“He said to me, ‘My grace is sufficient for you, for my power is made perfect in weakness.’ Therefore I will boast all the more gladly of my weaknesses, so that the power of Christ may rest upon me.” 2 Corinthians 12:9
Privacy Rights of Students

In accordance with the Family Educational Rights & Privacy Act of 1974, as amended by P.L. 93-380, Concordia University grants all the rights under the law to all matriculating students. No one outside the institution shall have access to, nor will the institution disclose any information from, any student’s education records without the written consent of students except to personnel within the institution, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of students or other persons. All these exceptions are permitted under the Act.

At its discretion, Concordia University may provide Directory Information in accordance with the provisions of the Act, to include: student name, address, telephone number, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletics teams, and theses title/topics. Concordia also considers photographs to be Directory Information. As such, release of photographs is also provided.

Students may withhold Directory Information by notifying the Registrar in writing. Please note that such withholding requests are binding for all information to all parties other than educational purposes. Students should consider all aspects of a Directory Hold prior to filing such a request. Request for nondisclosure will be honored by the institution for only one academic year commencing with the fall semester; therefore, authorization to withhold Directory Information must be filed annually in the Registrar’s Office within the first two weeks of the fall semester.

For more information concerning the Family Educational Rights & Privacy Act of 1974, contact the Registrar’s Office.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. Introduction</td>
<td>6</td>
</tr>
<tr>
<td>0.10 Purpose of the Faculty Handbook</td>
<td></td>
</tr>
<tr>
<td>0.20 Responsibility for the Faculty Handbook</td>
<td></td>
</tr>
<tr>
<td>0.30 Brief History of Concordia University</td>
<td></td>
</tr>
<tr>
<td>0.35 The Academic Programs</td>
<td></td>
</tr>
<tr>
<td>0.40 Accreditation</td>
<td></td>
</tr>
<tr>
<td>0.50 Mission Statement</td>
<td></td>
</tr>
<tr>
<td>0.60 Philosophy and Purpose</td>
<td></td>
</tr>
<tr>
<td>0.70 Institutional Objectives</td>
<td></td>
</tr>
<tr>
<td>0.80 Chapel Policy</td>
<td></td>
</tr>
<tr>
<td>1. Administration</td>
<td>9</td>
</tr>
<tr>
<td>1.00 Church Affiliation</td>
<td></td>
</tr>
<tr>
<td>1.01 The Concordia University System</td>
<td></td>
</tr>
<tr>
<td>1.02 Board of Regents</td>
<td></td>
</tr>
<tr>
<td>1.10 Administrative Structure</td>
<td></td>
</tr>
<tr>
<td>1.11 The President</td>
<td></td>
</tr>
<tr>
<td>1.11a The Provost</td>
<td></td>
</tr>
<tr>
<td>1.11b The Executive Vice-President for Strategic Planning and Institutional Effectiveness</td>
<td></td>
</tr>
<tr>
<td>1.12 Faculty</td>
<td></td>
</tr>
<tr>
<td>1.13 Institutional Educational Policies</td>
<td></td>
</tr>
<tr>
<td>1.14 Institutional Policy Formation</td>
<td></td>
</tr>
<tr>
<td>1.15 Administrative Structure</td>
<td></td>
</tr>
<tr>
<td>1.15a Department Heads</td>
<td></td>
</tr>
<tr>
<td>1.16 Strategic Planning Council</td>
<td></td>
</tr>
<tr>
<td>1.17 Budget Council</td>
<td></td>
</tr>
<tr>
<td>1.21 The Faculty and Administration of Concordia</td>
<td></td>
</tr>
<tr>
<td>1.30 Campus Pastor</td>
<td></td>
</tr>
<tr>
<td>1.31 Chapel Services</td>
<td></td>
</tr>
<tr>
<td>1.32 Chapel Advisory Committee</td>
<td></td>
</tr>
<tr>
<td>1.40 Affirmative Action Policy</td>
<td></td>
</tr>
<tr>
<td>1.45 Drug-free Workplace Act</td>
<td></td>
</tr>
<tr>
<td>1.50 Holidays</td>
<td></td>
</tr>
<tr>
<td>1.70 Academic Calendar Template</td>
<td></td>
</tr>
<tr>
<td>1.70a Academic Calendar</td>
<td></td>
</tr>
<tr>
<td>1.71 Class Schedule Template</td>
<td></td>
</tr>
<tr>
<td>1.72 Finals Schedule</td>
<td></td>
</tr>
<tr>
<td>1.73 Special Class Schedule with Extended Chapel Time</td>
<td></td>
</tr>
<tr>
<td>1.73a Special Class Schedule Policy</td>
<td></td>
</tr>
<tr>
<td>2.00 Faculty Organization</td>
<td>19</td>
</tr>
<tr>
<td>2.01 Faculty Membership and Voting Privileges in Faculty Meetings</td>
<td></td>
</tr>
<tr>
<td>2.02 Faculty Governance Structure</td>
<td></td>
</tr>
<tr>
<td>2.02a Selection of Executive Committee of the Faculty, Conduct of Meetings, and Length of Service</td>
<td></td>
</tr>
<tr>
<td>2.02b Offices and Duties of the Executive Committee of the Faculty</td>
<td></td>
</tr>
<tr>
<td>2.02c Relationship of Executive Committee of Faculty (ECF) to Full Faculty</td>
<td></td>
</tr>
<tr>
<td>2.02d Relationship of ECF with President, and through the President to the BOR</td>
<td></td>
</tr>
<tr>
<td>2.03a Time, Place Frequency and Conduct of ECF Meetings</td>
<td></td>
</tr>
<tr>
<td>2.03b Time, Place Frequency and Conduct of Plenary Faculty Meetings</td>
<td></td>
</tr>
<tr>
<td>2.04 Faculty Athletic Representative</td>
<td></td>
</tr>
<tr>
<td>2.10 Duties of the Faculty</td>
<td></td>
</tr>
<tr>
<td>2.11 Institutional Policies Regarding Part-time Instruction</td>
<td></td>
</tr>
<tr>
<td>2.11a Limitations on Adjunct faculty Functions</td>
<td></td>
</tr>
<tr>
<td>2.20 Faculty Committees</td>
<td></td>
</tr>
</tbody>
</table>
2.21 Academic Policies Committee
2.22 Community Life Committee
2.23 Faculty Welfare Policies Committee
2.24 Nominations/Elections
2.25 Faculty Elections Policy
2.31 Appointment of Deans
2.32 Responsibilities of Deans
2.33 Grade Determination and Records of Student Progress
2.34 Grade Inflation and Grading Policy
2.40 Faculty Ranking
2.41 Criteria for Ranking of Faculty and for the Promotion in Rank
2.411 Category for Placement on Faculty Salary Scale
2.412 Category for Movement within the Faculty Salary Scale
2.413 Definitions for Movement within Salary Scale
2.414 Three Year Rolling Contracts
2.415 Full-time Faculty Assessment (C-TEP)
2.416 Uniform C-TEP Evaluation Process
2.417 Conditions for Advancement
2.50 Service Loads for Instructional Staff Members
2.53 Weightload Assignments
2.54 Sectioning and Class Size
2.56 Summer and Vacation Policy
2.57 Faculty/Staff Response to Reception of a Call
2.60 Salary and Benefits
2.60a Adjunct faculty Salary Scale
2.60b Professional Development Funds for Adjunct faculty
2.611 Honored Citizens Tuition Discount
2.612 Professional Organizations
2.613 Pursuit of Terminal Degree
2.62 Sabbaticals and Other Leaves
2.625 Emeritus Status
2.63 Concordia Medical and Retirement Programs
2.635 Travel Accident Insurance
2.636 Alcohol and Drug Abuse
2.637 Voluntary Employee Substance Abuse Assistance Program
2.638 Involuntary Substance Abuse Rehabilitation Leave
2.64 Faculty and Staff Recognition
2.65 Admission to Campus Events
2.66 Extra-Concordia Employment
2.670 Principles for Inclusion of “Objectionable Materials” in a Course
2.671 Conflict of Interest Standards and Procedures
2.671a Academic Freedom Policy
2.672 Faculty Hiring
2.673 Faculty Changes
2.68 Plan of Retirement
2.691 Removal from Office (Synodical Handbook 6.43)
2.70 Reduction in Force (RIF)
2.71 Academic Vestment
2.715 Category of “Teaching Staff”
2.72 Class Absence
2.73 Orientation of New Personnel
2.75 Military Leave
2.76 Jury Duty
2.77 Pregnancy & Family Leave
2.78 Disability
2.80 Representation at Synodical Conventions
2.81 Attendance at District Conventions
2.90 Distribution of Faculty and Student Directories
2.91 Sale of Complementary Textbooks
2.92 Sexual Harassment Policy- Student, Faculty, and Staff
2.93 Academic Grievance Procedures
Faculty Grievance Procedures
Faculty Non-Disciplinary and Disciplinary Action

3. Academic Programs

3.01a Provost
3.01b Vice Provost for Academic Services
3.01c Vice Provost for Student Services and Enrollment Management
3.02 The Registrar
3.03 Chief Information Officer
3.04 The University Librarian
3.05 Director of Athletics
3.05a Duties of Coaches
3.06 Director of Institutional Research
3.08 Concordia University System
3.11 Academic Integrity Policy
3.12 Academic Sanctions for Behavior Problems
3.13 Departmental Books
3.14 Definition of a Credit Hour
3.20 Course Prospectus Format
3.23 Duplicated Instructional Materials
3.23a Copyright and Fair Use Policy
3.24 Academic Computerization and Computer Access
3.241 Programs
3.241a General Education Program
3.242 Majors & Minors
3.243 Application of Curricular Regulations
3.244 Procedures for Approval of Substantive Curricular Modification
3.244a Procedures for Approval of Minimal Curricular Modification
3.244b Procedure for Approval of Course Prospecti
3.245 Course Cancellation
3.246 Dealing with Low Enrollment Courses
3.247 Course Prospectus and Syllabus Maintenance and Update
3.247a Co-curriculars and Class Attendance
3.247b Co-curricular Make-up Policy
3.248 Early Evaluation in Individual Courses
3.249 Policy on Eligibility for Enrolling in Various University Levels
3.250 Academic Experiences Granting Graduate Seminar Credit (800 level Courses)
3.251 Independent Studies
3.252 Advanced Placement
3.253a Credit by Examination - CLEP Examinations
3.253b Credit by Examination - Departmental Exams
3.254 Concurrent Enrollment
3.255 Private Music Instruction
3.256 Standards for Granting Credit for the Option Hour
3.257a Generic Senior Project Course
3.257b Generic Senior Thesis Course
3.258 Directed Studies
3.259 Experimental Courses
3.260 Departmental Seminar Courses
3.261 Prior Learning Assessment
3.262 Development and Approval of Standardized PLA Credit Assignments for Formal Non-accredited Educational Offerings
3.262b Guidelines for Minimum Standards of Practicums, Field Experiences, Internships, and Student Teaching Experiences
3.263 Convocations
3.264 Field Trips
3.27 Term Paper Form
3.28 Evaluation of Instruction
3.29 Repeating a Course
3.30 Admissions Standards
3.31 International Student Admissions: English Language School and Baccalaureate Program
3.32 Entrance Examination
3.33 Academic Load
3.34 GPA Transfer Policy
3.35 Dropping a Course
3.36 Policy for Placement of Students in English Classes
3.37 Non-Matriculating Student Policy
3.38 Probation / Dismissal / Appeal Process
3.39 Conditional Admission
3.39a Conditional Admission Policy - Transfer / Readmission after Dismissal
3.40 Policy on Last Day to Add a Course (Ten Percent Rule)
3.41 Grading System
3.41a Graduation Requirements
3.411 Grade Change Policy
3.412 Incompletes (I)
3.413 Pass / No Pass Option
3.414 In Progress (IP) Grade
3.415 “X” Grade
3.43 Timely Completion of the Freshman English Sequence
3.45 Policy on Final Exams
3.46 Experiences Granting C.E.U. Credit
3.47 Policy on Class Rank
3.48 Retention of Student Records
3.51 Baccalaureate and Commencement - General Supervision
3.52 Baccalaureate and Commencement Speakers
3.53 Graduation Requirements for the Bachelor of Arts Degree
3.351 Graduation Requirements for the Bachelor of Science Degree
3.532 Graduation Requirements for Whom English is a Secondary Language
3.533 Graduation Requirements for the Associate of Arts Degree
3.54 Participation in Commencement
3.55 Commencement Program Design
3.56 Scholarship Awards
3.57 Community Awards
3.58 Commencement Programs at Offsite Locations
3.60 Honorary Doctorate Degrees
3.61 Human Subjects Policy
3.62 Policy for Placement of Students in Math Classes

4. Student Services

4.00 Mission Statement
4.01 Dean of Students / Chief Student Affairs Officer
4.02 Associate Dean of Students
4.03 Director of Career Center and Adult Student Services
4.04 Director of International Student Services
4.05 Director of Health Services
4.06 Assistant Director of Student Life
4.07 Coordinator of Counseling Services
4.10 Policies and Procedures
4.11 Campus Guidelines for Dissent
4.12 Associated Students of Concordia University
4.26 Coaches and Directors, Advisors
4.28 Drama Program
4.29 Athletics
4.30 Athletic Council
4.30a Co-curricular Activities
4.30b Co-curricular Schedules Advance Notice
4.30c Curricular – Student Responsibility
4.31 Eligibility Standards
4.41 Testing Program
4.42 Nature of the Testing Program
4.43 Student Withdrawal Policy
4.49 Procedure on Classroom Behavior
4.50 Class Attendance
4.51 Classroom Absentee Procedure
4.52 Ten-Minute Rule
4.53 Inclement Weather
4.60 Scholarships and Professional Service Grants

5. Business Matters........................................................................................................................................ 122

5.00 Duties of the Chief Financial Officer
5.10 Budgeting
5.20 Fees
5.21 Student Fees Payment Policy
5.211 Refund Policy
5.212 Employee Tuition Remission
5.213 Honored Citizen Tuition Discount
5.22 Parking
5.23 Graduation Fees
5.24 Purchasing / Contracts / Requisitions
5.25 Textbook Policy
5.26 Payroll
5.27 Payroll Deductions
5.29 Computer Purchase Program
5.30 Employee Identification Card
5.61 Scheduling Facilities and Auxiliary Services
5.62 Rental Policy
5.63 Policy on Response to inquiries from Christian News and Mr. Herman Otten
5.632 Use of School Vehicles
5.66 Privacy of Mail
5.67 Personal Information Changes
5.70 Campus Safety & Security
5.71 Security and Safety Guidelines
5.72 Fire Drill Procedures
5.74 Key Policy
5.81 Bookstore
5.82 Library Hours
5.84 Space Allocation

6. Concordia University Foundation............................................................................................................. 128
6.0 Philosophy

Topical Index.................................................................................................................................................. 129
0. INTRODUCTION

0.10 Purpose of the Faculty Handbook

The Faculty Handbook is similar to a snapshot. A dynamic, thriving institution is constantly changing to adapt to changes in society, education and world events. However, a manual is necessary to guide decisions which are made and actions taken. All decisions and actions of Concordia and its faculty and staff are to be primarily directed by our shared values of five Core Values, three Core Themes, and five Core Means as interpreted through the policies outlined herein.

The core values which continue to address every aspect of Concordia’s community are: Christian, Community, Excellence, Service, and Teaching & Learning. The Core Themes are: Lutheran, Rigorous, and Servant Leadership. The Core Means are: Community Connected, Relationships, Student Choice, Anchored and Agile.

The Faculty Handbook serves the following general purposes, in light of the statement above:

1. To serve as a manual for orientation for new faculty.
2. To serve as an official and organized compendium of those policies and procedures of the faculty, its committees, the Board of Regents, the Concordia University System, and The Lutheran Church-Missouri Synod, which are important for the effective working of the faculty.
3. To serve as a means of reference and communication between administrative officers and faculty.

This handbook is not an extension of the contractual arrangement between the faculty and the college, either actual or implied.

0.20 Responsibility for the Faculty Handbook

It is the responsibility of the Provost to keep the Faculty Handbook current and functional and to interpret it when necessary.

0.30 Brief History of Concordia University

Concordia began operation as a four-year academy in 1905 with Dr. F.W.J. Sylwester as its first executive head and only teacher. The School was opened by The Lutheran Church Missouri Synod in response to the needs of its Northwest District for pastors and parochial school teachers and in hopes that recruitment for this purpose would lead to more stable ministry for the area.

In 1946, Dr. Thomas Coates assumed leadership of the Academy. In 1950, the freshman college year was added, and in 1951 the sophomore college year was added. Coeducation was introduced in 1954.

In 1956 President Coates resigned to accept a position at Concordia Senior College, Fort Wayne, Indiana. The School was under the leadership of Prof. Karl W. Keller, who served as Acting President. Effective that year, the teaching staff was divided between the College and the High School. Concordia’s third President, Dr. E.P. Weber, accepted the responsibility of presidency of Concordia in 1958. Under the leadership of President Weber, efforts for accreditation and the long-range development of the College were intensified.

While thought had been given in the past to expand Concordia to a four-year college, planning for this event began in earnest in the fall of 1975. During the following year, committees and faculty developed the necessary rationale and plans for presentation to the Board for Higher Education, the Convention Committee, and the 1977 Synodical Convention. In July 1977, permission was given by the Lutheran Church-Missouri Synod at its convention in Dallas for Concordia to expand to a four-year institution beginning with the fall of 1978.

During 1977, the High School made a decision to move to an off-campus location of its own. This made available the necessary space for the first junior class in the College in the fall of 1978 and the first senior class in the fall of 1979.

Beginning with the 1968-69 school year, the College Department began an intensive recruitment of students interested in a general liberal arts, junior college program policy designed to increase its enrollment and effectiveness as a Christian institution of higher education without destroying its traditional concern for students desiring training for full-time professional services in The Lutheran Church Missouri Synod.

In the early 1940’s, The Lutheran Church Missouri Synod decided to provide funds for the development of the Portland campus in anticipation of its future growth. In 1947, the first of the new complex of buildings was completed. Since that time, the original buildings have been razed, and the following facilities have been added to the campus:
In 1983, Dr. E.P. Weber retired as President of Concordia, and Dr. Charles E. Schlimpert accepted the call to serve in this position. President Schlimpert continues to lead the School into the 21st century. Under Dr. Schlimpert’s leadership, the College reaffirms its traditional values and continues to assert its mission into a variety of both traditional and innovative programs.

0.35 The Academic Programs

All academic programs of study at Concordia (see also 3.241 and 3.242) are included in one of four Colleges: The College of Education, The College of Health and Human Services, The College of Theology, Arts and Sciences, and The School of Management and Professional Studies.

0.40 Accreditation

Concordia University is accredited by the Northwest Commission on Colleges and Universities. It has been continuously accredited by this Association since 1962 and enjoys “well-established” status.

Concordia’s academic programs in business enjoy professional accreditation by the Accreditation Council for Business Schools and Programs (ACBSP), while the education programs are accredited by The State of Oregon Teacher Standards and Practices Commission (TSPC). The nursing program is accredited by the Oregon State Board of Nursing. The Social Work program is accredited by the Council on Social Work Education (CSWE).

0.50 Mission Statement

Concordia University is a Christian University preparing leaders for the transformation of society.

0.60 Philosophy and Purpose

Concordia University is owned and operated by The Lutheran Church-Missouri Synod. Its dual objectives include providing for the education of people preparing for professional ministries in the church, as well as for those entering society in a variety of professions. All of Concordia’s academic programs emphasize the general liberating role of higher education as well as the need to prepare students for professions.

Commitment to a Christian perspective receives high priority on Concordia’s campus, penetrating all phases of learning and living. Constant attention is given to creating and sustaining an atmosphere where Christian sensitivities are sharpened, and where individuals acquire the freedom to live their lives for God and other people. Vital ingredients in the creation of such a climate include close person-to-person relationships between faculty, staff, and students, and student to student. Also important are service projects in the surrounding community and a rich and relevant life of worship. Concordia has no interest in establishing a sectarian island, culturally isolated from the world’s humanity. On the contrary, it seeks to free future professional leaders in church and society for faithful, active roles in the milieu of human life and thought.

As a university grounded in the liberal arts, Concordia strives for creativity and effectiveness in the teaching and learning processes. Foremost among the faculty’s priorities in meeting this objective is an insightful understanding of the individual student’s unique person. Members of the faculty bring to their tasks disciplined minds, subject matter mastery, and broad cultural interests.

Concordia aims to sharpen the perceptive processes, to strengthen analytical thinking, and to extend horizons of knowledge. In addition, it seeks to sensitize students to humanity’s strengths and weaknesses, and to take initial steps in bringing solutions to the mass of perplexing problems which confront humankind and society.
Concordia’s distinctiveness is found in quality teaching, research, learning, and living within an atmosphere of Christian meaning and hope. Both Faith and meaning can be happily integrated with the teaching and learning processes and within the educated person. The core values which continue to address every aspect of Concordia’s community are: Christian, Community, Excellence, Service, and Teaching & Learning. The Core Themes are: Lutheran, Academic Rigor and Servant Leadership. The Core Means are: Community Connected, Relationships, Student Choice, Anchored and Agile

0.70 Institutional Objectives

Concordia has committed itself to the following objectives:

1. Concordia is grounded in and celebrates 100 year+ history, acknowledging the motivations, contributions, values, and beliefs of those who founded, nurtured, and evolved the university to its current state.
2. Concordia is an intentionally Christian University exhibiting an integrated and purposeful application of Lutheran theology and values, in a way which engages the University in the broader public discourse and creates an open and inclusive learning community.
3. Concordia provides a broad choice of academically excellent and highly accessible program options, within its focus of academic expertise, to students who exhibit a strong fit with Concordia’s mission and a demonstrated ability to succeed.
4. All aspects of student life and learning – curricular, co-curricular, residential, campus-based, branch sites and at a distance – feature intentional value creation.
5. Concordia has a growing and robust residential program integrated with academic programs designed to make the same level of excellence available to students not able to engage a residential program.
6. Concordia is known for preparing servant leaders through academic experience coupled with community engagement; who, during their time at Concordia, and in their life beyond Concordia, demonstrate transformative impact on their communities.
7. Concordia is known to be highly proactive in developing and adapting instructional, programmatic, and student life innovations to maintain a future-looking “Concordia Experience.”
8. Concordia is known by its students and other constituents to deliver the highest value proposition in our aspirant group.

0.80 Chapel Policy

Since worship is paramount to our mission, all faculty, staff, administrative personnel and students are encouraged to promote and attend chapel. During the regular academic year, a chapel service is held Monday through Friday from 10:30 am to 10:50 am in the Fine Arts Building (FAB). Special Worship Services may be held at St. Michael’s Church. During this time, most offices are closed. All employees are encouraged to join the Concordia Community in worship at this time regardless of their religious affiliation. Participation is voluntary.
1. ADMINISTRATION

1.00 Church Affiliation

Concordia University is owned and operated by The Lutheran Church-Missouri Synod. It continues to serve the Church in recruiting and educating professional church workers, and it provides a liberal arts education for all who enroll, in a variety of professional and liberal arts programs.

The Administration of the University is under the general supervision of the Concordia University System of The Lutheran Church-Missouri Synod (LCMS). The University’s Board of Regents is the official and legal governing body of the School. The President of the University is the executive officer of this Board.

The personnel of the LCMS Concordia University System, its administrative staff and the members of the Board of Regents of Concordia University are listed in the current edition of the Lutheran Annual as well as in the Concordia University catalog.

1.01 The Concordia University System

Concordia University System builds national identity, enables cooperative endeavors and enhances the strength of the colleges and universities of The Lutheran Church—Missouri Synod as they engage students of diverse ages and cultures in quality, Christ-centered, value-oriented, Lutheran higher education for lives of service to church and community.

Goals:

- To transmit Lutheran values more effectively.
- To provide enhanced quality education to college students.
- To attain efficiencies in operation of the campuses.
- To capitalize the schools and System.

The overall responsibility of the Concordia University System is to provide liaison services and the execution of general decisions of the Synod relating to its educational system or its institutions.

1.02 The Board of Regents

The Board of Regents for Concordia University consists of seventeen voting members, 4 of whom shall be elected at the convention of The Lutheran Church Missouri Synod for 3-year terms renewable twice: 1 ordained ministers, 1 commissioned ministers, and 2 laypersons; 4 of whom shall be elected at the convention of The Northwest District of The LCMS for 3-year terms renewable twice: 1 ordained ministers, 1 commissioned ministers, and 2 laypersons; 8 of whom are elected by the Board of Regents. The President of the Northwest District of the LCMS serves as a voting, ex officio member of the Board of Regents (BOR). The BOR is the governing board of the institution and locally responsible for the execution of all decisions of The LCMS relating to Concordia University, Portland, to adopt policies regarding the operation of the University, and to evaluate the University with regards to the mission and institutional objectives.

1.10 Administrative Structure

The Board of Regents is responsible to make certain that the work of the Institution is carried out effectively for the educational programs of the Institution. As such it is also responsible for the general welfare of all employees and students. It is to be responsible for the efficient business and fiduciary management of the institution, for all physical property, and other specific areas as spelled out in the Synodical Handbook (Section 3.10.5). The Regents are to govern, operate and manage the Institution as the agent of the Synod, in which ownership is primarily vested and which exercises its ownership through the Board of Directors as custodian of the Synod's properties.

The Board of Regents recognizes that their responsibility resides in the Board as a whole, and it delegates the application of its policies and the execution of its resolutions to the President of the Institution as its executive officer.

1.11 The President
The President of the Institution, therefore, serves as the spiritual, academic, and administrative head of the Institution. As such the President will represent the Institution to the Synod, supervise and administer the affairs of the Institution and all its departments, bring to the attention of the Board of Regents matters which require consideration, serve as academic head of the faculty, be responsible for the employment and supervision of all employees of the Institution, be responsible for the business management of the School, and provide for the spiritual welfare of the entire campus community.

1.11a The Provost

The Provost serves as Chief Academic Officer and Chief Operating Officer of the University and coordinates institutional budgeting, including management of the activities of the Budget Council and Academic Council. The Provost coordinates academic program development, including undergraduate, graduate and continuing education programs, and oversees faculty appointments. S/he retains administrative supervision of Program Deans and the offices of the Registrar, Institutional Research and Assessment, Admissions, Financial Aid, Institutional Information, the Library, Student Services and Athletics. The provost is the chief liaison with the institution’s regional accrediting agency – the NW Commission on Colleges and Universities.

1.11b The Executive Vice-President for Strategic Planning and Institutional Effectiveness

The Executive Vice President for Strategic Planning (EVP - SP) is an extension of the Office of the President to create and maintain an effective and inclusive strategic planning process which helps set direction to achieving the university vision and established priorities. Additionally, the EVP will help to bring major new university strategic initiatives on-line and into normalcy under the University’s mission and vision. The EVP also supervises the institution’s assessment and effectiveness process (es).

1.12 The Faculty

The Faculty at Concordia consists of the President, the administrative officers holding faculty rank, and the regular instructional staff members, coaches and other professional staff members as determined by the faculty. Administrative appointments are made by the Board of Regents (Synodical Handbook 3.10.5.6).

1.13 Institutional Educational Policies (S.H. 3.10.5.6.10.c-h)

- The Faculty shall recommend policy to the Board of Regents through the president regarding rules and regulations for the admission, transfer, dismissal, or withdrawal of students, fix the standards of scholarship to be maintained by the students, determine criteria for their promotion, graduation, or failure, act on recommendations in the matter of granting certificates, diplomas, and such academic or honorary degrees as may be lawfully conferred by the institution.
- The Faculty shall develop and construct curricula implementing the recognized and established purposes of the institution and designed to attain the objectives of preparation for professional church workers and other Christian leaders.
- The Faculty shall pursue the improvement of teaching and learning and the evaluation of their effectiveness in every segment of the institution and its curriculum.
- The Faculty shall recommend policy to the Board of Regents through the president regarding policies, standards and programs for the out-of-class life and activity of its students so that the co-curricular and off-campus activities of the student contribute to the attainment of the educational objectives of the institution. The faculty shall recommend such policies as will be conducive to the cultivation of a Christian deportment of the part of all students, will stimulate creation of a cultured and academically challenging atmosphere on and about the whole campus, and will make a spiritually wholesome community life possible.
- The Faculty shall recommend policy to the board of regents through the president regarding the maintenance of wholesome conditions of faculty service and welfare.
- The Faculty of each institution which prepares professional workers directly for service in the Synod shall conform its placement policies to the provisions for the distribution of candidates and workers through the Board of Assignments of the Synod.
1.14 Institutional Policy Formation

A. The regulations, standards, criteria, policies, programs, and curricula developed and adopted by The Faculty shall be submitted for approval to the Board of Regents through the President.

B. After approval, these regulations, standards, criteria, policies, programs, and curricula shall be administered and applied by the administrative officers of the institution.

C. The Concordia University System will periodically review the institutional policies, programs, and curricula to determine whether they are consistent with the stated objectives of the Synod's educational system and its institutions.

1.15 Administrative Structure

The summary chart of administrative structure designates and clarifies the reporting relationships within the administrative operations of Concordia University. The Department Heads list clarifies administrative responsibilities within each College (Summary chart of administrative structure is posted separately on the I: Campus Drive within the Provost file).

1.15a Department Heads

**College of Theology, Arts & Sciences**
- Dr. David Kluth, Dean, College of Theology, Arts and Sciences
- Kurt Berentsen, Department Chair, Performing and Visual Arts, Choral Ensembles
- Dr. Phil Brandt, Division Chair for Theology
- Dr. Reed Mueller, Department Chair for Psychology
- Dr. Sergei Polozov, Department Chair for Math/Science
- Linda Rountree, Department Chair for International Studies
- Dr. Ceiridwen Terrill, Department Chair for English/Humanities
- Dr. Michael Thomas, Honors Program Director

**College of Education**
- Dr. Sheryl Reinisch, Dean, College of Education
- Dean Hansen, Director of Christian Ministries
- Dr. Lynn Keyne-Michaels, Director, Concordia Teacher Corps
- Dr. Jerry McGuire, Director, EdD Program
- Stephanie Murphy, MAT Program Director
- Dr. Lori Sanchez, Director of M.Ed. Graduate Studies
- Nate Van Mol, Placement Director
- Angela Vossenkuhl, Director of Undergraduate Studies

**College of Health & Human Services**
- Dr. Sarah Sweitzer, Dean, College of Health & Human Services
- Barbara Archer, Department Chair, Health Care Administration
- Dr. Donna Bachand, Director of Nursing
- Brian Jamros, Athletic Director
- Dr. Joel Schuldheisz, Department Chair for Exercise and Sport Science
- Dr. Sonja Vegdahl, Department Chair, Social Work

**School of Law**
- Cathy Silak, JD, LL.M., Dean, School of Law
- Tenielle Fordyce-Ruff, JD, Director, Legal Research and Writing Program
- Phillip Gragg, Director, Law Library
- Jodi Nafzger, JD, Director, Experiential Learning & Career Services
- Greg Sergienko, JD, Associate Dean of Academics

**School of Management**
- Dr. Michelle Cowing, Dean, School of Management
- Dr. David Tucker, Department Chair, Accounting
1.16   Strategic Planning Council (SPC)

The SPC is an advisory group of faculty, staff, Board members, and administrators that advises the President on matters of importance to strategic planning and institutional effectiveness. In addition to the President it includes the Executive Vice President for Strategic Planning (Chair), the Provost, a Dean, Campus Pastor, a staff member, a faculty member and a member of the Board of Regents.

**Principle Functions:**

a. Advise, communicate and facilitate the Strategic Planning Process.

b. Advise and facilitate the Institutional Governance discussion.

**Meetings:**

The SPC will meet on a regular basis. Basic guidelines suggest meetings once each month as well as additional meetings as needed. The EVP will schedule all meetings and will forward the agenda to SPC members. Meeting minutes are on file in the Office of the President.

1.17   Budget Council

The Budget Council is an advisory group of faculty, staff, and administrators that advises the President on matters of importance to budget, financial planning and institutional sustainability. In addition to the President it includes the Provost (Chair), the Executive Vice President for Strategic Planning, the Executive Vice President for Community Engagement, the Chief Financial Officer, the Chief Development Officer, the Vice Provost, Campus Pastor, College/School Deans, the Dean of Admission, a representative from the Executive Committee of the Faculty, and the Athletic Director.

**Principle Functions:**

a. Advise, communicate and facilitate the Annual Budget Process.

b. Implement Strategic Initiatives provided by the SPC.

c. Facilitate information sharing:

   1. Revenues by source
   2. Expenditures by department

d. Advise the President on the University’s financial sustainability

**Meetings:**

The Budget Council will meet on a regular basis. Basic guidelines suggest meetings once each, as well as additional meetings as needed. The Provost will schedule all meetings and will forward the agenda to members of the Budget Council. Meeting minutes are on file in the Office of the Provost and on the Office of the Provost website.

1.21   The Faculty and Administration of Concordia

The faculty and administration of Concordia are organized so that teachers might pool their disciplinary and experiential professionalism in the continual process of re-defining education in a changing world, give voice to their welfare and vision to the Institution, and yet have most matters dispatched with as little friction as possible. The teacher desires reasonable autonomy in the classroom and classroom activity. As a professional s/he desires freedom to innovate and experiment and, as a professional, is responsible for these efforts. It is improbable that such an individual would feel satisfied at having opportunity to exercise professionalism solely in the classroom with no or very limited professional activity on the total institutional level. The LCMS Synodical Handbook recognizes this fact and gives opportunity for faculty members to be involved intimately in making decisions which affect the total institution.

The administrative structure which evolves in a school must accommodate the professional nature of the faculty while recognizing the responsibilities entrusted to the Board of Regents and its executive officer, the President. Two forms of structure thus exist on the Concordia campus: the faculty committee structure in which faculty address policy issues, and an administrative structure designed to facilitate the implementation of institutional policies as approved by the Board of Regents.

1.30   Campus Pastor

The Campus Pastor is an ordained, rostered member of The LCMS and serves as the chief advocate and Champion for spiritual development and faith formation for the campus community at the home campus, branch campuses, teaching sites and online.
1.31 Chapel Services

All members of the faculty and staff are encouraged and expected to participate in conducting morning chapel services. The Campus Pastor and Worship Team make resources available to faculty members who wish to use them in preparation for leading chapel services.

1.32 Chapel Advisory Committee

Under the direction of the Campus Pastor, this committee from the Concordia community provides a sounding board for the Campus Pastor as chapel events are planned. It also brings a variety of expertise and perspective to worship planning.

1.40 Affirmative Action Policy

Concordia University, as an institution of The Lutheran Church-Missouri Synod, is obligated by the demands of Christian conscience, as well as by legislative requirements, to ensure equal opportunities for employment without regard to race, color, religion, sex, national origin, or handicap status, except as these are 'bona fide' qualifications for job performance. Fulfilling this responsibility is a high priority at Concordia University, Portland.

Because Concordia University is an extension of The Lutheran Church-Missouri Synod, and is a religious, as well as an educational institution, certain positions of employment demand extensive understanding of and commitment to the doctrinal view of The Lutheran Church-Missouri Synod. For such positions it is necessary to seek out individuals with specific religious training and of particular religious affiliation. Religious training and affiliation are to be a criterion for employment only in those specific positions. The LCMS, through the Concordia University System has determined that full-time faculty positions are to be included within this category for which LCMS membership is a 'bona fide' occupational qualification.

The commitment of Concordia University to equal opportunity recognizes two basic concepts: non-discrimination and affirmative action. The recognition of non-discrimination demands the elimination of all prohibited discriminatory conditions, policies and procedures, whether purposeful or inadvertent. Concordia University is pledged to the careful and systematic examination of all employment practices and policies to ensure that they do not operate as a deterrent to individuals or groups of individuals as a result of race, color, religion, sex, national origin or handicap status.

The commitment towards affirmative action requires that the University and its employees do more than remain neutral with regard to race, color, religion, sex, national origin, and handicaps. Concordia University is pledged to programs which place special emphasis upon the effort to recruit, employ, retain, and promote qualified members of all such groups. The recognition of these basic areas of responsibility prompted the establishment and utilization of programs and policies which guarantee to all persons, whether or not they are members of a designated "minority group," equal opportunity for employment, advancement, and related benefits.

All programs and policies related to affirmative action, recruitment, retention, and promotion of employees shall be designed to enhance the employment and advancement opportunities for women and minorities. No attempt shall be made, however, to eliminate or reduce valid standards which are necessary for successful job performance. These policies and programs will not require or imply that the University hire or promote any unqualified person. The University recognizes its responsibility to foster reasonable standards and procedures which govern all employment, training and promotion practices.

The University is further dedicated to the proposition that any tests and other criteria by which qualifications for appointment, retention or promotion are judged shall be valid predictors of job performance without bias toward race, color, religion, sex, national origin, or handicap status. This commitment does not ignore or obviate the range of permissible discretion which has characterized employment judgment. There are real and proper limitations on the extent to which criteria for certain non-routine positions can be explicitly articulated. However, all such discretionary judgment is monitored to eliminate arbitrary and discriminatory employment decisions.

The University also pledges itself to ensure non-discrimination in all terms and conditions of work assignments, educational training and opportunities, use of facilities and career advancement.

STAFF: For the purpose of this handbook, this category includes employment categories which do not have religious training or affiliation as a 'bona fide' occupational qualification. These positions include all “non-faculty” support staff and clerical staff, with the exception of those designated by the Board of Regents.
FACULTY: For the purpose of this handbook, this category includes all employment categories which do have religious training or affiliation as *bona fide* occupational qualifications (This includes the position of Dean of Admission and Athletic Director).

### 1.45 Drug-free Workplace Act

Employer Statement, Drug-Free Workplace Act of 1988: *Concordia University, in conformity with the Drug-Free Workplace Act of 1988, states that the manufacture, distribution, dispensation, possession or use of controlled substances is unlawful and prohibited in this workplace. Employees who violate this policy may be referred to the Employee Assistance Program, terminated or suspended. Employees who are convicted of violating any criminal drug statute must notify the Chief Administrative Officer in charge of their Administrative area within 5 days of that conviction.*

Signing a faculty contract indicates an agreement to abide by this statement.

### 1.50 Holidays

Concordia observes the following HOLIDAYS when offices are closed and full-time and permanent part-time employees receive full salary:

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth of July</td>
<td>Labor Day</td>
<td>Martin Luther King Jr. Day</td>
</tr>
<tr>
<td>Christmas Eve Day</td>
<td>Christmas Day</td>
<td>Good Friday</td>
</tr>
<tr>
<td>Thanksgiving Day</td>
<td>New Year’s Eve Day</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>Day after Thanksgiving</td>
<td>New Year’s Day</td>
<td></td>
</tr>
</tbody>
</table>

If a holiday falls on Saturday, the preceding Friday will be observed. If a holiday falls on Sunday, the following Monday will be observed.

There will be no classes on the following holidays:

- Labor Day
- Thanksgiving week
- Martin Luther King Jr. Day
- LEST Friday
- Memorial Day
- Fourth of July

### 1.70 Academic Calendar Template

While some programs function with a unique class schedule (e.g., cohort programs), the academic calendar will normally be based on the following template. A three year perpetual calendar is developed and publicized each fall by the Office of the Provost. If unique annual variables (e.g. the timing of Easter) necessitate a deviation from this template, the Academic Policies Committee will consider the modification and make recommendations for change to the plenary faculty.

#### Fall Semester

- Residence Halls Open – Friday before Orientation.
- Fall Term Student Orientation – Begins the Saturday before the beginning of fall term classes.
- Beginning of Fall Semester – Evening classes (those starting at 4:30 or later) begin the Monday of the 16th week before the week (Sunday – Saturday) in which Christmas occurs. Day classes begin on Tuesday.
- Labor Day – First Monday in September. All classes cancelled.
- Veteran’s Day – November 11th - Classes in session.
- Thanksgiving Break – Monday through Friday of the week of Thanksgiving – All classes cancelled.
- Last Regular Instructional Day – The Thursday of the 15th week of instruction, inclusive of all vacation days.
- Finals preparation day – The Friday before fall semester finals. All classes cancelled.
- Fall Semester Finals Week – The week following the last regular instructional week.
- Fall Commencement – Saturday of Fall Semester Finals Week.
**Spring Semester**

- Residence Halls Open – Sunday before Orientation.
- Spring Term Student Orientation – The Monday of the new semester.
- Beginning of Spring Semester – Evening classes (those starting at 4:30 or later) begin on the fourth Monday after the end of fall semester finals. Day classes begin on Tuesday.
- Martin Luther King Jr. Day – The third Monday in January. All classes cancelled.
- L.E.S.T. Holiday – The Friday before President’s Day (third Monday in February). All classes cancelled.
- Spring Break – Follows Portland Public School Schedule. All classes cancelled.
- Easter Break – Good Friday through Easter Sunday. All classes cancelled on Friday.
- Last Regular Instructional Day – The Thursday of the 15th week of instruction, inclusive of all vacation days and spring break.
- Finals preparation day – The Friday before spring semester finals. All classes cancelled.
- Spring Semester Finals Week – The week following the last regular instructional week.
- Spring Commencement – Saturday of Spring Semester Finals Week.

**Summer Semester**

- Beginning of Summer Term I – Second Monday following Spring Commencement.
- Memorial Day – Last Monday in May. All classes cancelled.
- End of Summer Session I – Friday of the 5th Week of the Summer I term (Summer Term I Finals are held the last day of each class)
- Beginning of Summer Term II – Monday following the 5th Friday of Summer Term I
- Independence Day – July 4th. All classes cancelled.
- Last Regular Instructional Day – Three Fridays before the beginning of Fall Semester Orientation.
- Summer Semester Finals Week – The week following the last regular instructional week.

1.70a Academic Calendar 2011-2016

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall New Student Orientation</td>
<td>8/27</td>
<td>8/25</td>
<td>8/24</td>
<td>8/23</td>
<td>8/22</td>
</tr>
<tr>
<td>Fall Evening Classes Begin</td>
<td>8/29</td>
<td>8/27</td>
<td>8/26</td>
<td>8/25</td>
<td>8/24</td>
</tr>
<tr>
<td>(Classes that meet after 4:30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Day Classes Begin</td>
<td>8/30</td>
<td>8/28</td>
<td>8/27</td>
<td>8/26</td>
<td>8/25</td>
</tr>
<tr>
<td>Labor Day (No day/evening classes)</td>
<td>9/5</td>
<td>9/3</td>
<td>9/2</td>
<td>9/1</td>
<td>9/7</td>
</tr>
<tr>
<td>Mid-term week</td>
<td>10/17-21</td>
<td>10/15-19</td>
<td>10/14-18</td>
<td>10/13-17</td>
<td>10/12-16</td>
</tr>
<tr>
<td>Veterans Day (All classes meet)</td>
<td>11/11 (Fri)</td>
<td>11/11 (Sun)</td>
<td>11/11 (Mon)</td>
<td>11/11 (Tue)</td>
<td>11/11 (Wed)</td>
</tr>
<tr>
<td>Thanksgiving week (No classes)</td>
<td>11/21-25(M-F)</td>
<td>11/19-23(M-F)</td>
<td>11/25-29(M-F)</td>
<td>11/24-28(M-F)</td>
<td>11/23-27(M-F)</td>
</tr>
<tr>
<td>Last Fall Instructional Day</td>
<td>12/8</td>
<td>12/6</td>
<td>12/5</td>
<td>12/4</td>
<td>12/3</td>
</tr>
<tr>
<td>Fall Finals Prep Day</td>
<td>12/9</td>
<td>12/7</td>
<td>12/6</td>
<td>12/5</td>
<td>12/4</td>
</tr>
<tr>
<td>Fall Finals Week</td>
<td>12/12-16</td>
<td>12/10-14</td>
<td>12/9-13</td>
<td>12/8-12</td>
<td>12/7-11</td>
</tr>
<tr>
<td>Fall Commencement</td>
<td>12/17</td>
<td>12/15</td>
<td>12/14</td>
<td>12/13</td>
<td>12/12</td>
</tr>
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<td>------</td>
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</tr>
<tr>
<td>Spring - Residence Halls Open</td>
<td>1/8</td>
<td>1/6</td>
<td>1/5</td>
<td>1/4</td>
<td>1/3</td>
</tr>
<tr>
<td>Spring New Student Orientation</td>
<td>1/9</td>
<td>1/7</td>
<td>1/6</td>
<td>1/5</td>
<td>1/4</td>
</tr>
<tr>
<td>Spring Evening Classes Begin</td>
<td>1/9</td>
<td>1/7</td>
<td>1/6</td>
<td>1/5</td>
<td>1/4</td>
</tr>
<tr>
<td>(Classes that meet after 4:30pm)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Day Classes Begin</td>
<td>1/10</td>
<td>1/8</td>
<td>1/7</td>
<td>1/6</td>
<td>1/5</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day</td>
<td>1/16</td>
<td>1/21</td>
<td>1/20</td>
<td>1/19</td>
<td>1/18</td>
</tr>
<tr>
<td>(No Day or evening classes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L.E.S.T. DAY</td>
<td>2/17</td>
<td>2/15</td>
<td>2/14</td>
<td>2/13</td>
<td>2/12</td>
</tr>
<tr>
<td>(No day or evening Classes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Commencement</td>
<td>5/5</td>
<td>5/4</td>
<td>5/3</td>
<td>5/2</td>
<td>4/30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Semester Begins</td>
<td>5/14</td>
<td>5/13</td>
<td>5/12</td>
<td>5/11</td>
</tr>
<tr>
<td>Independence Day (no classes)</td>
<td>7/4 (Wed)</td>
<td>7/4 (Thurs)</td>
<td>7/4 (Fri)</td>
<td>7/3 (Fri)</td>
</tr>
<tr>
<td>Summer Session I (5 weeks)</td>
<td>5/14-6/15</td>
<td>5/13-6/14</td>
<td>5/12-6/13</td>
<td>5/11-6/12</td>
</tr>
</tbody>
</table>

1.71 Class Schedule Template

The majority of classes at Concordia meet Monday through Friday, with some class sessions available on the weekend, and other entire courses available online. Beginning fall 2005, weekday classes start at 7:30 a.m. and conclude by 9 p.m. There is a 30 minute break in the weekday morning for Chapel at 10:30 a.m.

