

3.0 Academic Policies and Procedures

3.0.1 Mid-Semester Grades

Mid-semester grades are given to indicate student progress. The grades are not recorded on the permanent record. Mid-semester grades are available online through SCHOLAR (<https://scholar.shorter.edu/>).

3.0.2 Examinations

Dates for end-of-semester examinations are listed in the current class schedule. The schedule giving day and hour for specific courses is posted and distributed in advance of the beginning date for final examinations. ANY DEVIATION FROM THE EXAMINATION SCHEDULE MUST BE APPROVED BY THE PROVOST. Semester grades are due in the Registrar's Office WITHIN 24 HOURS after the final examination. In some cases, particularly for graduating seniors, grades may be requested earlier. A STUDENT WHO HAS TO MISS A FINAL EXAMINATION MUST BE EXCUSED BY THE PROVOST.

Mid-term examinations are not scheduled at specific times and may be given at the option of the instructor. Tests within the class period may be held at any time during the session except no major tests shall be scheduled during the week before final examinations.

3.0.3 Faculty Absences from Class

Should faculty members find it necessary to be absent from class, the Provost and/or the School Dean/Department Chair concerned must be notified. Whenever possible, arrangements for the class should be made ahead of time.

If a faculty member is absent and does not notify the class, the students may leave if the faculty member does not arrive within fifteen minutes after the time for the class to begin.

3.0.4 Activity Period

The 11:00 a.m. period, Tuesday and Thursday, is reserved as an activity period. No classes or lessons should be scheduled during this time. The activity periods have been designated as follows:

Tuesday	Chapel
Thursday	Seminars and Other Meetings

3.0.5 Chapels and Assemblies

Each academic year the college schedules chapel services and convocations. Efforts are made to secure excellent visiting speakers for the programs. Faculty members are urged to attend and give their support to making the programs successful.

3.0.6 Grading

Shorter's system of grading and the significance of the various letter grades are set forth in the chapter "Academic Regulations" of the current catalog. Note especially the time limit for the removal of "I" grades. The "I" grade for "Incomplete" should be given only

in case a relatively small requirement for the course has not been completed and the student has had a valid excuse.

3.0.6.1 Student Grievance Policy or Appeals Statement for Grades Assigned

A student may begin the grade appeals process by submitting a written statement of appeal to the Provost within two weeks after the grade is released from the Registrar's Office. Upon receipt of the letter, the Provost forwards the document to the professor who registered the grade. The appeals process has officially begun. Once the appeals process has been initiated, all procedures listed below must be completed within four weeks. A student who feels that he/she has received an unfair or incorrect grade in a course should do the following:

1. Discuss the problem with the professor who awarded the grade.
2. If step one does not resolve the issue, the student should pick up a Grade Appeals Form (sample in Appendix) in the Provost's Office.
3. The student should return to the professor and have the Grade Appeals Form initialed and dated.
4. The student should discuss the complaint with the School Dean/Department Chair.
5. If step four does not satisfy the complaint, then the student may discuss the grievance with the Provost.
6. If all of the above steps fail to satisfy the student's complaint and the evidence warrants further consideration as determined by the Provost, this office will appoint a panel of three faculty members to hear the complaint. All parties in the grievance process are obligated to hear both the student's complaint and the professor's answer. The decision of the panel is final and any decision or recommendation of this panel will be reported to the Provost, the professor and the student.

3.0.6.2 Student Grievance Policy or Appeals Statement for Grades Assigned (Professional Studies Programs)

Professional Studies students may follow this Grade Appeal Policy to question a course grade.

1. Students must initiate the Grade Appeal Request within 30 days after receiving the final course grade report from the Registrar.
2. The first step must be a face-to-face meeting between the student and the instructor (not via telephone, fax, or e-mail). Most grade disputes should be resolved at this level. Both faculty and students are strongly encouraged to make every attempt possible to resolve the issues at this point.
3. If the grade dispute is not resolved at the first step, the student must make a written request for a grade appeal. This request must be addressed to the Student Services Director. There must be a valid reason for the appealing the grade (not just a disappointment with a grade). The appeal must include a statement of facts (not just opinions and feelings), written summary of all conversations with the instructor, and copies of any pertinent supporting documents.
4. Upon receipt of the written request from the student, the Student Services Director will request a response from the instructor.
5. The instructor's response must include a statement of the facts (not just opinions and feelings), a statement of why the instructor believes the grades should not be changed

