culturally diverse groups.
- Ability to communicate only the facts to recipients or to decline to reveal information.
- Ability to project a professional, friendly, and helpful demeanor.
Professor of Nursing
Position Description

Education:
The Professor of Nursing must have an earned Doctorate in nursing or a related field, and hold a Masters degree in nursing.

Experience:
1. The Professor of Nursing must have a minimum of two- (2) years' experience in clinical nursing practice.
2. The Professor of Nursing must have a minimum of seven (7) years of teaching experience in Baccalaureate or higher education.

Licensure:
The Professor of Nursing shall hold a current unrestricted license as a registered nurse in Illinois upon employment. Active CPR required for teaching nurses courses

Reports to:
Dean of Nursing

Responsibilities:
1. Demonstrate excellence in teaching and motivation of students through use of a variety of teaching strategies.
2. Investigate and assess education software recommending purchase of most applicable to the curriculum.
3. Take on leadership role in demonstrating the utilization of new software and web-based materials to enhance student learning.
4. Provide leadership to faculty and students.
5. Provide leadership in nursing on a state, national, and international level.
6. Continue scholarly endeavors, which would positively present the College in local, state, national and international activities such as presentations, panel discussions, etc.
7. Serve as an academic advisor.
8. Participate and lead in development of curriculum.
9. Serve as leader in grant writing activities and successful funding of submissions.
10. Continue and expand program of scholarship to include, but not limited to, publication in referred journals, publication of book chapters, books, and presentations nationally and internationally.
11. Chair committees as assigned.
12. Lead in ongoing development and analysis of Master Evaluation Plan.
14. Lead in development of Strategic Plan.
15. Lead in all accreditation endeavors undertaken by the College.
16. Lead in securing external funding for the College.
17. Present scholarly information to faculty and students.
18. Serve as a leader in seeking out and developing faculty interest in obtaining certification in area of specialty.

WORKING CONDITIONS AND PHYSICAL EFFORT:
• Work is normally performed in a typical interior-office work environment.
• No or very limited exposure to physical risk.
• No or very limited physical effort required.
• Noise levels not above a point that hearing protection is needed.

COMMUNICATION:
• Excellent communication skills.
• Interacts effectively with students, staff, faculty, and external clients of MC.
• Must have ability to interact effectively and courteously with culturally diverse groups.
• Ability to interact effectively and courteously with culturally diverse groups.
• Ability to communicate only the facts to recipients or to decline to reveal information.
• Ability to project a professional, friendly, and helpful demeanor.
Clinical Practice Coordinator

Position Description

Education:
Master’s degree in nursing required.

Experience:
Must have held a full-time faculty position at MC for at least one year. Must have at least one year baccalaureate teaching experience in nursing. One year experience in a health care setting is required.

Qualifications:
Must possess excellent communication and organizational skills and be able to work non-traditional work hours when needed.

Contract:
11 month faculty position

Licensure:
The Clinical Practice Coordinator shall hold a current unrestricted license as a registered nurse in Illinois.

Reports to:
ChairPerson of the Nursing Department

Purpose:
Performs administrative work pertaining to and is responsible for the oversight and management of the Nursing program.

Responsibilities:
Coordinates the undergraduate and graduate clinical experience.

- Arranges and communicates computer training (including EPIC/agency orientations for all undergraduate students each semester.
- Verifies preceptors for graduate and post graduate experiences have current license to practice and have appropriate experience for the course.
- Verify affiliation agreements are valid and expiration date extends throughout experience of term.
- Oversees process of obtaining/renewing agreements of all clinical sites
- Communicates approval of agreements to preceptor, student and appropriate faculty.
- Coordinates and submits completed clinical site evaluation tool to Dean of Nursing for approval and development of clinical contract.
- Reviews assessment of clinical sites to determine appropriateness of the clinical agency to meet student learning needs and course objectives.
- Active member of Curriculum Committee.

Collaborates with ChairPerson of the Nursing Department and faculty to facilitate student clinical placements and makeup of clinicals.
1. Coordinates student clinical placements including observational/float experiences.
2. Secures new clinical practice sites for undergraduate students.
3. Recruits preceptors for clinical experiences.
4. Identifies potential nursing faculty through networking and clinical contacts
5. Assists with new faculty orientations.
6. Serves as role model and mentor to assist new and adjunct faculty in developing the faculty role of clinical instructor.

Organizes clinical scheduling
1. Maintains internal scheduling documents (PENS) (e.g. master schedules)
2. Oversees schedule entry process in academic information system.
3. Oversees clinical contact hrs in CAMS
4. Maximizes clinical and lab availability
5. Attend Methodist/Methodist College educational council.

Collaborate with clinical partners regarding ongoing health requirements for students
1. Compiles up to date and accurate agency health requirements
2. Serves as a resource and liaison to agencies.

Serves as liaison to practice partners and clinical faculty
1. Maintains positive, collaborative working relationships
2. Attends clinical placement meetings as scheduled (PENS)
3. Keeps regular contact with agencies re: updates or changes that affect our faculty, staff or students
4. Coordinates process for clinical preceptor/staff/agency appreciation.

Teach a minimum of one theory/clinical/lab, as assigned.
Reassign time: 9 hrs
Competent in simulation application.
Performs other duties as assigned or required.
RN/BSN Program Coordinator

POSITION DESCRIPTION

EDUCATION:
Must have a minimum of a Masters degree in Nursing; Doctoral degree preferred.

EXPERIENCE:
Must be a faculty member at the faculty rank of instructor or above.
Must have held a full-time faculty position at MC for at least two consecutive years.
Must have at least two years baccalaureate teaching experience in nursing.
Must have experience working in the online environment.

LICENSURE:
Must hold a current unrestricted license as a professional registered nurse in the state of Illinois.

REPORT TO:
Dean of Nursing

RESPONSIBILITIES
Develop the RN/BSN course schedule for each semester.
1. Recruit faculty to teach online in the RN/BSN program.
2. Ensure quality of online course design and implementation.
3. Orient and support faculty new to teaching in the RN/BSN online program.
4. Serve as the faculty advisor for RN/BSN program students.
5. Teach at least one RN/BSN course per semester as needed.
6. Develop articulation programs with community colleges and diploma nursing schools.
7. Maintain an ongoing relationship with administrators from articulating schools for continual improvement of the RN/BSN program.
8. Evaluate the RN/BSN program.
10. Represent the RN/BSN program in accreditation and other endeavors undertaken by the College.
11. Maintain appropriate records relating to the RN/BSN program.
12. Monitor courses for quality control.
13. Work with course instructors to monitor practicum agreements.
14. Contribute to the evaluation of faculty who teach in the RN-BSN program.
15. Serve on the Curriculum Committee.
16. Oversee and facilitate development and preparation of new courses in the RN-BSN program.

Compensation:
Reassign time will be 3 workload credits per semester.

Role Evaluation:
Role evaluation will be included in the annual performance evaluation. Continued appointment to the role will be dependent on role performance and desire to serve in the role.

Role Appointment:
Appointment to the role of RN-BSN Coordinator is accomplished through an application and selection process, implemented and administered by the Dean of Nursing and approve by the Vice President of Academic Affairs and the President of the College. Role is a nine month appointment.

WORKING CONDITIONS AND PHYSICAL EFFORT:
- Work is normally performed in a typical interior-office work environment.
- No or very limited exposure to physical risk.
- No or very limited physical effort required.
- Noise levels not above a point that hearing protection is needed.

COMMUNICATION:
- Excellent communication skills.
• Interacts effectively with students, staff, faculty, and external clients of MC.
• Must have ability to interact effectively and courteously with culturally diverse groups.
• Ability to communicate only the facts to recipients or to decline to reveal information.
• Ability to project a professional, friendly, and helpful demeanor.
Second Degree BSN Program Coordinator

POSITION DESCRIPTION

EDUCATION:
The Second Degree BSN Coordinator must have a minimum of a Masters degree in Nursing.

EXPERIENCE:
Must be a faculty member at the faculty rank of instructor or above.
Must have held a full-time faculty position at MC for at least two consecutive years.
Must have at least two years baccalaureate teaching experience in nursing.
Administrative experience preferred.
Must have experience working in the online environment.

LICENSURE:
Second Degree BSN Program Coordinator must hold a current unrestricted license as a professional registered nurse in the state of Illinois.

DIRECT SUPERVISOR: Dean of Nursing

RESPONSIBILITIES
Develop the Second Degree course schedule for each semester.
Provide guidance to students in the Second Degree program concerning academic concerns.
1. Serve as faculty advisor for Second Degree students.
2. Facilitate communication between students enrolled in the Second Degree program and teaching Faculty and student groups or committees.
3. Participate as an ex officio member of the College Admissions Committee.
4. Facilitate administration of college student surveys.
5. Teach at least one Second Degree course per semester.
6. Provide recommendations to the Faculty Development Committee concerning needs specific to the Second Degree program.
7. Organize and participate in regularly scheduled meetings with Faculty teaching in the Second Degree program before, during, and near the end of each semester.
8. Orient and support new and adjunct faculty assigned to teach in the Second Degree program.
9. Schedule teaching assignments for the Second Degree courses in consultation with the Faculty and with approval of the Dean of Nursing.
10. Contribute to the evaluation of faculty who teach Second Degree courses.
11. Recruit faculty to teach in the Second Degree Accelerated BSN program.
12. Support and assist Second Degree faculty in developing new instructional strategies.
13. Serve as a member of, and resource person for, Curriculum Committee.
14. Make appropriate recommendations to the Curriculum Committee based on active assessment and evaluation of curricular components of the Second Degree program.
15. Remain current in curricular issues and trends.
16. Oversee and facilitate development and preparation of new courses in the Second Degree program curriculum.
17. Evaluate the Second Degree Accelerated BSN program.
18. Represent the Second Degree Program in accreditation and other endeavors undertaken by the College.
19. As a liaison, develop and maintain positive, professional communication and relationship with representatives from potential current clinical sites.
20. Assist faculty in evaluating clinical agencies.
22. Help maintain compliance with clinical requirements prior to students’ entrance to agency.
23. Review new policies and procedures for their application to the Second Degree program.
24. Support the Dean of Academic Affairs in the organization of the Second Degree program and implementation of standards.
25. Monitor courses for quality control.

WORKING CONDITIONS AND PHYSICAL EFFORT:
- Work is normally performed in a typical interior-office work environment.
- No or very limited exposure to physical risk.
- No or very limited physical effort required.
- Noise levels not above a point that hearing protection is needed.
COMMUNICATION:

- Excellent communication skills.
- Interacts effectively with students, staff, faculty, and external clients of MC.
- Must have ability to interact effectively and courteously with culturally diverse groups.
- Ability to communicate only the facts to recipients or to decline to reveal information.
- Ability to project a professional, friendly, and helpful demeanor.
Chair of Undergraduate Nursing
Position Description

Education:
Master's degree in nursing required; Doctoral degree preferred.

Contract:
11 month, faculty rank

Experience:
Leadership experience in higher education administration or leadership in another area for a minimum of three years required. Minimum of three years of teaching experience at Methodist College required and preferred to have a minimum of two years teaching experience in another baccalaureate institution. Must have experience in curriculum development and implementation.

Reports to:
Dean of Nursing

Responsibilities:
- Assists the Dean in providing leadership in the area of nursing curriculum.
- Promotes excellence in teaching and learning.
- Participates in the Onboarding program for new faculty.
- Monitors and evaluates faculty instructional (classroom and clinical) performance under the supervision of the Dean.
- Reviews current course syllabi for all nursing courses.
- Leads the nursing faculty in curricular review and revision as well as in course design development and implementation, including online and hybrid courses.
- Serves as a resource to all nursing faculty.
- Presides in the absence of the Dean of Nursing.
- Utilizes assessment of student learning outcomes to ensure continuous quality improvement of the nursing program.
- Conducts annual nursing faculty evaluations, as directed by Dean of Nursing.
- Development of the course schedule and faculty teaching assignments with the review/approval of the Dean.
- Represents the College at activities outside the College at the discretion of the Dean.
- Provides administrative oversight to the ATI integration and implementation plan.
- Maintains knowledge of trends and developments in nursing education, through research, and by reading appropriate articles, journals and by attending seminars, conferences, and workshops.
- Assign time of 9 work load hours.
- Performs other duties as assigned.

WORKING CONDITIONS AND PHYSICAL EFFORT:
- Work is normally performed in a typical interior-office work environment.
- No or very limited exposure to physical risk.
- No or very limited physical effort required.
- Noise levels not above a point that hearing protection is needed.

COMMUNICATION:
- Excellent communication skills.
- Interacts effectively with students, staff, faculty, and external clients of MC.
- Must have ability to interact effectively and courteously with culturally diverse groups.
- Ability to communicate only the facts to recipients or to decline to reveal information.
- Ability to project a professional, friendly, and helpful demeanor.
Academic Chair Department of Human Services
Position Description

Education:
A master’s degree in social work from a CSWE-accredited program and an earned doctoral degree in social work or health related field or a doctorate of education from a regionally accredited college or university.

Experience:
Five years teaching and administrative experience in a reasonable combination. Five years of experience in the social work field with strong experience in the clinical setting. Two years of leadership experience in higher education administration preferred.

Qualifications:
A. Required
   a. MSW from a CSWE accredited program, and an earned doctorate in social work or related field or a doctorate of education from a regionally accredited college or university.
   b. Five years of experience in a regionally-accredited institution of higher education, including teaching and administrative responsibilities in a reasonable combination;
   c. Strong knowledge of accreditation requirements and processes
   d. Experience with curriculum development
   e. Experience with assessment of student learning and institutional effectiveness
   f. Experience with academic strategic planning
   g. Unencumbered licensure as a licensed clinical social worker in Illinois, or licensure in another state and eligibility to apply in Illinois
   h. Five years of experience in social work practice with diverse multicultural and vulnerable populations
   i. Excellent communication skills in both written and oral form

B. Preferred
   a. Two years leadership experience in higher education administration as a department chair or program director/coordinator;
   b. Leadership experience with shared governance systems in higher education;
   c. Leadership experience in the discipline or profession at the local, regional, or national level

Licensure:
Licensure as a social worker, or eligibility for licensure, in Illinois.

Reports to:
VP of Academic Affairs

Purpose:
The Department Chair is an eleven-month faculty member who is the leader of the academic unit. As demonstrated on the Methodist College organizational chart, the position may report to an Academic Dean or to the Vice President of Academic Affairs. The position is responsible for creation of a collaborative, effective climate that consistently supports the mission of the College and upholds the policies and published practices of the organization. The Department Chair guides personnel to achieve the expected outcomes of programs within their purview, as well as of the Methodist College’s mission, vision, values, and strategic plan. This pivotal position is a conduit of information in a way that supports a convivial atmosphere conducive to an optimal teaching and learning environment. The Department Chair sets a tone for responsibility, innovation, and professionalism in the context of the Methodist College Campus of Care.

Responsibilities:
The chair will guide all aspects of the establishment of the new department, including initial accreditation through CSWE, strategic planning, budgeting, faculty development and evaluation, and scheduling. The chair will teach in the social work program. Additional academic programs will be developed as needs are identified.

1. Leads the development, implementation, and evaluation of departmental strategic plan initiatives and institutional effectiveness plans;

2. Develops new academic programs in alignment with the Methodist College Strategic Plan;

3. Maintains a climate that encourages faculty engagement, participation, collegiality, and innovation;

4. Assures compliance with regional and disciplinary accreditation requirements and effectively supports accreditation reaffirmation or, in the case of new program, initial accreditation;

5. Leads the department's academic programs within the mission of the College toward the highest possible level of excellence in teaching, scholarship and service;

6. Monitors achievement of departmental mission and goals;

7. Maintains the effective flow of communication between faculty, Dean, and/or VPAA;

8. Supports principles of academic governance, especially the collaborative development of appropriate procedures for governance within the department;

9. Assures effective communication with students in department programs to facilitate open communication regarding the department and curriculum;

10. Responsible for assisting with the active recruitment by creating and maintaining a productive partnership with the admissions offices;

11. Works collaboratively and effectively with the Dean and/or VPAA to establish a plan for engaging with external constituencies;

12. Guides selection and retention of outstanding and diverse faculty and staff, including both full- and part-time faculty in the undergraduate and graduate degree programs as well as those teaching in non-credit and certificate offerings and those teaching in continuing education;

13. Supports resolution of concerns, complaints, grievances and suggestions from the members of the department, both academic and staff personnel, and from students in accordance with College policies;

14. Provides independent analysis regarding recommendations for all faculty and staff appointments, re-appointments, and promotions; travel authorizations, and other relevant department personnel functions;

15. Evaluates the performance of departmental faculty and staff and make recommendations for all department employees as required by College policy;

16. Guides individual faculty members to develop and implement plans for teaching, scholarship/creative work, and service through an ongoing development dialogue and provide an opportunity and encouragement for faculty members to participate in the college’s faculty mentoring program;

17. Maintains personal professional development both within the appropriate discipline area as well as in higher education administration;

18. Assures consistent implementation of College policies and procedures within the department;

19. Prepares budget requests, establishing expenditure priorities, and fairly and equitably administering the department budget, subject to the policies established by the dean, the VPAA, and the Director of Finance and articulating the relationship between the budget and the department's strategic plan;

20. Recommends equipment and supplies for purchase, projecting space and equipment needs for the department and exercising general responsibility for departmental facilities and equipment in accordance with College policy and campus rules and regulations;

21. Establishes teaching schedules in consultation with the faculty, appropriate deans, and Academic Affairs and assigning faculty to meet the needs of the curriculum;

22. Supervises attendance, time commitments, and work assignments of department faculty and staff;
23. Assures departmental policy review in accordance with timelines established;

24. Assures that all Departmental information, including website, catalog, and handbooks, is reviewed, revised, and submitted by established deadlines;

25. Maintains all departmental records, and preparation of reports in accordance with College procedures; and

26. Carries a teaching load of three to six credits per semester according to agreement with the Dean and Vice President of Academic Affairs.

WORKING CONDITIONS AND PHYSICAL EFFORT:

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- No or very limited physical effort required.
- Noise levels not above a point that hearing protection is needed.

COMMUNICATION:

- Excellent communication skills.
- Interacts effectively with students, staff, faculty, and external clients of MC.
- Must have ability to interact effectively and courteously with culturally diverse groups.
- Ability to communicate only the facts to recipients or to decline to reveal information.
- Ability to project a professional, friendly, and helpful demeanor.
Director of the Simulation Learning Centers (SLC)

Position Description

Education:
Master’s Degree in Nursing

Experience:
A minimum of two years of clinical experience; nursing education experience preferred; experience in a clinical simulation laboratory preferred; experience in patient care simulation using high fidelity human patient simulators preferred.

Licensure:
The Director of the Simulation Learning Centers shall hold a current unrestricted license as a registered nurse in Illinois.

Reports to:
Dean of Nursing

Purpose:
This is a 10-month administrative-faculty position with overall responsibility for all simulation learning in the Simulation Centers and supervisory responsibility of the Learning Resource Center (LRC). The Director of the SLC will be instrumental in acquiring and maintaining skill and knowledge related to the implementation of simulation experiences at each level of student learning. Additional responsibilities include the development or acquisition of all simulation materials, scenarios, and/or software for educational learning laboratory experiences. The Simulation Specialist has overall responsibility for maintenance of and supervising the operation of the human patient simulators, support equipment, and faculty training in the use of human patient simulators.

Responsibilities:

1. Effectively sustains adequate job knowledge, professional growth and problem solving abilities in order to provide high quality simulation services.
   • Creates a comprehensive Simulation Learning Centers plan that focuses on the development of appropriate simulation experiences, student assessment, and future growth in both the Simulation Center and the LRC.
   • Assesses the operational uses and limits of the human patient simulators and associated equipment and makes recommendations for enhancements, upgrades and new equipment.
   • Keeps abreast of current developments in the field of nursing and health sciences simulation.
   • Researches other simulation programs/training centers and professional literature for technical, medical or educational purposes.
   • Represents the College to internal and external constituents.
   • Serves on College committees as appropriate, including Curriculum committee, TLRT, and leadership councils.

2. Provides collaboration with all internal and external constituents of the College:
   • Collaborate with faculty in the development and implementation of laboratory experiences, including enhanced scenarios.
   • Encourage and facilitate faculty scholarship activities related to simulation education strategies.
   • Hosts Simulation Learning Centers tours.
   • Responsible for demonstrating the use of the simulation center equipment to students, staff and faculty and visitors as appropriate.
   • Develops clinical scenarios in collaboration with faculty.
   • Develops collaborative relationships with counterparts at other simulation centers.
   • Serves as a backup to clinical faculty.
   • Participates and assists in College events, i.e. orientation, graduation, etc

3. Effectively sustains adequate job knowledge, professional growth and problem solving abilities in order to provide high quality SLC services:
   • Ensure simulation equipment, technology and educational strategy integration into the curriculum.
   • Maintenance of equipment.
   • Trouble shooting operational problems.
   • Demonstrates safe use of equipment.
   • Control of patient simulator(s) during scenario based training sessions and demonstrations as appropriate.
   • Manages the maintenance and operation of all simulation center equipment and arranges for repair and upgrade where necessary and appropriate.
   • Responsible for maintaining appropriate inventory for all consumable medical/simulation supplies and materials that support the human simulator experience.
   • Troubleshoots simulator software and hardware problems.
   • Functions as the primary technical liaison with the simulator manufacturers
• Develops and maintains an operation manual for all the technical aspects of the clinical simulation program.
• Maintains records on the human patient simulators and associated equipment related to: utilization, performance, maintenance, system upgrades and user satisfaction.
• Submits usage reports to the Dean of Nursing, College President, and cc’s the Vice President of Academic Affairs, on a monthly basis.
• Performs other related duties as assigned.

4. Provides direct supervision over the complex day to day operations of the Learning Simulation Centers.
   • Provide training and coaching to all professional and support staff.
   • Encourages personal growth in staff by encouraging involvement in continued education.
   • Conducts workshops/educational sessions as needed to facilitate the development and education of the employees.
   • Accountable for appropriate interaction and communication with other departments of the college for problem solving, education, and marketing of services.
   • Establishes departmental and individual performance standards.
   • Build and sustain a team that is flexible, responsive, innovative, analytical, energetic, results-oriented, and student-centered.
   • Oversees department budget including developing detailed proposals to support meeting department goals and requirements.
   • Manages the hiring, orientation, job responsibilities, training, and evaluation of Coordinator of the LRC and the student workers.

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COMMUNICATION:
• Excellent communication skills.
• Interacts effectively with students, staff, faculty, and external clients of MC.
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Director of Graduate Nursing Education
Position Description

Education:
Doctoral degree in Nursing or related discipline and a Master’s degree in Nursing, preferably nursing education.

Experience:
Leadership experience in higher education administration or leadership in another area for at least two years required. Prior teaching experience in graduate level nursing program is required. Must have a minimum of three years teaching experience in a baccalaureate or higher level institution. Must be eligible for rank at the Associate Professor level or above. Must have recent experience in curriculum development and implementation, preferably in a Master’s Degree program in Nursing.

Reports to:
Dean of Nursing

Purpose:
To provide academic leadership for the graduate nursing program in the area of curriculum development and implementation, admission of graduate students, retention of students, faculty development and evaluation, teaching and learning resources. Is responsible for instruction in the graduate nursing program. Is responsible for assisting the Dean of Nursing in the administration of the graduate nursing program in accordance with the Illinois Department of Financial and Professional Regulations, the Illinois Board of Higher Education, the Higher Learning Commission of the North Central Association, and the Commission on Collegiate Nursing Education.

Responsibilities:
- Assists the Dean in providing leadership all areas of graduate education involving the curriculum, students and faculty.
- Functions as the chair of the Graduate Congress.
- Promotes excellence in teaching and learning.
- Participates in the Onboarding program for new faculty.
- Monitors and evaluates faculty performance under the supervision of the Dean.
- Maintains current course syllabi for all nursing courses in the graduate degree nursing curricula.
- Leads the graduate nursing faculty in curricular review and revision as well as in course design development and implementation, including online and hybrid courses.
- Serves as a resource to all nursing faculty.
- Utilizes assessment of student learning outcomes to ensure continuous quality improvement of the graduate degree nursing program.
- Teaching in graduate nursing program as assigned.
- Monitors and maintains graduate clinical agency contracts.
- Assists in the development of the graduate course schedule and graduate faculty teaching assignments with the approval of the Dean.
- Represents the College at activities outside the College at the discretion of the Dean.
- Maintains knowledge of trends and developments in nursing education, through research, and by reading appropriate articles, journals and by attending seminars, conferences, and workshops.
- Guide faculty in developing individual and collective research agendas and ensures appropriate faculty research activity.
- Performs other duties as assigned.

To apply, please submit application, including resume and a letter of interest through our web site: www.methodistcol.edu

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COMMUNICATION:
- Excellent communication skills.
- Interacts effectively with students, staff, faculty, and external clients of MC.
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- Ability to project a professional, friendly, and helpful demeanor.
Director of Community Education
Position Description

Education:
Master’s degree in a health-related discipline, and active enrollment in a doctoral program with anticipated completion within 12-18 months of hire in a health-related field or a doctorate of education from a regionally accredited college or university.

Experience:
A master’s degree in a health-related field and three to five years’ experience with leadership of a similar endeavor with evidence of successful curriculum development, program delivery, and demonstrated leadership capacity, including the capacity to collaborate across disciplines. Preferred qualifications include an earned doctoral degree in a health-related field and three years of teaching and/or leadership experience in higher education administration.

Qualifications:
C. Required
   a. Three years of experience in a regionally-accredited institution of higher education, including teaching, program coordination, and/or administrative responsibilities in a reasonable combination;
   b. Experience with development of programs for life-long learners, from workforce development programs to professional continuing education programming;
   c. Experience with assessment of program outcomes and institutional effectiveness; and
   d. Excellent communication skills in both written and oral form.

D. Preferred
   a. Earned doctorate in health-related field, curriculum development or educational leadership;
   b. Two years leadership experience in higher education administration as a program director/coordinator; and/or
   c. Leadership experiences at the local, regional, or national level.