To assist undergraduate students in planning for all general education and major courses, an attempt has been made to regularize the schedule. While it is not always possible, the majority of courses are scheduled in the following manner:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:20</td>
<td>Gen Ed</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
<td>Gen Ed</td>
</tr>
<tr>
<td>8:30-9:20</td>
<td>Major</td>
<td>Major</td>
<td>Major</td>
<td>Major</td>
<td>Major</td>
</tr>
<tr>
<td>9:30-10:20</td>
<td>Major</td>
<td>Major</td>
<td>Major</td>
<td>Major</td>
<td>Major</td>
</tr>
<tr>
<td>10:30-10:50</td>
<td>Chapel</td>
<td>Chapel</td>
<td>Chapel</td>
<td>Chapel</td>
<td>Chapel</td>
</tr>
<tr>
<td>11:00-11:50</td>
<td>Gen Ed</td>
<td>Gen Ed</td>
<td>Gen Ed</td>
<td>Gen Ed</td>
<td>Gen Ed</td>
</tr>
<tr>
<td>12:00-12:50</td>
<td>Gen Ed</td>
<td>Gen Ed</td>
<td>Gen Ed</td>
<td>Gen Ed</td>
<td>Gen Ed</td>
</tr>
<tr>
<td>13:00-13:50</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
</tr>
<tr>
<td>14:00-14:50</td>
<td>Gen Ed</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
<td>Gen Ed</td>
</tr>
<tr>
<td>15:00-15:50</td>
<td>Major</td>
<td>Major</td>
<td>Major</td>
<td>Major</td>
<td>Major</td>
</tr>
<tr>
<td>16:00-16:50</td>
<td>Gen Ed</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
<td>Gen Ed</td>
</tr>
<tr>
<td>17:00-17:50</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
</tr>
<tr>
<td>18:00-18:50</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
</tr>
<tr>
<td>19:00-19:50</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
</tr>
<tr>
<td>20:00-20:50</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
<td>Gen Ed</td>
<td>Major</td>
</tr>
</tbody>
</table>

16
Finals Schedule

Final exams are scheduled the week following the last instructional week according to a class’ start time. When classes occur on odd days, the exam will follow the schedule of the first day of the week of that class. For instance if a class occurs on TWF class, it will follow the TR final schedule.

<table>
<thead>
<tr>
<th>REGULAR CLASS MEETING TIME</th>
<th>SCHEDULED FINAL MEETING TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 AM - 8:20 AM</td>
<td>M W F 8:00 AM — 9:50 AM</td>
</tr>
<tr>
<td>8:30 AM — 9:20 AM</td>
<td>M W F 8:00 AM — 9:50 AM</td>
</tr>
<tr>
<td>9:30 AM — 10:20 AM</td>
<td>M W F 11:00 AM — 12:50 PM</td>
</tr>
<tr>
<td>11:00 AM — 11:50 AM</td>
<td>M W F 11:00 AM — 12:50 PM</td>
</tr>
<tr>
<td>12:00 PM — 12:50 PM</td>
<td>M W F 1:00 PM — 2:50 PM</td>
</tr>
<tr>
<td>1:00 PM — 1:50 PM</td>
<td>M W F 1:00 PM — 2:50 PM</td>
</tr>
<tr>
<td>2:00 PM — 2:50 PM</td>
<td>M W F 3:00 PM — 4:50 PM</td>
</tr>
<tr>
<td>3:00 PM — 3:50 PM</td>
<td>M W F 3:00 PM — 4:50 PM</td>
</tr>
<tr>
<td>4:00 PM — 4:50 PM</td>
<td>M W F 5:00 PM — 6:50 PM</td>
</tr>
<tr>
<td>5:00 PM — 5:50 PM</td>
<td>M W F 5:00 PM — 6:50 PM</td>
</tr>
<tr>
<td>7:30 AM — 8:20 AM</td>
<td>T R 8:00 AM — 9:50 AM</td>
</tr>
<tr>
<td>8:30 AM — 9:20 AM</td>
<td>T R 11:00 AM — 12:50 PM</td>
</tr>
<tr>
<td>9:30 AM — 10:20 AM</td>
<td>T R 8:00 AM — 9:50 AM</td>
</tr>
<tr>
<td>11:00 AM — 11:50 AM</td>
<td>T R 11:00 AM — 12:50 PM</td>
</tr>
<tr>
<td>12:00 PM — 12:50 PM</td>
<td>T R 1:00 PM — 2:50 PM</td>
</tr>
<tr>
<td>1:00 PM — 1:50 PM</td>
<td>T R 1:00 PM — 2:50 PM</td>
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<td>2:00 PM — 2:50 PM</td>
<td>T R 3:00 PM — 4:50 PM</td>
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<td>3:00 PM — 3:50 PM</td>
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<tr>
<td>AFTER 5:50 PM</td>
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<td>AFTER 5:50 PM</td>
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</tbody>
</table>
1.73 Special Class Schedule with Extended Chapel Time

At times during the semester chapel worship is extended for a special worship event (i.e., Opening Convocation, Reformation, Lutheran Schools Week, Maundy Thursday). On those occasions, the class schedule is modified as follows:

<table>
<thead>
<tr>
<th></th>
<th>Regular Schedule</th>
<th>Revised Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>7:30-8:20</td>
<td>No Change</td>
</tr>
<tr>
<td>Period 2</td>
<td>8:30-9:20</td>
<td>8:30-9:10</td>
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<tr>
<td>Period 3</td>
<td>9:30-10:20</td>
<td>9:20-10:00</td>
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<tr>
<td></td>
<td><strong>Chapel</strong></td>
<td><strong>Special Worship</strong></td>
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<td></td>
<td>10:30-10:50</td>
<td>Service</td>
</tr>
<tr>
<td></td>
<td><strong>Service</strong></td>
<td>10:10-11:00</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:00-11:50</td>
<td>11:10-11:50</td>
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<tr>
<td>Period 5</td>
<td>12:00-12:50</td>
<td>No Change</td>
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<tr>
<td>Period 6</td>
<td>1:00-1:50</td>
<td>No Change</td>
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<tr>
<td>Period 7</td>
<td>2:00-2:50</td>
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<tr>
<td>Period 8</td>
<td>3:00-3:50</td>
<td>No Change</td>
</tr>
<tr>
<td>Period 9</td>
<td>4:00-4:50</td>
<td>No Change</td>
</tr>
</tbody>
</table>

1.73a Special Class Schedule Policy

A special schedule is one which requires that no more than 10 minutes be deducted from a 50-minute period. During any semester, the number of special schedules will be limited to five (5). No more than three (3) of these will occur on a Monday, Wednesday or Friday. No more than two (2) of these will occur on a Tuesday or Thursday. There will be at most one (1) special schedule during any given week.

All requests for special schedules which involve the University must be cleared with the Provost at least one month in advance. Requests will be granted on a first-come basis. In the event that more than five requests for one semester are received simultaneously, the Provost will resolve the problem with all parties involved.
2. FACULTY

2.00 Faculty Organization

The faculty is organized and referred to as “The Faculty” of the University. The Faculty is organized and operated within the parameters of the pertinent bylaws of The Lutheran Church Missouri Synod (see LCMS Handbook, bylaws 10.5.6).

2.01 Faculty Membership and Voting Privileges in Faculty Meetings

The Faculty consists the regular instructional faculty members and Chief Administrative Officers. It is divided into voting and advisory members. A voting member is a full-time faculty member (instructor, assistant professor, associate professor, professor, or full-time faculty without rank), is a Chief Administrative Officer, or is a full-time librarian. In addition, upon recommendation of a Chief Administrative Officer and approval of the Faculty, with ratification by the Provost, full-time staff positions involving significant educational influence on students may be granted voting privileges in faculty meetings. Such exceptions will be noted in the job descriptions for those positions. An advisory member is a full-time administrator not covered above, or an adjunct faculty member. Advisory members do not have voting rights.

Voting privileges carry with them the expectation that those granted voting privileges will be in regular attendance at all faculty meetings.

2.02 Faculty Governance Structure

In order to better fulfill the duties of the faculty (see 2.10), the following faculty governance structure shall obtain:

1. The faculty shall elect an Executive Committee of the Faculty (ECF) and three, five member subcommittees: Academic Policies Committee (APC); Faculty Welfare Policies Committee (FWPC); and Community Life Committee (CLC). The elected members of the ECF will represent the plenary faculty to the University President and fulfill the various charges outlined in the Synodical Handbook, section 3.8.3.8.10.

2. The ECF will meet no less than two times per month during fall and spring terms when classes are in session and at least monthly during the summer, at a consistently scheduled and openly publicized time and place. Schedules and locations for ECF meetings shall be publicized before the beginning of classes each semester. Meetings shall be open to all faculty members. Agendas will be published at least one week prior to meeting in a format and forum accessible to all faculty members. Proceedings and minutes will be published in a format and forum accessible to all faculty members.
2.02a Selection of Executive Committee of the Faculty, Conduct of Meetings, and Length of Service

1. Membership

   a. One member from each college (Five representatives - CHHS, COE, CTAS, LAW, SOM), selected by ballot vote of the members of the respective college, who will be responsible to disseminate and collect information to and from his/her respective college regarding ECF business. (Election of new ECF representative shall take place in the colleges in fall so that new ECF members may begin their service on January 2.)

   b. Four members selected by ballot vote of plenary faculty. (Election of new ECF members shall take place in the fall (October) plenary faculty meeting so that new ECF members may begin their service in January.)

   c. Deans, and administrators above the level of Dean, are not eligible to serve as members of the ECF.

   d. University President or designate non-voting ex officio member

2. Length of service for each elected member shall be two academic years, with terms staggered so as to elect half (five one year, four the next) each year. Terms of service begin on January 2 of each year. Faculty members may not serve more than two consecutive terms on the ECF.

3. All business of the ECF shall be conducted according to Robert’s Rules of Order. Ex Officio members do not count toward a quorum.
4. The ECF shall meet regularly to conduct faculty business. Meeting times during the academic year shall be every other Monday at 4 PM. (The ECF meeting schedule shall have precedence over other meetings such as college meetings other committee meetings during this time slot.) One of the ECF meeting times in October of each year shall be reserved for a meeting of the Plenary Faculty called by the ECF chair.

5. In the event of a vacancy, the ECF shall appoint a faculty member from the appropriate constituency to serve until ratified by either the next plenary faculty meeting or the appropriate college meeting.

2.02b Offices and Duties of the Executive Committee of the Faculty

Positions within the ECF may change yearly and shall generally run from January 1 – December 31 of each year. Positions within the ECF may rotate each year, or the ECF may decide to select the same individual to serve in a given position for more than one year. These decisions are at the discretion of the ECF with the limitations noted below (approval of the University President for ECF chair).

1. Each year the ECF shall elect one of their members to serve as faculty chair. This selection is subject to the approval of the University President. The Chair’s duties shall be:

   a. To provide management and oversight of ECF, Subcommittees, and Task Forces
   b. To serve as Chair of Faculty
   c. To preside at ECF and Faculty Plenary Meetings
   d. To call special Plenary meetings as determined by ECF
   e. To set agenda for ECF and Faculty Plenary meetings.
   f. At his or her discretion, the chair may declare the ECF in executive session excluding all but voting members of the ECF.

2. Each year the ECF shall select one member as Communications Liaison, clerically supported by the Provost’s office, whose duties shall be:

   a. To facilitate timely and accurate communication with faculty, deans, and other administrators.
   b. To publicize meeting time and place for all ECF meetings and the agendas of the ECF meetings
   c. To record and publish the minutes of all faculty plenary and ECF meetings within 1 week of meeting, and to document a roster of attendees at all plenary faculty meetings.
   d. To receive and disseminate all minutes/records from the three subcommittees in a timely way.
   e. To receive and disseminate the Provost report, minutes/notes from committee representatives to Administrative Committees such as Budget Committee, Board of Regents, Strategic Planning, etc.

3. Each year the ECF shall select from the members of the ECF, individuals to represent the faculty on committees which impact the entire university community and which are created by the University Administration, e.g., Strategic Planning, Budget Council, etc.

4. Each year the ECF shall select three members to serve as representatives or chair of the three standing committees (APC, FWPC and CLC).

5. The ECF shall, as needed, create faculty task forces to research, discuss, and recommend particular policies to the ECF;

6. The ECF shall be responsible to promote and facilitate faculty, staff, and administration community and collegiality
2.02c Relationship of Executive Committee of Faculty (ECF) to Full Faculty

1. The Faculty reserves to itself the decision making authority which belongs to it under the Synodical Handbook.

2. ECF shall run day-to-day business of the faculty and decide whether (1) to present item to the plenary faculty for discussion and action or (2) post decision of ECF to electronic consent agenda for faculty review which is enacted automatically after 15 days if not moved to plenary by faculty.

3. The Plenary Faculty may remove an ECF member from office by a 75% majority vote.

2.02d Relationship of ECF with President, and through the President to the BOR.

1. In order to permit the ECF and Faculty to make informed, wise, and timely decisions the ECF shall meet with the President of the University prior to the three regularly scheduled BOR meetings to discuss the agenda and other concerns. Subsequent to each meeting, the ECF and President shall submit a written report and meet to discuss the proceedings of the BOR meeting within 30 days of the BOR meeting.

2. Prior to every BOR meeting, the ECF shall make an executive summary/report of activities and decisions to the President for delivery to the BOR.

3. The ECF desires regular, annual opportunities to meet and interact with the BOR, and will serve as advocates for and facilitators of joint retreats of the Faculty and BOR.

4. The Chair of the Faculty shall be available for presentations to the BOR and shall have a standing request to the BOR through the President to address the BOR.

2.03a Time, Place Frequency and Conduct of ECF Meetings

- The ECF shall meet regularly to conduct faculty business. Meeting times during the academic year shall be every other Monday at 4 PM. The ECF meeting schedule shall have priority over other meetings such as college meetings other committee meetings during this time slot. A meeting schedule for the ECF shall be publicized at the beginning of each semester.

- Agendas for ECF meetings shall be made publically available by established electronic means (web site, WebCT and/or email) to the entire faculty no less than 48 hours prior to each meeting.

- All ECF members are expected to attend all ECF meetings unless significant extenuating circumstances prevent their presence. Absences must be communicated to the chair in advance of the meeting. ECF members may be present at meetings face-to-face or electronically.

- It is the responsibility of each ECF members to remain informed as to the time, place, and agenda of each ECF meeting. All members of the ECF in attendance when a meeting is called to order shall constitute a quorum regardless of the number present.

- Voting on matters to be decided by the ECF shall be by roll call and the vote of each ECF member shall be recorded in the minutes. Closed ballot votes are not permitted. ECF members who are unable to be present due to extenuating circumstances may record their vote in absentia by informing the ECF chair prior to the meeting.

2.03b Time, Place Frequency and Conduct of Plenary Faculty Meetings

- All Plenary Faculty business meetings are held at 4 – 5:30 PM on Mondays during the time otherwise reserved for ECF meetings.

- At least one plenary faculty meeting shall be held each Fall and Spring Semester. The date of this meeting shall be determined by the Chair of the ECF in consultation with the Executive Committee of the Faculty (ECF). The fall plenary faculty meeting shall be scheduled in October of each year in order that the faculty may elect new members to the ECF and to standing committees as needed. Regular Plenary Faculty meetings will be publicized no less than two weeks prior to the meeting.
• The minutes of Plenary meetings shall include a list of those in attendance and those who have communicated an excused absence. All faculty members are expected to attend plenary faculty meetings unless illness or university business prevents their participation. Faculty members on sabbatical are excused from attendance at faculty plenary meetings.

• The ECF, in coordination with the CLC, shall plan and provide at least two non-business events for faculty each year. These may be social, presentations of research, in-service training, or other events which are of interest to the general faculty.

• Additional (special) plenary business meetings may be summoned by the ECF with at least one week’s notice and publication of an agenda.

• The communications liaison of the ECF shall publicize the time and place of all plenary faculty meetings (regular or special meetings) via established electronic means (web site and/or email). It is the responsibility of each faculty member to remain actively informed as to the time and place of plenary faculty meetings which are scheduled or called.

• Plenary Faculty meetings shall be devoted solely to the discussion and resolution of faculty business. All members of the voting faculty in attendance when a properly convened plenary faculty meeting is called to order shall constitute a quorum regardless of the number present. A person may be present at plenary meeting of the faculty either face-to-face or electronically in the case of faculty at a distance.

• Decisions in Plenary faculty meetings shall be carried by a simple majority vote. Voting may be either by affirmation or by closed ballot vote. In general, the ECF shall determine in advance the method of voting. Any faculty member may request a closed ballot vote, including requests from the floor during a meeting.

• Absentee ballots may be permitted for excused faculty absences only, and must be submitted to the ECF in advance of the meeting in which the vote is held. Excused faculty absences are determined at the discretion of the chair of the ECF.

• Meetings of the faculty of respective colleges, plenary in-service meetings, and other gatherings of the faculty may also be held in the same 90 minute time frame on Mondays, however, a Plenary Faculty Meeting convened by the ECF will take precedence over any other faculty meeting.

2.04 Faculty Athletic Representative

The position of Faculty Athletic Representative is critical for the proper operation of the intercollegiate athletic program, and is required by NAIA.

Responsibilities:

a. Certify eligibility of potential student athletes (with the assistance of the registrar and athletic director).
b. Answer questions regarding eligibility.
c. Appeal eligibility hardship cases (along with the athletic director).
d. Participate in necessary workshops and training sessions.

Qualifications:

a. Must be a full-time faculty member who does not have a primary teaching or administrative responsibility in athletics or the physical education department.
b. Must be able to provide continuity in his position (indeterminate, multi-year appointment).
c. The faculty member holding this position will be exempt from service on standing faculty committees or from serving as Chair or Secretary of The Faculty.
d. This person will be recommended jointly by the Dean of Students and the Athletic Director, approved by the Community Life Committee, and ratified by The Faculty.
2.10 Duties of the Faculty

It is the responsibility of the Faculty to:

1. The Faculty shall recommend policy to the Board of Regents through the president regarding rules and regulations for the admission, transfer, dismissal, or withdrawal of students, fix the standards of scholarship to be maintained by the students, determine criteria for their promotion, graduation, or failure, act on recommendations in the matter of granting certificates, diplomas, and such academic or honorary degrees as may be lawfully conferred by the institution.

2. The Faculty shall develop and construct curricula implementing the recognized and established purposes of the institution and designed to attain the objectives of preparation for professional church workers and other Christian leaders.

3. The Faculty shall pursue the improvement of teaching and learning and the evaluation of their effectiveness in every segment of the institution and its curriculum.

4. The Faculty shall recommend policy to the Board of Regents through the president regarding policies, standards and programs for the out-of-class life and activity of its students so that the co-curricular and off-campus activities of the student contribute to the attainment of the educational objectives of the institution. The faculty shall recommend such policies as will be conducive to the cultivation of a Christian deportment of the part of all students, will stimulate creation of a cultured and academically challenging atmosphere on and about the whole campus, and will make a spiritually wholesome community life possible.

5. The Faculty shall recommend policy to the board of regents through the president regarding the maintenance of wholesome conditions of faculty service and welfare.

6. The Faculty shall conform its placement policies to the provisions for the distribution of candidates and workers through the Board of Assignments of the Synod.

7. The Faculty shall recommend to the Board of Regents through the president, policies, standards and regulations that will contribute to the maintenance of wholesome conditions for faculty service and welfare. Receive reports as appropriate from all University entities such as administration, classified staff, student government, and the CU Foundation.

8. The Faculty shall make recommendations regarding the University budget to the president prior to its submission to the Board of Regents.

9. The Faculty shall review and recommend any modifications of the Faculty Handbook, and work with the Office of the Provost in maintaining a regularly updated Faculty Handbook.

2.11 Institutional Policies Regarding Part-time Instruction

The University recognizes that adjunct faculty are an essential component of the University’s instructional workforce and aid in helping the institution fulfill its mission and goals. Adjunct faculty bring professional experience, disciplinary expertise, and provide an important enrichment to student learning in classrooms and laboratories. The University also recognizes its responsibility to maintain an appropriate balance of part-time and full-time faculty and will carry out this responsibility in a manner that does not jeopardize academic standards as determined by individual departments. Following are policies and procedures regarding adjunct faculty:

1. **Adjunct faculty are temporary employees** who are hired on a semester-by-semester basis. The hiring procedures are as follows:

   A. **Search Process:** National searches are not conducted for adjunct faculty. Although search committees are not normally used for adjunct faculty, a department chair will appropriately consult with departmental faculty in their selection and appointment. Advertisements will be done only when deemed necessary by the Program Dean. In those cases where advertising is necessary, the Office of the Provost will place advertising in appropriate venues

   B. **Documentation of Credentials:** Required documentation for an adjunct faculty appointment is identical to that of a full-time faculty appointment as given below:

      • Completed Adjunct faculty Employment Application Form
      • Transcripts which reflect academic preparation
      • A Curriculum Vita or Resume
      • Letters of recommendation
All of the above information is reviewed by the Program Dean. Upon approval for addition to the Adjunct faculty Roster, the adjunct faculty member undergoes a background check and completes other necessary HR forms before employment and contracting.

2. **Part-time Teaching Assignments:** Files of approved adjunct faculty are maintained by the Office of the Provost. In conversation with adjunct faculty members, Deans and Department Chairs make teaching assignments and transmit this information to the Office of the Provost.

A contract articulating teaching assignments, rates of pay and term of instruction are then issued to all part time faculty members for each semester employed. If any changes occur, Deans inform the Office of the Provost who, in turn, approve and make changes and issue a revised contract for the adjunct faculty member. Official files for part time faculty are maintained by the Office of the Provost.

3. **Academic Credentials:**

Adjunct faculty members teaching credit courses must generally hold at least one earned Master’s degree, with an earned Doctorate preferred, including 12 graduate semester hours or equivalent in the teaching discipline. Exceptions may be made by the Provost for individuals who possess significant professional experience or demonstrated contributions to the discipline and or teaching profession.

The University recognizes that in unusual cases it may be appropriate to hire adjunct faculty members who have demonstrated exceptional scholarly or creative activity, or proven professional experience, but who may not possess the required academic credentials. There also may be an occasion when a new graduate discipline is in its formative stage in higher education and there are no faculty members available with academic credentials in the discipline. In either case, when a department presents evidence of competence or academic credentials other than a graduate degree in the discipline, the Department must justify the employment of such faculty.

4. **Scheduling and staffing of all classes is tentative** until registration is complete; therefore, course assignments and employment of adjunct faculty may change with little notice. Adjunct faculty will be notified of such changes as soon as possible.

5. **Pay rates** for adjunct faculty will be reviewed periodically by the Provost, Academic Council and Chief Financial Officer to determine if remuneration should and can be adjusted. Such recommendations are made to the President as part of the annual budget process. The President then determines the feasibility and amount to add to the budget to adjust salaries for adjunct faculty. The same is true for all employees, full and part time.

6. **Duties:** In general, the duties of adjunct faculty are assigned to teaching, administrative assignments, supervision of interns, practicum and student teaching.

7. **Participation in Departmental Faculty Meetings:** Although regular attendance at Departmental, College, or University faculty meetings is not required, adjunct faculty are encouraged to attend those meetings directly dealing with their teaching responsibilities. Supervisors will keep adjunct faculty informed about meetings relevant to adjunct faculty or about the information disseminated at such meetings.

8. **Teaching Load:** Ordinarily, an adjunct faculty member will teach no more than 12 credit hours per academic term at Concordia University, exceptions may only be made by the Provost.

9. **Orientation and Teacher Development:** Orientation refers to providing information on mission statements, policies, logistics, facilities, and pedagogical advice that assist faculty in performing their duties and becoming integrated into the University community. Teacher development refers to initiatives by the University to promote effective teaching and to promote their professional development as educators.

Adjunct faculty will be encouraged to participate in University-sponsored teacher development and orientation activities (e.g., “orientation for new faculty program,” workshops and meetings).

In addition to institutional-level orientation opportunities for adjunct faculty, each department will also provide orientation for its new adjunct faculty.

Department chairs are encouraged to appoint a faculty mentor to each new part-time teacher for at least the first semester of employment at the University.
Although not prohibited by policy, the University usually does not fund individual requests for professional development of adjunct faculty (e.g., funding for presentations at conferences).

Adjunct faculty members who teach a minimum of 3 semester hours (or equivalent) in a given term are eligible to take one 3 hour course during that term under tuition remission guidelines.

10. **Supervision and Evaluation.** **Supervision** refers to a means by which the Faculty member’s teaching performance is monitored and by which individual guidance on meeting teaching responsibilities is received. **Evaluation** refers to a means by which teaching performance is formally assessed.

- Adjunct faculty will be supervised and evaluated by the department chairperson or designee.
- In every course taught by an adjunct faculty member, the department chairperson or designated tenured faculty member will visit the class at least one time.
- Each semester, the department chair or designee will review and approve the syllabus, schedule of lectures or topical outline, objectives, and textbook(s) for all courses taught by part-time instructors, and will discuss with the part-time instructor the department’s expectations for the course as well as the part-time instructor’s teaching plan for the course.
- Adjunct faculty will be evaluated per guidelines stipulated by the Academic College in which the adjunct faculty member is teaching. All teaching faculty, including full time and part-time instructors, are evaluated by students in every course. Adjunct faculty are informed of the procedures for the evaluation of teaching during their orientation.
- Each department will demonstrate that it uses the results of student and other evaluations of the courses in decisions regarding rehiring part-time instructors and in improvement of teaching and student learning.

(Appendix 8A)

Each College has developed processes for orientation, supervision and evaluation of part-time instructors. A description of the process for each College can be obtained by the Program Dean.

11. **Student Access:** **Student access** refers to the means by which students can communicate with their instructors in a regular, effective, and timely fashion.

On the first day of classes of the semester, part-time instructors will provide students with information indicating how and when students can access them for out-of-class assistance.

To facilitate student access, the department will, to the extent possible, provide part-time teachers with reasonable access to appropriate support services (e.g., work space, office telephone/voice mail box, faculty parking, mailbox, mail services, network account, email account, and essential secretarial support for performing teaching duties).

2.11a **Limitations on Adjunct faculty Functions**

Due to the unique nature of the position of adjunct faculty, it is necessary to reassign certain faculty functions. Because the adjunct faculty member is seldom fully versed in institutional goals and policies, the following limitations are designed to ensure that student and institutional needs are met.

1. Adjunct faculty are not permitted, except by special request of the department chairperson, to initiate or act as the primary instructor for Directed or Independent Studies.
2. Adjunct faculty cannot authorize option hours for their courses without the additional approval of the department chairperson.
3. Adjunct faculty cannot waive prerequisites for courses without the additional approval of the department chairperson.
4. Adjunct faculty cannot assign a grade of Incomplete (I) without the additional approval of the department chairperson.

2.20 **Faculty Committees**

1. To perform its functions, the faculty in the Fall Plenary Faculty business meeting of the academic year elects members to the following committees:
   a. Academic Policies Committee (APC)
   b. Community Life Committee (CLC)
   c. Faculty Welfare Policies Committee (FWPC)
2. All faculty committees act in the following capacities:
a. **Policy formulation and recommendation.** The committee develops and proposes for faculty adoption policies relating to its areas of responsibility.

b. **Consultation.** It is an advisory and interpretative group to the administrative officers, as they are concerned with the interpretation of adopted policies, special situations, and other matters.

c. **Evaluation.** It is the duty of the committee to promote a continuing evaluation of adopted policies and of the functioning of the University in the areas in which it is concerned.

3. The Chair for each of the standing committees shall be selected by the ECF prior to the conclusion of the spring term to serve in the following academic year. In the absence of the chairperson, the attending members will select a temporary chair for a given meeting.

4. The ECF may create special committees or task forces as needed. Joint ad hoc subcommittees may be formed to deal with issues having broader implications, or needing greater representation than exists on any one committee. These subcommittees shall determine their own chair and procedures. Any recommendations for policy or procedures issuing from a joint ad hoc subcommittee should be processed by the respective standing committees and jointly recommended to the ECF.

5. Standing committees of The Faculty may establish specific subcommittees or task forces to perform routine or special tasks as situations arrive. These subcommittees are appointed by the chairperson and report recommendations to the plenary committee. A subcommittee may consist of one or more persons, and may include part-time instructors, staff, students, administrators and others as required by the issue being addressed.

### 2.21 Academic Policies Committee

1. **General Functions**
   
The general function of the Academic Policies Committee (APC) is to review, evaluate and recommend policies pertaining to curriculum and the academic life of the university. APC also acts in an advisory capacity to various administrative offices on an ad hoc basis. It operates under the leadership of the Executive Committee of the Faculty and the Chair of the APC is on the Executive Committee of the Faculty (ECF).

2. **Specific Duties**
   
a. Serve as a standing faculty committee under the charge of the ECF and carry out the specific charges and tasks issued by the ECF, including but not limited to, the following:
   
   1. Review, evaluate and recommend policies related to the curriculum.
   2. Review, evaluate and recommend policies related to admission and re-admission of students.
   3. Review, evaluate and recommend policies related to standards of academic performance.
   4. Review, evaluate and recommend policies related to maintenance and improvement of quality of instruction.
   5. Review, evaluate and recommend any changes to the academic calendar (FH 1.7).
   6. Act in an advisory capacity to the Dean of Admission, Registrar, and Provost upon request. The APC is not an appeal committee. Appeals should follow administrative lines. The APC can serve an advisory role upon the request of specific administrators.
   7. Serve as the primary entity responsible for reviewing, evaluating and recommending changes to the general education desired student outcomes, the “general education experience,” general education requirements, and general education assessment strategies (FH 3.241).
   8. Manage the awarding of Honorary Degrees by establishing an Honorary Awards Subcommittee to seek nominations for Honorary Doctorate Degrees (FH 3.60).
   9. Prepare a slate of nominees for Commencement Speaker to be shared with The Faculty no later than January (FH 3.52).

3. **Membership**
   
The APC will consist of five faculty members appointed by the Deans of each college and a Chair, who is a member of the ECF. Each member will be appointed for one three-year non-renewable term on a rotating basis.

   a. Each school/college will appoint one member to serve on the APC. The members will serve three year, staggered, non-renewable terms. The Dean of the school/college may not serve in this capacity.

   b. The school/colleges appointing members to the Academic Policies Committee for the next academic year must inform the ECF of the results of their selection prior to the last ECF meeting of the calendar year.

   c. Each faculty member will hold primary membership, vote, and hold office for only one school/college. Dispute over school/college “membership” will be resolved by the ECF in consultation with the Provost.

   d. The ex-officio membership of the Academic Policies Committee will consist of the Provost, the Dean of Students, the Registrar, the University Librarian, the Chief Information Officer, and two students appointed by the student body president (one upper class and one under class) to serve as
advisory members. Ex-officio members are present by invitation based on specific agenda items. The APC may choose to request specific ex-officio members to be in attendance on a regular basis. Other members of the faculty and staff can be invited to specific meetings.

4. Development of Agenda
The APC agenda will be set by the ECF, the primary responsibility going to the Chair of the APC. A continuing agenda will be maintained and published in both the agendas and minutes of the APC. Items for agenda consideration can be submitted either to the Provost or the chairperson.

5. Meetings
Meetings will be held as needed to adequately address the agenda. A regular meeting time should be established at the beginning of each semester. All meetings of the APC are open to faculty, staff and students except in executive session.

2.22 Community Life Committee

1. General Functions
The basic function of the Community Life Committee (CLC) is to serve as a policy recommending and evaluating body to further enhance the livability and Christian character of Concordia’s community for administration, staff, faculty, and students. The CLC will also act in an advisory capacity to the ECF and various administrative offices on an ad hoc basis. Within this general framework, the CLC has the specific responsibilities listed below.

2. Specific Duties
a. To recommend and interpret the objectives and policies that guide the entire community life program to the Faculty and/or administration of the University.

b. Develop and evaluate policies for activity areas and Student Services staff, in respect to philosophy, relationships to academic life, and program boundaries.

c. Serve as a sounding board for student and other community member concerns about the activities and spirit of community life at Concordia, referring these concerns to more appropriate channels or responding as a committee to these expressions, or recommending policy of procedural changes to other individuals or committees.

d. Assist the Student Services staff and the individual student in maintaining due process and confidentiality by advising the administrator in the instance of serious breaches of conduct, and by serving as an appeal board as needed in student disciplinary cases.

e. Serve as the selection committee for graduate community awards.

f. Develop and evaluate community life policies which affect the retention of students.

g. Recommend policies for the awarding of scholarships (including Presidential Scholarships and Talent Awards as well as other scholarships whose recipients are not selected by the Financial Aid Office) and other forms of financial aid, specifically recommending the composition and mode of distribution of financial aid with respect to the type of student to whom the aid will be awarded (i.e., new, transfer, continuing, professional church work, and general), and the types of aid available (i.e., scholarships, grants, loans, and work study). It is understood that the allocation and distribution of financial aid is a responsibility of the Board of Regents, and the CLC's role is advisory in this matter.

3. Membership
The Community Life Committee consists of five members of the faculty who are full-time faculty, and four student representatives. The faculty members will be elected for one three-year non-renewable term from the plenary faculty. The faculty is encouraged to elect from a broad representation of campus interests and across colleges. The chair of CLC will be a member of the ECF who will coordinate the work of the committee. The student representatives are to be appointed by the student body president at the beginning of each year.

The Dean of Students, the Associate Dean of Students, and the Assistant Director of Student Life are ex-officio members of CLC. All other Student Services and University staff will be invited on an as-needed basis to offer information on specific topics and issues. Student leaders will also be utilized when they have specific input to make on issues at hand.
4. Development of Agenda
The CLC agenda will be developed and finalized through consultation between the Dean of Students, the President of Associated Students of Concordia University (ASCU) and the ECF. A continuing agenda will be maintained in both the agendas and minutes of the CLC. Items for agenda consideration can be submitted either to the Dean of Students or the ECF.

5. Meetings
Meetings will be held as needed to adequately address the agenda. A regular meeting time should be established at the beginning of each term. All meetings of the CLC are open to faculty, staff, and students except in executive session.

2.23 Faculty Welfare Policies Committee

1. General Functions:
The Faculty Welfare Policies Committee (FWPC) serves in an advisory capacity to ECF in matters related to faculty welfare. Its purpose is to review, evaluate and recommend policies as requested by the ECF. These tasks include but are not limited to:
- Faculty pay
- Faculty workload and overtime
- Faculty development
- Academic Freedom
- Sabbatical policy
- Ratio of part-time to full-time faculty
- Adjunct faculty pay
- Faculty Forum
- Faculty Retreat
- Evaluation of administrators
- Faculty grievances [do we need to review this policy?]
- Hiring, evaluation and promotion of faculty policy

2. Specific Duties
A. Carry out tasks as requested by the ECF relating to faculty personnel and welfare matters. This often will involve gathering information, discussing, and recommending policies to the ECF.
B. In coordination with the ECF, take the leadership role in planning the agenda for the fall faculty retreat.
C. Appoint as needed, a three member Hearings Committee from among full-time faculty. The purpose of the Hearings Committee is to arbitrate and to make recommendations to the President concerning Faculty grievances.

3. Membership
The FWPC will consist of four faculty members elected by the plenary and one chair. The chair is a member of the EFC and is selected by the ECF members. Each member will be elected for one three-year non-renewable term on a rotating basis. The committee membership will include a minimum of one Instructor/Assistant Professor, one Associate Professor and one Professor. The faculty is encouraged to elect from a broad representation of rank, experience gender, race, and college affiliation.

The Provost and the Chief Financial Officer are ex-officio members of the FWPC. Ex-officio members are present by invitation based on specific agenda items. The FWPC may choose to request specific ex-officio members to be in attendance on a regular basis. Other members of the faculty and staff can be invited to specific meetings.

4. Development of Agenda
The FWPC agenda will be developed and finalized by the chair in partnership with the ECF members. A continuing agenda will be maintained and published in both the agendas and minutes of the FWPC.

5. Meetings
FWPC members are expected to attend all FWPC meetings. Meetings will be held as needed to adequately address the agenda. A regular meeting time should be established at the beginning of each semester. The FWPC chair is responsible for running the meetings and assuring that minutes are taken and sent to the ECF Communication Liaison. All meetings of the FWPC are open to the faculty, staff and students except in executive session. Dealing with sensitive information may necessitate several executive sessions each year.
2.24 Nominations/Elections

1. General Functions
   The ECF shall select two of its members each fall to serve as an “Election team” who will coordinate nominations and elections of new ECF and committee members in that year.

2. Specific Duties of the Election team
   A. Solicit, well in advance of the annual faculty elections (October Plenary Faculty meeting), names of individual faculty who would like to serve in a particular office or on a particular committee.
   B. Nominate, as needed, additional faculty to achieve a full slate.
   C. Prepare a printed ballot for the elections by the plenary faculty, but call for any nominations from the floor prior to voting.
   D. Tabulate the results of the balloting, conduct any run-off’s that may be needed, and announce final results to The Faculty.
   E. Arrange for any special elections that might be necessary.
   F. Communicate with the Program Deans and ensure that colleges elect and/or appoint representatives as needed. Receive information from the colleges as to new committee members elected or appointed by the college and report this information to the ECF.

2.25 Faculty Elections Policy

1. Members of the ECF are elected to three year terms. Members of the ECF may not serve more than two consecutive terms. Since there are nine members on the ECF, 1/3 of ECF positions “turn over” in any given year.
2. Members of faculty committees (APC, CLC, FWPC) are elected or appointed to three-year non-renewable terms as described specifically for each committee.
3. Elections shall ordinarily be held in the Faculty Plenary meeting in October of fall semester.
6. A faculty member is ordinarily not expected to serve in more than one elected or appointed faculty position at a given time.
7. Those elected begin their new terms of office on January 2 following their election/appointment.
8. The Faculty votes to ratify/reaffirm the selection of the Faculty Athletic Representative as part of its annual elections at the Fall Plenary Faculty meeting.

2.31 Appointment of Deans

The President in consultation with the Provost makes final decisions on the appointment of the Deans for each College. These appointments are for a period of one year unless otherwise stated in personnel contracts.

2.32 Responsibilities of Deans

1. Administrative Responsibility
   a. The department chairperson is responsible, in all of the tasks listed below, to the Provost.
   b. The department chairperson is appointed by the President upon the recommendation of the Provost after discussion with the academic departments.

2. Instructional Evaluation
   a. Class visitation.
   b. Departmental goal setting and action step design.
   c. Work with Provost in the case of concerns.
   d. Implement prescribed evaluation tools.

3. Budget
   a. Sign requisitions.
   b. Monitor budgets.
   c. Make special budget requests to Provost.
   d. Prepare and submit annual departmental budget requests.

4. Departmental Growth and Development
   a. Plan and Chair regular department meetings.
   b. Design and facilitate departmental service/professional growth meetings as advisable.
   c. Route important information through the department and foster inter- and intra-departmental communication.

5. Planning and Evaluation
6. Serve on Academic Council
   a. Act as advisory council to the Provost on pertinent issues.
   b. Assist the Registrar in academic scheduling (time and location).
   c. Share pertinent information with other department chairpersons and assist in coordinating the overall academic program.
   d. Assist Provost in academic planning and prioritization.
   e. Assist in academic resource management and academic budgeting.
   f. Monitor academic policies and refer recommendations for modifications to faculty committees.
   g. Assist with procedures for academic policy implementation.
   h. Submit Academic Council agenda items to the Provost.

7. Departmental/Program Recruitment and Retention
   a. Meet regularly with the advisors in his/her program area(s) upon mutual agreement of time and topic with the advising coordinator(s).
   b. Initiate and insure career presentations for interested students at least once per year.
   c. Solicit, organize and analyze student responses to departmental offerings and staffing and include this information in departmental planning.

8. Departmental Instruction Coordination
   a. Approve Directed Studies and Independent Studies.
   b. Approve Option Hours for adjunct faculty.
   c. Grant waivers, substitutions, etc.
   d. Approve Incompletes for adjunct faculty.

9. Staffing
   a. Permanent: assist in defining position and evaluating and selecting applicants.
   b. Part-time: recommend personnel for part-time positions.

2.33 Grade Determination and Records of Student Progress

Faculty are required to:
1. Share the criteria for grade determination with all students at the beginning of the term. This is required to be presented as part of the student syllabus.
2. Follow the criteria for grade determination and share with the students any changes in the criteria, which may occur during the term, both verbally and in writing.
3. Keep a complete record of student performance for a minimum of one year after the completion of the course. This record should include a copy of the grade determination criteria for each course.
4. If faculty leave the employ of the institution at any time, give copies of all complete grade records to the Provost for storage in personnel files.

2.34 Undergraduate Grade Inflation and Grading Policy

Course grades, course GPAs and institutional GPAs are a reflection of both course expectations and student achievements. As a result, institutional responses to questionable grading patterns should focus on student achievement, course expectations and grading practices.

A Statement of Grading Philosophy

A grade is a standardized report and record of an individual learner's achievement over time and against a specific set of instructional objectives. While context affects learning, learning occurs within individuals and grades represent individual, not group achievement. While grades reflect individual achievements they should be standardized so that external comparisons of the achievement of individual learners attempting the same goal can be made (e.g. learners earning a "B" show greater achievement/mastery than learners earning a "C"). While comparisons between students attempting the same set of objectives under the same conditions are appropriate, inter-institutional and inter-
departmental comparisons must be done cautiously as a result of diversity among the educational goals and expected outcomes.

Criteria for Assigning Grades

The distribution of final course grades should be done in a way consistent with the current policies for grading practices. A grade of "A" is defined as superior, and a grade of "B" as good, a grade of "C" as average, a grade of "D" as poor but passing, and a grade of "F" as failure, no credit. Under these conditions, and where the students in the course represent a normal distribution, the class grading pattern overall should focus more in the direction of an average GPA of 2.00 on a 4.00 scale, as compared to one of 3.00 or 1.00.

Because the grading practice of the University provides for the discrimination of student achievement along a 5 point scale, course evaluation procedures should be designed to discriminate achievement appropriately. The grading standard should be directly related to the course goals and objectives as stated in the course prospectus and course syllabus, and the grading practices and procedures should be defined in as objective a manner possible. The equitable standards should be applied to all students within a class and should not be biased in their application to students of different learning styles, experiences (except defined prerequisites), or ethnic or cultural backgrounds.