- or a statement of the criteria for changing the grade, a summary of all conversations with the student, a copy of the grade detail sheet, a copy of the course syllabus, a copy of the course module, and copies of any other pertinent supporting documents. The instructor should double-check all calculations to be sure they are correct.
6. The Student Services Director will collect all documents and deliver them to the Chair of the Faculty Review Board. If there is a valid basis for a grade appeal, the Chair will convene the Faculty Review Board within a reasonable amount of time (preferably one week). If the Chair determines that there is not a valid basis for a grade appeal, that decision will be reported to the Student Services Director, who will notify the student.
 7. The Faculty Review Board will include three or more full-time faculty members, If three or more full-time faculty members cannot be appointed due to conflict of interest or absence, the adjunct faculty members teaching in an appropriate discipline may be substituted.
 8. The Faculty Review Board will review all documents and rule on the grade appeal request. At its discretion, the Faculty Review Board may ask the student and instructor for additional clarification or explanations. Such requests will be handled through the Student Services Director. The student and instructor will not normally be asked to appear before the Faculty Review Board.
 9. The Faculty Review Board will report its decision in writing to the Student Services Director, who will notify the student of the decision.
 10. In most cases, the decision of the Faculty Review Board will be final. In very extenuating circumstances, the student may send a written appeal of the decision to the Assistant Vice President for Academic Services. In such cases, the Assistant Vice President's decision will be final.

3.0.7 Policy Concerning Tutorials

1. A student may take no more than two tutorial courses at one time.
2. A student may take a maximum of four tutorials in a degree program.

3.0.8 Policy Statement Concerning Independent Studies

An internship is a form of independent study which combines field work in a student's academic discipline with academic activities in order to augment classroom learning. The internship will be done in a setting away from the campus community, except by permission from the Provost. Students may earn course credit for internships. (This definition excludes EDU 4211/2, EDU 4221/2, and EDU 4231/2. These are teaching internships which follow separate guidelines given by the State Department of Education.)

The load credit for internships during the academic year is ½ hour per student (up to a total of 3 hours). If a faculty member gives considerably more supervision of an intern than the minimum required in the handbook which follows, he or she should document the time and effort spent, and may petition the Provost for more credit.

Departments should use the Internship Guidelines (Appendix) which have been prepared by the committee. Other department requirements may be added as needed, but may not change the basic requirements as stated therein. The basic requirements are:

1. Faculty supervision will consist, at minimum, of consultation and advising with students as they search for internships, contact in person or by telephone with the student and the work supervisor at the beginning, middle and end of the internship, and the receiving of final written reports from the student upon completion of the internship.
2. Students must work in a career field off campus, unless special permission is given by the Provost.
3. Students must work a minimum of 33a hours per one hour course credit.
4. If the work is done in the summer, it must be done over a minimum period of eight weeks.

3.0.9 Policy Concerning Official College Trips

EXCUSED ABSENCES FROM CLASSES DUE TO TRIPS BY ATHLETIC TEAMS, MUSICAL GROUPS, OTHER GROUPS, CLASS FIELD TRIPS, AND SPECIAL EVENTS: A roster must be presented for approval to the Provost at least forty-eight (48) hours prior to the date of the absence. Excused absences can make up work and/or exams. Alcoholic beverages are STRICTLY FORBIDDEN on any official college trip.

3.0.9.1 Use of College Vehicles

College-owned vehicles are available for faculty/staff use for official college business only. Personal use is not permitted (refer to Internal Revenue Code). Prior to using a college-owned vehicle, the employee must verify with the Executive Vice President and CFO that he or she is listed with the insurance underwriter.

Selected vehicles are assigned to specific departments. Such vehicles must be reserved through the department head to whom such vehicles are assigned.

Student drivers, not employed by the college, are not covered by college fleet insurance unless there is a multi-vehicle situation where a faculty/staff member is driving one of the vehicles.

If a college-owned vehicle is not available for an official business trip, the use of a private vehicle will be permitted. Expenses will be reimbursed at the rate of forty cents (\$.40) per mile. Other appropriate expenses (tolls, etc.) shall be reimbursed if verified by original receipts. Fines, etc. will not be reimbursed.

Upon returning a college-owned vehicle to the college, maintenance needs of the vehicle should be brought to the attention of the department to which a specific vehicle is assigned. The vehicle being returned should be clean, free of trash and have an amount of gasoline at least equal to that which was in the vehicle when picked up for use.

3.0.9.2 Use of College Resources for Personal Business or Activities

The use of College resources, including letterhead stationary, for personal business or activities not related to Shorter College is prohibited.

3.0.9.3 Use of Personal Vehicle for College Business

If a college-owned vehicle is not available for an official business trip, the use of a private vehicle will be permitted. Expenses will be reimbursed at a rate of forty cents (\$.40) per mile. Other appropriate expenses (tolls, etc.) shall be reimbursed if verified by original receipts. Fines, etc. will not be reimbursed.

