Gardner-Webb University

College of Adult And Distance Education

Adjunct Faculty Handbook
2015-2016
COLLEGE OF ADULT AND DISTANCE EDUCATION

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The Degree Completion Program

The Degree Completion Program (DCP) began in 1978 as an effort to meet the ever-increasing demands for adult education in North Carolina. Many citizens across the state had completed two years of study through their local community college or technical college, but did not have an opportunity to continue study toward a Baccalaureate Degree. The DCP was implemented to provide working adults the opportunity to complete an undergraduate degree.

The program began with two or three off-campus centers in adjacent towns and an enrollment of less than 100 students. A very limited number of majors were offered, mostly in business and criminal justice.

Today the program is held at 12 sites across the state of North Carolina. Majors are offered in Accounting, Business Administration, Computer Information Systems, Criminal Justice, Elementary Education, Entrepreneurship, Healthcare Management, Human Services, Religious Studies, and Nursing. Enrollment currently runs about 1,100 students attending fall, spring, and summer semesters with a combination of online and face-to-face classes. Nine of the majors can be completed entirely online.

Each year brings another record enrollment as the demand for adult education and retraining continues. GWU's Degree Completion Program enrolls more community college graduates than any college or university in North Carolina. The DCP re-ignites educational opportunities for adult learners.

No one else offers greater opportunities for adult learners like Gardner-Webb University.
Prospective adjunct professors are identified through individual inquiry or through advertisements conducted by the College of Adult and Distance Education.

Prospective adjuncts submit resumes, or vitae and official transcripts of all college work to the appropriate Academic Office, or to the department, or school.

Materials are reviewed by the appropriate department chair or program coordinator and the Associate Provost to determine qualifications for adjunct faculty positions.

Outstanding prospects may be scheduled for an interview with the appropriate Academic Department. Discussions would include information related to credentials, philosophy of adult education, administrative procedures, academic expectations, as well as salary and expenses. When possible, the candidate will conduct a classroom presentation to students with department members in attendance along with the chair and the Associate Provost.

Preliminary decisions are made by the department chair or program coordinator.

Preliminary candidates are subject to a criminal background check and drug test.

Assignment of a course, or courses, is made by the department chair or program coordinator/director and contracts are issued by the Associate Provost.

Adjunct faculty who are currently employed and have proven themselves with the University will not be required to interview; however, they are expected to attend the annual DCP faculty meeting prior to the beginning of the academic school year (August) along with campus faculty who teach in the Degree Completion Program.

Adjuncts should contact the department chair or program coordinator to determine eligibility for future employment.
REmuneration

The current salary for adjunct professors, as approved by the President and Board of Trustees of the University, is based on education degree, experience, and achievement in the academic field that is assigned to teach. The scale is based on a three semester hour face-to-face course. The scale is slightly higher for online classes. Additional remuneration is paid for courses of more than three semester hours credit. Professors’ contract amounts are paid in three installments during a regular semester.

For online classes with more than 30 students, the measurement of enrollment will occur on the Monday following the end of drop/add period for each program and will be calculated at the >30 scale. If a course has two sections and the second section has enrollment below 10 students, the course will be combined with the first section and compensation >30 will be paid per student for >30. Contract amounts for courses where the maximum enrollment is 25, enrollment compensation will be calculated at the >30 scale and will not increase unless the enrollment is >30.

In cases where a professor teaches at a site more than 10 miles from his/her residence, a $7.00 meal allowance and $.32 per mile travel allowance are provided. A "Travel Expense Report" (see forms at end of booklet for sample) must be completed and submitted for reimbursement. The College of Adult and Distance Education publishes dates for the timely submission and payment of these expenses. All expenses are approved by the Associate Provost in accordance with the GWU DCP travel policy (see page 8).

Contracts are issued by the Associate Provost. These contracts will reflect the information discussed above as well as class location, length of the term, day and time. Professors sign both contracts and return the original to the College of Adult and Distance Education within three days of receipt.

CLASS LIST AND GRADE REPORTS

In an effort to serve our University community better and communicate more accurately with faculty, we have a secure site called WebbConnect. This site will direct faculty and staff to numerous options only they can access. Faculty may access class lists, report attendance, and report grades through the site. It is also important for professors to use GWU email. It is the primary way important information and notifications are sent to the adjunct faculty. Professors should check your GWU email frequently.

It is imperative that reporting of student attendance is accurate, especially at the beginning of each semester. Class roll verification is required by Registrar Services to determine which students are attending class as well as determine those officially registered and those who are not in order to expedite accuracy. In order for this procedure to work effectively, the Undergraduate Day program, DCP and Graduate programs are asked to verify attendance twice each semester. Professors will be notified of these dates through GWU email by Registrar Services.

To gain access to class information, follow the instructions below:

1. Type the address www.gardner-webb.edu (this is Gardner-Webb’s Home Page), click on WebbConnect.
   Enter User ID and Password.

2. Select Manage Classes.

3. From this site, click the function to complete [i.e. Roll Verification, Final Grades Entry, etc.].

4. Select Term.

5. Select the appropriate course from list in the drop-down box.

6. Roll Verification: Correctly indicate each student's enrollment status; add any relevant comments.

7. Final Grades: Choose correct grade from dropdown menu (If giving an "F" you must provide last day of attendance). Submit when information is correct; choose another course or exit WebbConnect.
Please note, if a student is attending class but that student’s name is not on the online class list, please report this attendance to Registrar Services. Enter the ID number, last name, first name, and middle name of the student. Other issues with class enrollment should be communicated to Registrar Services in the same way. A student who is listed on the class roll, but does not attend class, will be given a @W on their transcript.

Remember to report excessive absences to Registrar Services at (704) 406-4260. Reporting attendance online helps to maintain accurate enrollment data.

**ENROLLMENT VERIFICATION ACTIVITY (EVA)**

Students enrolled in fully online courses will be expected to complete the Enrollment Verification Activity (EVA) no later than two (2) days after the drop/add date for each of their courses. This administrative policy was endorsed by the Educational Policy and Standards Committee (EPSO), in conjunction with the Technology and Facilities Committee (TFC), to comply with federal regulations when determining whether or not a student is attending an online course. Faculty will refer to the EVA column in the Full Grade Center when completing the required Roll Verification in WebbConnect. The “last date of login” should no longer be used to determine if a student is attending or not. For additional information, regarding the EVA and Roll Verification, please contact Registrar Services.

**EQUIPMENT NEEDS**

As technology has become a greater part of the academic world, the needs and requests of the instructors have increased. We have been fortunate that many of the campuses where we meet have updated their classrooms to include multimedia. Gardner-Webb DCP now has portable LCD projectors which can be checked out. Should you have questions about, or wish to reserve equipment at any given site, contact the Associate Dean, Elizabeth Pack, at (704)406-2173. Laptop computers, while they are in limited supply, can also be checked out through the College of Adult and Distance Education. If a professor wishes to request a computer lab or a multimedia room for class for the entire semester, please advise the appropriate Regional Director as soon as you are engaged to teach the class. While we cannot guarantee this, we are glad to request it. Equipment needs for a particular date should be requested well in advance (at least 36 hours) to give ample time to request and secure the desired items. Professors who check out equipment through the GWU campus library are responsible for making arrangements to pick up and return to the campus library.

**DUPICATION ARRANGEMENTS**

Professors are encouraged to web-enhance their courses and post documents electronically. Students can access these documents and make copies as needed. Adjuncts in the vicinity of main campus can make use of the copier in the College of Adult and Distance Education office. If personal expense for copying is incurred, this expense can be recaptured on the Travel Expense Report at mid-term, or at the end of the semester. Because we highly encourage the use of electronic documents, copying expenses are limited to $75 for each semester. Be sure to include the receipt(s) with the Travel Expense Report.

Submit copies of exams, syllabi, etc. to the appropriate academic department via email.
TRAVEL POLICY

The purpose of this policy is to standardize the way that travel reimbursement decisions are made. The following guidelines will be utilized by The College of Adult and Distance Education for approval of mileage and meals reimbursements:

1. In cases where a professor teaches at a site more than 10 miles from his/her residence (a roundtrip of 20 miles or more), a $7.00 meal allowance and $.32 per mile travel allowance are authorized when driving a personal vehicle. The “Travel Expense Report” must be completed and submitted for reimbursement. The College of Adult and Distance Education publishes dates for timely submission and payment of these expenses.

2. When mileage reimbursement is approved for travel to DCP centers, the mileage will be computed at $.32 per mile. The mileage authorized is from the home address to the center location. The home address is defined as the professors’ legal, physical address where they reside. This is the address that each professor gave GWU upon their employment. Post office boxes are not acceptable as a physical address.

3. Map Quest will be utilized to determine the amount of mileage considered “authorized travel.” MapQuest provides the shortest route and the recommended route. The route that states the longer distance of the two suggestions will be approved. If a professor chooses a different route that incurs additional mileage, the mileage reimbursement will remain at the “authorized” travel amount.

4. Each semester DCP Academics will provide each DCP professor the amount of authorized mileage for the center location where they are assigned. This amount should be recorded on the Travel Reimbursement Form before submission to the DCP Office. Unauthorized mileage will delay travel reimbursements.

5. When filling out the travel reimbursement forms, the city/town should be listed in the “From” column as the beginning point of travel. Please do not use the word, “home.” The center location address and center title should be standardized to the correct name as listed in the DCP catalog.

6. All requests for overnight accommodations by DCP Faculty must be pre-approved by the Associate Provost or Associate Dean for Degree Completion Program Management.

7. Travel expenses are paid twice during regular semesters. DCP faculty should submit their request for reimbursements according to the established payment schedule. All Travel Expense Reports must be submitted on the original form with original signature. Copies are not acceptable. Accounts Payable will not process requests that are not submitted in accordance with the published dates for adjunct reimbursements. Reimbursement requests should be submitted twice a semester and not held until the end of the semester. A sample Travel Expense Form is available in Appendix C.

8. Full-time GWU Faculty will be allowed the use of a University vehicle to teach DCP classes if mileage exceeds 250 miles round trip.

9. Travel Expense Reports should be submitted by deadlines to allow for processing by College of Adult and Distance Education and Accounts Payable. Timely submission will provide timely reimbursement to professors. Advance payment requests will not be considered. (Be sure to include all receipts for miscellaneous charges.)
CANCELLED CLASS

A class may be cancelled due to inclement weather. Closing decisions will be made as soon as possible. For a widespread weather event the toll-free number to call for closings is 1-877-GWU-SNOW, or consult the University website at www.gardner-webb.edu.