Factors Effecting GPA

While overall class GPAs for a course in which the students represent a normal distribution of abilities to achieve the course objectives should center around a 2.00, a number of factors will influence overall course GPAs. These factors include:

1. large numbers of drops or withdrawals from the course
2. large numbers of Pass/No Pass grading options
3. large numbers of grades of Incomplete
4. small numbers of students in the course
5. exceptionally high or exceptionally low student ability levels
6. large numbers of students without course prerequisites or lacking other assumed prerequisite skills or knowledge
7. unique nature of the course in question (activity course, performance course, etc.)
8. unreasonably high or unreasonably low course expectations

Policy and Practice Recommendations

1. Each semester the Office of the Provost will provide to School Deans a list of all courses within their major which have an average GPA below 1.5 and those which, for lower division courses are above 2.7, or for upper division courses are above 3.0.
2. The deans will be responsible for ensuring that a review of these courses with the appropriate faculty member takes place the subsequent term.
3. By the end of each summer the Dean will report to the Provost the specific actions taken to address the flagged course GPAs for each course in question. The response for each course will fall into one of two categories. On the one hand specific modifications of course design, grading practices, or course expectations can be aimed at adjusting the expected student outcomes and mechanisms for assessment so that more discriminating assessment and more appropriate grading patterns will result. On the other hand, a rationale for exceptional circumstances can be documented and described as to why the course GPA was outside of that recommended by the policy.
4. Each summer the Director of Institutional Research will complete an analysis of institutional, programmatic and individual instructor grade patterns for the previous academic year. A report of the findings and a summary of this analysis along with a list of specific concerns which should be addressed in light of the philosophy on grading will be developed and presented to each School Dean. In cases where changes are not recognized over a period of time, specific response by the Dean will be requested for the annual analysis and report.
2.40 Faculty Ranking

The instructional ranks employed at Concordia are: professor, associate professor, assistant professor, instructor, and graduate assistant. Faculty members are appointed by the Board of Regents upon recommendation of the Provost and the President.

2.41 Criteria for Ranking of Faculty and for the Promotion in Rank

The following general criteria are used in making decisions about faculty rank:

1. A Christcentric Attitude. The assumption is that Concordia's teachers are Christians. What is sought in addition is an evident concern to integrate personal life and classroom teaching in Jesus Christ.
2. Proven Teaching Ability. Teaching ability varies considerably from instructor to instructor. A person's effectiveness in the classroom is determined by classroom visits of the Dean and the department chair and the response of students.
3. Breadth of Interest and Concern. Each instructor is to reveal interest and concern in the total welfare of the school and the various challenges and problems of the community, nation and church.
4. Personable and Cooperative. Some Christians are devoted but have difficulty in getting along with their peers. If a faculty is to perform well, it must consist of personable and cooperative individuals in Jesus Christ.
5. Academic Cultural and Aesthetic Interests. Faculty members are to demonstrate a breadth of interest and concern in academic, cultural and aesthetic areas beyond their immediate disciplines.
6. Interest in Continuing Education. Normally, all University faculty members are to earn a terminal degree.

2.411 Category for Placement on Faculty Salary Scale

Placement on the Salary Scale is based on professional experience and educational attainment.

Experience: Experience includes teaching at Concordia, previous parish ministry, and/or public teaching experience at all levels of education or non-teaching experience that includes leadership and communication skills demonstrated in a non-educational environment.

Educational Attainment: An appropriate degree earned at a regionally accredited institution.

1. Instructor: Master's Degree minimum, which may be waived for an outstanding artist, musician or other person with unusual professional qualifications.
2. Assistant Professor: Master's Degree with progress toward Ph.D. or appropriate terminal degree from an accredited institution. (New faculty: Minimum of 2 years comparable experience.)
3. Associate Professor: Ph.D., appropriate terminal degree from an accredited institution, two Master's Degrees, or active ABD to be completed within two years; and proven teaching experience. (New faculty: Minimum of 10 years comparable experience)
4. Professor: Ph.D. or appropriate terminal degree from an accredited institution; and proven teaching experience. (New faculty: Minimum of 15 years comparable experience)

2.412 Category for Movement within the Faculty Salary Scale

There are three major criteria for movement within the Faculty Salary Scale: Professional Performance, Scholarship and Community Service.

1. Performance of Assigned Responsibilities
   a. Teaching Effectiveness
   b. Effectiveness in Non-Teaching Responsibilities
2. Scholarship
   a. Research as defined by the following examples:
      - Published journal article or book
      - Continuing studies (e.g. graduate courses, progress toward advanced or multiple degrees, study abroad)
      - Presentation at scholarly professional conference
   b. Publications, including the following examples:
      - Published journal article or book
      - Creation of commissioned work of art
      - Publication of musical composition
      - Participation in community/university theater production
c. **Presentations/Other**
   - Successful Grant writing
   - Commissioned public speeches
   - Presentations at or facilitation of public seminars

3. **Service to Community and Church**
   a. **Church Volunteer Positions, examples including:**
      - District Conferences/Synodical Conventions
      - Parish Workshops or other Special Church Activities
      - Church Choir (Member, Accompanist, Director, Organist)
      - Member of Church Council or Church Committees
      - Parish Work (Sunday School Teacher; Maintenance, etc.)
   b. **Community Volunteer Positions, Examples including:**
      - Community Arts Organization
      - Neighborhood or City Association (e.g. Rose Festival)
      - School Board; Oregon Committee for the Humanities
      - Youth Activities (Coaching, Officiating, Administration)
   c. **Professional Organizations, examples including:**
      - Attendance at professional meetings
      - Boards of academic or professional associations

### 2.413 Definitions for Movement within Salary Scale

1. **Instructor:** Master's Degree minimum, which may be waived for an outstanding artist, musician or other person with unusual professional qualifications.

   *Normally qualifies to move to Assistant Professor after 4 years as Instructor.*

   **Criteria for movement within range:**
   - 80% Professional Performance; 10% Scholarship; 10% Service

2. **Assistant Professor:** Master's Degree with progress toward Ph.D. or appropriate terminal degree from an accredited institution.

   *Normally qualifies to move to Associate Professor after 5 years as Assistant Professor.*

   **Criteria for movement within range:**
   - 80% Professional Performance; 10% Scholarship; 10% Service

3. **Associate Professor:** Ph.D., appropriate terminal degree from an accredited institution, two Master's Degrees, or active ABD to be completed within two years; and proven teaching experience.

   *Normally qualifies to move to Professor after 5 years as Associate Professor.*

   **Criteria for movement within range:**
   - 80% Professional Performance Service; 10% Scholarship; 10% Service

### 2.414 Three-Year Rolling Contracts

The Board of Regents of Concordia University has implemented a three-year rolling contract system which replaced the traditional tenure system for faculty. New faculty are usually contrated with a minimum of two consecutive one year contracts, and may then be recommended for the three-year rolling contract upon completion of a successful Primary Assessment. The three-year rolling contract will be considered for extension at the end of the first year, assuming a positive evaluation results and a positive recommendation. At that point, and assuming continual positive Secondary Assessment evaluations, the faculty member would always be operating in the first year of a three-year contract.

If a faculty member’s evaluation is negative, the contract may not be extended, leaving the faculty member two additional years to address the concerns and receive a positive evaluation. If, after the second year, a negative evaluation is earned, the faculty member has one final year under contract. The faculty member can continue to address the concerns of the negative evaluation, pursue employment elsewhere, or negotiate for an additional single year contract after the third year of the contract expires. At the end of the third year Concordia University is not obligated to continue the contractual relationship with the faculty member, but may choose to enter one or more consecutive one year contracts until such time as the contract is not renewed, or the evaluation results suggests that the Board should extend a new three-year rolling contract.
2.415 Full-time Faculty Assessment (C-TEP)

The Faculty Welfare Policies Committee has developed, and the Faculty and Board of Regents has approved, a comprehensive faculty assessment program for all full-time faculty members. This program is referred to as the Concordia Teaching Excellence Program (C-TEP). The goals of C-TEP are to insure excellence in teaching and learning, to enhance Concordia’s academic caliber and reputation, and to improve the overall quality of life in the Concordia community. The C-TEP program involves both formative and summative elements. These two elements are largely split between review processes: (1) C-TEP Secondary Assessment (an annual review) and (2) Primary Assessment (a major summative assessment).

The C-TEP program utilizes a wide variety of data sources for the assessment process. Included among these sources of data are reflection and self-assessment, peer review, student course evaluations, and administrative review. The specific level, emphasis, and source of this data will vary depending on the specific situation.

Faculty are evaluated in five major areas of performance. The five areas of performance are outlined below.

1. The first index of faculty performance is that of classroom teaching. High levels of instructional effort and effectiveness are critical as performance indicators for the faculty at Concordia. The criteria used as indicators of "good teaching" include communication skills, favorable attitudes toward students, knowledge of the subject, good organization, enthusiasm, fairness, willingness to experiment, encouragement of students to think for themselves, and the use of appropriate teaching strategies.

2. Student advising and the development of appropriate relationships with students compose a second set of performance indicators. Evaluation of advising includes input on knowledge, availability, interest in student needs and concerns, scope of advising, referral, use of appropriate methods in advising students, and earnest concern for advising.

3. The third category of performance indicators for faculty performance are in the area of institutional service. This service includes the degree of commitment and involvement in planning, evaluation and development of the department, the various programs, and the institution as a whole.

4. Research, scholarly and creative activity are additional important criterion for faculty evaluation. Because of Concordia's role as a primarily teaching institution, the specific types of scholarly activity may vary somewhat from major research institutions, but the University continues to value, expect and reward these types of endeavors by faculty.

5. Finally, faculty effectiveness is evaluated on the basis of service to church and community. This area includes a broad spectrum of faculty activities which vary considerably from individual to individual.

The C-TEP Secondary Assessment (annual review) process takes place annually and is based on an assumption of continual improvement of faculty in all four areas of assessment (teaching, scholarship, service, and administration). This largely formative process results in the development of specific goals for individual faculty members which reflect the goals and needs of the faculty member’s department and academic unit.

The first step in the C-TEP Secondary Assessment involves the preparation by the faculty member of a proposed list of goals and specific objectives for the upcoming academic year. Faculty members may also prepare a short portfolio documenting their progress in meeting goals from the previous year. The department chair may also submit a summary of a classroom observation. This documentation is submitted to the appropriate academic dean, and is followed by a discussion between the faculty member and the dean (or appropriate department chair). This discussion includes a review of the faculty member’s success in meeting the prior year’s goals, as well as development of goals for the subsequent year. During this discussion that the individual professional and personal needs of the faculty member are brought together with the mission, goals and objectives of the academic unit and the University to construct a final synthesis that is appropriate for each individual faculty member.

Although the C-TEP Secondary Assessment is intended to be primarily formative in nature, administrative recommendations must be made yearly regarding faculty contract extension and/or renewal. These decisions may be influenced by issues and concerns revealed by the annual reviews.

A more extensive summative review process called a Primary Assessment is implemented in the following situations (1) during each year of a one-year contract (probationary years), up to the point at which a faculty member enters his/her first 3-year rolling contract, (2) when a faculty member becomes eligible for rank advance, and (3) every five years if the previous two situations do not apply. The Primary Assessment process begins with the establishment of a faculty assessment team, consisting of the department chair (or in some cases the Dean) and two faculty peers. One of the faculty peers is appointed by the department chair and the other is selected by the faculty member being reviewed.
The faculty member being reviewed then prepares a reflective self-assessment document and portfolio documenting his/her professional achievements. The assessment team then initiates a series of conversations with the faculty member to review and discuss the self-assessment document and portfolio. In these conversations, the assessment team generally makes specific recommendations for improvement, and suggestions on professional development, to the faculty member. The assessment team may request additional information (results of classroom observation, course evaluations by students, comments from other faculty members, etc.) to assist them in their evaluation. After the meetings are concluded to the satisfaction of the assessment team, a written evaluation of the faculty member being reviewed is prepared and submitted to the Dean. The final evaluation document includes a specific recommendation by the assessment team regarding contract renewal, movement to a 3 year rolling contract or promotion (as applicable to the specific situation). The faculty member under review has the opportunity to read the written evaluation prior to its submission to the Dean, and may attach his/her own written comments and rebuttal if desired. Final decisions regarding administrative action are made by the Dean and Provost following receipt of the assessment team’s evaluation. While some of the details of this process have been left to the discretion of individual academic units and their faculties, this general design applies to all faculty members within the University.

2.416 Uniform C-TEP Evaluation Process

CONCORDIA UNIVERSITY

PRIMARY ASSESSMENT GUIDELINES for FT FACULTY MEMBERS

PURPOSE: Primary Assessment is the process utilized to more formally evaluate faculty members who fall under one or more of the following categories:

1. eligible for an initial 3-year contract
2. possible rank advancement
3. difficulties in the performance of one or more areas of job responsibility or function

This instrument may also be used simply as a part of the routine evaluation of each member of the faculty on a three-year rotating basis. It is normally carried out in the spring semester, although Primary Assessment may be performed at any time.

PROCESS:

1. Faculty members evaluated under the Primary Assessment process are identified by the Dean and notified of that intention no later than 1 August.

2. Names of these individuals are submitted to the respective Department Chair at least two months prior to the due date of the Primary Assessment report.

3. The Department Chair serves as one member of a 3-member faculty panel who perform the Primary Assessment. The remaining members should include, if possible, one member from within and one from outside the primary discipline of the faculty member undergoing assessment. Panel members do not necessarily need to be from the same College as the individual, and are selected by the faculty member who is being evaluated.

4. Within two weeks of being notified of the intent to perform a Primary Assessment, the faculty member submits to the panel a completed Primary Self-Assessment form.

5. The Department Chair will gather available and appropriate information from the professional files of the faculty member stored in the Dean's office. This will include, but is not limited to, results of earlier Primary and Secondary Assessments, Faculty Development Action Plans, student evaluations, and self-reported information or portfolio materials.

6. Following receipt of the Primary Self-Assessment, the panel will meet with the faculty member to discuss the document as well as other pertinent information gathered by the Department Chair.

7. An initial summary of the discussion and any conclusions of the panel will be submitted to the faculty member for review, consent, or objections. These comments will be evaluated by the panel and a final report, including either a consensus report, or the panel's report with the faculty member's objections appended, will be made to the Dean.

8. A permanent copy of the final report will be kept in the professional file of the faculty member in the Dean's office.
9. The Dean will use the information gathered to make recommendations to the Provost concerning advancement in rank, professional development, or continuation of a rolling contract.

Resources

Criteria for rank advance may be found in FH 2.41.

CONCORDIA UNIVERSITY

PRIMARY ASSESSMENT for FT FACULTY MEMBERS

SELF-EVALUATION FORM

Introduction: This form is to be utilized by a faculty member undergoing Primary Assessment. Please answer the questions as thoroughly as you can. Submit this form within two weeks from the date of receipt of this form to your Department/Division Chair for use by the Primary Assessment Panel that has been formed to evaluate your performance. Please attach a copy of a recent curriculum vitae and biography to this document.

Self-Evaluation:
Describe and give evidence of your own abilities and accomplishments during the past year in each of the following areas. Provide documentation or examples where possible.

• Teaching
  - communication skills
  - knowledge of the subject matter
  - willingness to experiment
  - facilitation of student learning
  - use of various and appropriate teaching strategies

• Relationships with students
  - advising and/or mentoring roles
  - knowledge of students’ academic and personal needs
  - appropriate use of referral systems available to assist students
  - fostering admission of students to CU

• Administration (if applicable)
  - skill in ordering tasks
  - goal setting and accomplishment
  - effective communication with department, college and university faculty and staff

• Service to CU, church and community
  - civic agency roles
  - Service to church
  - volunteer activities
  - on campus service work, including committee assignments

• Scholarship and creative activity
  - publications, performances or shows
  - professional memberships
  - participation in scholarly organizations and meetings
  - development of curricular materials for classes at CU
  - participation in significant in-service activities which enhance teaching skills, including, but not limited to, participation in CELT workshops
C-TEP Secondary Assessment Self-Evaluation Form
(Standard faculty form for most years, except when rank advancement or initial 3-year rolling contract recommended)
Complete and schedule an appointment to review this plan with you Dean anytime between 15 March and 20 May on an annual basis

Name of Faculty Member: __________________________ Date of assessment: ____________

SECTION I: DEFINE YOUR ROLE FOR THE 20___ - 20___ YEAR:

A. TEACHING RESPONSIBILITIES

SUMMER SESSION 20___

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Sections</th>
<th>Weight Load</th>
</tr>
</thead>
</table>

FALL SEMESTER 20___

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Sections</th>
<th>Weight Load</th>
</tr>
</thead>
</table>

SPRING SEMESTER 20___

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Sections</th>
<th>Weight Load</th>
</tr>
</thead>
</table>

Notes:

B. ADMINISTRATIVE RESPONSIBILITIES

SUMMER SESSION 20___

<table>
<thead>
<tr>
<th>Administrative Assignment</th>
<th>Weight Load</th>
</tr>
</thead>
</table>

38
C. List any SERVICE ACTIVITIES: (e.g., advising, serving on faculty committees, community service, etc.)

D. List projected SCHOLARSHIP ACTIVITIES: (e.g., advanced study, publications, attendance at conferences, workshops, etc.) Provide dates where applicable.

SECTION II: PROFESSIONAL GROWTH
Either complete the table below, OR develop and attach your own plan for meeting your goals in teaching, administration, service, and scholarship.

A. Consider your continuing development and improvement as a classroom teacher.
   1. My objective(s) and performance indicators/criteria to measure my success are

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Performance Indicator/Criteria</th>
<th>Resources (Financial, Personnel, Other)</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

B. If applicable, consider your continuing development and improvement as an administrator or program director (please skip this section if applicable)
   1. My objective(s) and performance indicators/criteria to measure my success in this area

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Performance Indicator/Criteria</th>
<th>Resources (Financial, Personnel, Other)</th>
</tr>
</thead>
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<td></td>
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</tr>
</tbody>
</table>

C. Consider your continuing development and improvement as a scholar.
   1. My objective(s) and performance indicators/criteria to measure my success in this area

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Performance Indicator/Criteria</th>
<th>Resources (Financial, Personnel, Other)</th>
</tr>
</thead>
<tbody>
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</table>

C. Consider your continuing development and improvement as a Christian servant leader.
   1. My objective(s) and performance indicators/criteria to measure my success in this area

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Performance Indicator/Criteria</th>
<th>Resources (Financial, Personnel, Other)</th>
</tr>
</thead>
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</tbody>
</table>
SECTION III: REFLECTING ON THE NEXT ACADEMIC YEAR
Please complete the unfinished sentences below

1. The one thing I am most looking forward to next year is . . .

2. MY GREATEST CONCERN as I enter the new academic year is . . .

3. AREAS I WOULD LIKE TO CONCENTRATE ON FOR PERSONAL GROWTH are . . .

4. ITEMS I NEED TO DISCUSS WITH THE DEAN are . . .

SECTION IV: SUMMER 20__

1. SUMMER PLANS

2. BEST SUMMER CONTACT PHONE NUMBERS

_________________________________________
_________________________________________

2.417 Conditions of Advancement

Faculty members who meet all criteria for rank advancement listed in 2.41 may be recommended for advancement. Faculty members who meet the criteria in 2.41.6, but are judged lacking in any area indicated in 2.41.1 to 2.41.5, will be notified of the reason for the non-advancement.

2.50 Service Loads for Instructional Staff Members

1. The desirability of an adequate statement of standards arises from the institutional concern of the welfare of the individual instructor and faculty member, from the administrative necessity of providing service loads on the same campus, from the desirability of providing equitable treatment of faculties and staffs from school to school within the Synod, and finally, as part of the necessary basis for the determination of institutional efficiency and effectiveness and institutional needs for augmented staffs.

2. The service load includes the combination of teaching load, student counseling, campus worship leadership, activity sponsorship, office routine, committee membership, professional research, direction of research, and any other proper duties which in a given academic term constitute the professional responsibility of an individual member of the staff.

3. The total service load includes all of the assigned duties and professional responsibilities of the individual staff member. For the typical staff member, the teaching load will constitute the major segment of his total service load.

4. Adjustments in credit hours calculations of the teaching load may be made for such variables as large classes, excessive number of preparations, introduction of new courses, or other measurable factors which tend unduly to increase an instructional staff member's total service load. Correspondingly, adjustments may be calculated for duplicate preparation, particularly in courses in which class session activity predominates, laboratory sessions, unusually small classes, and for other measurable factors which tend unduly to decrease an instructional staff member's total service load.

5. The counseling and advising of students is a professional responsibility of each instructional staff member and a function which cannot be divorced from effective teaching and guidance. Consequently, this function shall ordinarily be a normal part of the total service load for which no weight is assigned in calculating the total teaching load. Exceptions may be made for special advising assignments such as specialized freshman advising.

6. As an integral part of the advising process, all advisors are to take into account the curricular implications of their advisees' planned involvement in co-curriculars during a given semester. The advisee should provide the advisor with as comprehensive an estimate as possible of times of required absence associated with co-curricular involvement, so that scheduling, course load and character of courses to be taken may be developed with co-curricular demands clearly in view. For example, a student may be advised not to enroll in a course
involving non-repeatable instructional experiences, when a sudden change in the co-curricular activity schedule might necessitate missing such experiences.

7. Every eligible member of the instructional staff is encouraged to lead the campus community in public worship and meditation as a part of his/her service to the school. No weightload is assigned to this activity.

8. Concordia will strive to provide each instructional staff member with a suitable office and appropriate facilities. The maintenance of regular (usually daily) posted office hours as time of ready access for students, colleagues, non-academic service employees of the institution, and administrative officers; attention to professional correspondence; course preparation; individual and group conferences; and such other activities which constitute professional office routine are integral parts of the responsibility of each instructional staff member and a part of his/her total service load.

9. Normally no weightload is given for committee membership.

10. Weightload may be given for Program Director or Department Chairperson duties. The Dean in consultation with the Provost will assign hours for these responsibilities based upon size of faculty, number of students served, and other responsibilities which are involved in the assignment.

11. In order to encourage instructional staff members to participate in continuing individual research and scholarly work as a phase of their own professional growth each full time faculty member will receive 6 hours weightload each year designated as scholarship and service. The institution may choose to make some adjustments available for special research and scholarly activities.

12. Attendance at all faculty meetings is a professional responsibility. When attendance is impossible, the Provost is to be notified prior to the meeting.

13. When off-campus advance study is made mandatory or desirable by institutional circumstances beyond the control of the individual instructional staff member involved, such a program of advance study, where it does not involve a sabbatical or special leave, may, when part-time, result in a reduction in teaching load to a maximum of one credit hour reduction for each two credit hours being taken for credit.

14. Reasonable assistance to the Office of Admission in interpreting the programs and course work of their departments to prospective students is considered an integral part of a full-time faculty load.

15. As citizens of the community and as members of Synod, the instructional staff members will accept appropriate opportunities for community and Synodical service, provided such activities do not infringe upon prior obligations to the School or do not drain vitality to the neglect of institutional responsibilities.

16. Faculty are strongly encouraged to attend co-curricular events as a way of affirming the validity and importance of co-curriculars within the student’s total educational experience at Concordia University.

2.53 Weightload Assignments

1. Weightload for SPC or Budget Committee positions is assigned by the President.
2. Weightload for teaching is assigned by the appropriate Dean upon approval by the Provost.
3. Weightload for co-curricular activities is assigned by the Provost.

2.54 Sectioning and Class Size

1. The optimum and maximum number of students in a class will vary depending on the nature of the class. Each new class prospectus should define optimum and maximum class sizes.
2. Facilities may impose restrictions of enrollment on some courses.

2.56 Summer and Vacation Policy

1. The annual contract period runs from July 1 through June 30.
2. Teaching faculty members are required to be on duty or on call from August 1 through May 30. Exceptions are to be cleared with the Provost.
3. Annual vacation time of a month is to be taken during the months of June and July. No vacation time is accrued at the end of the contract period.
4. When opportunities are available in their disciplines, qualified faculty members are invited to participate in summer teaching, for additional pay computed at part-time rate.
5. Teaching faculty not involved in administration are free during June to pursue professional growth and academic preparation at the time and place of their own choosing. All faculty, with or without terminal degrees, are encouraged to enroll in regular or periodic formal summer programs of classes and/or workshops.
6. For disciplines represented in summer offerings, Deans or their designees must be available to cover necessary administrative responsibilities. Daily office hours are not essential. The degree of necessary availability will be established by the Provost.
2.57 Faculty/Staff Response to Reception of a Call

A Call is regarded as divine, extended by God Himself, through the congregation/school as a calling agency. Deliberation of the Call, however, involves human decision making. The following procedures should be followed as closely as possible when a faculty or staff member deliberates a divine Call received from another congregation, school or field of service in the Church.

1. The faculty/staff member notes first that she/he now has two Calls, one from Concordia University, Portland and the other just received. Both Calls need to be deliberated.
2. When Call documents are received, the faculty/staff member acknowledges the Call to the Calling congregation/school in writing without delay. Write the letter with the expectation that it will be read before the congregation or school faculty. **NOTE:** Immediate is important! It is essential to demonstrate courtesy and dispatch when handling correspondence with the Calling congregation/school.
3. The faculty/staff member commits to give serious consideration to the Call, even if not particularly interested in the Call when it is first received.
4. The faculty/staff member informs Concordia through the appropriate Dean by letter or in person. The faculty/staff member also notifies the District President. Please follow this procedure faithfully.
5. The period of deliberating the Call may include:
   a. writing a letter posing questions to the Calling congregation/school.
   b. visiting the Calling congregation/school and meeting with representatives to discuss mutual expectations related to the Call.
   c. discussing the Call with Concordia colleagues, department chairs, deans and/or the president.
   d. conducting a careful self-evaluation, assessing spiritual gifts, growth needs, ministry skills, etc.
   e. praying – much!
   f. discussing with family.
   g. negotiating on Call agreements. This needs to be done with great sensitivity.
   h. Considering secondary factors - geographic location, size of the congregation/school, owning home vs. congregational housing, health, schools for children, etc.
6. The time period for Call deliberation should be neither too long nor too short. Two to three weeks, four at the most, appears to be appropriate. At no time should a decision be made before the Call documents have been received and studied.
7. A time for announcing a decision needs to be established after receiving adequate information. The process of deliberation is facilitated, and vacillation is forestalled.
8. The final decision should be reached under the prayerful guidance of the Holy Spirit. Most often the factors in accepting a Call are primarily those in the congregation/school to which the faculty/staff member is Called. Factors for declining a Call are most often those in the congregation served presently. A faculty/staff member is Called "to," not "from," a place.
9. A decision to accept or decline is announced by letter. A declination should state reasons for reaching that decision. An acceptance letter might include a time-table for the transition.
10. The announcement of the decision is also shared with the appropriate Dean. When a faculty/staff member accepts a Call, a formal release should be requested from Concordia University.
11. Bringing closure to one's ministry at Concordia may involve the following:
   a. The faculty/staff member should take control of the situation and be intentional about the manner in which closure is achieved in his/her ministry.
   b. The faculty/staff member gets his/her affairs in order so that his/her successor is able to identify important future tasks.
   c. The faculty/staff member should reconcile and resolve relationships.
   d. Assist the appropriate University officials in defining the specific responsibilities of the position which is being vacated.
12. The faculty/staff member leaving should work at preparing a favorable climate for the incoming person. Records should be up to date, lists current, obligations settled, course materials current, etc.
13. A faculty/staff member may receive more than one Call simultaneously. When deliberating more than one Call, it is helpful to deliberate and reach a decision on each Call independently in relation to the Call to Concordia. Should one be accepted, then a decision on the other Calls in hand has already been reached.

*(This policy is taken from "When a Pastor, DCE, Teacher Receives a Call" from the Northwest District of the Lutheran Church-Missouri Synod)*

2.60 Salary and Benefits

The Salary Scale for faculty, staff and administrators is set by the Board of Regents. The Faculty/Staff Salary Scale is reviewed annually to determine desirability and possibility of adjustments. The President solicits input from appropriate administrative offices prior to giving recommendations to the Board of Regents.
On February 22, 1991 the Board of Regents approved the following Salary Scale for all Concordia employees. Each year the Regents will approve base levels and consider specific modifications to the scale.

**FACULTY SALARY SCALE (effective March 1, 2016)**

<table>
<thead>
<tr>
<th>BASE SALARY</th>
<th>CLASSIFICATION</th>
<th>DESCRIPTION</th>
<th>% RANGE</th>
<th>SALARY RANGE</th>
<th>RANGE AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>$42,810</td>
<td>Faculty</td>
<td>Instructor</td>
<td>90%</td>
<td>$38,529</td>
<td>$4,281</td>
</tr>
<tr>
<td>$44,082</td>
<td>Faculty</td>
<td>Assistant Professor</td>
<td>100%</td>
<td>$44,082</td>
<td>$50,695</td>
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<tr>
<td>$54,640</td>
<td>Faculty</td>
<td>Associate Professor</td>
<td>110%</td>
<td>$60,104</td>
<td>$71,032</td>
</tr>
<tr>
<td>$61,195</td>
<td>Faculty</td>
<td>Professor</td>
<td>125%</td>
<td>$76,494</td>
<td>$91,792</td>
</tr>
<tr>
<td>$70,690</td>
<td>Administration</td>
<td>Program Director</td>
<td>100%</td>
<td>$70,690</td>
<td>$81,294</td>
</tr>
<tr>
<td>$70,690</td>
<td>Administration</td>
<td>Program Dean</td>
<td>120%</td>
<td>$84,828</td>
<td>$95,432</td>
</tr>
<tr>
<td>$66,240</td>
<td>Administration</td>
<td>Vice President</td>
<td>170%</td>
<td>$112,608</td>
<td>$132,480</td>
</tr>
<tr>
<td>$66,240</td>
<td>Administration</td>
<td>Provost</td>
<td>180%</td>
<td>$119,232</td>
<td>$139,104</td>
</tr>
<tr>
<td></td>
<td>President</td>
<td></td>
<td></td>
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</table>

*The salary range of the president will be neither:
less than 3 times the lowest paid "instructor" level, nor
Greater than 3 times the highest paid "professor level."

2.60a Adjunct faculty Salary Scale (effective Fall Semester 2013)

**Teaching Fee per Semester Hour (based on highest degree earned):**

- BA, BS = $575 per credit hour
- MA, MS = $750 per credit hour
- MA+30, or MAx2 = $825 per credit hour
- PHD, EDD, JD = $900 per credit hour

2.60b Professional Development Funds for Adjunct faculty

Concordia University seeks to encourage and facilitate professional development opportunities for its adjunct faculty members to help aid in the pursuit of activities related to basic and applied scholarly endeavors. To help with this endeavor, Concordia University has established a professional development fund policy for adjunct faculty with the following guidelines:

1) Professional development may include attending a conference, completing advanced course work, obtaining books/materials for a course, instructional training, and professional memberships. The following guidelines apply to
2) The deadline to apply for part-time professional development funds is January 15th.
3) The award amount is $500, maximum
4) Part time faculty must have taught 12 or more credit hours at Concordia University in order to apply for a grant. (Hours must have been completed before the January 15th deadline.)
5) Ranking of professional development applications will be based on seniority first (number of credits already taught at CU). New applicants will be given priority over those who have received a grant in the past. Applications will also be evaluated based on how well the request fits with courses/curriculum taught at Concordia University.
6) If not all funds from the part-time professional development fund are awarded, they should revert to the FT research grants pool.

Policy Adopted November 2012

2.611 Tuition Remission Policy
Concordia University seeks to offer a Christian, Lutheran education in which God is an active part of every subject, of every group, of every situation. The University continues to seek to connect with dedicated faculty, staff and administrators who are committed to this philosophy, who are willing to share their faith with students, and who desire to be at Concordia University. In keeping with these ideals, Concordia University has established a tuition remission policy for faculty, staff and administration in order that:

1. Employees may benefit from the environment in which they work.
2. Employees and dependents may contribute to the overall community through their interaction with students in the classroom.
3. Employees and dependents may have access to a quality education in a small, Christian liberal arts environment.
4. Concordia University may retain their dedicated employees.

**The benefit**: Applies to full-time employees and regular part-time class AA staff persons:

1. During the first year of service, employees are eligible for 100% and spouse and dependents are eligible for 80% of undergraduate tuition. Graduate tuition remission is offered at 30% for the full-time employee and spouse.
2. After one full year of current service, employees are eligible for 100% and spouse and dependents are eligible for 90% of undergraduate tuition. Graduate tuition remission is offered at 30% for the full-time employee and spouse.
3. After two full years of current service, employees are eligible for 100% and spouse and dependents are eligible for 100% of undergraduate tuition. Graduate tuition remission is offered at 30% for the full-time employee and spouse.
4. Adjunct faculty are eligible for 100% remission for one undergraduate course or 30% for one graduate course during each semester they teach.

**Board of Regents and Board of the Concordia University Foundation**: All duly elected and appointed members of the Concordia University, Portland Board of Regents, and the Concordia University Foundation, as well as their spouses and immediate dependents, may receive a tuition-remission in the amount of one-half of the tuition costs for undergraduate courses and 30% for graduate courses enrolled during their term of service. This remission applies to tuition only; other course-related fees must be paid by the employee or family member taking the class.

**Definitions**: Dependents are an employee’s spouse and those members of their family who receive 50% of support from the employee, are under 24 years of age, and are unmarried.

Tuition remission applies to tuition expense only. Books, room and board, as well as concurrent enrollments, independent studies, directed studies, private lessons, and expenses for travel abroad are not included. It is up to the employee to guarantee payment of any non-tuition expenses by those receiving tuition remission.

**Process for receiving tuition remission benefits**:  
1. Those employees and dependents interested in receiving tuition remission benefits complete the Tuition Remission Application in the Office of Human Resources by the mid-semester of the semester prior to the one in which benefits will be utilized.
2. The Office of Human Resources will provide verification to the Financial Aid officer that the prospective student is eligible for benefits.
3. If interested in matriculating towards a degree, the employee or dependent must also apply to Concordia University.

**General considerations**:  
1. Tuition remission is contingent on achieving and maintaining a cumulative Concordia University GPA consistent with the academic sliding scale related to academic status. This would apply to tuition remission regardless of the number of credits for which the student registers. Students whose cumulative Concordia GPA falls below the sliding scale will be given one term of probationary status to raise their GPA above the sliding scale. After this time, the student will become ineligible for additional tuition remission. Appeals for special consideration under this policy will be heard by the Provost.
2. Tuition remission students may not be included when determining minimum enrollments in courses.
3. Tuition remission students are allowed into classes on a space-available, first-come, first-served basis.
4. All other institutional benefit awards when combined with the tuition benefit will not exceed 100% of tuition.
5. The tuition benefit shall apply to any undergraduate course for which the regular tuition rate applies. It also applies to the degree-completion programs and B.S. programs except that benefits for these programs are...
limited to two tuition-remission students per class and will be awarded only when the class has at least 15 regular students.

6. Employees taking advantage of this benefit need to clear with their supervisor the number of courses as well as the hours that they will be absent from their job.

7. The same discounts that are applied to tuition also apply to the cost of auditing classes.

8. The tuition benefit also applies to full-time employees who have completed 10 years of employment and whose employment is terminated by death of total disability at any time, or by retirement at or subsequent to normal retirement age. The benefit will be available for use by the spouse and/or dependent children of the employee to the extent that it was not used during employment.

9. Tuition benefits awarded to employees, spouse and dependent children may constitute taxable income to the employee for federal, state and social security tax purposes (Section 127 of IRS Code).

10. Both the undergraduate and graduate tuition benefit programs are administered jointly by the Human Resources Office and the Financial Aid Office.

Updated April 2005

2.611a Honored Citizens Tuition Discount

In an attempt to improve the opportunity for honored citizens (individuals aged 62 and over) to take advantage of the academic offerings of the University for personal development and edification, the following “Honored Citizens Tuition Discount” has been developed.

In this program, individuals aged 62 and over who are not matriculating towards a degree at the University, can take one course per semester at the rate of $50 per credit. They can take these credits as an audit or for academic credit. Students utilizing this program are responsible for the cost of books, course materials, and any special course fees in addition to tuition. These students may take seats in the class as they are available over and above seats taken by matriculating students. This discount is available only for registrations completed during the three weeks prior to the beginning of a term, and is subject to class availability decisions made by the University Registrar.

The “Honored Citizen Tuition Discount” applies only to regularly scheduled and taught courses. It does not apply to:
- Concurrent Enrollment at another school
- Independent Studies
- Directed Studies
- Private Lessons/Tutoring
- Making a class enrollment decision

2.612 Professional Organizations

Concordia is interested in stimulating membership in, and attendance of, meetings of learned societies on the part of members of the faculty. The University will assume the cost of one-half of the membership fees of professional organizations. Budgetary arrangements for the cost of such memberships and attendance at such meetings are made annually in the budget process. Faculty members are encouraged to share significant information gleaned at meetings with their respective departments, or the entire faculty when applicable.

2.613 Terminal Degree Policy

Concordia University values the personal qualities of its faculty, as well as their academic credentials that insure students are receiving an excellent education. The University demonstrates its commitment to assisting and encouraging terminal degrees among the faculty in a variety of ways. Institutional funds are routinely made available to support terminal degree activities, including tuition, books, and sabbatical and special leave support. Each full-time faculty members is expected to hold an earned terminal degree. If a faculty member does not hold an earned, terminal degree, then s/he must begin a terminal degree program within 5 years of initial employment and must use any sabbaticals to pursue a terminal degree. Full-time faculty members who do not hold a terminal degree are ineligible to take a sabbatical for any other purpose than to pursue a terminal degree. In addition, a significant step is provided on the faculty salary scale for rank advance to professor which requires a terminal degree.

Definition of Terminal Degree:

For purposes of this policy, an appropriate terminal degree is a doctoral degree such as Ph.D., Ed.D., etc., or the M.F.A. degree in the Performing and Visual Arts areas. These fulfill the terminal degree requirements of accrediting agencies and are accepted generally in higher education as terminal degrees.
Any academic degree pursued and attained by a faculty member is to be earned at an accredited institution, i.e. approved by the regional accrediting association in which the institution(s) is located.

Policy:

1. As a part of the contractual arrangement, the university requires faculty members who do not hold a terminal degree pursue, must initiate a terminal degree program within five years of initial hire and according to a mutually agreed upon plan, an appropriate terminal degree.
2. Funding for 100% tuition and text books required for specific doctoral courses at an institution mutually agreed on will be made available for up to six years.
3. The time-line for the completion of the terminal degree should not extend beyond seven (7) academic years from the time of initial hiring. For faculty members on a three-year rolling contract, in the 4th, 5th and 6th academic year after the initial hiring, the extension of the contract will depend upon the reasonable probability of completion of the terminal degree program by the end of the seventh year. Faculty members remaining on one year contracts will be made aware of the requirements for completion of the terminal degree beginning the 4th year after initial contracting.
4. A completed written plan of action for completing a terminal degree in accordance with these policies must be submitted to and approved by the Provost and Program Dean prior to the offering of a three year rolling contract.
5. Annual meetings will be completed between the faculty member and the Dean to assess progress of the plan of action.
6. These faculty members are encouraged to consider the existing policies for sabbaticals, leaves of absence and special leaves to assist in the completion of a terminal degree.
7. Under most circumstances, requests for sabbatical leaves by faculty members who do not hold a terminal degree will involve strategies for pursuing or completing the terminal degree.
8. The University will normally consider budget requests for advanced study leading to terminal degrees as having priority over requests to fund advanced study not leading to terminal degrees.
9. Budget requests for reduced academic loads and funds for tuition and text books for advanced study leading to a terminal degree, should be developed and submitted by the Provost along with the annual budget requests.
10. Concordia will provide funds on an "as available" basis for the initial and continued funding of doctoral studies.
11. Faculty are encouraged to apply for other scholarships and financial aid to assist in the completion of their doctoral program.
12. Priority budget funds for exploratory studies in an academic program, prior to admission to the terminal degree program, will be limited to one academic term, and two academic programs.
13. In extenuating circumstances, the Provost, upon recommendation of the dean, may approve exceptions to the policy stipulated.

Transition Period: Existing faculty members who came under the previous policy have an option to remain under the previous policy provided they begin the approved advanced study by July 2005.

Updated April 2005

2.62 Sabbatical and Other Leaves

Sabbatical leaves are granted to faculty members for the purpose of enhancing professional skills and to better enable them to contribute to the mission of the University. The sabbatical policy is therefore intended to assist faculty and thus the university in achieving the university’s mission and vision in support of the strategic themes adopted as part of the university’s ongoing strategic planning process.

The faculty member on sabbatical is devoting full time to professional development activities that in turn improve academic rigor, enhance the quality of education for Concordia students and the reputation of the university. In return for its investment, the University receives a more highly-skilled, productive faculty member. Leaves may be for professionally-related activities, including:

1. Completion of a terminal degree (Faculty must use sabbatical leave for completion of terminal degree prior to engaging in any other sabbatical activities.)
2. Advanced study
3. Scholarly travel
4. Research
5. Writing
6. Creative performance
7. Service
8. Development of new skills
9. A combination of the above

In making a request for sabbatical leave, the applicant is responsible for explaining how proposed sabbatical activities might enhance professional capabilities, benefit students, and/or accomplish the goals and mission of the University. A regular faculty member currently serving under a three-year rolling contract is eligible for a sabbatical leave after completion of seven (7) years of fulltime service subsequent to the date of appointment or since the end of the previous sabbatical leave.

A sabbatical is not granted automatically. It must be approved by the Board of Regents upon recommendation of the Provost and the President, who consider recommendations from the department and the appropriate college. These recommendations are based on the overall quality and value of the proposed activity. Courses and other responsibilities regularly assigned to a faculty member on sabbatical leave will ordinarily be reassigned to colleagues in his/her department or to adjunct faculty members. Because of programmatic reasons related to the smooth functioning of a University and/or financial reasons, a department, college, or the University may request faculty to delay sabbatical leaves. The delay of a leave is limited to no more than twenty-four (24) months, and the time before faculty can apply for a subsequent sabbatical will be calculated from the date of original eligibility. All faculty members granted a sabbatical leave must submit, within three months of returning from leave, a report to their academic deans (via their chairperson) on activities and accomplishments during the leave. Approvals of subsequent sabbatical requests are contingent upon submission of this report. The chairpersons, deans, and Office of the Provost must acknowledge to the faculty that the sabbatical leave report has been received.

Faculty members may, at the discretion of their department chairpersons, be asked to make a presentation to their department of the activities during the sabbatical leaves. When granted a sabbatical leave, the faculty member commits to returning to full faculty status employment at Concordia University for a minimum of one academic year.

**Duration and Payment of Sabbatical Leaves**

A sabbatical leave may be for either a fall or spring semester at full pay, or for one (1) academic year (fall and spring semesters) at 50 percent pay.

### Procedures for Sabbatical Leave Proposals Department Review

By March 31st, any special needs or priorities of the department, college, or university affecting approval of sabbaticals will be communicated by the appropriate unit head or heads to individual faculty members eligible to apply for sabbatical. By July 1st of the year prior to the academic or fiscal year during which the requested sabbatical is to begin, an eligible faculty member must notify the department chairperson of the intent to file for a sabbatical leave. On or before August 31st, the actual application for sabbatical leave must be submitted to the department chairperson. Until the application is delivered to the Provost, a faculty member has the opportunity to withdraw the application.

After reviewing each proposal, the department chairperson provides each applicant with a written recommendation. If the chairperson has questions about the proposal, he or she should seek clarification from the applicant. The applicant has five (5) working days to respond to the chairperson’s recommendation and/or provide additional documentation to strengthen the proposal. By September 30th, the department chairperson forwards all proposals and recommendations to the dean for review. Any faculty response is forwarded with the proposal. In addition, the chairperson must indicate the costs and benefits associated with the proposed leave and explain how the responsibilities for each faculty member on leave will be met by the department.

### College Review

The dean of the college reviews each sabbatical leave proposal forwarded by a department chairperson for the following:

1. The overall quality of the proposal.
2. How the proposal contributes to the overall professional development of the applicant.
3. How the proposal contributes to the mission of the college.

(At his or her own discretion, the dean of each college may ask the faculty member for progress reports during the sabbatical leave.)
Following the review, the dean provides each applicant and his or her department chairperson with a written recommendation regarding the proposal. The applicant has five (5) working days to respond to the dean’s recommendation and/or provide additional documentation to strengthen the proposal. By October 31st, the dean forwards all proposals, along with faculty responses and recommendations from the department chairperson, to the Provost, and the request is included in the budget planning process.

Provost Review

The Provost reviews recommendations accompanying each forwarded proposal and makes a decision concerning approval. By March 1 the Provost provides each applicant, his or her dean, department chairperson, and the chairperson of the Faculty Welfare Policies Committee with a written recommendation and rationale for approval or disapproval of the proposal. All approvals of sabbatical leaves are contingent upon the final approval of the Board of Trustees of the University.

Appeals

Any individual who has had his or her proposal disapproved has the right to appeal to the Provost within ten (10) working days. The Provost will review the declination, the proposal, and the policy for consistency.

Statement of Leave Project

Attach a statement explaining the nature of the proposed leave project, showing how the applicant and University will benefit as a result of the experience to be gained by the faculty member during leave, with particular emphasis on how the project will contribute to the strategic vision of the university. The applicant is responsible for explaining how proposed sabbatical activities might enhance professional capabilities, benefit students, and accomplish the mission and vision of the University. Attach copies of any documents that would clearly support your proposal. The following elements should be included in your leave statement:

1. Introduction: The introduction will contain a description which clearly articulates the purpose of the project, the activities and intended outcomes in relation to the annual faculty member’s CTEP. This will form the basis of the ongoing discussion with the college and provost reviews described above, and will be a prerequisite to forwarding the recommendation to the Board of Regents.

