ASHLAND THEOLOGICAL SEMINARY

Academic Calendar 2015-16

August
11 New Student Orientation (6-9 pm)
19? Community Launch Day & Picnic (ATS Personnel)
Last Day to Apply for Fall Semester Graduation

FALL: August 24-December 15, 2015

August
24 Fall Semester Begins
26 Fall Opening Convocation (9:30 am)
31 Last Day to Add

September
7 Labor Day – NO CLASSES
8 Last Day to Drop
15 *Fall Matching Grant Deadline*
21 Summer Incompletes Due

October
21 Last Day to Drop without a “Withdrawal”

November
1 Spring Semester Registration Opens

December
1 Graduation application deadline for Spring Semester 2016 Commencement
15 Last Day of Fall Semester
15 Summer Extensions Due
18 Fall Semester Grades Due (noon)
21 Spring Semester Registration Deadline
Fall Graduates Degree Completion Date

SPRING: January 11 – May 11, 2016

January
11 Spring Semester Begins
18 Martin Luther King, Jr. Day – NO CLASSES
19 Last Day to Add
25 Last Day to Drop

February
1 *Spring Matching Grant Deadline*
8 Fall Incompletes Due

March
23 Classes end at 5:00 p.m.
24-27 Easter Break

April
1 Registration Opens for Summer Session

May
1 *Summer Registration Deadline*
11 Last Day of Spring Semester
11 Fall Extensions Due
15 2016-17 Scholarship Application Deadline
16 Spring Semester Grades Due (noon)
21 Seminary COMMENCEMENT Ceremony – 10:00 a.m.

SUMMER: May 16 - August 12

May
30 Memorial Day—NO CLASSES; CAMPUSES CLOSED

June
1 Registration Opens for Fall Semester

August
1 *Scholarship Award Confirmations*
1 Graduation Application Deadline for Fall Semester Completion (attending 2017 Commencement)
8 Fall Semester Registration Deadline
13 Completion Date for Summer Graduates
15 Summer Grades Due

*Drop/Add deadline for Summer classes will be the first day of any given class.
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MISSION STATEMENT
Ashland Theological Seminary integrates theological education with Christ-centered transformation as it equips men and women for ministry in the church and the world.

VISION STATEMENT
Ashland Theological Seminary will creatively provide comprehensive educational resources for the development of Christian leaders who serve the Church as well as its partner organizations and the marketplace. These resources constitute a Continuum of Learning that extends the seminary’s ministry far beyond the traditional degree program offerings.

DEFINING AFFIRMATIONS
The Seminary faculty, administration and staff have embraced seven statements that affirm Ashland Theological Seminary’s approach to theological education. The Seminary:

1. Offers a course of study that effectively equips a diversity of students for ministry in a variety of contexts and cultures.
2. Aspires to be a prophetic voice to the Church through understanding both the Church and culture and equipping our students to do the same.
3. Conceives the academic experience in holistic terms, with attention to four primary emphases: core identity, character, calling, and competency.
4. Strives to integrate theory and praxis in every subject area, reinforcing every “how” with a “why” and vice versa.
5. Values active service to the church as the context in which faculty and students live out their faith and share their gifts and scholarship.
6. Promotes active scholarship, not as an end unto itself, but as a means of maintaining a stimulating teaching and learning environment.
7. Provides opportunities for lifelong learning through a wide variety of educational programs.

ASHLAND THEOLOGICAL SEMINARY’S CURRICULUM
Ashland Theological Seminary has embraced an educational philosophy and curricular model that focuses on the development of the whole person. In addition to theological education’s traditional emphasis on information and skill development, the seminary also values the nurturing of the soul or personal formation.
Philosophy of Theological Education
The faculty developed the following “Philosophy of Theological Education” that articulates the conceptual philosophy for the new curriculum:

“Ashland Theological Seminary embraces a philosophy of education that develops the whole, spiritual leader through Scripture, community, spiritual formation, and academic excellence. Men and women who are equipped for ministry will be secure in their identity in Christ and devoted to others. They will allow the Word and Spirit to continually form their character in the image of Christ. Persons equipped for ministry will discern their calling in Christ and will have that calling shaped and confirmed in community. From this foundation of growth, these individuals will be competent to minister the grace and love of Christ to a broken world.”

Therefore, Ashland Theological Seminary’s curriculum focuses on the development of core identity, the formation of Christ like character, the discernment of calling to ministry, and the development of competencies necessary for effective ministry to the Church and the world.

The ATS Curriculum Model
The curriculum balances personal and professional preparation for ministry. All courses in the curriculum address the 4 C’s, so this approach to theological education is woven throughout the curriculum. In addition, co-curricular activities help shape the 4 C’s in the lives of students. Therefore, students are encouraged to participate in chapel services, spiritual formation groups, community life events, and educational opportunities offered on the main campus and at the extension sites as well as programs through the Institute of Formational Counseling. The Seminary also recognizes that ministry preparation requires a commitment to lifelong learning.

Equipping men and women for the 4 C paradigm demands that those serving in the various roles related to equipping be not only professionally committed to the paradigm but personally committed to all 4 C’s as well.

Information for each of the seminary’s degree programs is located on the seminary web page (www.seminary.ashland.edu) under Academics/Degree Programs.
ADJUNCT FACULTY INFORMATION

Credentials
We need to have a copy of your current curriculum vitae and the transcript for your highest degree on file for review by our accrediting association. Please send this to the attention of the Academic Dean’s Office.

Contracts
Contracts are emailed directly to all adjuncts. Please sign and return your contract(s) to Donna Johnson, the Administrative Assistant of the Academic Dean, as soon as possible. If you need to fill out tax forms, they will be included with your contract(s). All tax forms/paperwork must be signed and returned to the Academic Dean’s Office before request for payment will be made. The contract amount is divided into bi-weekly payments.

Payroll Dates
Payroll dates will be set up as “bi-weekly”. Pay dates are set as the following for those teaching weekly:

- Fall Semester – pay deposits will be Sept 11th through December 18th
- Spring Semester – pay deposits will be January 29th through May 20th

Pay dates for weekend courses will be determined according to the first and last weekend of the course. Pay dates are listed on the contracts.

Direct Deposit
All contract payments will be direct deposit. Direct deposit forms are provided by the Dean’s Office. Payroll statements will be available on WebAdvisor. Instructions are included in Appendix D.

Note: You must use your ashland.edu email account to retrieve & view payroll statements.

Overnight Housing
ATS provides overnight accommodations when necessary. If needing accommodations at the Ashland campus please contact Kim Morgan for reservations at 419-289-5848 or email kmorgan1@ashland.edu. Rooms book quickly each semester, so place your reservations in advance if possible. If you need accommodations at the extension sites please contact Donna Johnson at 419-289-5695 or email djohnso8@ashland.edu. CMHC Adjuncts please contact Colleen Hord for hotel reservations in the Columbus area (chord@ashland.edu).

Adjunct Evaluations
On the last day of your course, you are to distribute evaluation forms to the students for the purpose of evaluating your teaching methods, strengths and weaknesses. (The Academic Dean’s office will
provide you with evaluations for your class. Online courses will have the evaluations loaded to the course shell for students to complete online. An electronic copy of the evaluations will be sent to you after grades have been submitted.

Before the next academic year (August or September), you will meet with your Department Chair, or if applicable, the Director of the Clinical Mental Health Counseling Program or the Director of the Detroit Counseling Program. During the meeting you will discuss the student evaluations and any concerns that you or your Department Chair or Director may have. The department chair/director will complete a report of the meeting and will submit the report to you for initialing. The original will be placed in an assessment portfolio for the seminary at the main campus in Ashland. A copy will be given to you and another will be kept in your file in the Dean’s office.

**Academic Calendar**
ATS utilizes a 15 week semester system, the 16th week is for final exams. An electronic copy of the 2015-2016 academic calendar can be found on the seminary’s website under “Downloads” and is also included at the front of this handbook. When you prepare your syllabi, please be sure to check the holiday schedule.

**Class Enrollment**
Students register one semester at a time; the dates for student registration are listed in the calendar on the seminary’s webpage and in this handbook. Classes taught by adjuncts must have an enrollment of ten students, or we are forced to cancel the class or negotiate a different contract amount. Courses with less than six students will be cancelled. We will immediately notify you and any students registered for the course if it must be cancelled. If a course is cancelled, the Academic Dean may contact the adjunct about working with students by directed study.

**Class Contact Hours**
All 3 credit hour courses must have 37.5 instructional hours of class time, normally packaged in 42-45 hours, including breaks. All 2 credit hour courses must have 25 instructional hours, normally packaged in 27-30 hours, including breaks. All 1.5 credit hour courses, or “half courses,” must have 18.75 instructional hours. If a class is lost to weather or other unusual circumstances, the class does not need to be made up.

**Class Times and Breaks**
The time of class meeting is indicated in the schedule of courses. Feel free to negotiate the length and schedule for breaks, thirty minutes total (for block courses).

**Beginning of Class**
If you have students introduce themselves to open the class, please do not ask them to tell where they received their baccalaureate degree. Please remember that we have about 10% of students who are
admitted without an undergraduate degree, and this has proven to be a very embarrassing question for them.

**Students Attending Class**
Students should not miss the first session of any class. Attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade, or withdraw from the class, at the discretion of the professor.

*Students are prohibited from bringing their children to campus/class due to legal and safety issues.*

**Class Rosters**
You must access your roster(s) in WebAdvisor (*see Appendix F*). You should be checking this often during the first two weeks of the semester as students will be making schedule changes. An email notice will be sent after the add/drop deadline (two weeks into the quarter) which will instruct you to verify your roster. You will be **REQUIRED** to send a return email to ATS-Registrar@ashland.edu to verify that your roster is either correct as is or detail any discrepancies (students attending who are not listed or vice versa). Please do not wait until grades are due to report any problems with your roster. Verification of attendance is extremely important as many of our students receive student loan money which is based upon class attendance.

**Guidelines for Grading Papers**
The Seminary has now adopted guidelines for grading papers which will help provide some consistency to grading among faculty and adjuncts. The following are general guidelines that may need to be adjusted for particular assignments. The elements identified under Content and Composition are illustrative rather than definitive.

**I. Content:** 60% of grade
- Mastery of course content
- Comprehensiveness
- Depth of insight
- Evidence of critical thinking (appropriate use of analysis, synthesis, evidence, argumentation, evaluation, etc.)
- Appropriate integration of material
- Appropriate degree of personal reflection

**II. Composition:** 40% of grade
- Clear focus
- Logical organization
- Paragraph coherence
- Appropriate use of supporting materials (Bible, primary sources, secondary sources, etc.)
- Accurate grammar, spelling, punctuation
• Clear and readable style
• Appropriate paper format (margins, spacing, type font, general appearance)
• Appropriate documentation for the assignment (Turabian, APA)

III. Deductions from grade (issues of personal responsibility): determined by the professor
• Failure to follow directions for the assignment
• Failure to submit the assignment on time
• Violations of academic integrity

Deductions should be specified in the syllabus.

Submission of Grades
Grades are submitted through the WebAdvisor system (see Appendix F). An email memo will be sent to your ashland.edu account only giving grading instructions and the deadline for grade submission. It is imperative that the grades be submitted by the deadline given. The WebAdvisor instructions are also sent as an attachment to this email, in the event that you have lost the ones provided to you. ONCE YOU HAVE SUBMITTED YOUR GRADES, PLEASE NOTIFY THE REGISTRAR BY EMAIL THAT YOU HAVE DONE SO.

I’s and E’s in Grading
A student who does not complete all course work in a quarter may be given an I (Incomplete). (This is given in the event the student does not request an extension.) The student must submit the work within 30 days or the I turns to an F. An incomplete may also result in a lower grade at the discretion of the professor and the final grade submitted should reflect this if desired.

An E (Extension) is given to a student who has done acceptable work but the full amount cannot be completed because of illness or other extenuating circumstances. This grade must be requested by the student on a form, which is secured from Lori Lower; it is also found on the Seminary website (an example is found in Appendix G). There is no decrease of grade given but the work must be submitted before the end of the following semester (approximately 90 days).

See the ATS catalog for further explanation of I’s and E’s.
SNOW CLOSING/CLASS CANCELLATION POLICY

ATS staff, students and faculty members who are attending or teaching classes on the Ashland campus or in Cleveland, Columbus or Detroit have two options for obtaining information on the cancellation of classes, the closing of offices, or the closing of program centers due to the weather. These are:

1) Listen or watch for closings on radio and TV stations in the area where class is located. Major TV stations will be notified of seminary closings.

**Local radio stations:** WNCO –AM 1340, WNCO-FM 101.3

**Mansfield:** WMAN-AM, WYHT-FM, WIQI-FM, WVNO-FM, WRGM-AM; Local TV station – WMFD-ch. 68

**Wooster:** WKVX-AM, WQKT-FM

**Mt. Vernon:** WMVO-AM, WQIQ-FM

**Columbus:** WNCI-FM, WTVN-AM, WQFM 96, WCOL-AM, WMNI-AM; TV – WBNS – ch. 10, WCMH – ch. 4, WSYX – ch. 6

**Akron:** WHLO-AM

**Lorain:** WZLE-FM

**Cleveland:** WCRF-FM, WTAM-AM 1100; TV – Channels 3, 5, 8, 19, 43

**Detroit:** WWJ- AM 950, TV – Channels FOX 2, WDIV 4, WXYZ 7

2) Call Ashland Seminary’s general number (419) 289-5161 to hear a list of the classes closed.

**Decision to close evening classes will be made by 3:30 p.m. the day classes are to be closed.**

Note that not all program centers will close if the main campus closes. Likewise, a program center may close even though the main campus is open. Check with either the program center or the main campus about the status of classes at a given Center.
COURSE PREPARATION INFORMATION

Textbook Orders
You will be contacted by Donna Johnson (ext. 5695), two months in advance of the beginning of your class about textbooks for your class. Please be sure to submit the ISBN number for all textbooks and check to make sure they are in print. You may check the publishers’ web sites for this information. Donna will forward the textbook request to the main AU bookstore (see Appendix E for textbook order form). When the books arrive, they will be available for purchase at the bookstore on the Ashland Seminary campus in the Shultz Academic Center. The AU bookstore will not guarantee the books being available for students unless the syllabus and book order are sent to Donna by the syllabus/book order due date.