Classes are seldom cancelled on the Gardner-Webb campus. In situations where a class is meeting in a local school facility or community college, the decision will parallel theirs, (i.e. if the school is closed, DCP classes will not meet). Any time you have related questions, call the appropriate Regional Director for additional information.

A class may need to be cancelled due to an unexpected emergency or other legitimate reasons. When this occurs, the professor should contact the Regional Director, Department Chair, or Program Coordinator, and the DCP Academic office to inform them of the occurrence.

RESCHEDULING MISSED CLASSES

It may be necessary to make up a class which is missed because of inclement weather or other legitimate reasons. Please make every effort to avoid scheduled holidays and breaks for make-ups. Contact the appropriate Regional Director for assistance to arrange facilities for a make-up class.

If it is impossible to schedule a make-up day for a missed class, professors should give an appropriate assignment to incorporate the material which would have been covered in the missed class.
Academic Expectations

Academic Calendar

*The academic calendar is available online at [www.gardner-webb.edu/calendar](http://www.gardner-webb.edu/calendar).*

DCP Classes are held on Labor Day, Memorial Day, Martin Luther King’s Birthday, and Easter Monday, if the holiday falls on a class evening. Classes are not held on the Wednesday evening prior to Thanksgiving. Spring break occurs during the mid-point of spring semester and is observed by the DCP. Fall break occurs in October and is observed by the DCP. The DCP also observes Good Friday and Independence Day holidays.

Class Schedules

Class schedules, coordinated through the College of Adult and Distance Education, are distributed to the student each semester via email and online under the Registrar Services page. Student questions related to the schedule should be directed to either the student’s advisor or to the College of Adult and Distance Education.

Adjunct professors’ teaching schedules are coordinated by the department chairs or program coordinators. Adjunct professors should contact their department chair or program coordinator to make arrangements for future teaching assignments.

Class schedules indicate specific times for classes. Classes are expected to begin and end at the times indicated. Students should not be required to begin class at an earlier time, nor should they be kept past the scheduled time.

Advising

Each student is assigned an academic advisor. Students should direct questions relative to the curriculum or transfer of credits to their academic advisor.

During the mid-term of each semester, the academic advisor will advise and register continuing students for the next semester. The advising/registration process is scheduled when evening classes are meeting, but prior to the beginning of the first class.

Schedule Modification/Cancellation

*Students should call Registrar Services to initiate all schedule modifications or cancellations.* No one can assume this responsibility for a student. Registrations may be cancelled until 5:00 PM on the day that classes begin. Registration cancellation means that students will not be assessed a fee and no academic record will be created. Please consult the DCP catalog and online academic calendar for more information on drop/add and withdrawal of classes.

Class Attendance

University policy states that students must attend 75% of the scheduled class time to receive credit for the course. Professors may strengthen this requirement. In the event of extenuating circumstances for an individual student, professors may elect to work with the student.

Professors should contact the DCP Academic Advising office at goaladvising@gardner-webb.edu when a student has missed two class meetings to initiate early warning of the student’s absences. If absences persist, and several attempts by the professor and the academic advisor to contact the student fail, professors should initiate the appropriate grading system procedure with Registrar Services.
TEACHING

1. A syllabus should provide all information in writing that a student needs at the beginning of a course. It may be necessary to introduce some information later in the term, e.g., the details of a required project. Professors should provide a course syllabus to all students by electronic means before the first meeting of the class.

**MAJOR AREAS OF A SYLLABUS**

**Course Information:**
- Course title
- Course number
- Credit hours
- Prerequisites, including permission of instructor to take course, if required
- Location of classroom (if available)
- Days and hours class/lab/studio/etc. meets

**Instructor Information:**
- Full name, title
- Office location
- Office phone number
- Office hours
- Emergency phone number (may be department office, if you do not wish to be called at home)
- Home telephone number (if you choose to give home number, you may wish to list time restrictions)
- Email address

**Texts, Readings, Materials:**
“College-level instruction--at least in the United States--is heavily dependent upon the use of printed material, if not a required textbook, then a variety of readings. These are becoming increasingly costly.” (Kansas State University -Idea Paper No. 27). The syllabus should provide the students with detailed information about the following:

- Textbook(s): author, title, date (and edition), publisher, and how extensively books will be used. Supplementary readings (whether required or recommended and whether on reserve in library or to be purchased)
- Materials (lab or safety equipment, art supplies, special calculators, computers, etc.)

**Course Description/Student Learning Outcomes:**
- Catalog description (minimum required)
- Student Learning Outcomes
- General content of the course
- Instructional methods, e.g., lecture with small discussion sections; Online format with Blackboard learning management system
- Course goals, including learning outcomes for general studies (core curriculum) courses

**Course Calendar/Schedule:**
- Daily or weekly schedule of topics (some instructors fear legal liability so you may wish to label the calendar or schedule "tentative" or "subject to change")
- Dates for exams (including the final exam), quizzes, or other means of evaluation
- Due dates for major assignments (when papers due, whether topic has to be approved, whether outline or draft must be approved)
- Required special events, e.g., field trips
Course Policies:
Attendance, lateness (seventy-five percent attendance requirement; whether absences penalized, etc.)
Class participation (if active participation required, syllabus must say so; also how participation is to be evaluated)
Missed exams or assignment (whether they can be made up and how)
Extra credit (if available)
Lab safety/health (this may be a "life or death matter"; may indicate that more detailed information to follow)
Academic dishonesty: cheating and plagiarism. May refer them to student handbook, or DCP Catalog. Go over definition of plagiarism
Grading: how students will be evaluated, factors included, how various components will be weighted, and how they will be translated into grades; appeals procedure

Support Services:
Library: the oldest and best resource. Identify relevant collections, journals, abstracts, audio or video tapes
Writing Center, computer labs, Internet sources, etc.
Emergency Evacuation Procedures

All syllabi should contain the following reference to the Noel Center for Disability Resources:

Special Accommodations
If your learning or participation in this class might be affected in anyway by a disability recognized under the Americans with Disabilities Act and its amendments, you will need to do the following:
1) Register with the Noel Center for Disability Resources at 704-406-7270 or email disabilityservices@gardner-webb.edu; and
2) Discuss your situation with me so I can work with you and the Noel Center to arrange necessary accommodations.

2. The syllabi for all courses should be filed with the Dean/Department Chair at the beginning of each semester and submitted to the Office of the Associate Provosts upon request.

3. Faculty members should prepare adequately for each class. Enthusiasm for the material and the willingness to experiment with presentations are hallmarks of good teaching. Varied teaching and testing strategies are welcomed.

4. Every class period should be utilized to the maximum extent possible. Habitual tardiness or unexcused absences by faculty are offenses against the students, one's peers, and the institution. Dismissing classes early or keeping class past the end of the period is discourteous and unfair. Emergencies and uncontrollable disruptions in the university schedule will create legitimate exceptions to the foregoing.

5. Clarity and consistency in presenting assignments.

6. Fairness in administering exams and grading papers.

7. Willingness to spend time with students who need help, or are searching for a person to be their mentor throughout college, or who are just lonely

8. Thorough familiarity with all academic policies in the catalog.

9. Faculty owe it to students to check roll each day and maintain up-to-date, accurate class attendance records. Not many students can succeed without class attendance. None should pass who miss over 25 percent of the class meetings. To fail to check attendance is to act in a manner which violates the discipline students need and the discipline other faculty are maintaining. All faculty are to notify the Registrar when any student is absent three consecutive class meetings with cause unknown.
10. Written work, which is checked for grammar and spelling, is an expectation in any college-level course.

11. Make-up test policies are at the discretion of faculty members.

12. Incomplete grades for a course should be reserved for genuine emergencies and hardships beyond the control of the student. Students need to know in advance that incomplete grades are not intended to be their escape from failure to budget their time.

13. All tests and examinations need to be monitored because Gardner-Webb has an Academic Honesty Policy; however, our honor policy is not student-enforced. Honest students need to be protected from the few who are immature enough to cheat.

14. A final comprehensive assessment is required for each course. For online classes, see the Online Policies and Procedures at [www.online.gardner-webb.edu](http://www.online.gardner-webb.edu). A copy of that examination is to be filed with the Dean/Department Chair and delivered to the Office of the Associate Provosts on request.

15. An accurate, up-to-date register of all grades for each course taught showing attendance, test grades, weights, written assignments, final exam grade, and final grade for all students must be maintained at all times by all faculty. A responsible party (typically the Chair or Dean) should have access to each faculty member’s grades in case of emergency during a semester in progress. This is an extremely confidential register of information and should be kept indefinitely by all faculty. There is no statute of limitations on these records.
Grading System

The University does not impose a specific grading system on professors. Teaching and testing methods should assist professors in determining your grading scheme. The system used should be fair and equitable to all students and must be stated on the syllabus distributed to all students on the first meeting of class.

A student earns quality points as well as semester hours if the level of performance does not fall below that of “D.” The table below lists the letter grades and the interpretation of each of the grades. A grade of "C" or higher must be earned in all major coursework.

A+ A A-
B+ B B-
C+ C C-
D+ D D-
F
FX = Failure for Academic Dishonesty
FD = Dimensions Failure
P = Passing (With Approval)
I = Incomplete
IN = Incomplete (With Approval)
W = Withdrew
WP = Withdrew Passing
WF = Withdrew Failing
An @F = Administrative Failure
An @W = Administrative Withdrawal Student never attended

NG = No Grade Reported

An “I” is assigned where course work is not complete because of circumstances beyond the control of the student. The student has up to 90 days to complete the course work and remove the “I”; otherwise an “F” will be automatically assigned by the Registrar’s Office. The process for assigning an “I” is available in WebbConnect.

A “W” will be assigned when a student withdraws from a course during the first 25% of the semester. After the first 25% of the semester, a WF or WP is assigned by the professor based upon the professor’s assessment of the student’s work to date in the course. Summer withdrawal dates are published in registration materials. A grade of WF will have the same effect on the student’s GPA as having completed the course and receiving an F.

An @W represents an administrative withdrawal from a course. This grade would be assigned to any student listed on the official class roll who has never attended a class session.