Reports to:
VP of Academic Affairs

Purpose:
The Director of Community Education is an eleven-month position that holds faculty status. This position reports to the Vice President of Academic Affairs. The position is responsible for creation of a collaborative, effective climate that consistently supports the mission of the College and upholds the policies and published practices of the organization. The Director of Community Education guides personnel to achieve the expected outcomes of programs, as well as of the Methodist College’s mission, vision, values, and strategic plan. These programs include professional continuing education and a gerontology certificate, with outstanding opportunities to develop new programs to meet the needs of the region. Workforce development programs are envisioned as an important component of this division, supporting needs of the area for certified nursing assistants and medical office assistants. This pivotal position is a conduit of information in a way that supports a convivial atmosphere conducive to an optimal program development and delivery. The Director sets a tone for responsibility, innovation, and professionalism in the context of the Methodist College Campus of Care.

Responsibilities:
The responsibilities of the Director of Community Education include the following priority responsibilities, as well as others that may be assigned to further the mission and vision of the College:

1. Leads the development, implementation, and evaluation of the department’s strategic plan initiatives and institutional effectiveness plans;
2. Develops new community education programs in alignment with the Methodist College Strategic Plan;
3. Works closely with the Director of Planning and Accreditation to achieve approval from regional and specialty accrediting bodies;
4. Maintains a climate that encourages interdisciplinary engagement, participation, collegiality, and innovation;
5. Assures compliance with program certification and approval requirements and effectively supports credentialing of new programs;
6. Monitors achievement of division mission and goals;

7. Maintains the effective flow of communication among stakeholders in a productive manner in keeping with the Campus of Care;

8. Responsible for assisting with the active recruitment of program participants by creating and maintaining a productive partnership with stakeholders;

9. Works collaboratively and effectively with the VPAA to establish a plan for engaging with external constituencies;

10. Guides selection and retention of faculty members teaching in credit, non-credit, and certificate offerings and those teaching in continuing education;

11. Supports resolution of concerns, complaints, grievances and suggestions in accordance with College policies;

12. Evaluates the performance of those teaching in programs in the division as required by College policy;

13. Maintains personal professional development both within the appropriate discipline area as well as in higher education administration;

14. Assures consistent implementation of College policies and procedures within the division;

15. Prepares budget requests and exercises fiscal responsibility for the division;

16. Recommends equipment and supplies for purchase and exercises general responsibility for departmental facilities and equipment in accordance with College policy;

17. Establishes program schedules in consultation with the stakeholders and, where appropriate, consults with Academic Deans/Department Chairs regarding delivery of academic certificates;

18. Supervises attendance, time commitments, and work assignments;

19. Assures policy review in accordance with timelines established;

20. Assures that all program information is updated and accurate, including website;

21. Maintains all departmental records and prepares reports in accordance with College procedures; and

22. Teaches in community education programs as appropriate to areas of expertise and academic preparation.

WORKING CONDITIONS AND PHYSICAL EFFORT:

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COMMUNICATION:

- Excellent communication skills.
- Interacts effectively with students, staff, faculty, and external clients of MC.
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Dean, Arts and Science
Position Description

Education:
Earned doctorate in any general education discipline appropriate to responsibilities and subject matter in General Studies (Biological or Life Sciences, English or Communication, Humanities, Math, or Behavioral Social Sciences) from a regionally accredited institution of higher education required. Must be qualified to teach undergraduate course(s) comprising the core general studies curriculum

Experience:
1. Minimum three years baccalaureate or higher degree teaching experience in a post-secondary regionally accredited institution.
2. Experience in online learning or blended teaching environment is preferred.
3. Must demonstrate commitment to a student-centered learning environment that promotes student success.
4. Demonstrates knowledge of pedagogical practices that facilitate student engagement and success in learning.
5. Must have experience in general education assessment of student learning outcomes.
6. Proven educational or administrative experience in critical thinking, problem solving and reasoning skills.
7. Experience in curriculum and course development, implementation and evaluation is required.
8. Supervisory experience preferred, including interviewing and hiring skills.
9. Excellent communication and interpersonal skills, including public speaking. Strong work ethic with proven track record of project completions, multi-tasking, and the ability to handle high pressure environment with timeline pressures. Must be able to work independently with minimal supervision and maintain a high quality work product and output. Work collaboratively and professionally in a team environment. Must demonstrate personal and professional integrity at all times.

Reports to:
V.P. of Academic Affairs

Purpose:
Performs administrative work pertaining to and is responsible for the oversight and management of the Arts and Science and Health Science program.

Responsibilities:
1) Provides leadership in personnel decisions, curriculum and instruction. Participates in hiring process as well as supervises, trains, coaches and evaluates direct reports in accordance with established policies and procedures.
2) Expands and strengthens liaisons with other educational institutions to promote articulation, communication, and cooperative planning.
3) Participates in program reviews and accreditations. Ensure that all the programs conform to and exceed standards.
4) Develops and implements an efficient and effective class schedule for each semester.
5) Provides leadership in strategic planning for Arts and Science and for program/certificate/course development to ensure a premier college with quality education. Formulates, recommends, and implements, as appropriate, instructional plans, policies and practices to ensure quality.
6) Participate and write local, state, or federal grant applications.
7) Serves as a member of the Faculty Senate and other appropriate college and community committees. Works effectively with President and VP of Academic Affairs, Deans, and others across departments.
8) Communicates with faculty and staff, as appropriate, to ensure that all are informed of policies, procedures, and initiatives in Arts and Science.
9) Responsible for the development of general studies courses to support the Bachelor of Science degree programs.
10) Develop measurable learning outcomes for the curriculum and the courses that comprise the curriculum.
11. Develop a plan for assessment of learning outcomes and monitor for quality outcomes.
12. Comply with regulatory requirements of accrediting and approval bodies.
13. Ensures proper instruction and delivery of the general studies curriculum, and ensures that the learning environment meets the curricular requirements.
14. Responsible for the creation and assessment of academic goals, objectives, and student learning outcomes in a manner consistent with the Institutional Effectiveness Plan.
15. Manages recruitment, orientation and training of new faculty in collaboration with the VP of Academic Affairs and the Dean of Educational Technology.
17. Serves as general studies curriculum resource for students and faculty.
19. Collaborates with the Student Success Center personnel to ensure adequate academic support services to students enrolled in general education courses.
20. Conducts regular general studies faculty meetings to discuss effectiveness measures and engage in continuous quality improvement of instructional design and delivery.
21. Facilitates resolution of student complaints and concerns.
22. Completes professional development activities to maintain subject matter expertise, administrative responsibilities, and higher educational proficiency.
23. Represents the general studies curriculum in accreditation and other endeavors undertaken by the College.

WORKING CONDITIONS AND PHYSICAL EFFORT:
- Work is normally performed in a typical interior-office work environment.
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COMMUNICATION:
- Excellent communication skills.
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- Ability to project a professional, friendly, and helpful demeanor.
Dean of Nursing
Position Description

Education:
Doctoral degree in nursing or related field and a Master’s degree in Nursing from an accredited college or university required.

Experience:
Must have at least two years leadership experience in higher education administration. Must have a minimum of five years teaching experience in nursing at baccalaureate or higher degree level institution. Clinical experience of two years, minimum.

Qualifications:
Must maintain an outstanding record of scholarly achievement such as research, publications in referred journals, book chapter reviews, successful grant applications and state or national professional presentations. Must have experience in coordinating faculty assignments and knowledge of on-line course design and development.

Licensure:
The Dean of Nursing shall hold a current unrestricted license as a registered nurse in Illinois.

Reports to:
VP of Academic Affairs

Purpose:
Performs administrative work pertaining to and is responsible for the oversight and management of the Nursing program.

Responsibilities:
- Support the philosophy and mission of the College.
- Serve on college committees as appropriate.
- Provides administrative leadership to nursing faculty in the area of academic affairs.
- Supervises faculty regarding performance, corrective action, and mentoring, including completion of annual faculty evaluations.
- Serves in ex-officio role to the nursing faculty assembly.
- Responsible for administration of all nursing program(s) and program tracks.
- Cooperate with Student Services in recruitment of students.
- Ensures an appropriate advising program for all nursing students.
- Maintains the structure and membership of all committees of the nursing faculty assembly.
- As Deputy Coordinator, supports Title IX Coordinator in the prevention, education, investigation of Title IX concerns.
- Advises and counsels students, as needed and appropriate.
- Promotes professional development programs and activities for the faculty and staff of the nursing department.
- Engages in classroom teaching as needed.
- Plans for and guides the processes necessary for program accreditation(s).
- Collaborates with Dean of Arts and Sciences to develop and implement a semester schedule of classroom and clinical instruction.
- Ensure up to date information on the nursing program in the handbooks and the web page.
- Responsible for keeping current in the discipline of nursing and nursing education.
- Coordinates usage of clinical sites with Peoria Educators in Nursing Society (PENS).
- Ensures proper orientation for new faculty members.
- Maintains compliance with all Affiliation Agreements.
- Maintain knowledge of trends and developments in nursing education, through research, and by reading appropriate articles, journals, and by attending seminars, conferences, and workshops.
- Serve as administrator responsible for processing grievances and appeals related to academics.
- Represents the department of nursing at professional, state, regional and national meetings.
- Prepare and control the expenditure of approved budgeted funds for the program.
- Maintain written agreements for use of clinical facilities.
- Implement the rules and regulations of external accrediting agencies.
- Attend College sponsored events.
- Performs other duties as assigned or required.

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**COMMUNICATION:**
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SUBJECT: Annual Faculty Evaluation

I. Policy:
   All full-time Faculty will be evaluated annually according to the area of teaching, service, and scholarship.

II. Purpose:
   To ensure that Faculty meet academic standards required in a collegiate institution of higher learning for nursing.

III. General Information:
   A. Each Faculty member must complete annually the self-evaluation form identifying his/her goals for the academic year and submit to the appropriate Dean by April 1st.
   B. All Faculty members will be responsible to have one annual peer evaluation performed per year. It is the faculty member’s responsibility to assure that their peer evaluations are completed. Only Faculty who have completed at least one year of teaching at Methodist College perform peer evaluations. The appropriate Dean or Chair will complete the observation for faculty in their first year.
   C. All Faculty will be evaluated by the students each semester for each class and clinical taught.
   D. The appropriate Dean or Chair will evaluate all full-time faculty using the peer and student evaluations of classroom and clinical teaching evaluations as well as the faculty member’s annual self-evaluation form.
SUBJECT: Faculty Promotion in Rank and Doctoral Completion

I. Policy:
   Financial compensation for completion of doctoral degree in nursing or related field and/or promotion in faculty rank.

II. Purpose:
   To create an environment that encourages and awards faculty for their continued quest for knowledge, effective teaching and participation in professional service.

III. General Information:
   Details on how to pursue promotion to the next rank are specifically addressed in the Faculty Handbook. Salary increase for promotion in rank are included below.

   **Promotion/Rank Pay**
   Faculty approved by President of College for promotion to the next rank will receive the following % of increase to base pay at the start of the academic year.
   - Professor: 5%
   - Associate Professor: 4%
   - Assistant Professor II: 3%
   - *Assistant Professor I: 2%
   - Instructor: $0

   *Only nursing faculty hired prior to the institution of the doctoral degree requirement will be permitted to apply for the Assistant Professor I.

   Adjustments are in addition to any annual merit increases. Pay increases will be effective in the next academic year.

   **Doctorate Completion**
   Doctorate in field or in higher education must be begun on or before the end of their second year of employment. Doctoral degree must be completed within 5 years of initiation of doctoral studies.
I. Policy:
Methodist College Faculty full-time members hold three major responsibilities as a part of the regular faculty role, including: (A) Teaching (60% of role); (B) Service to College, Community, Profession/Discipline (15, 20, or 25%); and Scholarship (15, 20, or 25%). Faculty may formally petition their Academic Dean/Department Chair to allocate an equal amount of time to Service and Scholarship or to allocate a greater amount in one area versus the other for a total of 100% effort when goals are set for the upcoming year.

MEETING REQUIREMENTS OF FULL-TIME FACULTY: All full-time faculty are required to attend the following meetings:

a. Week of Return (prior to fall and spring semesters) including the All College meeting, course meetings;

b. Faculty Congress meetings each month;

c. Faculty shared governance meetings for committees to which he/she is appointed;

d. Departmental meetings as called by the Academic Dean or Department Chair;

e. Instructional workshops for implementation of new technology (e.g. learning management system, etc.);

f. Special workshops planned for the College of the Department

g. Methodist College Faculty Development for New and Continuing Faculty Members:

   a. Attendance at Pedagogy sessions planned by the Faculty Development and Evaluation Committee is required at 90% of these planned sessions for the first three years of employment, and all other faculty are encouraged to attend in order to develop a community of teaching scholars;

   b. All faculty are required to attend instructional sessions on the use of technology or system-wide products pertinent to their discipline (e.g. learning management system, Standardized Testing for nursing faculty; Exam Soft).

TEACHING: Full-time faculty members are responsible for 24 workload credits each academic year during the fall and spring semesters, which accounts for 60% of the full-time effort for a faculty member. Teaching responsibilities outside the regular academic year are elective and are compensated according to the adjunct scale maintained in Human Resources for full-time faculty teaching outside the academic year. Faculty members are responsible for teaching courses as assigned by the Academic Dean/Department Chair, which may include weekend and evening hours. Note: Workload for new full-time faculty in their first semester of service will be 9 credits.

SERVICE: Service responsibilities support the mission, vision, and goals of Methodist College and the Academic Department.

1. Responsibilities at the College may include service on and, as appropriate, leadership of Presidential, College, or Academic Departmental committees; attendance at graduation in December and May; assuming the role student mentor/advisor; guiding new faculty members in a formal mentorship role; supporting student recruitment at open house sessions and/or community events; taking a leadership role in advising a student organization; and other assigned responsibilities.

2. Service to the Community is a vital part of the mission, and may include volunteer (uncompensated) contributions to the community through participation in health-related programs in the community, serving on advisory boards for community organizations, volunteering in the community, particularly in roles related to health-care or the faculty member’s discipline, and other opportunities as they may arise.

3. Service to the Profession or Discipline may include participation in professional organizations and programs, holding local, state, national, or international office in a professional organization, serving on an accreditation team (Higher Learning Commission/Commission on Collegiate Nursing Education/Social Work Accreditation, or other related bodies); providing continuing education programs for the profession or discipline, or other such voluntary efforts to advance the profession or discipline of the faculty member.
SCHOLARSHIP: Methodist College embraces the Boyer model of scholarship, including the Scholarship of Teaching, Discovery, Integration, Application, and Engagement. These concepts are further amplified as follows:

1. **Scholarship of Discovery**: Discovery is most closely aligned with what has been considered research which involves inquiry and disciplined use of formal research methodologies, both qualitative and quantitative.

2. **Scholarship of Integration**: Integration occurs when scholars bring isolated facts together in a manner that provides meaning and perspective. Specialties are placed in a larger context through serious, disciplined efforts that brings new insights on original research. Team efforts of scholars from multiple disciplines often fall in this area of scholarship.

3. **Scholarship of Application**: Application of original research or integrative outcomes to the practice of a profession or discipline has particular importance to health-related disciplines. Such scholarship moves findings from research to the real world.

4. **Scholarship of Teaching**: Teaching is, according to Aristotle, the highest form of understanding, which requires a significant depth of knowledge on the subjects being taught and is a dynamic partnership between faculty members and their students. Inspired teaching involves an exchange of learning beyond transmission of facts and testing of recall. Rather, teacher scholars transform and extend knowledge. They seek to hone their effectiveness through assessment of learning and pedagogy.

5. **Scholarship of Engagement**: Engagement entails connecting the resources, talent, and knowledge of higher education to the significant social, civic, and ethical issues in the community and society and creating a climate in which the academy and community can continuously and creatively inform and support each other. (Boyer, 1996).

Scholarship, regardless of the form it takes, requires the synthesis of works in the area demonstrating knowledge of the “state of the discipline, practice, or problem”; collection of data, whether for original research or assessment; presentation or publication of the knowledge emanating from the scholar’s work; and integrity undergirding the entire process (Boyer, 1990).

II. Procedures:

**Teaching Workload**: Faculty assignments will be in accordance with the Teaching Assignment Policy and the teaching load will be calculated as follows:

Workload credits are the sum of all credits awarded for teaching didactic, laboratory, and clinical courses and for approved coordination or special assignment as proposed by the Academic Dean or the Department Chair and approved by the VPAA and President.

1. Credit hours for teaching responsibilities are determined as follows:
   a. Classroom teaching at the undergraduate level Monday through Friday: 1 credit hour = 1 workload credit
   b. Classroom teaching at the undergraduate level Saturday or Sunday: 1 credit hour = 1.33 workload credits
   c. Classroom teaching at the graduate level: 1 credit hour = 1.33 workload credits
   d. Nursing clinical instruction Monday through Friday: 1 credit hour = 1.5 workload credits (represents 3 clock hours/credit)
   e. Nursing clinical instruction Saturday or Sunday: 1 credit hour = 1.5 credits multiplied by 1.33 (adjustment for weekend teaching) for workload credits
   f. Practicum/nursing internship oversight: 1 credit hour = 1 workload credit (represents 4 clock hours/credit)
   g. Practicum/nursing internship oversight on Saturday and Sunday: 1 credit hour = 1.33 workload credit (represents 4 clock hours/credit)
   h. Laboratory instruction: 1 credit hour of lab = 1.5 workload credits (represents 2 hours of clock time /credit)
   i. Online instruction: 1 credit hour = 1 workload credit
   j. Graduate practicum: 1 credit = 1.33 workload credits (4 hours/ week)
   k. Simulation or other special assignment: Workload credit may be allocated for simulation or special assignment by the Academic Dean/Department Chair with the approval of the VPAA and College President. One (1) credit
teaching load is equivalent to three (3) clock hours per week. Accountability is assigned by the Academic Dean/Department Chair. This allocation should be most frequently used to fill workload when there is a deficit of less than one credit in a full-time faculty member’s teaching load (e.g. 11.5 teaching assignment/semester).

2. A course that is not on the regular schedule of courses may be considered as an independent study upon the request of a qualified faculty member. The independent study must be approved by the Academic Dean/Department Chair. An independent study carries no assignment of workload credit.

3. Workload hours are the sum of the number of theory, clinical and lab class hours and approved workload credits.

4. Faculty are responsible for student mentorship, role modeling, and advising for students as assigned by the Academic Dean/Department Chair with contact required each semester.

5. All full-time faculty are expected to post a minimum of five on-campus office hours and to hold office hours as published. The faculty member must provide a listing of office hours to the Administrative Secretary to the Vice President of Academic Affairs at the beginning of each term. Faculty members may hold office hours in another location on campus and, if so doing will notify the Academic Dean/Department Chair.

6. Faculty members are responsible to uphold the bylaws of the Methodist College Shared Governance Faculty Organization.

7. Each faculty member is responsible for service on a minimum of two college, departmental, and/or shared governance committees at Methodist College. Those who hold appointed positions with assigned credit for the role will serve on additional committees as necessitated by their expertise.

8. Faculty responsibilities include, but are not limited to: implementing distance learning for online programs, developing course syllabi and materials, aggregate assessment of student learning outcomes, and lifelong learning to maintain and continue to develop professional expertise.

9. Full-time faculty may not exceed three (3) workload credits of instruction for educational institutions outside Methodist College. A full-time faculty member who desires to teach outside of Methodist College must report this assignment to the Academic Dean/Department Chair. Faculty must give consideration to potential conflicts of interest when teaching for another educational institution.

10. Alterations to workload are authorized as follows when didactic or online class sizes meet the following minimum and maximum levels: ten (10) undergraduate minimum; five (5) graduate; and 40 undergraduate maximum. As necessitated by student enrollment and degree completion, courses may be taught with fewer or greater enrollments. When these situations occur, workload will be modified as follows for a three credit course (proportionate adjustments will be made for courses of lesser or greater credit):

   a. Small Class Size Calculations

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate (with graduate weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 student = 1</td>
<td>1 student = 1.33</td>
</tr>
<tr>
<td>2-3 students = 1.5</td>
<td>2 students = 2</td>
</tr>
<tr>
<td>4 = 2</td>
<td>3 students = 2.7</td>
</tr>
<tr>
<td>5-6 = 2.5</td>
<td>4 students = 3.3</td>
</tr>
<tr>
<td>7+ = 3</td>
<td>5+ students = 4</td>
</tr>
</tbody>
</table>

   b. Large Class Calculations

   Undergraduate Didactic Large Class: Each student over 40 will result in addition of 0.2 workload units per student.
   Graduate Large Didactic Class: Each student over 20 students will result in addition of 0.2 workload units per student.

11. Interim Courses:

   Interim courses (e.g. Winterim) may be offered during defined periods on the Academic Calendar. Faculty members may elect to teach courses offered during these periods and, if so, workload credits will be calculated in the same manner as described above. To assure faculty work-life balance, interim teaching assignments will typically be assigned as a part of the faculty member’s teaching load.

References:
SUBJECT: Faculty Onboarding

I. Policy:
This policy is used to bring on new faculty members; facilitating their orientation, training, and mentoring from the time of acceptance of employment offer through the first year of employment.

II. General Information:
Onboarding goes beyond orientation and encompasses more than mentoring alone. It embraces the new employee into the culture, environment and ranks of the institution.
The faculty onboarding program at MC is structured to provide the right information, resources, and community at the right time to welcome new faculty members.

Three Aspects of Onboarding
- **Orientation**: The functional nuts and bolts of working at Methodist College
- **Mentoring**: Build relationship and community with and among faculty at Methodist College
- **Culture**: Development of new faculty to become effective instructors, incorporating best practices and techniques for classroom, clinical and online education.

Distributed Model
Key roles have been identified and an orientation checklist developed based on the function and the timing. These roles also serve as a network of support for the new employee.

The roles identified in the onboarding process are:
- Dean of Nursing and Dean of Arts and Sciences (DN or DAS)
- Health Science Coordinator (HS)
- Course Coordinator (CC)
- Dean of Enrollment Management (EM)
- Administrative Assistant to the Faculty (FacAdm)
- Director of Human Resources (HR)
- Director of Educational Technology (ET)
- Mentor (M)
- Onboarding Coordinator (OC)

The onboarding coordinator coordinates the scheduling, checklists, mentoring and follow-up. In order to ensure consistency in administration of the program, this role will be assigned to an administrative person, namely the Deans (DN or DAS) and Director of HR.

A Just-In-Time model that provides chunks of information when it is most needed, segmented by time frames is used.

The time frames are:
- Pre-Arrival (upon official acceptance of offer) (PS)
- Arrival (before classes begin- typically one-two weeks) (A)
- 1st Month (1M)
- 1st Semester (1S)
- 2nd Semester (2S)

Checklists
The program is managed and administrated by the onboarding coordinator through the use of checklists, one for each of the roles. Each person filling a role completes the items/tasks on their individual checklist and returns it to the coordinator. There is a checklist for the new employee as well, as much of the foundational information will be completed online through Sakai as self-paced, self-assessed modules.
Mentoring
The role of the mentor is to serve as the resource person, as well as to help create opportunities for the new faculty member to build relationships inside the college. The mentor will set up monthly meetings. The mentor is encouraged to invite a few other faculty or staff to come along on some of these meetings so that the mentee will grow in connections and relationship through the social environment.

Expectations and Limitations
The following are expectations for all parties:
- OC will communicate and schedule with all roles
- Individuals will complete role checklists in time scheduled or allotted and return checklist to OC
- Mentor will contact mentee by the due date
- Mentee will complete online modules by due date

During the first year the mentee goal is:
- Assign a co-teacher in the 1st semester for courses assigned
- Assign any new courses to develop and teach
- Visit all committees to become familiar with functions and roles
- Not assigned or expected to serve on any committees
- Not have any advisees in the first year
- Not serve as a course or level coordinator
- Not be expected to pursue any scholarly activity or research
- Not complete all online orientation and teaching/learning modules

Essential Resources
All information that is needed for the new faculty member is gathered together in a guidebook that they will be given upon hire. The guidebook will be an all-encompassing resource that can be used throughout the first year. Additionally, much of the information and tutorials will be put online in Sakai. These resources will be a combination of knowledge modules (mission, vision, values, 7 Principles of Good Practice, etc) with self-study exercises and verification activities. There will also be a library of tutorials for all of the technology and systems used at MC. The new faculty member will be expected to complete these in a timely manner but can do so from anywhere at any time. The modules that are not completed online (most like the technical tutorials) can be facilitated face-to-face and inserted into the schedule. The POP will undergo continual evaluation through a combination of formative and summative assessments. These assessments will include interviews with all parties involved, focus groups, a mid-year progress survey and an end-of-year survey. Adjustments will be made to the program based on the data from the evaluation process.

Reference also the Faculty Preceptor policy for additional information on the comprehensive faculty onboarding program.
I. Policy:
Methodist College will follow established pre-approval, orientation, and documentation procedures for students from colleges, universities, or other institutions other than the Methodist College who desire to be on-site for the purpose of acquiring experience and exposure beneficial to their career development.

II. General Information:

Definitions:
Job Shadow – Maximum length of job shadow experience is one day. Minimum age is 14. Individual is consistently accompanied by Methodist College representative.

Volunteer – Does not receive academic credit or satisfy course requirement. Works without pay. Requires minimum of 3 month work commitment. Minimum age is 14.

Intern/Student – Time spent at Methodist College is for academic credit or to satisfy course requirement. Supervision on-site provided by Methodist College personnel. Not applicable to Methodist College students.

Clinical Practicum Student – Time spent at Methodist College and MMCI is for academic credit or to satisfy a course requirement from another college or university. The College/University faculty in conjunction with Methodist College designee provides supervision and is responsible for the student.

Participants serving as volunteers or unpaid interns (not applicable to Methodist College students) will have the costs of their physical, background check and drug screening covered by Methodist College (one time only). The Methodist College HR will coordinate. Clinical Practicum students will cover any expenses for the pre requisites (ex: physical, background check, drug screening) not documented as completed.

III. Procedures:

E. Job Shadow
a. Job Shadows require advance approval from the department Director/Dean or designee.
b. Methodist College HR Director provides orientation which includes confidentiality agreement.
c. Individual is consistently accompanied by Methodist College representative.
d. Confidentiality Agreement retained in Methodist College HR for minimum of four years.