Course Syllabi
All syllabi for upcoming classes are to be made available for students from the ATS web site. (Students are expected to get course syllabi from the ATS web site.) Please send a copy of your syllabus to Donna Johnson via email attachment in Word format to djohnso8@ashland.edu and to the appropriate department chairs/counseling program directors by the syllabi due date.

Department chairs or counseling program directors are responsible for evaluating all syllabi submitted by adjuncts teaching courses in their respective departments/programs. The process is as follows:

1. Adjuncts should submit their syllabi by the due dates for each academic period (see the document listing these dates on page 31) to their department chair or counseling program director and to Donna Johnson.
2. Within two weeks after the due date, the department chair will either sign off on the syllabus submitted, with notification given to Donna that the syllabus is approved, or require a revised syllabus from the adjunct.
3. After two weeks, if the department chair has not informed Donna of approval, she will post the syllabus as submitted.

All syllabi are to incorporate the institutional learning goals (the 4 C’s) and the appropriate degree learning goals established in the new curriculum. Please follow the syllabus template that has been adopted by the faculty and that is included in this handbook (see Appendix A). Contact Donna Johnson for an electronic copy of the syllabus template.

The Academic Affairs Committee has prepared a document entitled “Seminary Paper Types” that seeks to bring greater uniformity to the expectations that faculty have when referring to specific types of paper assignments. Please see the document in the materials at the end of the handbook (see Appendix B) and be sure that your assignments are consistent with the pertinent descriptions found in the document.

11
Please include the following information in your syllabus if applicable.

- Core substitution requirements if student is taking this course in place of a core class
- A reminder to students if they wish to have their papers returned to them they need to make arrangements directly with the professor or provide a self-addressed envelope so the paper can be mailed. A copy of each course syllabus is also kept in our files.

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td>1.3</td>
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<tr>
<td>D-</td>
<td>65-67</td>
<td>.7</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>0</td>
</tr>
</tbody>
</table>

*Grading scale adopted 05/03/96 and implemented fall 1996.

### Reserve Library Books

Library books needed for specific course work may be placed on reserve. Lists of the books and the type of reserve desired should be given to the library staff at least two weeks before the beginning of class.

### Electronic Reserve

Faculty members also have the option of placing course materials on electronic reserve. Ashland University follows the Federal Copyright Law and expects faculty and staff to comply with this policy. All Faculty interested in placing items on electronic reserve should abide by the guidelines set forth on the AU website: [https://www.ashland.edu/administration/library/reserves/placing-items-reserve/e-reserves-policy](https://www.ashland.edu/administration/library/reserves/placing-items-reserve/e-reserves-policy). Please allow the library at least 48 hours to execute your request; larger jobs may require additional time. To access the E-Reserves Portal on the web, type [http://libguides.ashland.edu/er.php](http://libguides.ashland.edu/er.php) into the browser.

### Library Hours

During the school year, the library on the Ashland campus is generally open Monday through Thursday from 8:00 a.m. to 8:00 p.m., Friday from 8:00 a.m. to 5:00 p.m. The library is closed during Chapel Services. Between terms, the library generally closes at 4:00 p.m. every day. The library is closed between Christmas and New Year’s Day (check with the library staff for hours during other
holiday periods). The library is always closed on the Saturday of the ATS graduation. **Summer hours** for the library are Monday through Thursday from 8:00 a.m. to 4:00 p.m. and closed on Fridays. The library is closed on Saturdays unless prior arrangements have been made by a professor with the library director. While summer school classes are in session, the library may be open extended hours if a professor has made arrangements with the library director. All hours are subject to change so please check the ATS LibGuide on the ATS website for the most current schedule.

**ATS Library, Database and OhioLink Usage**
The ATS Library staff manages the library patron records of adjunct faculty members. Adjuncts may use the ATS Library, databases and OhioLINK during the semester in which they are providing instruction. If preparation time is needed, some additional time for a teacher to acquire needed items or conduct research is possible. This additional borrowing/preparation time-period has been set to up to 10 weeks before their class begins and arrangements for these services need to be made directly with one of the full-time ATS librarians. An adjunct’s patron record expires when the semester grades are due.

**Classroom Assignments**
Classrooms are assigned based on the number of students enrolled. The room assignments are posted on the doors of the Shultz (Rooms 101-104) and Gerber (Rooms 201-203 & Auditorium) Academic Centers as you enter the buildings and on the plasma screens. If you teach in Cleveland, Columbus or Detroit, please call the Center’s Student Support Specialist for room assignments.

**Administrative Offices**
The offices are open from 8:00 a.m. to 5:00 p.m., Monday through Friday during the school year. Summer hours are 7:30 a.m. to 4:00 p.m. People you may need to contact include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Paul Chilcote</td>
<td>Academic Dean</td>
<td>(419) 289-5771</td>
<td><a href="mailto:pchilcot@ashland.edu">pchilcot@ashland.edu</a></td>
</tr>
<tr>
<td>Mr. Michael O’Hara</td>
<td>Coordinator, Academic Advising</td>
<td>(419) 289-5217</td>
<td><a href="mailto:mohara1@ashland.edu">mohara1@ashland.edu</a></td>
</tr>
<tr>
<td>Mrs. Donna Johnson</td>
<td>Admin. Asst. to Dean</td>
<td>(419) 289-5695</td>
<td><a href="mailto:djohnso8@ashland.edu">djohnso8@ashland.edu</a></td>
</tr>
<tr>
<td>Mrs. Lori Lower</td>
<td>Registrar</td>
<td>(419) 289-5907</td>
<td><a href="mailto:llower@ashland.edu">llower@ashland.edu</a></td>
</tr>
<tr>
<td>Mr. Jonathan Cole</td>
<td>I.T. Specialist</td>
<td>(419) 289-5770</td>
<td><a href="mailto:jcole3@ashland.edu">jcole3@ashland.edu</a></td>
</tr>
<tr>
<td>Mrs. Kim Morgan</td>
<td>Housing</td>
<td>(419) 289-5848</td>
<td><a href="mailto:kmorgan1@ashland.edu">kmorgan1@ashland.edu</a></td>
</tr>
<tr>
<td>Dr. Jerrolynn Johnson</td>
<td>Director, Detroit Counseling</td>
<td>(248) 559-1400</td>
<td><a href="mailto:jjohns12@sshland.edu">jjohns12@sshland.edu</a></td>
</tr>
<tr>
<td>Dr. Nyreia Harrington</td>
<td>Coordinator of Education, Det.</td>
<td>(248) 559-1400</td>
<td><a href="mailto:nharring@ashland.edu">nharring@ashland.edu</a></td>
</tr>
<tr>
<td>Dr. David Mann</td>
<td>Director of Counseling</td>
<td>(419) 289-5872</td>
<td><a href="mailto:dmann@ashland.edu">dmann@ashland.edu</a></td>
</tr>
<tr>
<td>Dr. Mary Lutz</td>
<td>Coordinator of Education, Col.</td>
<td>(419) 396-9130</td>
<td><a href="mailto:mlutz3@ashland.edu">mlutz3@ashland.edu</a></td>
</tr>
<tr>
<td>Dr. Thomas Gilmore</td>
<td>Coordinator of Education, Cle.</td>
<td>(216) 264-4619</td>
<td><a href="mailto:tgilmore@ashland.edu">tgilmore@ashland.edu</a></td>
</tr>
</tbody>
</table>

**Copying**
If you have materials that you wish to have copied for your class, please remember that the seminary’s office hours are from 8:00 am to 5:00 pm. Please give at least three days lead-time for the
administrative assistant to adjuncts, Donna Johnson, to complete the copying. If you have over 200 pages of total copying, you must arrange with Donna to have the copying sent to the AU Print Shop. Be sure to leave one week lead-time for copying done at the Print Shop.

ATS must also comply with copyright provisions. “Fair use” under the U.S. copyright law permits limited use (no more than 20%) of portions of copyrighted work without the copyright owner’s permission. Whether mounting classroom materials on line or placing them on electronic reserve, ATS will follow Section 107 of the Copyright Act and will abide by these laws. Observation of the copyright law is a legal obligation, with ethical issues involved as well. Each adjunct/faculty member is responsible for adhering to these copyright laws.
FERPA – Release of Student Record Information
Under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), student educational records and information should not be released without the expressed written consent of the student. The exception to this information is classified as “Directory (Public) Information” and may be released without the student’s consent. Ashland University has determined the following as directory information: name, local address, home address, local telephone number, home telephone number, date and place of birth, parents’ name and address, e-mail address, major, class, center attended, dates of attendance, full-time, half-time, or part-time status (not specific credit hours), degrees and awards received (including Dean’s List), previous institutions attended, participation in officially recognized activities and sports, photographs, weight and height of members of athletic teams. Directory information cannot include student identification numbers or social security numbers.

Additionally, students have the right to withhold the release of the above by presenting a written request to the Registrar. A small number of students have requested this and when the name is “accessed in the computer” the statement “Do Not Release Information” will appear.

A student has the right to:

a) Inspect and review education records pertaining to the student

Students have the right to view their education records wherever these records are maintained on campus. Once a student has submitted a request to inspect his or her records, an institution must comply within 45 days.

When the student has an outstanding financial or other hold on records, the student still maintains the right to review his or her education records. He or she does not have the right to obtain any copies of those records unless failure to do so would effectively deny the student the right to inspect and review records. Also, that student does not have the right to have a transcript sent to a third party until the obligation is fulfilled.

In cases where a student is not within commuting distance (50 miles) of campus and therefore is physically unable to be present to view the record on campus, the institution must make arrangements for the student to obtain access for review of these records. The institution may do so either (a) by making copies of the requested records and sending them to the student by mail or other means; or (b) by making arrangements with an appropriate third party, such as another institution or an attorney’s office located in the vicinity of the student, to act as an agent. Such individuals would agree to abide by the institution’s instructions to allow the student to review but not copy the records. This method would be used particularly in instances where the student has an outstanding financial or other obligation to the college.
b) Request an amendment to the student’s records to insure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights.

Students may ask the Seminary to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the Seminary decides not to amend the record as requested by the student, the Seminary will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing will be provided to the student when notified of a hearing.

c) Limit disclosure of some “personally identifiable information” (information that would directly identify the student or make the student’s identity easily traceable) known as directory information.

Any student who does not want directory information to be released, must submit their request in writing and meet with the Ashland University’s FERPA Coordinator located in the Registrar’s Office on AU Campus.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Annual Lecture Series
The seminary sponsors an annual lecture series. All classes are to break for these lectures. Please check with Donna Johnson regarding the dates, times, and locations for these lectures. (If at all possible, indicate in your syllabus the times when your class will need to break for the lecture series.)

Chapel
As you plan for your class, please note that students on the main campus are to be released for chapel services at 9:30 a.m. on Wednesdays. Chapel runs from 9:40 to 10:20 a.m. Classes are to resume at 10:30 a.m. ATS is a worshipping community, and we believe that observing our worship service on Wednesdays provides a significant contribution to a student’s life and well-being. Therefore, the Seminary encourages attendance by every student and faculty/adjunct member.
Adjunct Absence From Class
The Academic Dean is to be notified whenever an adjunct professor must miss class. In the event of a scheduled absence, the adjunct faculty must submit the enclosed “Request for Class Absence Form” (see Appendix G) to the Academic Dean at the beginning of the pertinent Semester. Be sure to note any class absences in your syllabus and how you will cover the absence. Remember that all three credit hour courses are required to have 37.5 contact hours of class time. In the event of an emergency, contact the Academic Dean’s office at (419) 289-5695. The administrative assistant to adjuncts will contact the students if a class session needs to be cancelled.

Course Grade Appeal Process
The following procedures are set forth in the Student Handbook concerning student grade appeals: When a student believes that a grade for a course is unfair or not correct, the following process of appeal should be followed:

1. Discuss the issue with the instructor of the course providing the student’s reasoning of why the grade should be changed. This should be done within thirty days of the issuing of grades. If the student still disagrees with the results, or the instructor does not respond by the end of the following quarter, he/she may

2. Discuss the matter with the Academic Dean* who will examine the student’s point of view; the Academic Dean will also discuss the matter with the instructor to obtain his/her point of view. The Academic Dean will make a decision based on his/her research. If the student is still not satisfied, he/she may

3. Appeal to the Academic Affairs Committee, in writing, providing the details of the case. The Academic Affairs Committee may consult the instructor and the syllabus for the course. The decision of the Academic Affairs Committee is final.

* At the Cleveland, Columbus and Detroit extension sites, the student may take the matter first to the director of that site. Students in any of the counseling programs should take their concern initially to the directors of the counseling programs before taking it to other seminary personnel.

Tobacco Policy
In accordance with Ohio’s Smoke-Free Workplace Act of 2006, Ashland Theological Seminary recognizes the need to create and maintain an environmental quality that sustains and enhances the general health and well being of its faculty, staff, students and visitors. Ashland Theological Seminary recognizes the Surgeon General findings that “tobacco use in any form, active and/or passive, is a significant health hazard”. In light of this recognition, the following policies have been further developed.

Tobacco products* are not permitted to be used
   a. in any residential unit or campus building
   b. within 20 feet of a door, window or air duct of a campus building
c. at any campus indoor or outdoor recreation and/or athletic facilities as well as all Ashland Theological Seminary sponsored outdoor events held on or off campus
d. in any buses, vans or other vehicles used for campus business
1. Prevention, education and cessation services for tobacco in all forms are available from the Student Health Center of Ashland University and/or local community services.
2. Advertisement and sales of tobacco products, as well as free distribution, are not allowed on campus or in campus controlled situations, properties and environments.
3. Sponsorship of campus events by tobacco promoting organizations is not permitted.
4. Tobacco users must follow proper disposal of tobacco materials.
*Tobacco products are defined as any lighted or unlighted cigarette, cigar, pipe, hookah, bidi, clove cigarette, e-cigarette, and any other smoking product, and smokeless or spit tobacco.