An @F represents an administrative failure of a course. This grade could be assigned by either the professor or the Registrar’s Office to any student who ceases to attend class or who otherwise exceeds the permissible number of absences in a course. This grade would be treated the same as the basic “F” and would count against the student’s grade-point average which would be repeatable under the same provisions as outlined in the university catalog.

The last date for withdrawing from an individual course will be a date not to exceed 75% of the course (including summer school). After this time, the only courses which will be dropped are those which a student drops when withdrawing from the University.

Once a grade has been submitted to the Registrar, it will not be changed except in the event of a clerical error or an error in calculation, or as a result of the appeal process.
Final Examinations

Final examinations for DCP students are to be administered during the last scheduled class of the semester. A written comprehensive final examination is required for each course taught.

By approval of the faculty, a professor may waive the requirement for a comprehensive final examination for undergraduate students whose names are on the “candidates for graduation” list who meet the following criteria:

A student must

1. Be enrolled in a 300 or 400 level course.
2. Have an “A” average for the course.
3. Have not exceeded the number of absences permitted.
4. Be completing courses for graduation in the semester in which the option is used (Must be listed on the Graduating Senior List in WebbConnect).
5. Have the faculty member’s approval for the exemption.

Individual professors may either require all students to take comprehensive exams, or exempt graduating seniors who meet the above requirements. The Graduating Seniors List can be viewed in WebbConnect from the Faculty Services page.

Proctor Arrangements

Utilizing a proctor for an exam should only take place when all other options have been exhausted. In the event that a student cannot possibly take an exam during the scheduled exam period, and has reasons that are deemed to be of an emergent nature, then approval of a proctor may be considered. Students should be encouraged to identify an appropriate proctor and provide the professor with contact information for the proctor through the use of the Test Proctor Application Form (See Appendix C). The student will fill out the application, have the professor sign the forms and forward them to the Associate Provost for the College of Adult and Distance Education for approval. After the request is approved, the Associate Provost will notify the professor of the approval and authorize the professor to send the Proctor the exam, attached to an e-mail, along with instructions for returning the document including an appropriate mailing address and telephone number(s).

If an online professor selects to give a face-to-face final exam, a proctor may be approved if the student lives more than one hundred miles from one of the GWU campuses. The same approval process applies to proctor requests for online classes.

Meeting Deadlines

Throughout this document, reference has been made to the importance of deadlines. These deadlines each have a purpose; therefore, it is important that you adhere to the schedule.

- Verification of class rolls is vital as the University enrollment is determined and verified by these records. Serious complications result from failure at this point which sometimes affects students’ records in Registrar Services.

- Mid-term grade reports are now an option for the professor. The report is an indication of the students’ progress to date. If grades are reported, only report grades of student who have a “D” or an “F” at the mid-term of the semester.

- Senior and final grade reports must be submitted on a timely basis to allow calculation of GPA’s and honors for seniors and timely reports to all returning students. Delay in this process creates delay in the issuing of transcripts.

- Travel Expense Reports should be submitted by deadlines to allow for processing by College of Adult and Distance Education and Accounts Payable. Timely submission will provide timely reimbursement to professors. Advance payment requests will not be considered. (Be sure to include all receipts for miscellaneous charges.)
Procedure for Undergraduate Student Grade Appeal

A. All grading must be fair, carefully considered, and based solely upon the merits of the academic work involved. Every grade is critically important to every student, and every student deserves the most careful consideration. This careful consideration must be made at the time the semester grade is assigned. In the interest of fairness to all students, it is critically important that a grade not be changed, after having been submitted to the Registrar, on the basis of reconsideration. As sympathetic as a professor may be to the student’s situation, it must be remembered that in fairness every student in the class would be entitled to the same kind of reconsideration—and such could easily become an endless and unworkable situation. Thus it is stressed that diligent and careful consideration must be given at the time the grade is assigned.

B. After a final grade has been submitted to the Registrar, there are only two conditions upon which it may be changed:
   1. A clerical error or error in calculation attested to by the professor
   2. A determination of unfairness, as determined by the appeal process described below:

C. The official university policy on grade appeals is found in the undergraduate catalog in the "Grades and Reports" portion of the Academic Regulations section under "Academic Appeals." Academic Appeal Filing Forms may be obtained from the Office of Associate Provosts (102 Webb Hall, Phone 704-406-3522). The appeal document should include the student’s local or permanent address, University email address, student ID number, and a current phone number where he or she may be reached. All appeals should be signed and dated. Appeals made on behalf of the student by another party (e.g. faculty, official of the institution, another student, or a parent) will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student’s appeal is welcome and will be given full consideration.

D. The student who believes a grade to be unfair should discuss the matter with the professor who assigned the grade.

E. If the student is not satisfied with the professor’s response to this appeal, the student should appeal in writing to the Dean/Department Chair using an Academic Appeal Filing Form. The Dean/Department Chair should discuss the matter thoroughly with both the student and with the professor. Within ten days of receiving the student’s written appeal, the Dean/Chair should notify the student in writing of the decision.

F. If either the student or the professor is not satisfied with the determination of the Dean/Department Chair, he or she may appeal in writing to the Educational Policies and Standards Committee (EPSC) using the Academic Appeal Filing form. The EPSC Chair of the Chair of the EPSC Academic Appeal sub-committee will research the appeal, consult with either the Associate Provost for Adult and Distance Education or the appropriate Associate Provost, and report to the committee. EPSC will then reach a decision on the matter. The student will be informed of the action taken by the EPSC. Decisions of the EPSC are final and cannot be further appealed.

G. The deadline for initiating a grade appeal is the end of the following fall or spring semester. An exception to this time limit is a grade appeal in a pre-licensure program of the School of Nursing, which must be submitted to the professor within two weeks of the end of the semester.

H. Any grade change, whether as a result of the appeal process or as a result of clerical or calculation error, must have the written approval of the appropriate Associate Provost. Such approval serves as an additional safeguard of the integrity of the grading system and also serves as a form of appeal for a faculty member whose grade has been overturned by the Dean/Department Chair or the Educational Policies and Standards Committee.
I. It is important that students understand that a semester’s work ends with the submission of the final exam. Except in the most extraordinary circumstances and with the approval of the appropriate Associate Provost, re-tests, make-ups, extra credit or any other form of further work cannot be done after such time for the purpose of raising the grade. If a student’s work is incomplete at the end of the semester, the professor must determine whether to grade the work as submitted or whether a grade of “Incomplete” is warranted. It must be stressed that a grade of “Incomplete” is given only when circumstances beyond the student’s control have prevented him or her from completing the work. An Incomplete Grade Form must be filled out when an “Incomplete” grade is given. (Form can be found under Faculty Services in Webb Connect.)

**Other Academic Appeals**

A. The policy on other academic appeals is as follows: A student who has a question about an academic decision should consult the university official responsible for the decision. If the matter is not resolved to the student’s satisfaction, the student may appeal in writing, preferably using an Academic Appeal Filing Form, to the Associate Provost for Adult and Distance Education (DCP students only) and then the appropriate Associate Provost, who will consult with the Provost. The final step in the appeal process is to the Educational Policies and Standards Committee. Decisions of the EPSC are final and cannot be further appealed.

B. All academic appeals (other than grades as noted above) should be made in writing no more than twelve months after the date of the decision being appealed.
Honor Code

Gardner-Webb University students are pledged to uphold honesty, integrity, and truthfulness in all realms of University life. Students are not to lie, cheat or steal nor tolerate those who do.

Policy of Academic Honesty

PREAMBLE
As a community of scholars founded upon the ideals of Christianity, Gardner-Webb University expects its students to develop and display a strong sense of academic integrity. As in any community, this institution must be governed by regulations; and like the laws of any community, these rules function best when they are fully understood, accepted and cherished by each and every individual member of the community. Therefore, all students and faculty members are expected to be familiar with and to base their actions upon the following statements regarding academic honesty.

STUDENT RESPONSIBILITIES

1. Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned.
2. Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.
3. Students are ultimately responsible for understanding a faculty member’s instructions for any assignment. If instructions are not clear, students must seek clarification from the instructor.
4. Students must understand the definitions of plagiarism and academic dishonesty.
5. Students should familiarize themselves with the proper use of citations and quotations in order to avoid accidentally passing someone else’s work off as their own.
6. Students are expected to report incidents of academic dishonesty to their professor.
7. Any student who threatens or coerces another student or faculty member for reporting a Honor Code violation will face disciplinary action, with expulsion being the recommended punishment.

FACULTY RESPONSIBILITIES

1. Faculty must explain all assignments as thoroughly as is reasonable and should address any extraordinary limitations on outside assistance.
2. Faculty members should take reasonable precautions in giving tests to ensure that violations do not occur. The fact that a faculty member did not take a specific precaution does not, however, constitute an excuse for any form of academic dishonesty.
3. Faculty must be willing to investigate and, if circumstances warrant, press charges against students suspected of academic dishonesty.
4. Faculty members must file an Academic Dishonesty Report any time they issue an Official Warning or charge a student with an infraction.
5. Faculty members must seek to be fair in their dealings with students, particularly regarding cases of academic dishonesty, and must realize that no student can be convicted on suspicion alone.
6. Faculty members may ask students to sign a statement of academic honesty prior to turning in an exam, term paper, or project to their professor stating: “I have neither given nor received unauthorized help on this assignment.”

Definition of Academic Dishonesty

Academic Dishonesty is the deliberate and knowing misrepresentation of one’s academic work. A student is dishonest when two circumstances occur: (1) The student could reasonably be expected to know that his/her professor would disapprove of some aspect or circumstance of the student’s academic work; and (2) the student submits work to the instructor for evaluation while hiding that particular aspect or circumstance from the instructor.

To do so is clearly dishonest because the instructor will evaluate the work as what he/she understands it to be. The student has deceived the instructor by misrepresenting the work, and the evaluation has not been rightly earned. From another perspective, academic dishonesty may be viewed as the use of unauthorized assistance in any work that is to be evaluated—“unauthorized” meaning that the professor would not approve of the form of assistance received and is unaware of its use. The student is being dishonest if he/she deliberately hides this assistance from the instructor while knowing the
instructor would not approve of this assistance. If the instructor is unaware of the assistance that has been received he/she will evaluate the work as being entirely the student's own. Thus, the evaluation has not been fairly earned by the student. Furthermore, any student who knowingly gives unauthorized assistance is also guilty of academic dishonesty.