2. Provide a concise description of the link between the intended project and the university’s mission, vision and current strategic themes.

3. Provide a brief summary of the leave project (100-300 words).

4. Provide a brief summary of the principal results of your most recent CU sabbatical leave (if applicable) including articles accepted for publication, exhibitions, courses developed, and so on.

5. Provide a leave narrative:
   
a. Identify specific objectives and expected outcomes for this leave.

   b. Explain the anticipated contributions of the leave to the faculty member, department, and University in relation to teaching, research, and/or service.

   c. Provide a timetable for completion of the proposed activity, and explain any contingency plans if needed.

   d. Explain where and how you will carry out the project. (Cite schools, agencies, industries; where study or travel is planned; the status or preparation required prior to leave; and auspices under which study is to be done. Attach copies of appropriate letters of invitation, correspondence with cooperators or institutes, undergraduate student agreements (undergraduate student-faculty research collaboration, etc.)

   e. Explain any time-specific characteristics of leave proposal.

   f. Identify the nature, amount, and sources of anticipated supplementary support (scholarships, fellowships, research grants, etc.) for this project or proposal.

   g. Indicate any previous work or preparation in direct support of your proposed leave project (include pertinent dates, arrangements or agreements, indications of progress, etc.)
Reporting Procedure

Each faculty member awarded a sabbatical leave is expected to submit a written report to the Provost and his/her Dean within three months after returning to the campus.

Sabbatical reports should comprise:

- A brief narrative of your sabbatical activities.
  Did you accomplish all you intended as proposed in the original plan of work? If not, why? Were there important activities or experiences that you did not foresee in the original application? If so, what were they?
- A description of the outcome.
  Did your sabbatical result in the product described in the original application? If not, what was changed and why?
- A description of the scholarship or professional benefits. In what ways did your leave provide scholarly and professional enrichment? How do you plan to share this with your student, colleagues, and the larger Concordia University community?
- A description of the link between the project outcomes and the university’s mission, vision and current strategic themes.
- Other information the faculty member deems relevant to a professional report on the sabbatical year.

Procedure:

- A copy of the report should be sent to the faculty member’s Dean within three months (90 days) of completion of the leave.
- The report will be forwarded to the Provost’s office by the Dean.
- Within 30 days the chairpersons, deans, and Office of the Provost must acknowledge to the faculty that the sabbatical leave report has been received.
- If a late sabbatical report is submitted, the faculty member’s accumulation of years towards a future sabbatical shall begin with the semester following the date when the report is submitted.
- A copy of the report will become part of the faculty member’s academic record file maintained in the Dean’s Office.
- Sabbatical reports will be considered as part of the record in subsequent sabbatical applications.

Apart from the requirement for the report, the faculty member is encouraged, at the conclusion of the sabbatical, to hold a colloquium or seminar in which results are reported to the faculty and/or students. The nature of the audience will be suggested by the type of activity undertaken. It is the hope that faculty will not be bashful about sharing the fruits of their work with their colleagues and students. The faculty member’s Dean is encouraged to facilitate such presentations by working with the faculty member to set a time and place for the presentation.

Other leaves at other times may be requested by members of the faculty. As is the case with sabbaticals, other leaves must be approved by the Board of Regents. Time spent on non-sabbatical leaves, related or unrelated, is not counted toward a sabbatical.

Updated December 2010

2.625 Emeritus Status

Definition: Special status reserved for qualified faculty members after full retirement. This may include teaching and other compensated responsibilities as allowed by law and retirement plan rules.

Qualifications & Limitations: Faculty members are eligible for emeritus status if they meet the following qualifications:

1. Associate or Professor upon retirement.
2. Minimum of 10 years’ service to Concordia University, Portland, or 20 years cumulative service to the LCMS.
3. Recommendation of Program Dean and Provost and approval by the Board of Regents.

**Compensation:** While the emeritus status implies no obligation to employ or continue to employ, the University may contract for services when the opportunity arises.

1. Compensation for teaching and other services provided to the University by emeritus faculty will be based on credit hours (or their equivalent).
2. Compensation will be at the top of the adjunct faculty scale plus the top of the "Concordia Service" scale.
3. Contracts will normally be on a "term-by-term" basis.
4. No Medical/Dental or Worker Plan benefits are included in emeritus compensation.
5. In special cases, the President can engage an emeritus faculty member in a special contract for specific services to the University.

**Rights, Privileges and Responsibilities:**

1. Emeritus faculty retain all rights, privileges and responsibilities of regular full-time faculty members with the exception of the following exclusions of eligibility:
   a. advanced study and professional development funds
   b. special or sabbatical leaves
   c. rank advance
   d. representing the University at Synodical convention
   e. serving on a faculty standing committee
   f. voting rights
   g. accrual of vacation or other leaves
2. Emeritus faculty retain the personal, spouse, and immediate family tuition waiver along with other rights, privileges, and responsibilities.
3. Emeritus faculty will be provided office space and other accommodations based on space availability and only for as long as availability lasts.

**Application:** Application for full-retirement and emeritus status must be made a minimum of six months in advance and be approved by the Board of Regents.

**2.63 Concordia Medical and Retirement Programs**

Concordia University maintains a comprehensive benefit program available to all full-time and permanent part-time class AA employees primarily through the Lutheran Church - Missouri Synod's Worker Benefit Plan. The cost of this program amounts to almost 35% of an employee’s salary. Concordia University pays 100% of all retirement, disability, and survivor benefits. Concordia University also pays an amount equal to 100% of the Base Health premium for the employee and their immediate family.

Concordia Retirement Program provides financing for eventual retirement income. Concordia Disability and Survivor Program provides benefits to the employee and the employee's family in the case of death or disability.

Every full-time employee and permanent, part-time employee class AA has the option of choosing one of the four health plans. The plans currently available consist of the Kaiser Permanente Base Plan, the Kaiser Premium Care Plan, or Kaiser Added Choice.

Concordia University has selected the premium for the Kaiser Permanente Base Plan as the basis to determine the employee share of premium. For each eligible employee, Concordia University will pay a premium amount up to an amount equal to the premium for the Kaiser Permanente Base Plan. Should an employee select a health care plan having a premium exceeding the Base Plan premium, the employee shall pay this amount through month payroll deduction.

Each year the open enrollment period, (June 1 to June 30) to be effective as of July 1, all eligible employees will be notified of the premiums for each plan and will be given the opportunity to switch to the plan which best meets their individual or family situation. Director of Human Services has the comparison of coverage and costs associated with your particular situation.

Contact the Director of Human Resources for a comparison of coverage and costs associated with your particular situation.
2.635 Travel Accident Insurance

A travel and accident insurance program is also available from the Worker Benefit Plans of The Lutheran Church Missouri Synod, however, this program is entirely voluntary, and the costs related to this program are paid entirely by the employee via payroll deduction. Information regarding this program is available from the Director of Human Resources.

2.636 Alcohol and Drug Abuse

Concordia University, in conformity with the Drug-Free Workplace act of 1988, states that the manufacture, distribution, dispensation, possession or use of controlled substances is unlawful and prohibited in this workplace. Signing a faculty contract indicates an agreement to abide by this statement. Employees who violate this policy may be referred to the Employee Assistance Program, suspended or terminated. Employees who are convicted of violating any criminal drug statute must notify the Director of Human Resources within 5 days of that conviction.

In addition, the University strictly prohibits employees from being under the influence of alcohol and/or any drug while on duty or performing University business, including driving University-owned vehicles. This under-the-influence prohibition which includes legally prescribed medications means that to the extent such use causes the employee's work ability, job performance, or safety on the job, the employee has violated the policy and is subject to disciplinary action up to and including termination.

2.637 Voluntary Employee Substance Abuse Assistance Program

If an employee comes forward to admit involvement with alcohol or other drugs, the University is committed to working with the employee to address the issue. A referral will be made to a trained counselor. The University will then assist the employee to carry out the recommendations of the trained counselor. This could entail continued counseling, enrollment in an alcohol or other drug education/rehabilitation program and/or inpatient treatment. If an employee does come forward to follow this process no disciplinary action will take place. Cost of the referral and treatment shall be the responsibility of the employee; however, all of the University's health care providers currently provide coverage for substance abuse treatment.

2.638 Involuntary Substance Abuse Rehabilitation Leave

If the University determines an employee is using drugs or alcohol to the detriment of his/her work performance, the University can make rehabilitation a requirement of continued employment with the University. When such action is taken, an agreement should be developed between the University and employee which may include a commitment to no longer use alcohol or drugs and meet aftercare requirements imposed by the rehabilitation program. The employee must sign a release of information for the University so that information on the progress of rehabilitation and aftercare is available. Employees on involuntary rehabilitation leave may be given up to thirty days of paid rehabilitation leave to participate in a rehabilitation program or similar accommodations for a part-time or after working hours program. The University should make reasonable efforts to keep the employee's enrollment in a rehabilitation program confidential. Costs of participation in such a program will be paid by the employee or his/her health care provider.

Subject to other terms and conditions, benefits should remain in effect for the thirty days an employee is on an approved rehabilitation leave and the University should continue to contribute the designated amount toward the cost of their benefits.

Generally, no more than one rehabilitation leave will be approved for an employee of the University during the course of their employment with the University.

2.64 Faculty Recognition

Faculty members at Concordia are given recognition for their years of service to Concordia according to the following guidelines:

1. Service to Institution  
   a. Observed at a special recognition service during regular chapel.  
   b. For service of faculty and staff after 10 years and every five years thereafter.  

2. Anniversary of Ordination or Service to Church
a. Celebration for 25 years, 40 years, and 50 years.
b. Observed at the Anniversary service observed at a special chapel recognition service at Chapel.

**Employ of Institution**

a. Gift by donation from faculty, staff, and students after at least one year of service.
b. Persons leaving and spouses are honored guests at the annual all-school social. Gifts are presented at that time.
c. Persons leaving before the end of the year will be invited to the all-school social. If they are unable to attend their gifts will be sent to them.

### 2.65 Admission to Campus Events

Faculty members and their families are admitted free to those events to which students are admitted free, and charged for those for which students are charged.

### 2.66 Extra-Concordia Employment

Extra-Concordia Employment is any regularly scheduled activity which is not a part of one's responsibilities at Concordia, and for which the individual receives remuneration.

Such activities must not diminish the fulfillment of responsibilities at Concordia. Questions should be addressed to and approval gained from the Chief Administrator Officer to whom the faculty member is accountable.

### 2.670 Principles for Inclusion of “Objectionable Materials” in a Course

As Concordia University seeks to “assist students in their lifelong quests for full realization of spiritual, intellectual, social, physical, relational, and emotional development” that “strengthen(s) the Church and the world community,” there will, undoubtedly, be occasions when materials presented as part of the instructional process will be viewed as “objectionable” for some learners. The increasing diversity in the student body and the unflagging commitment to Christian values will result in the necessity to make difficult choices. As it relates to the selection of books, articles, films, and other sources of information, pedagogical good sense, sensitivity to individual differences, and wisdom should inform the ultimate choices. Faculty members must ultimately make decisions that will best serve the institution’s mission and the students.

The issues at play are very complex. For example, should a book which uses sexist language be used? Should stereotypical and misleading views of an ethnic group be acceptable as a learning tool? Should movies which depict graphic, horrifying, and immoral violence be shown? Is sexual explicitness and/or nudity prohibited?

In addition, there are other questions about the selection or proscription of materials. For example, should the number or proportion of students offended play a role in a decision? Should alternative assignments be provided for offended students? What effect should a student’s refusal to participate have on the student’s grade?

As an individual faculty member makes decisions on inclusion of materials, or responds to student concerns about specific materials or assignments being objectionable, the following guidelines should be followed:

1. The teacher is a professional, knowledgeable in the subject matter and pedagogical methodology. The teacher is, therefore, viewed as the authority concerning selection of materials.
2. The materials selected for the course should be explicitly related to the course outcomes/objectives and/or the desired student outcomes (general education and/or programmatic). These connections should be able to be explicitly articulated and defended by the teacher.
3. The teacher should be sensitive to issues of “offensiveness” in the selection of materials. This includes materials which are sexual in nature, violent, racist, sexist, and those which are exclusive or stereotypical as to gender, cultural and ethnic heritage, etc.
4. Because the attitude with which “offensive” material is presented is a substantial issue, and since “tone” is critical in all teaching materials, the teacher should help students understand the nuances of tone (e.g. if selected material contains “raw” language or is sexual in nature, a discussion of whether the material is exploitative, titillating, or pornographic, or, on the other hand, is spiritually uplifting, inherent to the plot and/or message of the material, or related to cultural values). Such discussions are central to the mission of a Christian center of higher education.
5. It should be made clear that the use of materials in class is not, necessarily, an endorsement of its values. It is inherent that, in a pluralistic society, some materials will offend some element of the community.
6. Teacher should be willing and open to discuss these issues and the choice of materials with individual students who find the materials offensive. The teacher has the responsibility to listen attentively and respond out of concern for the student.

7. Teachers are encouraged to develop a grading policy which addresses the consequences which occur when a student, for whatever reason, chooses not to read or view materials that s/he finds offensive. Such a policy may include “dropped” grades, alternative assignments, and a statement about teacher judgments. The degree to which the “offensive” material is central or critical to the course objectives should drive these decisions.

8. Students who find materials in a course to be objectionable for any reason should follow the academic grievance procedure.

2.671 Conflict of Interest Standards and Procedures

Concordia University is fully committed to conducting its responsibilities in a manner reflecting the highest degree of integrity and honesty. The success of the University in conducting its affairs is the sum of the efforts of each individual in executing his or her responsibilities with good judgment and in an ethical manner.

In general, regents, faculty and staff shall scrupulously avoid acting on any matters in which the regent, faulty or staff has, or may be perceived to have, a conflict of interest. When evaluating an action, regents, faculty and staff are to determine what they believe to be in the best interests of the University. The purposes expressed in the organic documents of the University – its articles of incorporation, mission, and vision - define the basic interests of the University.

Conflict of Interest Statement

1. Conflict Transactions
   A conflict of interest transaction is a transaction with the University in which a regent, faulty or staff has a direct or indirect interest. In the event of a conflict of interest transaction, the material facts of the transaction and the regent, faculty or staff interest shall be disclosed to the president. The president may grant a waiver or forward the matter to the Regents for decision.

2. Indirect Conflict of Interest
   A regent, faculty, or staff (hereafter “individual”) has an indirect conflict of interest in a transaction if:
   a. another corporation or other entity in which the individual has a material financial interest or in which the individual is a general partner; is a party to the transaction; or
   b. another entity of which the individual is a director, officer or trustee is a party to the transaction and the transaction is or should be considered by the regents of the University; or
   c. the individual knows that a family member of the individual has a direct interest in the transaction; or
   d. the individual is aware of any other factor that could interfere with the individual’s ability to act in the interests of the University with respects to the transaction or could appear to be a conflict of interest.

3. Direct Conflict of Interest
   A regent, faculty, or staff (hereafter “individual”) has a direct conflict of interest involving the University if, among other things, the individual does any of the following:
   a. accepts any money or thing of value for negotiating, procuring, recommending or aiding in the making of a loan to or from the University.
   b. has pecuniary interest, whether as principal, agent or beneficiary, in a purchase, sale or loan to or from the University.
   c. accepts any advances for future services to be performed.
   d. accepts a guarantee of financial obligations from the University.
   e. enters into a transaction, for the provisions of goods or services to the University in the normal course of business, whether personally or through any partnership or company in which the individual has, directly or indirectly, a proprietary interest in excess of five percent.

Advisory Board Compensation Rules:
   a. University employees are prohibited from serving on the advisory board of any education loan lending institution.

4. Exceptions
   The foregoing prohibitions shall not apply to or affect:
   a. exercising of any rights under any policy of insurance.
   b. advance of expenses for travel or other business activities of the University.
   c. direct employment benefits established through employment contracts.
Persons nominated or appointed to become members of the Board of Regents and employees shall receive copies of this statement prior to assuming office and shall sign an annual statement acknowledging that they have reviewed the statement and agreeing to abide by it and work toward its overall objective.

Approved March 1999

2.671a Academic Freedom Policy

Concordia University, a University affiliated with The Lutheran Church-Missouri Synod, embraces academic freedom. Academic freedom stands at the heart of the Lutheran university. Indeed, Lutheranism began as a curricular reform movement in the University of Wittenberg.

CU affirms its commitment to be a place of free and open inquiry. CU understands this freedom to be a duty to search for truth, wherever it may be found. Such academic freedom is consonant with the long heritage of higher education in general and Lutheran higher education in particular. Such inquiry and the attendant open discussions, unrestricted exchanges of ideas, and examinations of widely divergent materials are all essential components of academic freedom. CU expects its faculty and students to conduct research, publish findings, and discuss ideas according to the principles, methods, and practices of their respective disciplines.

Academic freedom to pursue the truth must involve tolerance for students and faculty to make mistakes of inquiry. In embracing academic freedom, CU pledges to defend this quest for truth by its officers, faculty, staff, and students. Furthermore CU seeks to create an environment in which students and faculty may pursue truth aware that errors and mistakes are necessarily part of the process. According to the methods and best practices of the various academic disciplines pursued at Concordia University, the pursuit of truth is encouraged.

Concordia also acknowledges the responsibilities which attend academic freedom and welcomes them as concordant with its Lutheran heritage and the Christian faith. These responsibilities begin with a commitment to honesty and integrity in dealing with officers of the institution, faculty, students, and the public. That integrity furthermore means a commitment to excellent scholarship. Therefore, we pursue truth under the mission of the university and according to the best methods and practices of the respective disciplines in which the members of the institution have been trained. We are open to correction from peers.

Concordia recognizes academic freedom in research, scholarship, publication, teaching, and public statements as private citizens. As a Lutheran university, we are committed to our long, rich heritage of academic freedom in the pursuit of truth.

Concordia University System
adopted January 2002
edited March 2010
edited July 2014

2.672 Faculty Hiring

A faculty member may be hired at any level of faculty ranking, depending upon educational background, experience, and other factors relative to the particular case in question. The procedure for hiring is outlined in the Synodical Handbook of The Lutheran Church-Missouri Synod (SH 3.10.5.6.2).

Criteria for Selection of Faculty
1. The primary criterion involved in the selection of faculty at Concordia University is the issue of "institutional fit." It is critical to the successful operation of the institution, as well as for the success of the faculty member, that the faculty selection process maximize the congruence between the values of the faculty member and institutional values. In order to better insure this "fit," the institution has identified the following characteristics of fit:
   a. the ability to function successfully in an ambiguous environment.
   b. the ability to function successfully in stressful situations.
   c. a Christian commitment which can be positively expressed in an environment of age, cultural, ethnic and religious diversity.
   d. a concern about achieving a balance in the professional and liberal arts aspects of the academic programs of the University.
   e. entrepreneurial. A proper balance between the characteristics of self-starter, self-motivated, self-actualizing and team-player, a concern for individual student needs, and a belief in the role of each faculty member in recruitment and retention of students.
   f. willingness and propensity to use cutting edge pedagogical techniques including, but not limited to, technology and the web.

2. The University has a strong commitment to the need for terminal degrees and research experience among its faculty. It is assumed that all new faculty members will have a minimum of a Master’s degree in the appropriate area(s), and that terminal degrees (Ph.D., Ed.D, M.F.A., etc.) are strongly preferred. Faculty members who are brought onto the campus without a terminal degree will normally be expected to pursue and complete such a degree after their arrival on campus.

3. The University places a strong premium on successful, relevant professional experience. This experience does not necessarily refer to University teaching experience, but includes a variety of experiences related to the teaching and administrative responsibilities of the position. It is important, for example, that a faculty member who will be preparing students to teach in secondary schools, have successful experience in such settings. Likewise, a teacher of accounting should have practical accounting experience. Relevant professional experience will be identified for each faculty position which is being filled.

4. Because of Concordia's goal of becoming an International University, successful international or intercultural experience is critical in the selection of new faculty. Candidates must demonstrate an ability to work effectively with students from a variety of ethnic, cultural and religious backgrounds.

5. Concordia has a strong desire to attain gender and ethnic balance in the faculty. The University has therefore developed an affirmative action plan which sets out strategies and goals for the attainment of this balance. Qualified female and minority candidates will be given strong consideration in all staffing decisions.

6. All candidates for teaching positions must have successful teaching experience. Because Concordia is primarily a teaching institution (as opposed to primarily research oriented) candidates must have demonstrated an ability to effectively lead student learning. In addition, this teaching experience should be in an area consistent with the teaching responsibilities of the position. The teaching experiences of the candidate should demonstrate an ability to teach successfully in small classes with diverse student groups. Because of the size and nature of the University, the preferred teaching styles tend to be relational in nature and adaptable to individual student needs.

7. Because of the diversity of non-teaching responsibilities associated with faculty positions at Concordia, especially academic and professional advising, candidates must demonstrate an ability to work successfully with students in formal and informal non-teaching settings.

8. The Concordia University System (CUS) of The Lutheran Church-Missouri Synod (LCMS) has defined specific criterion of church membership for full-time faculty. All full-time faculty positions must be filled with a qualified person who holds membership in a congregation of The Lutheran Church - Missouri Synod, if such a person is available. If a national search turns up no qualified person who meets this requirement a member of a non-LCMS Lutheran congregation or another Christian congregation can be recommended for contract to the Board of Regents and the CUS.

2.673 Faculty Changes

Whenever a faculty member receives a call or offer of employment, this information is relayed by the Provost to the President, who announces the fact. The President also notes action on the call or offer and the appointment of new faculty personnel in the same manner.

2.68 Plan of Retirement
Modified Service and Retirement

1. Faculty members may request early retirement under the applicable provisions of the Concordia Retirement Plan and must accept retirement at the end of the academic year in which their 70th birthday occurs. Upon retirement, faculty members who are ordained clergymen or have the Lutheran teacher diploma are retained on the appropriate roster of the Synod on the basis of Bylaw 5.45 Emeritus and may, by action of the Board of Regents, be retained on the roster of their faculty as emeriti (Bylaw 6.27c). Faculty emeriti shall be eligible for appointment to serve on other than a call basis for up to one academic year at a time, continuously or intermittently, until age 75.

2. Service loads and the conditions of service between retirement and age 75 shall be determined by the Board of Regents.

2.691 Removal from Office (Synodical Handbook 3.10.5.6.8 & 9)

1. The Board of Regents may decline to renew the appointment of a faculty member without permanent tenure at the time of the expiration of the term of the appointment.

2. No member of the faculty who has been granted permanent tenure and no member of the faculty without permanent tenure at times other than the expiration of the term of his appointment shall be removed from the faculty either by ecclesiastical authority or by the Board of Regents except for causes hereinafter enumerated and by procedures hereinafter described. Nothing in this statement, however, precludes the possible need and right of the Board of Regents to eliminate a faculty position, tenured or non-tenured, for reasons of low enrollment or necessity for financial retrenchment. Whenever such action becomes necessary, active attempts need to be made to reassign the faculty member to another position and to provide necessary education and training for the reassignment.

2.70 Reduction in Force Policy

From time to time the University may eliminate certain personnel positions due to changes in student enrollment and program demand or when financial conditions create a condition of fiscal exigency and personnel reductions are required as a means to maintain financial viability. When these conditions exist, the Board of Regents, upon recommendation of the President, may eliminate staff positions or faculty positions, regardless of the status of the faculty (i.e., called, initial one-year contract, or continuing 3 year rolling contract).

When these conditions are present, the following process will be enacted based upon the conditions that exist.

**Low Enrollment / Program Elimination**

In cases where low student enrollment in a program is not sufficient to support ongoing operation of the program, staff and faculty positions related to these programs may be eliminated. In these cases faculty positions will be terminated by recommendation of the President to the Board of Regents. The Board of Regents will take specific action to terminate the faculty contract based on the separation clause identified in the employment agreement.

**Fiscal Exigency / Reduction in Force (RIF)**

In cases where the existing or projected financial condition of the University is such that ongoing operations are placed into question, a condition of fiscal exigency will be declared and a more far reaching reduction in personnel may be pursued as part of a larger strategy to remedy the financial condition and return the institution to financial viability.

When a condition of fiscal exigency is declared and a reduction in force is recommended the following process will be employed.

1. The President will notify the Board of Regents of the reason(s) for implementing a RIF.
2. The President will consult administrators prior to and in formulation of the RIF plan.
3. The President will present to the Board of Regents a written RIF plan which will cure the financial exigency. The Board of Regents will convene in person, by teleconference or in some other electronically mediated environment to approve or amend the plan.
4. The plan will be enacted. The principles used to make personnel reductions will be to evaluate all phases of the University operations and make reductions which will accomplish the following:
   - Continue to provide quality education and services to students.
   - Reduce the risk of permanent damage to the institution.
   - Allow for the institution to recover quickly
Whenever such action becomes necessary, active attempts will be made to reassign a faculty or staff member to another position, and or, to the extent possible, assist in the transition process to a new position with another organization. This support may include assistance in writing resumes, advice regarding effective interviewing techniques, and other job search strategies. This process will not include job placement.

Adopted April 2004

2.71 Academic Vestments

The University conducts formal academic exercises from time to time. All members of the instructional staff are expected to participate. Appropriate academic vestments:

1. Occasions at which vestments are worn:
   A. The opening convocation.
   B. The baccalaureate service and commencement.
   C. Formal installations of members of the faculty.
   D. Special occasions such as honors convocations.

2. The University provides one disposable gown, hood and cap/tassel free of charge to each new faculty member (who does not already own regalia). This regalia is good for several wearings, however, it is expected that the faculty will purchase their own regalia in a timely manner. The University stands ready to purchase the permanent regalia and allow the faculty member to pay for the regalia (interest free) in no more than 12 monthly payments by payroll deduction.

2.715 Category of “Teaching Staff”

It is the intent of this proposal to describe a category of staff positions which include a substantial element which can be defined as teaching. This classification does not duplicate or overlap with the categories of staff positions associated with the staff salary scale.

Staff positions which are classified as “teaching staff” positions are those positions which incorporate a substantial educative role and responsibilities in the definition of the position. This educative role should be reflected in both the professional and educational requirements of the position as well as explicit elements of the job description. Positions classified in the category of “teaching staff” will minimally require a master’s degree of candidates for the position. In addition, the job description will include among the responsibilities of the position, specific requirements for educational programming for students.

Positions to be considered for classification as “teaching staff” should be submitted by the position supervisor to the Provost. These requests must be accompanied by a copy of the current position description.

Positions which are classified as “teaching staff” will include the following characteristics over those defined for other staff positions. These expectations should be reflected in the job description of approved positions after approval for classification is granted.

1. Staff members holding these positions will be invited to participate in formal academic events along with the faculty, and in full academic regalia.
2. Staff members holding these positions in this category will be invited to serve as advisory members of the faculty in their regularly scheduled faculty business meetings, and on appropriate faculty committees upon request.
3. Staff members filling positions in this category will be invited to attend and participate in appropriate, relevant in-service activities.
4. Staff members filling positions in this category will be invited to participate in faculty retreat activities when the topic and agenda are appropriate.

It should be noted that classification of staff positions as “teaching staff” does not influence or address issues of position or placement on the staff salary scale or within the ranges.

2.72 Class Absence

“Full time faculty members are required to be on duty or on call from August 1 through May 30. Exceptions are to be cleared with the Provost. Annual vacation time of a month is to be taken during the months of June and July. No vacation time is accrued at the end of the contract period. There are no ‘personal days’” [CU Faculty Handbook 2.56].
For full time and permanent part time employees, the sick leave policy is 1 day per month accrual. Employees must reimburse the university if they use more sick days than they have accrued prior to leaving employment for any reason.

If a faculty member is absent from a class due to illness, it is up to the faculty member to arrange for a back up plan (cancel class, recommend video, have class work on an alternate assignment, etc.). The faculty member must contact his Dept. Chair or Dean as soon as possible, but not later than one hour prior to the start of class to arrange for implementation of a suitable back up plan.

If the faculty member is absent, due to illness, for more than 2 consecutive class periods, the faculty member must provide written documentation from a doctor indicating the illness and the doctor’s instructions to suspend work for a specified period of time. Upon receipt of written documentation, the university will provide a paid substitute for the duration of the documented illness.

Faculty members will be compensated per the sick leave policy. If the faculty member arranges for a substitute, the substitute must be approved by the Dean and the faculty member is responsible for compensation either through cash payment, barter or reciprocal arrangement.

Faculty are responsible for making arrangements to create and provide the faculty member’s Dean with an alternative plan to cover classes missed due to an absence for professional development, speaking engagements or advanced study. Approval for the absence and the plan must be granted by the Dean. Any other absences must be cleared by the Dean.

**Military Service:** If a faculty member is a reservist with the armed forces and is called up for active duty the faculty member and the institution will follow the requirements set forth in the Uniformed Services Employment and Re-employment Rights Act [http://www.esgr.com/employers2/thelaw.asp]. In general the USERR Act explains that members of the uniformed services are entitled to return to their civilian employment upon completion of their service. They should be reinstated with the seniority, status, and rate of pay they would have obtained had they remained continuously employed by their civilian employer. The law also protects individuals from discrimination in hiring, promotion, and retention on the basis of present and future membership in the armed services.

**Part time Faculty:** For part time employees, there are no sick leave or vacation benefits. If a part time faculty member is absent from a class due to illness, it is up to the faculty member to arrange for a backup plan (cancel class, recommend video, have class work on an alternate assignment, etc.). The faculty member must contact his Dept. Chair or Dean as soon as possible, but not later than one hour prior to the start of class to arrange for implementation of a suitable back up plan.

Part time faculty members will not be compensated for excessive or planned leave. However, the University will reimburse a substitute based on the percentage of the part time faculty member’s salary for classes taught by the substitute. Approved absences are restricted to medical reasons or prior approval by the Dean.

**Updated Spring 2005**

2.73 **Orientation of New Personnel**

It is the duty of the administrative officers to provide orientation of new personnel in their several areas. A pre-school orientation program is arranged in connection with the annual Fall Faculty Retreat.

2.75 **Military Leave**

An employee who is in the military reserve may choose to use either vacation time with full pay or take time off without pay with no loss of earned vacation time for full-time active reserve duty. An employee in the reserves should indicate their preference to their supervisor at the beginning of each fiscal year.

2.76 **Jury Duty**
Concordia University encourages its employees to accept their civic responsibilities. If you are summoned for jury duty you must notify your supervisor immediately and provide a copy of the summons.

Full time and permanent part-time employees will receive their full salary while serving jury duty. If an employee is excused from jury duty on any given day, that employee must report to work that day.

2.77 Pregnancy & Family Leave

The policy of Concordia University regarding pregnancy and maternity leave shall be consistent with local state law and shall be treated as a temporary disability.

**Length of Leave:** 12 weeks for the birth of a child or taking physical custody of a newly adopted child under age 6. The leave must be taken within the 12 weeks following the birth or taking of physical custody. For premature births, the leave may continue until the child has reached the developmental stage equivalent to 12 weeks.

**Employees Protected:** Male and female employees employed at least 90 days.

**Notice Obligations:** Employees must give at least 90 days notice, stating the dates during which each parent intends to take parental leave. The notice requirement may be reduced for any of the following reasons:

- if the birth is premature
- if the mother is incapacitated by the birth and unable to care for the child,
- if the parents take physical custody of an adopted child on an unanticipated date, or,
- if the employer and the employee agree to alter the leave dates

**Reinstatement/Benefits:** No pay or vacation benefits of any kind shall accrue to the employee during a parental leave. Upon return, employees are entitled to the same equivalent position without loss of seniority, or other benefits that have been earned at the time of leave. Insurance benefits remain in effect until the end of the approved family leave. Failure to return to work at the end of the approved leave shall be considered a resignation.

2.78 Disability

Refer to the Worker Benefit explanation of extended Disability Benefits found in the program brochure. Specific disability benefits are available to full-time and regular part-time class AA employees following the fourteenth consecutive day of absence due to a specific injury or illness. Regular part-time class A employees receive no disability benefits. During a temporary disability the university will continue to pay eligible employees their full salary and benefit. In return, the employee agrees to assign their disability benefits to Concordia University. An employee’s term of employment and benefits will terminate when the employee is determined to be permanently disabled.

2.80 Representation at Synodical Conventions

Each of Synod's educational institutions is represented at Synodical conventions by at least one of its Board members, in addition to the District President, the school's President, and by one faculty member for every 20 members or major fraction thereof.

2.81 Attendance at District Conventions

Faculty members who are on the ministerial or teacher rosters of the Church are encouraged to attend the District Convention. Expenses for attending the Convention may be defrayed by the University as funds allow.

2.90 Distribution of Faculty and Student Directories
Requests from off-campus groups or individuals for faculty or student directories are not honored. If a request is made for material to be distributed (to students or faculty members), the group or individual is asked to send sufficient copies for distribution to those to whom the material is intended. Distribution is carried out on campus by on-campus personnel. Faculty who prefer not to have phone numbers listed should contact the Vice Provost.

2.91 Sale of Complementary Textbooks

The Faculty recommends that since the sale of complementary books is unethical, such a practice not be done on the Concordia Campus.

2.92 Sexual Harassment Policy-Students, Faculty, and Staff

1. Policy: Concordia University, Portland, does not tolerate sexual harassment in any form. Violation of the policy on sexual harassment will result in disciplinary action which could include probation, academic suspension, expulsion, or employment termination.

2. Definition: Sexual harassment is a form of sex discrimination which is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. Sexual harassment can be verbal, visual, or physical. It can be overt, as in a suggestion that a person could be academically successful or could get a promotion or a salary raise by submitting to sexual advances. Sexual harassment can be covert, as when subtle sexual pressures are exerted that create a hostile environment.

Although most sexual harassment requires that the harasser have power over the victim, harassment between peers will also be handled through this policy and subsequent procedure.

Sexual harassment also includes, but is not limited to:

a. Unwelcome sexual advances, requests for sexual favors, inappropriate touching or fondling, and all other verbal or physical conduct of a sexual or otherwise offensive nature.

b. Quid Pro Quo Harassment (something for something): submission to such behavior is made explicitly or implicitly a term or condition of employment, job advancement, or academic success.

c. Hostile Environment Harassment: when the harasser's behavior has the purpose of foreseeable effect or creating an intimidating, hostile, or offensive working or learning environment, thus unreasonably interfering with an individual's work performance or academic ability. Offensive comments, jokes, innuendoes, and other sexually explicit or oriented statements also are a part of the hostile environment definition.

3. Confidentiality: All proceedings, formal or informal, are considered confidential. Information about cases will be confined to those people directly involved such as the complainant, the alleged harasser, the investigative team, and the staff or student advocate. All involved individuals will be instructed to hold all information gathered in strict confidence.

4. Advocates: For Faculty Advocates, the Faculty Welfare Policies Committee, and for Staff Advocates, the Staff Welfare Committee, well recommend to the President two or more persons to serve as Faculty and Staff Advocates. For Student Advocates, the Student Services Office will recommend to the Vice President for Student Services and Admissions two University employees to serve as Student Advocates.

It is highly desirable that one female and one male be designated to the advocate roles. Advocates will work with the complainant throughout the process offering counsel, support, and advocacy during resolution procedures.

Training of Faculty and Staff Advocates will come from the Personnel Office. Training of Student Advocates will come jointly from the Personnel and Student Services Offices. Advocates will continue their term of service as long as deemed appropriate by the President.

The alleged harasser also has the right of advocacy throughout the process.

5. Informal Procedure for Resolution: Utilizing the concepts found in Matthew 18, every effort will be made to resolve sexual harassment charges through an informal procedure. The procedure will transpire as follows:

a. The faculty/staff complainant will bring his/her concern to a faculty/staff advocate. The student complainant will bring his/her concern to a student advocate. All complainants will be submitted in writing, through a meeting, or both.

b. For faculty or staff complainants, the steps found in the Staff/Faculty handbook under Grievance Procedure steps in one and two (staff, page 7, faculty, FH 2.70) will be utilized with the stipulation...
that the staff/faculty advocate will be a participant in every subsequent meeting. For student complainants, the student advocate and the complainant will utilize every means possible (within acceptable limits of the University) to resolve the situation informally.

c. If informal procedures do not bring resolution, the formal process will be put into effect.

6. **Formal Procedure For Resolution**

All phases of investigation and hearing process will be carried out in a timely manner. At the point the Formal Grievance Procedure is put into effect, one of the following processes will be implemented within one week of the end of the informal process:

a. For faculty or staff complaints, and investigative/grievance team consisting of the director of Personnel and the Divisional Vice President (the president will appoint an alternate investigator if either of these persons are the alleged harasser) will be formed.

b. For student complaints, and investigative/grievance team consisting of the Vice President for Student Services, the Chair of the Community Life Committee, and the Chair of the Faculty Welfare Committee or the Chair of the Staff Welfare Committee, or a designee of one of the aforementioned committees (unless any of these persons is the alleged harasser) will be formed.

c. All phases of the investigation and hearing process will be carried out in a timely manner.

d. Contact between the complainant and the alleged harasser will be minimized during the investigation. In some cases, the alleged harasser, if a faculty or staff member, may be put on administrative leave, with pay, or, if a student, may have restricted access to the campus.

e. The team will interview separately the complainant, the alleged harasser, and any corroborating witnesses; all interviews are a part of the written record of the case.

f. The investigative team will convene a hearing with the complainant, the alleged harasser, and the appropriate advocate, for the purpose of working through the findings of the investigation. The complainant and the alleged harasser each have the right to have an advocate present. The team will evaluate the facts and assess whether or not sexual harassment has occurred.

g. If it is determined that sexual harassment has occurred, the team will implement corrective action. This action will be designed to prevent further sexual harassment, avoid punishing the complainant, be consistent with discipline imposed to prior, similar cases, and to provide assistance to the complainant and the harasser as appropriate.

h. In all cases, final appeal may be made to the University President.

7. **Follow-Up**

a. If the investigation and hearing result with a determination that sexual harassment has not occurred, the team will work with all involved parties toward education and reconciliation. In these cases, records of the proceedings will not go into individual personnel files but will remain a part of the Personnel Office's historical records. Every effort will be made to protect the reputation of both the complainant and the alleged harasser.

b. In the investigation and/or hearing result with a determination that sexual harassment has occurred, the following facts will be in effect:

   1. A written record of all the proceedings will be a part of the harasser's personnel or student file for as long as they are employed or registered at Concordia. It is a right of any employee to add materials to their personnel file.

   2. The complainant's file will remain free of formal documentation of the proceedings unless specifically requested by him/her.

   3. Appropriate campus and supervisory personnel will be notified of the outcome.

   4. Appropriate follow-up counseling and healing will be made available to the complainant.

   5. Appropriate counseling, education, and/or rehabilitation strategies will be pursued with the harasser. If required by the specific sanction or if requested by the harasser, a summary of progress of counseling will be added to the harasser's personnel or student file.

   6. In all cases the University will make every effort to ensure that no retaliation toward the complainant will occur.

2.93 **Academic Grievance Procedures:**

For the purpose of providing, publicizing and enforcing an orderly process by which students can address academic grievances (e.g. concerns over grades, grading practice, course design), the following procedures are delineated. These processes are designed to provide a mechanism by which students can seek to express concerns, disagreements or complaints about a faculty member, and seek redress of perceived injustice, harassment, discrimination or inequity.
Assumptions:
1. Academic grievance procedures will involve a process different from sexual harassment grievances.
2. The grievance processes will be consistent with Matthew 18.
3. Resolution of concerns and complaints will best occur as close to the source as possible.
4. The philosophy and tenor of the process should be one of mutual respect and an attempt to reach mutually agreeable resolution.
5. The process should be consistent with existing institutional policies and practices, and with synodical bylaws (6.47).
6. The process must recognize the difference in power and authority of students and faculty members, and guarantee that students will be free from any negative consequences of pursuing the grievance process.
7. Both the student and the faculty member should have the opportunity to have advocates in the process (these advocates can be friends, fellow students or faculty members, clergy, etc., but legal council is not appropriate during this process).
8. If any of the specific individuals in the grievance process are judged to have a conflict of interest, a replacement can be appointed by the President.

Concerns over sexual harassment should be addressed through the process outlined in the sexual harassment policy. If a student has a concern over a faculty member's exercise of his/her professional responsibilities, the following procedure should be used:

Step 1: The student should consider discussing his/her concerns with her/his academic advisor or a professional staff person in student services. This will provide an opportunity to review the appropriate University policies and practices related to the student's concern.

Step 2: The student should first address the concerns face-to-face with the faculty member in an attempt to resolve the issue. If the student feels that there is unacceptable risk of negative recourse, the student should consider inviting his/her academic advisor, or another faculty member or professional student services staff member to attend the meeting. If the concern over retribution is too great, s/he should move to Step 3.

Step 3: If the student feels that the direct face-to-face discussion of the concern(s) with the faculty member did not (or cannot) provide adequate opportunity to address the concern(s), or if the resolution is not acceptable to the student, s/he can next address her/his concern to the appropriate School Dean.

The name of the appropriate School Dean is available from the Academic Services Office. The student should submit the appeal in writing to the School's Dean, including a description of the grievance, any pertinent information or materials, and a description of the process used to resolve the grievance to that point. The Dean can choose to work with the student individually, to work with the student and the faculty member separately, or call for a joint meeting with the student and the faculty member.

Step 4: If the student feels that the process with the Dean did not provide adequate opportunity to address the concern(s), or if the resolution is not acceptable to the student, s/he can appeal the decision to the Provost. As with Step 3, the Provost reserves the right to construct the appeal meeting as appropriate to the specific situation.

The student should submit the appeal in writing to the Provost, including a description of the grievance, a description of the process used to attempt to resolve the grievance to that point, especially the results of the meeting(s) with the Dean, and any concerns that the student has over proper application of policies or procedures, or challenges to his/her due process rights.

Step 5: As a final appeal, the student is free to address the concern to the President of the University. The student should submit the appeal in writing to the President, including a description of the grievance, a description of the process used to attempt to resolve the grievance to that point, and any concerns that the student has over the proper application of policies or procedures, or challenges to his/her due process rights. The President will review the appeal on the basis of the proper application of this process and related policies, and the guarantee of the student's due process rights.

2.93a Faculty Grievance Procedure:

In the event that a faculty member has a situation involving an immediate supervisor or another faculty member that cannot be resolved satisfactorily, the following procedure will be utilized:
1. The faculty member is to first bring the matter to the attention of the Dean of the College. All efforts will be made to resolve the issue at this level.

2. If the grievance cannot be resolved with the Dean, then the Provost will conduct a meeting with all of the principals involved. All efforts will be made to resolve the issue at this level.

3. If steps one and two are unsuccessful then the matter will be referred for a hearing with the Faculty Hearings Committee. The Committee will make every effort to resolve the issue at this level. If steps one through three are unsuccessful then the matter will be referred to the President for a hearing and ruling. As stated in the Synodical Handbook, all final appeals and procedures reside with the President.

2.94 Faculty Non-Disciplinary and Disciplinary Action:

The purpose of non-disciplinary or disciplinary action is to attempt to correct behavior or patterns of behavior which are not consistent with the standards of professional and personal conduct expected of Concordia University Faculty members.

Consistent with Concordia University’s Christian underpinnings, supervisors are expected to utilize informal non-disciplinary procedures whenever possible to encourage professional and personal development of faculty members or to correct minor patterns of behavior which could lead to more significant consequences for the individual or the University. Informal non-disciplinary actions may include, for example, private counseling (written or oral), additional education or training opportunities, greater supervision, referral to appropriate counseling, etc.

It is recognized that notwithstanding this goal, certain conduct or patterns of behavior are of such gravity that more formal disciplinary action may be warranted. Examples of such behavior include:

- Moral turpitude
- Conviction of a felony
- Intellectual dishonesty or fraud
- Professional incompetence
- Substance/alcohol abuse
- A pattern of, or flagrant disregard for University policy
- Material breach of contract
- Gross neglect of duty which can include among other things a pattern of unauthorized absence or an unauthorized absence of such length as to be substantially disruptive to the University, its faculty or students.

When formal disciplinary action is deemed appropriate, the faculty member will be informed by his/her Dean of the performance deficiency and may be given a reasonable opportunity to make the necessary improvements. Any of the following disciplinary actions or combinations of actions may be utilized:

a. **Counseling** designed to help an employee identify and remedy problems in skills, abilities, or responsibilities. Counseling may be used whenever possible before more formal action is taken and as often as deemed prudent and productive.

b. **Verbal warning** given to an employee when performance or behavior requires improvement. The date and content of the warning may be recorded, but no record need be placed in the employee’s personnel file.

c. **Written warning** that constitutes formal notice that performance or behavior must be improved. These shall be placed in the employee’s personnel file.

d. **Probation**. This represents a length of time, specified in writing, during which significant improvement must occur or termination results.

e. **Suspension** is temporary removal from duties without pay. This action can only be taken by the provost.

f. **Termination** of employment may be made at any time by the provost when just cause exists.

g. **Appeal** of disciplinary actions are to the Provost and then to the President.
3. ACADEMIC PROGRAMS

3.01a Provost

The Provost is appointed for a two-year term by the Board of Regents upon recommendation of the President and is responsible to him for the following areas: faculty, curriculum, administration, budget.