F. Volunteer
Methodist College HR who will follow established volunteer procedures.

G. Intern/Student/Clinical/Practicum
a. The Director/Dean/faculty member will schedule the individual for an interview with Director of Human Resources and Dean of Nursing.
b. If selected to proceed, the Dean of Nursing or other designee will need to provide Human Resources with the current affiliation agreement.
c. A “Pre-requisite Checklist” will need to be completed through Human Resources and documents retained in Methodist College HR for minimum of four years. (A copy of the Pre-requisite Checklist is attached).
d. Human Resources will ensure the completion of the pre-requisites as listed on the form:
i. Obtain Director/Dean approval signature.
ii. Obtain President of the College approval signature.
iii. The student will provide the agreement/contract from the students’ educational program illustrating the responsibilities of the student and the College. This will be reviewed and needs approval from the President of the College
iv. Provide student with copy of “Student Internship School Verification Form” with directions to have school official complete and return to Methodist College HR responsible for student prior to start of internship or practicum or assignment. Before giving form to student, Director/Dean adds to the document list the
description of any additional documentation required before placement. (A copy of the School Verification form is attached).

v. Schedule orientation upon receipt of form from school official attesting that requested documentation is available upon request:
   1. Methodist College HR will provide orientation to the student using Orientation Checklist and will ensure the arrangement for their name badge.
   e. Student is required to wear the name badge when on site and dress appropriately.
   f. It is the accountability of the Director/Dean/faculty member to affirm student documentation of time spent on-site and provide supervision during that time period.
   g. Orientation documentation and copies of any documents sent to/received from school regarding student will be maintained for a minimum of four years.
   h. At conclusion of internship, Director/Dean/faculty member is responsible for collecting ID from student.
SUBJECT: Office Hours

I. Policy:
   Faculty availability to students is essential for student support, guidance and learning.

II. Purpose:
   To provide a minimum number of hours when Faculty will be available to students.

III. Information:
   Faculty must have five office hours per week scheduled in a manner that ensures availability to students. These must be posted on each office door. A schedule will be completed by each Faculty member to list her or his weekly schedules. Faculty members may be available at additional times by appointment or may choose to offer more than the minimum three hours per week.

   Example:
   Name:
   Phone (office):
   email:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 - 11 meeting</td>
<td>Office Hours 10-1</td>
<td>Office Hours 8-10</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>N300 1-5</td>
<td>207 CON</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LRC</td>
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I. Policy:
All classes, as well as clinical and laboratory teaching experiences, are expected to be conducted as planned in the schedule of courses. The Department of Education, the Illinois Board of Higher Education, and the Higher Learning Commission all stipulate there to be the equivalent of 15 clock hours of instruction per credit; the final exam is not considered to be a part of instruction and, therefore, is administered in a period following the completion of 15 weeks of instruction. Methodist College adheres to a 50 minute instructional hour. Faculty adherence to teaching and learning experiences that meet these requirements is the policy of Methodist College, whether the faculty member holds a full-time or adjunct position.

II. Procedures:
4. The Academic Dean/Department Chair will schedule learning experiences in accordance with the following ratios of clock hours per credit hours:
   1. Didactic classes are calculated at a ratio of one clock hour (defined as a 50 minute hour) to 1 credit hour;
   2. Laboratory experiences are calculated at a ratio of 2 clock hours per credit hour;
   3. Clinical experiences are calculated at a ratio of 3 clock hours per credit hour; and
   4. Practicum and internship experiences are calculated at a ratio of 4 clock hours per credit hour.

5. Faculty members will adhere to the hours as published in the schedule of courses.

6. Planned absence: When faculty members must be away from campus for short planned periods (e.g. illness, death in the immediate family, or approved attendance at a conference), in which case a faculty colleague may substitute or alternative assignments may be proposed. In all cases, if a faculty member will be absent from the college, he/she must attain approval of the Academic Dean or Chairperson in writing regarding the period of the absence, the rationale for the absence, as well as the matter in which the class will be taught in his/her absence.

7. Unanticipated absence: Faculty members may experience an acute illness or a personal emergency that suddenly precludes their ability to conduct a classroom or clinical learning experience. The faculty member must notify, at a minimum, the Academic Dean/Department Chair. Such notification should include a communication (e.g. email, text, and/or telephone call according to the preference of the Academic Dean/Department Chair) sent to those specified as soon as possible, preferably two hours prior to class or clinical. Students must also be notified according to the plan established by the Academic Dean/Department Chair. Faculty are encouraged to have a contingency plan that meets course outcomes for such cases so the students’ learning experience can be maintained.

8. If the course is a clinical course, the Clinical Practice Coordinator, the Course Coordinator, and the clinical site must also be notified.
I. Policy:
All course offerings must be consistent with the current curriculum plan.

II. Purpose:
To provide Faculty guidance in the design and development of new courses and curriculum or the revision of existing courses or curriculum.

III. General Information:

A. Seeking Course Approval
No course proposals or proposed curricular changes will be approved unless the following process is followed:

1. The President of the College, the Vice President of Academic Affairs, the Dean of Arts & Sciences, the Dean of Nursing or any full-time Faculty member may propose curricular changes or new courses to the appropriate division Curriculum Committee.

2. In official syllabus form, the old and new syllabus will be sent to curriculum. The faculty submitting the curricular change will attend the curriculum meeting and discuss rationale for the change. Included will be any changes to pre and co requirements.

3. A course syllabus (following the approved course syllabus format) will be forwarded to the appropriate division Curriculum Committee for consideration.

4. The division’s Curriculum Committee will review and either recommend or not recommend the course proposal or curricular change. If the proposal or curricular change is recommended, it is forwarded to Faculty Congress and the Decision Making Policy is followed.

5. The Faculty Congress will vote to approve or deny the proposal for recommendation to the Academic Council and administration.

6. A recommendation for approval from Faculty Congress is sent to the Academic Council. The Academic Council votes to approve or deny the recommendation.

7. If approved by the Academic Council, the course proposal is forwarded to the Vice President of Academic Affairs (VPAA) for approval by signature.

8. If approved by the VPAA, the course proposal is forwarded to the President for final approval.

9. If the course is approved by the President, the course proposal syllabus will be sent to the Registrar to place it on file as an active Course.

B. Changes to Existing Courses
The appropriate divisional Curriculum Committee must review significant content changes to existing courses. These changes should be submitted in a written format with rationale for proposed changes. In addition, a copy of the new version of the course as well as the old version (original) of the course must be submitted.

Refer to Policy #A-41 Academic Policy Submission Deadline.

Deadline for any changes to be added for next academic year is March 15 (approval by President of College).
SUBJECT: NEW PROGRAM DEVELOPMENT POLICY

I. Policy:

All proposals for new academic majors and new degree program proposals must be clearly relevant to the Mission of the College; establish the program or degree’s feasibility in terms of needed faculty, staff support, physical resources and market competitiveness; proceed from a sound implementation plan; detail course and curricular expectations and student learning outcomes and measures; and be based on pertinent accreditation and / or licensure requirements.

New programs can be proposed by the members of the Board of Directors, the President, Vice President of Academic Affairs, Academic Deans, and / or Faculty.

Procedures are designed to provide for appropriate faculty deliberation and to insure feedback at each review level.

II. General Information:

Procedure

The Letter of Intent

- The President of the College, the Vice President of the College, the Academic Deans or any Faculty Member may determine that there is sufficiently strong and consistent support among all faculty members in the academic unit (program area /department) that would offer the proposed program.

- The appropriate Dean or a lead faculty member (confirmed by the appropriate Dean), in consultation with others as appropriate, must develop a one-page, general description of the program concept in the form of a letter of intent.

- The letter of intent must include:
  - Title Page, to include
    A. Name of proposed program
    B. Type of program (level of the degree/ length of program)
    C. Proposed number of credit hours
    D. Name of the lead faculty member or Dean submitting the proposal
    E. The date
  - Background and contexts, to include
    A. Statement of purpose of the new program
    B. Relationship of program to mission and philosophy of the College

- The Dean will consult with the appropriate college curriculum committee regarding the viability of the program concept as described in the letter of intent.

- The Dean may then ask that the concept as described in the letter be revised, or elect not to advance the concept.

- If the Dean elects not to advance the letter of intent, the rationale for this decision should be communicated in writing to the lead faculty member (if appropriate) with a copy to the VPAA.

- If the letter of intent is to be advanced by the Dean, it is to be forwarded to the VPAA who will seek the input of the Academic Council before determining whether the program concept as described in the letter of intent is sufficiently viable to warrant discussion with the President. If determined to be viable by the Academic Council, the VPAA will notify the endorsing Dean to advance the Program Proposal, for approval by the VPAA and the President.

- If the VPAA or the President elects not to advance the letter of intent, the rationale for this decision should be communicated in writing to the endorsing Dean with copies to the lead faculty member (if appropriate), the appropriate college curriculum committee and the Academic Council.

Developing the Program Proposal
The proposal must be typed, single-spaced and all pages must be numbered. The completed document must be submitted to the Office of Academic Affairs. The proposal must include the following information:

A. Evidence of consultation with and/or surveys of potential students or graduates from related fields or professionals/academics in the proposed field of study.

B. The curriculum plan, to include
   1. Program goals and student learning outcomes
   2. Outcome measures
   3. Overview of proposed curriculum plan in table or outline format indicating applicable accreditation and licensing standards and requirements as appropriate
   4. Brief course descriptions.

C. Needs Assessment, to include
   1. Findings from review of literature
   2. Other similar educational programs in the state and immediate region (e.g., tuition, fees, curriculum plans, etc.)
   3. Employment and related statistics when appropriate
      i. To determine needs in the local area and in the state, include data from Illinois Workforce Development’s web-site and other sources
      ii. To determine need, job code and salary range, include data from U.S. Department of Labor web-site and other sources
      iii. Include other data relevant to establishing program need (such as surveys of students if not included above)
   4. Identification of specific resources required for program implementation, citing applicable accreditation and licensure standards as appropriate
      1. Personnel and salary requirements (director, faculty, support staff)
      2. Office/classroom/laboratory space
      3. Equipment
      4. Clinical resources, if applicable
      5. Library holdings
      6. Technology resources
      7. Delineation of startup and other non-personnel funding that will be required including marketing, accreditation fees if appropriate, and so forth.

D. Identification of Institutional and Support Services policies and procedures required to support the proposed program. A meeting must be held by the VPAA and Deans with support service personnel to discuss and review the existing policies and procedures and make recommendations for revisions as necessary. The support service unit personnel must include the following:
   1. Dean of Enrollment Management
   2. Director of Admissions
   3. Registrar
   4. Director of Financial Aid
   5. Director of Center for Student Success
   6. Director of Finance
   7. Director of Marketing and Advancement

E. Timelines and projections, to include
   1. Timelines for launching the program and identifying leadership
   2. Capacity of the program to attract new students to the College
   3. Profitability: Projected tuition income based on number of students and other income sources relative to anticipated costs (as detailed above) over the first three years of the program.

F. Appendices

G. References

Routing the Program Proposal

Once the President approves of the letter of intent, the VPAA will request in writing that the endorsing Dean (and others, as appropriate) commence with developing a full program proposal per the following specifications. If the proposal is advanced for the President’s consideration, it is to be assumed that a properly prepared program proposal based on a pre-established, sound conceptual basis would be approved by the Board of Directors.

- Proposals must be routed through and approved by the appropriate college curriculum committee and then the college dean.
• The curriculum committee or the Dean may elect to request revisions to the proposal or to decline advancing it to the next level.
• If the proposal is endorsed by the curriculum committee and then by the Dean, it is to be forwarded to the VPAA.
• The VPAA will in turn consult with the EPPC/ Academic Council in determining whether to present the proposal to the President for approval.
• The VPAA may request revisions or decline to advance the proposal.
• The VPAA will advance the proposal to the President, if appropriate.
• The President may request revisions or decline to advance the proposal.
• If the President endorses the proposal, the President, assisted by the VPAA, the college Dean, and the lead faculty member will present the proposal to the Board of Directors.

NOTES: If at any point revisions are requested, the lead faculty member is to be given specific guidelines and a timeline. If at any point, the decision is made to NOT advance the proposal, the lead faculty member and others in the chain of consideration must be provided a written rationale. Appeals of negative program proposal decisions may be made in person at the appropriate level.
I. POLICY:
   All Standing or AdHoc Committee recommendations voted and passed by the Faculty Congress and Academic Council must ultimately be approved by the President of the College.

II. PURPOSE:
   To create and ensure a systematic method of communicating and approving proposed new or revised academic policies and curricular content through the committees of the Faculty Congress and Academic Council recommended by the Faculty to the Administration.

III. GENERAL INFORMATION:
   The Kissflow process will be utilized to route all proposals through the approval process.
SUBJECT: Policy on Policies, Procedures, Protocols, and Guidelines

I. Policy:
   It is the policy of Methodist College (MC) to format, draft, review, update, educate, and distribute internal written policies, procedures, and guidelines in a standard and consistent manner.

II. Purpose:
   The purpose of this Policy is to ensure MC: (a) follows a uniform format for writing policies and guidelines; (b) adopts a uniform process for drafting new policies and guidelines; (c) adopts a uniform process for reviewing and updating existing policies and guidelines; (d) effectively educate, communicate, and distributes new and updated policies and guidelines and (e) establishes an effective method to preserve and archive written policies and guidelines. No policies or guidelines may be adopted or binding at MC without complying with this Policy.

III. General Information:
   Definitions and Explanations of Terms:

   A. Department Guidelines: A written statement of policy and/or procedure applying to only one specific department at MC. All Department Guidelines shall be signed by the Director/Dean responsible for that department. The purpose of Department Guidelines is to further define procedures and activities within an individual area.

   B. Policy: A written position statement or goal, which may be related to any aspect of MC operations, financial, operational, etc., detailing MC’s position or goal including a plan for maintaining the position and/or achieving the goal. Policies may be adopted by MC or its Board.

IV. Procedure
   A. Uniform Format for Writing Policies

   All policies, procedures, and guidelines shall be written using the MC policy template.

   A copy of the Policy Template is attached hereto as Addendum A and is located on the “I Drive”. The basic format to be used is as follows:

   1. Header: The Policy Template includes a header at the top of the page identifying critical information identifying key attribute of the policy, procedure, or guideline including the following (see Addendum A):
      a. Page #: The number of total pages, including any attachments.
      b. Section: Where applicable, the policy may be assigned to a Section.
      c. Policy #: Each policy should have a policy number.
      d. Approval Signature: Each policy must have the President of Methodist College review, approve, and sign.
      e. Date of Most Current Version: Date of most recent approval should be provided here. Where applicable, note next review deadline (especially important for any policies that may be required to have a shorter review timeframe, due to their content).
      f. Historical Data/Revision Dates: Prior versions, names, policies superseded should be summarized here.
      g. Subject: Each policy, procedure, and guideline should have a short and concise name identifying its content.

   2. Policy Body: The body of the policy, procedure and guideline should contain these sections:
      a. Section I: Policy (required): This section should provide a short statement identifying the essential rule, standard, or goal being addressed. This section should also identify the policy’s scope (e.g. MC, specific department, etc).
b. **Section II: Purpose** (required): This section should provide the underlying reasons(s) or need(s) for the policy, procedure, or guideline and describe the end objectives or goals and briefly state the most important expectations are being placed on that group.

c. **General Information** (required): This section may list definitions and terms critical to the policy. This section may provide background information to give the policy context. This section should clearly and concisely describe the step-by-step process for meeting the objectives; accomplishing the task at issue in the policy, procedure, or guideline. While no policy can address every foreseeable set of circumstances, this section should be well thought out and detailed enough to ensure the policy is clear and useful to those who will reference it.

d. **Procedure**: provides a written and detailed set of instructions for performing a sequence of actions or completing a specific task or set of tasks.

e. **References**: Listed in the Reference section should be any of the following that apply: (i) other Methodist College, Methodist Health Services Corporation (MHSC), or Methodist Medical Center of Illinois (MMCI) policy, procedure, protocol, or guideline that are closely related; (ii) any applicable accreditation standards or publications; (iii) state, local, or federal laws; and/or (iv) helpful websites.

3. **Attachments**: Attachments to policies may include sample letters, forms, charts, at-a-glance references, lists, contact information, etc.

B. **Policy Development and Review**

1. **MMCI Policy Compliance**: As an operating division of MMCI, MC adheres to the policies and procedures by MHSC except in those instances when those policies are not appropriate for MC as a higher education institution. MC develops and maintains policies regarding academic matters such as academic freedom, curriculum development, enrollment management, and student rights and responsibilities. MC will default to MHSC policies in instances where they are not referenced in the MC policies.

2. **Methodist College Board Policies**: Methodist College Board of Directors develops and approves Board-level policies. Board-level policies are those which articulate the mission and values of MC, Board structure and operational hierarchy within MC. Board-level policy creation and revision begins at one of the Board committee’s and then proceeds to the full Board for consideration and approval. MC policies identified as a Board policy will be reviewed a minimum of every five (5) years. The Board delegates to the administration the development and approval of policies and procedures which direct the day-to-day operations of the MC.

3. **Methodist College Non-Board Policies**: Non-board policies will be reviewed every three (3) years unless designated with a shorter review cycle on the face of the policy. The regular policy review will be initiated by the MC Director of Human Resources or designee at the scheduled review date. The policy will be distributed to the “assigned reviewer” for review and comment. Reviewers have the responsibility and accountability to solicit input and comment from those affected and to research any applicable changes in state or federal regulations. The President will review the policy with recommended changes, if any. At the President’s discretion, policy changes can be referred back to the assigned reviewer for more research or a cabinet member, or appropriate College committee for further review. The individual who brought forward the new or revised policy will complete the Proposal Cover Sheet, available on the MC I drive, so that the main points and changes are highlighted for communication.

   a. **Methodist College Operational Policies**: Operation policies may be initiated by recommendations from a Cabinet member, MC committee, or as a need is identified by an individual staff or faculty member. All new policies or revised policies will be reviewed by the appropriate venue. Once approved, the new policy or policy revision is forwarded to the President of MC for approval. The Committee Proposal Cover Sheet describes the process in more detail and is available on the MC I drive. (Addendum B).

C. **Procedure for Preserving and Archiving Policies**

1. The Executive Assistant to the President, or designee, shall keep and preserve (in hardcopy and/or digitally) older versions of the policies for at least twenty-five (25) years. Whenever possible, redlined versions of revised policies, showing changes, shall be preserved with the clean copies of the older versions.

2. To avoid confusion, archived Policies need not be posted on the MC internet but should be available to MC Cabinet, upon request, through the Executive Assistant to the President or designee.
SUBJECT: Intellectual Property

I. Policy:
The policy reflects the following goals:

- To create an academic environment that encourages the generation of new knowledge by faculty, staff, and students.
- To facilitate dissemination and sharing of scholarship to a wide audience.
- To ensure that the financial return from the development of intellectual property does not distort decisions and operations of the college in a manner contrary to the mission of the college.

II. Purpose:
The purpose of this policy is to promote the free exchange of ideas and research results while protecting the intellectual property of authors. The objective of this policy is also to identify the proper owner of the copyright interest in a work created by personnel connected with Methodist College.

Intellectual Property shall be defined as the creations of the mind: inventions, literary and artistic works, symbols, names, images and design, in all formats, including articles, books, audiovisuals, software, databases, and digital presentations, used in commerce that is protectable or copyrightable.

III. General Information:

Introduction:
Methodist College and its employees believe that the public interest is best served by creating an intellectual environment whereby creative efforts and innovations can be encouraged and rewarded, while still retaining for the college or university and its learning communities’ reasonable access to, and use of, the intellectual property for whose creation the college has provided assistance.

The College encourages and expects its faculty to engage in creative and scholarly activities as part of their duties. While promoting the widest possible dissemination of scientific and artistic expression, the College will protect the rights of its personnel and the College in the provision of this policy. Ownership of the copyright of a work is initially the author’s. The Copyright Act of 1976 includes provision for copyright ownership of a work produced by one person who has been employed by another for that purpose. It is the employer, not the work’s creator who is considered the owner of copyright. The College will not claim the copyright ownership of works which are not part of a specific assignment or when the result of sponsor-supported effort and the sponsor makes some claim of ownership interest. The College will jointly own all course materials with faculty, with the exception of the syllabus, of which the College retains sole ownership.

Joint Ownership:
The college has contributed to a "joint work" under the Copyright Act. The institution can exercise joint ownership under this clause when it has contributed specialized services and facilities to the production of the work that goes beyond what is traditionally provided to faculty members generally in the preparation of their course materials. Such arrangement is to be agreed to in writing, in advance, and in full conformance with other provisions of this agreement.

Ownership:
Methodist College personnel are defined as all faculty and staff employees of MC. Personnel shall retain copyright ownership for the sale, publication, distribution and classroom use of materials that they have prepared on their own initiative. This provision includes scholarly papers published in journals and books, software, photographic works, as well as unpublished works. Those works which are developed as part of administrative duties or works specifically assigned on the behalf of the College to personnel within the scope of employment will be deemed the property of the College and the College will exercise ownership rights. To promote and support the development of quality online components for all courses, the College and the faculty member will jointly own any course materials created for the purpose of teaching any course offered at MC. In exchange for the sharing of ownership, the faculty member will upload all course materials that are used in the course to Sakai, as well as maintaining a current copy for their own use.
The course syllabus is solely owned by the College in all instances. All course materials are jointly owned by the College and the faculty member who developed the course.

**Assigned Duty:**
When a work is prepared by personnel within the scope of employment, under the copyright law the ownership belongs to the College. The College will claim copyright interest in those works created as part of specific assignment by department heads, deans or the president of the College. Scope of employment shall not include preparation of copyrightable materials in connection with that person’s teaching assignment, participation in research projects, artistic creations or other scholarly works that flow from individual initiative and scholarly works.

**Sponsored/Supported Effort:**
Funds and facilities, provided by grants from governmental, commercial, or private organizations, which are administered and controlled by the College shall be considered provided by the College for the purposes of this policy. Agreement between the College and the sponsor of the grant relating to ownership of copyright and royalties shall be the responsibility of the College.
SUBJECT: Copyright Policy

I. Policy:

This policy is intended to guide the photocopying of copyrighted materials at Methodist College in accordance with the Copyright Law of the United States (title 17, U.S. Code).

II. General Information:

Copyright:

Copyright is a form of protection provided by the laws of the United States (title 17, U.S. Code) to the authors of “original works of authorship” including literary, dramatic, musical, artistic and certain other intellectual works. When used in this agreement, the term "Copyright" shall be understood to mean that bundle of rights that protect original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. "Works of authorship" (including computer programs) include, but are not limited to the following: literary works; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic, and sculptural works (photographs, prints, diagrams, models, and technical drawings); motion pictures and other audiovisual works; sound recordings; and architectural works. "Tangible media" include, but are not limited to, books, periodicals, manuscripts, phonorecords, films, tapes, and disks.

Fair Use:

One limitation on copyright protection is the doctrine of “fair use”. The fair use doctrine, codified in section 107 of the 1976 copyright law is defined as a public usage for which the copyright owner does not receive royalties because it is minimal and in the public interest. (See U.S. Copyright Office Fair Use Statement addendum). This doctrine attempts to establish a balance between the First Amendment (freedom of speech) and appropriate compensation to authors as protected by copyright. The four criteria which determine fair use are: 1) the purpose and character of the use, including whether such use is of a commercial nature or if for nonprofit education purposes; 2) the nature of the copyrighted work; 3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and 4) the effect of the use upon the potential market for or value of the copyrighted work. The nature of the copyrighted work refers to the expectation of the author and society on its value and usage, as well as whether the work is scholarly or commercial. Three fair use tests (See Fair Use Test addendum) can be used in determining copyright compliance----: Brevity -- 250 words for poems, 2500 words or 10% of articles, stories, etc.; Spontaneity -- a work must not be calculated enough ahead of time that reprints or permission could be acquired; and Cumulative effect -- an aggregate use, the combination of small uses that become additive to such a proportion that continued copying could or would harm the potential market for an author.

Liability:

Liability for copyright infringement may not be imposed on the library or its employees for unsupervised use of reproducing equipment located on its premises, provided that such equipment displays a notice that making copies may be subject to copyright law (title 17, U.S. Code section 108).

Reserves:

Photocopies of articles and chapters of books are maintained on RESERVE in the library at the request of faculty. Under the fair use guidelines photocopies of these materials may be made without requiring permission from the owner of the copyright. Materials that are photocopied by the library to be put on RESERVE will be the property of the library and retained for a specified period of time, no longer than one semester. At the end of this time the librarian will remove the RESERVE literature.

Inter Library Loan/Document Delivery:

Inter library loan requests must comply with copyright compliance guidelines. Methodist College adheres to the National Commission on New Technological Uses of Copyright Works CONTU Guidelines on Photocopying under Interlibrary Loan Arrangements. (See CONTU Guidelines addendum to Copyright Policy). When requests for a specific journal title
exceed the limit of 5 articles per calendar year the library cannot request any more items from that journal title. For each year within the last five years, no more than 5 articles may be photocopied without permission from the owner of the copyright. For books, no more than 5 chapters may be photocopied per year for the duration of the copyright. Faculty in developing curricula and making reading assignments should remember the fair use tests: spontaneity, brevity, and cumulative effect. Faculty must obtain permission to copy from the owner of the copyright when the need for reproduction exceeds the copyright guidelines. Records of document delivery must be maintained by the library for three calendar years in the case of subpoena. If materials photocopied are older than five years, the guidelines take no position. One exception to the rule of five is when the library maintains a subscription to a periodical and is unable to locate it in the collection. The photocopy made as a result of an interlibrary loan request is not counted against the five per year guideline.

Public Domain:
When the duration of the copyrighted period is over, a work is considered to be in the Public Domain. Public Domain also applies to most United States Government publications where copyright protection does not apply. Those which do have copyright protection are subject to the libraries general copyright policy.

References:
Georgia Harper, JD. UT System, Copyright Crash Course -

TEACH Act Tutorial - http://www.provost.ncsu.edu/copyright/toolkit/

AAUP - http://www(aaup.org/AAUP/issues/DE/
Sample DE policy and contract language -
http://www.aaup.org/AAUP/issues/DE/sampleDE.htm
Sample Intellectual Property policy and contract language -
http://www.aaup.org/AAUP/issues/DE/sampleIP.htm

Copyright or Copy Wrong: An Analysis of University Claims to Faculty Work, Ashley Packard (2002), Lexis-Nexis.