3.0.10 Purchase Order/Requisition Forms

All requests for purchases must be properly requested on a Purchase Order (which may be secured from the Business Office) per Operating Bulletin 0-1 (available in the Business Office).

To have a check processed for a cash advance for travel or to receive reimbursement for items purchased, a completed "Cash Advance/Reimbursement" form, signed by the School Dean/Department Chair or Director and Provost, must be submitted to the Business Office by 11:00 a.m. Wednesday to receive the check by noon Friday per Operating Bulletins 0-2 and 0-3 (available in the Business Office).

Only the President of the College or his agent may sign contracts binding Shorter College.

3.0.11 Fund-Raising Policy

The primary responsibility for leading Shorter College in its fund-raising efforts belongs to the President of the College with specific tasks delegated to the Vice President for Institutional Advancement. Any faculty department, school, student organization, or individual employee of the College shall secure the approval of the President or, by designation, the Vice President for Institutional Advancement, prior to engaging in any form of solicitation in the name of Shorter College. Further, the Vice President for Institutional Advancement should be consulted prior to the solicitation of individuals, corporations, foundations, or constituent groups to ensure the effective coordination of the College's effort in fund-raising.

The formation of any auxiliary organization of the College for the purpose of securing financial support of any unit of the College must be approved in writing by the President.

3.0.12 Policy for Receipt of In-Kind Gifts

Shorter College receives in-kind gifts only when such gifts will directly benefit the mission of the College. In-kind gifts of materials or services related to any area of the physical plant or educational, academic program of the College must be approved by the executive administrator designated by the President of the College before any gift is to be received.

All in-kind gifts will be credited by the Gifts Receiving Officer of the College. No receipt for an in-kind gift or service will be granted for any gift for which prior approval from an executive administrator has not been obtained.

3.0.13 Syllabi

Definition

A syllabus is a contract between the instructor and students as to the requirements, outcomes/objectives, rules, and conduct of the class. It binds both student and instructor for the duration of the course.

Shorter College's Policy on Syllabi

1. A syllabus must be prepared for every class.
2. Instructors must give out syllabi on the first day of class. Each course syllabus must be posted on the course web page in Moodle.
3. Instructors must submit an electronic (Word) copy of the syllabus to the Provost and the Department Chair during the first week of the term.
4. Changes to the syllabus must be made in writing and distributed to all students as well as to the Provost and to the Department Chair.
5. School Deans are responsible to assure that all syllabi are on file in the Provost's Office.
6. Syllabi must conform to the following format:

REQUIRED ITEMS

- Course Name, Department, and Number
- Course Description (verbatim) from the current Catalog
- Semester and Year
- Prerequisites to the Course
- Instructor's Name
- Office Location
- Office Hours, Voice Mail Number, E-mail Address
- Textbooks (in bibliographic format)
- Course Requirements (tests, papers, trips, projects, etc.)
- Examination Schedule and Due Dates for Assignments
- Detailed Grading Breakdown and Policy (see Shorter Catalog, p.29)
- Policies on Attendance and Academic Dishonesty
- Student Outcomes (including references to Educational Principles; see below)

RECOMMENDED ITEMS

- Outline of topics to be covered
- Bibliography of suggested reading
- Schedule of Assignments
- Descriptions of paper or report assignments
- Departmental policies

Student Outcomes

Outcomes link the Educational Principles of the College (listed in the College Catalog) and Departmental Goals to individual courses. They are statements of what skills, knowledge, and attitudes the student will acquire as a result of the course. Such acquisition fulfills an Educational Principle, a Departmental Goal, or both. Each assignment or activity should be tied to a course outline.

For example, Educational Principle III states that students will “reach the level of skill in written communication necessary... to take full advantage of college coursework.” A student outcome that reflects this goal may read as follows: “Students will write within one hour a coherent, grammatically correct, well-developed essay on a topic of the instructor’s choosing.” In assessing the student’s essay, the instructor is ensuring that the course meets its outcomes, but also that the College accomplishes its Educational Principles and Mission.

Since outcomes are a vital part of what any course accomplishes, they should not be written carelessly or haphazardly. They must reflect actual skills, knowledge, or attitudes and not more nebulous abstractions expected in goal statements. What is more, they must be an ongoing Departmental concern. As goals change, as assessment of student outcomes reveals weakness, then outcome statements ought to reflect the ongoing process of making courses better.

Course Outcomes must be explicitly linked to an Educational Principle in the course syllabus. This may be done either by including a numerical reference, a summary reference (see below), or both. For example, the outcome stated above might be tied to Principle III in this fashion:

Students will write within one hour a coherent, grammatically correct, well-developed essay on a topic of the instructor’s choosing. (Principle III; College Skills)

Departments may also decide to link course outcomes with Departmental Goals in a similar manner.