Concealed Weapons
Weapons are not allowed at Ashland Theological Seminary, including property and buildings. Ohio Revised Code § 2923.126(B)(5) now states that a license to carry a concealed handgun does not authorize a licensee to carry a handgun into "any premises owned or leased by any public or private college, university, or other institution of higher education, unless the handgun is in a locked motor vehicle or the licensee is in the immediate process of placing the handgun in a locked motor vehicle."
The statute even implies that a university or college (public or private) has no discretion to permit concealed weapons. Revised Code § 2923.126(C) states that "nothing in this section shall negate or restrict a rule, policy, or practice of a private employer that is not a private college, university, or other institution of higher education" relating to concealed handguns. Neither of these provisions requires a sign. The firearms laws of the State of Michigan also prohibit firearms to be carried onto school property even if the owner has a concealed weapon permit. See Michigan State Police website for information (http://michigan.gov/msp/1,1607,7-123-1591_3503_4654-10947--.00.html
INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

(NOTE: This section provides guidelines established for all academic programs connected with Ashland University, including Ashland Theological Seminary.)

Adjuncts have free access to the AU wireless network. All sites broadcast “AUSecure”. To connect your devise must meet AU’s security requirements. Very old computers or devices may not be able to access the network. Instructions on connecting to the network can be found at https://sites.google.com/a/ashland.edu/asttech/.

Technology Use
Ashland Theological Seminary is equipped with technology in the classrooms. We have provided a Technology Packet for you this year (See Appendix C). Please read this section carefully. It will explain everything you need to know regarding email, classroom technology, Web Advisor, computer labs and ANGEL.

For assistance in the operation of classroom podiums or other technical support please contact Jonathan Cole through the Tech Support Center at Ashland University at 419-289-5405 or 1-866-434-5222. Request: If you run into a problem, do not experiment or ask a student to assist; ask for help by calling the Ashland University Tech Support Center.

Application
Computer and information technology facilities operated by Ashland University are available for the use of students, faculty and staff generally without charge. Students, faculty, and staff are encouraged to use the University computer facilities for research and instruction. University information technology facilities are comprised of numerous components, including computer hardware, multimedia hardware, video equipment, software, documentation, communications support, on-line account administration, support services, Internet access and instructional materials. The “Information Technology Acceptable Use Policy” applies to situations in which any person or persons utilize University information technology facilities alone or in combination with other information technology facilities.

Penalties for Violations
Violation of this policy may result in revocation of utilization privileges, administrative discipline or immediate termination of the violator’s relationship with the University and could lead to Criminal and Civil prosecution. The University is authorized by anyone utilizing its information technology facilities to cooperate with government and civil authorities in the prosecution of any criminal and civil matter against any person who violates this policy, including disclosure of any records, information, data, images, communications, recordings, or other evidence in the custody of, or accessible by, the University.

The seminary is concerned that its future graduates establish and maintain the highest moral standards with regard to the above matters and the issue of pornography. Since such practices are particularly damaging in that they degrade fellow members of the body of Christ and the human race in general,
any proven cases of computer access to pornography will be dealt with as follows: In the first instance, a letter will be addressed to the person through whose account the material has been accessed and will suggest that if the person has trouble with pornography, he/she schedule an appointment with the Smetzer Counseling Center. A copy of the letter will be sent to the V.P. of Student Development. In the second instance, the account holder’s access to Seminary computers will be terminated until such time as the offender has met with the Smetzer Counseling Center and a plan of counseling and/or technical training has been pursued. On the third occasion, the student will face dismissal from the Seminary.

User Responsibility for Compliance
Utilization of any University information technology facility constitutes acceptance of the terms of this “Information Technology Acceptable Use Policy.” Users acknowledge they have read and understand this “Information Technology Acceptable Use Policy” and they shall be personally responsible for their acts or omissions in connection with utilization in violation of this policy.

Authorized Uses
Authorized uses of the University Information Technology facilities include:

- Learning activities facilitating the University’s instructional objectives
- Research conducted in support of educational or research programs authorized by the University
- Utilization by specifically authorized persons for the administration of the University and its programs
- Communications necessary to conduct the purposes of the University and its programs
- Communications between faculty, staff, students and others outside the University containing messages or information, the content of which is not in conflict with this policy

Unauthorized Uses
Unauthorized uses of the University Information Technology facilities include:

- Any utilization infringing on the rights or liberties of another
- Illegal or criminal use of any kind
- Utilization involving communications, materials, information, data or images prohibited by legal authority as obscene, pornographic, threatening, abusive, harassing, discriminatory, or in violation of any other University polices
- Tampering with any lab or classroom equipment, including disconnecting or connecting personal computers, could lead to loss of privileges and/or fees for damage
- Accessing, viewing, printing, storing, transmitting, disseminating or selling any information protected by law or subject to privilege or an expectation of privacy
- Utilization that causes or permits materials protected by copyright, trademark, service mark, trade name, trade secret, confidential or proprietary data and information statutes, or communications of another, to be uploaded to a computer or information system, published, broadcasted, or in any way disseminated without authorization of the owner
- Any attempts to access any resources, features, contents or controls of the information technology facilities that are restricted, confidential, privileged, or that you are otherwise not authorized to use
- Utilization of resources causing damage to or altering the operation, functions or design of the information technology facilities or content of any other computer system or network
- Granting access to persons not authorized by the University to any University information
- Technology facility, either by intentional action such as disclosure of account information or unintentional action such as failure to log off
- Commercial, profit-motivated or partisan political use not related to University programs
Non Discrimination Policy and Reporting Procedures

Discrimination against any Seminary community member is prohibited. This policy applies to students, faculty, staff, and others on or off seminary property. Prohibited conduct includes but is not limited to the following activities when the conduct is based on race, ethnicity, national origin, veteran’s status, gender, disability, sexual orientation or age:

1. Denial of access to campus resources;
2. Disparate treatment in academic or administrative functions of the institution;
3. Verbal or written use of derogatory slurs (includes vandalism, desecration of property and public displays of any kind);
4. Threats or harassment of any kind (also see harassment policy).

If you believe that the actions or words of a member of the Seminary community or at an experiential learning site (internship, community service, etc.) constitute discrimination against you or another, you have a responsibility to immediately report the suspected discrimination in writing to either of the following administrators:

- If an administrator, contact the President, 910 Center Street, Ext. 5160
- If a faculty member, contact the Academic Dean, 910 Center Street, Ext. 5695
- If another student, contact the V.P. of Student Development, located at 910 Center Street, Ext. 5151

Ashland Theological Seminary will investigate complaints of discrimination promptly and impartially. The Seminary will not tolerate adverse treatment of students or other individuals because they report discrimination. While the Seminary will protect the confidentiality of discrimination complaints to the extent possible, it may also have a legal responsibility to formally investigate any and all complaints. Depending on the specific circumstances, it is the Seminary’s general practice that those who allege discrimination will be kept informed of the investigation process and the ultimate outcome of their complaint. Any individual who is found to have engaged in discrimination will be subject to appropriate corrective action up to and including dismissal.

Students with Disabilities

Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, (419) 289-5904.
ASHLAND UNIVERSITY EMAIL USE POLICY

Application
The e-mail system owned and operated by Ashland University is a critical component of the communications infrastructure. A University assigned e-mail account shall be the University’s official means of e-mail communication with any person having an AU e-mail account. All official communication from Ashland Seminary will be sent only to an AU email account. Students, faculty and staff are responsible for all information sent via their University assigned e-mail account.

Appropriate Use
The e-mail system is a valuable but limited resource. The system is intended for faculty and staff to carry out their duties. The e-mail system is primarily used to conduct university related business and research and to support classroom/instructional activities. The system may be used by students to keep in touch with others and communicate while away from home.

Specific instances of prohibited uses include (partial list):

- Advertising items for sale or events not associated with the University
- Matters unrelated to academic or business activities or for personal gain
- Sharing illegal or copyrighted music, video, or computer applications
- Sending harassing or threatening communications
- Sending unwanted e-mail (spam) to others
- Sending unauthorized “bulk” e-mail to AU or external accounts
- Sending any material that is obscene or defamatory
- Representing personal opinions as those of the University
- Sending confidential or proprietary information to unauthorized parties

AUP Acknowledgement and Consent to Monitoring
Individuals accessing AU technology resources are acknowledging they have read the Acceptable Use Policy as well as other applicable policies. Individuals also acknowledge that the systems being used as well as the information contained on them and exchanged between them is the property of the University. The University does not routinely monitor email and other electronic communications but it does have the ability and right to do so without prior notice should the need arise.

E-mail Maintenance and Limits
E-mail accounts must be maintained by the account user. Basic maintenance duties may be characterized by but not limited to: removing messages deemed to be “trash,” actively checking the content of new messages, and securing the account password. E-mail accounts are kept under 30 GB and there is a capacity meter near the bottom of the inbox.
**Spam and Virus Email**
All e-mail that passes through the University e-mail system is scanned to determine if it is spam (unwanted bulk email messages) or contains a virus (computer program of malicious nature).

**Retrieval of Deleted E-mail**
After deletion, an email will be in the GMAIL trashcan for 30 days. Items purged from the GMAIL trashcan are gone forever.

**Threatening or Harassing E-mail**
Sending threatening or harassing e-mail is strictly prohibited. Cases involving threatening or harassing e-mail communications will be referred immediately to the appropriate authorities and/or University department for action.

**Third Party E-mail Readers**
The Outlook e-mail system (OWA) is the only university supported e-mail system. This system can be accessed through ashland.edu homepage. The Office of Information Technology does not provide support for third party readers and users are advised that they are still responsible for the management and maintenance of their email account.

**Violations of Computer Use Privileges**
Participation in the following constitutes a violation of computer use privileges. Students or staff who engage in any of the following may forfeit his/her computer access.

1. As stated prior, the use of pornography is unacceptable.
2. Children or other unauthorized users are not allowed in the computer rooms or may not use seminary computers.
3. Illegal installation or downloading of software is not allowed.
4. No food or drink is allowed in the computer labs.
5. Logging into the system for another user could cause you to lose your account.
6. You are responsible for your account. If you leave your account logged in and another person violates policy with your account, you are responsible.
7. Classroom computers are for faculty/teaching use only. Students are not to use these systems without permission from the faculty member of the class or the Director of Instructional Technology and Client Support.

**Waiver of Privacy Expectations**
Due to inherent lack of security in some of the information technology facilities, and due to the right and need for the University to monitor compliance with this policy, utilization of the University information technology facilities that require privacy of any kind for any purpose are not supported and are prohibited. Any person utilizing any University information technology facility understands and agrees they are specifically waiving any expectation or right to privacy in their communications,
data, programs or other personal information stored, displayed, accessed, communicated, published or transmitted on the facilities. Those utilizing the information technology facilities who require security for University related purposes must contact the Information Technology Facility Administrator to arrange for specific project or program arrangements.

Additional Regulation of Published Information
Ashland University recognizes the value and potential of publishing on the Internet, and so allows and encourages students, staff and faculty to publish electronic home pages, personal pages, publication pages, or other pages that carry out official University business in support of the University’s mission. The quality of information published by the University plays an important role in maintaining a strong reputation and image of the University.
Ashland Theological Seminary endeavors to affirm both men and women as created in the image of God, called and gifted for various forms of ministry. The faculty, therefore, requests that a good faith effort be made to use inclusive language in class, in any and all papers, theses, research projects, or projects submitted to this institution.

Seminary policy requires all students to use inclusive language when referring to people. Inclusive language is language that does not speak solely in terms of the masculine gender when one intends to talk about both men and women.

Some acceptable alternatives are as follows:

- Humanity, humankind, people, or human beings instead of mankind
- Men and women instead of men
- Person instead of man
- Use of pronouns ("he or she") throughout the text ("s/he" is not acceptable)
- Chairperson or chair instead of chairman
- Supervisor, police officer, or flight attendant instead of foreman, policeman, or stewardess, respectively
- Homemaker instead of housewife

Unacceptable alternatives are:

- s/he
- he and/or she
- she and/or he

Obviously, these examples are to be used when one does not intend to speak of a gender-specific individual or group of people. An author should make clear that both genders are under discussion when they are; authors should indicate gender only when one specific and known gender is discussed. With some rephrasing and careful attention to meaning, even the generic he can be avoided most of the time. For more examples, see *Publication Manual of the American Psychological Association, 5th ed.*, pages 70-72.

The faculty urges students to use a variety of biblical images, both male and female (cf. Is. 49:14-15), when describing God's activities and character. The Bible itself does so, and students should follow that model. The first person of the Trinity, even though called the Father, transcends gender and is neither male nor female. The traditional language of calling God Abba-Father is to be affirmed as important, biblical, and taught by Jesus. Students should consider the use of a variety of biblical names or functional terms for God, such as Yahweh, El Shaddai, Creator, Redeemer, or Lord in order to avoid
conveying the impression that the first person of the Trinity is a male or that using masculine language is the only appropriate way to address the one true God.

**ACADEMIC INTEGRITY POLICY**

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in this policy.

**Section 1. Purpose**

Academic integrity is an essential aspect of every believer’s identity in Christ. As people who are called to speak the truth and live the truth (Eph. 4:15, 25; 2 John 1-2, 4); as people who are to follow the One who is the way, the truth, and the life (John 14:6); as people who are to be blameless and above reproach (Phil. 1:10; 2:15; 2 Pet. 3:14), we in Ashland Seminary ought to regard academic integrity as a necessary part of our personal and intellectual development. For these reasons student infractions relating to academic integrity must be considered very serious, since they damage the educational process and undermine the biblical and spiritual foundations of our community.

**Section 2. Conduct which Violates Academic Integrity**

Ashland Theological Seminary expects each student to uphold the seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be his/her own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use his/her own capabilities to achieve his/her fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty.