Intellectual Property Development and Use for Distance Education Course, Ruth E. Nemire, College Teaching, 2007

SUBJECT: Research Protocol at Methodist College

I. Policy:
   a. Scope of research covered under this policy includes all data collecting or data analysis activities that involve one or more of the following:
      i. Use of any Methodist College (MC) resource (facilities or equipment)
      ii. Interaction with any MC faculty, staff, or students during their hours of MC employment or MC educational activities
      iii. Recruitment of MC faculty, staff, or students as subjects
      iv. Participation of MC faculty, staff, or student(s) as the principal investigator (PI), member of a research team, or research subject. There is one exception to this. Research activities engaged in by a MC faculty member wholly within the role of a doctoral student, and that do not involve scope of research defined in parts I a i, ii or iii (above), are not included in the scope of activities that are covered under this policy.
   b. Prior to initiation of any research-related activity, the PI must:
      i. Obtain written approval from the Peoria Institutional Review Board (IRB) and inform the Vice President of Academic Affairs to sign off (online) with the Peoria IRB.
      ii. Obtain written approval from the MC Scholarship and Research Committee
   c. If requested, the PI must provide the Director of Planning and Accreditation with a copy of executed consent forms that are obtained from any faculty, staff, or students.
   d. Within 6 months of study termination or completion, the PI is to notify the Director of Planning and Accreditation and submit a summary of study findings.

II. Purpose:
    To ensure the efficient and ethical conduct of research within MC or by any research performing research within MC.

III. General Information:
   a. Peoria IRB
      i. The Peoria IRB website is: [http://www2.uicomp.uic.edu/Dept/IRB/](http://www2.uicomp.uic.edu/Dept/IRB/)
      ii. Determination of whether an educational research project qualifies for approval for exempt status is to be made with and by the Peoria IRB.
      iii. Applications for the Peoria IRB are completed online through a link via [www.irbnet.org](http://www.irbnet.org). Researchers are required to set up a (free) account. MC PIs need to record institutional affiliation with MC rather than Methodist.
   b. MC Scholarship and Research Committee
      i. Retrieve an electronic copy of the Conduct of Research at MC Form from MC Scholarship and Research webpage.
      ii. Complete Part A of the form and submit an electronic copy to the Scholarship and Research Committee Chairperson.
   c. The process
      i. Researchers may begin submission of paperwork to the Peoria IRB and MC Scholarship and Research Committee concurrently, although a response from the MC Scholarship and Research Committee will not occur until all necessary documents are received and reviewed.
      ii. Contact the Scholarship and Research Committee chairperson for any questions or to inquire about the status of the review.
      iii. Copies of all correspondence with the PI will be maintained by the Scholarship and Research Committee.

IV. A summary of the status of all submitted proposals will be included in the Scholarship and Research Committee’s report at Faculty Congress.
SUBJECT: Email Policy

I. Policy:
   To provide guidelines in regard to the use of Methodist College email.

II. General Information:
   Methodist College Use of Email
   Email is an official means of communication within Methodist College. As a result, Methodist College has the right to send communications to faculty, staff, and students via email and the right to expect that those communications will be received and read in a timely fashion.

   Assignment of Email Addresses
   The Methodist College Information Technology staff will assign faculty, staff, and students an official email address. This is the official email address through which Methodist College will send email communications. This official address is included in Methodist College “Directory Information” listing.

   Redirecting Email
   Methodist College recommends that faculty, staff, and students use Methodist College email system. Individuals may have his/her email electronically redirected to another email address. Methodist College is not responsible for email forwarded to and handled by outside vendors. Redirecting email does not eliminate the responsibility that faculty, staff, or students have concerning official Methodist College email communication. Faculty, staff, and students are expected to check his/her official email address frequently.

   College Email Account and Student Use
   Upon admission to Methodist College, each student will be provided with a college email account. It is the responsibility of the student to keep the email account confidential and to not share college email information with any other student. If such information is shared, it is the responsibility of the student to notify Information Technology personnel so that appropriate measures can be taken to re-secure the student’s information. Furthermore, if a student shares college email information knowingly with another student and that information is used in a manner that violates the Computer Access Security Agreement Form (signed by each student upon the issuance of their account information), that student will be held equally accountable for the violation. The student email account will also be used to access external resources (including the ATI site).

   Educational Use of Email
   Faculty may determine how email is used in their courses and will make appropriate notations regarding email requirements in course syllabi. No grades may be sent via email.

   Appropriate Use of Email
   Faculty, staff, and students are expected to take into consideration the sensitive or confidential nature of the information they want to send and realize that email may not be appropriate in some instances. The use of email will be in compliance with all Methodist College, local, state, and federal regulations, including the Family Educational Rights and Privacy Act of 1974 (FERPA). Email is subject to professional standards of behavior.

   Methodist College offices will utilize Methodist College email to send selected official communication to students. This email might include individual addressed messages as well as “group email” messages such as registration information, important dates, etc. These communications are for the purpose of conducting official Methodist College business; therefore, Methodist College has the right to expect that those email communications are read in a timely fashion.

   Account Duration
Students will maintain and check his/her email address while enrolled at Methodist College. Email accounts are deactivated for student access within 2 weeks following graduation or withdrawal from MC.

**Spam**
The sending of random mailings (“junk email” or “spam”) is inappropriate use. The Information Technology department has specific distribution lists for conveying official college information via email; users may not opt out of these lists. Users wishing to send mass emails should contact Information Technology to discuss appropriate usage and options for distribution.

It is the user’s responsibility to ensure that messages do not unnecessarily or frivolously overload the email system (e.g., spamming and junk mail are not allowed). Users should use the email system’s Junk Mail handling tools to block spam and unwanted email.
I. Policy:
All members of the Methodist College community, including staff, faculty and students, are required to follow the technology eligibility and usage policy of both the College and our parent organization, Methodist Medical Center. Methodist owns the network for the College and requires that each member of the College community must sign and date a Technology Usage Agreement. Access to the network is a privilege. As such, the College reserves the right to monitor and investigate violations of this policy. The technology eligibility and usage policy requires that you not share copyrighted material over the Methodist’s network, via web pages, peer to peer file-sharing software, and e-mail. This applies to personally owned computers as well as College owned computers, if they are accessing the Methodist network.

II. General Information:
Any sharing of copyrighted materials on the MC network, without proper permission, is a violation of the policy and may lead to disciplinary proceedings and, in some cases, legal action. Internet traffic and accesses on the Methodist network are managed by the firewall solution in place. The firewall is configured to only allow HTTP and HTTPS traffic from the "inside" (secure) network to the "outside" (non-secure) network. Peer to Peer sites, SMTP and Instant messaging are examples of the traffic that is blocked. Outside (non-secure) traffic is blocked by default and exceptions are made on an as needed basis for services such as e-mail, internal websites and information sharing. Business needs and applications drive exception requirements. A formal request is sent to the Information Technology department to request an exception identifying the business requirement, application and IT resources that will use the application.

Peer-to-Peer (P2P) Software:
Peer-to-peer (P2P) file-sharing allows users to share files online through an informal network of computers running the same software. File-sharing using programs such KaZaA, Grokster, Morpheus, Gnutella, etc., are network-based programs that allow users to download and distribute music files from computer to computer across networks using P2P protocols. You could download copyright-protected material, pornography, or viruses without meaning to, or you could mistakenly allow other people to copy files you don't mean to share, since file sharing software allows you to search the Internet for files. Using these programs on the Methodist network is blocked.

Recreational downloading of copyrighted materials is a violation of both federal law and College policy. The use of file-sharing (peer-to-peer or P2P) programs to trade music and movies over the Internet is illegal and violates copyright laws. The distribution of copyrighted material from your computer, including music, games, and videos, for which you do not have the owner's permission is a violation of federal law, the Digital Millennium Copyright Act (DMCA). The law is enforced by federal investigators, by the owners of copyrighted materials, and organizations acting on their behalf.

Copyrighted Materials:
When using a computer network to share copyrighted materials with others, both the people making copies (downloading) and those offering such materials to others (serving) via a P2P network, are infringing upon copyright owners' rights and violating federal and international copyright law. Copyright infringement occurs whenever you make or distribute songs, videos, software, cartoons, photographs, stories, and novels - without authorization from the copyright owner. Infringement can also occur when one person purchases an authorized copy, but allows others to reproduce additional “pirated” copies.

Methodist’s policy regarding student use of computer resources clearly states that a student who reproduces or distributes copyrighted materials in electronic form without permission from the material's owner may be removed from the Methodist computer network, and may face further disciplinary action or even legal action.
SUBJECT: Social Media Policy for Employees and Students

I. Policy:
To help employees and students understand how to publish and engage in conversations on the internet, both on MC and MMCI sponsored sites and in other public domain sites. Appropriate use of systems and features, as well as the appropriate content of electronic communication, is required.

II. General Information:
The rapid growth of social media technologies combined with their ease of use and pervasiveness make them attractive channels of communication. However, these tools also hold the possibility of a host of unintended consequences. This policy has been created to assist the faculty, staff and students of Methodist College ("MC") with identifying and avoiding possible issues.

This policy is not intended for internet activities that do no associate or identify a faculty, staff member, or student with MC, do not use MC e-mail addresses, do not discuss MC and are purely about personal matters.

Definitions
Users are any faculty, staff, or students utilizing social media platforms.

Social Media Platforms are technology tools and online spaces for integrating and sharing user-generated content in order to engage constituencies in conversations and allow them to participate in content and community creation. Examples are Facebook, Twitter, LinkedIn, Pinterest, Instagram and YouTube. Because of the emerging nature of social media platforms, this list is not intended to be exhaustive of all platforms available. These policies apply to those cited and any other online platform available and emerging including social networking sites and sites with user-generated content.

Official College Communications
Institutional representation via online social media platforms can only be initiated and authorized through the efforts of College Administration. There can be no official MC sites or pages on YouTube, Facebook, Twitter, etc. unless they are developed or authorized by the Director of Community and Alumni Relations. Any sites or pages existing without prior authorization as required above will be subject to review when discovered and may be amended or removed.

Faculty, Staff or Students who utilize MC-sponsored sites must follow these guidelines:
1. Do No Harm. All Users must ensure that their internet social networking does no harm to the College or to themselves whether navigating those networks on the job or off.
2. Relationships. Users should give careful consideration to assess the implications of "friending", "linking", "following" or accepting such a request from another person. For example, there is a potential for misinterpretation of the relationship or the potential of sharing protected information. Relationships such as faculty-student, supervisor-subordinate or staff-student merit close consideration of the implications and the nature of the social interaction. Therefore, staff and faculty are not recommended to "accept" parents, students or volunteers as "friends" on social networking sites.
3. Personal Responsibility. Users are personally responsible for the content they publish on blogs, wikis or any other form of user-generated content. Be mindful that what you publish will be public for a long time - protect your privacy. In addition, Users are responsible for what they post on their own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be copyright infringement, defamatory, proprietary, libelous, or obscene (as defined by courts).
4. Comply with Regulations. Users must follow the same HIPAA, FERPA, and MC policies including respecting copyrights and disclosures, and not revealing proprietary financial, intellectual property, patient care or similar sensitive or private content. Users should not post content that includes personal health information (or employer-related information such that someone could deduce the identity of person references) including patient images on any social media site.
5. Identify your Affiliation. If users identify themselves as a member of the college community in any online forum and/or use their MC e-mail address, they must make it clear that they are not speaking for MC, and what they say is representative of their individual personal views and opinions and not necessarily the views and opinions of MC.

6. Maintain Transparency. The line between professional and personal business is sometimes blurred. Therefore, users must be thoughtful about a posting’s content and potential audiences. Users must also be honest about their identity. In personal posts, they may identify themselves as a member of the MC community. However, they must be clear that they are sharing their views as individuals, not as representatives of MC.

7. Be Thoughtful. Users must be thoughtful about how they present themselves as a MC faculty, staff or student in online networks.

8. Conflict of Interest. If someone or some group offers to pay Users for participating in an online forum in their MC role, offers advertising for pay and/or for endorsement, this could constitute conflict of interest and MC policies and guidelines apply.

9. Media Contacts. If someone from the media or press contacts Users about posts made in online forums that relate to MC in any way, Users must alert the Director of Community and Alumni Relations to respond.

10. College Resources. Faculty and staff should respect College time and property. Faculty and staff should participate in personal social media conversations on their own time. Use of internet and use of social media or networking sites for purposes not authorized by MC during any employee’s paid work time is prohibited. Violations of the policy can lead to discipline including termination from employment.

Guidelines for Personal Social Media Activity
Faculty and staff are encouraged to share college news and events, which are a matter of public record, with their family and friends. Linking straight to the information source is an effective way to help promote the mission of the College and build community. As stated above, when you might be perceived online as an agent of the College, you need to make sure it is clear to the audience that you are not representing the position of the College or College policy. While the guidelines below apply only to those instances where there is the potential for confusion about your role as a College agent/expert versus personal opinion, they are good to keep in mind for all social media interactions. When posting to a social media site you should:

1. Be authentic. Be honest about your identity. In persona posts, you may identify yourself as a College faculty or staff member. However, please be clear that you are sharing your personal views and are not speaking as a formal representative of the College. If you identify yourself as a member of the College community, ensure your profile and related content are consistent with how you wish to present yourself to your colleagues.

2. Use a Disclaimer. If you publish content to any website outside of MC and it has something to do with the work you do or subjects associated with MC, use a disclaimer such as this: "The postings on this site are my own and do not represent Methodist College's positions, strategies or opinions."

3. Don't Use the MC Logo or Make Endorsements. Do not use the MC signature block, academic logo, or any other MC marks or images on your personal online sites. Do not use MC's name to promote or endorse any product, cause or political party or candidate.

4. Take the High Ground. If you identify your affiliation with MC in your comments, readers may associate you with the College, even with the disclaimer that your views are your own. Remember that you're most likely to build a high-quality following if you discuss ideas and situations civilly. Don't pick fights online.

5. Don't Use Pseudonyms. Never pretend to be someone else. Tracking tools enable supposedly anonymous posts to be traced back to their authors.

6. Protect Your Identity. While you should be honest about yourself, don't provide personal information that scam artists or identity thieves could use. Don't list your home address or telephone number. It is a good idea to create a separate e-mail address that is used only with social media sites.

7. Does it Pass the Publicity Test. If the content of your message would not be acceptable for face-to-face conversation, over the telephone, or in another medium, it will not be acceptable for a social networking site. Ask yourself, would I want to see this published in the newspaper or posted on a billboard tomorrow or ten years from now?

8. Respect Your Audience. Don't use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in MC's community. You should also show proper consideration for others' privacy and for topics that may be considered sensitive - such as politics.

Guidelines for Professional Social Media Activity
Online collaboration tools provide low-cost communication methods which foster open exchanges and learning. While social media tools are changing the way we work and how we connect with the public and other higher education institutions, the MC policies and practices for sharing information remain the same. In addition to the general guidelines discussed above, when you are creating or posting to a social media site on behalf of MC you need to:

1. Seek Approval. Any messages that might act as a "voice" or position of the MC must be approved by College Administration.
2. **Be Accurate.** Make sure that you have all the facts before you post. It's better to verify information with a source first than to have to post a correction or retraction later. Cite and link to our sources whenever possible - that's how you build community.

3. **Be Transparent.** If you participate in or maintain the social media site on behalf of MC, clearly state your role and goals. Keep in mind that if you are posting with a MC username, other users do not know you personally. They view what you are post as coming from the College. Be careful and be respectful. What you say directly reflects on the college. Discuss with your supervisor the circumstances in which you are empowered to respond directly to users and when you may need approval.

4. **Be Responsible.** What you write is ultimately your responsibility. Participation in social computing on behalf of MC is not a right but an opportunity, so please treat it seriously and with respect. If you want to participate on behalf of the MC, be sure to abide by its standards and principles.

5. **Respect Others.** Users are free to discuss topics and disagree with one another, but please be respectful of others' opinions. You are more likely to achieve your goals if you are constructive and respectful while discussing a bad experience or disagreeing with a concept or person.

**General Guidelines for Online Professional or Personal Social Media Activity**

Online social media allow MC faculty, staff, and students to engage in professional and personal conversations. These guidelines apply to faculty, staff and students who identify themselves with MC and/or use their MC e-mail address in social media platforms such as professional society blogs, LinkedIn, Facebook, Twitter, Instagram etc. for deliberate professional engagement or casual conversation. These guidelines apply to private and password protected social media platforms as well as open social platforms.

By posting a comment or other material to MC-sponsored sites, users give MC the irrevocable right and license to exercise all copyright, publicity, and moral rights with respect to any content provided, which includes using the submissions for any purpose in any form and on any media, including but not limited to: displaying, modifying, reproducing, distributing, creating other works from, and publishing submissions. MC reserves the right to review all comments before they are posted, and to edit them to preserve readability for other users.

MC further reserves the right, in its sole discretion, reject or remove comments for any reason, including but not limited to our belief that the comments violate this policy. Any submissions that fail to follow this policy in any way or are otherwise irrelevant will not be posted. Due to the sheer volume or appropriateness, MC will not respond to every posting, especially those that address individual medical issues.

**Disciplinary Action for Violations**

Any employee or student who believes that this policy has been violated shall report the incident to a member of Senior Administration. Any violation of this policy by an employee is grounds for disciplinary action, which may include termination of employment. Any violation of this policy by a student will be addressed through the Student Code of Conduct process.

You are legally responsible for any postings and therefore may be held liable if the postings are found to be defamatory, harassing, tortuous or in violation of any applicable law.
I. Policy:
The teaching load for a faculty position is 24 credits per academic year to be allocated in an equitable manner between the fall and spring semesters. Specific positions may be deemed to warrant allocation of administrative credits to be assigned in lieu of teaching a portion of the teaching load. In all cases such allocations must be recommended by the Academic Dean/Department Chair to the Vice President of Academic Affairs with final approval residing with the President of the College.

II. General Information:
Routine approval of assigned credit is awarded to the following positions:
1. Three credits per semester are awarded to Academic Program Coordinators for the purposes of (a) recruiting, advising, and mentoring students, (b) collaboration with the Director of Admissions for Recruitment, and (c) leading faculty who teach in the programs in the programs to plan, assess student learning, and evaluate program outcomes. These positions include:
   a. Accelerated Second Degree BSN Program Coordinator
   b. RN to BSN Program Coordinator
2. Clinical Practice Coordinator: Nine credits per semester are awarded to the Clinical Practice Coordinator for the Undergraduate Nursing Program to achieve the expectations of the position, including but not limited to planning, coordination, assessment, and evaluation of clinical outcomes in the Undergraduate BSN Program.
3. Academic Department Chair: Nine credits per semester are awarded to the Chair of an Academic Department (e.g. Undergraduate Nursing) to achieve the expectations of the position, including but not limited to new faculty orientation, faculty evaluation, as well as planning, coordination, assessment, and evaluation of the outcomes of the Program.
4. Coordinator of Standardized and Computerized Testing: Three credits per semester are awarded to the Coordinator of Standardized and Computerized Testing (e.g. ATI) for the purposes of managing issues surrounding material availability, test management, faculty development, and student problems.
5. Coordinator of the Writing Program: Three credits per semester are awarded to the Writing Across the Curriculum Coordinator for the purpose of faculty development, as well as planning, implementing, assessment of individual and aggregated data, and evaluation of program outcomes with regard to the Undergraduate Student Learning Outcome “Communication”. The Coordinator of the Writing Program will work with faculty in writing intensive courses to support faculty development and writing assignments in the courses.
6. Continuing Education Nurse Planner: One credit per semester will be awarded to a nursing faculty member to serve as the nurse planner per the requirement of the Ohio Nurses Association regulations.
7. Student Clinic Coordinator: Three credits per semester may be awarded to a faculty member who holds credentials as a certified nurse practitioner (adult or family) for the purposes of coordinating the Student Health Clinic and providing episodic care for Methodist College students six hours per week.

Assignment Process: The President of the College may, upon recommendation of the Vice President of Academic Affairs, determine any additional positions for which workload credit is to be assigned for administrative duties, including amount and allocation of workload credit. NOTE: Coordinator roles involving credit allocation need to remain distinct, one from the other, such that one person is not responsible for multiple coordinator roles.

Achievement of Role Expectations: All coordinators will be evaluated for completion of assigned objectives at the end of each academic year. Failure to meet assigned responsibilities may result in removal from coordinator position. All coordinators are encouraged to seek input from their immediate line report regarding expectations at any time.
SUBJECT: Certified Nurse Educator (CNE) Examination for Graduate Faculty in Nursing

III. Policy:
Certified Nurse Educator (CNE) Examination

IV. Purpose:
The purpose is to provide evidence of excellence in nursing education through certification of all nursing faculty who hold an earned doctoral degree as Certified Nurse Educators (CNE) through the National League for Nursing. Certification, a mark of professionalism and achievement, establishes nursing faculty expertise in their role as educators and is a sign of leadership and role modeling (NLN). All full-time nursing faculty who hold an earned doctoral degree and hold a Master's degree in Nursing are eligible to be assigned to teach courses in the MSN program and are, therefore, required to pursue certification as a CNE as a member of the graduate faculty.

III. General Information:
A. All full-time nursing faculty who hold an earned doctorate at Methodist College will attain certification as a nurse educator by taking the Certified Nurse Educator (CNE) examination through the National League for Nursing (NLN).

B. All full-time nursing faculty who hold an earned doctorate with a master’s degree in nursing education who were hired to teach at Methodist College on July 1, 2014 and thereafter are required to actively seek CNE certification within one (1) year of being hired as full-time faculty at Methodist College.

C. All full time nursing faculty who hold an earned doctorate with a master's degree in nursing within a practice area other than nursing education, must attain CNE certification within two (2) years of being hired as full-time faculty at Methodist College if hired on July 1, 2014 and thereafter.

D. Full-time nursing faculty who hold an earned doctoral degree must demonstrate successful completion of the CNE examination by providing appropriate documents, or if unsuccessful during testing, must demonstrate an annual attempt to successfully complete the certification examination. All documentation must be provided during the annual evaluation.

E. The fee for the examination will be paid by the faculty member. Methodist College will reimburse the full fee for the examination when provided evidence of successful completion of the examination.

F. The faculty will not be required to sign a tuition reimbursement agreement for the exam fee.

G. Faculty members are required to maintain this certification on an ongoing basis and are personally responsible for renewal fees.
SUBJECT: Search Process for Full-Time Faculty

I. Policy:
   It is the policy of Methodist College (MC) to manage the faculty search process for approved faculty positions effectively. Therefore, all full-time faculty should be hired according to the approved process outlined below.

II. General Information and Process:
   The goals of the search process are to:
   a. Attract excellent candidates who exhibit the qualifications necessary to teach the proposed courses, demonstrate the MC values, and possess the teaching and interpersonal skills necessary to support the success of students;
   b. Provide rich opportunities for candidates, faculty, staff, and students to engage during the search process; and
   c. Fill vacant positions in a timely manner

   The search process consists of several phases: (1) approval of a new position by the MC President, (2) selection and preparation of the search committee; (3) recruitment phase; (4) selection of candidates for interview; (5) interview process; (6) recommendation process; (7) approval to hire. These processes result in hiring a new faculty member or in a failed search if no qualified candidate is identified or does not accept the position.

1. Approval by College President to initiate the recruitment process
   a. The VPAA verifies the availability of an approved and budgeted faculty position and notifies the Academic Dean, which will be either:
      i. A replacement for a vacant faculty position, or
      ii. A new, budgeted position.
   2. The VPAA presents documentation regarding the position, including “Authorization to Recruit” form, for MC President review and approval.

2. Selection and Preparation of the Search Committee
   The Academic Dean/Department Chair, in collaboration with the VPAA, will establish the Search Committee for the department from interested faculty who volunteer on an annual basis. The search committee includes, at a minimum, the Academic Dean or Department Chair who will chair the committee, four faculty members including three from the Department with expertise pertinent to the position and one external to the Department, and the HR representative.
   a. The Search Committee is established, called, and charged by the VPAA or Academic Dean/Department Chair.
   b. The members of the search committee will be oriented to policies and legal issues through standard HR processes prior to or during the first meeting.

3. Recruitment Phase
   The recruitment phase is conducted by Human Resources, including advertisement and recruitment for the position, collection of materials from applicants, screening of applicants for required qualifications, and preparation of the Search Committee.
   a. HR prepares announcements/advertises and designs materials for recruitment.
   b. Applicants provide required materials, including a current curriculum vitae, official or unofficial transcript(s), and a letter of interest inclusive of a teaching philosophy.
   c. HR collates application materials, screening for required qualifications, and delivering the screened application materials to the relevant Academic Dean or Department Chair.

4. Selection of Candidates for Interview
   The selection of candidates phase identifies applicants who will be brought to campus for interview. This phase is conducted jointly with the Search Committee and HR. The search process is designed to maintain confidentiality of the candidates to the greatest extent possible prior to invitation to campus interviews. As such, the committee should refrain from discussing the candidate pool with those outside the Search Committee until invited candidates commit to visiting campus, at which time the search is no longer considered confidential.
   a. The Academic Dean or Department Chair convenes the search committee from among the list of interested faculty members.
   b. Search committee selects applicants to be brought to campus for an interview. A telephone interview may be
conducted prior to the campus interviews at the discretion of the committee, particularly in the event that one selected candidate resides at such a distance that significant, reimbursable travel costs would be incurred.

c. HR contacts the candidates identified by the search committee to assure continued interest and schedules interviews with interested individuals. Those who accept the invitation to campus will provide HR with a list of professional references from the candidate that will be contacted by HR during this phase of the process. The candidate will be apprised that the interview will consist several components that will take approximately 4 hours, which include:

   i. HR meeting regarding benefits, search process and timeline, and campus climate;

   ii. Search committee meeting during which members will pose official questions previously identified by the search committee;

   iii. Open Forum with faculty and students to include a brief introduction by the candidate, followed by a five to ten minute statement regarding teaching philosophy, and a ten minute presentation on a topic selected by the Search Committee; and

   iv. Individual interviews with the Academic Dean/Department Chair and VPAA, which will include an open dialog regarding the position; questions will be asked of the candidate and the candidate will be able to inquire about specifics of the position.