Educational Principles

The following is a list of the College’s Educational Principles for all undergraduate programs, including short summary references:

Shorter college provides a curriculum and an educational environment that:

- I. Effectively immerses students in the historical, scientific, and cultural bases for contemporary civilization by combining intellectual discovery with critical thinking (Learning and Analysis).
- II. Engages students in a discussion of the values that bind together our society in general and the Christian community in particular (Discussing Values).
- III. Ensures that students reach the levels of skill in written and oral communication, mathematics, technology, and information literacy necessary to take full advantage

- of college coursework and that they continue to exercise and enlarge these skills (College Skills).
- IV. Persuades students of the value of integrating knowledge and forming relationships among courses and between acquired knowledge and new ideas (Integrating Knowledge).
 - V. Promotes in students the habit of acting on their responsibilities as members of our society and of the world community (Social Responsibility).
 - VI. Promotes in students the habit of enriching lives through the arts and religion (Arts and Religion).
 - VII. Promotes in students the habit of maintaining physical, spiritual, and emotional health and well-being (Physical, Spiritual, and Emotional Wellness).
 - VIII. Prepares students for careers or further education (Careers).

3.0.14 Procedure for Granting Credit to Students in Study-Abroad Programs

1. The student will come to the Director of International Programs with the program he/she desires, and they consider the available courses. These are discussed with the student; then the student is sent to the appropriate adviser or major professor.
2. The student confers with the adviser or major professor and selects courses that are needed in his/her curriculum and those that might be adequate substitutes for required courses on the home campus.
3. The Registrar is involved in the course decisions and substitutions.
4. When the student has approval from the adviser or major professor, he/she then completes the appropriate registration forms.
5. Each of the schools with which the College has formal agreements provides listings of faculty, their credentials, and course descriptions. These help in determining proper courses and credit to be awarded.

3.1 Institutional Effectiveness and Assessment

3.1.1 Administrative Units

All administrative Divisions have developed goals that support the Mission and Educational Principles of the College (See Sections 1.2 and 1.2.1 of the Faculty Handbook.). Each unit within those divisions develops annual administrative objectives in support of the Divisional goals. These objectives are assessed annually, and the results of that assessment are reported to the administrator with supervisory responsibilities for that Division. The Division submits an annual report on its effectiveness in achieving its objectives and supporting its goals to the Assistant Vice President for Planning and Institutional Effectiveness, who produces an annual Institutional Effectiveness Review.

3.1.2 Academic Affairs

Under the direction of the Provost, the Academic programs are engaged in a continual process designed to determine and improve their effectiveness. Some parts of this process have been an integral part of the College's life for many years. Other aspects are relatively recent additions or changes. This section offers an introduction to the Effectiveness Process as it relates to those planning units which are part of the Academic Program of the College. An organizational chart has been included (See Figure 3.1.3).

Academic Planning Units

These units form the backbone of the Effectiveness Process. All of the Schools and Departments of the College are included, as well as the Honors Program, Libraries, and the Registrar. Most of the assessment decisions and activities will take place within the planning units, with the assistance of Dr. DeWitt. Each planning unit will also produce an annual Program Assessment Report (PAR).

Academic Assessment and Effectiveness Committee

The AAEC is composed of faculty representing the planning units that administer major sequences leading to the conferral of a degree. It has been charged with the task of evaluating the Program Assessment Reports submitted annually by the planning units.

Program Assessment Report

The center of the academic Effectiveness Process may be found in the forms which make up the PAR. Detailed information about the PAR may be found elsewhere in the Effectiveness Handbook, but a summary has been provided here.

Each program will submit, via an electronic database, the following Program Assessment Reports:

- Provost's Priority Principle, using only one means of assessment.
- Study and issue in depth, using at least two means of assessment and historical data, where indicated
- Program response to institution-wide assessments (such as Academic Profile or NSSE), providing use of results only.

The Academic Effectiveness Process

The following is a summary of the Effectiveness Process. A flowchart has been included in the Effectiveness Handbook (Figure 2.3) which offers a graphic representation of this process in general.

- Each program unit has already developed a list of student outcomes for each program. This list details what students ought to be able to do, know, or think as a result of their having completed the program successfully. Administrative units, similarly, will have compiled a list of administrative objectives detailing the processes through which they support the educational programs of the College.
- During the academic year, data will be gathered through each means of assessment. After the data is gathered, each program unit will compile the results of assessment and determine the use of results to change the program.
- Before the next academic year, all of this information for academic programs will be submitted through Program Assessment Reports, which will be submitted to the Assistant Vice President for Planning and Institutional Effectiveness by September 1. Administrative units that report to the Provost will submit an Annual Administrative Assessment report to the Assistant Vice President for Planning and Institutional Effectiveness by September 1, as well. At the same time, each planning unit will be using the results of the previous academic year in order to continue its annual assessment process.