**Section 3. Forms of Academic Dishonesty**

Proper acknowledgment of ideas and sources is central to academic honesty. To ensure academic honesty, it is important to examine that which constitutes academic dishonesty. Academic dishonesty includes:

- **Plagiarism**
  Plagiarism is the intentional or unintentional presentation of someone else’s words, ideas or data as one’s own work. In the event the faculty member deems the plagiarism is unintentional, he/she shall typically require the student to rewrite the assignment. In the event the faculty
member believes the plagiarism is willful, the sanctions in this document will apply. If the work of another is used, acknowledgment of the original source must be made through a recognized reference practice, and, if verbatim statements are included, through quotation marks as well. To assure proper crediting, a student will acknowledge the work of others,

1. Whenever one quotes another person’s actual words.

2. Whenever one uses another person’s idea, opinion or theory, even if it is completely paraphrased in one’s own words.

3. Whenever one borrows facts, statistics, or other illustrative materials, unless such information is of such common knowledge so as not to be questioned.

Fabrication
Fabrication is the intentional falsification or invention of research, data, citations, or other information. Examples of fabrication include:

1. Citing information not taken from the source indicated.
2. Including in a reference list sources which have not been consulted.
3. Inventing or altering data or source information for research or other academic exercise.
4. Submitting as his/her own any academic assignment (e.g. written work, sermons, sermon outlines, etc.) prepared totally or in part by another.
5. Using a portion of a piece of work previously submitted for another course or program to meet the requirement of the present course or program without the approval of the instructor involved.
6. Permitting one’s work to be submitted by another person as if it were his or hers.
7. Taking a test (or other evaluation) for someone else or permitting someone else to take a test for oneself.
8. Other offenses of this form which incorporate dishonesty for academic gain.

Cheating
Cheating is an act of deception in which a student represents mastery of information that he/she has not mastered. Cheating may be suspected if an assignment that calls for independent work results in two or more solutions, sequences, or verbal expressions so similar as to merit the charge. Cheating may be suspected if there is a statistical inconsistency in the student’s performance and the student cannot explain or reproduce both the intricacies of the solution and the techniques used to generate the solution; or in the case of an essay examination, the student cannot explain or reproduce the thought-processes used to generate the writing. Examples include:

1. Copying from another student's test paper.
2. Allowing another student to copy from a test paper.
3. Sharing previous copies of exams with other students.
4. Using notes, textbooks or other information in homework, examinations, tests or quizzes, except as expressly permitted.
5. Securing, giving or exchanging information during examinations without authority to do so.
6. Having someone else do your work for an on-line course.
7. Other offenses of this form which incorporate dishonesty for academic gain.

Other Forms of Academic Misconduct
Examples include:
1. Obtaining confidential information about examinations, tests, or quizzes other than that released by the instructor.
2. Stealing, buying, or otherwise obtaining all or part of an unadministered test in which the origins of the materials are suspect.
3. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
4. Inducing any other person to obtain an unadministered test or any information about the test.
5. Changing, altering, or being an accessory to the changing and/or altering of a grade in a grade book, computer file, on a test, a "change of grade" form, or other official academic record of Ashland Seminary which relate to grades.
6. Cooperating with another person in academic dishonesty, either directly or knowingly, as an accessory.
7. Using computing resources in a manner which violates the Seminary’s academic integrity policies.
8. Copying sermons or papers in part or whole from the internet without proper documentation (see Writing Handbook for proper documentation).
10. Other offenses of this form which incorporate dishonesty for academic gain.

These examples are not meant to be exhaustive. Be aware that the above policies also apply to all on-line courses.

Section 4. Procedures Following an Allegation of Academic Dishonesty at Ashland Theological Seminary

A. If a faculty member suspects a student of academic dishonesty, whether by direct observation or inference, he/she will meet with the student to ascertain whether a violation has occurred and whether formal action ought to be taken.
B. If the faculty member feels that formal action should be taken and has actually observed a student violating any of the policies stated herein, he/she will meet informally with the Academic Dean to process the nature and willfulness of the violation.
C. If the faculty member and Academic Dean agree that a violation of the academic integrity policy has occurred, the faculty member shall file an allegation of academic dishonesty, with supporting documentation, with the Academic Dean. (Use the “Academic Integrity Incident Report” form found in Appendix G.)

D. If a faculty member has not directly observed a student violating any of the policies stated herein, but has a firm conviction of academic dishonesty, based on probative evidence and on meeting with the student, the faculty member shall likewise meet with the Academic Dean informally. If both agree that the situation warrants formal action, the faculty member shall file an allegation of academic dishonesty, with supporting documentation, with the Academic Dean. (Use the “Academic Integrity Incident Report” form.)

E. Upon the filing of an allegation of academic dishonesty, the faculty member shall inform the student of the nature of the allegation and supply the student with documentation. The faculty member will also make the student aware of the formal process to be followed, as outlined in the Student Handbook.

F. Within two weeks of notification of the student of the allegation, the faculty member and Academic Dean will meet with the student and determine the nature and severity of the academic dishonesty. The Academic Dean and faculty member will meet privately after conferring with the student and determine the penalty for the infraction. The penalty will be noted on the “Academic Integrity Incident Report” form.

G. The faculty member will notify the student of the penalty in writing.

H. All paperwork will be filed in the student’s academic file in the registrar’s office.

Section 5. Penalties

A. If there is a violation of the academic integrity policy, the faculty member has the discretion of assigning a grade of zero for the assignment or test involved and/or assigning an F for the course. If it is discovered that this is a second violation of the academic integrity policy, the student will face dismissal from the Seminary. This action will be taken by the Academic Dean. Any grade appeal in process will be suspended until any integrity violation is resolved.

B. In determining the penalty for a violation, the faculty member and Academic Dean will take into consideration the seriousness of the offense, including:
   1. the willfulness of the incident; e.g., an incomplete citation is less serious than no attempt to credit the work of another;
   2. the extent to which the student had been previously instructed or warned about the academic integrity policy;
   3. previous violations of academic integrity.

Section 6. Student Appeal Procedure

A. The student shall have an opportunity to appeal the decision of the faculty member and the Academic Dean to the Academic Affairs Committee.
B. The Academic Affairs Committee shall consider the appeal at its next meeting following reception of the appeal.
C. The decision of the Academic Affairs Committee will be final in all cases.
D. If the Academic Affairs Committee determines that no academic dishonesty has occurred, all paperwork relating to the case will be removed from the student’s file.
Introduction
Members of the Ashland University community, guests and visitors have the right to be free from gender discrimination and sexual misconduct including: sexual harassment, sexual violence, stalking and intimate partner violence (domestic and dating violence). As a faith based institution, Ashland University is committed to the respect and dignity of each individual. Thus, the University prohibits gender discrimination and sexual misconduct. When an allegation of misconduct is brought to an appropriate administrator’s attention, and the accused is found to have violated this policy, serious action, up to dismissal from the University, will be used to reasonably ensure that such actions are never repeated.

This policy describes prohibited conduct, explains what to do if you wish to make a complaint of gender based discrimination and/or sexual misconduct, sets forth the procedures to be followed for promptly and equitably investigating and resolving such complaints, and identifies available resources. This policy applies to members of the University community, regardless of sexual orientation or gender identity, including international and undocumented persons as well as all students, faculty, staff and other employees. It also applies to guests, contractors and other third parties within the University’s control.

This policy applies to conduct:
- On University premises;
- At University sponsored activities;
- Or at any location when the conduct
  a. has an adverse impact on the education or employment of a member of the University community or;
  b. otherwise threatens the health and/or safety of a member of the University community or;
  c. adversely affects the interests of the University community.

Title IX - The Law
No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational programs or activity receiving federal financial assistance. --From the preamble to Title IX of the Education Amendments of 1972.

Title IX prohibits institutions that receive federal funding from practicing gender discrimination in educational programs or activities. Because almost all schools receive federal funds, Title IX applies to nearly everyone. The Office for Civil Rights in the U.S. Department of Education is charged with enforcing the civil rights and regulations in education.
When Title IX is mentioned, most people think about women and athletics. However, Title IX covers acts that impact educational opportunities and employment for all students, staff, faculty and other employees.

In conformity with the pertinent requirements of Title IX of the Education Amendments of 1972 enacted by the Congress of the United States, the University does not discriminate, within the context of its religious principles, its heritage, its mission or its goals, on the basis of sex in the areas of employment, admission, educational programs, or other activities. In our efforts to end gender discrimination and sexual misconduct, the university expects all members of its community to never:

- Pressure anyone to suppress a report of gender discrimination and/or sexual misconduct
- Cause a victim to believe that the he/she is responsible for the commission of the gender discrimination and/or sexual misconduct committed against him/her
- Imply to a victim that the he/she was negligent or assumed the risk of gender discrimination and/or sexual misconduct by reason of circumstances, dress, or behavior
- Suggest to anyone that their complaint will bring unwanted publicity to the University

**Title IX Coordinators and Deputy Coordinators**
For concerns of inappropriate behavior described in this policy, please contact:

**Title IX Coordinators**
Sue Heimann  
Josh Hughes  
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**Deputy Coordinators**
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Ashland Theological Seminary  
International Students  
Glenn Black  
Scott Parillo  
Vice President of Student Development  
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ATS, 910 Center Street, Ashland, OH  
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Mansfield Campus –CONHS  
Athletics  
Sherma LeVeck  
Sue Ramsey
The **duties and responsibilities of the Title IX Coordinators** are as follows:

- Coordinate Ashland University Title IX federal compliance by helping to ensure that the university responds appropriately, effectively and equitable to Title IX issues
- Create specific sexual misconduct materials including: University policy and resources
- Train new students and new employees as well as those employees designated as “responsible employees” of the university on Title IX policy, processes and resources
- Provide a preventative education program (including bystander prevention efforts as well as Title IX policies and protections) with the University community
- Ensure Safety Services protocols to respond to sexual misconduct complaints
- Appoint Title IX Deputy Coordinators as needed. Ensure coordination with Title IX Deputy Coordinators and appropriate staff with relevant responsibilities including, but not limited to: prevention and education, law enforcement and university student conduct, housing, medical services, counseling services, and safety of students, employees, third party contractors and guests
- Co-chair the university Title IX committee
- Conduct an annual review of all Title IX complaints. Analyze trends or patterns of sexual misconduct on campus and assess the University’s responses. Annually assess the overall efforts of the University’s compliance to Title IX policies.

**Sexual Misconduct and other Prohibited Conduct**

**Definitions**

*Non-consensual sexual intercourse* - Any sexual penetration (anal, oral, or vaginal), however slight, with any body part or object by any person upon any person without consent.

*Non-consensual sexual contact* - Any intentional sexual touching, with any body part or object by any person upon any person without consent.

*Sexual exploitation* - Taking non-consensual, unjust or abusive sexual advantage of another. This occurs when a student takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or that of third-persons, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another person;
- Non-consensual video or audio-taping of sexual activity;
- Going beyond the boundaries of consent (such as letting your friends hide in the closet to watch you having consensual sex);
• Engaging in voyeurism;
• Knowingly transmitting an STI or HIV to another student;
• Exposing one’s genitals in non-consensual circumstances; inducing another to expose their genitals;
• Sexually-based stalking and/or bullying may also be forms of sexual exploitation

**Indecent exposure** - The exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.

**Intimate Partner Violence (Dating Violence, Domestic Violence)** - A pattern of abusive behaviors used to exert power and control over a current or former partner. It can include emotional, sexual, verbal or economic actions, or physical threats of violence. Acts may include any behaviors that intimidate, isolate, manipulate, humiliate, coerce, frighten, blame or hurt someone. It can happen to anyone, regardless of race, sexual orientation, age, education, religion, etc.

There is often a pattern or repeated cycle of violence, starting with the first instance of abuse. The general pattern of behavior is as follows:

- **Tension Building:** Relationship begins to get strained or tense between partners.
- **Explosion:** Outburst that includes verbal, emotional, or physical abuse.
- **Honeymoon:** Apologies where the abuser tries to re-connect with his/her partner by shifting the blame onto someone or something else.

**Stalking** - A pattern of unwanted conduct directed at another person that threatens or endangers the safety, physical, mental health, life or property of that person, or creates a reasonable fear of such a threat or action. Stalking is a violation of Title IX when it is gender or sexually-based.

**Signs that it could be stalking:**
- Following you, with or without your knowledge
- Calling or texting excessively
- Knowing your schedule and/or showing up at places you go
- Threatening to hurt you, your friends, family, pets, or themselves
- Damaging your property
- Stalking can appear romantic or non-threatening, like cards, flowers, emails, etc., but if this behavior is unwanted, it could be stalking.

**Sexual Harassment** - A general term that includes unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following:
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic status.
- Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual.
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus.
Sexual harassment can occur between any individuals associated with the University, examples include, but are not limited to: employee and a supervisor; coworkers; a student and an employee or between students.

**Signs that it could be sexual harassment:**
- Sexual comments or inappropriate references to gender
- Sexually explicit statements, questions, jokes, or anecdotes regardless of the means of communication (oral, written, electronic, etc.)
- Unwanted touching, patting, hugging, brushing against a person's body or staring
- Inquiries or commentaries about sexual activity, experience, or orientation
- Display of inappropriate or sexually oriented material in locations where others can view them
- Offers of or demands for sex to receive jobs, promotions, money or other opportunities or rewards
- Unwanted flirtation, advances or propositions.

**Gender-Based Harassment** - May include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

**Other Misconduct Offenses (Will fall under Title IX when sex or gender-based)**
1. Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
2. Discrimination, defined as actions that deprive other members of the community of educational or employment access, benefits or opportunities on the basis of gender;
3. Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;
4. Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the university community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity;
5. Bullying, defined as repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally.

**Consent**
The expectations of the Ashland University community regarding sexual misconduct can be summarized as follows:
- In order for individuals to engage in sexual activity of any type with each other, there must be clear, knowing and voluntary consent prior to and during sexual activity. Consent is sexual permission. Consent can be given by word or action, as long as those words or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) sexual activity.
- Consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity.
- Silence--without actions demonstrating permission--cannot be assumed to show consent.
• Consent can also be negated (making consent not possible) due to a variety of factors. The following are examples of circumstances that negate consent:

Force - Force is the use (or threat) of physical violence on someone to gain sexual access. Sexual activity that results from actual or threatened physical force is nonconsensual.