Responsibilities: The Provost will fulfill the following responsibilities in accord with the institution’s purpose and in harmony with established policies. The Provost will develop and carry out plans and programs to achieve the responsibilities assigned. S/he will consult and confer with the President, the Strategic Planning council, Academic Council and the Budget Council in developing plans and carrying out responsibilities.

1. As Spiritual Leader, the Provost will:
   A. In the name of the Lord Jesus Christ, minister and provide for ministries to students, faculty, staff, parents, alumni, and all who participate in the School's community.
   B. Assist in a program of communication and public relations of a University that witnesses to Jesus Christ, enunciates the Lutheran distinctiveness of Christian higher education, and commands excellence in education.

2. As Provost, s/he will:
   A. Clarify and articulate the educational philosophy and academic goals of the institution, within the guidelines prescribed by the Synod and the University's Board of Regents.
   B. Cooperate with the faculty in the development and oversight of the curriculum and various programs of study, including graduate, undergraduate, and continuing education programs.
   C. Provide leadership in long-range curricular planning.
   D. Exercise the central leadership role in encouraging faculty morale, faculty renewal, faculty development, and faculty accountability.
   E. Supervise all faculty personnel policies and issues according to accepted operating procedures. The Provost is charged with the major responsibility for recommending faculty hiring and termination, for attention to equal opportunity and affirmative action, for evaluating and transmitting recommendations for promotion and for any matter relating to the contractual working policies of the faculty. He/she will perform these duties in close consultation with specified committees, designated faculty leaders, the President, and other members of the administration.
   F. Be responsible for the allocation and control of all financial resources for the academic sector of the University. This responsibility includes the development, advocacy, and oversight of faculty salary schedules and contracts, of departmental budgets, and of other academic budgetary matters, as well as cooperation in the development and implementation of academic grant applications and special expenditures. It is assumed that the Provost will call for and oversee all necessary data based research so as to allow sound decision making in these areas.
   G. Coordinate communication between the various components of the faculty, between the faculty and other members of the administration, and between the faculty and the Board of Regents.
   H. Represent the faculty to the external public.
   I. Supervise the work of the Registrar's Office.
   J. Develop plans and recommendations for the working environment of the faculty, academic facility improvement, library support, and needed items of equipment and supplies.
   K. Evaluate problems in all academic areas and determine appropriate courses of action in the resolution of problems, deficiencies, or grievances.

3.01b Vice Provost for Academic Services

Role: The Vice Provost for Academic Services will be a spiritual and educational leader with supervisory responsibilities which help the university faculty attend to

1. the integration of technology within instructional design
2. distributed learning technologies
3. learner persistence to graduation
4. accreditation and assessment issues

Responsibilities: The role of Vice Provost for Academic Services will fulfill the following responsibilities in accord with the university’s mission, goals, and objectives, and in harmony with established policies. The Vice Provost for Academic Services will develop and carry out plans and programs to achieve the responsibilities assigned. S/he will consult and confer with the Provost in the development of these plans and programs and in carrying out these responsibilities.
As Spiritual Leader, the Vice Provost for Academic Services will:
1. in the name of the Lord Jesus Christ, minister and provide for ministries to students, faculty, staff, administrators, and other constituents of the university.
2. Assist in a program of communication and public relations of the university that witnesses to Jesus Christ, enunciates the Lutheran distinctiveness of Christian higher education, and commands excellence in education.

As Vice Provost for Academic Services, s/he will:
1. provide for faculty development support and instructional design assistance to faculty facilitating technology integration into teaching.
2. identify technology and support needs of faculty and provide input to the strategic/budget planning process to meet those needs.
3. lead the University’s ongoing assessment and accreditation strategies and processes.
4. supervise library development and personnel.
5. supervise co-curriculum learning laboratories personnel, e.g., writing center, math center, etc. (these can be on location or technology mediated).
6. in cooperation with individual CU colleges, manage CUENet sites and activities operated by/with the University.
7. assist individual CU Program Deans in providing opportunity and budget strategies for ongoing faculty development.
8. work with faculty to develop and integrate teaching/learning/advising strategies which enhance student success and persistence to graduation (not to be confused with or considered a replacement for student service strategies, e.g., counseling, tutoring, etc., also aimed at increased student retention).
9. make periodic and special reports to the Board of Regents at the request of the Board and the President.
10. fulfill other responsibilities as assigned by the Provost.

3.01c Vice Provost for Student Services and Enrollment Management

Role:
- To successfully combine the efforts of the recruitment, advising, financial aid, registration and developmental retention functions of the University to formulate, implement, maintain, assess, and improve an on-going enrollment strategy.
- To achieve the enrollment goals of the University by building a quality student base whose goals and aspirations can be realized through the Concordia experience.

Summary of the position (how the overall goal is reached):
- The VPSSEM will direct enrollment and retention focused work groups which work together to create a seamless process that is needed to allow students to achieve their educational and life goals.

3.02 The Registrar

The Registrar is contracted on an annual basis and is responsible to the Provost for the performance of the duties of the office.

1. The Registrar is responsible for the following:
   A. Direct those activities authorized by the faculty or its Academic Policies Committee designed to promote the coordination and improvement of instruction.
   B. In consultation with the Provost, initiate recommendations in course offering changes in curricular development.

2. The Registrar is responsible for the administration of the budget for the Registrar's Office and the supervision of staff personnel.

3. The Registrar is responsible to execute the policies adopted by the faculty upon recommendation of the Academic Policies Committee.

4. The Registrar is in charge of the registration of students and does therefore:
   A. Develop the course offerings into a class schedule.
   B. Prepare the total time and space allocation schedule for classes.
   C. Conduct the academic registration and arrange changes in registration.

4. The Registrar is the chief academic advisor for the students, and as such, is responsible as follows:
   A. Inform and advise students of requirements and transfer problems.
B. Disseminate pertinent information to the faculty and direct all formal programs of academic advising and counseling.

5. The Registrar is responsible for the administration of records and reports, as follows:
   A. Keep a permanent record for each student in a place safe from fire, theft, and tampering.
   B. Prepare and distribute to parents, students, administrators, and other persons and institutions such reports as are necessary for advisable in implementing the aims and objectives of Concordia.
   C. Make an annual report to the President and distribute to those persons who will be able to increase their service to the institution through receiving it.

7. The Registrar is responsible for the preparation of the University catalog.
8. Counseling and advising veterans or those who obtain veteran's benefits.
9. Responsible for insuring accurate assessment of academic fees for each term at the beginning thereof.
10. Developing, together with the foreign student advisor, comprehensive individualized programs for each foreign student enrolled at Concordia.
11. The Registrar is responsible for the academic dismissal of students, and for serving as the initial appeal for academic dismissal.

### 3.03 Chief Information Officer (CIO)

The Chief Information officer is a faculty position which provides training and direct administrative support for academic applications of technology across campus and the technical support department. Under the direction of the Provost, the CIO provides institutional leadership for information and technology, including coordination, assessment, and improvement of the current technological infrastructure, as well preparing the institution for future technological changes.

### 3.04 The University Librarian

The Concordia University Library is a partner with the administration and the teaching staff in furthering the educational program of the institution. It derives its responsibility from the objectives of the University and performs its educational services through the office of the University Librarian who is responsible to the Chief Information Officer (CIO).

1. **The Library: A Materials Center.** The University Librarian has the responsibility to:
   a. select, order, catalog, circulate and maintain print-based, electronic, and audiovisual materials to meet the curricular needs and co-curricular interests of students and faculty under a program professionally planned and administered.
   b. notify students, faculty, and administrator at frequent intervals of the availability of new resources.
   c. keep the materials collection current by frequent evaluation and discarding of obsolete materials.

2. **The Library: A Teaching Agency.** The University Librarian has the responsibility to:
   a. give instruction in the use of available resources to all students as an essential part of their educational progress through tours; classes; and, at the request of course instructors, assistance with specific class projects.
   b. assist students in their search for information through individual help at their request.
   c. participate in committee discussions for planning and developing the school curriculum. The Library Director is an ex-officio member of the Academic Policies Committee as it relates to instruction and curriculum development.
   d. establish helpful rapport between the librarians, faculty, and students.
   e. supervise the activities of the regular Library staff and the student workers.
   f. give regular reports on the current status of the Library.

3. **The Library: A Study Center.** The University Librarian has the responsibility to:
   a. maintain a physical facility that is conducive to private study, group work, and the use of all library resources.
   b. establish hours of operation that will meet the needs of most of the constituents.

4. **The Library: A Community Center.** The University Librarian has the responsibility to make the library available to the outside community.

5. **The Library: A Repository of Records and Documents.** Concordia preserves in suitable facilities all important records and documents related to its history. As Archivist, the University Librarian is responsible to:
   a. collect and preserve the official records and documents of Concordia and auxiliary organizations.
   b. make available to individuals or groups with legitimate concerns such information as is requested according to the guidelines established for the archives.
### 3.05 Director of Athletics

The Director of Athletics is appointed by the Provost in consultation with the Administrative Council. The term of his/her appointment is a one year renewable contract. S/he is responsible to the Provost for the performance of his/her duties.

1. Stimulate the development of the objectives of Concordia with regard to athletics (intramural and interscholastic) for the students, in accordance with faculty policy and directives of the Athletic Council.
2. Evaluate the effectiveness of the athletic program by involving all participants in an annual review: athletes, coaches, administrators, supporters, other students.
3. Administer the athletic program, and thus to:
   A. Present the annual schedule of athletic events and contests for the approval of the Dean of Students
   B. Prepare the annual budget for the athletic program and facilities for approval by the Athletic Council and for submission through the Dean of Students and Dean of Admission.
   C. Exercise budget control for the Department.
   D. Prepare requisitions for the purchase of equipment and all other expenses of the Athletic Department.
   E. Exercise supervision over the Physical Education Building, arrange the schedule for its use, and coordinate repair and support services with Physical Plant Services.
   F. Engage officials for games and contests.
   G. Provide for the care, storage, checking, and distribution of athletic equipment.
   H. Centralize and keep athletic records in terms of season records, individual achievements, and participation records.
   I. Insure adequate transportation of teams.
   J. Direct the promotion and advertising of the athletic program, in consultation with the Director of Public Relations.
   K. Develop a program of student help as an educational aspect of the athletic program.
   L. Represent the institution at meetings of conferences in which it holds memberships.
   M. Provide leadership in the building and maintaining of the highest ideals of sportsmanship and conduct on the campus.
   N. Provide for the collection of all revenues and income of the Department under the regulations of the Office of Business Services.
   O. Furnish the Dean of Students and Dean of Admission with reports that he/she may find helpful or necessary, or that may be requested by the President or Board.
   P. Coordinate auxiliary programs: club sports, cheerleaders, concessions.
4. Make recommendations to the Provost regarding the appointment, supervision and evaluation of coaches.

### 3.05a Duties of Coaches

It is the responsibility of coaches to:

1. Serve as a Christian role model on and off the court/field.
2. Be in charge of coaching the sport for which they are appointed, according to the objectives of Concordia and the plans for athletics, both intramural and interscholastic, which have been approved by the faculty.
3. Nominate recipients of athletic awards to the Director of Athletics.
4. Recruit student-athletes (minimum number per team: BB-25, MX-24, WX-18, FP-22, MS-25, WS-25, VB-15) whose actions and attitudes are consistent with the mission of Concordia University.
5. Development and implement a program to retain student athletes.
6. Fulfill responsibilities associated with their respective sport(initiate scheduling of contests, plan budgets, inventory equipment, organize and implement fund raising events, coordinate distribution of statistics and other information with the sports information director, communicate with athletic trainer and athletic director regarding injuries and disciplinary concerns, provide safe travel and appropriate meals and lodging while traveling off campus, hold student athletes accountable to behavioral expectations established by Concordia University and the Athletic Department).
7. Furnish the Director of Athletics with reports that he/she may find helpful or that may be requested by the Dean of Students the President, or the Board.
3.06 Director of Institutional Research

This position is designed to serve as the coordinator and support office for the faculty evaluation and development process on campus (C-TEP), the student outcomes assessment program, and institutional research.

Under the direction of the Provost, this person will provide support for a variety of institutional assessment functions including:

1. assisting with the development, implementation, and ongoing coordination of the Student Outcomes Assessment Program of the campus. This person will coordinate the activities of student assessment and provide ongoing leadership and support to the various schools and offices with regards to student outcomes assessment including current students and alumni follow up. Providing the basic support necessary for the implementation of a comprehensive student assessment program, the accumulation of data, its interpretation, dissemination and utilization by various campus constituencies.

2. assisting the Provost and the Faculty Welfare policies Committee in the development, implementation and ongoing coordination of the faculty development and evaluation system.

3. collecting, interpreting, disseminating, and assisting with the application of institutional research information. This includes data on the institution, its students, its markets, the faculty and administration, and other relevant sectors of the University.

4. developing, administering, assessing, and providing ongoing leadership in the area of institutional testing. Included in this role will be the administration of institutional assessment and placement test. In addition, this office will review the possibility of offering other tests on campus of use to the programs, students and other constituents (NTE, GMAT, GRE, Miller Analogy, etc.).

3.08 Concordia University System

The Concordia University System is a confederation of the ten Concordia Colleges and Universities in the U.S. that are associated with the Lutheran Church--Missouri Synod. Each college and university maintains its individual identity and autonomy and is strengthened by the association with the sister colleges and universities around the country.

This nation-wide consortium of colleges and universities is unique in American higher education. It represents a ten-school, inter-campus partnership which is designed to provide enhanced educational experiences for students, efficient use of resources, and unique inter-institutional programming. Simultaneously, the distinguishing character, strength, and autonomy of each institution will be affirmed.

A variety of initiatives are currently underway for the Concordia University System. These initiatives include the development of distance learning opportunities for students on all ten campuses, coordinated study abroad opportunities, "seamless enrollment" and easy inter-institutional transfer, short term courses of study on various campuses, and sharing of faculty and other institutional resources.

The member institutions of the Concordia University System are:

- Concordia College, Ann Arbor, Michigan
- Concordia University at Austin, Texas
- Concordia College, Bronxville, NY
- Concordia University, Irvine, California
- Concordia University Wisconsin, Mequon, Wisconsin
- Concordia University, Portland, Oregon
- Concordia University, River Forest, Illinois
- Concordia College, St. Paul, Minnesota
- Concordia College, Selma, Alabama
- Concordia College, Seward, Nebraska

3.11 Academic Integrity Policy

Preamble: A college degree prepares people to serve as professionals in society. All professions expect that their members conduct their work with integrity and character, for their work affects the whole fiber and strength of the society. As part of Concordia’s goal to prepare students to be professionals for the transformation of society, we expect students to pursue their studies with integrity and character.
Statement of Academic Integrity: As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work nor will I provide unauthorized assistance to others.

Purpose: The Code of Academic Integrity at Concordia University Portland reflects our community values of honesty and integrity in the work of all scholars and students. Students are charged to honestly complete and present their work under the terms specified by the instructor. As a Christian community we model the values expressed in Philippians 4:8-9:

“What is true, whatever is honorable, whatever is just, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.”

We also strive to honor the covenant of trust pledged among community members.

Explanation:

What does “fraudulent” mean? “Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a student’s final work without full and complete documentation.

What is “unauthorized” assistance? “Unauthorized assistance” refers to any support students solicit in the completion of their work that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to: use of unauthorized notes or another’s work during a proctored test; use of unauthorized notes or personal assistance in a take-home exam setting; inappropriate collaboration in preparation or completion of a project; unauthorized solicitation of professional resources for the completion of the work.

Sanctions Process in the case of a breach of the Academic Integrity Policy: If an instructor perceives that a student has committed a breach in academic integrity, the student and instructor will meet to discuss the event. The event may be resolved as follows:

1. It is determined that no breach in academic integrity has been committed. In the case of perceived plagiarism, (i.e., faulty or incorrect documentation) the student may be required to re-do parts of the paper or the paper may be graded down.

OR

2. It is determined that a breach in academic integrity has occurred.

a. The student is notified in writing by the instructor that a breach has occurred, receives a “0” for the assignment, documentation (a copy of the Academic Breach Reporting Form and evidence of the fraudulent activity) of the event is provided to the student, and a copy sent to the Registrar’s office by the instructor and placed in the student’s file. In a case where the breach involves the action of a student who is no longer in the course (e.g. a student who supplies a paper to be copied by a student in the course), the instructor will notify the dean of the college in which the course is housed and the dean will contact the violating student to discuss the impact of his or her action and will issue a letter of warning to the student noting that a second violation will be punishable by academic probation and a third by expulsion. As before, a copy of the Academic Breach Reporting Form and evidence of the fraudulent activity will be supplied to the student and the Registrar’s office by the instructor and placed in the student’s file.

b. In the case of a second breach in academic integrity in the same class, same semester, the student is notified in writing (with documentation as defined in a. above) by the instructor that a breach has occurred, dismissed from the class, and the student receives an “F” grade in the course without opportunity to withdraw. The instructor sends an Academic Breach Report and evidence is placed in the student’s file.

c. When documentation (defined in a. above) for two (2) cumulative breaches has been recorded with the Registrar’s office, the Registrar must notify the student, the student’s academic advisor,
and the Chair of the Academic Integrity Appeals Committee. At this time the student is placed on academic probation.

d. When documentation (defined in a. above) for three (3) cumulative breaches has been recorded with the Registrar’s office, the Registrar must notify the student, the student’s academic advisor, and the Chair of the Academic Integrity Appeals Committee. The Registrar must then notify the student that he/she is academically dismissed from school.

Appeals Process:

An Academic Integrity Appeals Committee is to be formed each September. Members of the Academic Integrity Appeals Committee include two students appointed by ASCU President, two faculty members appointed by the CLC Chair, and a Program Dean (rotating) as chair who is responsible for making sure the other members are appointed. The Provost is responsible for appointing the dean of one of the four on-campus colleges as chair of the Appeals Committee. The chair serves a two year term. The chair rotates under the following guidelines: The dean of the

- College of Education 2015-17
- College of Health & Human Services 2017-19
- School of Management 2019-21
- College of Theology, Arts, & Sciences 2021-23

Students may appeal the determination of an academic integrity violation if there is a factual error in the documentation of the violation or an error in the manner in which the violation was processed. If a student believes that the determination of a breach is in error, s/he has the right to appeal the decision, accordingly:

1. The appeal, with appropriate documentation, must be delivered by the student to the chair of the Academic Integrity Appeals Committee within 72 hours of action taken by an instructor which identifies a breach in academic integrity. Within 24 hours of receipt of the appeal, the chair of the Academic Integrity Appeals Committee must notify the Registrar’s office in writing that an appeal has been tendered. At this time the Registrar’s office must send a copy of the original Academic Integrity Breach Reporting form along with documentation to the chair of the Appeals Committee. The committee must meet to consider the appeal within 10 working days of the presentation of the appeal to the chair of the Academic Integrity Appeals Committee. The committee then determines whether to repeal or uphold the decision.

2. If the decision is upheld, the student may appeal again to first the Provost and the President of the University. The President’s decision is final.

3. If the decision is repealed, the record for the breach is erased and the student continues work in the class with no penalty.

4. In either case, the chair of the Academic Integrity Appeals Committee must notify the Registrar’s office in writing of the committee’s decision.

5. Records of all appeals processes must be forwarded by the current chair of the Academic Integrity Appeals Committee to the succeeding Program Dean to insure continuity of information.

Policy Revised January 2012

Additional issues: Students will indicate compliance with the Academic Integrity Policy (and all policies and guidelines of the University contained in all official handbooks and the University catalog) when they sign their application for admission to Concordia.

Faculty practice:

1. Be aware that student access to various locations on campus is difficult to control. Take the following precautions:
   a. Please be sure to lock office and classroom doors when not in the room.
   b. Please note that copies of tests, homework assignments, etc., should be secured at all times when you are not present.
   c. If test, homework assignments, and student records are stored on a computer, ensure that appropriate security mechanisms are in place on the computer.
2. If an office has been broken into or accessed illegally, please report this incident as a possible criminal violation to the Director of Campus Security. This reporting process is important for two reasons. First, new federal laws require that the University report and keep records on all criminal activities on campus and make that information available to students and others. Secondly, it is important to get information of incidents and trends to create more effective strategies to prevent these activities in the future. If there is uncertainty as to whether a break in has occurred, it is better to report it as a possibility.

3. Duplicating Services in Physical Plant Services has an additional level of security for sensitive documents. It is possible for you to identify sensitive materials which should not be duplicated or distributed by students. Specific details of this procedure are available from P.P.S.

4. Consider including the entire Academic Integrity Policy, or an abbreviated statement on Academic Integrity in all course syllabi.

Adopted April 2005

3.12 Academic Sanctions for Behavioral Problems

Pertaining to violations of campus policies or criminal law by residential or commuter students, the following sanctions are available only to the Dean of Students or the Judicial Review Board:

1. Short term suspension. This would mainly consist of a time period, no more than one school week in length, where a student would be banned from attending classes. Suspensions are defined as follows: the student has no access to campus service (housing, dining services, etc.) or faculty members; it is the responsibility of the student to make up any school work; faculty members are under no obligation to facilitate make-up work or missed tests.

2. Long term suspension. Long term suspension will last at least until the end of the current term and no longer than one additional term.

3. Expulsion. This step requires the action of the Judicial Review Board. The expulsion could be appealed to the Provost and ultimately to the President.

4. In the event of long term suspension or expulsion the financial policies stated in the Concordia University Catalogue under Tuition and Fees--Refund Policy, will be utilized.

In all of these cases, these sanctions will only be utilized when other courses of actions have been exhausted or proven inadequate to the violation or behavior.

3.13 Departmental Books

All books, other than textbooks, ordered by the Departments and paid for with university funds are to be given to the University Libraries before using so that they can be accessioned as university property. The books will be added to the University Libraries catalog.

After processing is completed, the books will be checked out to the Department member with the understanding that the books remain in the Department or faculty offices. The faculty member may keep these books as long as desired and may mark them for personal use.

When a faculty member is finished using a book or leaves Concordia, all such books must be returned to the University Libraries.

3.14 Definition of a Credit Hour

The primary role of the credit hour is to provide a reasonable and prudent proxy standard student engagement and learning.

A semester credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two additional hours of student work each week for approximately fifteen weeks for one semester of credit; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities of instructional delivery and design modes including asynchronous delivery, hybrid delivery,
laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

A unit of undergraduate academic credit is awarded to a student upon the successful completion of an approved instructional course, or by the demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes that is the equivalent to that provided by an approved instructional course.

For asynchronous and hybrid delivery methodologies, one unit of undergraduate academic credit shall be determined by:

1. demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes as judged by the appropriate faculty to be equivalent to a traditionally defined unit of undergraduate credit, or
2. what is judged by the appropriate faculty to be equivalent to a time commitment of three hours per week for an average student.

3.20 Course Prospectus Format

The Course Prospectus is an outline of a proposed new or revised course which contains a description of the course. The following is an outline of a prospectus as used at Concordia University. This prospectus is to be completed and approved according to the procedures outlined in 3.244 and 3.244b.

I. Course Identification (To be obtained from the Registrar)
   A. Course Title and Number
   B. Department

II. Goals: This section will indicate the major cognitive, behavioral and affective outcomes of the course. These outcomes will describe changes in student learning and behavior, rather than teacher activity. Goals will be consistent with institutional and Department objectives. They are to be global statements, indicating broad purposes of the course.

III. Objectives: This section will indicate specific objectives to be achieved for each major goal. It is recommended that these objectives be written in the form of performance indicators which will provide quantitative or qualitative standards for successful completion. These objectives should include desired outcomes in the areas of skills, knowledge and attitudes.

IV. Listing of the Units of the Course: This section will list the unit titles in the order in which they are expected to be treated. For each unit there is a brief description of content and the number of class periods to be spent. If the unit is optional, this is to be noted.

V. Learning Materials
   A. Required resources to be purchased by student.
   B. Optional resources to be purchased by student
   C. Outline or syllabus material to be provided to the student.
   D. Other learning materials required or optional.
   E. Proposed use of community resources and resource persons, field trips or other unique instructional components.

VI. Evaluation Procedures
   A. An indication of the elements which will be included in evaluation of students' work, and the approximate weight to be given to each.
   B. An indication as to whether grading will be on the basis of A-F and/or P/NP.

VII. Course Management
   A. Recommended number of meetings per week.
   B. Credit hours assigned (semester credits)
   C. Outside student preparation expected in clock hours per week.
D. Place of course in the curriculum: Indicate any program, major, minor or concentration for which the course is required, or fulfills an option.

E. Unique equipment needed for the course.

F. Library review and needs.

(1) What are the most important books needed to support the course (attach a bibliography)?
(2) What journals will students most likely need?
(3) What other materials (electronic resources, videos, etc.) should the library have available?
(4) What special materials will you request through EMS for rental?
(5) If library resources are adequate, explain briefly how you reached that conclusion.

G. Range of class size.

(1) Minimum (depends on current policy on minimum class size)
(2) Optimum
(3) Maximum

H. Recommended catalog description of this course. A succinct description of the course, reflecting course goals and objectives. Final editing of the description will be done by the Registrar in order to bring it into line with the University catalog format.

I. Suggested sequencing and frequency.

VIII. Special External Needs

A. Special room
B. Special seating
C. Special arrangement
D. Special equipment
E. Special time of meeting

IX. Recommendation Process

<table>
<thead>
<tr>
<th>Recommendation Process</th>
<th>Name</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Author of the Prospectus</td>
<td>____________</td>
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<tr>
<td>*Research Committee</td>
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<td>Sub. Curr. Mod. (Faculty Approval Date)</td>
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<td>College Approval</td>
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<td>Provost Approval</td>
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<td>Notification Process:</td>
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<tr>
<td>Academic Policies Committee</td>
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</tbody>
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3.23 Duplicated Instructional Materials

Duplicated materials may be paid for by the department or sold at "cost" in the bookstore. All faculty are to abide by applicable copyright laws at all times when duplicating materials for instructional use.

3.23a Copyright and Fair Use Policy (see next page)
What is Fair Use?

The doctrine of "fair use" limits the exclusive rights of copyright owners in order to allow reproduction of works "for purposes such as criticism, news reporting, teaching, scholarship, or research." Four factors may be considered when determining whether something falls under "fair use":

1. The purpose and character of the use;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion of the work used in relation to the copyrighted work as a whole; and
4. The effect of the use in question upon the potential market for or value of the copyrighted work.

"Educational use alone is not sufficient to make a use in question a fair one...When in doubt, request permission!"


How do I know if what I'm doing is considered fair use?

This is an extremely difficult question. The courts have chosen to consider each occurrence on a case by case basis, so there are no hard and fast rules. Fortunately, there are two extremely helpful tools on the Web, both developed by the law departments at major universities.

1. Indiana University has produced a "Checklist for Fair Use" which guides an instructor through the process of determining whether a use of copyrighted material is proper. Access this tool at www.iupui.edu/~copyinfo/fuchecklist.html.

2. The University of Texas System has developed a tool called "Rules of Thumb" which is medium specific; guidelines are provided for such media as printed material, music, image archives, etc. It also includes rules guiding the use of materials in distance learning. These rules are listed at www.utsystem.edu/OGC/IntellectualProperty/copypol2.htm.

Finally, read Circular 21 (especially pp. 7-9) for more precise information on what may be allowable. This document details (among other things) Congressional "intent as to classroom reproduction" within the context of the fair use doctrine. lcweb.loc.gov/copyright/cires/. You may find the other circulars at the same site helpful as well.

Examples of Copyrighted Works

- Literary Works
- Computer Software
- Pictures, graphics, and sculptures
- Sound recordings
- Architectural works and blueprints
- Plays
- Screenplays
- Videotapes
- Choreography

Do you want to protect your own copyright?

Contact the U.S. Copyright Office. Information is available at its website:

lcweb.loc.gov/copyright/
Obtaining Permission to Copy:

1. Use the Copyright Clearance Center's (CCC) Academic Permissions Service (APS).

   This service is an efficient way to obtain permission to make copies of copyrighted materials for academic use. Individuals may use the service at any time. As of 1999, the Center no longer charges any registration fees. There is a minimum service charge of $1.00; the maximum charge is $6.50 per item. In addition, you may be required to pay a royalty fee to the copyright holder. If you access CCC online, you will receive an 8% discount on the service charge.

   The APS can be accessed at www.copyright.com

2. Utilize the services of Concordia's bookstore.

   If you are interested in creating a coursepack of copyrighted articles and excerpts, Concordia's bookstore will handle the details for you. All you need to do is submit a list of the desired works to the bookstore (a form for this is available). The bookstore works with a company which seeks out permission for copying, and then produces the packets.

   Please note that at least 2 months are required for the coursepacks to be prepared.

   Contact Jim at the bookstore for more information at extension 8502.

3. Contact the publisher or copyright owner directly.

   The federal government's copyright office provides research services if you are unable to determine the copyright owner. The fee is $65 per hour. More information is available over the Internet at lcweb.loc.gov/copyright/.

4. For more information contact Brent Mai in the library (ext. 6460).
3.23b  Digitizing Electronic Reserves

RULES FOR DIGITIZING AND USING OTHERS' WORKS IN ELECTRONIC RESERVES

The Fair Use Guidelines for Electronic Reserve Systems describe general limitations on the scope of materials that should be included, citation and notice requirements and access, use, storage and reuse of reserve materials. These Rules of Thumb are an abbreviated summary of the Guidelines terms which provide helpful guidance that we recommend you review.

You may also wish to review the Fair Use in the Development of E-Reserve Systems published by a group of library organizations.

1. Limit reserve materials to
   - single articles or chapters; several charts, graphs or illustrations; or other small parts of a work
   - a small part of the materials required for the course
   - copies of materials that a faculty member or the library already possesses legally (i.e., by purchase, license, fair use, interlibrary loan, etc.).

2. Include
   - any copyright notice on the original
   - appropriate citations and attributions to the source
   - a Section 108(f)(1) notice.

3. Limit access to students enrolled in the class and administrative staff as needed. **Terminate access at the end of the class term.**

4. Obtain permission for materials that will be used repeatedly by the same instructor for the same class.

The source of this information is the University of Texas website: [http://www.utsystem.edu/OGC/IntellectualProperty/copypol2.htm#research](http://www.utsystem.edu/OGC/IntellectualProperty/copypol2.htm#research)

We encourage everyone to adhere to these guidelines as a number of lawsuits have been successful and the fines are steep. If you cannot meet these tests than purchase of materials and placing on reserve the old fashion way is a must.

For the time being, please obtain permission to have reserve copies digitized to Mark Wahlers or Glenn Smith. You can do this by scheduling a quick meeting with whoever is available. We will be working with the Program Deans and the Librarian to develop a more codified approach to this process.

3.24  Academic Computerization and Computer Access

The Director of Institutional Information is responsible for:

1. regular requests for information from colleges and academic support services regarding present and planned levels of computerization and computer access. Long-range planning, in terms of institutional computerization, is primarily the role of the CIO.
2. soliciting input from the academic sector prior to major changes, additions or deletions in the realm of academic computerization.
3. the termination of the mechanisms by which academic computer hardware and software acquisitions and maintenance are to be handled in the budget process and make these mechanisms known to the colleges and academic support services.
4. making regular training sessions and opportunities to discover the applicability of computers available to the faculty members as appropriate.
5. routing computer information to appropriate individuals.
5. receiving, evaluating and prioritizing requests for academic use of computers, and process appropriate requests.
3.241 Programs
All programs at Concordia University are housed in one of five colleges or CU Online:

- College of Education
- College of Health & Human Services
- College of Theology, Arts & Sciences
- School of Law (provisional accreditation granted June 2015)
- School of Management

3.241a General Education Program

1. Mission
As a liberal arts institution, Concordia University recognizes the need of students to be educated in a wide variety of disciplines in order to be capable of serving in leadership capacities in the transformation of society. The mission of the general education component of the curriculum is to meet that need. To that end, the faculty of Concordia University has adopted the “General Education Student Outcomes” as goals of the general education requirement for graduation. (See Below). These goals were adopted in 1996 after a two year progress involving all members of the faculty and input from each of the academic departments and colleges.

2. Goals and Objectives
The following are the goals and objectives of the general education program at Concordia University:

General Education Desired Student Outcomes

1. Critical Thinking/Problem Solving
Goal: Students will be skilled observers who can formulate meaningful questions, propose creative solutions, and utilize information and knowledge for personnel and professional growth.

1.1 The ability to ask relevant questions, probe dilemmas, identify and define problems and information needs, and move toward insights and potential solutions in various life situations.
1.2 The ability to access information resources in various formats and evaluate information so as to distinguish between fact, opinion, theory, and judgment in personal and professional settings.
1.3 The ability to use tools of logic (inductive, deductive, and analogical reasoning) as well as intuition in problem solving and decision-making.
1.4 The ability to select, formulate, and creatively apply appropriate research tools and strategies.
1.5 The ability to assess, interpret and evaluate numerical data.
1.6 The ability to apply appropriate technologies in the information gathering and problem solving processes.
1.7 The ability to integrate personal and theoretical experiences when problem solving to reach reasoned judgments and action.

2. Communication Skills
Goal: Students will understand the complexities of dynamic human exchange and learn to effectively express their responses in a variety of communication media.

2.1 The ability to read, view, and listen critically in order to extract the intended meaning of a communication.
2.2 The ability to understand and apply complex means of literary expression (e.g., humor, irony, paradox, allegory, and simile) in textual and other modes of expression.
2.3 The ability to process communications actively, aesthetically, and critically in order to engage in the thought and world of someone else.
2.4 The ability to speak with confidence and competence in a variety of communication settings, ranging from the personal and extemporaneous to the more formal, employing a variety of rhetorical modes and technological tools.
2.5 The ability to appreciate and understand verbal and non-verbal communication across social and cultural boundaries.
2.6 The ability to express ideas in writing with clarity, directness and simplicity, employing a variety of rhetorical modes and technological tools.

3. Values

Goal: Students will appreciate the beauty and diversity of God’s creation, demonstrate responsible, Christian service to support and preserve that creation and develop a continuing dedication to spiritual and intellectual growth.

3.1 Students will exhibit a commitment to Christian humanistic values and appreciation of God’s world.
3.2 Students will exhibit a strong sense of one’s responsibility to serve God and humanity.
3.3 Students will exhibit an appreciation for a liberal arts philosophy that recognizes the interrelatedness of all knowledge.
3.4 Students will exhibit an enthusiastic commitment to lifelong learning.
3.5 Students will exhibit a commitment to assessment and the reasoned adoption of new technologies in ways consistent with their values and beliefs.
3.6 Students will exhibit a recognition of the partial and provisional nature of all thought, knowledge, and experience.
3.7 Students will exhibit an appreciation for the diversity of God’s creation, respect for the environment and other cultures, and a sensitivity to the mutual interdependence of all life.

4. Life Skills

Goal: Students will acquire and continue to use knowledge and skills which enhance their physical, economic, psychological, and spiritual well-being, laying the groundwork for responsible leisure, satisfying work, and purposeful service within our diverse community.

4.1 The ability to discover, evaluate, and modify one’s own values; articulate them; and to respect those of others.
4.2 The effective utilization of personal integrity that indicates consistency between behaviors and stated values.
4.3 The ability to see others as being as important as oneself and to live respectfully in community with others in a manner consistent with the Christian ethos.
4.4 The ability to interact with persons of diverse cultures and social groups in a manner consistent with the Christian ethos.
4.5 The ability to develop and articulate a life purpose, inclusive of vocational direction and avocations, which reflect a positive worldview.
4.6 The ability to manage the growth process of one’s identity, and the need to manage emotions, develop relational interdependence, and accept responsibility for personal choices and decisions.
4.7 The development of personal skills such as time and stress management.
4.8 The development of interpersonal skills for working cooperatively with others in face-to-face and mediated contexts.
4.9 The development of management, leadership and conflict resolution skills in face-to-face and electronically mediated contexts.
4.10 The development of information literacy and technology skills that will enable effective lifelong learning.

5. Ways of Knowing

Goal: Students will broaden their frames of reference to include not only the self but history, social systems, sciences, mathematics, philosophy, music, literature, the arts, and religion to help them make sense of their experiences, attain their goals, and appreciate the world around them.

Objectives: Students will be able to utilize current theories and information about . . .

5.1 The self, in its principal dimensions – physical, psychological and spiritual.
5.2 The past, as a means of understanding how prior experiences effect the present and the future.
5.3 Social systems as means to understand the complexities of our own and other cultures.
5.4 Sciences, as means of understanding the functioning of the universe and the interactions of its parts.
5.5 Mathematics and philosophy, as means of structuring, ordering and influencing our experiences.
5.6 Music, literature and the arts, as means of artistic expression.
5.7 Religion and ethics, as means of expressing humanity’s relationship with and responsibility toward God, others and creation.
5.8 Technology in furtherance of these ways of knowing.

6. Synthesis and Evaluation of Knowledge
Goal: Students will integrate knowledge from the disciplines with the University’s core values to create a broader and deeper context for understanding their life experience and prepare a foundation for the synthesis of new knowledge.

6.1 Students will be able to apply knowledge gained in their course work to new situations, experiences and problems.
6.2 Students will be able to break down complex ideas into simpler parts so as to understand how the parts relate or are organized.
6.3 Students will strive to make reasoned value judgments based on their critical evaluation and analysis of information and identifiable standards or criteria.
6.4 Students will attempt to extend self and societal knowledge by working with the elements of problems/experiences so as to create novel patterns or structures of information.
6.5 Students will understand the ethical, legal and social issues related to the use of information and technology.

Revised January 2002

3.242 Majors and Minors

Each major and minor has specific requirements. Information about these requirements is available in the catalog which is updated each year.

A major requires a minimum of 45 semester hours. A concentration consists of a minimum of 20 semester hours of academic work. A minor consists of a minimum of 12 semester hours of academic work.

Majors are offered in the following areas:
⇒ Business Administration (2 concentrations and 6 minors) - Management & Communications
⇒ Education – Levels 1,2,3,4, Director of Christian Education
⇒ Health and Social Services- Health Care Administration, Health Care/Social Work, Social Work
⇒ Arts & Sciences - Social Science, Chemistry, Biology, Humanities, English, Theatre, Psychology, History
⇒ Theological Studies, Pastoral Studies
⇒ Nursing

Minors offered are:
⇒ Art
⇒ Child and Family Studies
⇒ Biology
⇒ Business Administration
⇒ Chemistry
⇒ General Math
⇒ Communications Studies
⇒ Literature
⇒ History
⇒ Missions
⇒ Music
⇒ Outreach
⇒ Psychology
⇒ Religion
⇒ Youth Ministry
⇒ Social Science
⇒ Theatre

Graduate majors include:
⇒ Business Administration
⇒ Educational Leadership
⇒ Educational Administration
⇒ Education – Levels 1,2,3,4
⇒ Career and Technical Education
⇒ Curriculum and Instruction

3.243 Application of Curricular Regulations

Any curricular regulations adopted by the faculty apply to the student who enters after the adoption of the regulation unless otherwise explicated. A student already enrolled may follow a new regulation, but is not held to it.
3.244 Procedures for Approval of Substantive Curricular Modification

Definition of Substantive Curricular Modification: For the purpose of this document, a Substantive Curricular Modification (hereafter, SCM) will be defined as a change involving one or more of the following:

1. The addition of a course to an existing program;
2. A substantive change in the goals, objectives, and/or pedagogical delivery (e.g. on-ground to on-line) of a course, resulting in a change to the original course prospectus;
3. An addition of and/or change to the majors, minors, emphases, core, direction or mission of a program;
4. A substantial increase in the cost of offering the curricular modification.

NOTE: SCMs as defined above under number 1 and/or 2 will begin the SCM Approval Process at step number three outlined below (i.e. no Concept Paper is required; a Preliminary SCM is presented at a “Second Hearing”). Any SCMs that involve a change as defined above under number 3 and/or 4 will begin the SCM Approval Process at step number 1 below.

NOTE: All electronic communication of SCMs will be clearly labeled as SCMs requiring review and approval, and this label will be placed in the subject line of the email. This will aid administration in identifying an email that requires a timely response.

Consideration and Approval Process: The SCM Approval Process is outlined below in chronological order. A graphic flowchart and a checklist are also available, which outline the consideration and approval process and include a timeline to enable the author of an SCM to judge the time it will take to process the SCM. The timeline suggested is the minimum amount of time necessary for an SCM to be processed. An author of an SCM should not construe that this timeline is operative for any particular SCM.

1. Substantive curricular changes begin with discussion and approval by the particular college proposing the SCM along with the dean of the college
2. First Hearing by the CAPC: Presentation of Concept Paper to the college’s CAPC.
   a. A Concept Paper of 1-2 pages in length is written to describe the following:
      i. General concept of the proposed SCM;
      ii. Description of how this SCM fits the Strategic Plan of the university;
      iii. Description of cross-college curricular implications (e.g. increase of Gen Ed enrollments, adjustments to Gen Ed offerings, etc.);
      iv. Definition of target audience (including any initial data from student surveys, etc.), an initial estimate of the number of students to be enrolled, and a description of prospective student recruiting pools;
      v. Initial estimate of financial implications.
   b. The Concept Paper author must present the Concept Paper to the Provost, Chief Financial Officer (CFO), and VP of Enrollment and Financial Aid for consultation and an initial review of the Concept Paper.
      i. The Provost, VP of Enrollment and Financial Aid, and the CFO, after determining that the Concept Paper meets the preliminary threshold for approval, sends an approval report to the Chair of the CAPC, which is appended to the official SCM.
      ii. If it is determined at this meeting that this proposal constitutes a strategic initiative which needs to be vetted by the Strategic Planning Council (SPC), the Provost will request that it be forwarded to the SPC for review. Upon review, the SPC sends an approval report to the Chair of the CAPC, which is appended to the official SCM.
   c. After initial approval from the Provost or SPC, the Concept Paper author presents the Concept Paper to the College Academic Program Committee (CAPC) for an initial hearing.
      i. The Concept Paper must be received by the CAPC at least two weeks before the date requested for the First Hearing.
      ii. The First Hearing is limited to 30 minutes (the Concept Paper author has 10 minutes for presentation; APC representatives retain 20 minutes for discussion).
      iii. The goal of this First Hearing is to raise questions, comments, and concerns which will assist the author in conceptualizing and writing the formal SCM.
      iv. The CAPC may 1) accept the Concept Paper and encourage the author to draft the preliminary SCM; 2) send the Concept Paper to the respective colleges for preliminary review if there are cross-college implications; and/or 3) request revisions to the Concept Paper.
3. Second Hearing by the CAPC: Presentation of a Draft SCM to the CAPC
   a. The Second Hearing is scheduled upon receipt of the Draft SCM (i.e. all components completed, see “Form of SCM” description below).
   b. The SCM must be received by the CAPC at least two weeks before the date requested for the Second Hearing.
   c. The Second Hearing will be organized around the following evaluation criteria:
      i. Is this SCM commensurate with Strategic Plan of university?
      ii. Does the curricular content included in the SCM (e.g. course descriptions, prospectuses, academic checklists, curricular emphases/paths, etc.) match the university’s standards regarding the three core themes: academic rigor, Lutheran, and servant leadership?
      iii. Does this SCM meet the adopted Desired Student Outcomes (D.S.O.) of the academic program, including Gen Ed D.S.O.s if applicable?
      iv. Does the SCM state an initial assessment plan for measuring the D.S.O.s?
      v. Are the goals and objectives of the program clearly articulated?
      vi. Does this SCM have cross-college curricular or financial implications (e.g. increase Gen Ed enrollments, adjustments to Gen Ed offerings, etc.)?