- The AAEC will review and evaluate the PARs submitted by the planning units during September and October, making a report to the Assistant Vice President for Planning and Institutional Effectiveness by October 15.
- The Assistant Vice President for Planning and Institutional Effectiveness and a second reader will review the PARs, paying careful attention to quality concerns, making a report to the Provost and the campus community by November 1.
- The Provost will meet with program chairs during November and December to review the PARs and the report of the EEC. Any changes in the annual assessment process will be discussed by the Provost and program chair.

3.1.3 Academic Effectiveness Organization Chart

3.2 Students with Disabilities

Shorter College complies with the Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act (1973) and therefore seeks to provide access to students with disabilities. It is the student's responsibility to voluntarily identify himself/herself as disabled to the Director of Student Support Services in order to receive accommodations. Upon presentation of acceptable documentation, the Director will then address the needs of each student on an individual basis. In some cases, Shorter College may request additional medical or disability information to fully assess the circumstances. Documentation of disability is kept confidential and the Director of Student Support Services will maintain records related to student disability. Faculty should refer students with any accommodation requests to the Director of Student Support Services.

In post-secondary settings, the student is responsible to request special accommodation if desired, but a faculty member can make a student comfortable by having a statement on each syllabus that tells students that if they have a disability and may need accommodations they will need to meet with the Director of Student Support Services before accommodations may be implemented. The Director of Student Support Services will work directly with the student and the student's faculty (via memorandum or email) to coordinate classroom and coursework accommodations. Instructors shall accommodate all students with a disability as specified by the Director of Student Support Services unless such accommodation compromises the essential elements of the course, program, service, job, activity, or facility or creates an "undue hardship" as legally defined. Instructors should present any concerns to the Director of Student Support Services as soon as they become known.

3.2.1 Services for Students

The following represents some of the more common accommodations for disabilities:

- Books on tape
- Extra time for tests and/or in-class assignments
- Permission to audio-tape the lecture
- Note taking assistance
- Testing in an environment with less distractions
- Use of a reader for in-class tests or assignments

- Use of a word-processor for in-class written assignments

3.2.3 Tips for Teaching Students with Disabilities

“Teaching Students with Disabilities” is a publication for faculty and offers the following strategies for teaching students with disabilities. Most of these suggestions are good practices for all students.

Dos and Don'ts for helping students with hearing impairments

- Do articulate clearly.
- Don't exaggerate lip movements.
- Do use an overhead projector or other technology to highlight key points.
- Do speak slowly.
- Do repeat and restate information by paraphrasing.
- Do reduce background noise as much as possible.
- Do make sure the student is attending before instructions are given.
- Do face student when speaking.

Testing accommodations for students with visual and reading disabilities

- Use generous spacing between test items.
- Keep wide margins.
- For multiple choice questions, align responses vertically rather than horizontally, and be sure all choices fall on the same page as the questions.
- When different types of test questions are asked, provide additional spacing and a sample item to illustrate the different format.
- When asking essay or short-answer questions, leave enough space on the page for students to answer, rather than requiring them to complete their answers on another page.
- For matching items, keep the lists of items no longer than five or six. Allow students to write matching items in, rather than draw lines from one to the other.
- For fill-in-the blank questions, provide a word bank of possible answers. It will help students with retrieval problems, but still require that students understand the concepts to answer the items correctly.
- Bold key words, such as “not,” “contrast and compare,” “three ways,” etc., so that students will not miss the point of the questions. The idea is to see what they know, not test their reading comprehension.

Structuring lectures for students with learning disabilities

Since students with learning disabilities often have problems organizing and storing their thoughts, carefully structured presentations help immensely. Before beginning, think about ways of focusing students' attention. Consider using some new technologies, such as Power Point presentations, along with simple diagrams or outlines of the lecture, to detail the main points. Remember to emphasize the important points by modulating your voice, repeating the items or pausing after you state them to give students verbal cues.

Suggestions to help all students more clearly grasp what you want them to learn

- When you begin a lecture, explain the purpose of the lesson, including your goals and objectives. Explain why the material is relevant to students.
- Review previously learned skills and concepts.
- Introduce the content step by step, if possible. (Not all lessons can be broken down this way.)
- Check for comprehension by requiring students to actively respond to questions while you are presenting the material.
- Give prompt, specific feedback to students.
- Summarize the lesson at the end.
- Give independent activities based on the lesson.