Coercion - Coercion is unreasonable pressure for sexual activity. When someone makes clear by words or actions that they do not want to have sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be coercive. Coercive behavior differs from seductive behavior based on the type of pressure someone uses on another. Factors to consider in analyzing whether consent did not exist due to coercion, include, but are not limited to, the frequency of requests, the intensity of requests, the persistency and duration of requests, and isolation of the alleged victim.

Incapacitation - Incapacitation is a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction). Any time sexual activity takes place between individuals, those individuals must be capable of controlling their physical actions and be capable of making rational, reasonable decisions about their sexual behavior. Sexual activity with someone who one knows to be mentally or physically incapacitated constitutes a violation of this policy. Actual knowledge of incapacitation is not required when, based on the circumstances, a reasonable person should have known that the person was incapacitated.

Incapacity can result from a variety of circumstances, including alcohol, drugs, mental disability, sleep, involuntary physical restraint, or from the taking of rape drugs. Possession, use and/or distribution of date rape drugs, including Rohypnol, Ketamine, GHB, Burundanga, etc. is prohibited, and administering one of these drugs to anyone is a violation of this policy.

Age - In order to give effective consent, one must be of legal age (16 in the State of Ohio).

Sexual Misconduct – Risk Reduction Information
Risk reduction tips can be perceived as victim-blaming. With no intention to victim-blame, and with recognition that only those who commit sexual violence are responsible for those actions, these suggestions may nevertheless help you to reduce your risk of experiencing a non-consensual sexual act. Suggestions to avoid committing a non-consensual sexual act include:

1. If you have limits, make them known as early as possible.
2. Tell a sexual aggressor “NO” clearly and firmly.
3. Try to remove yourself from the physical presence of a sexual aggressor.
4. Find someone nearby and ask for help.
5. Take affirmative responsibility for your alcohol intake/drug use and acknowledge that alcohol/drugs lower your sexual inhibitions and may make you vulnerable to someone who views a drunk or high person as a sexual opportunity.
6. Take care of your friends and ask that they take care of you. A real friend will challenge you if you are about to make a mistake. Respect them when they do.

If you find yourself in the position of being the initiator of sexual behavior, you owe sexual respect to your potential partner. These suggestions may help you to reduce your risk for being accused of sexual misconduct:

1. Clearly communicate your intentions to your sexual partner and give them a chance to clearly relate their intentions to you.
2. Understand and respect personal boundaries.
3. DON’T MAKE ASSUMPTIONS about consent; about someone’s sexual availability; about whether they are attracted to you; about how far you can go or about whether they are physically and/or mentally able to consent. If there are any questions or ambiguity then you DO NOT have consent.
4. Mixed messages from your partner are a clear indication that you should stop, defuse any sexual tension and communicate better. You may be misreading them. They may not know how far they want to go with you yet. You must respect the timeline for sexual behaviors with which they are comfortable. Be aware that this timeline can change.
5. Don’t take advantage of someone’s drunkenness or drugged state, even when the alcohol/drugs are ingested voluntarily.
6. Realize that your potential partner could be intimidated by you or fearful of you. You may have a power advantage simply because of your gender or size. Don’t abuse that power.
7. Understand that consent to some form of sexual behavior does not automatically imply consent to any other forms of sexual behavior.
8. Silence and passivity cannot be interpreted as an indication of consent. Read your potential partner carefully, paying attention to verbal and non-verbal communication and body language.

Active Bystander*

Everyone has a role in preventing and addressing sexual misconduct.
Ashland University encourages all members of the Ashland Community to take responsibility for preventing and addressing sexual misconduct within our community. By being an Active Bystander, it is possible to speak out against sexist attitudes, rape myth beliefs, and sexual violence itself. Commit to being an Active Bystander at Ashland University by taking the following steps:

- **Notice the situation.** Be aware of your surroundings.
- **Interpret it as a problem.** Do I recognize that someone needs help?
- **Feel responsible to act.** See yourself as being part of the solution to help.
- **Know what to do.** Educate yourself on what to do.
- **Intervene safely.** Take action but be sure to keep yourself safe.

**How to Intervene Safely**

- **Tell another person.** Being with others is a good idea when a situation looks dangerous.
• Ask a person you are worried about if he/she is okay. Provide options and a listening ear.
• Distract or redirect individuals in unsafe situations.
• Recommend to others that someone has had too much to drink.
• Ask the person if he/she wants to leave. Make sure that he/she gets home safely.
• Call the police (911) or someone else in authority.

Maintaining Personal Safety

Before acting in a situation, ask yourself:

• How can you keep yourself safe in this situation?
• What are all of the options available to you?
• Who else might be able to assist you in this situation?
• What are the pros and cons of acting?
• How can you avoid violence in this situation?

To Enhance Safety When Out with Friends

• Have a plan. Talk with your friends about your plans BEFORE you go out. Where do you want to go? Having a clear plan ahead of time helps friends look after one another.
• Go out together. Go out as a group and come home as a group; never separate and never leave your friend(s) behind.
• Watch out for others. If you are walking at night with friends and notice a person walking by themselves in the same direction, ask them to join you so they don’t have to walk alone.
• Diffuse situations. If you see a friend coming on too strong to someone who may be too drunk to make a consensual decision, interrupt, distract, or redirect the situation. If you are too embarrassed or shy to speak out, get someone else to step in.
• Trust your instincts. If a situation or person doesn’t seem “right” to you, trust your gut and remove yourself, if possible, from the situation.
• Take care of each other.

* Adapted from University of New Hampshire’s “Bringing in the Bystander.” More information is available from: http://www.unh.edu/preventioninnovations.

Steps to Take if You are Sexually Assaulted

Stay Warm

• Persons who experience sexual assault may be in a state of shock. The person is advised to stay warm by wrapping in a blanket or coat.

Preserve Evidence and Do Not Clean Up

• A victim is advised not to wash, shower or bathe, brush teeth or gargle, remove tampons/pads, urinate or defecate, change or wash clothes, eat/drink or smoke. These steps make it less likely that physical evidence is disturbed.
• Clothing worn at the time of an assault should be placed in a paper or plastic bag and brought to the emergency room.
• Take steps to preserve physical evidence (such as towels, sheets) at the location of the assault, if possible.
• In order to avoid forgetting important details, write down the facts about the accused and the assault.

Get to a Safe Place and Seek Emotional Support
• Talking with a trusted friend, relative or someone who is professionally trained to deal with sexual assault can aid a victim make better decisions.
• Whether one decides to call local law enforcement or campus Safety Services, it is extremely important to attend to one’s emotional needs.
• Professional counseling and support can be beneficial immediately or months/years later. One can seek counseling on campus, through the Ashland Theological Seminary Smetzer Counseling Center, as well as seek support through the 24/7 Rape Crisis Domestic Violence Safe Haven hotline or staff. In addition, staff in Religious Life and Student Health Services may offer support.

Seek Medical Attention
• An on campus advocate (Safety Services Officer, Title IX Coordinator or Deputy Coordinator, for example) or staff from the local Rape Crisis Domestic Violence Safe Haven can accompany the victim to the emergency room or health provider.
• It is important to seek medical attention at the emergency room as soon as possible. A medical examination will ensure appropriate medical treatment. The victim should take a change of clothes as those worn during the assault will be collected as evidence.
• A medical examination will also allow for the collection of physical evidence by way of a Sexual Assault Forensic Exam (SAFE), which will ensure that needed physical evidence is preserved in the event of a report to city law enforcement. A SAFE can be obtained within 72 hours of an assault.
• If a victim goes to the emergency room, local police are notified by the hospital. However, s/he is not obligated to talk to the police or to pursue prosecution. However, having the evidence collected in this manner will help to keep all options available to the victim with obligation to him or her for any course of action. Collecting evidence can assist the authorities in pursuing criminal charges, should the victim decide later to do so.

Reporting and Confidentiality
The University cannot promise complete confidentiality, however, each situation is resolved as discreetly as possible, maintaining confidentiality to the extent allowed under state and federal laws.
• Ashland University is obligated to follow up on all allegations. While the confidentiality of the victim is of utmost priority, it is also important to note that most university employees are considered to be “responsible employees”.
• This means that almost any employee (except those outlined as confidential below) of Ashland University must report a violation of this policy to a Title IX Coordinator once they become aware (except in public notice situations such as “Take Back the Night” programs).
• Student employees are not considered “responsible employees” and are not required to report, unless they work in the following areas: Human Resources, Safety Services and Resident Assistants/Assistant Residence Directors in Residence Life.

• Victims are also encouraged to ask the person they are speaking with if they are required to report the allegation.

• Note that the University cannot require a victim to discuss the matter further with others, for example, the Title IX Coordinator. However, incomplete information can limit the university’s ability to investigate, obtain additional information and resolve the situation may be limited.

• An anonymous complaint can be made. However, without the identity and contact information of the complainant and/or accused, the university's ability to investigate, obtain additional information and resolve the situation may be limited.

Specific staff who provide confidentiality have been identified at Ashland University as follows:

• Medical (AU Health Center physician – Dr. Chris Boyd, Physician Assistant – Amity Arnold, and Registered Nurse – Jody Usher)

• Counseling (AU Counseling Center Director of Counseling – Dr. Oscar McKnight, Counselor – Matthew Bartuccio and Counseling Interns as well as Counseling Interns at the Ashland Theological Seminary Smetzer Counseling Center)

• Ordained and licensed clergy hired in those capacities at the University (Executive Director of Religious Life/Campus Champlain – Jason Barnhart, Director of Religious Life Network – Nate Bebout and the Catholic Chaplain - Father Hawks).

• Athletic Trainers (Kate Bruning, Jeremy Hancock, David Jameyson, and Kris Veverka)

These professionals are required to keep the victim’s information confidential. That is, no information can be shared without explicit permission from the reporting party unless

• it is subpoenaed due to a court case or;

• the person reporting presents a danger to themselves or others.

In addition, crime statistics (numbers only – no names or identifying information) are supplied to the Ashland University Clery Act Compliance Officer by these professional staff for compliance with federal crime reporting requirements.

Submitting a Complaint/Report

Complaints against Ashland University students and student groups that do not involve employees are addressed by one of the Title IX Coordinators, Sue Heimann, Vice President for Student Affairs, sheimann@ashland.edu, 419.289.5324.

• Reports can also be made immediately to Safety Services, located in the Student Center, 1st floor or by calling 419.207.5555 for immediate assistance.

• If you want to explore student conduct charges, a Title IX Coordinator can work with the Office of Student Conduct to arrange a meeting with one of the hearing officers to discuss the complaint at 232 Hawkins Conard Student Center or 419.207.5504.

• You are encouraged to write up a description of the incident. Remember, the more details you can provide the better.

• Safety Services and/or the Office of Student Conduct may investigate and adjudicate complaints which occur on-campus and off-campus. In addition, Student Conduct may handle
complaints that occur at University activities or events, such as study-abroad and school-sponsored trips.

- Remember that many offenses described in this policy are also crimes. You are strongly encouraged to consider reporting to police. You may also discuss those options with Student Conduct staff. However, there need not be a police report or complaint in order to proceed with the University processes. **In an emergency, please dial 911.**
- Once you file a complaint, an investigator is responsible for notifying the student or group of the charge, conducting a timely investigation, and determining if there is a potential violation of the Code of Student Conduct.
- A complaint may be filed without identifying an offender, however actions of the investigators will be limited in these cases
- When you make a complaint, you will be asked to write down what you saw, heard, or experienced. Witnesses may be requested to meet with the investigator to provide witness statements. Remember that the person named has a right to see what you write.
- Complainants may bring a support person with them to meetings with Student Conduct staff.

Depending on the circumstances (pattern of behavior of the accused and/or safety of individuals and the campus community, for example), the university can proceed with disciplinary action without participation of the victim/complainant.

**Complaints against Ashland University faculty or staff members** are addressed by the Title IX Coordinators.

- Any complaints not involving students, contact Josh Hughes, Title IX Coordinator/Director of Human Resources and Legal Affairs, 106 Founder Hall, jhughe11@ashland.edu, 419-289-5034.
- Any complaints involving students (as the victim or accused), contact Sue Heimann, Title IX Coordinator/Vice President for Student Affairs, 244 Hawkins-Conard Student Center, sheimann@ashland.edu, 419.289.5324.

If you have concerns about any of the processes listed above or do not know where to go or with whom to speak, you may contact either Title IX Coordinator.

**Individual Rights**

- The University will provide a timely and thorough investigation and will treat the complainant and respondent with respect before, during, and after the student or other conduct process.
- Both parties will be informed of the University's conduct process and possible outcomes. The University will also inform both parties of respective resources such as, available counseling services, medical services, law enforcement, local rape and domestic violence center services and other campus and off campus resources.
- Complainants are strongly encouraged to report a sexual assault, stalking, and domestic/dating violence to local law enforcement, which will not prevent University disciplinary action if the respondent is an Ashland University student.
Both parties may request changes to academic and living situations after sexual misconduct report occurs. University staff are able to help facilitate such changes, if requests are reasonably available.

Both parties have the right to have an advocate who can be an attorney throughout the student conduct process, including meetings and hearings. The advocate may not be a witness, cannot participate directly in the hearing and may communicate only with the victim.

Both parties and the University have the right to a campus "no-contact directive," which prohibits both parties from having contact of any kind (including electronic contact or contact from third parties acting on the accused student's behalf) with the victim or the accused. University staff can also assist with a civil Protection Order.

The University will make reasonable efforts to protect confidentiality, within the parameters of FERPA (Family and Education Privacy Act of 1974) and the University disciplinary action process.

Both parties are afforded the right to be updated on the investigation and be informed of the outcome of a hearing in writing.

Both parties have the right to have prior, irrelevant sexual behavior or history with other individuals excluded from a hearing. As a reminder, prior consensual behavior with the respondent does not indicate consent on subsequent occasions.