   NOTE: The APC reserves the right to seek external expertise/consultation to assist in the evaluation of the proposed curriculum.

   d. The CAPC notifies the author of approval, disapproval, or requests further information from the SCM author.
      i. If approved:
         1. The Draft SCM may be submitted to the CFO and the VP of Enrollment and Financial Aid for approval, both of whom have five business days from their receipt of the Draft SCM to either approve the document, indicate in writing why it was not approved, or request further information. After both signatures are obtained, it goes to the Provost for approval who also has five business days to approve the document, indicate in writing why it is not approved, or request further information. Signatures must be secured on the Checklist.
         2. If the approval of the Provost, CFO, and VP of Enrollment and Financial Aid is obtained per step 3.d.i.1 above, the Draft SCM becomes an SCM.
         3. The author is then permitted to begin the SCM Administrative Approval Process (see below);
      ii. If there is a request for further information, the Draft SCM author will produce a new redacted copy of the Draft SCM. The redacted Draft SCM must be received by the CAPC at least two weeks before the date requested for a hearing.
   e. After the Draft SCM is approved by the CAPC, the CAPC members inform their college and request feedback. Feedback from the college will be sent to the Chair of the CAPC. The Chair of the CAPC will then collate these comments and send them to the author of the SCM.
   f. Contemporaneously, the author of the SCM may begin the SCM Administrative Approval Process.

4. The SCM Administrative Approval Process: Utilizing the UAPC Approval Process Checklist (see description below), the following steps are undertaken:
   a. After electronic approval signatures are received by the Provost, Chief Financial Officer, and VP of Enrollment and Financial Aid, the SCM author sends the SCM electronically to the academic Deans of the other colleges, the Registrar, and the Library Director. Although the SCM is sent electronically, any of these individuals may request a face-to-face meeting with the author of the SCM. The author of the SCM indicates on the CAPC Approval Process Checklist that these steps have been undertaken. Within two weeks of the receipt of the SCM, the above named individuals must respond with a note of approval, disapproval, or request for further information. They may do so electronically or in person. No response indicates approval.

5. Third Hearing: Depending upon the SCM in question (cf. Chart Governing Curricular Change), the Final SCM is presented: a) to either the CAPC for final approval; or b) to the UAPC for final or continuing approval.
   a. The Third Hearing is scheduled upon receipt of the redacted final draft of the SCM (i.e. all components completed, see “Form of SCM” description below) either by the Chair of the CAPC or the Chair of UAPC.
b. The SCM must be received by the CAPC / UAPC at least two weeks before the date requested for the Third Hearing.
c. The Third Hearing will be organized around the following evaluation criteria:
   i. Have all administrative approvals been secured?
   ii. Have all requests for clarifications, changes, and/or additional information by CAPC or UAPC been met?
   iii. Have all inter-collegiate implications of the change been addressed?
d. The Chair of the CAPC / UAPC notifies the author of approval, disapproval, or request for further information from the SCM author.

6. In the case of forwarding the SCM from UAPC to the Executive Committee of the Faculty (ECF)
a. Upon approval, APC recommends the SCM to the ECF at a scheduled business meeting for those SCMs that require ECF approval.
b. The ECF acts on the request recommending adoption and, if approved, the SCM is placed on the electronic consent agenda for 15 business days to be reviewed by the full faculty.

7. Final Stages and Final Signatures for all SCMs, whether they are finally approved by a CAPC, the UAPC, or the ECF.
a. After approval by the relevant body, the author of the SCM secures signatures from the following people: Dean of the college sponsoring the SCM; Provost; Chair of APC; and Chair of ECF;
b. Office of Provost forwards approved SCM to President of Concordia University—Portland for final academic approval;
c. For new programs, the SCM must be approved by NWCCU and/or the Concordia University System. These administrative processes are carried out by the Office of the Provost;
d. Once all final approvals are received, the Office of the Provost will electronically archive the final SCM and will notify the following people regarding the approval of the SCM: Author of the SCM, Provost, Deans, Registrar, Vice President of Enrollment and Financial Aid, Library Director, Chief Marketing Officer, and Website Personnel.

Form of SCM to be Presented Two Weeks before APC Hearing:
All proposed SCMs will include the following information:
1. General concept of the proposed SCM which describes the recommended modification. Include a description and rationale for all course changes, course additions, and other curricular modifications;
2. Description of how this SCM is commensurate with the Strategic Plan of the university and the three core themes: academic rigor, Lutheran, and servant leadership;
3. Course Summary for each new course (limited to one page) must include course title, course description (for academic catalog), course goals and objectives which map to the adopted Desired Student Outcomes (D.S.O.). An official course prospectus may be submitted instead of one page Course Summary;
4. Course Summary for each existing course (limited to one page) must include course title, course description (for academic catalog), course goals and objectives which map to the adopted Desired Student Outcomes (D.S.O.). All changes, additions, and modifications to existing courses must be documented clearly in this course summary. An official course prospectus may be submitted instead of one page Course Summary;
5. A statement of an Initial Assessment Plan for measuring the D.S.O.s;
6. If this SCM has cross-college implications (e.g. increase Gen Ed enrollments, adjustments to Gen Ed offerings, etc.), there must be a clear statement regarding the impact on course enrollments, offerings, pedagogical delivery requirements (e.g. on-grounds, on-line, hybrid), etc.
7. Financial impact of the change, including a projection of both additional costs (materials, staffing, etc.) and additional revenue. This must be determined in consultation with the Provost, CFO, and VP of Enrollment and Financial Aid.
SCMs proposing the change and addition of degree programs and/or academic majors, minors, concentrations, emphases, core, strands, etc. must also include the following elements:

1. A copy of the current academic advising checklists (all courses) and a copy of the proposed academic advising checklists (all courses);
2. A Market Study, administered by the Office of the Provost, required for new degree programs, majors, etc.;
3. Definition of target audience (including any initial data from student surveys, etc.), an initial estimate of the number of students to be enrolled, and a description of prospective student recruiting pools;
4. Initial estimate of financial implications (e.g. financial pro forma);
5. Intended date for implementation of the proposed changes;
6. Strategic Planning Committee (SPC) Approval Report (if applicable);
7. APC Approval Process Checklist Form attached to Final SCM;
8. Signature approval page that includes a space for (in this order) the program director, the college Dean, the Provost, the CFO, the APC chair, and the Chair of ECF;
9. If the SCM proposed is for development of a new program, refer to the program development worksheet at the Office of the Provost Blackboard course.

APC Approval Process Checklist Form
The APC Approval Process electronic checklist includes the following individuals:

1. Author of SCM
2. Program Director (if applicable)
3. Dean of College sponsoring the SCM
4. Academic Deans of other Colleges (if applicable)
5. Dean, University Libraries
6. VP of Enrollment and Financial Aid
7. Registrar
8. Provost
9. Chief Financial Officer
10. Et aliter

Modified August 2012
Modified again in Fall 2015
3.244a Procedure for Approval of Minimal Curricular Modification

Definition of Minimal Curricular Modification (MCM): A College or program may at times need to make minor changes that do not fall under the definition of Substantive Curricular Modification such that, for the most part, anything not an SCM is an MCM (cf. FH 3.244). A MCM is defined as any curricular change other than those indicated in 3.244 and which involves one or more of the following:

1. A change in the numbering and/or titling of an existing courses;
2. A change in the number of credits provided for an existing course.

NOTE: There should be no substantial financial change associated with implementing the proposed MCM. Certainly a change in the number of credits will result in an increase regarding faculty compensation. The Provost reserves the right to determine whether the proposed change is “substantive” and thus should be defined as an SCM.

Rationale: The UAPC and the Provost’s office concur that the faculty does not need to review MCMs. However, the MCM process provides an occasion for administrative review and for dissemination of information about the MCM. This is necessary so that the appropriate offices are notified of the change: Registrar (Banner, Academic Catalog, etc.), Advisors, et aliter.

Consideration and Approval Process:

1. Minor curricular changes begin with discussion and approval by the college making the proposal.
2. An MCM goes through administrative approval only. The MCM is brought to the Chair of APC and Provost to determine if the proposal is a minimal curricular modification (MCM) or should be considered as a Substantive Curricular Modification (SCM). Upon securing the signatures of the Chair of the CAPC and the Provost, the following process is followed:
   a. The Dean of the proposing college negotiates the MCM with other Deans whose colleges may be affected by the change and receives his/her signature on the MCM;
   b. The Dean of the proposing college receives the approval of the Registrar for the proposed changes and receives his/her signature on the MCM;
   c. The Dean of the proposing college receives the approval of the Provost’s office for the proposed changes and receives his/her signature on the MCM;
   d. The original, signed MCM is left with the Office of the Provost. Copies are given to the Registrar who then has the responsibility for making the proposed modifications and noting them in all documents affected and for forwarding this information to the academic advisors.

Form of the MCM Proposal:
The MCM proposal must contain the following elements (1 page):
1. A title describing the overall goal of the proposal;
2. A description of the nature of the MCM;
3. A rationale for why the change is being proposed;
4. A description of how the proposed change will affect other areas of the curriculum;
5. The date when the proposed changes should take effect;
6. Space for signatures from the following individuals: The author of the MCM, the Department Chair (if applicable), the Chair of the CAPC, the Dean of the proposing college, the Dean(s) of affected colleges, the Registrar, and the Provost (or designee and in consultation with the VP of Enrollment and Financial Aid).
### Changes to Programs and Degrees

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<th>What</th>
<th>Who</th>
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<tr>
<td>Establishing a New Degree or Certificate</td>
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<tr>
<td>Establishing an Undergraduate Major</td>
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<tr>
<td>Changes to an established major</td>
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<tr>
<td>Establishing or Changing an Undergraduate Minor</td>
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<tr>
<td>Establishing or Changing Graduate Concentration</td>
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<td>Changes to an existing Degree or Certificate</td>
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<tr>
<td>Discontinuing or suspending a Degree or Certificate</td>
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<tr>
<td>Discontinuing a Major, Minor, or Certificate</td>
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<tr>
<td>Increase or Decrease in the Length of a Program without changing program requirements.</td>
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### Changes to Undergraduate Course Prospectuses

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<th>Who</th>
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<tr>
<td>A Change to Course Registration Restrictions (pre-req, co-req, major, etc.)</td>
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<tr>
<td>Increase or Decrease Number of Credits in Elective Course</td>
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<tr>
<td>Request an Experimental Course (One time offering)</td>
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<tr>
<td>Creation of New Elective Course</td>
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<tr>
<td>Retirement of an Elective Course</td>
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<tr>
<td>Add or Remove a Course Designation (service learning, writing intensive, etc.)</td>
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</tr>
<tr>
<td>Correction of Typographical or Similar Errors in Prospectus</td>
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</tr>
<tr>
<td>Change of Goals/Objectives, Course Description, Numbering, or Title of a Required Gen Ed or Major Course</td>
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</tr>
<tr>
<td>Change of Goals/Objectives, Course Description, Numbering, or Title of an elective Course</td>
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### General Catalog Information

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<th>Department</th>
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<th>Subject &amp; Course #</th>
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<th>Course long title</th>
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<th>other: _____________________</th>
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<td>spring ____</td>
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<th>Grade option</th>
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### Rationale and Place in Curriculum/Mission

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<th>Students would take this course as</th>
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| ____ a prerequisite for _________ |
| ____ a co-requisite for ________  |
| ____ a requirement for __________ |
| ____ an elective for ____________ |
| ____ a part of a licensure or certification program in __________ |

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<th>____ lecture</th>
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<td>____ activity course</td>
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<tr>
<td>____ field experience</td>
<td>____ internship</td>
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<td>____ online (partially)</td>
<td>____ online (fully)</td>
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<td>____ music performance</td>
<td>____ student teaching</td>
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<td>____ thesis</td>
<td>____ tour section</td>
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<td>____ weekend seminar</td>
<td>____ workshop</td>
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<td>____ other (describe): __________________________</td>
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86
INSTRUCTIONS FOR NEW COURSES

General Catalog Information
College or School: Indicate the full name (i.e. College of Theology, Arts and Sciences)

Department: Indicate the full name (i.e. Biology)

Subject & Course #: Provide subject and course number (i.e. BIO 101). The Office of the Registrar should be consulted to obtain new subject and/or course numbers before submission of SCM.

Course long title: Provide the full title of the course as you want it to appear in the Academic Catalog. Not to exceed 100 characters (including spaces).

Course short title: Provide the short title of the course as you want it to appear in the Schedule of Classes. Not to exceed 30 characters (including spaces).

Total credit hours: Indicate the number of credits.

Course description: Provide course description as you want it to appear in the Academic Catalog and Schedule of Classes. A course description is a short, pithy statement which informs a student about the subject matter, approach, breadth, and applicability of the course.

Guidelines:
• Use sentence fragments. Complete sentences or predication are unnecessary. Instead you should use brief descriptive phrases.
• Avoid using phrases such as “a study of” or “an examination of”.
• Do not repeat the title of the course.
• If a term such as “laboratory”, “seminar” or “workshop” is used in the title, you need not repeat it in the description.
• If the course number of title adequately indicates the relative sophistication of the course it is not necessary to use “introduction to” or “advanced study of” in the description.
• Quotation marks and bulleted or numbered lists cannot be present.
• Limit course descriptions to 50 words or fewer.

Course prerequisite: List the prerequisites for your course that should be enforced at the time of registration. Note: 400 level courses usually have pre-reqs.

Guidelines:
• Specific course(s)
  o Example: Completion of Mth 101 with a “C” grade or higher).
• Test score(s)
  o If a department uses Banner to record placement exams or admission to a program they might be able to be used as pre-requisites to courses.
• Class standing
  o (e.g. freshman, sophomore, graduate, etc…)
• Field of Study
  o A course can be setup to include/exclude majors, minors and/or concentrations.
• Relevant experience/other (e.g. permission of the instructor adviser)

Expected preparation: List the recommended pre-requisites that will not be enforced at the time of registration.

Course intended for: What population of students is this course intended for.
**Repeatable for Credit:** May the course be repeated for additional credit? If so, how many credits in total?

**Grade:** Indicate what grade options will be available for this course.

- **Single term course**
  - S = Differentiated (Standard Letter)
  - P = Undifferentiated (Pass/No Pass)
- **Multi-term course**
  - Y = Differentiated (Standard Letter with in-progress option)
  - Z = Undifferentiated (Pass/No Pass with in-progress option)
- **Law School**
  - C = Complete/Incomplete
  - F = Pass/Fail
  - L = Grade Points

**3.244b Procedure for Approval of Course Prospecti**

The process for approval of a course prospectus is as follows:

1. After receiving approval for course addition from the faculty through a Recommendation for Substantive Curricular Change, the College will draft a course prospectus for each course which is to be added to the curriculum. (see 3.20 for format)
2. The prospectus will be referred to the Provost for consideration and approval.
3. The Provost will keep a list of prospecti approved during a given term and report those to the Academic Policies Committee.

**3.245 Course Cancellation**

1. If registration for a course drops below ten, the question of its offering is reviewed by the Program Dean. The Dean, after consultation with the department chair, faculty member and the Registrar, determines whether the course shall be dropped, taught on a normal basis, taught on a prorated basis, or taught as a tutorial for that term.
2. The implications of tutorial status in regard to weight load, salary, and other responsibilities are determined by the Dean in consultation with the department chair and faculty member.
3. If a course is dropped, weight load, salary, teaching and other responsibilities are determined by the Dean in consultation with the faculty member.

**3.246 Dealing with Low Enrollment Courses**

Each November, departments will review and evaluate the past year’s course offerings. Though focusing particularly upon enrollment patterns, the meeting should also relate courses to programs, majors, frequency of offerings, staffing, etc.

The Provost will list the courses of the concluding academic year wherein enrollment was less than ten. S/he will forward that list to the Dean of the appropriate school for explanations and proposals for each course.

When a course has appeared on this list two years (or offerings) in succession, the Dean and the department chairperson, and should meet to discuss the future of the course.

**3.247 Course Prospectus and Syllabus Maintenance and Update**

It is essential that the Office of the Provost maintains a complete and updated set of files on all courses offered within the curriculum. In order to do so, the following procedures and requirements will be implemented.

1. It is required that every course provide a syllabus to the students, including the following information (but not exclusive of other pertinent information).
   a. The instructor’s name, office location, office hours, office phone number and email address.
   b. The objectives for the course, stated in behavioral or measurable terms.
   c. The way in which the course grade will be determined.
   d. The required and optional materials for the course.
   e. The instructor’s attendance policy.
   f. Co-curricular and class attendance statement. (See 3.247a and 3.247b)
   g. A tentative schedule for the activities of the term.
2. Every instructor will file, with the Provost at the beginning of each term, a course syllabus (in ELECTRONIC FORMAT) for each course which is being taught during that term. Syllabi may be sent by email or on disk (preferably in Word format). Electronic filing of course syllabi allows easy access by students. The Provost’s Office will retain copies of at least the two most recent course syllabi.

3. Course prospecti should be viewed as an historic document, the purpose of which is to provide sufficient information for the faculty, or its committees, to approve the course as fulfilling the intent of a segment of curriculum.

4. Each time the course is taught, a copy of the student syllabus (3.247.1) will be filed with the Provost’s Office. This syllabus will serve as an addendum and update to the prospectus, thereby preventing the prospectus from becoming outdated. The original prospectus, and the most recent course syllabus, will serve as the amended prospectus.

5. In the case of major changes, a new prospectus should be completed and submitted to the APC according to policy (3.244b). "Major changes," in this instance, include:
   a. changes in the number of credits
   b. major changes in course goals or objectives
   c. change in the place/role of the course in the curriculum
   d. major content changes
   e. major change in resource requirements for the support of the course

3.247a Co-curricular Activities and Class Attendance

All syllabi will include, as part of the instructor’s attendance policy, a clear statement of how the student and instructor are to deal with necessary class absences due to participation in co-curricular activities, and how the student may accomplish make-up work for such absences wherever this is possible, given that the student notifies the instructor as much in advance as possible. The instructor is strongly encouraged to meet with all students involved in co-curricular activities at the beginning of the semester to clarify and personalize his/her policies, and receive any advance notice of conflicts at this time.

3.247b Co-curricular Make-up Policy

Wherever it is possible, faculty are expected to provide opportunities for students to make up classes, laboratory sessions, tests, etc. which are missed due to involvement in co-curricular activities. This assumes that the student gives appropriate and timely prior notice of absence.

3.248 Early Evaluation in Individual Courses

In order to counsel effectively with students, it is necessary for faculty advisors to have a basis for evaluation of students' work fairly early in the semester. Faculty members are urged to schedule a major test, or some other major evaluation criterion, within the first three weeks of the semester, particularly in freshmen classes.

3.249 Policy on Eligibility for Enrolling in Various University Levels

Freshmen are eligible to enroll in 100 and 200 level courses. Sophomores are eligible to enroll in 100, 200 and 300 level courses. Juniors and Seniors are eligible to enroll in courses at any level. In addition to the level requirements, students must meet prerequisites for courses in which they enroll. Exceptions to this policy may be made by respective departments.

3.250 Academic Experiences Granting Limited Graduate Seminar Credit (800 level courses)

When a Continuing Education experience is deemed substantive enough to be considered for academic credit, a College may propose that limited graduate seminar credit be awarded. These “limited graduate seminar credit” courses are more experiential and practical-oriented than traditional theory-based master’s level courses, and is generally project-based, with assessment included as part of the course. Credit is received and recorded on a transcript. A grade is awarded. The courses may allow limited application in graduate programs. 800-level courses:

1. Meet professional development needs for educators and other professionals.
2. Indicates the “course” is more substantive than traditional continuing education experiences.
3. Help professionals move up and across the salary schedule.
4. Permit transferal of the credits into master’s degree programs that may accept electives.
5. Improve ECE standards of practice according to NCLB (No Child Left Behind) mandates.
6. Allow Concordia University to partner with experts in the field typically not available to CU students.
What kinds of experiences are eligible to be labeled “limited graduate seminar credit?”

1. When a workshop, conference or seminar is being planned, if the sponsoring college determines that this is a substantive event worthy of graduate credit, that college proposes to APC that the event be awarded limited graduate seminar credit. A project or paper is included in order to assess proficiency in course content.

2. When an online continuing education option is proposed, if there is a process in place to measure student proficiency of course content, and the option meets all other stated requirements above, it may also be considered for limited graduate seminar credits.

Procedure for seminar credit approval:

1. If the workshop or seminar is to be approved for CEU credits, follow guidelines in FH 3.46.
2. If participants will also be provided the opportunity to pursue limited graduate seminar credit a course prospectus is drafted. The prospectus must include:
   a. Name of the conference or workshop – an integral part of the course, and a course requirement
   b. Course description
   c. Goals of the course
   d. Objectives
   e. Learning materials needed
   f. Schedule of assignments and completion dates
   g. Evaluation procedures
   h. Number of credit hours – generally 30 hours of profitable work (including attendance at the conference) is required for each one hour of credit
   i. Instructor who will award grade
3. The prospectus is approved by the College.
4. APC reviews the prospectus along with the CEU proposal at least one month before the course will be advertised.
5. The registrar’s office posts the course in Banner.
6. If the course is to be a regularly offered option, the course will be listed in the catalog.

Other guidelines:

1. Students will receive a letter grade for their work in the course. They can receive an “I” grade at the end of their first semester of enrollment, and an “X” grade if they do not complete the work by the end of the second semester after their enrollment.
2. The charge for this limited graduate credit seminar will be set each year by the CFO (FY05 = $100 per credit)

Who is eligible for credit? To be eligible for 800 level limited graduate seminar credit, candidates must:

1. Have a B.A. or B.S. from an accredited institution.
2. Be willing to complete additional post-workshop or all online course assignments.
3. Pay a non-refundable registration fee.
4. Register no later than two weeks (10 office days) after the workshop.
5. Complete the assignments in a timely manner (not to exceed two regular semesters).
6. Agree that credits may or may not be transferable.
7. Comply with CU’s graduate level proficiencies and expectations.
8. Attend the conference or workshop upon which the course is based.

Adopted Fall 2004

3.251 Independent Studies

The acceptance of the gifted student presents an unusual opportunity to Concordia. In Concordia's attempt to formulate a challenging course of study for such individuals, a program of Independent Study is available. The following guidelines direct the program:

1. The Independent Study should be initiated by the student to the instructor.
2. Instructors who desire to implement such a course must submit a prospectus, through the department, to the Dean for approval a minimum of two weeks prior to the beginning of the term in which the Independent Study is to be undertaken.
3. A student is permitted only one course of Independent Study per semester.
4. Provision is made for the student to confer with the instructor at least once a week for one hour.
5. Grades of A, B, or F are employed in reporting to the Registrar.
6. The course is assigned a 499 number in the specific department in which the Independent Study is approved and completed. A descriptive title of the study is provided to the Registrar for transcripting purposes. Variable credit is available for this course from 1-3 hours.

7. Remuneration of Independent Study is administered through the Dean at the pro-rated rate of 20% of the part-time rate for teaching that specific course and is charged against the Colleges part-time budget. If the student drops the Independent Study, the Dean determines an appropriate remuneration for the instructor.

8. Only full-time instructors are permitted to guide Independent Studies within a department (except on special request of the department chairperson) and only under the direction and with the approval of the department chairperson.

3.252 Advanced Placement

Credit in comparable college courses may be granted for work done in college-level courses offered in secondary schools under the Advanced Placement Program and tested by standard Advanced Placement Examinations arranged as part of the program and administered by the College Entrance Examination Board, or such credit may be granted in exceptional cases where evidence is accepted by the respective department.

Concordia's participation in the Advanced Placement Program is administered by the Registrar's office in accordance with the University's general policies and procedures relating to transferring credit.

The comparable college courses for which credit may be granted under the Advanced Placement Program, the level of achievement in the Advanced Placement Examinations required for such credit, and the amount of credit to be granted are determined by the Registrar, on recommendation of the departments concerned.

3.253a Credit by Examination - CLEP Examinations

Concordia University accepts the basic premises of a credit by examination program. Under this plan, a student can receive valid college credit by taking a test which is approved by Concordia. This exempts the student from taking a course for which the examination is an equivalent measure of academic accomplishment. Credit is given only for those examinations in the area recommended by the department and the Academic Policies Committee and approved by the faculty.

The College Entrance Examination Board offers General Examinations in five basic areas of liberal arts education: English Composition, Mathematics, Humanities, Social Sciences - History, and Natural Sciences. In addition, there are a number of Subject Examinations which measure achievement in various under-graduate academic courses.

CLEP tests are taken at any authorized testing center. See the Registrar’s office for testing sites in the Portland area. Procedure for participation in the CLEP Credit by Examination Program is as follows:
1. Tests in the CLEP program are taken at any authorized center. Students follow the procedures prescribed by the center.
2. All applications are approved by the Registrar and meet the following requirements:
   a. The student has not previously taken the test or course for which the test is an equivalent
   b. The course for which the test is an equivalent is part of the Concordia University curriculum.
   c. The examination is not more elementary than courses for which credit has already been granted.
3. The student presents the approved application form to the Testing Center.
4. If credit is given, the Registrar enters the exam subject with appropriate credit amount on the student's transcript, with the notation that it was under the CLEP program.
5. Students who successfully complete the General Examinations (see the Registrar’s office for appropriate course listings, scores and credits).
6. Students who successfully complete Subject Examinations receive credit equivalent to the course listed in the schedule. (See the Registrar's office for appropriate scores and credits.)
7. Students who participate in the program are counseled by the respective Department chairpersons and the Registrar, concerning the implications of the program for their future academic program.

3.253b Credit by Examination - Departmental Exams

Concordia University has a policy which allows students to receive credit for course work they have not taken by passing an examination in the subject area developed by the Department involved. At their discretion, individual Departments may choose to offer, or may refuse to offer the opportunity to allow students to gain credit in this manner. In order to qualify for credit, the following requirements must be understood and met. Final approval must be granted by the Registrar and Provost signifying approval by the Academic Policies Committee.
Requirements and Understandings

1. The decision to allow or to refuse the opportunity for credit by examination rests with the College. Each department is asked to inform the Registrar of courses which may be challenged by examination.
2. The applicant may not have previously taken the test or college course work for which the test is equivalent.
3. The course for which the test is an equivalent must be part of the Concordia curriculum.
4. The concepts covered in the exam must not be more elementary than college courses for which the applicant has already received credit.
5. The Department must guarantee that the exam is of the same caliber as that given in the course, and demonstrate mastery of the course goals and objectives.
6. Credits earned by examination do not apply to the residency requirement for graduation.
7. A maximum of 30 credits may be earned by examination with not more than 15 credits allowed in one academic discipline.
8. Application forms are available in the Registrar's Office. They must be completed with appropriate signatures and submitted with a receipt from the Business Office.
9. A $50 fee is to be charged each time an applicant takes an examination for credit. The fee is to be given to the faculty member designated by the department to draw up, administer, and correct the exam. The same faculty person is responsible to submit the grade received to the Registrar's Office.
10. Upon successful completion of the examination, the applicant will be charged 33% of the normal tuition cost per credit less the $50 fee. Credits earned and expenses charged in this manner will follow the tuition scale applied to part-time students.
11. It is strongly recommended that credit by examination grades be on a Pass/Fail basis. Colleges may make exceptions for valid reasons.
12. Results of the test will be reported to the student by the person responsible for administering the test. If credit is to be granted, the Registrar will enter a grade on the student's transcript along with the notation that it was obtained via the credit by examination policy.
13. Use of this policy for the purpose of providing academic or athletic eligibility will be considered misuse.
14. Valid identification is required at the time of testing.

3.254 Concurrent Enrollment

This policy is designed for students enrolled at Concordia who wish to take a course(s) at another college. The following directions must be followed carefully:
1. The student must meet with his/her advisor to make sure the course requested is required to finish the program or major and not an elective.
2. Examine the course schedule of Concordia to make sure a conflict exists. A conflict exists if two required courses are taught the same time/days during the semester, and neither one will be offered again in the same school year.
3. With the advisor, look at the possibility for taking the course in conflict at one of the Oregon independent colleges (OICA), where a cross-registration policy permits taking one course a semester tuition free.
4. If unable to take an OICA course, the student may register for a course at another institution under the following conditions:
   - The student is responsible to insure transferability of the credits (see Registrar’s Office)
   - The student is responsible for securing financial aid (see Financial Aid Office)
   - If financial aid is not available, the student will assume financial responsibility for all applicable expenses (tuition, fees, books, etc.).

3.255 Private Music Instruction

Private music instruction is available to students, for which credit may be earned at the rate of one credit hour per half-hour lesson per week. The entire policy, guidelines, and financial arrangements for all private music instructions are available from the Chair of the Performing and Visual Arts Department.

3.256 Standards for Granting Credit for the Option Hour

In order to provide increased flexibility within the curriculum, in order to allow students to explore appropriate and interesting areas and issues beyond the specific scope of a given course, and in order to provide opportunity for improved transferability of courses, the University provides the Option Hour arrangement.
A student can gain an extra hour of credit in a course with the agreement of the instructor by applying to the Registrar, after review by and consent of the dean. Ordinarily, only two hours of credit per semester can be achieved in this way. If a student's program requires more than one option hour per term, this permission may be granted by the Registrar.
In other situations where there are requests by students for more than two option hours per semester, the Registrar, in consultation with the student's advisor, can grant permission.

Each faculty member at Concordia is given some measure of freedom in determining standards for granting credit for the option hour in his/her courses. However, it is to be understood that minimum standards be set. This helps the individual faculty member in establishing his/her criteria for granting credit. At the same time, such minimum standards help provide some uniformity and consistency among all concerned. The following set of standards will provide assistance to the faculty members:

1. The activity engaged in by the student is done in consultation with the faculty member and with his/her approval.
2. The program dean is responsible for assuring that the Option Hour is appropriate, academically defensible, and is being undertaken for appropriate reasons.
3. The academic standards and expectations for the Option Hour will remain consistent with the expectations associated with credit granted for other activities.
4. The activity must have direct connection to the course, either in achieving depth in a given area or pursuing some area in which sufficient time is not provided in the body of the course.
5. Approximately 30 hours of profitable work is to be given by the student to the pursuit of the project agreed upon.
6. The student must adhere to the schedule and requirements agreed upon by student and faculty member.
7. Students must indicate their intention to engage in this activity on or before the 2nd Friday of the term.
8. Once a student has petitioned for, contracted for, and been registered for an Option Hour, it is considered as part of the requirements of that course to be completed by that student. Should the student not complete the requirements of the Option Hour it will influence the overall grade of the course in proportion to total number of credits which are being granted for the course with the Option Hour.
9. Students may choose to drop an Option Hour for the course. This must be done no later than the Friday of the tenth week of the semester. After this time the student will complete the course and the agreed upon Option Hour requirements be factored into the final course grade.

An exception to the above policy permits a student to take an option hour during a term other than the term in which he is enrolled in the related course under the following conditions:

1. If the work is to be done preceding the course, the student must sign a written agreement with the faculty member, stating the nature and dates of the activity. A copy of this agreement is filed in the Registrar's Office. The student receives the option hour of credit when completing the course.
2. If the work is to be done after the completion of the course, the activity must be tied to an activity or event which does not occur or is not completed within the dates of the term. This excludes any activity that could just as well be done during the term, but allows the student to use an activity (whose dates cannot be controlled) that occurs after the term. The student must register for this at the regular time during the term.
3. The student must sign an agreement to be filed in the Registrar's Office. These agreements are sent through the Dean, who retains a duplicate copy.
4. The agreement form is used for all option hours.

3.257a Generic Senior Project Course — 496

1. Course Identification
   A. Course Number & Title: 496: Senior Project
   B. Department: Available to any department that has such a course included in program requirements or electives.

2. Goals: This course provides student with the opportunity to utilize the research methodology associated with the student’s disciplines and is designed to provide a synthesis of prior learning and experiences in the field. While the specifics will vary, students who complete this course will demonstrate an ability to identify and pursue answers to pertinent questions in their major/minor field of study, and to communicate the findings in an appropriate way. This research project will occur under the direct supervision of, and with the assistance of, a full-time faculty member in the chosen department.

3. Objectives:
   Students who successfully complete this course will:
   A. be able to formulate a researchable question in the chosen field of study.
   B. be able to identify, negotiate and comprehend the current, relevant, professional knowledge associated with the approved research question.
   C. be able to describe and utilize the research methodology, process, and skills particular to the field of study.
   D. be able to effectively communicate the results of his/her research to others in the field.
4. **Listing of the Units of the Course:** The specific units or design of the course will vary significantly by discipline and by individual student project. This will be outlined in the Senior Project Proposal Submitted to the Academic Services Office by each student.

5. **Learning Materials:** Each student will complete, with the assistance of the supervising faculty member, a proposal for the project which will include specific learning materials required.

6. **Evaluation Procedures:**
   A. The student’s grade in this course will be determined by the degree to which the student achieves the goals and objectives outlined in this prospectus and the specific objectives outlined in the Senior Project Proposal.
   B. The grade for this course will be on an A-F basis.

7. **Course Management**
   A. Number of Meetings per Week - will vary
   B. Credit Hours Assigned: 3-5
   C. Outside Student Preparation: The student will spend a minimum of three hours per week for fifteen weeks (45 hours) actively engaged for each credit earned.
   D. Place of the Course in the Curriculum: To be determined by each department within the policies established.
   E. Unique Equipment Needed - will vary
   F. Library Needs - will vary
   G. Range of Class Size - Normally, each student will work independently in this course. Under some circumstances, collaborative research or multiple students working on different aspects of the same question may be advisable.
   H. Recommended Catalog Description of the Course: To be developed by each department upon approval and inclusion in the program requirements, including the prerequisites of upper level standing and major or minor in the department.
   I. Suggested sequencing and frequency - as needed and as departmental budgets allow.

8. **Special External Needs - will vary.**

9. **Recommendation Process**

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**SENIOR PROJECT PROPOSAL**

Student Name: ________________________________________________

Student ID Number__________________________________________

Department_______________________________________________

Course Number: ________________________________ 496

Term: ___________________________, 20______

Supervising Faculty Member: __________________________________

       Faculty signature

Departmental Budget Approval: ________________________________

       Dean signature

Account Number: ____________________________________________

Students who are registered for Senior Project must complete this proposal and submit a completed copy to the Academic Services Office by the end of the fifth week of the term preceding the term in which they are registered for the course. Attach a summary of the thesis proposal including the following information:

1. A descriptive title
2. A general description of the basic question or problem to be addressed
3. An outline of the proposed activities associated with the research project
3.257b  Generic Senior Thesis Course  ____ 487

1. **Course Identification**
   A. Course Number Title: 487: Senior Thesis
   B. Department: Available to any department that has such a course included in program requirements or electives.

2. **Goals:** This course provides student with the opportunity to complete a major, comprehensive thesis on a topic of pertinence within the student’s major or minor field. This thesis will represent a comprehensive synthesis of study on the chosen and approved topic. This thesis will occur under the direct supervision, and with the assistance, of a full-time faculty member in the chosen department.

3. **Objectives:**
   Students who successfully complete this course will:
   A. be able to identify, negotiate and comprehend the current, relevant, professional knowledge on a particular topic in his/her major/minor field.
   B. be able to synthesize and communicate available knowledge on that topic in a format which is appropriate to professional communications in the chosen field.
   C. be able to develop and communicate novel perspectives on that topic.

4. **Listing of the Units of the Course:**
   The specific units or design of the course will vary significantly by discipline and by individual student project. This will be outlined in the Senior Project Proposal Submitted to the Academic Services Office by each student.

5. **Learning Materials:**
   Each student will complete, with the assistance of the supervising faculty member, a proposal for the project which will include specific learning materials required.

6. **Evaluation Procedures:**
   A. The student’s grade in this course will be determined by the degree to which the student achieves the goals and objectives outlined in this prospectus and the specific objectives outlined in the Senior Thesis Proposal.
   B. The grade for this course will be on an A-F basis.

7. **Course Management**
   A. Number of Meetings per Week - will vary
   B. Credit Hours Assigned: 3-5
   C. Outside Student Preparation: The student will spend a minimum of three hours per week for fifteen weeks (45 hours) actively engaged for each credit earned.
   D. Place of the Course in the Curriculum: To be determined by each department within the policies established.
   E. Unique Equipment Needed - will vary
   F. Library Needs - will vary
   G. Range of Class Size - Normally, each student will work independently in this course. Under some circumstances, collaborative research or multiple students working on different aspects of the same question may be advisable.
   H. Recommended Catalog Description of the Course: To be developed by each department upon approval and inclusion in the program requirements, including the prerequisites of upper level standing and major or minor in the department.
   I. Suggested sequencing and frequency - as needed and as departmental budgets allow.

8. **Special External Needs - will vary**
9. **Recommendation Process**

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**SENIOR THESIS PROPOSAL**

Student Name: _____________________________________

Student ID Number: _____________________________________

Department: _____________________________________

Course Number: ________ 487

Term: ________________, 20____

Supervising Faculty Member: ____________________________________

Departmental Budget Approval: ____________________________________

Account Number: ____________________________________

Students who are registered for Senior Thesis must complete this proposal and submit a completed copy to the Academic Services Office by the end of the eighth week of the semester preceding the term in which they are registered for the course. Attach a summary of the thesis proposal including the following information:

1. A descriptive title
2. A general description of the basic question proposition
3. An outline of the proposed activities associated with the development of the thesis
4. Review of the necessary materials, equipment, and external support
5. Plans for communicating the completed thesis

The student should note that the successful completion of this course assumes a minimum time investment of 45 hours for each academic credit.

Student signature date

Approved – Provost date

3.258 **Directed Studies**

If a student, through no fault of his/her own, should be unable to complete a specific program or institutional requirement (schedule restrictions, conflicts, etc.), the Directed Study may be utilized as a "last option." Other options to be considered include (1) taking the course elsewhere, (2) taking a substitute for the required course, as approved by the department involved, either at Concordia or elsewhere, or (3) waiver of the requirement by the department. The following guidelines direct the Directed Study option:

1. The request must flow from the student to his/her advisor who assists the student in exploring all other options.
2. If no other options exist, the advisor may choose to recommend that the department chairperson consider the Directed Study request.
3. The formal request, with advisor approval, is shared with the department chairperson by the student. The department chairperson will determine whether there are departmental resources available for the completion of the Directed Study (human resources, time, etc.). The department chairperson will assign the instructor of the Directed Study upon discussion with the departmental personnel. Final approval rests with the Program Dean.
4. A decision on a Directed Study request must be made by the department chairperson within a maximum of one week from the time of the request.
5. A request for Directed Study can only be considered by the department chairperson up to the second Friday of the term in which the Directed Study is being requested (consistent with existing).
6. The instructor will be remunerated at the pro-rated rate of 20% of the part-time rate for teaching that specific course.
7. Courses which have unique budgetary needs may have a specific fee associated with the Directed Study to compensate for the departmental budget demands of the Directed Study. These funds will be reimbursed directly to the department's materials budget.

3.259 Experimental Course

Departments can offer a new course one time, on an experimental basis, without filing a formal substantive curricular modification request. The course needs to have a complete course prospectus developed and approved by the Provost.

Departments are limited to offering one experimental course per term, (with the exception of summer term which allows multiple experimental courses) and the course must have formal consideration as a substantive curricular modification before it can be offered again. These courses are not required in any major or minor can fulfill general elective or program elective requirements.

3.260 Departmental Seminar Courses

All departments are assigned a course designated as #451 (not an exclusive # for all seminars) which carries one hour of credit and can be offered on an occasional basis, the schedule to be determined by student needs and departmental planning.

Specific content of the seminars is determined by the department, and reported to the Provost during the term prior to the offering of the seminar. A formal student syllabus must be developed and filed in the Provost’s office. The Provost will provide to the Academic Policies Committee a list of seminar courses offered in the previous term.

Because departmental seminars grant academic credit, the assumptions for out-of-class student involvement are the same as for more traditional course formats. Seminars should be designed so as to expect approximately 2 hours of student engagement outside of class for each hour in class. Related activities, such as workshops, which do not explicitly require this additional student engagement, should consider the option of Continuing Education Units (CEUs) only, and not academic credit.

Seminars will be offered with the following guidelines: One credit 451 Seminars require a minimum of 15 hours of classroom contact hours (12.5 clock hours) and 30 hours of outside preparation and work. Seminars will be offered only on a P/NP basis at the level of P being equivalent to a C. A student may receive credit for no more than 4 seminars per semester. A maximum of 9 credits in 451 seminars can be applied toward the 124 credits required to graduate. Of the 9 credits, a maximum of two 451 seminar credits can be used to meet any category of the General Education requirements.

3.261 Prior Learning Assessment

Prior Learning Assessment (PLA) is a program that enables adults who wish to further their education to earn college credit for the college level learning they have acquired through experiences outside of the usual college classroom.

PLA also recognizes that the ideal learning situation is one that includes both the conceptual, theoretical learning of the classroom and practical experience-based knowledge and skill. The program is designed to encourage adults to return to school by enabling them to save money and time.

PLA also supports the concept that education includes growth, learning, and self-evaluation and that these are important parts of the whole of adult life.

This program is guided by principles of good practice developed by the Council for the Advancement of Experiential Learning (CAEL), which consists of more than 350 member colleges and universities all over the country as well as the standards of the Northwest Commission on Colleges and Universities. Concordia University is one of several colleges in Oregon which has such a program.

1. Policies and procedures for awarding experiential learning credit must be adopted, described in appropriate institutional publications, and reviewed at regular intervals.
2. Credit for prior experiential learning may be granted only at the undergraduate level.
Before credit for prior experiential learning becomes part of the student's permanent record, the student must complete *16 semester hours at Concordia University, to establish evidence of a satisfactory learning pattern.

Credit may be granted only upon the recommendation of teaching faculty who are appropriately qualified and who are on a regular appointment with the University on a continuing basis.

Credit may be granted only for documented college level learning which falls within the regular curricular offerings of the institution.

An institution that uses documentation and interviews in lieu of examinations must demonstrate in its self-study that the documentation provides that academic assurances of equivalence to credit earned by traditional means.

Credit for prior experiential learning may constitute no more that 25% of the credit needed for a degree or certificate. This is 30 semester hours.

No assurances are made as to the number of credits to be awarded prior to the completion of the review process.

Credit may be granted only to enrolled students and is identified on the student's transcript as credit for prior experiential learning.

Policies and procedures must ensure that credit for prior experiential learning does not duplicate credit already awarded.

Adequate precautions must be provided to ensure that payment of fees does not influence the award of credit.

Credit is awarded only for documented learning which ties the prior experience to the theories and data of the relevant academic fields.

3.262 Development and Approval of Standardized PLA Credit Assignments for Formal, Non-Accredited Educational Offerings

1. The Registrar will identify formal, non-accredited educational programs which will be considered for standardized PLA credit assignment. Recommendation for consideration can be made to the registrar.

2. The registrar will, with the assistance of other appropriate Concordia faculty or staff, document, review and assess the candidate program and complete a formal portfolio for the consideration of PLA readers.

3. The PLA coordinator will process the portfolio, assign readers, etc. according to established PLA policies and procedures.

4. The final reviews and recommendations will be reviewed, compiled and approved by the Provost.

5. The Provost will present the recommendation for standardization to the APC for final consideration and approval.

6. The APC will inform the faculty of any approvals of standardized PLA credit assignments.

3.262b Guidelines for Minimum Standards of Practicums, Field Experiences, Internships and Student Teaching Experiences

The Purpose of this policy is to establish a minimum set of standards for practicums, field experiences, internships and student teaching experiences offered for academic credit at Concordia University.

Time Requirement

All approved practicum, field experiences, internships, and student teaching experiences must be able to demonstrate at least 40 hours of student engagement per semester hour of credit granted.

Student Placement

Placement of students enrolled in practicums, field experiences, internships, and student teaching experiences will be the joint responsibility of the student and Concordia University. Concordia University will provide guidance in regard to student placement. All students ordinarily will be placed in an approved setting by the second week of the semester.

Handbook

Each college will develop a handbook for all practicums, field experiences, internships and student teaching experiences. The handbook should address a variety of issues, including responsibility and process for establishing practicums, compensation, insurance coverage, student transportation requirements and expectations concerning professional behavior. An updated version of the handbook will be provided to the Office of the Registrar each summer.

Each practicum, field experience, internship and student teaching experience should provide students with a connection between theory and practice.
Academic Outcomes

General academic outcomes will be stated in the course syllabus for each practicum, field experience, internship and student teaching experience. Site-specific outcomes will be stated in writing and agreed to by the College Supervisor, “Site Preceptor” and student.

College Supervision

The University will designate a College Supervisor to maintain contact with the student and his or her “Site Preceptor” throughout the semester. The College supervisor will meet with the “Site Preceptor” according to the following guidelines:

A minimum of one meeting per semester will take place between the College Supervisor and the “Site Preceptor” for students registered for 3 credits or less of practicum, field experience, internship or student teaching courses.

OR

A minimum of two meetings per semester will take place involving the College supervisor and the “Site Preceptor” for students register for 3 credits or less of practicum, field experience, internship or student teaching courses.

Evaluation

The College Supervisor will develop and utilize an evaluation instrument to assess individual student progress toward accomplishing the academic outcomes specified for the course. This evaluation will take place at the end of the semester and can be completed by the College Supervisor, the “Site Preceptor” or both.

Grading

All practicums, field experiences, internships and student teaching experiences will be evaluated on a pass/no-pass basis. The college Supervisor will be responsible for issuing the final grade.