3.3 Integrative Studies – Cross Disciplinary Studies

Two things are of equal, paramount importance in creating an IS class: 1) the elements which make up the structure of the class and 2) the qualifications of the teacher. An Integrative Studies Course involves the students simultaneously in two or more disciplines. At Shorter College, this category is composed of two sub-categories identified as 1) Interdisciplinary studies and 2) Cross Disciplinary or Multidisciplinary studies.

3.3.1 Interdisciplinary Courses

Interdisciplinary courses are taught by a single teacher but include material from at least two disciplines and bear on a single subject. For example, one topic might be the people and culture of the Blue Ridge Mountains. The teacher of that course would examine with his or her students the history of the Blue Ridge, the music of the Blue Ridge, the literature from and about the Blue Ridge, the art from that area, newspaper stories about events and people of the area, geography of the area and a history of the business and industry of the area. All aspects would be examined with the idea of developing a picture of the lives of the people who live there. Another course might develop a specific idea, such as wilderness as an intellectual concept, examining the history of wilderness in America, its treatment by artists, poets, novelists, industrialists, philosophers and religious thinkers. Or such a course might examine what Americans mean by a love relationship, examining novels, poems, cinematography, essays by psychologists and sociologists, and newspaper stories. All of the work in an interdisciplinary studies class is done in a single classroom by the same students under the direction of a single teacher who directs the students to integrate all of these kinds of information under a single thesis.

3.3.2 Cross Disciplinary or Multidisciplinary Courses

Cross-disciplinary or multidisciplinary courses are generally team-taught by teachers from two or more disciplines, and the courses may share the same period or a common point of interest, but the integrity of each discipline is maintained by a teacher whose scholastic center is that particular field. Such a course might involve the 19th Century American literature, American history, and American music. In this kind of course, an expert teacher from each of these disciplines would lecture for a specific time on how his

or her discipline views that period or concept. Generally students would be examined with questions from each discipline, each question made out by the teacher of that discipline and graded by him or her. At least one assignment, however, should incorporate all the disciplines of the course. There may be more if the teachers feel competent to evaluate such work. While the cross-disciplinary or multidisciplinary courses exist in the plans of the college, as of this date, no courses of this type have been created by the college.

3.3.3 Teaching Requirements for IS Courses

The teachers of IS course must have at least 18 graduate hours in the general area in which they will be teaching. This does not necessarily mean that the teachers must have 18 hours in both or all of the disciplines that they introduce into the course. They may show competency by providing a book list of some 40 books that they have read, or they may show intellectual preparation by attending workshops and conferences in conjunction with reading. They may show letters of certification from people who are competent in this area. Teachers may make use of guest lecturers in areas where they feel a weakness. And finally, a great deal of work can be done by using elements in one discipline within the confines of another. For example, a history teacher might use novels as artifacts of a culture and not be obligated to teach literary criticism or literary history. A psychology teacher could do this as well. Already, we have a course in which novels about business ethics are used within a business class.

3.3.4 Integrative Studies Application Process

The applicant should explain in painful detail the characteristics that will make the course truly interdisciplinary. The applicant should be just as careful in describing her or his credentials for teaching the course.

The following list of questions, when answered, will furnish the information required for consideration of courses to be included in the Integrative Studies courses to be offered by Shorter College. Full and complete answers to these questions will make the work of the committee easier and will speed the process of acceptance.

1. What are the title and catalog number of the course?
2. Is this a new course or one adapted for Integrative Studies?
3. What is the course description (for the College Catalog and the course syllabus)?
4. What characteristics make it inter- or cross-disciplinary?
5. What are your credentials for teaching this course?
6. What are the number and kind of written assignments to be required in the course? Please describe them in brief.
7. What are the titles of the texts to be used in the course? If the titles are not known, please describe the kinds of texts to be used.

Written assignments are an essential part of any IS course. Generally they are the tools by which the students bring the disciplines together for themselves. The teacher should, therefore, read for structure and organization as well as for factual content.