Prior to a hearing, both parties are allowed to inform the hearing officer of relevant witnesses the victim wishes to include at the hearing and to what the witnesses plan to testify.

Prior to a hearing, both parties may also meet with a hearing officer to discuss hearing procedures.

The university utilizes the preponderance of evidence standard for all reported student conduct violations, including sexual misconduct.

During a hearing, both parties have the right to give opening and closing statements and ask questions of the accused student, via the hearing officer/Student Conduct board advisor. In the event that either party does not attend the hearing after written notification of meeting had been sent to both parties, the meeting will proceed, unless either party has made a reasonable request to reschedule the hearing.

Both parties have the right to appeal the student conduct determination and sanctions.

Retaliation
The University will not tolerate retaliation in any form against any faculty, staff, student, or volunteer who files an allegation, serves as a witness, assists an alleger, or participates in an investigation of discrimination or harassment. University policy and state and federal law prohibit retaliation against an individual for reporting discrimination, sexual misconduct or harassment, or for participating in an investigation. Retaliation is a serious violation that can subject the offender to sanctions independent of the merits of the allegation. Allegations of or questions about retaliation should be directed to a Title IX Coordinator.
Interim Measures
The University will assist students, faculty and staff who report sexual violence, sexual harassment, stalking, dating violence and or domestic violence in obtaining medical support and information regarding available legal and Student Conduct resources, as well as counseling and support services. The University will also assist students, faculty and staff in notifying the police if the assistance of law enforcement is requested.

If requested by the complainant or respondent, and if reasonably available, regardless of whether the complainant reports the matter to campus or outside law enforcement, the University may assist them in:

- changing living situations, including obtaining emergency housing or moving into another residence facility;
- assisting with exploring options to address academic concerns, such as notification to current faculty, transferring class sections or independent study, requesting an incomplete in a class;
- restricting both parties through a University no contact directive or assisting with a civil Protection Order;
- addressing financial concerns, including providing financial aid guidance.

Requests for accommodations may be made to the department in which the accommodation is sought. If you are unsure where to go to make such a request, do not know what accommodations are available or may be useful to you, or have other questions, please contact a Title IX Coordinator.

In addition, if accommodations are necessary due to an injury or disability, you may contact:

- Students: Office of Disability Services at 419.289.5904.
- Faculty/Staff: Human Resources at 419-289-5033.

Determination of Disciplinary Action
In campus proceedings, legal terms like “guilt,” “innocence” and “burdens of proof” are not applicable, but the University never assumes an individual is in violation of university policy. Campus investigations are conducted to take into account the totality of all evidence available, from all relevant sources.

The University reserves the right to take whatever measures it deems necessary in response to an allegation of sexual misconduct in order to protect individual rights and personal safety. It is the University’s obligation under federal law to stop sexual misconduct that falls under its purview, remedy its effects and prevent is reoccurrence. Such measures include, but are not limited to, modification of living arrangements, interim suspension from campus pending a hearing, and reporting the matter to the local police. Not all forms of sexual misconduct will be deemed to be equally serious offenses, and the University reserves the right to impose different sanctions, ranging from verbal warning to expulsion/termination, depending on the severity of the offense. The University will consider the concerns and rights of both the alleged victim and the person accused of sexual misconduct.
If a member of the University community is found to have committed an action that violates the sexual misconduct policy of the University. The following determination of disciplinary action will be as follows:

**Students**—The student conduct process will determine and administer the appropriate disciplinary action. If the student is found to have committed sexual violence, the student may be expelled as outlined in the Student Handbook.

**Faculty and Staff**—The Title IX Coordinator/Director of Human Resources and Legal Affairs will recommend the appropriate disciplinary action. If the staff member is found to have committed sexual violence, his or her employment may be terminated. In the case of faculty, discipline and discharge policies and proceedings will be followed to the extent they do not conflict with the mandates of federal law.

**Resources for Sexual Misconduct**
It is important for victims to be in control of their decisions. Though Ashland University encourages all victims to utilize all of the resources and support, the reporting party is not pressured in any of their decision making. If the victim does not wish to utilize these resources they may always be utilized at a later time. The Title IX Coordinators and Deputy Coordinators identified earlier in the policy can assist with any or all resources. In addition, the aforementioned staff can assist online students as well as students and employees at centers other than in Ashland, Ohio in utilizing Ashland campus resources and/or seeking assistance from their respective city law enforcement, rape crisis and domestic shelter centers, and hospitals.

**Ashland University Resources**
- **Title IX Coordinators**
  - Sue Heimann- V.P. Student Affairs (244 HC Student Center, 419-289-5324)
  - Josh Hughes- Dir. of Human Resources & Legal Affairs (106 Founders, 419-289-5034)

http://www.ashland.edu/administration/human-resources
Can assist victims through each of the following resources noted below

- **Safety Services** (1st floor, Student Center, 419-207-5555) is available 24/7 to offer resources and support.

http://www.ashland.edu/student-affairs/health-safety/safety-services
  - **Escort** (1st floor, Student Center, 419-207-5555) can be provided at any time 24/7.

- **Health Center** (1st floor HC Student Center, 419-289-5200) can assist with medical needs Monday-Friday 9:30am-noon; 1:00pm-5:00pm.

http://www.ashland.edu/student-affairs/health-safety/student-health-center
• **Counseling Services** (244 HC Student Center, 419-289-5307). Appointments can be made by contacting Linda Crone, Administrative Assistant (lcrone@ashland.edu, 419-289-5307). [http://www.ashland.edu/student-affairs/health-safety/psychological-counseling-services](http://www.ashland.edu/student-affairs/health-safety/psychological-counseling-services)

The Smetzer Counseling Center at the Ashland Theological Seminary also provides counseling services to students and employees. Appointments can be made by contacting Colleen Hord, Administrative Assistant, at 419-2893-5482 [http://seminary.ashland.edu/](http://seminary.ashland.edu/)


• **Student Conduct** (232 Student Center, 419-207-5504) [http://www.ashland.edu/student-affairs/student-services/student-conduct](http://www.ashland.edu/student-affairs/student-services/student-conduct)
  - Ashland University Student Conduct can initiate conduct proceedings. For more information please contact Jonathan Locust, Jr. Director of Diversity and Student Conduct, (jlocust@ashland.edu, 419-207-5504).
  - No Contact Directive can be requested. This restricts the accused from campus (if they are a non-student). If the accused and the complainant are both students, this directive serves as a notice for the students to stop contact with each other immediately (electronic, social media, third person). The directive can also extend to residence halls or floors were both students reside.

• **Housing Accommodations** can be requested through the Residence Life Office (232 HC Student Center, 419-289-5303) with Sarah Toby, the Housing Coordinator (stoby@ashland.edu, 419-289-5326).

• **Academic Accommodations** can be requested through one’s faculty member(s) and/or the Provost’s Office (205 Founders, 419-289-5092) with Doug Fiore, Interim Provost (dfiore@ashland.edu, 419.289.5051).

• **Disability Services** (7th Floor Library, 419-289-5904) Contact Suzanne Salvo, Director of Disability Services for assistance (ssalvo@ashland.edu, 419.289.5904). [https://www.ashland.edu/administration/academic-success/accommodations](https://www.ashland.edu/administration/academic-success/accommodations)

• **Diversity** (232 Student Center, 419-207-5504, mss@ashland.edu) [http://www.ashland.edu/student-affairs/getting-involved/diversity](http://www.ashland.edu/student-affairs/getting-involved/diversity)

• **International Student Services** (230 Student Center, 419.289.5631, iss@ashland.edu)
http://www.ashland.edu/iss/

Ashland City/County Resources

- **Samaritan Regional Health System Hospital** (1025 Center Street, 419-289-0491 or 800-257-9917) the hospital is located less than 10 blocks from AU. Safety Services can coordinate transportation to the hospital. [http://www.samaritanhospital.org/](http://www.samaritanhospital.org/)

- **Rape Crisis Domestic Violence Center Safe Haven** (2233 Rocky Lane, Ashland, Ohio; 419-287-3716), the Safe Haven 24 Hour Crisis Hotline is 419-289-8085. More information about their services and support are outlined at: [http://www.appleseedmentalhealth.com/safe-haven](http://www.appleseedmentalhealth.com/safe-haven)

- **Ashland Police Department** (1211 East Main Street, Ashland, Ohio, 911 or 419-289-3639). Safety Services can coordinate transportation to the police department or a private location on campus to meet with a police officer. [http://www.ashland-ohio.com/safety-services/police-division](http://www.ashland-ohio.com/safety-services/police-division)

- **Court Protective Order** can be sought from the Ashland County Court of Common Pleas (142 West Second Street, 419-281-8315) if the accused lives in Ashland County or if the incident occurred in Ashland County


Mansfield/Richland County –Ashland University Mansfield CONHS Apartments/Nursing Program

- Mansfield City Police, 911
- Ashland University Safety Services, 24/7, 419-207-5555, located in Ashland, Ohio
- From 10:00 p.m. to 6:00 a.m. 24/7, call 567-241-3997 to contact the Schmidt Security Pro officer at the Ashland University Mansfield CONHS Apartments/Nursing Program

- MedCentral Health System Emergency Room (335 Glessner Avenue, Mansfield, Ohio 44903, 419-526-8000)

State and National Resources

- Ohio Alliance to End Sexual Violence [www.oaesv.gov](http://www.oaesv.gov)

- Questions and Answers on Title IX and Sexual Violence [http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf)
• U.S. Dept. of Civil Rights Dear Colleague Letter, April 2011
  http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html

• The White House Initiative Against Sexual Assault
  https://notalone.gov

• U.S. Dept. of Justice, The Campus Sexual Assault (CSA) Study

NCAA Resource for Athletes
• NCAA Sexual Violence Prevention Guide

Relationship Violence
• Sex and Healthy Relationships:
  http://www.loveisrespect.org/pdf/Sex_And_Healthy_Relationships.pdf

• Dating Violence on Campus

Sexual Assault
• Drug Facilitated Sexual Assault
  http://www.ohioattorneygeneral.gov/Files/Forms/Forms-for-Victims/Sexual-Assault-Forensic-Examination/drug-facilitated.aspx

Sexual Harassment
• Sexual Harassment Fact Sheet

Stalking
• Stalking Fact Sheet

Federal Statistical Reporting Obligations
Certain campus officials have a duty to report sexual assault, domestic violence, dating violence and
stalking for federal statistical reporting purposes (Clery Act). All personally identifiable information is
kept confidential, but statistical information must be passed along to campus law enforcement
regarding the type of incident and its general location (on or off-campus, in the surrounding area, but
no addresses are given) for publication in the annual Campus Security Report. This report helps to
provide the community with a clear picture of the extent and nature of campus crime, to ensure greater
community safety.
• Mandated federal reporters include: Title IX Coordinators and Deputy Coordinators, student/conduct affairs, campus safety services, local police, coaches, athletic and assistant athletic directors, residence life staff, student activities staff, human resources staff, advisors to student organizations and any other official with significant responsibility for student and campus activities.

• The information to be shared includes the date, the location of the incident (using Clery location categories) and the Clery crime category. This reporting protects the identity of the victim and may be done anonymously.

Federal Timely Warning Reporting Obligation
Victims of sexual misconduct should also be aware that University administrators must issue immediate timely warnings for incidents reported to them that are confirmed to pose a substantial threat of bodily harm or danger to members of the campus community.

• The University will make every effort to ensure that a victim’s name and other identifying information are not disclosed, while still providing enough information for community members to make safety decisions in light of the danger.

• The reporters for timely warning purposes include: Title IX Coordinators, Deputy Coordinators, Student/Conduct Affairs, campus Safety Services, local police, coaches, athletic and assistant athletic directors, Residence Life staff, Student Activities staff, Human Resources staff, advisors to student organizations and any other official with significant responsibility for student and campus activities.

Other Title IX Issues

Athletics
Title IX has helped girls and women participating in interscholastic and intercollegiate athletics in far greater numbers than they had in the past. When Title IX became law, dramatic change was needed to level the playing fields of the nation's schools and to change the perception of the place of girls and women on them.

Girls and women also are increasingly participants in sports that have traditionally been seen as exclusionary to women. Before the passage of Title IX, athletic scholarships for college women were rare, no matter how great their talent.

It is important to recognize that there is no mandate under Title IX that requires a college to eliminate men's teams to achieve compliance. The thought that "if women are to gain opportunities, then men must lose opportunities," presents a false dichotomy. As with other educational aspects of Title IX, and according to the expressed will of Congress, the regulation is intended to expand opportunities for both men and women.

The 2015 revision of the Ashland University Title IX policy relied heavily on Title IX sexual misconduct models from the Association of Title IX Administrators, The Ohio State University, Stanford University and other sources as noted.
SYLLABI DUE DATES & DEPARTMENT CHAIRS

For the 2015-2016 Academic Year
Adjunct Syllabi are due:

FALL SEMESTER:
MAY 25, 2015
Semester begins August 24

SPRING SEMESTER:
OCTOBER 12, 2015
Semester begins January 11

SUMMER SEMESTER:
MARCH 14, 2016
Semester begins May 16

Please remember to email your book order form with an electronic copy (in Word please) of your syllabus to the faculty member listed below and to Donna Johnson (djohnso8@ashland.edu)

2015-2016

BIBLICAL STUDIES:
Department Chair
Paul Overland (poverlan@ashland.edu)

CHTP:
Department Chair
Fall: Jody Watson (jwatson@ashland.edu)
Spring: Dale Stoffer (dstoffer@ashland.edu)

PRACTICAL THEOLOGY:
Department Chair:
Mike Thompson (mthomps5@ashland.edu)

DETROIT COUNSELING:
Department Chair
Lynn Johnson (jjohns12@ashland.edu)

CLINICAL MENTAL HEALTH COUNSELING & CC COURSES (courses for licensure):
All syllabi for these two departments should be submitted to
David Mann (dmann@ashland.edu)
<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Syllabus Template for 2014-2015</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Seminary Paper Types</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Technology Packet for 2014-2015</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Payroll Statement – WebAdvisor</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Textbook Order Form</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Online Grading and Rosters through WebAdvisor</td>
</tr>
<tr>
<td>Appendix G</td>
<td>Miscellaneous Forms on File</td>
</tr>
</tbody>
</table>
I. **Course Description**

*Further Description*

II. **Student Learning Outcomes**

As a result of this course, students will be able to:

III. **Course Requirements**

A. **Textbooks and Other Materials**

B. **Attendance**

According to the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. **Assignments/Assessment of Student Learning**

D. **Calculation of Grade and Connection of Learning Outcomes**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. **Course Schedule**

<table>
<thead>
<tr>
<th>Week/Session #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
<td>List reading and/or assignments.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VI. Seminary Guidelines

A. ATS Academic Integrity Policy
Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.

B. Academic Support Services
If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester.
so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.