3.263 Convocations

Convocations are special meetings called by the administrative officers of the School or by faculty resolution to bring timely topics to the attention of the University community and, on occasion, to our Lutheran constituency or the community at large. Convocations are used to present topics of common interest and to disseminate information.

Convocations are so arranged as to allow for full faculty and student body participation. Convocations, if conducted during class time, are scheduled as part of a revised class schedule.

3.264 Field Trips

Field trips are intended to be a means of enriching instruction. In planning and scheduling each excursion, the following considerations are borne in mind:

1. If it is required in relation to a course:
   A. The cost is placed in the Department's budget and not placed upon the student as an extra cost.
   B. The time may be in the class day, but care is taken not to infringe upon other classes too frequently.
   C. Faculty may allow required field trips to substitute for class time or preparation time in a given course.
   D. The type and frequency of required field trips is carefully planned in keeping with the objectives of the course and the limitations of the budget.
   E. Requisitions for chartered transportation and meals are made through the Business Office.
   F. All required field trips are cleared through the Dean at the beginning of the term. The Dean of Student Services is to be notified to excuse participants from their other classes.

2. If it is optional in relation to a course:
   A. The cost may be wholly or partially borne by those participating, and participation is voluntary.
   B. The time chosen is after class or on weekends.
   C. Arrangements for voluntary field trips are left to faculty member involved and participating students.
   D. Requisitions for chartered transportation and meals are made through the Business Office.

3. In case of conflicts, required field trips are reviewed and decided by the Dean.
3.27 Term Paper Form

To provide a standard form for student papers at Concordia, each department will adopt the research paper format used by professionals in its respective field, namely the Modern Language Association Form (MLA) for Theology and the Humanities, the American Psychological Association Form (APA) for Education, the Social Sciences, and the School of Management, and a scientific format for the sciences. Each department will adopt the form for its profession, make faculty and students aware of its importance and educate them about its use, inform students in the course outline of the prescribed format, and keep a copy of the latest edition of this form available in the Library for students writing papers in the field.

3.28 Evaluation of Instruction

1. Classroom visits. The Dean or Department Chairperson visits a class of each faculty member at least once per year. Department Chairpersons receiving weight load for their responsibilities are asked to visit each member of the Department once each year. The purpose of the visits are:

   A. to support and encourage the work of the faculty member.
   B. to obtain general and specific evaluations of classroom instruction.

   A report of the visit is completed and filed with the Dean.

2. Classroom evaluation forms. Each class is asked to complete course/instructor evaluation forms. Results of the evaluation are tabulated, and copies are shared with the faculty member, the department chair and filed in the Dean’s Office.

   Faculty members are encouraged to consider conducting their own student evaluations of their classes on a regular basis. They may obtain forms from the Office of the Provost, or devise forms of their own.

3.29 Repeating a course

A student may repeat any course. A course taken at Concordia, Portland must be repeated at Concordia, Portland if it is intended to replace the previous grade. When a course is repeated, only the grade and credit hours for the last attempt will be used in computing the grade-point average, quality points and credit. Both attempts and grades will be recorded on the transcript. Students must complete the appropriate form requesting permission to repeat a course.

3.30 Admissions Standards

I. Admission Standards at CU

1. Standard Admission (Hereafter, abbreviated SA)
   a. Freshman SA
      i. Minimum GPA 2.75 (based on high school GPA; 4.0 scale or equivalent)
      ii. Official high school transcripts
      iii. Admission Essay: See Below
      iv. Letters of Recommendation: Two Required (at least one Teacher/Professor Recommendation)
      v. Standardized Tests: SAT (3-parts required: 2400 possible; 1540 average (equivalent to 1020 on 2-part exam): Minimum SAT score: 1440 (ACT equivalent: TBD)
   b. Transfer SA
      i. Minimum GPA 2.5 (based on college credit GPA; 4.0 scale or equivalent)
      ii. Admission Essay: See Below
      iii. Letters of Recommendation: Two Required (at least one Teacher/Professor Recommendation preferred)
      iv. Official college transcripts
      v. Official high school transcripts (if fewer than 24 semester hours (or 36 quarter hours) at the time of application)¹

¹ Since CU receives applications from non-traditional students who may not have access to such records due to the lapse of time, it is recognized that the Office of Admission in conjunction with the Office of the Registrar may waive this requirement (i.e. a. high school transcripts; b. SAT/ACT scores; c. both) if the student has been out of high school for more than seven (7) years and meets the other requirements outlined in the Transfer SA section. Such a waiver must be approved and documented by the applicant’s Admission Counselor and Dean of the Office of Admission.
vi. Official SAT or ACT scores (if fewer than 24 semester hours (or 36 quarter hours) at the time of application if 2.5 minimum GPA is not met) ¹
vii. Only course work with a grade of "C-" or better will be accepted. (One quarter credit=2/3 semester credit)

II. Conditional Admission Standards at CU
1. Conditional Admission (Hereafter, abbreviated CA)
2. Recognizing that some applicants may not meet the minimum requirements, CU offers a plan for the conditional admission of students. In order to ensure the success of these students, each entering CA is placed on academic probation and an Academic Plan of Action (APA) is adopted. This plan minimally must include the following steps:
   a. Student must earn a cumulative 2.0 CU GPA (calculated from CU coursework) at the end of two semesters at CU or be dismissed.
   b. Student must successfully complete WR 115 (or WR 215 for transfer student who has had the equivalent of WR 121) during first two semesters at CU
   c. Student must take the Math Placement evaluation upon admission to CU and must enroll in the appropriate level math course (based on results of Math Placement Evaluation) during the first two semesters at CU
   d. Student is advised to attempt no more than 12-15 semester credits for each of the first two semesters at CU. The student’s academic advisor will assist the CA student in selecting the proper course load commensurate with his/her academic, athletic, extra-curricular commitments
   e. Students must meet with his/her academic advisor in order to register for courses during the first two semesters at CU; CAs may not self-register
   f. Student must meet minimally three (3) times per semester with his/her academic advisor for the first two semesters at CU
   g. Freshman CA is required to enroll in Freshman Commitment course
   h. If dismissed, student may appeal to committee for reinstatement (The Academic Appeals Committee must in one faculty member)

III. Admission Essay:
1. Faculty Admission Committee (FAC): CU will require an admission essay of every applicant. A standing faculty committee of 6 members (Faculty Admission Committee FAC; rotating 3-year commitment—cf. FWPC, APC, CLC) and the Dean of the Office of Admission (ex officio) will read and evaluate the essays submitted by Freshman and Transfer CAs applicants using the evaluation rubric described below. Each submitted essay will be evaluated by one faculty member of FAC; thereupon, an advisory recommendation will be sent to the Office of Admission. The final decision regarding the admission of a CA applicant will be the sole responsibility of the Office of Admission. Periodically, however, the Office of Admission will send a written report to FAC regarding the final status of CA applicants.

   Admission Essays submitted by Freshman and Transfer SA applicants will be collected by the Office of Admission. If anomalies in the applicant’s record suggest that further information is warranted regarding the student’s application, the Office of Admission may utilize these essays as an additional evaluative tool. The Office of Admission may request a faculty member of FAC to read and evaluate any essay submitted by a Freshman or Transfer SA.

2. Evaluation Rubric: A rubric will be developed by FAC to ensure consistency in the evaluation of essays. The criteria for evaluating each essay should include the following considerations: 1) Likelihood of academic success at CU; 2) Applicant “fit” with CU’s mission statement and culture; 3) In cases where academic record is deficient (e.g. CAs), likelihood of success at CU despite record. The assigned FAC faculty member will send a written advisory recommendation to the Office of Admission which indicates one of the follow three evaluations: a) highly recommended; b) recommended; c) not recommended.

3. Admissions Essay: Concordia University requires students applying for admission to provide a written response to the admission essay question included in the application packet.² To ensure

² Optionally, the applicant may choose to submit the essay component of the SAT examination instead of writing an essay response to the question in the application packet.
flexibility, the Office of Admission may utilize various essay questions drafted by the Office of Admission and the \textit{FAC}.  

\textbf{a. Sample Essay Question:} Following is an example of an admission essay question:

Your answers will enable the Office of Admission and the Faculty to assess how you might benefit from an undergraduate education at CU and how you might positively impact the CU community. Answer the question with a typed, double-spaced, essay which does not exceed 500 words. Feel free to use your essay as an occasion to explain any inconsistencies in your application.

The mission statement of CU reads as follows: \textit{“Concordia is a Christian university preparing leaders for the transformation of society.”} Thus, we strive to prepare students, through education in the Christian liberal arts, to master the appropriate skills, to develop further their character, and to provide meaningful opportunities to transform society. Please respond to this mission statement by answering the following question:

\textbf{Drawing upon the cultural and social influences that have shaped who you are today (e.g. your family, community, ethnic background, life experiences, where you are from, etc.), imagine how you might participate in the transformation of society.}\n
\section{3.31 \textbf{International Student Admission: English Language School and Baccalaureate Program}}

Concordia University welcomes applications from students in foreign countries. The opportunities which occur when relating with students of varied backgrounds and cultures are exciting and are encouraged. These basic criteria are applicable for students requesting admission from foreign countries:

\begin{enumerate}
\item A completed application for study and payment of a $50 non-refundable application fee.
\item A letter of financial support from a bank or supporting financial institution (embassy or mission) authorized within the past 6 months.
\item An official copy of transcripts from all previously attended language schools and other educational institutions. International students are expected to have a level of education equivalent to high school graduates from the United States. Official transcript must be accompanied by an official translation of the transcript.
\item One recommendation from a current academic instructor, counselor or employer/supervisor.
\item A completed medical questionnaire.
\item For admissions to the baccalaureate program, students from non-English speaking countries must demonstrate their ability to use the English language. This requires completion of the ELS placement exam and associated interview with the Director of the ELS. The student must demonstrate a score of 71 (internet based), 195 (computer based) or 525 (paper based) on the Test of English as a Foreign Language (TOEFL). The TOEFL score must be no more than 2 years old. The TOEFL is administered by the Educational Testing Service at regional testing sites.
\end{enumerate}

All other academic requirements indicated in Concordia's catalog apply to international students.

\section{3.32 Entrance Examination}

All students entering Concordia University as freshmen are required to take either the SAT or ACT test. The SAT is strongly preferred.

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\textsuperscript{3} The Office of Admission of Concordia University is currently considering the adoption of the \textit{Common Application} packet used by many of our aspirant universities. The \textit{Common Application} includes an essay question that must be utilized by the Office of Admission. In this case, the \textit{FAC} would read and evaluate the applicant’s response to the \textit{Common Application} essay question.

\textsuperscript{4} While this question is embedded in an official “policy” governing the admission process at CU, it is expected that the faculty retains the right to edit, emend, and/or replace this question periodically without the need to seek the direct approval of the Board of Regents.
3.33  Academic Load

The normal academic load will be 15-17 hours per semester. The maximum load will ordinarily be 18 hours. Students who have demonstrated superior academic achievement may petition the Registrar for the privilege of taking more than 18 hours.

In order to be considered a full-time student it is necessary to carry a minimum of 12 hours. Under special circumstances a student may petition to drop back to 10.

3.34  GPA Transfer Policy

Cumulative GPA will be calculated on all credits attempted in a student's college experience within the past ten (10) years.

3.35  Dropping a Course

Students may drop a course during the first ten weeks of the semester. In order to drop a course, a student must obtain signatures from his/her advisor on the form provided by the Registrar's Office.

Students who stop attending a course without following the above procedure automatically receive a grade of “F.”

Courses may be dropped during the first two weeks of the semester without transcript notation. Courses dropped between the beginning of the third week and the end of the tenth week will be assigned a grade of “W.”

Courses may not be dropped after the close of the tenth week except under unusual circumstances. After the close of the tenth week, the instructor may approve a drop and assign a grade of "W" for unusual cases (e.g., illness, death in the family, military service, or requested withdrawal for disciplinary reasons). Withdrawal after the tenth week requires the approval of the Dean of Students.

3.36  Policy for Placement of Students in English Classes

1. All students who enter Concordia University, as entering freshmen or as transfer students, will take a Placement Test to be administered by the English Department.
2. Under normal circumstances, students whose primary language of communication is English will take English 121, and English 302 (to be taken in the Sophomore or Junior year). If placement test scores indicate need for remediation in English, these students will take English 115.
3. Under normal circumstances, students whose primary language of communication is not English will take English 107 and English 121 concurrently in the Freshman and Sophomore year and English 302 in the Sophomore or Junior year.
4. Students who transfer to Concordia from an accredited college will receive transcript credit for English courses successfully completed at these colleges.
5. Students will be placed in English courses at Concordia based on Registrar's assessment of their transcripts (with the aid of the English Department head if necessary).

3.37  Non-Matriculating Student Policy

Formal admission is not needed for those students wishing to take fewer than 12 credit hours per semester at Concordia. Registration for fewer than 12 credit hours takes place directly through the Registrar. All course pre-requisites as stated in the catalog must be satisfied for any course pursued. Students taking 12 or more hours must be fully admitted to the University.

3.38  Probation/Dismissal/Appeal Process

In order to remain academically eligible for enrollment, a student must obtain a minimum cumulative and term grade point average of 2.00. Students failing to achieve these minimums at the end of each semester are automatically placed on Academic probation. If in the succeeding semester, the student fails to meet the minimum standard (term and/or cumulative) for grade point average, the student will be dismissed.

Students participating in co-curricular activities may have the opportunity to participate during the first term of probation contingent upon filing an Academic probation Plan of Action (APPA) with all the required signatures, agreeing to the conditions outlined in the APPA, and abiding by the APPA during the probationary term. Students in the second, consecutive term of academic probation are not eligible to participate in co-curricular activities.
Beginning freshmen not admitted conditionally are allowed two semesters of academic probation at 1.80 (term and/or cumulative) or above before dismissal is administered.

The student has the right to appeal academic dismissal through the Registrar. The student will be required to be present during the appeal process unless excused previously by the Registrar for extenuating circumstances. In any case, the student must make a written appeal. If a student is readmitted, she/he will be placed on academic probation preventing any participation in co-curricular activities such as choir, drama, and athletics for that semester.

All readmitted students are required to take a maximum of 12 credits during the first term of re-admittance. In addition, readmitted students will be required to meet with the appropriate support personnel, assigned by the Academic Hearing Committee during their probation semester.

Academic Probation Plan of Action (APPA)

1. Students will receive a letter from the Registrar announcing their status of Academic Probation immediately after the grades are generated. This letter will describe the procedures to follow, and the various responsibilities of the student.
2. A copy of the letter will be sent to the student's advisor.
3. The student will be directed in the letter to establish a meeting with his/her advisor during the first week of the subsequent term. The purpose of this meeting is to develop an "Academic Probation Plan of Action" (APPA). The APPA will describe the steps of intervention to be implemented during the subsequent term. A standard form will be provided for the APPA. A copy of the APPA must be filed with the Registrar by the second Friday of the semester. Students who do not file an APPA will be contacted by the Registrar and reminded to file the report.
4. At midterm, the office of Student Services will send a standardized form for completion by each faculty member with the student in a class. These forms will be returned to the advisor.
5. All APPAs will involve:
   A. At least bi-weekly meetings between the student and advisor.
   B. Midterm reports (standardized) from each faculty member who has the student in a class.
   C. An agreement that no Incomplete (I) will be taken during the term (with the exception of extenuating circumstances).
6. Optional APPA components include:
   A. Tutorial arrangements
   B. I.L.S. services
   C. Personal Counseling
   D. Reduced academic load
   E. Reduced extra-curricular load
   F. Regular meetings with instructors
   G. Regular meetings with Health Services personnel
   H. Regular meetings with Resident Living personnel
   I. Financial Aid advising
7. If the student should fall below the sliding scale a second time within two subsequent terms, the student is automatically dismissed.
8. At the end of the term, the student and advisor will file a final narrative report of the probationary term with the registrar. This report will include (1) a description of the degree of success in completing/fulfilling each of the APPA conditions, copies of all pertinent materials (including midterm instructor reports), and a summary of the success of the entire probationary process. This report is to be filed regardless of whether or not the student is successful with his/her plans. A copy of the final report will be sent to the student, the student's advisor and the student's permanent file.
9. The purpose of the report is to serve a primary source of input for consideration by a future Academic Status Committee, should the student be subsequently Academically Dismissed.

Academic Dismissal

1. Students who have been on Academic Probation at Concordia within the three prior terms will be Academically Dismissed if their GPA should fall below the sliding scale. This dismissal is automatic.
2. Students will receive a letter from the Registrar announcing their Academic Dismissal immediately after the grades are generated. These letters will be mailed directly to the student's permanent address via registered mail. This letter will describe the appeal process, and the various responsibilities of the student.
3. The student is directed to contact the Registrar and set up an appeal meeting. The student must write a letter, addressed to the Registrar, describing the reasons for the appeal. The letter should focus on any extenuating circumstances which led to the student's unsuccessful attempt to move, or keep, their GPA above the sliding
scale. In addition, any information that will display the student's intent and ability to be successful should be included.

4. The Registrar will review a copy of all APPA Final Reports which have been completed with the student.

5. The Registrar will set up an Academic Hearing for each of the appeals for the subsequent term. The Academic Hearing Committee consists of the Registrar, (the Registrar will have met with the student's professors prior to the meeting), the Dean of Students, the Director of Admissions, and the student’s academic advisor.

6. After reviewing the student's appeal letter, and the APPA Final Report(s), the Academic Hearing Committee will interview the student with the goal of determining the student's intent and ability to be successful at Concordia.

7. The Committee will reach a decision on the appeal and share that decision in writing with the student, and a copy will become a part of the student's permanent file.

8. The student has a right of appeal of the decision of the Academic Hearing Committee to the Provost. The decision of the Provost can be appealed to the President. The decision of the President will be final.

9. Students who are readmitted will automatically be placed on Academic Probation. The student will be advised to complete all of the requirements of Academic Probation as described above.

### 3.39 Conditional Admission

Under certain circumstances, students who do not meet the established admissions requirements to the University can be conditionally admitted. This conditional admission represents a unique admission status and will last for a minimum of two consecutive fully-enrolled semesters. This conditional admission status will be governed by the following policy:

1. The conditional admission of freshmen not meeting the University's official admissions criteria will be granted by the Conditional Admission/Readmission Committee. This committee consists of the Director of Admissions, the Dean of Students, the Dean of Students, the Director of Student Development, and the University Registrar. This committee will consider applications for freshmen who are recommended for conditional admission by the admissions office.

2. The Director of Institutional Research will work with the Conditional Admission/Readmission Committee to identify and track indicators/predictors of academic success, and to develop mechanisms for program assessment.

3. Conditional admission to the University spans a minimum of two consecutive matriculating semesters. If the student does not meet the minimum eligibility requirements after the first semester s/he will be academically dismissed. During both of these semesters the student will be required to complete and operate under an Academic Probation Plan of Action (APPA).

4. The student will be required to sign and return a specific contract for conditional admission. This contract will cover the responsibilities of the student and unique services of the University with regards to the conditional admission. Signing and returning this contract will be required before the student's registration is processed. The contract will include a variety of specific programming expectations of the conditional admission which will be included in the student's Academic Probation Plan of Action. Among these expectations are (this list is not exhaustive):
   A. engagement in professional / career counseling.
   B. peer/mentor advising
   C. active use of the writing lab.
   D. active use of the tutorial lab.

5. Specific programming for the conditional admission support program will be developed by Student Services administered by the Dean of Students.

### 3.39a Conditional Admission Policy - Transfer/Readmission after Dismissal

Under certain circumstances, transfer students who do not meet the established admissions requirements to the University can be conditionally admitted. This conditional admission represents a unique admission status and will last for a minimum of one matriculating semester. This status also applies to students who are placed on academic probation and who are readmitted after academic dismissal. This conditional admission status will be governed by the following policy:

1. The conditional admission of transfers, and readmitted students after dismissal, not meeting the University's official admissions criteria will be granted by the Conditional Admission/Readmission Committee described above. This committee will consider applications for transfers who are recommended for conditional admission by the admissions office, as well as students who apply for readmission after academic dismissal.
2. The Director of Institutional Research will work with the Conditional Admission/Readmission Committee to identify and track indicators/predictors of academic success, and to develop mechanisms for program assessment.

3. Conditional Admission of Transfer Students and Academic Probation span one matriculating semester. During this semester the student will be required to complete and operate under an Academic Probation Plan of Action (APPA).

4. The conditionally admitted transfer student, and the probational student will be required to sign and return a specific contract for conditional admission/probation. This contract will cover the responsibilities of the student and unique services of the University with regards to the conditional admission/probation. Signing and returning this contract will be required before the student's registration is processed. The contract will include a variety of specific programming expectations of the conditional admission/readmission which will be determined by the committee and included in the student's Academic Probation Plan of Action. Among these expectations could be (this list is not exhaustive):
   A. engagement in profession / career counseling.
   B. enhanced advising contracts.
   C. active use of the writing lab.
   D. active use of the tutorial lab.
   E. personal counseling.

3.40 Policy on Last Day to Add a Course (Ten Percent Rule)

A student may not add a course after ten percent of the class sessions have met. In no case may a course be added after the second week of the class.

3.41 Grading System

The grades and honor points for the grading system are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>F</td>
<td>0</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>P</td>
<td>(‘C’ or better) None</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>NP</td>
<td>No pass</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>W</td>
<td>Withdraw</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
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</tr>
<tr>
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</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>X</td>
<td>No Basis for Grade</td>
</tr>
</tbody>
</table>

3.41a Graduation Requirements

All Bachelors’ degrees at Concordia carry the following requirements that must be met before a student can participate in the commencement ceremony:

- A minimum of 124 semester hours of 100-level or above courses
- At least:
  - 30 of the 40 final hours (excluding credit given by exam and PLA) must be completed at Concordia
  - 50% of the credits required for a major must be completed at Concordia
  - 45 hours must be earned in 300 to 400 level courses
  - A 2.0 cumulative GPA must be earned
  - No more than 20 credit hours can be earned from non-mandatory Pass/No Pass courses
  - No grade below a “C” will be accepted in a course that counts toward completion of a major or minor. Students who receive a “C-” or lower in a major or minor course must retake the course and earn a “C” or higher for the course to count toward completion of a major or minor.
• No grade below a “D” will be accepted in a course that counts toward completion of a general education requirement. Students who receive a “D-” or lower in a general education course must retake the course and earn a “D” or higher for the course to count toward completion of a general education requirement.

While 2.0 GPA and 124 earned hours are minimums to receive a Bachelor’s degree, some majors carry different requirements. Refer to major requirements for specific details and to identify exceptions.

3.411 Grade Change Policy

A "Grade Change Form" is to be submitted only for instructor error, or based on the professional discretion involved in reconsidering work which was completed by the student during the official term of registration. This is not to be used as a means to consider a change of grade based on the submission of additional or modified work. Application of this option to unique extenuating circumstances will be considered by the Provost.

3.412 Incompletes (I)

While the goal is for each student to complete course work within the semester, extenuating circumstances may prevent a student from completing a course. A student must initiate a meeting with his/her instructor to discuss his/her extenuating circumstances, and may request that a grade of Incomplete “I” be awarded. The student should submit a “Grade Incomplete Form” to the instructor and should be prepared to outline for the instructor how he/she intends to complete work that is necessary within a reasonable time.

It is at the professional discretion of the instructor as to whether the “I” will be granted. If the instructor is an adjunct faculty member, permission to assign a grade of Incomplete cannot be given without the additional approval of the department chairperson and signed by the department chairperson on the “Grade Incomplete Form.” All “Grade Incomplete Forms” need to be submitted to the dean for final approval and processing with the registrar.

The grade of “I” is granted for a maximum of one academic term.

At the time a grade of “I” is assigned, a backup grade is also provided by the instructor which reflects the grade the student will receive if the additional work is not completed.

Once the student completes the work, the instructor submits a “Change of Grade of Incomplete” form to the Registrar’s Office. If a Change of Grade form is not received, grades of “I” will be converted to the backup grade at the end of the subsequent term (including summer term).

Updated November 2012

3.413 Pass/No Pass Option

Pass/No Pass Policy
Bachelor’s-level courses at Concordia may be taken on a Pass/No Pass basis ("Pass" meaning the award of a C or better in the course), provided the student meets with their advisor, fills out the necessary form, receives the signatures of the instructor, and submits the Pass/No Pass form to the Registrar’s Office no later than the ninth Friday of the semester. Pass/No Pass courses cannot be taken in major or minor areas of concentration. Honors courses may not be taken with a Pass/No Pass option. No more than six semester hours per term, exclusive of those designated as mandatory Pass/No Pass, may be taken in Pass/No Pass courses. Courses used to fulfill English and Humanities General Education requirements may not be taken Pass/No Pass (with the exception of Humanities seminars). Courses successfully completed as Pass/No Pass count toward graduation but are not used in computing a student’s GPA. Once the request is submitted, a student may not change a “P” or “NP” to a grade. A maximum of 20 hours exclusive of those designated as mandatory Pass/No Pass may be taken as Pass/No Pass courses.

Practicum and internship courses (including student teaching, internships, practicums, etc.) are offered only on a pass/no pass (P/NP) grading basis.

3.414 In Progress (IP) grade

A number of courses (internships, practicums, research) at Concordia University extend beyond one semester. At the end of the first semester, the instructor will grant a grade of In Progress (IP). The IP can be used for up to two terms, with a final grade granted at the end of the second or third term.

Adopted April 2005
3.415  “X” Grade

A grade of “X” indicates that no grade is received or that there is no basis for a grade. The “X” grade may be used when a student stops attending classes (currently the registrar office withdraws the student) or in CEU/limited graduate seminar courses in which the student does not submit any work by the end of the second semester in the seminar.

Adopted Fall 2004

3.43 Timely Completion of Freshman English Sequence

Students in B.A. programs are required to complete ENG 121 English Composition, or its equivalent before registering for 300 to 400 level courses. Baccalaureate transfer students who have not yet completed these requirements will be allowed to enroll in upper division courses while concurrently enrolled in ENG 121 English Composition.

3.45 Policy on Final Exams

Because the final exam period is scheduled as a regular class session, and is intended to serve as an integral component of the course, all academic courses should plan to meet during their assigned finals period and utilize that time in a way most appropriate to the course and beneficial to student learning and assessment.

3.46 Experiences Granting C.E.U. Credit

Continuing Education Units (C.E.U.s) are given for training experiences for which academic credit is not granted. The granting of C.E.U.s gives the student an opportunity to demonstrate completion of a training unit to employers, potential employers, or educational institutions.

The number of C.E.U.s granted for a particular experience will be determined in a manner similar to the determination of academic credit. For each 5 hours of student contact time, the experience will grant .5 C.E.U.s. C.E.U.s will only be granted in increments of .5.

Experiences which will grant C.E.U.s will be developed, designed and monitored by the various colleges. In addition, each C.E.U. experience must be approved by the Academic Policies Committee (APC) at least one month prior to any advertisement of the experience to potential clients.

C.E.U. credits are not applicable for graduation and do not contribute to hours completed, hours attempted or the calculation of the GPA.

Proposals for C.E.U. granting experiences will include:

1. A summary of the goals and objectives of the experience.
2. A brief description of the design of the experience.
3. A review of the proposed participant pool of the experience.
4. A fully developed schedule of the experience.
5. The name of the campus coordinating person.
6. A list of the campus resources required (space, equipment, personnel, etc.).
7. Fee structure.

The APC will have authority for the approval of C.E.U. granting activities. Copies of all approved C.E.U. experience proposals will be kept one file in the Academic Services Office. The APC will make a report to the faculty regarding all approved C.E.U. experiences, at the regular faculty business meetings.

Records of C.E.U. completion will be maintained in the registrar's office and can be made available as any academic transcript of credit.

Procedure For Approval:

1. All proposed experiences granting C.E.U. credits must be approved by the A.P.C. at least one month prior to advertisement of the experience (with the exception of approved academic courses).
2. A prospectus must be presented to APC as outlined above.
3. All students will register for C.E.U. credits through the registrar's office and make appropriate payment through the business office.
4. No grade will be associated with C.E.U. credits. The student either receives or does not receive the C.E.U. credits.
5. All deadlines and due dates apply to C.E.U. credit.
6. A grade roster will be provided to the instructor at the end of the term in order that C.E.U. credits may be assigned in the registrar's office. Certificates of completion may be provided by the departments but only after the registrar's office has transcripted the C.E.U. credits.

7. A department may choose to offer C.E.U.s as an option to academic credit for a course. The policies and procedures continue to apply in this situation.

8. C.E.U. courses will be offered on a cost reimbursement basis, or departments may choose to subsidize these offerings out of approved departmental funds. Fees for C.E.U. offerings will be determined on an individual course basis in consultation between the department and the Chief Financial Officer.

Adopted 11.7.05

3.47 Policy on Class Rank

Students will be classified for official purposes into classes according to the following guidelines:

1. Students who have attained 30 or fewer semester hours in 100 or above numbered courses are classified as Freshmen.
2. Students who have attained from 31 to 60 semester hours in 100 or above numbered courses are classified as Sophomores.
3. Students who have attained from 61 to 90 semester hours in 100 or above numbered courses are classified as Juniors.
4. Students who have attained 91 or more semester hours in 100 or above numbered courses are classified as Seniors.

3.48 Retention of Student Records

The Registrar's Office retains permanently the following items for each student attending Concordia University:

1. Original application to attend Concordia University.
2. Transcripts of academic work.
3. Standardized test results.
4. Letters related to dismissal, probation, readmission and exceptions made to institutional policies.

At the time of graduation or withdrawal from the University, all other personal information is discarded. Exceptions to the discarding of materials are made by the Registrar.

Further details of this policy are on file in the Office of the Registrar.

3.51 Baccalaureate and Commencement - General Supervision

The general supervision of all activities connected with baccalaureate and commencement is the responsibility of the Dean of Students. A complete list of duties and responsibilities for all of the events can be found in the office of the Dean of Students.

3.52 Baccalaureate and Commencement Speakers

The Faculty recommends the commencement speaker, while the graduates, in consultation with the class advisor, select the baccalaureate speaker.

The Academic Policies Committee has the responsibility for preparing a slate for a commencement speaker. This is to be presented to the faculty no later than the January meeting and forwarded to the President for invitation.

3.53 Graduation Requirements for the Bachelor of Arts Degree

A student must meet the following criteria to graduate from Concordia with a Bachelor of Arts degree:

1. A minimum of 124 semester hours of 100-level or above courses
2. 30 of the 40 final hours (excluding credit given by exam and PLA) must be completed at Concordia
3. 50% of the credits required for a major must be completed at Concordia
4. 45 hours must be earned in 300 to 400 level courses
5. A 2.0 cumulative GPA must be earned
6. No more than 20 credit hours can be earned from non-mandatory Pass/No Pass courses
7. No grade below a “C” will be accepted in a course that counts toward completion of a major or minor. Students who receive a “C-” or lower in a major or minor course must retake the course and earn a “C” or higher for the course to count toward completion of a major or minor.
3.531 Graduation Requirements for the Bachelor of Science Degree

The B.S. Degree at Concordia carries the following requirements:

1. A minimum of 124 semester hours of 100-level or above courses
2. 30 of the 40 final hours (excluding credit given by exam and PLA) must be completed at Concordia
3. 50% of the credits required for a major must be completed at Concordia
4. 45 hours must be earned in 300 to 400 level courses
5. A 2.0 cumulative GPA must be earned
6. No more than 20 credit hours can be earned from non-mandatory Pass/No Pass courses
7. No grade below a “C” will be accepted in a course that counts toward completion of a major or minor. Students who receive a “C-” or lower in a major or minor course must retake the course and earn a “C” or higher for the course to count toward completion of a major or minor.

3.532 Graduation Requirements for Students for Whom English is a Secondary Language

1. A minimum of 124 semester hours of 100-level or above courses
2. 30 of the 40 final hours (excluding credit given by exam and PLA) must be completed at Concordia
3. 50% of the credits required for a major must be completed at Concordia
4. 45 hours must be earned in 300 to 400 level courses
5. A 2.0 cumulative GPA must be earned
6. No more than 20 credit hours can be earned from non-mandatory Pass/No Pass courses
7. No grade below a “C” will be accepted in a course that counts toward completion of a major or minor. Students who receive a “C-” or lower in a major or minor course must retake the course and earn a “C” or higher for the course to count toward completion of a major or minor.

3.533 Graduation Requirements for the Associate of Arts Degree

Concordia grants the Associate of Arts degree to any student who has successfully completed the Associate of Arts graduation requirements of Concordia.

The following are the requirements for an Associate of Arts degree from Concordia University:

1. A total of 62 semester hours credit in 100 level or above courses with a grade point average of 2.00 or C.
2. At least 50 hours must be earned in courses which carry a letter grade rather than pass.
3. Completion of the general education requirements as outlined in the appropriate catalog.

Note: See Appendix for complete requirements for this degree.

3.54 Participation in Commencement

The University holds two graduations per academic year; December and June. All graduation requirements must be completed before participating in the commencement.

Students who do not complete grade point average graduation requirements may participate in all graduation activities except commencement.

The number of courses and programs on campus which do not adhere to the formal academic schedule has increased in recent years. In addition, more programs are being constructed around a "cohort model," where students enter with a cohort group, work through the program together, and anticipate graduation with their cohort. Similarly, with the addition of more senior projects, internships and practica, more students are receiving a temporary incomplete for those experiences until all paperwork can be completed. As a result, a growing number of students are approaching graduation with a small number of graduation requirements still to be completed in the subsequent term. This situation, plus the increasing numbers of graduates prompted the development of a Winter term commencement.

The Registrar can consider approving a student to participate in the baccalaureate and commencement without full completion of graduation requirements only if the student meets all of the following conditions:

1. The student is in good academic standing.
2. The unmet graduation requirements can reasonably be completed before the end of the subsequent term.
3. The student is fully enrolled at Concordia University or other approved institutions to complete all requirements for graduation in the subsequent term.
Students approved to participate under these conditions must meet all other requirements and deadlines for graduation. Requests for approval for "early" graduation must be submitted to the Registrar, in writing, before the deadline for application for graduation.

3.55 Commencement Program Design
1. Each college appoints a faculty marshall who will be responsible for:
   A. vesting and lining up all faculty and graduates for that school
   B. preparing students and faculty for proper processional and recessional
2. The Dean of Students will serve as the "Head Marshall" and will train and direct the four "College Marshalls."
3. The Colleges (students and faculty) process in alphabetical order (arts and sciences, education, school of management, and theological studies).
4. The Provost will present the graduates of each school "on behalf of the faculty."
5. The President "bestows" the degrees "by virtue of the power..."
6. The Dean of the College reads the names of each graduate of the school.
7. The President awards the degrees.
8. The Provost "hoods" honorary doctorates and graduate students.
9. Reception following Baccalaureate be hosted by each Dean/School and faculty.

The Registrar’s Office is responsible for distributing academic regalia and honor medallions prior to the commencement service.

3.56 Scholarship Awards

The following grade point averages must be achieved to qualify for academic scholarship awards in connection with graduation:

- 3.90+ summa cum laude
- 3.70+ magna cum laude
- 3.50+ cum laude

3.57 Community Awards

The Community Life Committee is responsible for the preparation of standards and a slate of candidates for awards dealing with student participation in the life of the School and scholarship. The final selection of awardees is made by the faculty.

3.58 Commencement Programs at Offsite Locations

Concordia University has expanded programming to several offsite locations. When that location is greater than ninety minutes from Portland, a local commencement ceremony will be arranged. The local commencement will be planned by the College whose students are graduating and will include:

1. An invocation and benediction
2. Procession of graduates and local faculty
3. Presentation of the graduates
4. Bestowing of the degrees
5. Reading the names of each graduate
6. Awarding the degrees
7. Hooding of graduate students
8. A reception for graduates and their guests

Students at the offsite location may choose to attend commencement exercises at the main campus instead of at the local site. Where two CU colleges have students at the same location, they should offer one commencement program, collaborating on the agenda and speakers.

3.60 Honorary Doctorate Degrees

Purpose: As an academic institution, Concordia has the rare privilege to award honorary doctorates

- to accord recognition and honor to those who have rendered significant contributions to the Church, society, and/or Concordia University in accordance with the mission and purpose of the University.
- to introduce significant role models to Concordia’s students and faculty.
• to develop partnerships with those who can support and promote Concordia’s mission.

Types of honorary Degrees and Qualifications of Candidates:
1. **Doctor of Letters (D.Litt.)** For those who have made significant contributions in the area of arts and sciences and other scholarly research and writings.

2. **Doctor of Laws (LL.D.)** For those who have made significant contributions to the field or profession in the area of civic leadership and social welfare.

Number of Awards:
The maximum number of Honorary Doctorate Degrees to be awarded at any Commencement is two. No honorary doctorate need be awarded in any given year.

Selection Criteria: Candidates for the Honorary Doctorate will be assessed by CU’s APC and faculty using the following guidelines:

3. Does the individual have a public image that immediately indicates why the University would honor him/her?
4. Has the candidate made significant contributions in the area of arts and sciences and other scholarly research and writings? Are his/her contributions more to his/her field or profession in the area of civic leadership and social welfare?
5. To what degree and in what capacity has this individual modeled the University’s mission statement of preparing leaders for the transformation of society?
6. What impact has his/her life had on the local community, the region, the state, the nation, or internationally?
7. Is the individual’s personal life commensurate with the values the University seeks to inculcate in its students?
8. In what ways is this the type of person Concordia would like its students and faculty to imitate in their own lives?
9. Is this candidate knowledgeable of, sympathetic to, supportive of and contributor of service to Concordia University?

Procedure and Time Schedule:
1. Selection of Candidate(s)
   A. No later than the October Faculty Business Meeting, the APC shall distribute the criteria for honorary doctorates to the faculty, and the President, seeking nominations by November 1.
   B. Those who nominate should include the following information:
      • Name and contact information of nominee
      • Award for which the person is being nominated
      • Curriculum vita or biographical information
      • Rationale for the nomination based on the selection criteria above
      • Names of any references or people who can provide additional supporting information.
   C. If a significant number of nominees, the APC can appoint a subcommittee to proceed with the next steps.
   D. The APC or the Subcommittee shall review information received and gather references on each nominee to substantiate fulfillment of the criteria for the degree.
   E. The APC shall make an initial determination about which candidates to recommend to the faculty.
   F. APC members will share the nominees with their faculties, soliciting their input and feedback.
   G. The APC will invite members of the Concordia community to provide any additional input at the meeting at which they will review input from Colleges and make a final determination about which candidates to recommend to the faculty for their approval.
   H. On the basis of information gathered, the subcommittee in consultation with the President shall present its recommendations for each degree to the faculty in February. Candidates must obtain a two/thirds majority vote of the faculty to be eligible to receive a degree.
   I. Names recommended by faculty for awards shall be submitted to the President for approval by the Board of Regents.
2. Notification of the Candidate(s) and Conferral of Degree(s)
   A. The process is considered confidential until such time as a decision is reached.
   B. President's Office shall be responsible for notification of the candidate(s), obtaining their acceptance, and arranging for necessary details such as travel and lodging.
   C. The Provost shall be responsible for preparing appropriate certificates and arranging for conferral at the Commencement Exercise.
Introduction
Concordia University, Portland has established a Human Participants Research Committee in order to review research proposals.

Minimal Risk Research
The majority of the studies conducted by students and faculty at C.U. will likely fall under the category of “minimal risk” research, or research in which “the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests” (CFR, 46.102)\(^5\)

The following types of research, adapted from the Code of Federal Regulations for the Protection of Human Subjects (45 CFR 56.101 [b]) would fall under the category of “minimal risk”:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricular, or classroom management methods.

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), if information taken from these sources is recorded in such a manner that subjects cannot be identified, directly or through identifiers linked to the subject.

3. Research involving survey or interview procedures, except where all of the following conditions exist\(^6\): (a) responses are recorded in such a manner that the human subject can be identified, directly or through identifiers linked to the subject; (b) the subject’s responses, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject’s financial standing or employability; and (c) the research deals with sensitive aspects of the subject’s own behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol.

4. Research involving the observation (including observation by participants) of public behavior, except where all of the following conditions exist: (a) observations are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects; (b) the observations recorded about the individual, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject’s financial standing or employability; and (c) the research deals with sensitive aspects of the subject’s own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

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\(^6\) In (3) and (4), where all of the stated conditions exist, the research would fall under the category of “at risk”.
(5) Research involving the collection or study of existing data, documents, records, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
(6) Research on individual or group behavior or characteristics of individuals, such as studies of perception, cognition, game theory, or test development, where the investigator does not manipulate subjects’ behavior and the research will not involve stress to subjects.

When a research proposal falls within one of the above categories and is therefore deemed to be of minimal risk, the following guidelines apply: participant(s) should be informed of the general purpose of the research and that their participation is voluntary; the research plan must include adequate provision for monitoring the data collected so as to ensure safety, privacy and confidentiality of the participants. Those conducting minimal risk research must submit a completed Application for Review of Research Projects Involving Human Participants, which may be reviewed by the full HPRC, the Faculty Advisor, or a member of the HPRC. Formally-documented informed consent procedures are required for minimal risk research.

The course instructor will be initially responsible for review of all research involving human participants. When questions arise, the HPRC member from the College where the course originates will review the student’s application. If necessary, the HPRC will convene in order to review the proposed student research project.

“At Risk” Research
Research in which subjects are deemed to be “at risk” include those designs that involve: “covert observation, studies of ethnic and other group differences, intervention research, the use of concealment or deception, the invasion of privacy, the arrangement of stressful conditions, the administration of drugs, and other threats to the welfare and dignity of participants” (APA, 1984, p. 28). In addition to the above requirements for minimal risk research, studies in which subjects are “at risk” must also obtain documented informed consent that includes the following information (45 CFR 46.116):

(1) A statement that the study involves research, an explanation of the purposes of the research and the expected duration of the subject’s participation, a description of the procedures to be allowed, and identification of procedures which are experimental;
(2) A description of any reasonably foreseeable risks or discomforts to the subject;
(3) A description of any benefits to the subject or to others which may reasonably be expected from the research;
(4) A disclosure of appropriate alternative procedures or courses of treatment, if any, that might be advantageous to the subject;
(5) A statement describing the extent, if any, to which confidentiality of records identifying the subject will be maintained;
(6) An explanation of whom to contact for answers to pertinent questions about the research and research subjects’ rights;
(7) A statement that participation is voluntary, refusal to participate will involve no penalty or loss of benefits to which the subject is otherwise entitled, and the subject may discontinue participation at any time without penalty or loss of benefits to which the subject is otherwise entitled.
Statement of Principles

The Human Participants Research committee shall adopt Ethical Principles in the Conduct of Research with Human Participants, published by the American Psychological Association (1984), as its official statement of principles governing the protection of the rights and welfare of human subjects. All those conducting research sponsored by CU are expected to know and abide by these principles. They are as follows:

**Principle A** – In planning a study, the investigator has the responsibility to make a careful evaluation of its ethical acceptability. To the extent that the weighing of scientific and human values suggests a compromise of any principle, the investigator incurs a correspondingly serious obligation to seek ethical advice and to observe stringent safeguards to protect the rights of human participants.

**Principle B** – Considering whether a participant in a planned study will be a “participant at risk” or a “participant at minimal risk” according to recognized standards (see above) is of primary ethical concern to the investigator. The investigator is also responsible for the ethical treatment of research participants by collaborators, assistants, students, and employees, all of whom, however, incur similar obligations.

**Principle C** – The investigator always retains the responsibility for ensuring ethical practice in research. The investigator has the obligation to honor all promises and commitments included in that agreement. The investigator informs the participants of all aspects of the research that might reasonably be expected to influence willingness to participate and explains all other aspects of the research about which the participants inquire. Failure to make full disclosure prior to obtaining informed consent requires additional safeguards to protect the welfare and dignity of these research participants. Research with children or with participants who have impairments that would limit understanding and/or communication requires special safeguarding procedures.

**Principle D** – Except in minimal risk research, the investigator establishes a clear and fair agreement with research participants, prior to their participation that clarifies the obligations and responsibilities of each. The investigator has the obligation to honor all promises and commitments included in that agreement. The investigator informs the participants of all aspects of the research that might reasonably be expected to influence willingness to participate and explains all other aspects of the research about which the participants inquire. Failure to make full disclosure prior to obtaining informed consent requires additional safeguards to protect the welfare and dignity of these research participants. Research with children or with participants who have impairments that would limit understanding and/or communication requires special safeguarding procedures.

**Principle E** – Methodological requirements of a study may make the use of concealment or deception necessary. Before conducting such a study, the investigator has a special responsibility to (1) determine whether the use of such techniques is justified by the study’s prospective scientific, educational, or applied value; (2) determine whether alternative procedures are available that do not use concealment or deception; and (3) ensure that the participants are provided with sufficient explanation as soon as possible.