3.3.5 List of Approved IS Courses

BIO	3400	Issues in Bioethics
BIO	3950	Issues in Biodiversity Conservation
CIS	3030	Geographic Information Science
EAS	3100	Natural Hazards
ECO	3170	The Theory of Games
ENG	1030/40	Freshman Honors English (<i>for students who have AP/CLEP credit for ENG 1010 and 1020 only</i>)
ENG	3025	The Vikings and Early English Homiletics
ENG	3026	Medieval Women Mystics (REL 3026)
ENG	3027	Development of the English Language
ENG	3210	Expressions of Spirituality: The Medieval World
ENG	3230	The American West
ENG	3310	American Business Culture and the Novel
ENG	3320	Landscape, Architecture, and British Literature
ENG	3995	Integrated Special Topics (HIS 3995, REL 3995)
ENG	4100	Romanticism in Words and Paint
ENG	4200	Literary Crossroads
ENG	4320	Environment and the American Mind (HIS 4320)
FRE	3150	French Realism and Naturalism in Nineteenth Century France
GST	3400	Directed Study in Global Awareness
GST	3410	Global Citizenship
HIS	3020	Classical Culture
HIS	3030	Medieval Europe
HIS	3050	Early Modern Europe
HIS	3140	Georgia History and Literature
HIS	3160	Southern Culture
HIS	3230	History of England to 1689
HIS	3240	History of England Since 1689
HIS	4130	The United States 1867-1900
HIS	4330	History and Philosophy of Science and Mathematics
MUS	3430	World Music and Art
NAS	3200	Evolution of the Earth (EAS 3200)
PSY	3060	Social Psychology (SOC 3060)
REL	3340	Religion and Popular Culture
REL	4110	Portraits of Jesus
REL	4340	Faith and Suffering in Religious Literature
REL	4380	Christianity and Literature
MUS	3570	The Mozart Project (<i>transferred from Salzburg College</i>)

3.4 Senior Capstone Experience

Departments and Schools of the College should utilize the following format to describe the Senior Capstone Experience in their student handbooks/department policy manuals. Appropriate assessments should also be developed to measure the effectiveness of the experience.

1. The following component reflects the knowledge and skills acquired in the major. Instructions: List the component and provide a brief description.
2. The following component reflects skills acquired through the general education experience and refined through the major. Instructions: List and briefly describe the component and the skills you expect seniors to have. (For example: written

- communication skills, oral communication skills, computer literacy, mathematical skills, critical thinking ability, etc.)
3. The following reflects the student's preparation for life after college. Instructions: This component includes but is not limited to career preparation. It might be a Student Affairs class, a special event, a portion of a seminar, or other activities.

NOTE: Components that reflect achievement in the major may also be utilized to determine general skills, so (1) and (2) could be the same. Each department or school should also consider developing a culminating experience involving practical preparation regarding such things as etiquette, dress, interview skills, etc.

4.0 Other Campus Facilities

Other campus facilities such as the gymnasium, pool, tennis courts, etc., are available for use by employees; however, use must not conflict with student activities. Use of some facilities must be approved and/or scheduled through the Athletic Office or the person most directly responsible for the facility (see list under “Scheduling Use of Campus Facilities”).

4.0.1 Scheduling Use of Campus Facilities

All individuals and organizations must obtain prior approval for using campus facilities and must schedule such use with the appropriate office. The following list indicates the appropriate office/person to contact for use of building or facilities:

Activities Complex	Beth Gibbons, Administrative Assistant, Athletic Department
Arnold Art Gallery	School of the Arts
Austin Moses Student Life Center	Vice President for Student Affairs/Dean of Students
Brookes Chapel	Vice President for Student Affairs/Dean of Students
Callaway Theatre	School of the Arts
Classrooms	Registrar
Cobb Dining Room	President’s Office
Dining Hall	Director of Student Activities
Dorms	Housing Coordinator
Eubanks Reception Room	Vice President for Student Affairs/Dean of Students
Evans Chorale Room	Registrar
High Acres	Office of Institutional Advancement
Fitton Student Union	Vice President for Student Affairs/Dean of Students
Front Circle	Vice President for Student Affairs
Franklin Recital Hall	Registrar
Guest Apartment	Vice President for Student Affairs
Swimming Pool	Vice President for Student Affairs/Dean of Students
Tennis Courts	HPE Program Coordinator

4.0.1.1 Swimming Pool Policies

Only faculty and staff members and their dependent children may use the pool at any time a class is not in session in the pool area, or when a private party (posted at the entrance of the pool) is not being held. If bringing friends, please contact the office of Vice President for Student Affairs/Dean of Students (7231) for rental policies and usage and hours. No one may swim alone.

4.0.1.2 Academic Computing Facility Usage Policy

The microcomputer computing laboratory is available to all Shorter College faculty, staff and students. Usage of the facility is determined in accordance with the following ordered list of priorities:

1. Scheduled classes requiring the use of computing facilities.
2. Students requiring computing facilities in order to complete classroom assignments.
3. Students or faculty requiring computing facilities for academically-oriented, but non-assigned uses.
4. Students or faculty requiring computing facilities for non-academically-oriented uses.

Requests for regularly-scheduled uses of the computer laboratory should be submitted in writing to the Director of Academic Computing at least one semester in advance.

4.0.2 Equipment – College and Non-Institutional

Policy requires that all college equipment remain on the campus. Any deviation from this policy will require clearance from the appropriate chief administrator responsible for such equipment. Audio-visual materials and/or equipment are available through the Library.