5. Interview Process

Human Resources guides the process of each candidate’s interview from arrival on campus, through all events and assures effective conclusion of the campus visit. Feedback documentation forms will be provided to, and collected from, all audiences by HR. Information from the documentation forms will be aggregated by HR. Both aggregated and original documentation will be made available to the Search Committee for review subsequent to the completion of all interviews. All documentation kept by search committee members throughout the process must be returned to HR for filing or shredding, as appropriate.

6. Recommendation Process

Upon conclusion of all interviews, it is the responsibility of the Search Committee to make a recommendation(s) regarding the position. Responsibilities at each level include:

   a. The Academic Dean/Department Chair will convene and lead the Search Committee with consultation from Human Resources regarding EEOC, ADA, and other federal guidelines pertinent to employment;

   b. The Search Committee develop a list of unranked, approved candidates;

   c. The list of unranked, approved candidates will be given by the Academic Dean/Department Chair to the VPAA; and

   d. The VPAA will recommend finalists to the President of the College, and will also provide to the President the complete list of recommended candidates who were recommended from the Search Committee and Academic Dean/Department Chair.

7. Hiring Process

The hiring process occurs with the Methodist College President and Director of HR or designee as follows:

   a. The President and Director of HR will meet to delineate an offer to be made to the finalist;

   b. The HR Director or designee will communicate with the finalist, making an offer of employment in accordance with MC hiring policies; and

   c. When the employment offer is accepted, the HR Director or designee will notify the President and VPAA.
I. Policy:

It is the policy of Methodist College (MC) to assign faculty to teach courses in accordance with the requirements of the Higher Learning Commission and with disciplinary accrediting or regulatory bodies. Faculty teaching assignments are prioritized by several factors, including, but not limited to:

1. Faculty credentials, including academic preparation, licensure, and professional certification;
2. Tested experiences in adherence to the criteria of regulatory and accrediting bodies (e.g. HLC);
3. The requirement of the College to deliver all curricula as planned and scheduled; and
4. Faculty preference for teaching in a particular course for which he/she is qualified.

The Vice President of Academic Affairs (VPAA), in collaboration with the Academic Deans and Department Chairs, holds responsibility for assuring congruence of faculty teaching assignments with requirements of regulatory bodies (e.g. Higher Learning Commission, accreditation agencies, and licensing requirements). The processes outlined herein provide faculty the opportunity for input into teaching assignments, reserving the assignment of classes to the Academic Dean/Department Chair.

II. General Information:

Methods for Qualification of Faculty:

Faculty qualifications to teach in the academic programs at MC are determined through verification of academic credentials or through tested experience:

1. Qualification by Academic Credentials: Instructors must possess an academic degree documented on a college or university transcript with a major relevant to the course they are teaching. They must hold a degree at least one level above the level at which they teach. (e.g. bachelor’s level courses to be taught by master’s prepared faculty; master’s level courses taught by those who hold terminal degrees in the field; in almost all cases this is a doctoral degree, with the notable exception of the Master of Fine Arts degree). When a discipline includes subfields, the faculty must be academically qualified in the area in which they will teach. Additional credentials may be required by the discipline; at Methodist College this applies primarily to nursing. A faculty member who teaches in the baccalaureate nursing curricula must hold a license to practice nursing in the State of Illinois and must either hold a minimum of a master’s degree in nursing or a master’s in a related field with 18 credits of graduate nursing credit documented on a transcript from an accredited institution of higher education. Approval of the latter requires review by the Illinois Board of Professional and Financial Regulation.

2. Qualification by Tested Experience (Represents Terminology of the Higher Learning Commission): A faculty member qualified through Tested Experience must meet an objective measure (e.g. academic preparation, score on a certification test, special certificates, or years of work experience, and so forth) that ensures the individual’s knowledge and expertise are sufficient for determining requisite content and designing effective teaching/learning experiences and assessments. At Methodist College the criteria for qualification through tested experience include:

   a. Demonstration on the curriculum vitae of a minimum of five years of full-time work experience directly related to the proposed course assignment when the faculty member holds the requisite degree (Master’s for teaching undergraduate courses; terminal degree for teaching graduate courses) in a related field but not in a field directly related to the course; or
   b. Ten graduate credit hours (documented on official transcript) from an accredited college or university of course credit in the field related directly related to the course assignment may be combined with three years of experience when the appropriate degree (Master’s in the discipline/subdiscipline for teaching undergraduate courses; terminal degree in a related discipline for teaching graduate courses) is held in a related field;
c. A reasonable and prudent combination of documented work experience, college graduate credit (documented on official transcript), professional certification, licensure, continuing education, and/or scholarship may be used. Must hold an appropriate degree (Master’s in the discipline/subdiscipline for teaching undergraduate courses; terminal degree in a related discipline for teaching graduate courses)

Documentation and Approval of Qualification by Tested Experience: The Academic Dean or Department Chair will collect documentation to support assignment of a faculty member who does not hold the requisite degree for a proposed course assignment, including by not limited to:

a. Curriculum vitae including detailed work experience in the area
b. College or University Transcripts demonstrating graduate credit in the area
c. Certifications
d. Licensure
e. Continuing education
f. Professional, peer-reviewed presentations
g. Peer-reviewed publications
h. Monographs or books
i. Invited authorship in journal or book
j. Written narrative account of professional qualifications

The documentation will be prepared and a recommendation for teaching made by the Academic Dean or Department Chair to the Vice President of Academic Affairs (VPAA) for final approval.

3. Graduate Credentials: Faculty teaching in graduate programs must hold the terminal degree relevant to the discipline and have a record of scholarship, creative endeavor, or achievement in practice commensurate with graduate expectations. MC College policy requires faculty teaching in the Master of Science in Nursing curriculum to hold certification as a Certified Nurse Education with the National League for Nursing.

Process for Assigning Faculty to Teach Courses:
A. Overview
   1. Annually, Academic Deans/Department Chairs are responsible for finalizing teaching assignments in accordance with pertinent regulatory requirements. The VPAA holds final approval for faculty assignments.
   2. Faculty preference for course assignments will be solicited by the respective Academic Dean/Department Chair in the spring semester for the following academic year. As a part of this request faculty are invited to specify the courses they prefer to teach in the upcoming academic year, along with a rationale for the preferences, including academic or experiential qualifications for teaching the course. A draft of the course schedule will accompany the call for teaching requests if available.
   3. A draft of faculty workload will be developed by the Academic Dean/Department Chair.
   4. When the faculty member is well-qualified by academic credentials or by tested experience to teach requested courses, Academic Deans and Department Chairs will strive to meet a minimum of one to two preferred courses each semester, as well as other preferences when possible.

B. Communication Regarding Teaching Assignments:
   1. The proposed teaching assignments for fall and spring semesters will be communicated to the faculty by the Academic Dean/Department Chair not later than May 1.
   2. The proposed teaching assignments for the regular academic year will be shared with each faculty member, and faculty will have an opportunity to provide written input regarding their assignments to the Academic Dean/Department Chair.
   3. Final teaching assignments for the upcoming year will be communicated not later than the date grades are due for the spring semester.
   4. Changes to planned teaching assignments will be carefully considered and notification will be given to faculty members at least ten business days prior to the beginning of the fall and spring semesters, with preference given to the earliest possible communication of any changes to teaching assignments.
   5. Although every effort is made to avoid changing teaching assignments within two weeks of the beginning of any semester, teaching assignments may be adjusted to accommodate unexpected events, such as illness, untimely resignations, or significant changes in enrollment. Assignment changes occurring as a result of illness, resignations, or changes in enrollment will be made as soon as possible, and faculty members who are affected will be contacted by the appropriate Academic Dean/Department Chair to discuss changes to workload.
   6. Courses with an undergraduate enrollment of fewer than seven (7) and graduate courses with an enrollment of fewer than five (5) may be cancelled unless there is a compelling rationale (e.g. new program, graduation requirement, etc.) for retaining the course. This rationale will be provided by the Academic Dean/Department Chair to the VPAA prior to the beginning of every semester. The VPAA will brief the College President
regarding courses with low enrollment. Low enrollment courses require written approval by the College President prior to the beginning of the semester.

7. When a course is cancelled due to low enrollment, the Academic Dean/Department Chair will make appropriate changes to teaching assignments. Faculty will be notified regarding the cancellation and workload adjustments by the Academic Dean/Department Chair; if time permits, there will be collaboration with the faculty regarding changes and new assignments.

C. Overload Assignments
1. Overload assignments are recommended to the VPAA by the Academic Dean/Department Chair; the VPAA recommends them for final approval by the MC President.
2. Faculty may be asked to cover an overload assignment, but are under no obligation to accept the assignment.
   For those accepting an overload teaching assignment, compensation will be paid at the rate designated by MC Human Resources at the end of the fiscal year.
3. Overload teaching assignments are typically limited in order to protect faculty time available for scholarship and service which are important aspects of the faculty role.

D. Full-Time Faculty Assignments as Related to Adjunct Faculty Appointments
1. Full-Time faculty who are equally qualified by academic credentials and/or by Tested Experience will be afforded preference for teaching assignments.
2. Factors which may influence assignment of a preferred course to an adjunct faculty member include strong credentials or expertise, overload assignment implications, or other matters judged by the Academic Dean/Department Chair to be better managed by the hiring of an adjunct faculty member.
3. Nursing faculty who are specified as Monday through Friday faculty per Human Resources records may teach as adjunct on the weekend if they are academically or experientially qualified. Compensation will follow Methodist College Human Resources guidelines.

E. Interim and Summer Course Assignments:
1. The same academic credentials and/or Tested Experience requirements applies to interim course and summer course assignments.
2. Courses in the Interim and Summer will follow specified academic semesters and are placed on the course schedule by the Academic Dean/Department Chair in a purposive manner based on need for course delivery to support student progression.
3. Academic Deans/Department Chairs will solicit interest in teaching interim and summer courses at the same time they request interest in teaching for the regular academic year and assignments will be made following the same process.

F. Resolution of Concerns Regarding Teaching Assignments
1. Faculty members who have concerns related to teaching assignments will address them to the appropriate Academic Dean or Department Chair through a written request.
2. The Academic Dean/Department Chair will review the concerns and provide a response to the faculty member.
3. When concerns continue after a meeting with the Academic Dean/Department Chair, the faculty member may bring the concern to the attention of the VPAA through written communication including all communication between the faculty member and Academic Dean/Department Chair.
4. The VPAA will review the request and provide a written response to the faculty member. The VPAA holds final authority over teaching assignments.

References:
I. Policy:
Methodist College complies with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) for accommodation of students with a physical or mental impairment that substantially limits one or more major life activities. All students who have completed the assessment process through the Center for Student Success (CSS) and who are documented to have a disability requiring accommodation will receive reasonable accommodations as determined through this process. Students will be afforded these accommodations consistently throughout their course of study at Methodist College. Reasonable accommodations are those that do not fundamentally alter the nature of the College’s programs or impose an undue hardship on the College.

Examinations for students who require accommodations for testing (e.g. extended time, paper copies of tests, a distraction-free environment) will be administered in the CSS to assure compliance with the prescribed accommodations. Students who have reasonable accommodations that impact classroom (e.g. note taking) or clinical experiences (e.g. hearing) will receive reasonable accommodations as prescribed through collaboration between the student, the Director of the CSS, faculty member for the course(s), the Academic Dean/Department Chair, and, if necessary, the Clinical Practice Coordinator.

Students will not be afforded accommodations until the need for such has been verified through the documentation process under the guidance of the Director of the CSS.

If a faculty member has any questions or concerns about this policy or about the implementation of a student’s disability accommodations, he/she should contact the Director of the CSS as soon as possible.

III. Procedures:
1. Initiating the Accommodation Process: The student is responsible for initiating requests for disability accommodations by contacting the Director of the CSS and providing necessary diagnostic information as specified by the director. Should a student approach a faculty member about the possibility of disability accommodations, the faculty member will encourage the student to make the necessary contact with the Director of the CSS. The faculty member should not unilaterally grant a student accommodations based on a disability (e.g., give extra time on a test after the student has indicated that he/she has ADHD or “test anxiety”). Instead, the faculty member should direct the student to the Director of the CSS so that the student and appropriate College officials can engage in conversations to determine what, if any, reasonable accommodations are available to the student. Additionally, it is also beneficial to include a short statement in your syllabus about disability accommodations and the CCS and make a general announcement about this information at the beginning of each course.

2. Approved Accommodations Communicated to the Faculty Member:
   a. The Director of the CSS will provide the student with a letter outlining their approved accommodations. The student will be directed to deliver this document to the faculty teaching the courses in which they are enrolled that semester. The faculty member will note the requirement for the student, ensuring that the accommodations will be managed effectively throughout the semester.
   b. The Director of the CSS will send a comprehensive list of all sections of courses with accommodations and the types of accommodations (e.g. distraction reduced, extra time, paper examinations, etc.) to each Academic Dean/Chair. No student names will be on this document, thereby providing confidentiality.
   c. The Deans and Chairs will meet with faculty to assure each is aware of how to manage their students with disability accommodations for the semester.

3. Faculty Member Meeting with Students: Faculty members will meet with each of the students in their sections who have disability accommodations to plan for the entire semester. If a student has testing accommodations, a listing of all examinations with dates will be created at that time with faculty and student signatures.
4. Accommodations Implemented Consistently: When the accommodation pertains to testing, the faculty member will complete the CSS ADA Form (located on the desktop of all faculty computers) and in the Center for Student Success site for D2L/Brightspace. The form must be completed in its entirety, as this provides the necessary information for the CSS to plan for testing. It is vital that the student who is tested in the CSS have the same experience as students in the classroom (e.g. if the students in the classroom will have open notes, this must also be allowed for the student being accommodated in the CSS). Note: Collaborative testing is difficult if not impossible to implement for students with disability accommodations. Therefore, faculty members must use discretion in the testing strategies used for the class, assuring a parallel experience for students with accommodations.

5. Students Work with the CSS to Schedule Examinations: Students are responsible to work with the CSS to schedule examinations and to communicate the scheduled time to faculty members such that they can make proper arrangements for delivery of the examination to the CSS. The examinations will preferably be administered on the same day and time as the remainder of the class, but must be delivered within a five-day window surrounding the time of the examination. The instructor may use different versions of an examination within the parameters of parallel content and difficulty (e.g. topics and Bloom’s taxonomy levels should be the same).

6. Renouncing Accommodations: Students may elect to discontinue their accommodations at any time. Typically, this will occur by the student notifying the Director of the CSS. However, there may be times when a student refuses an approved accommodation that a faculty member is attempting to implement. In such situations, the faculty member should document the occurrence and inform the student that he/she should discuss the perceived lack of need for the accommodation with the Director of CSS as soon as possible.

IV. General Information:

5. Examinations: Students with disability accommodations will test with staff from the CSS. Faculty members will need to consider the types of accommodations specified for their students. The following should be taken into consideration:
   a. Paper test: Requirements for a paper test can be managed by printing a copy of the examination and taking it to the CSS. This should be done at least one hour in advance of the scheduled testing time for the student.
   b. Extended testing time: Students may be prescribed an extended testing period as an accommodation. When the exam is to be delivered electronically, the faculty member will open the exam for the period of time specified in the accommodation notice.
   c. Reduced distraction environment: Students who have reduced distraction environments must be tested individually.

6. Clinical Accommodations: The Director of the CSS will provide notification regarding clinical accommodations to the faculty of record for the course and the clinical faculty member, as well. Where helpful, the faculty member(s) may seek the guidance of the Director of the CSS and the Clinical Practice Coordinator with regard to implementation of the accommodations in the practice setting.

7. Classroom Accommodations: The Director of the CSS will provide notification regarding accommodations in the classroom to the faculty member. When helpful, the faculty member(s) may seek the guidance of the Academic Dean/Department Chair, and the Director of the CSS with regard to implementation of the accommodations in the classroom.

8. Implementation of Accommodations:
   a. Faculty shall not deny an accommodation that has been approved by CCS. If there are concerns that an approved accommodation will fundamentally alter the nature of the course, faculty should contact the Director of CCS immediately.
   b. Faculty shall not share information about a student’s accommodations with other students. Care must be taken to avoid discussion of a student’s accommodations in front of other students or interacting with a student who needs accommodations in front of class in a way that discloses the presence of accommodations.
   c. Faculty shall not ask a student to disclose what his or her specific disability is that requires accommodation.
SUBJECT: Student Grade Reports

I. Policy:
Student grade reports reflect student academic performance and progress.

II. Purpose:
To ensure consistent Faculty reporting and recording of grades and to communicate grades to students in a timely and confidential manner.

III. General Information:
Exams or Project Grades
- Grades for exams or projects shall be communicated to students in a timely and confidential manner. Grades shall not be given to students over the telephone or email.

Mid-Term Grades
- Theory Mid-term Grades: At the mid-term point in each course, students should receive a grade communicating their academic progress in the course at that time.
- Clinical Mid-term Grades: At the mid-term point in a nursing course with a clinical component, students shall meet with the Faculty and discuss his/her clinical progress.

RN to BSN
- Courses offered as part of the RN to BSN track will not issue mid-term grades. Students should receive frequent progress reports, preferably weekly, but no less than every other week, during the 8 week schedule.
## Subject: Student Files

### I. Policy:
Student files track student academic progress and contain confidential information.

### II. Purpose:
To delineate relevant student documents that shall be placed in the student's file, to organize student data for easy retrieval, and to provide guidelines for the protection of student confidentiality.

### III. General Information:

A. The instructor shall collect related course documents, such as syllabus, final examinations, projects, etc. Refer to Policy A-58 to determine length of record retention.

B. Final unsatisfactory clinical tools will be placed in the student’s permanent file which is kept in the Enrollment Management file room.
SUBJECT: Student Incident: Medication Error or Student Injury

I. Policy:
   Students who have incurred an incident, medication error, or needle stick exposure will be treated according to Methodist hospital and the college protocol.

II. General Information:
   **Student Medication Error:**
   If a student commits a medication error, the student shall notify the instructor. The instructor will assist the student in completing the appropriate paperwork necessary to report the nature of the error. The student and instructor will complete the agency paperwork per agency policy. Failure to notify the instructor of a medication error may result in the student’s dismissal from the program. The faculty member should notify the Dean of Nursing (or V.P. of Academic Affairs) immediately if the incident/error is a sentinel event.

   The student and faculty member will complete the Methodist College Student Incident/ Medication Error form (forms available on the “I” drive and in Faculty copy room). The form should be given to the Dean of Nursing (or V.P. of Academic Affairs) within 24 hours.

   **Student Injury:**
   Students who sustain an injury during class or clinical time shall report the injury to their instructor. Students who sustain a needle stick will report to the Emergency Department of the hospital within two hours of the injury (as per hospital protocol). Medical expenses related to treatment of injury, including needle stick injuries, are the financial obligation of the student. The instructor will assist the student in completing the appropriate paperwork necessary to report the nature of the error. The faculty member should notify the Dean of Nursing (or V.P. of Academic Affairs) immediately if the incident/error is a sentinel event.

   The student and faculty member will complete the Methodist College Student Incident/ Medication Error form in duplicate (forms available on the “I” drive and in the Faculty copy room). One copy of the form should be given to the Dean of Nursing (or V.P. of Academic Affairs) within 24 hours and one copy to the Dean of Enrollment Management and Student Services.

   **ALL medical expenses related to treatment of any injury are the financial obligation of the student. The student seeking treatment should submit related medical bills to their own insurance company.**
SUBJECT: Academic Advising

I. Policy:
To define the academic advising program.

II. General Information:

Academic Advising Program:
The mission of Methodist College’s Advising Program is to empower students to become self-directed learners and decision makers who will develop and implement sound educational and career plans consistent with their personal values, goals and career aspirations in healthcare. Collaborative relationships between students, advisors and faculty advisors will assist students in the successful transition to college life and develop student’s appreciation for the academic community to which they belong.

The Academic Advising Program is offered to all new and continuing students through collaboration of Student Services and Academic Affairs. The Academic Advising Program is administered by Student Services under the direction of the Director of Advising. Academic Affairs participates in the Academic Advising Program through faculty assignments to an ancillary advising role. Academic Affairs participates in the Academic Advising Program through faculty assignment after students successfully complete one year of coursework at Methodist College. At that time, faculty advisors will provide career and content based advising support, while prescriptive advising support will be available through the Director of Advisement.

Students should meet with their Year 1 Advisor of Faculty Advisor whenever they experience academic difficulties or need direction or support at Methodist College. The Advisor can assist in developing a plan of remediation as well as guide the student to additional resources at the College. Advising appointment information for Year 1 Advisement is posted on the Advising SAKAI homepage. Faculty Advising Appointments can be scheduled during faculty office hours which are posted on each faculty member’s office door. Any concerns related to the advising experience should be brought before the Director of Advisement at Methodist College or the Vice President of Academic Affairs.

Year 1 Advising
The incoming student population at Methodist College is diverse and multidimensional. The Advising Department recognizes that not all new students at Methodist College are first year college students. With this in mind, the first year advising experience can be identified as “Year 1 Advising”. The Year 1 Advisement structure is designed to maximize student’s increased needs of advisement support during the first year of coursework at Methodist College. It involves several touch points during critical periods in the student’s life that can help determine students in need of intervention and form relationships with key faculty/staff on campus. Students will be introduced to their Year 1 advisor during New Student Orientation. Students will be required to meet with their assigned Year 1 advisor at least twice during the year. Registration privileges for the upcoming semester will be blocked until students have fulfilled this requirement. A graduation plan will be created for each student during their Year 1 Advisement process. Year 1 Advisement will be responsible for initiating a smooth transition from Year 1 Advising to the Faculty Advisor selected for each student.

If students find themselves on Academic Probation at the conclusion of their first year at Methodist College, they will remain with their Year 1 Advisor until off probation. Students who re-enter the college following a leave of absence of academic dismissal will be assigned to a Year 1 Advisor as they transition back into Methodist College. Continual “walk-in” support will be provided by the Year 1 Advising Department for continuing students who require advising support or referrals.

Continuing Student Advisement
Once a student successfully completes their first year of coursework at Methodist College, they will transition to an assigned Faculty Advisor for the remainder of their college experience. The Faculty Advisor/Student relationship will develop a more dominate focus on research, career and professional development and less on the prescriptive tasks of building schedules, course conflicts, and resource referrals. Faculty Advisors will tweak student’s graduation plans as needed and will initiate conversations regarding application for degree, registration for important exams and other requirements related to entry into the professional field of healthcare. Students may meet with their Faculty Advisor at their discretion at any point throughout their college experience. While Faculty Advising appointments are not required for registration, they are strongly recommended for successful degree completion. There are circumstances where continuing students will be required to meet with their Faculty Advisor.

- Students who receive a D/F in any course at mid-term must meet with their Faculty Advisor.
- Students who receive a D/F as a final grade must meet with their Faculty Advisor prior to enrollment in the next semester’s coursework.
- Students on probation must meet with their Faculty Advisor prior to enrollment in the next semester’s coursework.

The following are guidelines to help you prepare for a meeting with your advisor:

1. Familiarize yourself with the courses included in your degree program. Read the course descriptions in the Catalog.
2. Know which courses are pre- or co-requisite to other courses. Pre-requisites must be completed before taking a specific course. Co-requisites may be taken concurrently.
3. Make a list of course you plan to take the following semester, prior to meeting with your advisor. Double check the pre- and/or co-requisites. Make an alternative list of courses to take if your first choices are not available.
4. Plan to meet periodically with your advisor to develop and review your degree plan. Your advisor will assist you in developing a degree plan. However, it is best to schedule a degree planning meeting with your advisor at a time other than the advising session prior to a registration period.

Forms that must be signed by your advisor:

- Course Add/Drop forms
- Withdrawal forms and Leave of Absence Forms
- Administrative Approval form to take courses in which the pre-requisites have not been met – this refers primarily to a few 300 level courses that are allowed to be taken prior to completion of all 200 level courses in the nursing curriculum. Administrative approval must also be obtained for a semester course load of 18 credit hours or more.

Students should meet with their faculty advisor whenever the student experiences academic difficulty. The advisor can assist in developing a plan of remediation as well as guide the student to other resources.

Office hours or advising hours are posted on each faculty member’s office door. Students may request a change of advisor with written notification to the Vice President of Academic Affairs.
SUBJECT: Faculty/Preceptor Relationship

I. Policy:
Clinical preceptors will be used to enhance clinical learning experiences in the Internship in Management and Nursing Practice course.

II. General Information:
Registered nurses will be asked to function as preceptors (partners in education) to augment the students' learning. After a student has completed all didactic and clinical instruction up to the final semester in the Bachelor of Science degree in Nursing (BSN) offered by Methodist College (MC), preceptors, working with MC faculty, will support and educate students in culminating preparation for nursing practice.

Preceptor Selection:
Preceptors who participate in teaching internship students at Methodist Medical Center must meet specific qualifications, to include the following:

- Have an earned BSN degree or higher and be licensed as an RN. If a preceptor with a BSN is not available, an RN with at least two years' experience may serve as a preceptor.
- Have at least one year's experience in clinical staff nursing.
- Have an interest in teaching, role modeling, mentoring and counseling.
- Be willing to assume the additional responsibility of a student's learning.
- Have completed the preceptor education as described in this policy.

Preceptor Orientation/ Education:
Preceptors agree to engage in initial orientation and ongoing education opportunities.

- Read and understand the Preceptor Handbook (located on each unit and the intranet) which includes the following information:
  - Introduction to the Internship Program
  - Course Objectives and Expectation Guidelines
  - Effective Collaboration Nursing Students and Faculty
  - Roles and Responsibilities-Student, Preceptor, Faculty
  - Facilitation of the Learning Process
  - Assessment and Evaluation of the Intern Student
  - References
- Complete the preceptor education post test after reading the handbook (100%).
- Review the Preceptor Handbook, internship schedule, faculty contact information, course information, and evaluation forms at the beginning of each semester.
- Participate in ongoing educational offerings distributed via email or in preceptor mailbox.