On tests and examinations academic dishonesty occurs when a student receives any assistance that the professor has not expressly permitted. It may take the form of looking on another student’s test paper or bringing into the test site any information or materials not expressly permitted by the professor. Both of the above definitions of academic dishonesty apply: the student has misrepresented the test as being entirely his/her own work. Furthermore, the student has received unauthorized assistance.

On research papers, reports and other written assignments a form of academic dishonesty is plagiarism, which is the use of someone else’s information or exact words without properly “documenting” or identifying that source. Whenever someone else's exact words are used those words must be properly punctuated as a quotation and the source fully identified. Also, any information or ideas that have been taken from a source other than the student’s own personal knowledge “book, article, interview, etc.,” must be properly documented, even though the student may be rephrasing the information in his/her own words. A student should not hesitate to consult the professor about any question or uncertainty regarding proper documentation or research information.

A professor may often allow and even encourage students to work together on assignments or receive assistance from other students, other faculty members, other university staff members, friends, family or others. However, if the professor has not expressly allowed such assistance and expects the assignment to be done entirely by the student, to do otherwise would be dishonest. The student should consult the professor if there is any doubt about outside assistance being permitted.

The examples above are not intended to be a full list of cases of academic dishonesty, but they illustrate the definition. Ultimately, academic dishonesty amounts to deliberately hiding something from the professor. So the best advice is this: whenever in any doubt, consult the professor.

Procedures for Handling Cases of Academic Dishonesty

OFFICIAL WARNINGS

PURPOSE

The purpose of official warnings is to provide the Gardner-Webb community with a more flexible way of addressing instances of academic dishonesty. In essence, it creates a way of handling misdemeanor cases to complement the existing system for handling more serious instances (see Formal Charges section below). Faculty should issue a warning when they deem it appropriate, typically this will be when a student engages in academic dishonesty on a relatively minor assignment, or where the academic dishonesty affects only a small portion of a larger assignment. A warning would also be suitable in cases where the instructor judges that the student’s actions, while unacceptable, were more the result of ignorance than a deliberate effort to deceive. A warning is also acceptable in other cases where faculty members who, in their best professional judgment, believe that an act of academic dishonesty occurred, but for whatever reason, do not wish to file formal charges against the suspected perpetrator. Faculty members must have evidence to issue warnings, they must be able to explain what specific violation has occurred and be able to document their charges. Students have, as always, the right to appeal any decision made by university officials.

PROCEDURE

The instructor must meet with the student(s) involved and thoroughly explain the specific type of violation, the reasons for suspecting an irregularity, and should also emphasize the importance of academic honesty to the student(s). In this conference, the instructor should also conscientiously listen to the student’s position as well. Upon completion of the conference, if the instructor deems a warning is merited, he or she should send an Academic Dishonesty Report (See Appendix C) indicating an Official Warning has been issued. The Report should also include details of the incident (including copies of any evidence available), the student’s position and the faculty member’s rationale for not filing formal charges of academic dishonesty. The Report must be signed by both faculty member and student and filed with the Associate Provost for Adult and Distance Education. The Academic Dishonesty Report must be filed within one week of the faculty member’s conference with the student. Upon receipt of the Report, the Associate Provost for Adult and Distance Education will send a copy of the Academic Dishonesty Report to the Registrar’s Office. The Report will become part of the student’s confidential disciplinary file in the Associate Provost’s office and will serve as a record of the student having been
warned about the nature and consequences of academic dishonesty. Thus, it may be used as evidence should any charges of academic dishonesty be filed against that student in the future. The warning, however, does not count as a student’s first incident in determining sanctions should an actual charge be filed at some future date. The instructor’s right to assign an appropriate grade on any assignment remains in effect.

In cases where a student has already received a warning or has been found responsible of Academic Dishonesty (first or second incident) a warning is not appropriate. In these cases, the Associate Provost for Adult and Distance Education will contact the instructor issuing the warning to inform him or her of the student’s prior responsible outcome. The instructor must then file formal charges against the student.

The student’s right of appeal and all appeals policies remain in effect concerning decisions made in this process. In the case of an official warning, a student may indicate, within one week, that he or she is not responsible and request a review of the decision commensurable with the process of review in the case of a formal charge outlined below.

**FORMAL CHARGES**

When a faculty member suspects a student of academic dishonesty, he or she must investigate the incident as fully as is reasonably possible. If, based upon a thorough investigation of the incident, the faculty member concludes that the student has committed an act of academic dishonesty serious enough to warrant formal charges the faculty member must present the charges and the evidence to the student in a conference. A student may plead responsible to the charges and thereby waive his/her right to a hearing. The student who pleads responsible agrees to accept whatever penalty the faculty member deems fitting (ranging from a lowered grade on the assignment to assigning a “FX” for the course). An Academic Dishonesty Report (See Appendix C) indicating the offense and the penalty assessed for the infraction (or the student’s intention to contest) must be signed by both faculty member and student and filed with the Associate Provost for Adult and Distance Education. The Academic Dishonesty Report must be filed within one week of the faculty member’s conference with the student. Upon receipt of the report, the Associate Provost for Adult and Distance Education will send a copy of the Academic Dishonesty Report to Registrar Services.

The case is closed at this point, unless one or both of the following occur:

1. The student wishes to contest the faculty member’s charges on the grounds of inadequate or newly discovered evidence, or unfair treatment. Such an intention must be filed in writing, with the Associate Provost for Adult and Distance Education within one week of conference with the faculty member (i.e. the date listed on the Academic Dishonesty Report). This intention to contest should state as fully and plainly as possible the grounds for contesting the charge.
2. The Associate Provost for Adult and Distance Education determines that this is the student’s second offense.

In either case, the Associate Provost for Adult and Distance Education will contact members of the DCP Academic Judicial Board to review the evidence in the case. The Academic Judicial Board shall include the Associate Provost for Adult and Distance Education for DCP student(s) or the appointed representative thereof, the Associate or Assistant Dean of DCP and a member of the Alpha Sigma Lambda. Alpha Sigma Lambda (ASL) members are selected based on recommendations of the Associate and Assistant Deans, GPA and recommendations from the faculty. ASL members may serve on the DCP Academic Judicial Board for up to two years.

In the case of a contested charge, the Academic Judicial Board will convene for a hearing. At the hearing, both the student and the faculty member may present evidence regarding the charges. In accordance with University policies, students may ask anyone from within the University community to appear on their behalf at the hearing. Members of the DCP Academic Judicial Board are expected to hear the case objectively and decide the case based upon the presentation of evidence.

The Academic Judicial Board may either support or dismiss the faculty member’s charges. Should the Board find the student responsible of a second offense, the Board will levy sanctions (see below) against the student in addition to those imposed by the faculty member, and may do so in the case of a contested first offense. The results of all proceedings will be filed with the Office of Adult and Distance Education and the Associate Dean for DCP.

A student found responsible for Academic Dishonesty may appeal the decision to the Provost of the University, but only on the basis of additional evidence unavailable at the Board hearing, improper procedure, or a sanction inconsistent with the incident. A faculty member may appeal a Board decision only on the grounds of improper procedure or a sanction inconsistent with the violation. Such an appeal must be filed, in writing, with the Provost, within 24 hours of the Board’s decision. The Provost may decide to hear the appeal or to uphold the Board’s decision. The Provost’s decision is final.
**Sanctions**

**First Incident:**
The sanction for a first incident may range from penalizing the student’s grade on the specific assignment and submitting the Academic Dishonesty Report as a written record of the violation to assigning the student a failing grade for the course. When a failing grade for Academic Dishonesty has been assigned, an FX will be recorded as a permanent indication of the incident on the student’s transcript.

**Second Incident:**
The sanction for a second incident may range from academic probation for lesser offenses on minor assignments to suspension or expulsion for extensive dishonesty on tests, exams, or major papers. The DCP Academic Judicial Board should base, in part, its determination of the severity of the punishment upon the severity of the first infraction. Any student convicted of a second incident will receive a failing grade for the course and an FX will be recorded as a permanent indication of the incident on the student’s transcript. Students responsible for any second incident will be ineligible for academic honors.

**Third Incident:**
Any student found responsible for a third incident of any kind will be expelled from the University with the action so noted on the student’s transcript.

**Repeating Courses in which Academic Dishonesty Occurred:**
University Policy regarding repeating courses is not applicable in a situation where a failing grade was assigned because of academic dishonesty (FX). An “FX” that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored in the grade point average.

**Academic Dishonesty Outcome Letters**
In accordance with The Family Educational Rights and Privacy Act of 1974 (commonly known as FERPA or the Buckley Amendment) addressing university officials considered in the category of “need to know”, it is University Policy to inform in writing the following people and/or offices of the outcome of an academic dishonesty hearing:
- the accused student
- the accused student’s appeal advisor
- the professor bringing the charges
- members of the DCP Academic Judicial Board
- the accused student’s academic advisor
- Registrar’s Office
- Provost & Executive Vice President of the University
- the accused student’s disciplinary file

The University reserves the right to adjudicate student academic dishonesty situations by means of an administrative process rather than the usual academic judicial procedure during such times as when the University is not operating under normal conditions, e.g. before classes begin in a new semester, during school vacations periods, during examination periods, and the time period between the last exam and graduation. This means there would be no student representation from the Alpha Sigma Lambda Honor Society. The accused student retains the same rights under the administrative process as under the standard academic judicial process. Any student who wishes to have their adjudication delayed until student representation is possible must make a written request to the Associate Provost for Adult and Distance Education prior to the scheduled hearing date specifically agreeing to the consequences delaying adjudication (such as delayed graduation, delayed registration, etc.).

The Academic Dishonesty Report form is available in Appendix D.
TEACHING ONLINE CLASSES

Definition

For the purposes of these Policies and Procedures, “Distance Learning” is the delivery of a course online: The course materials are delivered online (syllabus, course information, “lectures,” announcements, assignments, at least some testing, faculty-student discussions) with the instructor online. There may be some face-to-face contact of professor and students, but students are in a classroom as a group and with the professor significantly less than the time they would be in a traditional format course.