D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td></td>
</tr>
</tbody>
</table>

VII. Selected Bibliography or References

Syllabus Template Instruction Guide

FULL COURSE NUMBER (including location designator)/TITLE
ASHLAND THEOLOGICAL SEMINARY
Semester, Year
Day(s), Time, Location (spelled out)
Instructor/Professor’s Name and Title
Instructor/Professor’s Contact Info: Email and Phone

I. Course Description

Course description copied from the seminary catalog with exact wording. If you believe the wording needs to be changed, all changes must go through the department in which the course is housed.

Further Description [optional]

If you feel it is necessary, use one paragraph to give a further description or special focus of the course. It may be helpful to students to know what else may be covered in the course.

II. Student Learning Outcomes
As a result of this course, students will be able to:

TIPS for creating SLOs:
- Only 4-5 SLOs are needed for any course. Some courses may only have 2-3 SLOs.
- If an SLO is not assessed in the course, state that, as seen in the Example #1 and 2 below.
- SLOs must be measurable and one sentence with an action verb to measure external action.
- If using more than one SLO for any given Degree Learning Outcome, then use the number with a. and b. as seen in the Example #2 below. But remember that even if you are addressing several SLOs in one area, you still only need 4-5 SLOs for the entire course.

EXAMPLE #1 of Student Learning Outcomes
As a result of this course, students will be able to:
1. Demonstrate critical and faithful interpretation and responsible use of Scripture within the ministry of pastoral counseling and care.
2. Establish communal and personal disciplines that nourish the pastoral counselor and caregiver.
3. Not assessed in this course.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated within pastoral counseling and care.
5. Not assessed in this course.
6. Demonstrate basic skills in pastoral counseling and care, which include intervention and mobilizing others in the church.

EXAMPLE #2 of Student Learning Outcomes
As a result of this course, students will be able to:
1. Demonstrate critical and faithful interpretation and responsible use of Scripture within the ministry of pastoral counseling and care.
2. Not assessed in this course.
3. Not assessed in this course.
4. Not assessed in this course.
5. Not assessed in this course.
6.a. Demonstrate intervention skills for pastoral counseling and care.
6.b. Demonstrate mobilization of others in the church for pastoral counseling and care.

III. Course Requirements
A. Textbooks and Other Materials. The seminary recommends that you require 4-5 texts; 1200-1500 pages of reading; and 25-30 pages of written work. List the required and recommended texts for the course in Turabian. Using this style models what is required as the seminary standard for papers. You may want to include a rationale for the books that you selected. In particular, you may want to provide a description that supports those books that you consider “Recommended,” something similar to an annotated bibliography. Given our commitment to diversity, include texts that represent diverse authors and perspectives (e.g., African-American, Asian, Hispanic/Latino, Women, etc.) related to the subject of the course.

B. Attendance
According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

C. Assignments/Assessment of Student Learning
- List and explain all course assignments, instructions, and activities.
- Be specific and detailed regarding assignments – dates, expectations, criteria for evaluation, including grading rubrics for all assignments so that students can determine how to achieve an A, B, C, etc. for the assignment.
- For more complicated assignments and rubrics, please direct the student here to appended material that provides thorough guidance. The more detail and clarity you provide here, the less probability of questions or challenges later. Any forms for assignments or evaluative instruments should be placed at the end of the syllabus in Appendices.

D. Calculation of Grade and Connection of Learning Outcomes
Connection of SLOs is critical for Assessment. Connect the assignments to the SLO# with the use of this table. Write your SLOs first, and then consider what assignments would be important for measurement of student learning. All syllabi must use a table such as below to show the connection of the SLO to the assignment.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook of people, terms</td>
<td>1, 3</td>
<td>30%</td>
</tr>
<tr>
<td>Primary Source Analysis</td>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>4, 5, 6</td>
<td>40%</td>
</tr>
</tbody>
</table>
IV.  Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
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<tr>
<td>8</td>
<td>Month and Day</td>
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<tr>
<td>9</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
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<tr>
<td>10</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
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<tr>
<td>11</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
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</tr>
<tr>
<td>12</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Month and Day</td>
<td>Lecture/topic to be covered</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Month and Day</td>
<td>Final exam, if administered</td>
<td></td>
</tr>
</tbody>
</table>

V.  Recommendations for Lifelong Learning
Include a lifelong learning component; your recommendation for continued learning in the subject area at the completion of this course. Recommend professional organizations, journals to read and other resources that would give ongoing growth and development.

VI.  Seminary Guidelines
A. ATS Academic Integrity Policy
Ashland Theological Seminary expects each student to uphold the Seminary’s core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one’s own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one’s own capabilities to achieve one’s fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the Student Handbook.
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If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

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Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, 419-289-5904.

D. ATS Grading Scale
- No other grading scale may be used. This is the approved scale by faculty.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
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<td>D-</td>
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<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

VII. Selected Bibliography or References
List the course bibliography in Turabian format, which is the seminary standard for courses. Include various works from across the entire spectrum of the subject matter, including materials addressing issues of diversity, where appropriate. If a bibliography is not listed here, then please tell the student where they may find a list of bibliography related to the course. Example: Students may find a bibliography listed in ANGEL under course content, labeled
Theology Bibliography. Another example could be: The following website www.example.com is available as a bibliography for this course.
Seminary Paper Types

The following list represents the types of writing assignments used at the seminary:

- Research papers
- Exegetical papers (English and Original Language)
- Reflection or Reaction Papers and Journals
- Review (of an author’s work)
- Essay (particularly on exams)
- Case Study
- Sermon
- Interview
- Literature Review
- Annotated Bibliography

Note: Professors are encouraged to provide a sample of a model paper for students to peruse.

A general note for all paper types about documentation: Unless otherwise specified, students are expected to cite all sources used in their writing by following the guidelines which are listed in the Writing Handbook. Instructors must provide clear guidelines if there is to be any exception to or variation in these guidelines.

Research Paper

Students usually have the freedom to choose their own topics for their research papers within certain parameters that have been set by the instructor. Once a topic has been chosen, the student can start to ask intelligent questions that invite the drawing of conclusions about it. These questions will set the course for the paper: they will help the student to determine the thesis statement, the type of research that is needed, and what the conclusions will be.

A research paper is the result of a compilation of data. This data is obtained from a number of sources: textbooks, other books, class notes, journal or magazine or newspaper articles, critical commentaries, web sites, databases, government documents, newsletters, unpublished papers, audio or video recordings, and so on. A student should check with the instructor if there is a question regarding the appropriateness of a source.

A research paper should go beyond a basic survey of the topic to include the student’s reflection on the information presented in the paper, as well as some synthesis and integration. Writing a research paper requires critical analysis. More than simply a report, a research paper also presents an informed point of view. The sources should invite the student to draw his or her own conclusions about the information and apply those conclusions to the paper. A research paper should represent the student’s analysis and interpretation of the information, and argue its meaning. Beyond reporting the facts of a topic, the student must spend adequate time in discussing the importance and relevance of those facts.

Exegetical Paper

An exegetical paper focuses analysis on a passage of Scripture (often called a pericope), using either English only or original language resources to draw out the meaning of the passage. An exegetical paper follows a specified method of analyzing the text in order to inform proper interpretation. It is important in an exegetical paper not to rely too heavily upon the work of commentaries. The student should first concentrate on his or her own understanding of the passage, based on the pertinent data that was uncovered in the research. Toward the end of the period of research, students may compare and contrast their own findings with those of others by consulting commentaries.
**Reflection or Reaction Papers and Journals**
These papers are based upon a reading or a classroom experience. The student must determine what that experience or reading means, and how to apply these new ideas in the future. Although they are usually based upon the student’s subjective experience, the student should also be sure to read carefully and think analytically about that experience. These types of assignments may be either free form or structured, based upon a set of questions posed by the instructor. A journal typically contains entries by date.

**Review**
These types of papers rely on the student’s ability to analyze one article, one chapter, one work from one author, or the body of work by one author. They involve more than just a summary of the information presented; papers of this type rely on an in-depth analysis of the material. The student must use critical thinking skills, and sometimes his or her subjective opinion, giving a complete picture to the reader of the reviewed material. A review tells the reader what the work is about, whether the reviewer thinks it has value or merit, and why the reviewer has a particular judgment about it.

**Essay**
In seminary, an essay is typically reserved for exams and consists of a response to a question or scenario posed by the instructor. If the exam is taken in class, the essay will most likely be hand-written, in which case it is important for the student to write neatly. (This will have the dual benefit of making it easier for the instructor to read and it will also suggest a carefully crafted response by the student.)

An essay is generally shorter than a paper; therefore it will not follow specific formatting guidelines. However, content becomes all the more critical in this case, and using analytical skills and synthesis in crafting a response becomes very important. Although time constraints will often not allow for a careful outline, the student may find it is helpful to think through the stages of a response before beginning to write. The student’s thought development and a thesis statement can and should also be indicated in the introductory paragraph.

Citation of sources may also be required for take-home essays. The student should follow the instructor’s guidelines for the essay.

**Case Study**
Using a story format, a case study presents a lifelike (sometimes even real life) situation with certain problems, and sometimes, resolutions. A case study analysis is a measure of a student’s ability to synthesize and apply the theories or principles learned in class (or from the textbook or outside reading) to the problems presented in the story. The data used to complete this exercise will depend on how well the student learned the theories or principles. This writing may be freeform or based on a set of questions posed by the instructor. The instructor may also ask that the paper follow a specific method of analysis.

**Sermon**
A sermon is a paper which is based on a passage of Scripture, a topic, or an issue, that is intended to be presented before a live audience. Accordingly, the student should use language that speaks intelligibly and profoundly yet understandably and simply to a diverse group.

A sermon involves a great deal of research and exegetical work that surfaces sometimes only subtly and sometimes not at all in the writing of the assignment. The point is to understand the biblical material and to use the skills of observation, analysis, and synthesis. An instructor will often ask students to keep track of and submit the exegetical work with the sermon in order to demonstrate that the background work has been done.

**Interview**
An interview is a question and answer dialogue within a particular subject area between an interviewer and someone who is considered an expert or at least knowledgeable about the topic at hand. It usually progresses with the interviewer asking a set of predetermined questions (often suggested beforehand by the instructor) and
then recording the answers of the interviewee with as much information as desired. Often probing questions can help to clarify or redirect an interview to get the desired information.

Using care in presenting the interviewee’s answers in a contextual and unbiased way when writing is important. It is also helpful to quote the interviewee exactly on any issues that may be considered surprising, contradictory, or contentious. In order to accomplish this, an audio recording of the conversation may be necessary. (If doing so, be sure to have the interviewee’s permission beforehand.)

An interview does not always have to be presented word for word, but should follow the general progression of the dialogue and fairly present the opinions of the interviewee. Students should also be prepared to analyze the discussion and offer their opinions regarding the information received. It is best practice to get the interviewee’s permission on the final presentation of the interview, especially if submitting for publication.

**Literature Review**
The purpose of a literature review is to examine and summarize published sources in one particular subject area (perhaps restricted to a specified time period). Depending on the circumstances, the summary of the literature may include an analysis to provide connections with the focus of a project (e.g., see the details of a literature review as it applies to the Doctor of Ministry degree in that program’s writing handbook). The summary may also inform the reader of the source’s history of interpretation, offer new insights, contextualize the source, or evaluate its relevance.

**Annotated Bibliography**
An annotated bibliography is a list of scholarly textual resources relevant to a particular subject area (or relevant to particular Scripture passage) which provides a two or three sentence descriptive or evaluative summary of each source. A descriptive summary informs the reader of the main argument and main point(s) used to support it, while an evaluative summary analyzes the strength of the main argument and supporting point to estimate the source’s perceived value to the given subject. An assignment of this type will usually spell out the number and types of textual sources to be included. Examples of the format for an annotated bibliography may be found in chapter 11 of Michael J. Gorman’s *Elements of Biblical Exegesis* (Hendrickson, 2001).
Technology Packet for Faculty

Below is a brief summary of the technology resources available to you as a student of Ashland Theological Seminary. All the information found below can also be found directly from the Ashland University website. All students are encouraged to visit the AU IT department’s website and become acquainted with the many helpful resources that can be found there:

AU IT HOMEPAGE:
This site has resources for getting support.

http://www.ashland.edu/it

CONTENTS:
1. General Information about Technology at Ashland Seminary
2. Support
3. E-mail
4. Access to the AU Wireless Network
5. MyAU
6. BlueQuill (learning management system)
7. Free Software: Microsoft Office Suite, etc.

What follows below assumes both knowledge of, and acceptance of the “Acceptable Use Policy” that have been established by Ashland University. All of these Policies for Students” are viewable on the following AU webpage:

https://www.ashland.edu/administration/information-technology/acceptable-use-policy

Students are responsible for knowing the contents of all the policies and adhering to the guidelines established therein. Violation of any of the “Acceptable Use Policy” may lead to the termination of your network access and use of seminary or university owned and/or operated technology.

If you have any questions or difficulties with any of the information please contact the Ashland University Tech Support Center at 5405 (campus phone ext.), 419-289-5405 or 1-866-434-5222

1. General Information about Technology at Ashland Seminary
As a graduate school of Ashland University, Ashland Seminary adjuncts have access to all the resources of Ashland University. You are provided with many services, including, but not limited to: wireless access to the Internet while on campus, an email account and AU’s Learning Management System (BlueQuill). Additionally, through the portal (myau.ashland.edu), you can find campus updates, check your accounts and gain access downloads of free software (Windows and Microsoft Office).