Preceptor Reimbursement:
Eligible preceptors will receive $1 an hour for approved time working with the internship students. The Internship Clinical Coordinator will be responsible for tracking preceptors’ time working with internship students. The Faculty designee will distribute the total hours for each preceptor to MC Human Resources every two weeks (by Monday afternoon of each pay week) for payroll to add to their paycheck.
SUBJECT: Professional Practice Policy

I. Policy:
   Faculty members may serve as practitioners, and in other professional roles.

II. Purpose:
   To permit Faculty growth through professional service.

III. General Information:
   A. All full-time Faculty members must notify the appropriate Dean in writing if they plan to engage in professional practice activities.
   B. Faculty members are free to engage in professional practice if it does not interfere or conflict with obligations to the College. However, teaching at any other educational institution is limited to a maximum of one theory course or one clinical section per semester.
   C. The College believes that professional practice is an important activity that should be given consideration in the annual evaluation of Faculty members.
I. Policy:
In order to preserve the fundamental dignity and rights of all Methodist College employees or students or those seeking such status with the College, harassment of any form, whether on the basis of sex or any other form of bias or discrimination is prohibited. This policy provides guidelines for the reporting, investigation and disposition of instances of such harassment.

II. General Information:
Harassment and retaliation are contrary to the values of Methodist College, and it is the policy of the College to provide a workplace and learning environment free from unlawful and improper harassment by management, employees, students or any other third parties. Preventing harassment and retaliation, as well as other disrespectful conduct, is the responsibility of all members of the Methodist College community.

Harassment is considered a serious act of misconduct and will subject the perpetrator to corrective action, which may include without limitation mandatory counseling, or disciplinary action, which could include without limitation, suspension without pay or termination or expulsion. Similarly, Methodist College may modify or terminate its relationships with clients and vendors when their representatives engage in harassment in violation of this policy.

Violations of this policy must be reported as soon as possible to designated personnel as stated in this policy. Every effort will be made to respond to reports of perceived prohibited conduct ("Concerns") in an adequate, reliable, impartial and timely manner. The College may also have an obligation to respond to sexual harassment that initially occurred off College grounds. If anyone feels that the College has not met its obligations under this policy, that person should contact the MC Director of Human Resources.

**PROHIBITED CONDUCT:**

**Harassment**
Methodist College prohibits unwelcome verbal or physical conduct that denigrates or shows hostility or aversion toward staff, students, faculty members, or other individuals participating in our community because of race, color, sex, religion, age, national origin, disability, pregnancy status or any other protected status. This prohibition applies to all individuals who work for or with the College, students, and others participating in the College community, including parents, relatives, associates of a student, vendors, suppliers or other persons doing business with the College.

Examples of conduct prohibited by this policy include, but are not limited to, employment decisions made based on an employee's protected status; admission or participation decisions based on a student's protected status; verbal conduct such as racial epithets, derogatory comments, hostile or demeaning slurs or comments based on one's protected status; visual conduct such as posters, e-mail, drawings, cartoons, or postings on social media that denigrate based on a protected status; and unwanted physical conduct based on one's protected status. It is not considered harassment of any sort for members of management to enforce job performance and conduct standards in a proper and consistent manner.

**Sexual Harassment**
As part of the above-stated policy, no staff, student, faculty member or other individual participating in our College community may sexually harass another individual. Prohibited sexual harassment includes conduct described above based on one's sex. It also includes unwelcome sexual advances, requests for sexual favors, and other unwelcome verbal or physical or other non-verbal conduct of a sexual nature, including when (1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of any educational program, activity or employment; (2) submission to or rejection of such conduct by an individual is used as a basis for any education or employment decision affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's education or work performance or creating an intimidating or hostile learning or working environment.
Some Forms of Prohibited Sexual Harassment
Sexual violence/assault is a prohibited form of sexual harassment. Sexual violence/assault includes physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to use of drugs and/or alcohol or to an intellectual or other disability. Some examples of sexual violence/assault include rape, sexual battery, and sexual coercion.

The following crimes can also constitute sexual harassment when motivated by a person’s sex:
- **Domestic Battery.** A person commits domestic battery if he or she knowingly without legal justification by any means: (1) causes bodily harm to any family or household member; (2) makes physical contract of an insulting or provoking nature with any family or household member. “Family or household members” include spouses, former spouses, parents, children, stepparents, and other person related by blood or by present or prior marriage, persons who share or formerly shared a common dwelling, persons who share or allegedly share a blood relationship through a child, persons who have had a dating or engagement relationship, persons with disabilities and their persona assistants, and caregivers. See 720 Ill. Comp. Stat. 5/12-0.1 and 5/12-3.2.
- **Dating Violence.** Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Such a relationship is characterized by the expectation of affection or sexual involvement between the parties. The existence of such a relationship shall be determined based on a consideration of the (1) length of the relationship, (2) type of relationship, and (3) frequency of interaction between the persons involved in the relationship.
- **Stalking.** Under 720 Ill. Comp. Stat. 5/12-7.3, a person commits stalking when he or she:
  - Knowingly engages in a course of conduct directed at a specific person, and he or she knows or should know that this course of conduct would cause a reasonable person to:
    - Fear for his or her safety or the safety of a third person; or
    - Suffer other emotional distress.
  - Knowingly and without lawful justification, on at least 2 separate occasions, follows another person or place the person under surveillance or any combination thereof and:
    - At any time transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint and the threat is directed towards that person or a family member of that person; or
    - Places that person in reasonable apprehension of immediate or future bodily harm, sexual assault, confinement or restraint to or of that person or a family member of that person.
  - Previously has been convicted of stalking another person and knowingly and without lawful justification on one occasion:
    - Follows that same person or places that same person under surveillance; and
    - Transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint to that person or a family member of that person.
Domestic battery, dating violence, and stalking are violations of this policy even when such conduct is not motivated by sex.

Consent
Lack of consent is a critical factor in determining whether sexual violence/assault has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent.
- If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
- If a person is asleep or unconscious, there is no consent.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- **Consent can be withdrawn.** A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent.

Retaliation
Methodist College prohibits retaliation against anyone for reporting discrimination, harassment or retaliation, assisting in making a complaint, or cooperating in an investigation. The College also prohibits retaliation against anyone because he/she is closely associated with someone who reported, assisted, or cooperated with a discrimination, harassment or retaliation complaint or investigation. Methodist College will take strong responsive action if retaliation occurs. Retaliation prohibited by this policy includes, but is not necessarily limited to, disparaging comments, uncivil behavior, or other negative treatment.
CONCERNS OF PROHIBITED HARASSMENT AND RETALIATION:
Any student, faculty, staff or other person who believes he/she has experienced or witnessed conduct prohibited by this policy (Concerns) must immediately notify the MC Director of Human Resources, designated as our Title IX Coordinator at (309) 671-2734, Office #623. Title IX Deputy Coordinators are Dr. Pam Ferguson, Dean of Nursing, Office #206 at (309) 672-5510 and Matt Hertzog, Director of Information and Instructional Technology, Office #608 at (309) 672-5533.

The Title IX Coordinator’s responsibilities include overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints.

All Concerns of inappropriate conduct will be investigated in an adequate, reliable, impartial and timely manner by the appropriate College official. The goal is to have the investigation completed within sixty (60) calendar days. However, if the nature of the investigation requires a longer period of time, the Complainant and the Respondent will be given periodic updates concerning the status of the investigation. Methodist College will act to ensure a respectful environment, which may include taking interim steps to ensure that any improper conduct ceases immediately, and taking corrective action to prevent recurrence of the inappropriate conduct. This includes notifying the Complainant of his or her options to avoid contact with the Respondent such as by changes in the Complainant’s academic schedule or living situation as appropriate. In no instance will mediation be used to address instances of sexual violence/assault.

Any student, faculty, staff or other person doing business with the College found to have engaged in inappropriate conduct will be subject to the full range of corrective action, up to and including termination, expulsion or removal from the College.

If a complainant requests confidentiality, the College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If complainant insists that their name or other identifiable information not be disclosed to alleged perpetrators, the College’s ability to respond may be limited. The College cannot guarantee complete confidentiality when need to pursue an investigation in order to provide a safe and non-discriminatory environment for students. All participants in any reported incident are encouraged to respect confidentiality to protect the privacy and reputations of all individuals involved. Obviously, individuals may have appropriate and confidential discussions with the counseling center regarding the matter. Any breach of confidentiality may result in disciplinary proceedings up to and including expulsion from the College and termination from employment. No person will suffer employment, educational or other program consequences as a result of making a good faith report or taking part in the investigation of a Concern. An individual who knowingly alleges a knowingly false or frivolous concern against another will be subject the full range of corrective action, up to and including termination, expulsion and removal from the College.

GRIEVANCE PROCEDURE:
Methodist College will take prompt, appropriate action to address any violation of its Equal Employment and Sexual and Other Forms of Harassment Policy. Anyone who believes there has been discrimination, harassment, or retaliation of any kind in violation of this policy is encouraged to bring the Concern to the immediate attention of the MC Human Resources Director as Title IX Coordinator (309) 671-2734 or one of the Deputy Coordinators: Matt Hertzog at (309) 672-5533 or Pam Ferguson at 309 672-5510. The investigation would be coordinated and resolution of the Concern started. Any MC employee who is notified of a Concern from a student or a third-party should notify the MC Director of Human Resources promptly. If the Concern is with respect to conduct of the President of MC, the investigation shall be coordinated and resolved by the Chair of the Board of Directors.

A complainant will be given a copy of the document titled “Explanation of Rights and Options After Filing a Complaint Under the Sexual and Other Forms of Harassment Policy and Grievance Procedures.”

1) Any student, faculty, staff, 3rd party or other person is encouraged to report a Concern promptly but no later than 180 days from the date of the perceived discrimination, harassment, or retaliation. A complainant will be given a copy of the document titled “Explanation of Rights and Options After Filing a Complaint Under the Sexual and Other Forms of Harassment Policy and Grievance Procedures.”

2) All concerns of inappropriate conduct will be investigated in an adequate, reliable, impartial and timely manner by the appropriate MC official. Any real or perceived conflicts of interest between fact-finder or decision-maker and the parties should be disclosed. The investigation will be conducted in an adequate, reliable, and impartial manner, and utilize the preponderance of the evidence standard. As part of the investigation, both the complainant and respondent to the Concern will have an equal opportunity to present witnesses and other evidence. Both parties will have the opportunity to have a support person accompany him or her at all stages of the process. The support person does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and must agree to maintain the confidentiality of the process. Parties personally questioning or cross examining each other is discouraged.

3) Should the investigation involve disputed material facts requiring resolution, an evidentiary hearing will be held before a panel of three hearing officers designated by the MC official leading the investigation, except that, in the
case of a Concern with the respect to the conduct of the President of MC, the hearing panel shall consist of a quorum or more of the Board of Directors. The hearing panel shall resolve disputed material facts, but appropriate discipline and/or remediation shall be determined by the MC official responsible for coordinating and resolving the investigation in consultation with the Director of Human Resources, Dean of Nursing, or Director of Information and Instructional Technology, as appropriate. If such an evidentiary hearing is held, both the Complainant and Respondent will have similar and timely access to any information that will be used at the hearing. While the time for completing an investigation will vary depending on the complexity of the investigation and the severity and extent of the alleged violation of this policy, an investigation will typically be completed no later than sixty (60) calendar days after a Concern is raised. During the investigation, all parties to the Concern will be given periodic status updates.

4) The validity of the complaint will be based on a preponderance-of-the-evidence standard. Methodist College will notify the Complainant and the Respondent in writing of the outcome of the investigation within seven (7) calendar days of the investigation's conclusion.

5) All persons are advised that, regardless of whether they raise a Concern pursuant to this policy, they have the right to file a complaint with law enforcement officials with respect to any conduct that may constitute a crime. The College’s investigation is independent from any law enforcement investigation. Law enforcement investigation does not relieve the College of our duty under Title IX to resolve complaints promptly and equitably. If requested, the College will assist the complainant in notifying the appropriate law enforcement authorities. A victim may decline to notify such authorities.

6) If a complainant has obtained a temporary restraining order or other no contact order against the alleged perpetrator from a criminal, civil, or tribal court, the complainant should provide such information to the Title IX Coordinator or one of the Deputy Coordinators. The College will take all reasonable and legal action to implement the order.

7) Pending final outcome of an investigation, the College will take steps to protect the complainant from further harassment and retaliation. This may include assisting and allowing the complainant to change his or her academic, living, transportation, or work situation if options to do so are reasonably available. Such changes may be available regardless of whether the complainant chooses to report the crime to campus police or local law enforcement.

8) The College will maintain documentation of all proceedings.

These procedures apply to Concerns raised by any member of the College Community as well as others that participate in the College’s programs and activities, including third-party visitors on campus.

Special Guidance Concerning Complaints of Sexual Violence/Assault, Domestic Battery, Dating Violence, and Stalking

If you are the victim of sexual violence/assault, domestic battery, or dating violence, do not blame yourself. These crimes are never the victim’s fault. The College recommends that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy.

If you are the victim of sexual violence/assault, domestic battery, or dating violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. Victims of sexual violence/assault, domestic battery, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination. It is also important to take steps to preserve evidence in cases of stalking, to the extent such evidence exists. In cases of stalking, evidence is more likely to be in the form of letters, emails, text messages, etc. rather than evidence of physical contact and violence.

Once a complaint of sexual violence/assault, domestic battery, dating violence, or stalking is made to the College, the complainant has several options such as, but not limited to:

- contacting parents or a relative
- seeking legal advice
- seeking personal counseling (always recommended)
- pursuing legal action against the perpetrator
- pursuing disciplinary action
- requesting that no further action be taken

Appeals from Decisions on Concerns:

Basis for Appeal

Either the Complainant or the Respondent may appeal decisions on Concerns, including corrective action if any. However, the appeal must be taken on the basis that there is substantial likelihood that newly discovered information,
not available at the time of presentation of information, which supports or opposes the Concern would result in a different decision.

Where and When to Bring an Appeal of a Concern
Appeals of Concerns Against Students.

The appeal procedures are outlined in the Student Code of Conduct and are incorporated by reference in this policy.

Appeals of Concerns Against Faculty, staff, administration.

The Complainant or Respondent may appeal a decision, including corrective action if any, to the President of the college, or President's designee within a reasonable period of time, typically ten (10) business days of the decision, absent extenuating circumstances. The decision of the President of the College is final.

In cases of resolution of a Concern against the President, Complainant or Respondent may seek reconsideration of the Chair of the Board's decision and the Chair may designate an individual or individuals to recommend a decision on reconsideration. The decision of the Chair of the Board or the Chair's designee on reconsideration is final.

Appeals must be in writing and contain the following information:

- Name, college address and e-mail address of Complainant.
- Name, college address and e-mail address of Respondent.
- A statement of all decisions, including corrective action if any, at all levels in the process.
- A detailed statement of the basis for the appeal including the specific facts and circumstances in support of the appeal.
- Requested action, if any.

Review of the Appeal
The College official or her/his designee acting on the appeal may take any and all actions which in his/her discretion she/he determines are in the interest of a fair and just decision. The Complainant or Respondent may request a meeting with the College official. However, the decision to grant a meeting is at the discretion of the College official. The College official may uphold, reverse or modify any decision or corrective action, forward the matter for action under any applicable College policy, or take any other action in the interest of a full and fair resolution of the appeal. The College official will make her/his decision and notify Complainant, Respondent, underlying decision maker and others on a need to know basis in writing within ten (10) business days of receiving the appeal, including a notification of any changes made to the previous decision. If a decision within that time frame is not practicable under the circumstances, both Complainant and Respondent will be given periodic status reports until the decision on the appeal is rendered.

General Matters
a. These procedures will be implemented by officials who receive annual training on the issues related to discrimination, harassment, sexual violence/assault, domestic battery, dating violence, and stalking and on how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.
b. Because the College recognizes the prevention of discrimination, harassment, sexual violence/assault, domestic battery, dating violence, and stalking is an important issue, it offers educational programming to a variety of groups such as: campus personnel; incoming student and new employees; and members of student organizations. Among other items, such programming covers relevant definitions, procedures, and sanctions; will provide safe and positive options for bystander intervention; and will provide risk reduction information, including recognizing warning signs of abusive behavior and how to avoid potential attacks. To learn more about education resources, please contact the Title IX Coordinator or Deputy Coordinators.
c. The College will provide written notification to students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, and other services available for victims, both on-campus and in the community.
d. Employees also are free to file a charge of discrimination regarding harassment with either the Illinois Department of Human Rights or the Equal Employment Opportunity Commission. A charge must be filed with the IDHR within 180 days of the unlawful harassment. A charge must be filed with the EEOC within 300 days of the unlawful harassment. In either case, the deadline for filing such a Charge runs from the last date of unlawful harassment. Complaints also may be made to the Office of Civil Rights in the U.S. Department of Education.

IDHR offices are located in Springfield and Chicago and EEOC offices are located in Chicago. Please see appropriate postings or contact Human Resources if additional assistance in contacting either is needed.

Equal Employment Opportunity Commission
500 West Madison Street, Suite 2800, Chicago, IL 60661
This policy will be distributed widely within Methodist College. This policy can be found on the intranet for the benefit of its employees, students, clients and vendors. Methodist College will include this policy in its employee and student handbooks. This policy does not create any contract rights.
SUBJECT: Faculty Grievance Policy

I. Policy:
   Methodist College provides a means for Faculty to resolve a valid complaint on a grievable issue.

II. Purpose:
   To allow Faculty an avenue for grievance of issues related to:
   A. Harassment
   B. Inability to resolve matters related to assignment responsibilities
   C. Unfair Treatment

III. General Information:
   Faculty members are expected to utilize the chain of command prior to submitting a written grievance. Chain of command includes discussion with colleagues, discussion with course coordinator, discussion with Vice President of Academic Affairs, and group meetings held with Vice President of Academic Affairs, course coordinator, Faculty member, and colleague involved in the grievance. All interactions to reach resolution must be documented in writing and maintained in the Office of the Vice President of Academic Affairs. **Administrators of the College do not have the right for grievance.** If the grievance involves the Vice President of Academic Affairs, the President of the College will preside. If unable to reach a resolution, the following procedure should be followed:

   A. Faculty member will submit grievance in writing to the Vice President of Academic Affairs within five days of inability to reach a resolution.
   B. Faculty member will discuss the matter with the Vice President of Academic Affairs.
   C. Within ten business days, the Vice President of Academic Affairs will issue a decision.
   D. If not satisfactorily resolved, the matter may be discussed with the President of the College. The President of the College will provide a response within ten days.
   E. If dissatisfaction continues, a Faculty Grievance Committee (Ad Hoc Committee) will be appointed by the President of the College.
   F. The Faculty member will submit a written statement to the Faculty Grievance Committee.
   G. The Faculty Grievance Committee will hear the grievance within five business days and present a written recommendation to the President of the College.
   H. The President of the College will concur with decision or recommend the committee review their decision.
   I. If the President of the College concurs with the decision, the Faculty member will be informed of the decision.
   J. Appeal of decisions is submitted to the President of the College.
   K. The decision of the President of the College is final.
Commencement and Faculty Regalia

I. Policy:
All full-time faculty members must attend all Methodist College graduations. Faculty members are required to purchase academic regalia reflective of their terminal degree to wear to the graduations.

II. Purpose:
Promote participation in traditions that indicates a certain respect for the academic community and support of the graduates.

III. General Information:
A. Academic regalia has historical significance and a long tradition in the academic community.

B. Faculty members who are unable to attend the MC commencement ceremony must inform the Vice President of Academic Affairs before the graduation.
IV. Policy:
   It is the policy of the college to ensure a current list of classrooms, conference rooms and The Parliament room and the scheduling thereof.

V. General Information:
   1. After course schedules are submitted to the Registrar by the Deans or the designated chair, the COO and Registrar will make room assignments.
   2. All other classroom and conference room requests may be made by e-mailing the Administrative Assistant to the Vice President of Academic Affairs (VPAA). Due to the limited amount of space, all request should have a 7-day notification.
   3. All requests for The Parliament Room are made through the Executive Assistant to the President.
   4. **Outside Group Meetings.** All groups outside the college will reserve through the Executive Assistant to the President. The President’s approval prior to making a reservation is necessary.
      a. **Screening Rights.** The College expressly reserves the right to screen external/independent groups requesting to use the College community room and conference rooms. External/independent groups (regardless of whether for-profit or not-for-profit) who have values that conflict with the College’s Mission, Vision, or Values and/or that may jeopardize the College status shall not be permitted to use the college rooms under any circumstances.
      b. **No Political Activities.** Absolutely no meetings related to political campaigns, political fundraisers, political debates, or political parties are permitted on College property.
      c. **Absolute Prohibition on Alcohol.** Under no circumstances shall outside groups be permitted to bring, order, or consume alcohol on the property.
   5. **Standing Meetings.** Meeting room reservations for standing meetings shall not be automatically carried over from year to year.
I. Policy:
To ensure that employees and students are familiar with the procedure in the event of the college closing due to the weather.

II. General Information:
In the case of inclement weather during the winter months and the occasional need to cancel classes, clinicals, and/or close Methodist College, the following procedure is in place for notification about MC closings:

1. Students will be notified using the campus alert system (SchoolCast) regarding College closure. It is the student’s responsibility to notify the College regarding any changes in her/his contact information.
2. Once the decision to cancel classes and/or close MC is made by the President of the College, the three local television stations, WEEK (NBC); WMBD (CBS); and WHOI (ABC), will be notified and asked to broadcast this information along with their listing of other closings.

Methodist College encourages all faculty, staff and students to use good judgment and common sense when deciding whether to travel on hazardous roadways in inclement weather.

Make Up of College Closure Days
If emergency closure days exceed one day per semester, classes, clinical experiences and lab experiences may be made up using term study days.
I. Policy:
   To ensure that all students, Faculty, administrators and staff are drug-free.

II. Purpose:
   To comply with the Drug-Free School and Communities Act of 1991, the College recognizes the adverse effects of drugs on our academic environment and our society at large.

III. General Information:
   A. The College promotes an environment that reinforces healthy life choices, respect for community laws, campus standards and regulations and individual responsibility.
   B. The College also recognizes the deleterious effects of illicit drugs on the individual and on society.
   C. Faculty members who suspect that a student is using illicit drugs must address the issue and refer the student for drug testing, refer the student to counseling, and forbid practice on any patient care unit. If the behavior is again noted the student will be dismissed.
   D. The College community will be informed of this policy of a drug-free campus.
   E. Faculty and staff who exhibit behaviors as indicated above are subject to the same process.
   F. The biennial report is located on www.methodistcol.edu for your review. If you want a printed copy, contact the Director of Human Resources.
Sabbatical Leaves and Leaves of Absence Policy

I. Policy:
Sabbatical leaves are a means of rewarding Faculty members who have maintained longevity and excellence in a teaching position.

Leaves of absence may be granted for various reasons related to professional growth and development.

II. Purpose:
To allow for time needed for Faculty growth and professional development.

III. General Information:
A. Sabbatical leaves may be granted to full-time Faculty members after six years of full-time service on the Faculty.
B. Unpaid leaves of absence normally will not count toward the six years. Sabbatical leaves carry half salary for the year or full salary for one semester.
C. Faculty members granted sabbatical must agree to return to the College for at least one year after the expiration of the leave or repay to the College the amount of salary received while on leave.
D. Application for the sabbatical must be presented to the Vice President of Academic Affairs, who will forward the application to the President of the College.
E. Unpaid leaves of absences may be granted upon the recommendation of the Vice President of Academic Affairs.
F. All requests for sabbatical leave and unpaid leaves of absence must be submitted prior to the deadline established at the beginning of the academic year.
G. Each request will be judged on its merit, which will determine the number of leaves that can be granted in a year.
H. The principle criterion in judging a request is the extent to which it will enhance the professional competence of the Faculty member, and benefits the College.
I. Upon completion of the sabbatical, the Faculty member must submit the outcomes of work performed in a written report to the President of the College.
### Subject: Student Evaluation of Curricular Components

I. **Policy:**
   Evaluation is essential in the assessment and improvement of the curriculum.

II. **Purpose:**
   To evaluate student perception of course design and course delivery, and to assist in curriculum assessment and revision.

III. **General Information:**
   This policy addresses the evaluation of the following curricular components (see "Forms" section):
   
   A. Student Evaluation of Course
   B. Student Evaluation of Classroom Instruction
   C. Evaluation of the Clinical Site and Personnel by Student
   D. Student Evaluation of Clinical/Lab Instruction
SUBJECT: Faculty Travel to Clinical

IV. Policy:
The college reimburses employees for travel expense that exceeds normal travel expense from home to work (Methodist College) therefore clinical faculty will be reimbursed for travel to and from clinical facilities.

V. General Information:
The college reimburses employees for travel expense that exceeds normal travel expense from home to work (Methodist College) therefore clinical faculty will be reimbursed for travel to and from clinical facilities. For reimbursement, faculty must submit documentation of their clinical travel. Reimbursement is made based on the prevailing MHSC rate. Faculty will submit the mileage report to the business office at the end of the semester. The report can be found here (I:\MCON\CON_FileShare\Reimbursement).

A. Mileage from an employee’s home to the college is considered commute mileage and is not a reimbursable business expense.

B. When traveling to a clinical site directly from home or going from a clinical site to home, when the reimbursable mileage will be the lesser of: (1) mileage from the college to the clinical site, or (2) actual mileage from home to the clinical site.

Example: You live in Bloomington and drive daily to Methodist College, but your clinical is in Normal. The distance from Methodist College to the Normal clinical is 45 miles (90 miles round-trip). The distance from your home in Bloomington to Normal is 12 miles (23 miles round trip). If you travel directly from home to clinical and back, you are not entitled to a mileage reimbursement because it is less than your normal commute.

C. An online MapQuest printout as documentation of mileage is required for reimbursement.
SUBJECT: Domestic Travel Study Courses – Planning and Administrative Approval

I. Policy:
Methodist College Travel Study provides a unique experiential teaching/learning environment that provides opportunities for academic, cultural, and personal enrichment. All instructional activities, other than orientation meetings, must occur within an approved semester of the Methodist College Academic Calendar. The Course schedule must account for 15 hours of instructional time per credit hour, as well as one to two clock hours of personal study per week, and must provide a final examination or project.

II. Procedures:
The following procedural guidelines provide a framework for faculty members who wish to propose a travel course. These steps will guide planning new offerings as well as for subsequent offerings of a successful course.