In its Policy Statement, the Commission on Colleges of the Southern Association of Colleges and Schools recognizes the following definition, which it says “is based on an extension of the Principles developed by the Western Interstate Commission on Higher Education:”

Distance Education is defined, for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction is currently asynchronous.

Distance education may employ correspondence study, or audio, video, or computer technologies. Distance Education: Definition and Principles – A Policy Statement. The Commission on Colleges, Southern Association of Colleges and Schools (2000).

The line between online and web-enhanced may be unclear when there is still a significant amount of “seat time.” Classes with reduced seat time may be classified as hybrid classes as long as at least 50% of the semester hourly requirements are satisfied using face-to-face individualized class meetings. Throughout this document, online will refer to fully online or hybrid classes.

Purpose

Gardner-Webb engages in Online Learning for two primary purposes:

① To employ technology to maintain or enhance academic quality.
② To be competitive by offering students time and place conveniences afforded by Distance Learning.

Principles

① Gardner-Webb will employ Distance Learning in a manner consistent with its mission. It will be used:
• To provide superior undergraduate and graduate education strongly grounded in the liberal arts.
• To foster meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning.
• To assist in preparing Gardner-Webb graduates to make significant contributions for God and humanity in an ever-changing global environment.

② Distance Learning will be continuously evaluated on the basis of the above purpose.
• Distance Learning will operate in a manner consistent with Gardner-Webb’s institutional values: Academic Excellence, Liberal Arts, Strong Work Ethic, Christian Heritage and Values, Teamwork, Personal Accountability, Student-Centered Focus, Institutional Involvement and Responsibility, and Diversity.
• Distance Learning at Gardner-Webb will fully comply with the Criteria for Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools. It will also comply with the Commission’s Policy Statement.
• The leadership of Gardner-Webb’s Distance Learning program will stay abreast of current developments in distance learning and particularly with descriptions of generally accepted standards and principles of good practice, and so far as is consistent with University policies and principles will comply with these standards and principles.
• Gardner-Webb is mindful of concerns expressed with regard to distance learning, particularly those described by the council for Higher Education Accreditation. Judith S. Eaton, president of CHEA, writes: “A small set of core academic values is central to the history and tradition of higher education. Distance learning, however unintentionally, challenges these values” (Core Academic Values, Quality, and Regional Accreditation: The Challenge of Distance Learning, CHEA Monograph Series 2000, p. 1) These values are:
Because they are consistent with its own purpose and values, Gardner-Webb will strive to preserve these values in its employment of Distance Learning.

The University’s Strategic Plan 2001-2010 calls for the development of online courses. The objectives and guidelines of the Strategic Plan will be incorporated in the overall planning for Distance Learning.

Strategic goal four includes the following objective:
Gardner-Webb will develop and implement a plan to encourage its schools and departments to create online courses.

Action items related to this objective include: creation of a policy manual; maintaining of an inventory of online courses; appropriate management of course loads of instructors who teach online courses; and adequate technical assistance.

Strategic goal six, related to technology, provides the following guidance which will be considered in the development of Distance Learning:
Gardner-Webb recognizes the importance of technology and the critical role that it plays in educational programs and administrative operations. Technology is not an end in itself but a tool. Our goal is to use technology to enhance as fully as possible the quality of teaching and learning. We will not allow technology to depersonalize our University community. Rather, we will use it to improve relationships among students, faculty and staff by saving time and effort that may be applied to those relationships, and we will use it to improve productivity and efficiency. To accomplish this, we must provide and maintain technology that continues to be state-of-the-art, and we must provide sufficient technical support.

Class Size
The effect of online instruction on teaching loads and class sizes continues to be studied. Teaching a course online takes more time than the same course, with the same number of students, in the traditional format. The scale for pay for online teaching provides incremental increases in pay for corresponding increases in enrollment beyond a class size that is considered to be normal. The targeted class-size for most online courses will be 15 to 30 students. Final determination of enrollment limits and class sizes will reside with Deans, Department Chairs and Provost.

Classification
Classes will be categorized according to the following classifications:

**Face-to-face:** Classes categorized as face-to-face should include at least one of the following:
- Traditional instructional face-to-face classroom meetings,
- Individualized tutoring or advisement meetings,
- Laboratory meetings, field trips, and other instructor supervised educational activities,
- In classroom tests, exams, student presentations, and other evaluation meetings.

**Hybrid:** A hybrid course consists of a combination of face-to-face group or individualized meetings and online educational opportunities as designated by the instructor. Online opportunities may include independent study, visual electronic interaction, and other online communication.
- In order to teach a hybrid course, the instructor must first complete the instructional technology course provided by the university.
• A student taking a hybrid course must first complete the computer technology preparation provided in each hybrid and online course.
• Face-to-face group or individualized class meetings must comprise at least 50% of the semester hourly requirement for the course.

**Online:** Normally online courses are conducted with few or no face-to-face requirements with the exception of instructor requirements for the final exam.

**Hybrid vs. Blackboard-Enhanced**

The line between hybrid and Blackboard-enhanced may be unclear when there is still a significant amount of “seat time.” Classes with reduced seat time may be classified as hybrid classes as long as at least 50% of the semester hourly requirements are satisfied using face-to-face individualized class meetings.

Blackboard certification is required for all professors who deliver online or hybrid or Blackboard-enhanced courses. If a professor chooses to Blackboard-enhance a class, they are still expected to meet with their class each scheduled week. Blackboard enhancement is a great tool; however, this designation does not authorize professors to teach their class online.

To request either a hybrid or Blackboard-enhanced format, professors are required to contact their academic department chair, school dean, or program coordinator who will in-turn contact the College of Adult and Distance Education for class format changes. Professors should request these designations at the time they are assigned the course.

**Testing**

Testing in online courses and the obvious concerns related to academic integrity are among the most problematic aspects of Online Learning. Policies related to testing must preserve the academic integrity of the University and consider the instructor’s prerogative regarding course objectives and teaching methods. Specific policies regarding testing include:

• Every online course instructor must include a statement in their course syllabus regarding the final exam, giving the date, time, and type of delivery (online or face-to-face, for example). If online finals are required, information should be given as to dates the final exam will be available, time limits and any other requirements set by the professor. If face-to-face finals are required, information should also be given as to the location (DCP Center, but not necessarily room number) and informing students that they are expected to sit for the exam at that time unless extenuating circumstances of a limited nature and beyond their control can be documented. If face-to-face finals are required, two conditions that be met by the student before a change will be permitted: the reason must be of a serious nature and must be beyond the student’s control. See Proctor Information on page 14.

• Students in online courses must be informed of the Honor Code, and the syllabus must describe expectations regarding academic honesty.

• Instructors will take reasonable steps to ensure compliance with the University Academic Honesty Policy in all online courses. In order to facilitate more deliberate student identification measures, to ensure the communication of specific University Academic Policy information, and to enhance the integrity of assessments in courses offered online, the following provisions apply, which began in Fall 2010.

• The FTFC will be responsible for the generation and ongoing modification of a list of measures, which can be used to enhance the integrity of assessments in online classes. These measures should be continuously reviewed and improved and are included in Integrity Enhancement Methods for Online Assessments. (below)

• Although final examinations in online classes have historically been offered in person, instructors in online courses may offer periodic and final assessments online if they use over half of the measures included in Integrity Enhancement Methods for Online Assessments to increase the integrity of these assessments.

• Students are required to complete their own academic work. Three practices will verify the identity of the student and establish student knowledge of academic honesty and ethics:
Software will be added by Technology Services, which will facilitate additional identity checking through a series of questions and answers within Blackboard.

Information regarding GWU academic honesty and ethics policies will be included within each online course.

Instructors will be required to include information about the GWU academic honesty policy in their syllabi. Instructors will be encouraged to have students submit a statement that indicates that they have read the academic honesty policy and agree to honor it in the online environment.

- Integrity Enhancement Methods for Online Assessments includes the following specific options:

1. **Randomize question and answer order**
   - Set up a question bank and have the test randomly draw from the bank. Each test and each student will have different questions. The Blackboard software allows the course administrator to set up question banks from which you can randomly draw questions for each test and for each student. This is known as using Question Sets. Each student is presented with a unique test, which makes it very difficult to collaborate with other students during the exam. This method also deters students from copying their question set and passing it along to their peers who may not have started the exam yet. By using this strategy, no two students receive the exact same test and thus cannot significantly aid each other in answering those questions of a multiple choice, fill-in-the-blank, or matching nature.
   - Randomize the order of answer choices in questions (where practical) so that students cannot simply tell others “the answer is B.” (Warning: if a student opens a quiz that uses randomly ordered question-and-answer choices for questions, then backs out without submitting the test, when they reopen the quiz the same questions will show in the same order but the answer choices will be in a new order.)

2. **Set a time and availability period limit on the quiz**
   - The length of each test and the time slot during which the quiz can be taken is controllable through the test editor. Try limiting the quiz to one attempt and make it time limited. Once it is opened, the clock starts whether or not any questions have been answered. Even if the quiz is closed and the student returns at a later time, time would have been logged on the tracking features of Blackboard. You can look into the time spent on the test to reveal when students originally opened the test and when they actually began to save answers.
   - If an exam has a long availability period, it is possible for a few students to take the test early on and share the questions/answers with other students who have not yet taken the exam.

3. **Control the number of times a student can take a test**
   - The number of times that the student can take a test can be managed through Blackboard. The course administrator can also control the exact grade students receive when they receive a graded test and even specific breakdowns that compare individual answers for the same question.
   - Allowing students to take the assessment twice and averaging the grades together may lower the level of anxiety, which may in turn lower the need to cheat.

4. **Wait until the exam availability period ends before providing exam feedback**
   - Prevent students from seeing which questions they missed until all students have taken and submitted the exam.

5. **Assume that all online quizzes are open book format**
   - Allow students to use their notes and resource materials with the understanding that they will have a limited amount of time to take the assessment, so they will not be able to look up all the answers.
   - Create group assessments/assignments where they can use notes, other resources, and each other.

6. **Revisit question formats**
   - Use essay questions to eliminate some cheating. Essays are helpful in "encouraging" students to take the path of honesty in constructing their answer.
   - Include open-ended questions that require thoughtful analysis of the subject matter and compare student submissions.
7 **Deter or prevent quiz printing**
- Use the “no print” script available in Blackboard that restricts a student’s ability to copy or print quiz questions.
- Set Quizzes in Blackboard to have only one question per screen to make printing of quizzes more difficult. Release questions one at a time without the ability to revisit a question.
- Make the printing of quizzes in Blackboard more difficult by setting the text as white and the background as dark blue. Click on each of the custom colors for background and text to change them to dark blue and white.