***Logins***
All systems require a login. You can find your username by going to webadvisor.ashland.edu and filling in the required information under “What’s my login information”. Your default password is au-0123456 where 0123456 is your seven digit ID number. These credentials will gain you access to most systems and Wifi. Keep them safe and use them often. If you are an adjunct faculty member then your accounts (other
than email) will only be active during the time you are actively teaching a course. Passwords expire every six months and there is no email alert system letting you know that your password will expire soon. You are strongly encouraged to enroll in the 24/7/365 password reset tool. You must enroll before you can change the password. After enrolling in the reset tool you can login at anytime and see how much time is left on your password. You can find directions to use the password reset tool at the following link. Changing your password here changes the login password on almost all systems.

https://www.ashland.edu/administration/information-technology/self-service-password-reset-tool

Classroom Technology
All campus classroom podiums are equipped with the ability to present a variety of Multi-media.

Ashland - Classrooms 101-104, 201-203, 300 and 304 are equipped with a Windows 7 computer connected to the Internet with Microsoft Office. The computer mirrors its display on a projector for the class. DVDs may be played through the PC or with the DVD/VHS player. There are also document cameras to display hand written notes, papers, or other physical objects. Audio is played through a set of classroom speakers. Rooms 201 and 103 have integrated PTZ (Pan, Tilt, Zoom) cameras to facilitate synchronous video meetings using WebEx, Skype Google Video Chat, etc... To access the computers you will use your standard login. Instructors may also bring their own laptops to class and connect video and audio through the auxiliary VGA port and 3.5mm headphone jack.

Cleveland and Detroit – Cleveland rooms A & C and Detroit rooms 2, 3 and conference room have a Windows 7 computer connected to the Internet with Microsoft Office. The main display is a single large flat panel TV. The keyboard and mouse in the rooms are wireless. Cleveland rooms B & D and Detroit rooms 1 & 4 have podiums with a Windows 7 computer connected to the Internet with Microsoft Office. They also have an integrated PTZ (Pan, Tilt, Zoom) camera to facilitate synchronous video meetings using WebEx, Skype Google Video Chat, etc. In addition to the podium monitor the main classroom displays in these rooms are 2 large flat panel TVs. Additionally personal laptops can be connected to the system utilizing the auxiliary VGA port and 3.5 mm headphone jack or HDMI port. Cleveland and Detroit have document cameras and DVD players that can be set up for your class. Please contact the center director in advance if you require such equipment. Cleveland – Dr. Thomas Gilmore, Detroit – Dr. Jerrolynn Johnson Nyreia Harrington-Stephens.

Columbus - All Columbus classrooms have a Windows 7 computer connected to a projector. Columbus 400/401 (large classroom) has dual monitors and allows for a laptop and audio to be connected with the VGA cable. Columbus 408 has the same feature but only a single projector.

Site to site video conferencing –Columbus 408, Cleveland D, Detroit 4 and Ashland 201 have technology upgrades that allow professors to broadcast their lectures from one of these sites to another or to students’ homes. The rooms also accommodate professors teaching from off site to broadcast to one of these rooms. There are many other potential combinations afforded by these rooms as well.

2. Support
When you encounter a technology problem while utilizing campus provided resources, you have access to tech support. The Tech Support Center at Ashland University has live help available. You can visit the TSC in person in the basement of Patterson Hall (http://www.ashland.edu/campus-map) or call them at 5405 (campus phone ext.), 419-289-5405 or 1-866-434-5222. Check the AU IT website for hours as they change during the summer months and during holidays. You can submit your own trouble ticket 24/7/365 by using the Kbox system at kbox.it.ashland.edu. You will need to login with your credentials.
3. Email
PLEAS NOTE - Ashland University provides all faculty (full and adjunct), staff and students an official University email address through. All University communications sent via e-mail will be sent to this address. Faculty members will use the official University e-mail address to communicate with a student registered in their classes and administrative units will correspond with students via this address. Students are responsible for checking their official email address on a frequent and consistent basis in order to stay current with University communications. AU email is 'hosted' by Google's Gmail service. The easiest URL to visit to check your email is:
http://mail.Ashland.edu

4. Access to the AU Wireless Network
Adjuncts/students have free access to the AU wireless network. All sites broadcast “AUSecure”. To connect your device must meet AU’s security requirements. Very old computers or devices may not be able to access the network. Instructions on connecting to the network can be found in the F.A.Q.s at https://www.ashland.edu/administration/information-technology

5. MyAU
MyAU is the portal behind which you can find campus updates, access many administrative forms, and begin the process for downloading your free software.

To login to MyAU visit:
https://myau.ashland.edu

6. BlueQuill (Learning Management System) and WebEx
During your course of study at the seminary, you will need to access AU's Learning Management System (LMS) specifically for your online or hybrid classes. You can meet online with your students from within BlueQuill using a program called Big Blue Button. If you have other web conferencing needs for one-on-one or smaller groups, you can utilize Google Hangouts or Skype. If you have any questions about utilizing these tools, please contact Jonathan Cole at 419-289-5770 or at jcole9@ashland.edu.

The most direct link to BlueQuill is:
https://bqlearn.com/ashlandtheologicalseminary/

7. Free Software: Microsoft Office Suite, etc.
As an adjunct of the seminary, you are able to download and install several software packages – all of which are available through the AU website for no charge. Among the packages you can download are MS Office and MS Windows 7.

To download these packages, visit the following URL:
Login to myau.ashland.edu and look under the technology tab or visit http://ashland.onthehub.com directly. You will need to login to the online store to complete the ordering and downloading process. Login with your AU login ID and password.
Payroll Statement Available on WebAdvisor

You will receive email notification (Ashland email address only) that your payroll statement is available for viewing on WebAdvisor.

✎ To view your payroll statement, go to: WebAdvisor.Ashland.edu
✎ Log in using your WebAdvisor “User name” & “Password”
✎ Click “Employees” button
✎ Select “Pay Advices”, click on the pay date to view your statement

If you have any questions or experience any problems – please feel free to call AU Payroll directly at 419-289-5018
# Textbook Order Form

**ASHLAND THEOLOGICAL SEMINARY**

**TEXTBOOK ORDER FORM**

Please EMAIL this completed form with your syllabus so that textbooks may be ordered and received prior to the beginning of classes. **You may ONLY submit this form by email to djohnso8@ashland.edu. Please see [http://www.facultycenter.net/](http://www.facultycenter.net/) to make sure that the texts you would like are still in print.**

**PLEASE NOTE: ALL SYLLABI NEED TO BE SUBMITTED VIA EMAIL IN WORD FORMAT.**

**IF ORDER EXCEEDS 4 TEXTS, JUST RESTART A NEW FORM AND CONTINUE SAME NAME WITH “2” AT END**

**PROFESSOR’S NAME:**

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Campus:</th>
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<tbody>
<tr>
<td>☐ Fall Semester</td>
<td>☐ Ashland</td>
</tr>
<tr>
<td>☐ Spring Semester</td>
<td>☐ Cleveland</td>
</tr>
<tr>
<td>☐ Summer Semester</td>
<td>☐ Columbus</td>
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<td></td>
<td>☐ Detroit</td>
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<td>☐ Online</td>
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**COURSE TITLE:**

**COURSE NUMBER:**

**SECTION (EX: A, B, or C):**

**APPROXIMATE NUMBER OF STUDENTS:**

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Online Grading and Rosters through WebAdvisor

1. Access WebAdvisor from the ATS website: seminary.ashland.edu

2. Log in to WebAdvisor:

3. Your user name is your AU username, same as for email, etc. Please see the technology info for details.
4. Select Faculty from the right hand side:

5. Now you will see a screen with many options; grading, class roster, advisees, etc. We require that all faculty and adjuncts use this system to acquire class rosters and to submit grades.
6. Select the term to be graded. The seminary has separate term codes than what Ashland University uses.

<table>
<thead>
<tr>
<th>Term</th>
<th>Code</th>
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<tbody>
<tr>
<td>Fall Quarter</td>
<td>DMIN Term 1</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>DMIN Term 2</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>DMIN Term 3</td>
</tr>
<tr>
<td>Seminary Summer</td>
<td>DMIN Term 4</td>
</tr>
</tbody>
</table>

- Fall Quarter: DMIN Term 1 (September-November)
- Winter Quarter: DMIN Term 2 (December-February)
- Spring Quarter: DMIN Term 3 (March-May)
- Seminary Summer: DMIN Term 4 (June-August)

7. After you select the term, you will be shown a list of classes to which you have been assigned. Select final grading, choose the class you want to grade and click on submit.
8. It will bring up a list of all the students in your class. There is a box for the grade. Enter the LETTER grade for each student and then click the submit button.

9. The dates to be entered for I (incomplete) and E (extension) grade deadlines will be given to you in the grading memo sent by the Registrar’s Office. This helps to automate the process for the grade change; if a final grade is not entered by the deadline, the grade will automatically change to an F. (It can be changed to a letter grade after the deadline.) What you are entering is the final date that the grade needs to be submitted; you will need to work out the date you want the student to complete the assignments so that you can have the grade submitted before the date of the deadline.

10. DO NOT ENTER THE LAST DATE OF ATTENDANCE UNLESS YOU ENTER A GRADE OF W FOR WITHDRAWN.

11. IT IS NO LONGER REQUIRED FOR YOU TO SUBMIT A SIGNED PAPER COPY OF THE GRADING ROSTER.
Forms on File

- ATS Writing Center – Student Referral

- Academic Integrity Incident Report

- Grade Change Form

- Request for Class Absence

- Request for Incomplete or Extension (‘I’ or ‘E’)

Misc. Forms on File
Use this form to refer a student to the ATS Academic Support Center. Complete and attach this form to your email message to the Support Center. All forms should be sent to Michael O’Hara, Coordinator of Academic Support Services – Ashland (x5217) at mohara1@ashland.edu. Thank you!

**Student Name:**

**Course:**

**Date of Referral:**

**Faculty:**

*Place an X in the box to the right of the area(s) of concern:*

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>X</th>
<th>Area of Concern</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td></td>
<td>Possible Plagiarism</td>
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<tr>
<td>Punctuation</td>
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<td>APA Format</td>
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<tr>
<td>Sentence Structure</td>
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<td>APA References</td>
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<tr>
<td>Organization of Ideas</td>
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<td>Turabian Format</td>
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<tr>
<td>Adherence to Assignment</td>
<td></td>
<td>Turabian References</td>
<td></td>
</tr>
</tbody>
</table>

**OTHER COMMENTS:**

**ADVISOR/CONSULTATION SECTION: DO NOT WRITE IN THIS SECTION**

Date of Consultation:

Areas Covered/Other Comments:
Academic Integrity Incident Report
(Return completed form and attachments to the Academic Dean’s Office)

Faculty Member Reporting Incident ______________________________________________
Ext. _________________

Student Name _________________________________________________________________
Date(s) of Incident ____________ Course _____________________________________________

NOTE: No student can be found guilty of an academic integrity violation if the faculty member has not provided sufficient evidence of “willful” intent and proof of the violation. Please be as clear as possible. A copy of this report will be provided to the student.

Describe the incident and attach supporting evidence, such as a copy of the course syllabus, copies of plagiarized materials, inaccurate references, lack of references, etc., so that it is clear that there has been a violation of academic integrity.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Summarize evidence that the act was a “willful” violation of the academic integrity policy:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Action Taken by the Faculty Member and Academic Dean:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Faculty Signature: __________________________________________________________________ Date: ______________
Name of Student

_____________________________________________________________

Course Number and Name

_____________________________________________________________

Quarter and Year

_____________________________________________________________

Grade Change

_______________________________________________________________

FROM  TO

Professor's Signature

__________________________________________________________

Date

Please either use this form OR send an email with the grade change information. Grade changes cannot be made in Webadvisor.
REQUEST FOR CLASS ABSENCE

Date of Request: ________________________________________________

Name: ________________________________________________________

Organization/Individual making the request for your presence:

______________________________________________________________

Reason for the request:

________________________________________________________________

Date(s) you will be absent from campus:

________________________________________________________________

List the classes and hours you will miss while on this assignment:

Class: Time of Class:

1.

2.

3.

What arrangements will you make with your class in your absence?

________________________________________________________________

________________________________________________________________

Is the absence noted on your class schedule in the syllabus? ____Yes ____No

______________________________________________________________

_____ Approved      _____ Not Approved

_________________________________________                  _____________
Academic Dean                          Date
REQUEST FOR INCOMPLETE OR EXTENSION
(Instructions below)

Name ____________________________________ Term/Year ______________________

Course Number and Title ______________________________________________________

Professor’s Name ____________________________________________________________

Date Request Submitted __________________________ Request for:  I   or   E   (Circle)

Reason for Request _____________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Professor’s Signature __________________________________________________________

Date Work due ___________________________ Date Work Submitted _________________

This form must be attached to late project when handed in.

PROCEDURE FOR STUDENT TO REQUEST AN “I” OR “E”

The procedure to request an I or E is as follows:

1. The student secures “Request for Incomplete or Extension” form from the registrar’s page on the seminary website.
2. The student completes the form and submits it to the professor from whom the Incomplete or Extension is requested.
3. The professor approves the request by signing the form and filling in “Date Work is Due.”
4. The professor then makes a copy of the form for his/her records and returns the original to the student.
5. The form must be attached to the work when submitted and the professor marks the “Date Work Submitted.”
6. This form is NOT to be turned in to the Registrar but should remind the professor to submit a change of grade to the Registrar’s office.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
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<td>Academic Calendar</td>
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<tr>
<td>Academic Integrity</td>
<td>27</td>
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<tr>
<td>Academic Integrity Incident Report</td>
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<td>Beginning of Class</td>
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<td>Chapel</td>
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<td>Application</td>
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<td>Third Party E-mail Readers</td>
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