I. Preliminary Discussion with Academic Dean/Department Chair
A faculty member who desires to plan a domestic travel study course will begin the process by discussing ideas with the Academic Dean/Department Chair. The Dean or Chair will provide guidance regarding the process, including the best timing for a travel course. The deadlines for approval of a travel course are as follows:

- Summer or Fall Travel Study Course: November 1 (or the closest Monday)
- Spring or Winterim Travel Study Course: August 20 (or the closest Monday)

II. Planning
1. The faculty member will complete the Domestic Travel Study Proposal Form (Form A), provide the syllabus for the course, and the schedule/itinerary for the course. Upon faculty request, the Administrative Secretary to the Deans and Faculty or the Administrative Secretary to the VPAA may offer support with identifying hotels, travel modes, etc. All costs must be clearly identified and calculated for faculty, students, and travel study facilitators.
2. If the proposed travel study course is a newly created course, the first step is to seek approval for the course through the Methodist College shared governance system. The travel study course should be planned for implementation in the subsequent academic year.
3. All expenses for the course must be anticipated and included; it is anticipated that a cost analysis is conducted, where possible, to select the most effective service at the most reasonable price. When multiple contractors for a service are available, the faculty members or the administrative secretary will arrange to receive bids from two or three to find the most effective provider. Cost is not the sole determination, but when it is not, the Faculty of Record will provide a rationale explaining the recommendation. If a contract is involved, all contracts must be signed by the Methodist College President. Information regarding the contractor’s services and fees must be gathered and submitted with the proposal and costs included in the calculation for the course travel fee. Contracts that would need to be signed must be included in the packet; the President will sign these at the point of final approval. The contractor will be required to sign Form B and Form C, so once approved, the faculty member or administrative secretary must send these forms to the contractor.

III. Approvals
Travel study courses are approved by the following positions:
1. The Academic Dean/Department Chair will examine the course related to the need for travel courses to support experiential learning and student progression, the rigor of the proposed syllabus and schedule, the timing of the course in relationship to the published academic calendar, and the academic preparation/tested experience of the faculty related to course content, as well as the faculty member’s ability to integrate course content into the unique setting proposed for the course. Additional content may be requested to support consideration. Any requirements specific to the discipline will be explored at this level, e.g. nursing department clinical courses may require the approval of the state board of nursing if outside Illinois.
2. The Vice President of Academic Affairs will examine the program related to all the above efforts and for congruence with Methodist College mission, financial feasibility, risk assessment, and internal/external regulations.

3. The Director of Finance will examine the budget and determine whether the trip is financially feasible, and will determine the fee to be charged for the course.

4. The Dean of Enrollment Management and Student Services will review the proposal with the Registrar and Director of Financial Aid and approve.

5. The President of the College reviews the total package after all others have signed and has final approval authority for the travel study trip and the fee to be charged to the students.

IV. Publicity

Upon approval by the President, the travel study course is added to the schedule of courses for the pertinent semester. The faculty member is then approved to publicize the course through approved flyers, open meetings, and campus-wide media; prior to this time there should be no publicity of a travel study course either formally or informally.

V. Methodist College Travel Study Leaders

1. Faculty of Record: the faculty who teaches the course is considered the faculty of record and will be compensated according to Methodist College policy; during a regular fall/spring semester, the course will be calculated into the faculty member’s teaching load. When taught during the summer, the course will be compensated according to the full-time adjunct salary schedule maintained in human resources. When the course is taught in the Winterim, it will be typically compensated as a portion of the regular load (e.g. calculated as a part of the 24 workload units expected of full-time faculty) One faculty member is assigned for a group of 10 to 20 students unless the course is clinical in nature, in which case the usual Methodist College ratio of 1 faculty to 8-10 students will be maintained.

2. Travel Study Facilitator: One Methodist College faculty member or staff member is assigned for a group up to 20 students. The travel study facilitator is subject to the approval of the Faculty of Record, Academic Dean/Department Chair, and the VPAA. Should the travel study facilitator recommended be a staff member, the approval of the Cabinet member responsible for the area will have the opportunity to review and has approval authority. If a staff member is approved in this role, paid-time-off days must be used to cover the absence.

3. Travel Study Facilitator: The Travel Study Facilitator role provides support to the faculty member who is responsible for teaching the course. Hotel, travel, and food (up to $40/day) are paid by the college. A stipend of $100/day is paid for 10 – 15 students, while a stipend of $150/day is paid for 16-20 students. This individual is responsible for the following:
   i. Assure the well-being of students, including accompanying a student who becomes ill to receive treatment or remaining at the hotel with an ill student if deemed necessary;
   ii. Coordinating travel for as student who will return home early for any reason;
   iii. Coordinating with the faculty member to support group activities, including attending group activities
   iv. Altering reservations or travel arrangements if necessary
   v. Facilitating the students’ experience as necessitated by the trip and in accordance with the Faculty of Record member’s direction.

VI. Registration and Orientation Meeting

Students register for the course during the regular registration period. Students must pay half of the travel fees approximately 120 days prior to departure (or as specified on the proposal) and the remaining half must be paid 60 days prior to the departure date. Prior to travel, the Faculty of Record must hold an orientation meeting for students registered for the travel study course. Students are required to complete all legal forms (waivers, emergency contracts, etc.) The Registrar’s Office will maintain copies of the forms. Scanned copies of the forms will be kept in a secure location on the Methodist College shared “I” drive so they will be readily available to the President and the Cabinet. The originals are kept by the Faculty of Record.

VII. Required Class Size

1. The minimum class size for a travel study courses is 10 students. The Business Office will notify the faculty member of the number of students that have paid their complete travel fees by the 60 day deadline.

2. If the minimum of 10 students is not met, the course will be cancelled unless special permission is granted by the President.

3. The maximum class size for a travel study courses is twenty students. This limit preserves the ability of the faculty member to provide a more personalized learning experience for the students. In rare circumstances a small increase in class size may be considered.
VIII. Evaluation and Follow-Up
   All grading for the course is due as specified for the semester on the Methodist College Academic Calendar.
   Students will have the opportunity to evaluate the course through established evaluation processes. The faculty of record will submit a written report of the travel study course to the Academic Dean/Department Chair within 30 days of the conclusion of the course. This synopsis will include the strengths and limitations of the trip, recommendations for future such courses, and other information the faculty member would like Methodist College to know to enhance future experiences for students and faculty.

III. General Information:
   A. Travel Study courses are approved in order to meet the needs of the student population. This means that not all travel study courses will be approved. The Academic Dean/Department Chair will plan for the optimal delivery of courses to suit the scheduling needs of the College.
   B. Calculation of Costs: The calculation of the travel fee for students is conducted by the Director of Finance and includes travel, hotel, food (up to $40/day) for the faculty member, expenses indicated in III.B for the Travel Study Facilitator, as well as any admissions fees for planned activities. The fee also covers travel, hotel, and admissions fees for students. An administrative fee of $25 per student is included in the costs.
   C. Payments for travel expenses may be able to be processed by the Administrative Secretary to the Vice President of Academic Affairs. The faculty of record will coordinate with this position to facilitate travel planning.
   D. The faculty of record for an approved travel study course will be provided a Methodist College credit card for use to pay approved and necessary unanticipated expenses during the trip (e.g. hotel, cab fare, admission to museums, etc.). No alcohol is allowed to be purchased with the Methodist College travel card.
   E. The Faculty of Record is responsible to maintain receipts for expenses paid with the credit card and for filing all necessary expense reports upon completion of the trip.
## SUBJECT: NCLEX Administrative Prescriptive

### IX. General Information:

The MC NCLEX Task Force recommended the following Administrative Prescriptives to be in effect each semester:

- All exams and tests used for assessment of student learning must be proctored in class. Out-of-class quizzes used for student self-assessment of learning are permissible, but cannot exceed 10% of the total grade collectively. (Example: 5 quizzes at 2% each).
- Every proctored exam or test should be reviewed with the students as soon after the test as is possible. This should be done as a class group so that students can benefit from hearing other students’ questions and faculty responses. A test and its review is a learning experience.
- A comprehensive final examination or comprehensive major project is required in each nursing course to provide for summative evaluation. Final examinations must be given during the time period established by the Academic Calendar for Final Exams.
- The comprehensive final exam or final project should comprise between 20-40% of the total grade.
- All courses should have at least two assessment grades completed prior to mid-term.
- Group work/assignments must be purposefully consistent with course objectives: Example: collaboration. In addition, every course must ensure that activities that are assessed (graded) must provide ample opportunity for students to demonstrate individual learning.
- If faculty choose to include attendance points in the total number of points possible, those points (for attendance) should be minimal.

All course gradebooks are to be set up as percentages to ensure consistency for students.
SUBJECT: Student ATI Log-in Credentials

I. Policy:
Integrated use of ATI products and results of proctored ATI tests within associated pre-licensure nursing courses.

II. Purpose:
To provide a systematic, purposeful approach to academically-sound integration and use of ATI tutorials, practice tests, and proctored tests in associated clinical nursing courses.

III. General Information:
Students creating an account in ATI at Methodist College will use their Methodist College email address as their login name/username for their ATI account.

Example:
A student named John Doe is going to sign up for an account on the ATI portal. This student’s Methodist College official email address is jdoe@methodistcol.edu. Therefore, the student’s ATI Username shall be the following:

ATI Username: jdoe@methodistcol.edu

The purpose of this policy is to establish guidelines for usernames for the ATI web portal that is used in the BSN program at Methodist College. Methodist College always strives to be a good steward of institutional and student data. To this end, in order to ensure that each student ATI record is appropriately aligned with their academic records, it is imperative to have consistent log-in identities for all students who utilize ATI. The use of inconsistent log-in id’s can create problems when students have the same or similar name to other students, past present and future. Further, the use of nicknames, other formats, etc. make it difficult to determine which student ATI records are being viewed. The implementation of this policy will allow for appropriate identification and differentiation within ATI records.
SUBJECT: ATI in the Pre-Licensure Nursing Curriculum

I. Policy:
   Integrated use of ATI products and results of proctored ATI tests within associated pre-licensure nursing courses.

II. Purpose:
   To provide a systematic, purposeful approach to academically-sound integration and use of ATI tutorials, practice tests, and proctored tests in associated clinical nursing courses.

III. General Information:
   MC uses a variety of the ATI tutorials, quizzes, practice exams, and proctored exams to help students prepare for the NCLEX-RN examination. The integration of these products continues throughout the pre-licensure nursing curriculum to facilitate student learning and contribute to assessment of student mastery of the content. The MC ATI Integration Plan, approved by Faculty, is developed and revised as needed to be closely associated with the content of specified courses. Completion of ATI required tutorials, practice tests, and proctored tests are outlined in the MC ATI Integration Plan.

   The ATI testing program incrementally evaluates content mastery throughout the curriculum, and the Methodist College Faculty believes that content mastery predicts NCLEX success and that the ATI products and tests are valuable tools to prepare students for NCLEX success and future practice. The student is better able to assess their own knowledge and tailor their further review of content areas by completing ATI assignments and taking ATI examinations. Consistent use of ATI tutorials and testing integrated throughout nursing courses is expected to provide the student with the most benefit.

   Students are expected to complete assigned ATI tutorials and practice tests as outlined in nursing course syllabus and course information. Students are required to take all ATI proctored test(s) associated with clinical nursing courses. In preparation for required ATI proctored tests associated with specific clinical nursing courses, students will be required to complete non-proctored practice tests, consistent with instructions provided within the course syllabus. Documentation of achievement of a specific score on the practice tests may be required, as per course syllabus instructions, prior to taking the required proctored ATI test. All practice tests may be taken more than once to obtain the score (consistent with instructions provided within the course instructions), however, lock-out times may apply.

   The contribution toward course credit for completion of specific ATI tutorials, non-proctored tests, and proctored test results is outlined in associated nursing course syllabi and consistent with the following criteria.

   Contribution of ATI proctored test scores toward nursing course grades

   1) All Proctored ATI exams, excluding Pharmacology, Nutrition, Critical Thinking Entrance and Exit, and the Comprehensive Predictor, will contribute course credit according to this distribution:
   - For level 3: Student will be awarded 20% course credit
   - For level 2: Student will be awarded 17% course credit
   - For level 1: Student will be awarded 12% course credit
   - Below level 1: Student will be awarded 5% course credit

   2) In N445:
      a) The Proctored Nutrition and Proctored Pharmacology will contribute a combined 10% to course grade.
      b) The ATI Proctored RN Comprehensive Predictor will contribute to the course grade. Based on the final administration of the RN Comprehensive Predictor 2013.
3) The Critical Thinking Exit and Entrance exams are required, but will not contribute to credit in any course.

4) No extra credit will be given for any ATI.

5) All other ATI points in courses can total up to 10% of course grade.
SUBJECT: The Daisy Faculty Award

I. Purpose:
To annually recognize any nursing faculty members who demonstrate commitment and inspirational influence to Methodist College students through professional role modeling, respect, and interpersonal relationships with students.

II. General Information:
The Daisy Faculty Award Program has been adopted by Methodist College. The program is a nationally recognized program geared toward nursing schools and colleges that are committed to showing appreciation to their nursing faculty based upon the criteria listed below.

- The Daisy Faculty Award is to be presented once annually.

- Materials required:
  - Nomination form
  - A drop box for nomination forms: 2nd & 6th floor suggestion box
  - Daisy Faculty (nomination) pins
  - Daisy Faculty Award Pin
  - Daisy Faculty Award Certificate
  - The Healer’s Touch Sculpture
  - (Pins and sculpture must be purchased from Daisy Award Foundation annually.)

- Nomination Requirements:
  - Eligibility: All RN nursing faculty
  - Any individual having an association with the individual being nominated may submit a nomination form (students, faculty, staff, administration, patients & families, hospital workers, alumni).
  - The annual nomination period will span August 30th through August 1st. (Fall semester through the end of the following Summer semester)

- Selection process:
  - The Awards Committee Chairperson will be the manager of the awards process.
  - The person who is nominating a faculty member will be briefly interviewed by the Awards Committee in order to facilitate the selection process. The awards committee may be a blend of general education and nursing faculty.
  - All nominations shall remain confidential.
  - Selection for the annual award will be completed between September 1 - October 30
  - Nomination forms must be complete in order to be considered.
SUBJECT: Institutional Research and Analysis, Coordination of Service

I. Policy:
The Office of Institutional research & Analysis provides leadership in developing and implementing the College’s institutional research plan to support institutional planning, policy analysis, and program improvement. OIRA conducts and centrally coordinates research and assessment efforts for the College’s administrative units.

II. General Information:
To enhance and ensure the College’s research and assessment* efforts, all College research projects and proposals that involve the collection of data from students, alumni, faculty, staff, board and other constituents or stakeholders of the College, will be coordinated through the Office of Institutional Research & Analysis. The purpose of this policy is to maintain:
1. the quality of any research conducted and reported;
2. appropriate participation of our stakeholders in data collection efforts; and
3. stewardship in the use of resources by combining, when appropriate, the research needs of individual units and the College.

This policy does not replace the need for Institutional Review Board or Human Subjects Research Review approval to conduct certain research and assessment projects.

*Does not include student course evaluations or embedded assessments of learning in the classroom.

Accreditation
OIRA will lead and provide technical assistance in the development of reporting mechanisms to indicate to outside organizations the effectiveness of the institution.

OIRA supports assessment of student learning undertaken by faculty (committee or individual member), within capacity, and can provide the following services upon request:
- Consultation in determination of assessment outcomes and methodology
- Instrument development
- Data collection, and/or analysis, with or without interpretation
- Data reporting

The OIRA Director will also serve as the Accreditation Liaison Officer for the Institutional Accreditation through the North Central Association of the Higher Learning Commission. In this role, the OIRA Director will serve as the primary conduit via the Pathways model instituted in 2013 by HLC.

Internal Research
OIRA conducts research on areas of strategic importance to the College, such as retention, performance, and campus climate. Research areas and projects are prioritized based upon:
- the implication of the study for advancing institutional awareness,
- the potential usefulness of results for improvement, and
- Resources available.

National Research Studies
OIRA supports the College’s participation in national studies or surveys in which faculty, staff, and/or students are asked to participate, such as the Student Satisfaction Inventory (SSI; Noel-Levitz). National research studies are prioritized based upon:
- the focus of the study in alignment with the College’s mission, vision, or values,
- the usefulness of the outcome data for College quality improvement,
- the data are not already available
- the other participating institutions constitute an appropriate comparison group
- the methodology is appropriate,
- adequate resources are available to participate in the research
• The resulting outcomes will be shared with all constituency groups that participated in the research study.

OIRA must confirm that these conditions are substantially met before the College commits resources to participation in such a study or survey.

Institutional Reporting
To safeguard reliability and integrity in all data reporting, OIRA serves as the Colleges source of official institutional data. OIRA coordinates the collection and reporting of data for a variety of external and internal purposes. OIRA will provide official institutional data for external data reporting needs (e.g. IPEDS, IBHE, ILDS, HLC, CCNE, etc.) and is prepared to assist other specific units by providing data necessary to complete additional reports for which those units are responsible.

Sponsored Research
Typically, sponsored research proposals (i.e. grants) require assessment or evaluation plans. OIRA may provide support and technical assistance in the development and/or implementation of these plans. Consultation on the formation of an evaluation plan must occur early in the grant proposal process. If OIRA partners on implementation of an assessment/evaluation plan for grant purposes, a budget will also be created to indicate the budgeted needs of such activities. A final copy of the grant proposal, which includes the assessment plan and budget, is required to be provided to OIRA.
Principle investigators intending to collect data from students, faculty, and/or staff MUST coordinate such data collection with OIRA.
SUBJECT: Travel and Conference Policy

I. Policy:
Methodist College is committed to supporting employee professional growth and development. Methodist College provides financial support to enable faculty to participate in a wide variety of external scholarly and professional development activities to help them become more effective teachers and scholars.

II. Specific Policy Statements Related to Faculty
A. Types of Activities Supported:
   1. Professional conferences related to the faculty member’s teaching and/or research activities, curriculum development or other academic matters relevant to the faculty member’s role at Methodist College.
   2. Professional meetings in which the faculty member is delivering a paper, making a poster presentation, participating in a panel discussion, or taking an active role as an officer, board member or active consultant to the organization, where the work involved is relevant to Methodist College.
   3. Meetings that the faculty member attends at the request of Methodist College.

B. Financial Guidelines for Faculty Travel Support: Travel cost includes transportation, lodging, reasonable meals, conference registration, etc.
   1. The Vice President of Academic Affairs will determine allocation of budgeted travel resources.
      a. The Travel Request Form can be found here …
   2. Once approved by the Vice President of Academic Affairs, submit to Finance. Refer to detailed instructions for completing the forms.

C. Travel Guidelines:
   Pre-Conference Guidelines:
   1. Reasons and objectives for conference attendance (attach as PDF).

   Post-Conference Guidelines:
   1. At the conclusion of the trip, complete the Travel Expense Report for approval. Please attach the following documents and detailed receipts with the Travel Expense Form (PDF Format only):
      • Conference Registration
      • Hotel Folio (confirmation and receipt)
      • Airline Confirmation and Receipt
      • Scanned copy of Conference Name Badge
      • Mileage (Map Documentation)
      • Baggage Fees
      • Car Rental Fees/Fuel Costs/Public Transportation
      • Detailed Meal Receipts (Limited to $40/day)
      • Miscellaneous
   2. Non-reimbursable expenses include, but are not limited to, travel expenses for room upgrades, companions, alcoholic beverages, babysitting fees, club dues, spa services, traffic fines, hotel movies, minibar service, fitness service fees, laundry.

D. Trip/Conference Report
   1. A report summarizing the outcomes achieved compared to the documented learning objectives must be written with 7 days after the trip.
   2. Reimbursement for meals is limited to $40 per day and itemized receipts are required.
   3. Meal expenses incurred on day trips (no overnight stay) are not reimbursed.
   4. Non-reimbursable expenses include, but are not limited to, travel expenses for companions, alcoholic beverages, babysitting fees, club dues, spa services, traffic fines, hotel movies, minibar service, fitness center fees, laundry, and the like.
E. Trip/Conference Report
   1. A report summarizing the outcomes achieved compared to the documented learning objectives must be written within 7 days after the trip.
   2. The written report is to be submitted with the Travel Expense Report.
   3. The reports are archived in a central location on the network.
SUBJECT: DOCUMENT/RECORDS RETENTION GUIDELINES

I. Policy:
  Record retention guidelines help the college to adequately protect and maintain necessary records and information, and to properly discard records and information that are no longer needed or are of no value. The following guidelines provide recommendations for the disposition of records and information used in the administration and management of Methodist College’s programs, departments, business and activities. Following the designated expiration of their retention period, records should be disposed of appropriately.

II. General Information:
   Administration and Responsibility:
   The COO and HR/Safety Director is in charge of implementing the processes and procedures outlined in these guidelines, as well as ongoing compliance. The COO and HR/Safety Director is authorized to modify these guidelines to ensure legal compliance and inclusion of appropriate record categories. All members of the College community should adhere to these guidelines.

   Form of Records:
   These guidelines are “media neutral”, meaning that the type of medium with which a record is created has no bearing on retention time requirements. These guidelines do not obligate an office to create records that did not exist previously.

   Records in Multiple Categories:
   Some records may fall within two categories. When that is the case, apply the longest applicable retention period.

   Electronic Back-Up:
   The servers are backed up nightly to TSM (Tivoli Storage Manager). The data is initially sent to disk, which is then copied to tape. This tape pool is then copied to another set of tapes which are shipped offsite daily (M-F). Data on these servers fall under the default management class. It is the responsibility of each Department to understand the College’s procedures regarding back-up of electronic information and data and to ensure that these guidelines are applied with respect to data kept and/or backed up on electronic servers.

   Confidential Records:
   Confidential records must be disposed of according to their retention periods in a manner that preserves their confidentiality (e.g. by shredding in the blue locked bins or a shredder).

   Investigation and Litigation Holds:
   DO NOT dispose of any records or information if an investigation, legal action or proceeding, audit, program review, or other accreditation review is forthcoming or in progress. A college employee who becomes aware of the following shall notify the COO and HR/Safety Director that the College has been served with a subpoena or request for documents, that there is a governmental investigation or audit concerning the College, or that suspension in disposal of records and information as necessary. Disposal of any related records and information shall be suspended until the COO and HR/Safety Director, with the advice of counsel, determines otherwise.

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<tr>
<th>BOARD:</th>
<th>TAX:</th>
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<tr>
<td>Bylaws, committees, rosters, minutes</td>
<td>Permanent</td>
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<tr>
<td>College Policies, Procedures, Directives</td>
<td>Permanent</td>
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<td>Strategic Plans</td>
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<td>IRS Exemption Documents, Related Correspondence</td>
<td>Permanent</td>
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<tr>
<td>Completed Corporate Tax Forms, Submissions, Returns: including but not limited to Forms 990, 990-T, 5500</td>
<td>Permanent</td>
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<tr>
<td>IRS Rulings</td>
<td>Permanent</td>
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<tr>
<td>Annual Information Returns: federal and state</td>
<td>Permanent</td>
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<tr>
<td>Tax Bills, Receipts, Statements</td>
<td>7 years</td>
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<tr>
<td>Sales/Excise/Miscellaneous Tax Returns &amp; Supporting Documents</td>
<td>7 years</td>
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<tr>
<td>Payroll Tax and Supporting Documents</td>
<td>Termination &amp; 7 years</td>
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**ACCOUNTING/PURCHASING:**

| Accounts Payable and Accounts Receivable: ledgers, schedules, vouchers, statements, subsidiary ledgers & supporting documents | 7 years |
| Banking Records | 7 years |
| Billing Records | 7 years |
| Cash Receipts | 7 years |
| Payment Authorizations | 7 years |
| Reimbursement Records: employee expenses, travel reimbursements and attachments | 7 years |
| Investment Records | 7 years |
| Actuarial Reports (FASB plans, Workers’ Compensation, Health Plans) | Permanent (Methodist) |
| Annual Audit Reports with Financial Statements | Permanent |
| Annual Audit Records: underlying records including work papers and other documents relating to the audit | Completion + 7 years |

**ADMISSIONS:**

| Prospective Student Information | 1 year |
| Students Who Do Not Enroll (Accepted/Rejected but not readmission (see Student Who Enroll)): applications, correspondence, test scores, letters of recommendation, high-school transcripts, acceptance letters | Application term + 1 year |
| Students Who Enroll: applications, correspondence, test scores, letters of recommendations, high-school transcripts, other postsecondary transcripts, acceptance letters, application for re-admission | Graduation or date of last attendance + 10 years |
| Recruitment Materials | Application term + 3 years |