**Principle F** – The investigator respects the individual’s freedom to decline to participate in or to withdraw from the research at any time. The obligation to protect this freedom requires careful thought and consideration when the investigator is in a position of authority or influence over the participant. Such positions of authority include, but are not limited to, situations in which research participation is required as part of employment or in which the participant is a student, client, or employee of the investigator. The investigator protects the participant from physical and mental discomfort, harm, and danger that may arise from research procedures. If risks of such consequences exist, the investigator informs the participant of that fact. Research procedures likely to cause serious or lasting harm to a participant are not used unless the failure to use these procedures might expose the participant to risk of greater harm or unless the research has great potential benefit and fully informed and voluntary consent is obtained from each participant. The participant should be informed of procedures for contacting the investigator within a reasonable time period following participation should stress, potential harm, or related questions or concerns arise.

**Principle H** – After the data are collected, the investigator provides the participant with information about the nature of the study and attempts to remove any misconceptions that may have arisen. Where scientific or humane values
justify delaying or withholding this information, the investigator incurs a special responsibility to monitor the research and to ensure that there are no damaging consequences for the participant.

**Principle I** – Where research procedures result in undesirable consequences for the individual participant, the investigator has the responsibility to detect and remove or correct these consequences, including long-term effects.

**Principle J** – Information obtained about a research participant during the course of an investigation is confidential unless otherwise agreed upon in advance. When the possibility exists that others may obtain access to such information, this possibility, together with the plans for protecting confidentiality, is explained to the participants as part of the procedure for obtaining informed consent.

### 3.62 Policy for Placement of Students in Math Courses

Entering students who have not completed their Concordia General Education mathematics requirement must take Concordia’s Math Placement Evaluation, which is to be administered by the Math/Science Department. Students may take the math placement evaluation only one time. If students choose to dispute their evaluation results, they may petition to the Math/Science Department to receive a supervised re-take of the evaluation. Students will be placed in math courses at Concordia based on Math/Science department assessment of their transcripts and Placement Evaluation results.
4. STUDENT SERVICES

4.00 Mission Statement

Relying on the teachings of Jesus Christ, the Student Services Division is committed to the holistic education of students. Utilizing the philosophy of challenge and support, and employing direct services, counseling, advising, educational programming, and publications, Student Services provides students with opportunities to develop leadership skills for the purpose of transforming society through service.

4.01 Dean of Students

Objective: To give overall leadership to all student services and enrollment functions.

1. Provide overall supervision for:
   A. Student Services
   B. Athletics
   Bookstore
   International Student Services
   Retention
   Campus Ministry/Chapel
2. Give leadership and supervision to each departmental director.
3. Represent each department in budget proceedings and procure funding as appropriate.
4. Represent departmental concerns and issues to the faculty and Academic Council.
5. Serve on all institutional leadership and planning groups.
6. Provide spiritual and philosophical frameworks for each administrative group.
7. Work with other college administrators to develop and implement a campus enrollment strategy.

4.02 Associate Dean of Students

Objective: To work with all aspects of the Concordia student body to build a community where personal growth and development can take place, and to provide administrative, philosophical, supervisory, and programmatic leadership to campus life.

1. Supervise, evaluate and give professional guidance to the full time Resident Director (RD) and the Residence Life Intern (RLI).
2. Plan, manage and maintain all budgets related to residence life and student activities.
3. Develop, implement and present leadership training for the Resident Assistants, and the student government.
4. With the RD and the RLI, teach the RA class.
5. Supervise all aspects of housing operations including on-going maintenance and furnishings; delegate accordingly.
6. Work with the Dean on planning and implementing renovations and new projects.
7. Supervise and implement residence life educational programming.
8. Direct the judicial affairs program and act as the gatekeeper; delegate as appropriate.
9. Give leadership to the student activities program; supervise student coordinators; activities calendar
10. Work with the Dean on the New Student Orientation program, including hiring and training volunteer staff, program development, and logistics.
11. Serve as the advisor to the Associated Students of Concordia University.
12. Serve as an ex-officio member of the Community Life Committee of the Faculty (attend faculty meetings as necessary).

4.03 Director of the Career Center and Adult Student Services

Objective: Working within Concordia’s philosophy of Student Development, to give leadership to new student programs and build a developmentally based career advisement program that supports the traditional and non-traditional student populations.

1. Teach and facilitate the PSY 199 - Psychology of Learning and Self Development course (on-going orientation course).
2. Build a developmentally based Career Services program aimed at preparing traditional students for a diversity of career options; address the unique career needs of the adult and re-entry student populations (expected to address adult student populations through evening and weekend hours and programs).
3. Work with Academic Program Deans to develop, market, and implement program specific workshops and seminars.
4. Lead, supervise, and participate in career counseling and assessment strategies, utilizing individual and group settings.
5. Explore and implement placement program options appropriate to Concordia University; make contacts with the Portland business community to benefit placement opportunities.
6. Continue the development of a career resource center featuring computer assisted career programs, current texts, government and private sector career listings; work with academic departments to integrate career listing efforts.
7. Advise and support special student populations (e.g. Students with Alternative Learning Systems); advocate for learning resources and assessment; work toward compliance with national standards. Administer all applicable budget areas in consultation with the Dean of Students.

4.04 **Director of International Student Services**

1. Give leadership to the admissions and matriculation process for international students.
2. Offer personal attention to the unique needs of each international student recruit.
3. Advise new and continuing students concerning current INS regulations; oversee issuing and tracking of I-20 visas.
4. Serve as an INS designated institutional official.
5. Form strong working relationships with the Admissions staff.
6. Direct the academic advising program for international students including: maintaining an advising load of international students; and training other University advisors on how to effectively advise international students.
7. Develop and direct the international new student orientation program; train orientation leaders; develop publications and coordinate campus offices;
8. Serve as the campus resource for cross-cultural training and sensitivity.
9. Work closely with the Director of Summer programs as a program coordinator with a variety of visiting international groups.
10. Serve as a liaison for the Study Abroad program.

4.05 **Director of Health Services**

*Objective:* Plans, organizes, and supervises nursing services for the Health Center. Performs primary nursing duties.

1. Directs Health Center operations, personnel, budget, and schedules.
2. Works with consulting physicians and outside health care providers to assure student care.
3. Orders and maintains medical supplies, materials and equipment.
4. Provides direct nursing care to all student populations including triage and referral, testing, assessment, and treatment plans.
5. Provides health care education opportunities including AIDS awareness, drug and alcohol, stress, and other physically oriented issues.

4.06 **Assistant Director of Student Life**

*Objective:* To give leadership to the on-campus community through effective programming, administration, and interpersonal interactions.

1. Promote personal growth of residents through developmental programming and activity planning.
2. Supervise, train, and empower the resident assistant staff.
3. Work with students as they struggle with spiritual, intellectual, social, physical, relational, and emotional issues.
4. Responsible for administration of residence halls including all housing procedures.
5. Facilitate the initial phase of the residence hall judicial system including advising and training the peer review board.
6. Monitor the physical environment to ensure safe and secure residence halls that correspond with the mission of student services and the college.
7. Supervise, train, and empower Hall Residents and Resident Hall Association.
8. Work with other student services programs, as needed (e.g. student activities, career services)

4.07 Coordinator of Counseling Services

Objective: To provide the Concordia Student population with an integrated counseling program, featuring personal and group counseling, crisis intervention, and education.

1. Provide short term (no more than seven visits per year) individual counseling.
2. Provide group counseling on an as needed basis for focused populations (survivors of rape and incest; eating disorders; chemical dependency; grief).
3. Provide staff training as needed.
4. Make referrals to mental health care professionals outside the Concordia community.
5. Provide crisis intervention support and training as needed.
6. Maintain accurate and confidential client case files; provide statistical data as requested for budget and retention purposes.
7. Work closely with Student Services staff to assist in the student development efforts for the campus. Market counseling program to the entire campus community (traditional and non-traditional students).

4.10 Policies and Procedures

1. All campus policies related to residence life, judicial procedures, classroom behavior, academic dishonesty, sexual harassment, use of drugs and alcohol, sexual behavior, and other general student procedures are found in the Student Handbook.
2. Student Conduct Policies can only be changed and approved through the Community Life Committee and the Faculty Assembly. Major policies must be approved by the Board of Regents.

4.11 Campus Guidelines for Dissent

1. Philosophy of Dissent
   A. Commitment is seen as an individual matter determined by a person's understanding of the total situation and how the Word speaks to the particular situation. Commitment involves continuing re-evaluation of one's position.
   B. The Gospel of Jesus Christ is the context within which all Christian commitments are made. Within this context, commitment on issues may differ from the position of the School or of the Synod.
   C. It is reasonable that such commitment may result in dissent, individual and collective.
   D. Within the context of this philosophy, no problem or issue is off limits to dissent, which may take a variety of forms.
   E. The only invalid forms of dissent are those which promote violence, obstruct the rights of others, or violate the Christian responsibility of speaking the truth in love.
   F. Dissent within such limits is encouraged since it helps individuals to be true to their commitments.
   G. The classroom facilitates the process of dissent through the exchange of differing opinions between instructor and students.
   H. Among others, the following channels for dissent are available:
      1) Dialogues with the administration.
      2) Student representatives on all policy-making committees.
      3) Student publications free of repressive censorship.
      4) A representative and communicative student government.
   I. Students who dissent within the limits prescribed are not subject to reprisal.
2. **Procedure for Dealing with Invalid Dissent:** In dealing with invalid student dissent, action will ordinarily be taken by the President or his representative, using the following procedures:
   A. The first step is a conversation with dissidents to determine the reason for dissent and to attempt to work out a solution.
   B. Needed action is implemented through normal channels of administrative procedure.
   C. Court injunction or law enforcement officers are used only in extreme cases of invalid student dissent.

### 4.12 Associated Students of Concordia University

1. Consists of elected representatives determined by the ASCU constitution. These officers work with all campus issues pertaining to students.
2. Paid student staff includes activity coordinators; spiritual life coordinators; and other coordinators determined by the ASCU executive offices.
3. The staff of ASCU is charged with programming for the social and spiritual needs of students.
4. The ASCU receives funding through the University budgeting process.
5. The RHA (Residence Hall Association) receives funding from a student-assessed fee that is charged within housing fees.
6. The Dean of Students or his/her designee advises the ASCU.
7. The Assistant Director of Student Life advises the RHA.

### 4.26 Coaches and Directors, Advisors

The College endeavors to assist student activity groups by providing the best possible individual for each group in the form of a director or coach.

Advisors for organizations which regularly engage in public performances are known as directors or coaches and are appointed by the Dean of Students. At present all athletics, and extra-curricular music and dramatic organizations are in this class.

Advisors of other organizations receive an one-year renewable appointment made by the members of the organization subject to the approval of the Dean of Students. The term of office coincides with the regular college year.

### 4.28 The Drama Program

The drama program of Concordia University seeks to aid the student in the achievement of the following:
1. The production of dramatic programs in order to provide entertainment for the student body and friends of Concordia.
2. Experience in the production and performance of a variety of dramatic productions.
3. The use of drama as a means of discussing serious problems of life and dramatizing Christian answers to these problems.
4. Ability, stage presence, poise and confidence.
5. Experience in cooperation in group participation.
6. A knowledge of a variety of dramas.

### 4.29 Athletics

Concordia maintains an intramural and intercollegiate athletic program affiliated with the National Association of Intercollegiate Athletics. Policies which regulate the program follow.

### 4.30 Athletic Council

An Athletic Council is organized to supervise and coordinate the entire program of interscholastic and intramural athletics on the campus of Concordia University. It determines the directives; however, policy is to be developed by the faculty. An important function of this Council is to develop and maintain school spirit and a high level of sportsmanship.

The Council is composed of the following members: Athletic Director, Provost (ex-officio), Dean of Students (ex-officio), coaches of the various sports, and three students. The Athletic Director serves as chairperson of the Council.

Regular meetings are held upon the call of the Athletic Director.
All decisions of the Council are made by a common majority vote of all members of the Council, with the privilege of abstention.

The members of the faculty on the Athletic Council may serve in an advisory capacity to the Director of Athletics who, through the Provost, secures the services of appropriate coaching personnel.

The Athletic Council establishes directives for:
1. Concessions and programs.
2. Admissions to events.
4. League affiliation.
5. Insurance.
6. Awards.
7. Eligibility.
8. Budget.

4.30a Co-curricular Activities

Concordia University acknowledges co-curricular activities as a valid and important part of the learning and maturation process of students, and therefore worthy of being taken fully into account in all curricular planning.

It will be the responsibility of the provost to inform all faculty at the annual orientation retreat of all policies and guidelines pertaining to the interface of co-curriculars and the curriculum; and how students involved in co-curriculars are instructed, as part of their orientation at the beginning of the semester, concerning dealing with absences from classes due to co-curricular demands.

4.30b Co-curricular Schedules Advance Notice

Whenever possible, all Concordia University co-curricular activities will announce practices, games, travel schedules, etc. (including changes) as far in advance as possible.

4.30c Co-curricular - Student Responsibility

Students involved in co-curriculars will take personal responsibility for working with instructors wherever conflicts between curricular and co-curricular scheduling and expectations might occur., including giving instructors as much advance notice of upcoming necessary absences as possible, and timely completion of any make-up assignments.

4.31 Eligibility Standards

A Concordia student, eligible for all activities (if there are no league stipulations), is one who is enrolled at Concordia on a full-time basis, registers for courses through Concordia, and pays the tuition at Concordia. Activities requiring an eligibility rating are:
1. All intercollegiate competition.
2. Editors and staff members of student body publications.
3. All interscholastic speech and forensic competition.
4. Dramatics (including religious pageants).
5. Chorus and Band.
7. Cheerleading.
8. Any activity, in general, wherein the school is represented publicly or intercollegiately.

The Registrar certifies the list of eligible individuals and informs the students of their status.

4.41 The Testing Program

Concordia believes that a testing program is an important instrument in effective guidance administration. To this end, the tests that are used for orientation and periodic administration are to meet the objectives of the guidance program and, in particular, are to:
1. Secure valid information concerning each student's ability, skill, interests, achievement, and as a basis for course enrollment.
2. Provide a valid record of each student's development.
3. Indicate needs and methods for remedial work, needs for change in instructional methodology, and suggestions for changes in course content.
4. Provide data for short-term and long-range research studies which are aimed at assessing the current strengths and weaknesses of students, of analyzing trends in these areas, and of making recommendations for future institutional patterns.

4.42 Nature of the Testing Program

By direction of the Board for Higher Education Services, Concordia University participates in the entrance examination program of the American College Testing program. All college freshmen are required to complete the examination as an entrance requirement. Students are encouraged to take the examination in their home communities on one of the national test dates.

In addition to the American College Testing program, the Dean of Students cooperates with the Board for Higher Education Services in administering the examinations to students which the Board considers necessary in its evaluation of the total synodical system or any portion of it.

4.43 Student Withdrawal Policy

If a student indicates to any member of the faculty that he/she intends to discontinue, he/she is directed to their advisor. The advisor conducts the exit interview and completes the “Leave of Absence” form. The form is routed by the student for required signatures and turned in to the Registrar's office.

4.49 Procedure on Classroom Behavior

Concordia University is dedicated to high quality classroom instruction which affords all participants the right to learn. Within the context of the classroom students have the responsibility to conduct themselves in a manner appropriate to the learning environment. For this reason, obstruction or disruption of the teaching process or the classroom environment could result in disciplinary proceedings.

If a faculty member feels that a student is disruptive to the teaching process and after exhausting all other available options, the student may be asked to leave the classroom pending a meeting with the faculty member. The meeting will take place prior to the next scheduled class session. If the faculty member determines that a student is a health or safety risk, the faculty member may immediately expel the student from class and may ask a member of the Public Safety staff to assist. If the faculty member determines an unresolvable health and safety risk, the faculty member may cancel the class. In the case of student expulsion or class cancellation, the faculty member must provide a written report to and meet with the Provost within 24 hours to report on the action. An expelled student must meet with the Provost within 24 hours or the student may be expelled from the University. The 24 hour time period occurs Monday – Friday and does not include weekends or holidays.

Process for Resolution
1. Utilizing the teachings of Matthew 18, the first level of resolution is between the faculty member and the student. The faculty member is responsible to initiate the meeting. If deemed necessary or appropriate by either the student or the faculty member, a third party (Academic advisor or Student Services staff member) will be included in this meeting to mediate the discussion. If step 1 is unsuccessful the faculty member should move to step 2.
2. Within one week of the first meeting (the student may attend class throughout the process, however, if there is a second incident the student may be suspended from the class until after the meeting with the Dean) the Dean of the school will convene a meeting including the faculty member, and the student. At the request of the student, advocacy for the student is available from the Student Services office. The goal of the meeting is to arrive at a workable resolution of the situation. The Dean has the authority and responsibility to decide upon outcomes and sanctions.
3. If the outcome of step 2 is unsatisfactory to the faculty member or the student, appeals can be made to the Provost. The Vice President will receive appeals in writing. If sufficient compelling arguments are made for an appeal (e.g. sanctions too extreme, due process was not followed, new information introduced) the Vice President will convene an appeal meeting. The Vice President will structure the appeal meeting as appropriate to the situation.
4. As in all college disciplinary procedures, final appeal can be made to the President. The President will receive appeals in writing and follow the procedure outlined in step 3.

**Sanctions:** Sanctions for classroom disciplinary violations will make every attempt to be educational rather than punitive. However, the integrity of the classroom environment will be protected throughout any disciplinary proceeding. Sanctions will also be appropriate to the level of the violation. In some instances an apology to the faculty member and/or the class will reinstate the student to a good standing in the class. Other sanctions may include (but are not restricted to) a strict behavioral contract, short term classroom suspensions, or in the case of continual violations, the student could be banned from the class permanently.

4.50 Class Attendance

Policies governing unexcused absences and tardiness are determined by individual instructors and announced at the beginning of the course.

4.51 Classroom Absentee Procedure

Each instructor keeps track of absences and tardiness according to his/her own classroom policy.

4.52 Ten-Minute Rule

There is a general understanding between the instructor and the students that if an instructor does not appear in class by ten minutes after the beginning of the class period, the class may be dismissed. However, the students must stay longer if the instructor so notifies in advance.

4.53 Inclement Weather Policy

In instances of inclement weather, the decision to cancel classes will be determined by the Provost. School closure announcements will be posted to the University’s homepage on the Internet (www.cu-portland.edu) under the “Inclement Weather” button and will simultaneously be made on all local television and radio stations listed below:

![Inclement Weather Weather Chart](image)

All students, faculty, and staff are encouraged to sign up for the Emergency Communications System by logging into myCU and following the directions on the opening page. Participants will receive information via text, voicemail, and/or email.

Because Concordia University serves a resident student population, support services are expected to report for work. In extreme conditions, support services will be notified by their supervisor and instructed not to report to work.
If you cannot report to work due to inclement weather, you should notify your department chair as quickly as possible. Days missed because of inclement weather may be charged against unused vacation, personal paid leave, sick leave, or pay may be forfeited.

Regardless of University action, if you do not feel safe driving in inclement weather, please do not drive. Instead, consider using public transportation.

4.60 Scholarships and Professional Service Grants

Concordia provides a large number of scholarships and service grants to deserving students. A listing of these scholarships and grants, plus directives for awarding them, are found in the Financial Aid Office.
5. BUSINESS MATTERS

5.00 Duties of the Chief Financial Officer

The Chief Financial Officer is the chief fiscal officer of the University and shall administer the financially related matters of the Institution and advise the President regarding these matters.

The Chief Financial Officer will:
1. Insure that an appropriate system of accounting and administrative controls are functioning in a manner that will safeguard the assets and preserve the resources of the Institution.
2. Maintain the financial accounts of the University in accordance with policies prescribed by the Lutheran Church - Missouri Synod and generally accepted accounting principles as promulgated by the American Institute of Certified Public Accountants.
3. Provide accurate and timely financial reports of the University's financial position and results of operations.
4. Coordinate the preparation of the annual operating budget for presentation to the Board of Regents.
5. Perform such other administrative functions as directed by the President and/or Board of Regents.

5.10 Budgeting

The Chief Financial Officer will assist the Provost and President in the preparation of the University's annual operating budget.

All academic budget requests are coordinated through the Program Dean who will represent individual college budget issues to the Budget Council.

Administrative responsibility for all academic departments resides with the Provost.

The budget process will generally proceed as follows:
1. Revenue projections are prepared for ALL enrollment populations
2. All marketing resources are pooled, and a marketing plan to meet enrollment projections is prepared
3. Tuition Discount (Financial Aid) factors are calculated based upon the projected enrollment population
4. Other revenue sources are determined and projected, i.e. gift income, auxiliary income, miscellaneous income, etc.
5. Institutional Priorities are funded
6. Fixed expenses are funded
7. Semi-fixed expenses and personnel costs are funded based upon related revenue projections
8. A contingency fund equal to 5% of the variable expense budget is set aside until after fall enrollment projections are realized.
9. Non-fixed or variable expenses are allocated to each departments based upon a predetermined ratio
10. Departments prepare individual line item budgets.

5.20 Fees

The Chief Financial Officer will evaluate the schedule of fees on an annual basis and recommend changes to the President. Final approval of fees will be granted by the Board of Regents.

5.21 Student Fees Payment Policy

1. Students are required to make full payment of fees or enter into a deferred payment agreement at the time they register. Students will not be permitted to attend classes until financial arrangements have been completed.
2. The following are considered payments:
   A. Cash, check, money order, VISA, Mastercard, or Discover Card.
   B. Student loan proceeds which have been received by the Office of Business Services.
   C. Scholarships and grants awarded by Concordia's Financial Aid Office.
   D. A letter of financial guarantee from a sponsoring embassy or agency.
3. In cases of special need, students may enter into a deferred payment agreement with the University which permits monthly payments to be made over the course of a semester. A service charge of up to $50.00 per semester is assessed to participate in the program. Additional information regarding terms of this program can be obtained from the Office of Business Services.
4. No student will be permitted to register for a quarter of study with an outstanding balance due. Diplomas, transcripts, and grades will be withheld until payment is made in full.

5.211 Refund Policy

Refer to University Catalog for current refund policy.

5.212 Employee Tuition Remission

See Chapter 2, 2.611.

5.213 Honored Citizens Tuition Discount

See Chapter 2, 2.611a

5.22 Parking

If you bring a vehicle with you to the University and park on Concordia University property, you must register the vehicle and display the current parking permit. Permits are free. Failure to register your vehicle and/or to display the parking decal will result in a citation being issued. The fine for each offense is a $15.00 fine.

Except for holidays, you may obtain a parking permit in the Public Safety Department at 8 AM, 11:30 AM and 4 PM, Monday through Friday. Also, you may obtain a parking permit in the Information Office Monday through Thursday evenings from 5 PM to 9 PM and on Saturdays 8 AM to 4:30 PM.

Concordia University has entered into the following agreement with the Concordia Neighborhood Association: Concordia University students, faculty, staff, and visitors will not park on the following streets and locations:

1. Any street SOUTH of N.E. Holman St. (i.e., 27th, 28th, 29th, and 30th)
2. On the EAST SIDE of NE 30th St, and
3. Within 10 feet of a FIRE HYDRANT; across CROSSWALKS, SIDEWALKS, and DRIVEWAYS; or PARK FACING THE WRONG WAY.

Campus Public Safety appreciates your cooperation. Additional parking can usually be found along N.E. 29th St., in the St. Michael’s Church parking lot, on N.E. Liberty St., or N.E. Junior St.

5.23 Graduation Fees

The graduation fee is paid at the time application is made for graduation. It is non-refundable. No grades or diplomas are issued to students whose accounts are not clear.

5.24 Purchasing/Contracts/Requisitions

By action of the Board of Regents, the only persons authorized to contract for the purchase of goods and services are as follows:

- President
- Provost
- Dean of Students
- Chief Financial Officer
- Executive Vice President of Concordia University Foundation

Requisitions for purchases may be initiated by any individual, but must have the approval of the Department Chair before payment is authorized. Purchases made from an individual's personal funds will be reimbursed by the University when the individual completes an expense report and obtains the necessary approvals.
5.25 Textbook Policy

In the interest of better service to our students and improving Bookstore operation the following policies are followed:

1. A basic text will ordinarily be used two years unless a change is approved by the department chairperson.
2. When sections of a course are offered for more than one semester in a year, the same text will be used throughout the year unless the Bookstore has been notified otherwise at the time of the June book order.
3. In order to keep book bills at a reasonable figure, all orders for individual classes which exceed a reasonable amount must be approved by the Department Chair. It is the faculty member's responsibility to obtain this approval before the Textbook Adoption Form is turned in.
4. Desk copy order forms are available from the Bookstore. If the desk copy was not requested early enough, the Bookstore has the policy of providing desk copies on an emergency basis by charging them to the department and canceling the charge when the book is replaced with a new copy.
5. For lower level courses a basic text ordered for a specific course will ordinarily be agreed upon by the faculty members teaching the same course.
6. Directions and deadlines for textbook orders, plus the forms themselves, are provided by the Bookstore.

5.26 Payroll

Payroll will be distributed on the last working day of the month. If the last working day of the month is a Holiday, their payroll will be issued on the working day immediately preceding the Holiday. Direct Deposit is preferred for all employees.

5.27 Payroll Deductions

Payroll deductions are made for the following when applicable:
1. Federal Withholding Tax (for non-clergy)
2. State Income Tax
3. Social Security and Medicare
4. Pledges to the Annual Fund
5. Credit Union Deduction
6. Tax Shelter Annuity
7. Memberships and Other Personal Items
8. Garnishments

5.29 Computer Purchase Program

Concordia University wants to encourage the use of micro computers for its employees. To this extent Concordia University will assist its employees in the purchase of a micro computer and/or peripherals for personal use.

The University will assist the employee in the selection, acquisition and financing of the computer purchase. Concordia will offer up to 12 months of financing for the purchase of a micro computer system interest free. Repayment must be made via payroll deduction, and cannot extend beyond a 12-month period.

Specific information should be obtained from the Human Resources Director

5.30 Employee Identification Card

All employees should obtain a photo identification card. This photo ID will provide the employee with library privileges, admittance to campus buildings, ability to charge meals in the dining hall, bookstore discount purchasing, and free admission to most athletic events and drama productions. Photo ID can be obtained from Information Services.

5.61 Scheduling Facilities and Auxiliary Services

Reservations for facilities and auxiliary services must be submitted in writing to the Director of Events. Requests are generally considered on a first-come, first-served basis. Priority is given to academics, administrative programs of Concordia, associated students of Concordia University and The Lutheran Church Missouri Synod and Northwest District. Creative alternatives will be explored to maximize services and facilities for the above.
5.62 Rental Policy

The educational program and related enterprises of Concordia University are given first priority. Other organizations or community groups may use the facilities of Concordia's campus. All requests for usage must be made in writing to the Director of University Special Events. Requests will be reviewed in terms of impact to regular campus activities and/or re-alignment of the normal program. Specific guidelines for the Chapel (if wedding plans include non-Lutheran clergy, consultation with Concordia's Campus Pastor and St. Michaels representative is required before the reservation request will be considered), Gymnasium, FAB, residence halls and other services are available from the Director of University Special Events. Housing facilities may only be utilized in conjunction with conventions, conferences, workshops or other educational program.

Concordia reserves the right to deny requests from groups whose activities or beliefs may be in conflict/contrary to the mission statement of Concordia University or The Lutheran Church-Missouri Synod.

5.63 Policy on Response to inquiries from Christian News and Mr. Herman Otten

Because Christian News is not an official publication of the LCMS, and because the Concordia Seminary, St. Louis found that Mr. Herman Otten should not be certified for the LCMS ministerium due, in part, to his refusal to follow Matthew 18 in dealing with concerns that he has with various LCMS ministers, and because Dr. A.L. Barry reported to the 1998 synodical convention that this decision by the Concordia Seminary, St. Louis “concludes this matter,” and finally because Christian News has repeatedly misrepresented information provided in good faith by Concordia University, Portland, it is determined that the University will respectfully decline to reply to any inquiries, requests for information, or demands for comment from Christian News, or from its editor, Mr. Herman Otten, and finally that the University encourages the same response from all employees in personal dealing with Christian News and Mr. Herman Otten.

This policy will govern all institutional activities related to Christian News or Mr. Herman Otten unless otherwise directed by the President or the Board of Regents.

5.632 Use of School Vehicles

Only authorized students and faculty members are allowed to drive school vehicles. Applications for authorization to drive a Concordia vehicle are available in the Physical Plant Services office or in the Public Safety Office. The Chief Financial Officer is responsible for maintaining the authorized list of drivers. A faculty member or student becomes an authorized driver after completing the appropriate form and receiving approval from the Director of Public Safety. Approvals must be renewed annually. Before operating a university vehicle for business use an employee must complete a permit application form in the Physical Plant Office. A driving test is required for persons wishing to drive the 22-passenger bus. Arrangements for the driving tests may be scheduled through Physical Plant Services.

University vehicles are maintained exclusively for university business and are not available for personal use. Reservations are made through Physical Plant Services. Keys are issued with printed guidelines for recording mileage, account number and service needed for each vehicle. Common courtesy suggests a clean interior and a minimum 1/2 tank of gasoline.

Insurance restriction and institutional needs do not permit rental of any vehicles.

5.66 Privacy of Mail

To maintain the integrity of private communications in the Information Office, the following guidelines should be observed:

1. Whenever confidential matters need to be routed, please enclose in an envelope or fold in half, staple, and mark "confidential."
2. Papers received from students for faculty are noted as to date of receipt.
3. Advise the Information Office regarding distribution of mail when on vacation.
5.67 Personal Information Changes

If there is a change in your name, address, telephone number, marital status, number of dependents, your beneficiary, or person to be notified in case of emergency, it is your responsibility to notify the Director of Human Resources so that your records can be updated accordingly. This information is also important as it may affect the benefits to which you and/or members of your family are entitled.

5.70 Campus Safety & Security

Campus safety and security is the responsibility of everyone. Unusual or suspicious activity should be reported to campus security at extension 8517. Emergency situations that immediately threaten life or property should be handled by dialing the emergency 911 number.

Any employee leaving the campus who feels they need an escort to their vehicle should dial Campus Security at extension 8517 and request an escort.

Security of people and possessions is important to all of us. In order to maintain security within the campus building, the Office of Physical Plant Services assigns keys to controlled access areas. Several campus buildings are also controlled by electronic security systems.

Your department chair will assist you in obtaining the necessary keys and access codes to gain entry to specific work areas. Any assigned keys and access codes must be kept in the employee's possession and should not be given or loaned to anyone.

5.71 Security and Safety Guidelines

The following guidelines are presented for the safety of the individual and the security of Concordia's campus:

1. Facilities provided.
   A. Locks. All office doors and windows are provided with locks. These should be used when the offices are not occupied. All exterior dormitory doors are locked; security and safety demand such requirements. Keys for offices and exterior doors are available from Physical Plant Services during office hours.
   B. Drapes/blinds. All offices and classrooms are provided with drapes or blinds to insure privacy. They should be closed during the evening/nighttime hours. Closure when absent also prevents the viewing of interior contents from the exterior.
   C. Office and classroom doors are to be locked upon departure. The next person has a key to enter. Security of equipment and personal contents cannot be maintained if unlocked.

2. Precautionary measures.
   A. Visitors/strangers on campus should be questioned for need of assistance/purpose on campus.
   B. If assistance is suggested by the situation, notify Public Safety at 280-8517 or seek administrative assistance.
   C. In case of emergency, notify the Police/Fire Departments by calling 911, stating the emergency and location. After completing the call, notify Security, Physical Plant or the Dean of Student Services.

5.72 Fire Drill Procedures

Fire alarm notification: Fine Arts Building - verbal calling of "FIRE"
All other buildings - a sustained ringing of the fire bell.

General Directions are as follows for Faculty Members:

1. Upon discovering a fire, immediately sound the building alarm and/or alert other occupants.
2. Select one or two students to lead the class out of the building safely and tell them where to move the group (i.e., 300 ft from the building and upwind) and to not use an elevator.
3. Assign two individuals for each student with disabilities to assist in their safe evacuation from the building.
   a. Blind students, staff and visitors should be assisted through the hallways and down stairs through designated evacuation routes.
   b. Wheelchair persons should follow designated evacuation routes on the ground floor and exit the building. If not on the ground floor, wheel to the nearest fire escape window or stairway door.
Rescue personnel will search these areas first and help individuals with disabilities evacuate the building.

c. Call 911. Give your name, department and location of the fire. After calling 911, notify the Department of Public Safety at x8517.
d. If the fire is small, you may wish to fight it with a fire extinguisher or a building fire hose. Be sure you are using the proper extinguisher for the type of fire you are fighting. When in doubt, JUST GET OUT!
e. If the fire is large, very smoky, or spreading rapidly, evacuate the building immediately.
f. Check any adjoining areas, such as restrooms or supposedly vacant classrooms, to be sure that everyone is notified to vacate the building.
g. When you evacuate, do not stop for personal belongings or records. Leave immediately, using exit stairways, not elevators. Close doors as you go.
h. The instructor, student(s) with disabilities, and students assisting these people should be the last ones evacuated from the building.
i. Make sure class members are at least 300 feet from the building, upwind, and out of the way of emergency personnel.
j. Never walk through or stand in a smoke cloud.
k. Do not return to the building until instructed to do so by authorized personnel.
l. Check to see that no one is missing. If someone is unaccounted for, you should notify an on scene firefighter or Public Safety Officer immediately.

5.74 Key Policy

The Chief Financial Officer is responsible for the safekeeping of all school property. Faculty members may secure from Physical Plant Services keys that are needed. Keys are not to be loaned or duplicated. In order to maintain security, Public Safety and Physical Plant Services or the Chief Financial Officer MUST be advised immediately if keys are lost or stolen.

5.81 Bookstore

Concordia has a bookstore, which provides various services to students and faculty. Information about this enterprise can be secured through the Bookstore itself or the Vice Provost.

5.82 Library Hours

M-Th  7:00am – 1:00am  
Fri  7:00am – 10:00pm  
Sat  7:30am – 10:00pm  
Sun  noon – 1:00am

5.84 Space Allocation

The function of space allocation for academic classes is supervised by the Registrar. The function of space allocation for “other than academic classes” is supervised by the Conference Coordinator. The individuals who serve in this capacity determine the use of campus facilities.

The Conference Coordinator allocates space for campus and non-campus groups wishing to make use of campus facilities for occasional meetings and activities. Organizations wishing to use facilities for special purposes file an appropriate form with this office.

Requests for facilities are granted on a first-come, first-served basis. Campus groups are given priority over non-campus groups. Community groups are allowed to use facilities when the use does not interfere with campus functions.
Concern regarding the quality of American education is emerging as the preeminent issue of the American agenda. In response to this concern, Concordia University has committed itself to research, strategic planning, and goal setting to achieve a new level of quality, which is responsive to the people it serves.

Conversations with community, business and church leaders in California, Idaho, Oregon, and Washington helped the University refine its strategy to become a premier Lutheran university of the region, with graduates committed to transforming the communities in which they live, work and play.

The marketing and funding of this compelling vision to prospective students, volunteers and financial supporters was placed in the hands of the Concordia University Foundation, its directors and staff to create leadership strategies to strengthen human resources for increased fundraising.

The Concordia University Foundation is the development office and primary fund-raising entity for the University and directed by its priorities. The Foundation supports the University and its mission through building awareness, relationships, and funds; and seeks to increase the University’s private-sector resources by:

- Developing comprehensive strategies and programs for building lifetime donor relationships;
- Acquiring resources for capital development;
- Acquiring resources for scholarship assistance;
- Administering these resources for the benefit of the University, in a way that inspires continuing trust and commitment from donors and enhances our partnership with Concordia University.

Revised Fall 2012
### Topical Index

<table>
<thead>
<tr>
<th>Number</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.70a</td>
<td>Academic Calendar</td>
</tr>
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<td>1.70</td>
<td>Academic Calendar Template</td>
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<tr>
<td>3.24</td>
<td>Academic Computerization and Computer Access</td>
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<tr>
<td>2.671a</td>
<td>Academic Freedom Policy</td>
</tr>
<tr>
<td>2.93</td>
<td>Academic Grievance Procedures</td>
</tr>
<tr>
<td>3.11</td>
<td>Academic Integrity Statement</td>
</tr>
<tr>
<td>3.33</td>
<td>Academic Load</td>
</tr>
<tr>
<td>2.21</td>
<td>Academic Policies Committee</td>
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<td>0.35</td>
<td>Academic Programs of Concordia</td>
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<td>3.12</td>
<td>Academic Sanctions for Behavior Problems</td>
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<td>Academic Vestment</td>
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<td>0.40</td>
<td>Accreditation</td>
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<tr>
<td>1.15</td>
<td>Administrative Structure</td>
</tr>
<tr>
<td>1.15a</td>
<td>Department Heads</td>
</tr>
<tr>
<td>2.65</td>
<td>Admission to Campus Events</td>
</tr>
<tr>
<td>3.30</td>
<td>Admissions Standards</td>
</tr>
<tr>
<td>3.252</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>2.613</td>
<td>Advanced Study and Terminal Degree Policy</td>
</tr>
<tr>
<td>2.417</td>
<td>Advancement, Conditions for</td>
</tr>
<tr>
<td>1.40</td>
<td>Affirmative Action Policy</td>
</tr>
<tr>
<td>2.636</td>
<td>Alcohol and Drug Abuse</td>
</tr>
<tr>
<td>4.12</td>
<td>Associated Students of Concordia University</td>
</tr>
<tr>
<td>4.30</td>
<td>Athletic Council</td>
</tr>
<tr>
<td>4.29</td>
<td>Athletics</td>
</tr>
<tr>
<td>3.51</td>
<td>Baccalaureate and Commencement - General Supervision</td>
</tr>
<tr>
<td>3.52</td>
<td>Baccalaureate and Commencement Speakers</td>
</tr>
<tr>
<td>1.02</td>
<td>Board of Regents</td>
</tr>
<tr>
<td>3.13</td>
<td>Books, Departmental</td>
</tr>
<tr>
<td>5.10</td>
<td>Budgeting</td>
</tr>
<tr>
<td>3.46</td>
<td>C.E.U. Credit, Experiences Granting</td>
</tr>
<tr>
<td>1.70 and 1.70a</td>
<td>Calendar Template, Academic + current year calendar</td>
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<td>4.03</td>
<td>Career and Adult Services, Director of</td>
</tr>
<tr>
<td>1.32</td>
<td>Chapel Advisory Committee</td>
</tr>
<tr>
<td>0.80</td>
<td>Chapel Policy</td>
</tr>
<tr>
<td>1.31</td>
<td>Chapel Services</td>
</tr>
<tr>
<td>5.00</td>
<td>Chief Financial Officer, Duties of</td>
</tr>
<tr>
<td>1.00</td>
<td>Church Affiliation</td>
</tr>
<tr>
<td>2.72</td>
<td>Class Absence</td>
</tr>
<tr>
<td>4.50</td>
<td>Class Attendance</td>
</tr>
<tr>
<td>3.47</td>
<td>Class Rank, Policy</td>
</tr>
<tr>
<td>2.54</td>
<td>Class Size and Sectioning</td>
</tr>
<tr>
<td>4.51</td>
<td>Classroom Absentee Procedure</td>
</tr>
<tr>
<td>4.49</td>
<td>Classroom Behavior, Procedure on</td>
</tr>
<tr>
<td>4.26</td>
<td>Coaches and Directors, Advisors</td>
</tr>
<tr>
<td>4.09</td>
<td>Coaches, Duties of</td>
</tr>
<tr>
<td>4.30c</td>
<td>Co-curricular – Student Responsibility</td>
</tr>
<tr>
<td>4.30a</td>
<td>Co-curricular Activities</td>
</tr>
<tr>
<td>3.247b</td>
<td>Co-curricular Make-up Policy</td>
</tr>
<tr>
<td>4.30b</td>
<td>Co-curricular Schedules Advance Notice</td>
</tr>
<tr>
<td>3.247a</td>
<td>Co-curriculars and Class Attendance</td>
</tr>
<tr>
<td>3.55</td>
<td>Commencement Program Design</td>
</tr>
<tr>
<td>3.54</td>
<td>Commencement, Participation in</td>
</tr>
<tr>
<td>3.57</td>
<td>Community Awards</td>
</tr>
<tr>
<td>2.22</td>
<td>Community Life Committee</td>
</tr>
<tr>
<td>3.08</td>
<td>Concordia University System (CUS)</td>
</tr>
</tbody>
</table>
Concordia University, Brief History of
Conditional Admission
Conditional Admission Policy – Transfer / Readmission after Dismissal
Conflict of Interest Standards and Procedures
Contracts, One Year
Contracts, Three Year Rolling
Convocations
Copyright and Fair Use Policy
Core Strategies
Counseling Services Coordination
Course Cancellation
Course Prospectus and Syllabus Maintenance and Update
Course Prospectus Format
Course Prospectus, Procedure for Approval
Credit by Examination - CLEP Examinations
Credit by Examination – Departmental Exams
Credit for Prior Experiential Learning
Curricular Regulations, Application of
Campus Pastor
Dean of Students
Dean of Students, Associate
Deans, Appointment of
Deans, Responsibilities of
Definition of a Credit Hour
Department Heads
Directed Studies
District Conventions, Attendance at
Drama Program
Dropping a Course
Drug-free Workplace Act
Duplicated Instructional Materials
Educational Media Services Director
Eligibility for Enrolling in Various University Levels, Policy on
Eligibility Standards
Emeritus Status
Employment, Extra-Concordia Employment
Enrollment, Concurrent
Entrance Examination
Evaluation in Individual Courses, Early
Evaluation of Instruction
Experiences Granting Limited Graduate Seminar Credit (800 level courses)
Experimental Courses
Faculty and Administration of Concordia
Faculty and Student Directories, Distribution of
Faculty Athletic Representative
Faculty Changes (when a CU faculty receives a call or job offer)
Faculty Committees
Faculty Organization
Faculty Governance Structure
Faculty Grievance Procedures
Faculty Handbook, Purpose of
Faculty Handbook, Responsibility for
Faculty Hiring
Faculty Membership and Voting Privileges in Faculty Meetings
Faculty Non-Disciplinary and Disciplinary Action
Faculty Ranking
Faculty Recognition
2.415 Faculty Retention, Criteria for
2.412 Faculty Salary Scale, Category for Movement within the
2.411 Faculty Salary Scale, Category for Placement on
2.23 Faculty Welfare Policies Committee (FWPC)
2.10 Faculty, Duties of
2.41 Faculty, Ranking and Promotion in Rank, Criteria for
1.12 Faculty
2.56 Faculty, Vacation and Summer Policy
2.53 Faculty, Weightload Assignments
2.57 Faculty/Staff Response to Reception of a Call
5.20 Fees
3.264 Field Trips
3.45 Final Exams, Policy
1.72 Final Exam Schedule
3.43 Freshman English Sequence, Timely Completion of
2.24 General Education Council
2.24a General Education Program
3.34 GPA Transfer Policy
3.411 Grade Change Policy
2.33 Grade Determination and Records of Student Progress
2.34 Grade Inflation and Grading Policy
3.41 Grades and Grade Points
5.23 Graduation Fees
3.532 Graduation Requirements for Whom English is a Secondary Language Students
3.533 Graduation Requirements for the Associate of Arts Degree
3.53 Graduation Requirements for the Bachelor of Arts Degree
3.351 Graduation Requirements for the Bachelor of Science Degree
4.11 Guidelines for Dissent, Campus
3.62b Guidelines for Minimum Standards of Practicums, Field Experiences, Internships, and
Student Teaching Experiences
4.05 Health Services, Director of
1.50 Holidays
3.60 Honorary Doctorate Degrees
5.213 Honored Citizen Tuition Discount
2.611a Honored Citizens Tuition Discount
3.61 Human Subjects Policy
5.30 Identification Card, Employee
3.412 Incomplete Policy
3.251 Independent Studies
1.13 Institutional Educational Policies
3.03 Institutional Information, Director of
0.70 Institutional Objectives
1.14 Institutional Policy Formation
3.06 Institutional Research, Director of
2.635 Insurance - Travel, Accident
3.31 International Student Admissions: English Language School and Baccalaureate
Program
4.04 International Student Services, Director of
2.76 Jury Duty
3.40 Last Day to Add a Course (Ten Percent Rule), Policy on
3.04 Librarian
5.82 Library Hours
2.671a Limitation of Academic Freedom, Policy Statement
3.246 Low Enrollment, Dealing with
3.242 Majors & Minors
2.63 Medical and Retirement Benefits, Concordia
5.29 Micro Computer Purchase Program