8 **Rethink your assessment strategy**
- Change the way you do assessments: switch from traditional, objective testing to more alternative assessments, like portfolios, projects, papers, or group activities. Use quizzes more as a self-assessment and base the major part of their final grade on other criteria.
- Provide many graded and ungraded assessment opportunities for students (consider using the Self Test tool or weekly “practice” quizzes).
- Increase the number of assessments so that each one is not worth as much; therefore, students are not as likely to feel they need to cheat. You can also combine this with the ability to drop a grade.

9 **Utilize Blackboard tracking features**
- The test software can keep track of all logins by each student for each test administered. Thus, a complete record of when each student enters and exits the test and how long he/she stays entered is available. This feature makes it easy to identify the students who pop in and out of tests for the express purpose of looking up answers.

10 **Finally, develop distance test proctoring arrangements**
- If appropriate and possible, proctor the assessment. Do not rely 100% on un-proctored online quizzes for the total grade in a course. You may also want to consider adding a password to proctored exams, and an IP restriction if feasible.

**Length of online courses**
Online courses should be offered over a time frame similar (within 20%) to the length of similar face-to-face classes in a given semester. Online final exam dates typically precede the face-to-face final exam period to minimize conflicts.

*See the full version of the Online Learning Policy for more testing information available in the Faculty Handbook located on the University website.*

**Attendance**

Attendance will be measured by the documented participation in the class on the part of the student. Consequently, students are required to have some meaningful interaction with the instructor with timing and frequency that would be similar to the timing and frequency of the same course offered in the traditional format. Typically, emails which are sent from the student and replied to by the instructor mark attendance. Alternatives such as posts and replies in discussion boards are legitimate alternatives.

Attendance must be tracked by the instructor in the online format using the same rules which apply to classes conducted in the traditional format, including:

- The requirement for 75% attendance to comply with accreditation requirements.
- The requirement for reporting students not attending to appropriate university officials.

Specific language providing for an attendance policy will be carefully communicated in the syllabus and in other course documentation. Because of the unusual nature of attendance in online classes, the interpretation of attendance in the class may involve the professional judgment of the instructor or administrators in online programs. Online instructors must recognize the importance of documented attendance to the administrative policies of the university, including Student Accounts Office charges or refunds and Registrar Services policies for withdrawals.
Initial attendance of an online course is determined by the Enrollment Verification Activity (EVA) (See page 7). Students enrolled in an online course who do not complete the EVA may be administratively withdrawn (receiving a grade of “@W”) from a course following the first or subsequent enrollment verification periods.

Tuition, Fees and Refunds

Tuition, fees and refunds and related policies for online courses will be the same as those for traditional-format courses. Tuition, fees, and refunds related to attendance in online classes will be implemented in accordance with the attendance policy above.

Financial Aid

Financial aid policies and procedures for online courses will be the same as those for traditional-format courses. Financial aid policies and procedures related to attendance in online classes will be implemented in accordance with the attendance policy above.

Registration

Registration procedures and policies for online courses will be the same as for traditional-format courses. Registration is officially indicated by the records of the Registrar’s Office and communicated through university class rolls and other traditional documents. Registration on a Blackboard class roll is unofficial and deemed a technical convenience. Registration policies related to attendance in online classes will be implemented in accordance with the attendance policy above.

Withdrawal

A student who withdraws from a course after the drop/add period must withdraw directly through Registrar Services. The student is responsible for carrying out the withdrawal and must secure written documentation of the withdrawal. A student who calls Registrar Services to withdraw from a course should request that documentation be sent to him or her by hard copy in the mail or by email.

An @W (administrative withdrawal) may not be assigned to a student who has begun to participate in an online course. Logging on to a course to simply to view a syllabus or course content does not constitute attendance or participation.

Technical Support

Technical support for students and instructors in online courses will be coordinated by the Coordinator of Information Technology.

Course Development

Because textbook edition changes and changing technology options imply frequent course modifications, an additional stipend is included in the base course pay amount.

Teaching Loads

See the section on “Class size” above.

Planning

Strategic planning for distance learning and online courses is the responsibility of the Director of Online Learning with the approval of the Associate Provost of the College of Adult and Distance Education and the Provost and Executive Vice President.
GENERAL MAIN CAMPUS INFORMATION

Gardner-Webb University is a co-educational, residential, church-related college on a beautiful campus just outside Shelby in Boiling Springs, North Carolina. The University derives its name from O. Max Gardner, distinguished Governor of North Carolina in the 1930s, and his wife, Faye Webb Gardner. The beauty of the campus and the quality of the academic program owe much to their example and leadership.

Gardner-Webb University is located in the Piedmont section of Western North Carolina, one of the most desirable and rapidly developing areas of our Nation. Boiling Springs is a small, rural town. Nearby Shelby, a city of 22,000, is noted for its support of the arts and as the home of state and national leaders. Forty-five miles east of Gardner-Webb is the thriving city of Charlotte, the largest city in the Carolinas. A half hour to the south is the city of Spartanburg, South Carolina.

The University is easily accessible, located only three miles from US Highway 74 and thirteen miles from Interstate 85. Less than one hour from the campus are the Great Smoky Mountains with many recreational opportunities. Gardner-Webb enjoys the lifestyle of a relatively small institution yet has the advantage of being centrally located to major urban resources in nearby areas.

Gardner-Webb University, founded by Southern Baptists in 1905, has grown steadily to its current enrollment of close to 5,000 students. The undergraduate students in the day and Degree Completion Programs come from many states and several foreign countries. Slightly less than half of the students are men, and the student body includes several racial and ethnic groups. Gardner-Webb admits students of any race, color, sex, and national or ethnic origin without discrimination. This diversity enriches the life of the campus community and reflects the nature of American society.

Preparation in the liberal arts is seen as a key element in the lives of our students. In addition, the University offers programs in career-oriented fields to prepare students for specialized work. All programs are evaluated periodically by accrediting agencies to ensure that standards of quality are maintained.

Three distinct academic programs are provided:

- On-campus undergraduate program
- DCP program (undergraduate degree completion program, evening, and online classes taught in 12 locations across North Carolina)
- Graduate programs in Business, Divinity, Education, Health Sciences, and Psychology and Counseling.

Gardner-Webb has an excellent staff and faculty. The primary concern of the faculty is teaching. The faculty is employed because of their academic preparation, their Christian commitment, and their desire for excellence in teaching.

Gardner-Webb is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number (404) 679-4501) to award associate, bachelor’s and master’s and doctoral degrees. Several departmental programs are also accredited by the appropriate state or national agencies. The education program is accredited by the North Carolina Department of Public Instruction. The School of Business is accredited by the Association of Collegiate Business School and Programs. The Association of Theological School accredits the School of Divinity. The Nursing and Music programs are accredited by the National League of Nursing and the National Association of Schools of Music, respectively. The University is authorized by the immigration authorities of the United States to offer educational experiences to international students.

Campus Office Hours

Visitors to Gardner-Webb University are welcome at all times. The administrative offices are open Monday through Friday from 8:30 a.m. until 4:30 p.m. Administrative officers and members of the faculty are available at other times by appointment. Personnel are available in the College of Adult and Distance Education until 5:00 p.m. each day. If you should have questions or incur any problems, please call our office for assistance.
Telephone Directory

The University is served by the Shelby-Lattimore telephone exchange. For those living in the immediate areas the number for the DCP office is (704) 406-4484. Our toll-free number is (866)498-4625.

*A detailed Gardner-Webb directory has been included in Appendix A for your convenience.*

Dover Memorial Library

http://www.gardner-webb.edu/library
704-406-4290 / 800-253-8330 (Toll Free)

Gardner-Webb’s main library is located at our Boiling Springs, NC campus. We encourage DCP faculty and students to visit the Dover Memorial Library, use our library website, and to contact us by phone or email.

DCP faculty and students may use a variety of library resources via the Internet when it is inconvenient to visit us at the main campus. These resources include:

- The Dover Library website.
- Electronic databases and encyclopedias, online journals and newspapers.
- Check to see if a book or periodical is available in MAX our online catalog.
- Have a book or photocopies of journal articles delivered from the Dover Library collection by UPS (2 – 3 days), mail, or fax to a home or work address.
- Borrow books or materials that are not available in Dover Library through Interlibrary Loan.
- Reference and electronic database assistance.
- Check out our Useful Website Links for access to online resources.

DCP faculty are entitled to the same privileges and services as main campus faculty. It is important for DCP faculty and students to have Gardner-Webb University ID cards in order to check out library materials.

Contact the library with any questions or requests for materials or to set up a library instruction session for your class or small study group, which can take place at your distance learning site or at the Dover Library.

Natalie Edwards; Instruction Librarian and DCP & Distance Learning Liaison

- (704)406-3274; nedwards@gardner-webb.edu

Mary Roby, Dean of Libraries

- (704)406-4298; mroby@gardner-webb.edu

Mary Thompson; Public Services Librarian

- (704)406-4294; mthompson@gardner-webb.edu
Writing Center

Gardner-Webb’s Writing Center is dedicated to helping all Gardner-Webb University students with writing skills and the writing process. The Writing Center is designed to enhance a student’s own critical thinking, revision, and editing skills. Under the direction of a faculty specialist in writing, trained undergraduate and graduate tutors provide individual conferences. They provide several types of consultations including face-to-face, phone, or online chat. The Writing Center is located on the main campus in the Tucker Student Center.

The Writing Center helps students who are at a distance, or enrolled in online classes. The Writing Center does not correct and return papers via email. Instead, consultations are offered through telephone or Skype. Extended hours have been added until 8:00 p.m. and on Sunday afternoons to accommodate working students. Students can make an appointment in WebbConnect, or call (704)406-4394 during open hours and an appointment will be made for them.

Noel Center for Disability Resources

The Noel Center for Disability Resources provides support services to deaf, blind, learning disabled, and others students with documented disabilities. The Noel Center seeks to provide reasonable accommodations in order for students to receive equal access to a higher education while striving to assist students to obtain the knowledge, skills and confidence to become effective self-advocates. These accommodations and services include note-takers, extended testing time, materials in alternative format, lab assistants, interpreters, mobility training, and adaptive technology. The Noel Center for Disability Resources is located in Frank Nanney Hall and is open Monday through Friday, 8:00 a.m. to 4:30 p.m. (See appendix B).