**STUDENT ACCOUNTS & FINANCIAL AID**

<p>| Annual Statistics Reports for Department of Education or College | Permanent |
| Tuition &amp; Fee Charges | 7 years |
| Title IV/Higher Education Act: including (but not limited to) Student Aid Reports, Institution Student Information Records, application data, eligibility documentation, program records, etc. | 3 years if not being audited |
| Unsuccessful Applicants: awards, grants (including Federal Work Study and Federal Supplemental Educational Opportunity), fellowships, scholarships | 3 years |
| Successful Applicants: awards, grants (including Federal Work Study and Federal Supplemental Educational Opportunity), fellowships, scholarships | Graduation or date of last attendance + 3 years |</p>
<table>
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<tr>
<th>Student Loan Records: correspondence, applications, eligibility records, deferment forms, payment schedules/histories, promissory notes, origination documents, tax records</th>
<th>Health professions loans: repayment, cancellation, or assignment to Department of Education + 3 years if not being audited. Other loans: Graduation or date of last attendance + 3 years if not being audited.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Payments: accounts receivable bills, payments, checks</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
<tr>
<td>Student Refunds</td>
<td>Graduation or date of last attendance + 3 years</td>
</tr>
<tr>
<td>Residence Life/Housing Agreements</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
<tr>
<td><strong>STUDENT ACADEMIC &amp; GENERAL RECORDS</strong></td>
<td><strong>Duration of Enrollment</strong></td>
</tr>
<tr>
<td>Active Student Files</td>
<td><strong>Permanently</strong></td>
</tr>
<tr>
<td>Transcripts and Final Grades</td>
<td>Permanent</td>
</tr>
<tr>
<td>Academic Records: evaluations, competency assessments</td>
<td>Permanent</td>
</tr>
<tr>
<td>Class Schedules</td>
<td>Graduation or date of last attendance + 1 year</td>
</tr>
<tr>
<td>Audit Authorizations</td>
<td>1 year</td>
</tr>
<tr>
<td>Curriculum Change Records</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
<tr>
<td>Grade and Progress Reports</td>
<td>Distribution + 1 year</td>
</tr>
<tr>
<td>Change of Grade Forms</td>
<td>Permanent</td>
</tr>
<tr>
<td>Discipline: including academic probation, involuntary leave, suspension, dismissal</td>
<td>Permanent</td>
</tr>
<tr>
<td>Discipline: no academic probation, involuntary leave, suspension, or dismissal</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
<tr>
<td>Student Complaints (General)</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
<tr>
<td>Transfer Credit Requests &amp; Evaluations</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
<tr>
<td>Applications for Graduation</td>
<td>Graduation or date of last attendance + 1 year</td>
</tr>
<tr>
<td>Graduation Authorizations</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
<tr>
<td>Graduation &amp; Degree Recipient Lists</td>
<td>Permanent</td>
</tr>
<tr>
<td>Absence Reports</td>
<td>Graduation or date of last attendance + 3 years</td>
</tr>
<tr>
<td>Enrollment Changes: add/drop, withdrawals, leave of absence</td>
<td>Graduation or date of last attendance + 3 years</td>
</tr>
<tr>
<td>Transcript Requests</td>
<td>1 year</td>
</tr>
<tr>
<td>Enrollment Verification Requests</td>
<td>1 year</td>
</tr>
<tr>
<td>Military Documents</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
<tr>
<td>Address Change</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
<tr>
<td>Name Change</td>
<td>Permanent</td>
</tr>
<tr>
<td><strong>ACADEMIC PROGRAMMING</strong></td>
<td><strong>Permanent</strong></td>
</tr>
<tr>
<td>Course Records: course and program offerings, schedule of classes</td>
<td>Permanent</td>
</tr>
<tr>
<td>Graded Course Materials: examinations, homework</td>
<td>Completion of course + 1 year</td>
</tr>
<tr>
<td>Course Changes</td>
<td>1 year</td>
</tr>
<tr>
<td>Grade Books (instructors)</td>
<td>7 years</td>
</tr>
<tr>
<td>Class Lists &amp; Grade Sheets (grades submitted)</td>
<td>Permanent</td>
</tr>
<tr>
<td><strong>ORGANIZATIONS/COMMITTEES</strong></td>
<td><strong>10 years</strong></td>
</tr>
<tr>
<td>Student Organizations: minutes, rosters, handbooks, event planning forms, discipline, etc.</td>
<td>Until suspended</td>
</tr>
<tr>
<td>Student Organizations: application for recognition, renewals, bylaws</td>
<td>Until suspended</td>
</tr>
<tr>
<td><strong>PERSONNEL &amp; BENEFITS</strong></td>
<td><strong>Date of hiring decision + 3 years</strong></td>
</tr>
<tr>
<td>Employment Records: including job descriptions, correspondence with employment agencies, advertisements for job openings, information on non-hired applicants (applications, resumes, pre-employment physicals, results of background</td>
<td>Date of hiring decision + 3 years</td>
</tr>
<tr>
<td>Issue</td>
<td>Retention Period</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Affirmative Action Programs</td>
<td>3 years (Methodist)</td>
</tr>
<tr>
<td>Employment Eligibility Verification</td>
<td>Later of date of hire + 3 years or separation + 1 year</td>
</tr>
<tr>
<td>Payroll: records generally, including registers, garnishments, assignments, attachments</td>
<td>Separation + 10 years (Methodist)</td>
</tr>
<tr>
<td>Personnel Files: including application, attendance, job status change, discipline, performance evaluations, termination papers, test results, training, qualification records, leave reporting, academic and non-academic</td>
<td>Separation + 10 years</td>
</tr>
<tr>
<td>Grievances: investigations, resolutions, conciliation agreements</td>
<td>No cause finding + 3 years</td>
</tr>
<tr>
<td>Resident Assistant Agreements</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
<tr>
<td>Benefit Plans</td>
<td>Permanent (Methodist)</td>
</tr>
<tr>
<td>Federal and State Reporting Requirements: Benefit Plans</td>
<td>Permanent (Methodist)</td>
</tr>
<tr>
<td>Employee Benefit Records: personal information, service records, payments to employees/beneficiaries, changes</td>
<td>Death of employee + 10 years (Methodist)</td>
</tr>
<tr>
<td>Attendance documents and time records</td>
<td>3 years</td>
</tr>
<tr>
<td>Contracts, employees (expired)</td>
<td>11 years</td>
</tr>
<tr>
<td>Disability records</td>
<td>Permanently</td>
</tr>
<tr>
<td>Employee handbook</td>
<td>3 years after discontinued</td>
</tr>
<tr>
<td>ADA required records and notices</td>
<td>3 years</td>
</tr>
<tr>
<td>Family and Medical Leave Act records</td>
<td>3 years</td>
</tr>
<tr>
<td>Immigration Form I-9</td>
<td>The longer of 3 years from date of hire (or rehire) or 1 year from date of termination</td>
</tr>
<tr>
<td>Investigatory records related to charges filed by a non-employee or person no longer employed; or actions by EEOC or Illinois Department of Human Rights</td>
<td>3 years</td>
</tr>
<tr>
<td>Investigatory records related to charges filed by employee, or actions by EEOC or Illinois Department of Human Rights</td>
<td>Duration of employment</td>
</tr>
<tr>
<td>License of individuals with credentials (employees)</td>
<td>Termination +10 years</td>
</tr>
<tr>
<td>Performance appraisals, compensation adjustments, commendations, and other awards</td>
<td>3 years</td>
</tr>
<tr>
<td>Unemployment compensation documents</td>
<td>5 years after making such records or until the dispute is settled/withdrawn</td>
</tr>
<tr>
<td>Volunteer files</td>
<td>7 years</td>
</tr>
<tr>
<td>Wage rates, seniority, merit and records that may describe or explain wage differentials between employees of opposite genders</td>
<td>2 years</td>
</tr>
</tbody>
</table>

**HEALTH/COUNSELING RECORDS**

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Records</td>
<td>Last service + 7 years</td>
</tr>
<tr>
<td>Student Counseling Records</td>
<td>Last service + 7 years</td>
</tr>
<tr>
<td>Student Immunization Records</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
<tr>
<td>Employee Healthcare Clinic Records</td>
<td>Last service + 7 years (Methodist)</td>
</tr>
<tr>
<td>Employee Immunization</td>
<td>Separation + 10 years (Methodist)</td>
</tr>
<tr>
<td>Occupational Injury or Illness</td>
<td>Separation + 5 years (Methodist)</td>
</tr>
</tbody>
</table>

**EQUAL OPPORTUNITY (APPLICANT, STUDENT, PERSONNEL, OTHERS)**

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Complaints of Prohibited Discrimination: including sexual harassment</td>
<td>Permanent</td>
</tr>
<tr>
<td>Records of Reported Bias Activity and Investigation: including reports and/or forms</td>
<td>Later of complaint or decision + 7 years</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Records Generated in Investigation of Protected Status: including</td>
<td>Permanent</td>
</tr>
<tr>
<td>sexual misconduct or other discrimination that results in a finding of</td>
<td></td>
</tr>
<tr>
<td>merit</td>
<td></td>
</tr>
<tr>
<td>Employer Information Reports EEO-1/EEO-2</td>
<td>Longer of superseded or filing + 2 years (Methodist)</td>
</tr>
<tr>
<td><strong>LEGAL, REGULATORY, AUDIT, RISK MANAGEMENT</strong></td>
<td></td>
</tr>
<tr>
<td>Audit Reports</td>
<td>Permanent</td>
</tr>
<tr>
<td>Complaint</td>
<td>3 years</td>
</tr>
<tr>
<td>Contracts and Underlying Records</td>
<td>Duration of contract + 10 years</td>
</tr>
<tr>
<td>Liability Waivers</td>
<td>Graduation, date of last attendance, separation, or end of event + 10 years</td>
</tr>
<tr>
<td>Insurance Policies and Certificates</td>
<td>Permanent (Methodist)</td>
</tr>
<tr>
<td>Incident &amp; Accident Reports</td>
<td>Completion of claims(s) + 7 years</td>
</tr>
<tr>
<td>Workers’ Compensation Claims</td>
<td>Completion + 7 years (Methodist)</td>
</tr>
<tr>
<td>Court Orders, Judgments, Releases, Settlement</td>
<td>Permanent</td>
</tr>
<tr>
<td>Reprint Permission for Copyright Materials</td>
<td>Expiration + 10 years</td>
</tr>
<tr>
<td>Conflicts of Interest: disclosure statements</td>
<td>3 years</td>
</tr>
<tr>
<td>Correspondence or Communications with Government/Regulatory Bodies:</td>
<td>Permanent</td>
</tr>
<tr>
<td>including audit records</td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td>Permanent</td>
</tr>
<tr>
<td>Annual Security Report</td>
<td>3 years</td>
</tr>
<tr>
<td>Crime Statistics</td>
<td>7 years</td>
</tr>
<tr>
<td>FERPA: requests for formal hearings, student statements regarding</td>
<td>Permanent</td>
</tr>
<tr>
<td>hearings, written decisions of hearings, student requests for</td>
<td></td>
</tr>
<tr>
<td>disclosure of personally identifiable information</td>
<td></td>
</tr>
<tr>
<td>FERPA: student requests for nondisclosure</td>
<td>Until terminated by student</td>
</tr>
<tr>
<td><strong>PUBLICATIONS, STATISTICAL DATA/DOCUMENTS, INSTITUTIONAL REPORTS</strong></td>
<td></td>
</tr>
<tr>
<td>Catalogs</td>
<td>Permanent</td>
</tr>
<tr>
<td>Class Schedules</td>
<td>Permanent</td>
</tr>
<tr>
<td>Commencement Program</td>
<td>Permanent</td>
</tr>
<tr>
<td>Statistics: enrollment, grade, degree, race/ethnicity, gender</td>
<td>Permanent</td>
</tr>
<tr>
<td>Press/Publicity Releases</td>
<td>Publication + 10 years</td>
</tr>
<tr>
<td>Advertising: brochures, catalogues, and advertising dealing with</td>
<td>Publication + 10 years</td>
</tr>
<tr>
<td>student admissions, programs, and scholarships; for national or</td>
<td></td>
</tr>
<tr>
<td>broad geographic coverage materials, only records indicating when</td>
<td></td>
</tr>
<tr>
<td>and what publications advertisements were placed</td>
<td></td>
</tr>
<tr>
<td><strong>ALUMNI, DEVELOPMENTS &amp; GRANTS</strong></td>
<td></td>
</tr>
<tr>
<td>Alumni Records</td>
<td>Permanent</td>
</tr>
<tr>
<td>Materials Soliciting Contributions</td>
<td>Publication + 3 years</td>
</tr>
<tr>
<td>Gift Records</td>
<td>7 years</td>
</tr>
<tr>
<td>Gift Letter Agreements</td>
<td>Permanent</td>
</tr>
<tr>
<td>Planned Gifts</td>
<td>Permanent</td>
</tr>
<tr>
<td>Real Estate Gifts</td>
<td>Permanent</td>
</tr>
<tr>
<td>Grant Records</td>
<td>7 years</td>
</tr>
<tr>
<td>Endowment Records</td>
<td>Life of endowment</td>
</tr>
<tr>
<td>Trust Records</td>
<td>Life of trust</td>
</tr>
<tr>
<td>Conditional or Restricted Gifts: Terms and conditions</td>
<td>Permanent</td>
</tr>
<tr>
<td>Records of Contributions: less than $1,000</td>
<td>3 years</td>
</tr>
<tr>
<td>Records of Contributions: more than $1,000</td>
<td>Permanent</td>
</tr>
<tr>
<td>General Development Ledgers</td>
<td>Permanent</td>
</tr>
<tr>
<td><strong>PROPERTY, FACILITIES SAFETY, EQUIPMENT</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Accessibility/ADA Facilities Plans</td>
<td>3 years (Methodist)</td>
</tr>
<tr>
<td>Property Deeds, Assessments, Licenses, Rights of Way</td>
<td>Permanent (Methodist)</td>
</tr>
<tr>
<td>Construction: contracts, planning</td>
<td>Permanent (Methodist)</td>
</tr>
<tr>
<td>Construction: architectural drawings, improvements</td>
<td>Life of structure (Methodist)</td>
</tr>
<tr>
<td>Permits</td>
<td>Expiration + 7 years (Methodist)</td>
</tr>
<tr>
<td>Evacuation Drill Records</td>
<td>7 years</td>
</tr>
<tr>
<td>Fire Protection Systems &amp; Other Safety Monitoring</td>
<td>7 years (Methodist)</td>
</tr>
<tr>
<td>Incident Reports &amp; Records</td>
<td>7 years (Methodist)</td>
</tr>
<tr>
<td>EPA Reports</td>
<td>2 years (Methodist)</td>
</tr>
<tr>
<td>Inventories</td>
<td>Life of asset</td>
</tr>
<tr>
<td>Equipment Maintenance</td>
<td>Life of asset (Methodist)</td>
</tr>
<tr>
<td>Depreciation</td>
<td>Life of asset</td>
</tr>
<tr>
<td>Vehicle Records: purchase, maintenance, registration</td>
<td>Disposition of vehicle</td>
</tr>
<tr>
<td><strong>MISCELLANEOUS</strong></td>
<td></td>
</tr>
<tr>
<td>Intellectual Property: US Patent Office records, patent application records, original licensing agreements, invention disclosures, registered trademark records</td>
<td>Permanent</td>
</tr>
<tr>
<td>Career Counseling Records</td>
<td>Graduation or date of last attendance + 10 years</td>
</tr>
</tbody>
</table>
I. Policy:
Methodist College will provide a Doctoral Study benefit to full time faculty members to increase the academic profile of the College. This supplement will be competitively awarded in the areas of highest need for the College if budgeted resources are not sufficient to support all who apply. Factors used in determining need include, but are not limited to, nation-wide or regional shortages of faculty candidates with terminal degree preparation in the field, programming needs for the college (e.g. new programs for which faculty are needed), and succession planning.

II. Purpose:
The purpose of this policy is to provide a competitively awarded supplement to other funds allocated to support doctoral study in a field deemed by the Dean/Academic Chair, VPAA, and College President as beneficial to achieve the Methodist College mission. For the purpose of this policy, terminal degrees are considered to be earned doctorates, including the Doctor of Philosophy (Ph.D.) in a field related to the discipline in which the faculty member teaches, as well as the Doctor of Education (Ed.D). The Doctor of Nursing Practice Degree is approved for nursing faculty members who hold education and certification as well as the licensing credential as one of the two direct advanced practice roles, including nurse practitioner or clinical nurse specialist, as well as the indirect role of nurse administrator when the faculty member holds both education and the Certified Nurse Administrator credential.

III. General Information:
Eligibility Criteria
1. Employment Status - the employee’s status at the time the Doctoral Study reimbursement is requested must be Active full-time.

2. Service Requirements - the employee must have completed one full year of continuous, full-time service as of the first day of the semester in which the individual enrolls to receive the Doctoral Study reimbursement.

3. Performance Evaluation – the faculty member must have earned a minimum rating of Good to qualify for this supplement.

4. Re-hire of an employee: Should an individual be rehired, the employee must repeat the length of service requirement outlined above.
This supplemental reimbursement for courses will be approved and paid only for courses provided through a regionally accredited college/university. The program of study and college/university must be recommended by the Academic Dean/Department Chair, and the VPAA. Final approval authority is held by the President of the College, who must approve the university and the program in which the faculty member intends to enroll.

Reimbursement is limited to the budgeted funds allocated by Methodist College for this purpose each fiscal year. If the number of qualified applicants exceeds the budgeted amount, priority will be awarded to those in the faculty shortage areas unless the needs of a new program are deemed to take precedence. Award of this benefit is not guaranteed for all applicants.
Faculty must apply for tuition reimbursement as a prerequisite for applying for the Doctoral Study Benefit. Funds from the tuition reimbursement benefit must be exhausted before Doctoral Study benefits can be used.

The Doctoral Study benefit will not exceed $1,500 per academic year.

Financial Aid/Scholarships
Methodist College tuition reimbursement benefit and doctoral student benefit will not be paid until all other grants and scholarships have been exhausted.

If the employee applies and has been awarded tuition assistance from other sources such as GI bill, scholarships or grants, he/she will be reimbursed only for the portion of tuition not covered by the other source of funding.
Doctoral Study reimbursement will only cover tuition. Doctoral Study benefits will not be approved retroactively. Accelerated tuition reimbursement is not available to applicants under this benefit.

IV. Procedure:

**Application for Reimbursement:**

Upon exhaustion of traditional reimbursement funds (e.g. Tuition Reimbursement) and other sources of funding, the faculty member will complete the Supplemental Doctoral Tuition form and attach a current transcript showing a proof of credit earned and good standing in the program for courses for which reimbursement is being sought. The form is available on the “I” drive. The deadline for application is May 1 each year, with the application being received by Human Resources on or before this date. The process is as follows:

1. Complete the form and seek approval from the appropriate Academic Dean/Department Chair.
2. The Academic Dean or Department Chair will review and, if deemed to support needs of the College, seek approval through the Vice President of Academic Affairs.
3. The Vice President of Academic Affairs will review and, if deemed to support needs of the College, forward the document to the Director of Human Resources who will verify eligibility.
4. The HR Director will notify the President and the VPAA of eligibility.
5. The President of Methodist College will make the final decision regarding awarding of funds not later than June 1.
6. Courses for which grades are not available by May 1 may be considered for funding in the subsequent fiscal year.

It is the responsibility of the employee to abide by Internal Revenue Service (IRS) reporting requirements regarding tuition benefits as related to taxable income. Methodist College accepts no responsibility regarding possible designation of employer-provided dollar reimbursements as taxable income and will report assistance payments according to IRS requirements.

**Not eligible for reimbursement**

If an employee is enrolled in the Doctoral Study program, expenses will not be reimbursed or waived if:

- Credit for a course is not earned or the employee is not in good standing
- Withdrawal from the class occurs
- Employee received Doctoral Study benefit based on full-time status and changes to part-time status during work commitment agreement
- Termination of employment of the employee, whether voluntarily or involuntarily, during a semester in which the employee is receiving the Doctoral Study benefit

**Repayment**

As part of the Doctoral Study application, the employee signs an agreement to fulfill a 24- month work commitment. This commitment begins with the date of degree conferral. If a faculty member ceases to pursue the doctoral degree, a 12- month work commitment is required. Failure to fulfill these commitments will result in a requirement to repay tuition reimbursement funds provided by the College.
SUBJECT: TUITION REIMBURSEMENT PROGRAM

I. Policy:
Methodist College encourages and financially assists high performing employees who continue their education at a college, university or other accredited institution to acquire education or certification to support organizational succession planning.

High performance employees meet the following three criteria:
- Have been rated 3, 4 or 5 overall on most recent performance review
- Have not received corrective action within 12 months of submitting Tuition Reimbursement Request Form
- Are requesting reimbursement for courses required or strongly recommended for their current position OR have been identified for a future position at Methodist through succession planning.

II. General Information:
This policy applies to all active full-time benefitted employees (32-40 budgeted hours per week) and active part-time benefitted employees (20-31 budgeted hours per week) who have completed two years of employment at Methodist College or any affiliate of the UnityPoint system. The start of the semester or period of study must begin after the anniversary date marking two years of employment.

Maximum reimbursement for active full-time benefitted employees is $3,000 per calendar year. Maximum reimbursement for active part-time benefitted employees is $1,500 per calendar year.

The organization will reimburse only the cost of tuition up to the annual maximum benefit. Course fees, student fees, and book fees are not eligible for reimbursement. The course of study must be required for the employee’s current position and/or for preparation for another position in the organization which supports organizational succession planning. Coursework must be offered by a regionally accredited institution. Undergraduate nursing degrees will only be approved at Methodist College. Proficiency and GED testing fees will be approved. Certification courses (e.g. credit bearing academic courses) will be approved when the certification is identified in the employee’s job description as required or strongly recommended.

Courses may not conflict with the employee’s work schedule. All requests must be approved by both the President of the College and MC Human Resource Services.

As part of the Tuition Reimbursement Request application, the employee signs an agreement to fulfill a twenty-four month work commitment following the date grade and proof of payment are processed. If the employee fails to fulfill the work commitment, does not meet the proof of grade requirements, withdraws from an approved course, does not pass an approved certification exam within six months of the initial exam date, or changes employment status during the work commitment schedule, this will result in mandatory repayment. Repayment will be managed through payroll deduction or billing of the employee, and is subject to collections.

Professional meetings, conferences, and training institutes are excluded from the Tuition Reimbursement benefit.

III. Application Procedure Staff and Administration
Tuition reimbursement is provided to support study in a field approved by the Director or Dean/Academic Chair, Cabinet Member, and College President as beneficial to achieve the Methodist College mission.

The approval process begins with a conversation with the Supervisor and/or President’s Cabinet member at which time the individual will present the program he/she has selected for study including information regarding the accreditation status of the program. The college or university must hold current regional accreditation (e.g. Higher Learning Commission) and the program must hold disciplinary accreditation (e.g. CCNE for nursing).
The process continues with a recommendation from the President’s Cabinet member for final approval by the Methodist College President.

IV. Application Procedure – Faculty
Tuition reimbursement is provided to support doctoral study in a field approved by the Dean/Academic Chair, VPAA, and College President as beneficial to achieve the Methodist College mission. For the purpose of this policy, terminal degrees are considered to be earned doctorates, including the Doctor of Philosophy (Ph.D.) in a field related to the discipline in which the faculty member teaches, as well as the Doctor of Education (Ed.D). The Doctor of Nursing Practice Degree is approved for nursing faculty members who hold education and certification as well as the licensing credential as one of the two direct advanced practice roles, including nurse practitioner or clinical nurse specialist, as well as the indirect role of nurse administrator when the faculty member holds both education and the Certified Nurse Administrator credential.

When deemed necessary to Methodist College program planning, tuition reimbursement is provided to support the preparation of faculty members as advanced practice nurses through the completion of a post-master’s certificate in the areas of nurse practitioner and clinical nurse specialist, when approved by the Dean/Academic Department Chair, VPAA, and College President.

The approval process begins with a conversation with the Academic Dean/Department chair at which time the faculty member will present the program he/she has selected for study including information regarding the accreditation status of the program. The college or university must hold current regional accreditation (e.g. Higher Learning Commission) and the program must hold disciplinary accreditation (e.g. CCNE for nursing).

The process continues with a recommendation to the Vice President of Academic Affairs with final approval by the Methodist College President.

V. Application for Reimbursement
Once initial approval is attained, as outlined above, the following steps are required for reimbursement:

1. To ensure eligibility for Tuition Reimbursement, employees must complete and submit a “Request for Tuition Reimbursement” Form no less than one week prior to the start of each semester or exam. Any requests not received by Methodist College Human Resources within the timeframe will be denied.

2. Completion of this form requires the employee disclose anniversary date, employment status, social security number, etc. The form also requires disclosure of the school/course for which the employee is requesting reimbursement, course number, course title, start and end dates, number of credit hours, and tuition costs (excluding all fees). Employees are also required to disclose the major field of study or certification to ensure it fits organizational succession planning. The form also requires disclosure of grant, scholarship, or G. I. Benefit eligibility, as these may impact the eligibility amount. Any requests received by Methodist College Human Resources that does not have all required fields completed will be denied.

3. Completion of this form requires Methodist College Human Resources to disclose the employee’s current performance review score, verify that no corrective action has been given within 12 months, and verify the education requested is required or strongly recommended for their current position or have been identified for a future position at Methodist through succession planning. Any requests received by Methodist College Human Resources that do not have all required fields completed will be denied.

4. The “Request for Tuition Reimbursement Form” also includes an agreement that employees must sign in which employees agree to a work commitment which includes a requirement for maintaining regular part or regular full time employment status, and continuing to work for Methodist for no less than twenty four months after course is completed and grades/proof of payment are processed by UnityPoint Methodist/Proctor Human Resources.

5. Upon receipt of a completed “Request for Tuition Reimbursement Form”, Methodist College Human Resources will verify all disclosures, either confirm or deny the request, and return a copy of the request to the employee.

6. Applicants may be required to present an official description of the course, confirmation of the school’s accreditation, and/or degree requirements for specific programs.

Special Work Force Need - Faculty
To meet special work force needs influenced by market driven conditions in faculty shortage areas (regional/national), the Vice President of Academic Affairs may recommend additional tuition reimbursement up to
$2,000 per year for full-time faculty members who are pursuing an approved doctoral degree. Final approval of the Methodist College President is required.

Eligibility Requirements: A performance review score of “good” or better and twelve months of service to Methodist College.

VI. Reimbursement Procedures

VII. Upon successful completion of each semester or exam, the employee must submit:
   a. For Non-Graduate Courses:
      i. Proof of a grade of “C” and good standing or better or a ‘pass” for courses or certifications that do not award grades.
   b. For Graduate Courses:
      i. Proof of a grade of “B” or better.
   c. Proof of payment of tuition or certification exam fee

VIII. Grades and proof of payment must be submitted together, at the same time, and within 60 days of the end of the semester or exam date. Any grade or proof of payment received by Methodist College Human Resources that does not meet these requirements will not be reimbursed.

IX. The reimbursement will be processed by Unity Point Methodist/Proctor Human Resources and prepared by Payroll, and included the next regular bi-monthly paycheck. No exceptions will be made.

X. Since Tuition Reimbursement is based on an annual budget cycle, reimbursement for courses will be credited toward the $3,000 or $1,500 maximum based on the calendar year during which the “Request for Tuition Reimbursement Form” was submitted.
   Example- Sally submits a request on 9/1/16 for a course that begins 10/1/16 and concludes 2/1/17. When she submits her passing grade and proof of payment on 2/21/17, the dollars will come out of the 2016 budget. Once Sally’s maximum benefit is used within a calendar year, she is not eligible to submit a new “Request for Tuition Reimbursement Form” until the start of a new calendar year.
METHODOIST COLLEGE
PERSONNEL

College Administration

Kimberly Johnston, EdD, CNE
President of the College
BSN Pennsylvania State University, University Park, PA
MSN Pennsylvania State University, University Park, PA
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Brett Dooley
IT Support Analyst

Institutional Research and Analysis
OPEN
Assessment and Accreditation Specialist

Donnie Johnson
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HR Generalist
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Bambi Marion
Security Officer

Toni Maxson
**Faculty**

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