When a deviation from the stated policy occurs, a complete record of the loaned equipment will be maintained and the borrower shall sign for such equipment and be responsible for its return.

Materials, components or equipment borrowed from a third party or students for use related to your employment are not permitted. Neither Shorter College nor its insurance underwriter accepts any liability for such materials, components or equipment.

4.0.3 Telephone Usage

Telephones are provided for official college business. A complete record of all long distance calls is made by the college. An individual record by extension number is provided to and reviewed on a monthly basis by the department head to whom an extension is assigned.

Toll calls require approval by the appropriate administrator. Personal toll calls must be charged to the employee's home telephone number or credit card. Students shall not originate toll calls from college telephones.

4.0.4 Office Supplies

Office supplies are available or may be ordered through the Campus Shop. The cost will be applied to the department or office making the purchase. There is a twenty-five percent (25%) discount on School/Department purchases.

Faculty and staff may charge up to \$10.00 (per visit) in the Campus Shop without approval from the Provost or a purchase order.

4.0.5 Copy Room

Shorter College has an attendant to assist faculty members with their copying needs. Copying service is a budgeted item and all excessive needs must be discussed with the School Dean/Department Chair in order to keep each unit within the budgeted amount. Copy Room Hours are Monday–Friday; 8:00 a.m.–3:00 p.m.

5.0 Honorary Degrees, Posthumous Degrees

Motion adopted by the Shorter College Board of Trustees on November 13, 1987, (revised – October 11, 1991):

“That Shorter College award honorary degrees to persons who are worthy and who have made significant contributions to the college, the Baptist denomination, or society in general. This is to be done upon the recommendation of the President with the concurrence of the Executive Committee and the approval of the full Board of Trustees.”

In the event of a student’s death during his/her final term of study, a member of the student’s family will be invited to accept the diploma during commencement exercises. In order to receive a posthumous degree, the student must have been in the final semester of study or within 15 credit hours of graduation and expected to graduate.

5.0.1 Policy for Nominating Candidates for Honorary Doctoral Degrees

1. All nominations, including supporting materials, should be submitted in writing to the Chair of the Academic Affairs Committee of the Board of Trustees no later than the Fall Board meeting.
2. Nominees should be persons of good character who have distinguished themselves through public service, scholarly work, original creative work or outstanding endeavor in some field.
3. Active members of the faculty, administration and staff are excluded from consideration, except in extraordinary cases as determined by the Board.
4. Screening the nominees should be guided by the purpose of the college and its ideals.
5. Shorter College will not award honorary degrees on a quid pro quo basis or to fulfill any quotas. Degrees will be awarded only during years when worthy candidates have been nominated and approved.

5.0.2 Procedure for Nominating Candidates for Honorary Doctoral Degrees

Shorter College awards honorary degrees in recognition of an individual’s distinguished public service, scholarly attainment, original creative work, or outstanding endeavor in some field. The following procedures will be followed:

1. The Academic Affairs Committee of the Board of Trustees, including the faculty representative to the Board, serves as the screening committee for the selection process.
2. All nominations for honorary doctoral degrees must be submitted to the committee no later than the fall Board of Trustees meeting prior to the spring commencement at which the degree(s) are to be awarded.
3. The committee will submit a report and recommendation(s) during the winter meeting of the Board of Trustees for Board approval.
4. The President of the College will prepare citations for presentation during the Commencement exercises.
5. The Provost will secure necessary academic regalia for the degree recipient.

5.0.3 Honorary Doctoral Degrees

1. Doctor of Divinity (D.D.) – For achievement in the field of religion.

2. Doctor of Humane Letters (L.H.D.) – For achievement in literature related to the improvement of the human condition.
3. Doctor of Humanities (D.H.) – For service to humanity, community.
4. Doctor of Laws (LL.D.) – For leadership, administration.
5. Doctor of Letters (Litt.D.) – For literary achievement.
6. Doctor of Arts (Arts D.) – For achievement in music, art, or theatre.
7. Doctor of Science (D.S.) – For achievement in the sciences or related areas.

5.0.3.1 Honorary Doctoral Degrees Awarded by Shorter College

Joseph Robert Eubanks	LL.D. (1988)
Henry Austin Moses	LL.D. (1988)
Randall Hunter Minor	D.H. (1989)
John Ramsaur	Arts D. (1995)
Mary Lunsford	LL.D. (1995)
John Hardman	D.H. (1997)
Gloria Shatto	D.H. (1997)
Bob Furnad	Litt.D. (2000)
Hazel Eubanks	D.H. (2001)
Ray Warren	D.S. (2001)
Jere Drummond	D.H. (2001)
Millard Fuller	D. H. (2002)
Wayne Dempsey	LL.D. (2003)