Smarthinking

In order to enhance the student academic experience, Gardner-Webb University has partnered with Smarthinking to provide a convenient way to access the support needed to achieve success. GWU students enrolled in the Degree Completion Program have access to a total of four (4) free hours of Smarthinking online tutoring. Access to Smarthinking is provided in all Blackboard courses and WebbConnect under Academic Support.

For more information, please contact Meredith Garrett, Director of Learning Enrichment and Assistance Program, at (704) 406-4562 or mpgarrett@gardner-webb.edu.
Letter from Human Resources

Welcome to Gardner-Webb University! We are happy you have joined our team as a member of our adjunct faculty. Adjunct faculty members fill a vital role in the education of our students.

Adjunct faculty are employed by contract on a semester-to-semester basis. Because there is no guarantee of continuous employment, they are classified as temporary employees. Our personnel policy manual outlines some conditions applicable to temporary employees which includes adjuncts. These are listed below.

1. The University will be under no obligation to consider a temporary employee for a regular position. Temporary employees may apply in the usual manner for regular positions that become available.

2. Temporary employees will be covered by Worker’s Compensation Insurance.

3. Temporary employees are not eligible for:
   a. Annual leave pay.
   b. Pay for lost time due to sickness and other unavoidable absences.
   c. Group insurance and retirement programs.
   d. Leaves of absence.
   e. Severance pay.
   f. Accumulation of seniority.
   g. Use of grievance procedure.

In addition to teaching, adjunct faculty are expected to perform all administrative responsibilities in connection with the class(es) assigned, such as, but not limited to, role verifications, incomplete forms, grade submissions and attendance records. Adjunct faculty should make themselves available to their students outside of class as needed.

Adjunct faculty are permitted to teach a maximum of 36 credit hours per year. For purposes of this policy, a year is defined as the beginning of the summer term and ending with the spring term of the following year. Any exception to this limit must be approved by the appropriate Associate Provost.

These guidelines for Adjunct Faculty listed above will remain in place until further notice. Additional information related to adjunct faculty may be found in the Personnel Policy Manual and the Faculty Handbook.

Again, we welcome you to Gardner-Webb University and trust that our relationship will be mutually beneficial. Please contact me at swhite@gardner-webb.edu or by phone at 704-406-4259 if you have questions.

Yours truly,

Scott White
Director of Human Resources
Appendix A
Telephone Directory
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Appendix B
Noel Center for Disability Resources
Guidelines for Working with Students with Disabilities

The purpose of this handout is to provide general information regarding the provision of accommodations to students who have disabilities.

- The Rehabilitation Act 504 and the Americans with Disabilities Act mandates that students with disabilities be given reasonable accommodations.

- Nothing in the language or intent of these laws interferes with the freedom of an institution of higher education to establish academic requirements and standards. However, reasonable accommodations must be made unless it would alter the essential academic requirements for a course.

- Students with disabilities must meet the regular standards for admission established by the University.

- Students with disabilities must meet specific eligibility requirements in order to receive accommodations and services.

- Confidentiality is extremely important when working with a student with a disability. Some students do not like to be identified as such and choose not to disclose the disability to their peers. Please be careful not to inadvertently identify the student as having a disability. It may be hurtful and embarrassing to the student in addition to placing the university in a position of a liability.

- All syllabi should have a statement similar to the following:
  All students needing accommodations to participate fully in all class activities and to fulfill requirements of the class should notify me of the need as soon as possible. Persons must be certified as disabled by the Noel Center for Disability Resources in order to receive accommodations.

- All requests for accommodations must be issued through the Noel Center for Disability Resources.

- The request for services will come in the form of a letter. The Noel Center for Disability Resources Specialist and the student will sign the letter.

- It is the student’s responsibility to present his/her professor with this letter outlining the appropriate accommodations.

- The professor will then sign the letter indicating he/she has read and understands the content therein.

- On occasion, the student’s Noel Center for Disability Resources Specialist may need to contact a professor to discuss the specific nature of an accommodation. The contact can be made only if the student has signed a Disclosure of Confidentiality Form.

- The Disclosure of Confidentiality Form does not authorize the Noel Center to discuss the specific nature of the disability.

- The impact of a disability on the learning process varies so greatly among individuals, even those with the same disability, that generalizations can seldom be made. It is also important to remember that a student may have multiple disabilities.

Please refer to the Noel Center for Disability Resources Handbook which will explain in greater detail the policies and procedures of the Noel Center for Disability Resources. It may be accessed by logging on to WebbConnect and going to the Faculty tab. It is listed under handbooks.

*The staff of the Noel Center is always available to address your questions and concerns. Please do not hesitate to contact the Noel Center at (704)406-4270.*
Appendix C
Center Information
DCP Centers
The Burke Center at Gardner-Webb University started in the late 1970’s. Fall 2015 marks the beginning of an educational partnership with Western Piedmont Community College. Classes are held at WPCC’s Foothills Higher Education Center.

Classrooms are multi-media capable. Many amenities for GWU students and faculty include IT technical assistance, access to media labs, faculty office space, common area kiosks, library services, clerical support, and executive classrooms (prior approval required). Ample parking is located in front of the center.

For all other facility arrangements and notifications, please refer to the appropriate GWU Regional Director listed below.

CONTACT:

Dr. John Karriker
Associate Dean/Regional Manager
College of Adult and Distance Education
(704)437-0762 (cell)
jkarriker@gardner-webb.edu
(704)761-5609 (office)
(704)761-5008 (fax)

Map and Driving Directions are available at www.gardner-webb.edu/dcp.

PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL FROM CONTACTS LISTED ABOVE.

Thank You.
Gardner-Webb University has purchased and remodeled a two-story building at I-77 and Exit 3 (Arrowood Road). Classes are held on the second floor. We have built modern classrooms featuring state-of-the-art computers and projectors as well as comfortable student chairs and other amenities. There are also student work stations, break-out areas and small seminar rooms. The building is easily seen from the interstate.

There are 6 classrooms, 3 seminar rooms, one computer lab, and ample space for students to mingle and work in groups. Access to the internet is provided through the GWU campus system and the logon password is “DAWGS.” Most classrooms provide computer workstations and multimedia for instructor use.

Ample parking is provided in both the north and south lots. A total of 88 spaces are available in these lots. The south entrance is accessible for wheelchairs and an elevator can be used by students to get to the second floor. Students may also park in the Wendy’s Corporate lot south of the building. Several fast-food restaurants are nearby including Wendy’s, Jack in the Box, Starbucks, Sonic, and Ruby Tuesday. There is a break room on the first floor with a refrigerator and a microwave.

Notice-Building Access: The facility is secured and access is only allowed by electronic card scan. Cards are issued by GWU. You must have an activated card to gain entry.

If an immediate need arises while in class, on-site personnel are available to assist. For all other facility arrangements and notifications, please refer to the appropriate GWU Regional Director.

CONTACT:

Sheldon Gathers  
Director  
GWU Charlotte Center  
(704) 941-5217 (office)  
sgathers1@gardner-webb.edu

Sara Newcomb  
Assistant Dean and Regional Director  
(704) 406-2174 (office)  
(704) 974-3683 (cell)  
snewcomb@gardner-webb.edu

Belinda McDonald  
Evening Assistant  
GWU Charlotte Center  
(704) 941-5216 (office)  
bmcdonal@gardner-webb.edu

Elizabeth Pack  
Associate Dean  
College of Adult and Distance Education  
(704) 406-2173 (office)  
(704) 406-3504 (fax)  
epack@gardner-webb.edu

Map and Driving Directions available at www.gardner-webb.edu/dcp. PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL FROM CONTACTS LISTED ABOVE. Thank You.
HMHEC (Hickory Metro Higher Ed Center) was established in 2003 as a partnership between Catawba Valley Community College and several area universities. HMHEC is a center where colleges and universities provide undergraduate degree-completion and graduate degree programs through off-campus programs for students in the Hickory, NC area. The center is located on East Campus of CVCC.

Gardner-Webb University began its partnership with CVCC and the Hickory Metro Higher Ed Center in 2013. Many amenities for GWU students and faculty include IT technical assistance, access to media lab, office space, common area kiosks, library services and clerical support.

For all other facility arrangements and notifications, please refer to the appropriate GWU Regional Director listed below.

**CONTACT:**

**Dr. John M. Karriker**  
Associate Dean/Regional Manager  
College of Adult and Distance Education  
(704) 761-5009 (office)  
(704) 761-5008 (fax)  
(704) 437-9762 (cell)  
jkarriker@gardner-webb.edu

Map and Driving Directions are available at www.gardner-webb.edu/dcp.  
PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL FROM CONTACTS LISTED ABOVE.  

*Thank You.*
Since 1983, Gardner-Webb University has offered the DCP in Winston-Salem at various locations. 2013 marked a partnership with Forsyth Technical Community College at their West campus location.

DCP classes primarily meet on one wing of the West campus location with easy access to a parking lot which is directly adjacent to the wing of the building where classes are held.

For all other facility arrangements and notifications, please refer to the appropriate GWU contacts listed below.

CONTACTS:

Dr. John M. Karriker
Associate Dean/Regional Manager
College of Adult and Distance Education
GWU Statesville Center
(704) 761-5009 (office)
(704) 437-0762 (cell phone)
(704) 761-5008 (fax)
jkarriker@gardner-webb.edu

Map and Driving Directions are available at www.gardner-webb.edu/dcp.
PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL FROM CONTACTS LISTED ABOVE.

Thank You.
Located 50 miles west of Charlotte in the Piedmont area of Western North Carolina, the main campus of 200 beautiful acres is located in Boiling Springs, NC. Gardner-Webb University has experienced remarkable growth, perseverance, and maturity. The institution began as a boarding high school and later became a junior college. Today Gardner-Webb is a thriving regional university with growing master’s and doctoral programs.

DCP classes meet in various locations on the main campus. Below is a building guide. An interactive campus map can be found on the university website under ‘About GWU.’

- BST – Bost Gym
- CHP – Dover Chapel
- CRG – Craig Hall
- CSH – Communication Studies Hall
- DCC – Dover Campus Center
- ELL – Elliot Hall
- HAM – Hamrick Hall
- LND – Lindsay Hall
- LYC – Lutz-Yelton Convocation Center
- FNH – Frank Nanney Hall
- WTH – Withrow Hall

If you have an immediate need to arise while you are in class, call University Police at 704-406-4444. The security office is located in the Poston Center.

For all other facility arrangements and notifications, please refer to the appropriate GWU Regional Director.

CONTACT:

Sara Newcomb
Assistant Dean and Regional Director
(704) 406-2174 (office)
(704) 974-3683 (cell)
snewcomb@gardner-webb.edu

Marie Davis
Administrative Assistant
College of Adult and Distance Education
(704) 406-4484 (office)
mdavis26@gardner-webb.edu

Map and Driving Directions available at www.gardner-webb.edu/dcp.
PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL FROM CONTACTS LISTED ABOVE.

Thank You.
There has been a DCP center in Gaston County since the inception of the Degree Completion Program in 1978. Since 1995 DCP has held classes at Gaston College. During the late ‘90s, Gaston College advocated for a University Center to be part of their campus and invited Gardner-Webb as one of the colleges to offer a bachelor degree completion program in their area.

Over the years DCP classes have met in several locations, but currently they meet in the Lena Sue Beam building. Each classroom is equipped with a computer workstation, projector and screen for instructor use. There are several computer labs that can be reserved for occasional class use. Please contact the regional director assigned to this center to make arrangements to use a Gaston computer lab. If you have an immediate need while on the Gaston College campus, please contact their security office at (704) 922-6480.

For all other facility arrangements and notifications, please refer to the appropriate GWU Regional Director.

**CONTACT:**

**Sara Newcomb**  
Assistant Dean and Regional Director  
(704) 406-2174 (office)  
(704) 974-3683 (cell)  
snewcomb@gardner-webb.edu

**Marie Davis**  
Administrative Assistant  
College of Adult and Distance Education  
(704) 406-4484 (office)  
mdavis26@gardner-webb.edu

Map and Driving Directions are available at www.gardner-webb.edu/dcp. PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL FROM CONTACTS LISTED ABOVE.

*Thank You.*
Iredell Center
Gardner-Webb University–Statesville
1714 Wilkesboro Hwy (Highway 115)
Statesville, NC 28625
(704) 761-5100

This is the first of the Gardner-Webb University-operated centers for DCP, education and graduate programs. From Highway 115, the entrance to GWU-Statesville is located on the right, across from the Food Lion shopping center. Entrance and parking can also be accessed from South Chipley Ford Road. This center contains a student computer lab and seven classrooms; four that have the computer/projector systems. This center also has two conference rooms and a supply closet. Copying and faxing (for GWU purposes) are available. For audio/visual equipment needs contact Sharon Edwards, the Reference Librarian at 704-761-5012 after 12:00 PM. Please allow an advanced notice of at least 48 hours. Sharon is also available for assistance with term-paper/project-related research. This center is equipped with a lounge, vending machines, microwave, and refrigerator available for faculty and student use.

For all other facility arrangements and notifications, please refer to the appropriate GWU contacts listed below.

CONTACTS:

Dr. John M. Karriker
Associate Dean/Regional Manager
College of Adult and Distance Education
GWU Statesville Center
(704) 761-5009 (office)
(704) 437-0762 (cell)
(704) 761-5008 (fax)
jkarriker@gardner-webb.edu

Alyson Dunlap (Monday-Thursday: morning only)
Administrative Assistant
(704) 761-5007 (office)
(704) 761-5008 (fax)
adunlap1@gardner-webb.edu

Monday 9:00 am -7:00 pm
Tuesday 11:00 am -10:00 pm
Wednesday 11:00 am -10:00 pm
Thursday 11:00 am -10:00 pm
Friday Closed
Saturday Closed
Sunday Closed

Map and Driving Directions are available at www.gardner-webb.edu/dcp.
PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL
FROM CONTACTS LISTED ABOVE.
Thank You.
DCP classes have been offered in Rutherford County since the late 1970’s. Rutherford County is second only to Cleveland County in the number of GWU graduates.

Classes are held in the Lifelong Learning Center (LLC) on the Isothermal Campus, primarily on the second floor. Classrooms are equipped with computer workstations, media projection and internet access. There are two computer labs that can be reserved for occasional use. Contact the GWU regional director to make arrangements. Classroom assignments will be posted by the regional director each semester before classes begin.

If you have an immediate need while at Isothermal Community College, please contact Kathy Ackerman at (828) 286-3636, extension 306 (until 8:00 pm), or the security office at (828) 289-1393.

For all other facility arrangements and notifications, please refer to the appropriate GWU Regional Director listed below.

CONTACT:

Sara Newcomb  
Assistant Dean and Regional Director  
(704) 406-2174 (office)  
(704) 974-3683 (cell)  
snewcomb@gardner-webb.edu

Marie Davis  
Administrative Assistant  
College of Adult and Distance Education  
(704) 406-4484 (office)  
mdavis26@gardner-webb.edu

Map and Driving Directions available at www.gardner-webb.edu/dcp. PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL FROM CONTACTS LISTED ABOVE.

Thank You.
In 1983 DCP began offering programs in Business and Criminal Justice at the Montgomery Campus. Classes are held at Montgomery Community College and offer degree completion in all of the DCP majors. Since the 1990's, the Degree Completion Program at the Montgomery Campus has continued to thrive and grow.

DCP classes are held primarily on the second floor of Building 200. Each classroom on the second floor is equipped with computer/multimedia workstations for instructor use. A copier is accessible with a GWU assigned code. See the information desk to get the correct code. If you have an immediate need while on the Montgomery Community College campus, please contact the Information Desk at (910) 576-6222 to be connected to the evening operations personnel.

Montgomery Community College is a tobacco-free campus.

For all other facility arrangements and notifications, please refer to the appropriate GWU Regional Director.

**CONTACT:**

**Sara Newcomb**  
Assistant Dean and Regional Director  
(704) 406-2174 (office)  
(704) 974-3683 (cell)  
snewcomb@gardner-webb.edu

**Marie Davis**  
Administrative Assistant  
College of Adult and Distance Education  
(704) 406-4484 (office)  
mdavis26@gardner-webb.edu

Map and Driving Directions available at www.gardner-webb.edu/dcp.  
PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL FROM CONTACTS LISTED ABOVE.  

*Thank You.*
DCP began offering classes in Richmond County in 1985 at Richmond Community College in Hamlet, NC. The Richmond Center currently offers degree completion in 5 of the 8 DCP programs of study. This location not only accommodates students in Richmond County, but also students from Moore County and South Carolina. The Richmond campus enrolls 40-50 DCP students each semester.

Classes meet in two buildings on the Richmond center campus; Lindsey-Petris and Lee. Each classroom is equipped with computer, document camera, DVD/VCR player, and overhead projector. Each classroom has a phone. Lift the handset and press '0' to be connected to appropriate center personnel.

A parking sticker is required and is free. Contact Trisha Lunceford at (910) 410-1910. The Faculty lot is the designated parking area for GWU faculty.

Photo ID is required to be worn while on the Richmond center campus. GWU has a process in place with the center to produce the necessary ID for DCP faculty. Trisha Lunceford at the Richmond center will distribute ID’s during the first week of classes.

For all other facility arrangements and notifications, please refer to the appropriate GWU Regional Director.

CONTACT:

Sara Newcomb  
Assistant Dean and Regional Director  
(704) 406-2174 (office)  
(704) 974-3683 (cell)  
snewcomb@gardner-webb.edu

Marie Davis  
Administrative Assistant  
College of Adult and Distance Education  
(704) 406-4484 (office)  
mdavis26@gardner-webb.edu

Map and Driving Directions available at www.gardner-webb.edu/dcp.
PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL FROM CONTACTS LISTED ABOVE.

Thank You.
Surry Center
Surry Community College
P.O. Box 304
Dobson, NC 27017
(336) 386-8121

DCP’s Surry Campus began in 1981 at the community college and continues to operate as one of Gardner-Webb’s premier locations. With enrollment between 90-100 students every semester, Surry has also consistently been one of DCP’s strongest centers. With close proximity to the northern end of the state, the program accommodates students from Virginia. It is near the Wilkes campus, offering additional flexibility in the selection of courses. GWU is the only four-year college with a strong presence in the area.

Classes are normally held in the “C” building with most rooms containing a computer/projector system. A nice grill/cafeteria is available on the first floor of “C” building. Faculty can park in any student parking space.

If you have an immediate need to arise while you are in class, see Salara Rice, SCC Evening Director, in the administration building, or call (336) 386-3276.

For all other facility arrangements and notifications, please refer to the appropriate GWU contacts listed below.

CONTACTS:

Dr. John M. Karriker
Associate Dean/Regional Manager
College of Adult and Distance Education
GWU Statesville Center
(704) 761-5009 (office)
(704) 437-0762 (cell)
(704) 761-5008 (fax)
jkarriker@gardner-webb.edu

Map and Driving Directions are available at www.gardner-webb.edu/dcp.
PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL FROM CONTACTS LISTED ABOVE.

Thank You.
DCP’s Wilkes Campus began in 1985 to offer degree completion to students in the western and northern regions of the state. The Wilkes Campus currently offers 5 of the 8 DCP degree completion majors. The Wilkes Campus is also in close proximity to the Surry Campus allowing additional flexibility in course selection. The campus consistently maintains over fifty students in enrollment each semester.

Classes are generally held in Hayes Hall with vending machines in Hayes and Thompson Hall. Most classrooms have computer/projector systems available.

If you have an immediate need to arise while you are in class, call the WCC Campus Security office from any campus wall phone at 6275.

For all other facility arrangements and notifications, please refer to the appropriate GWU contact listed below.

CONTACT:

Dr. John Karriker
Associate Dean/Regional Manager
College of Adult and Distance Education
(704) 761-5009 (office)
(704) 761-5008 (fax)
(704) 437-0762 (cell)
jkarriker@gardner-webb.edu

Map and Driving Directions are available at www.gardner-webb.edu/dcp.
PLEASE DO NOT CHANGE CLASSROOMS WITHOUT PRIOR APPROVAL FROM CONTACTS LISTED ABOVE.

Thank You.
Appendix D

Additional forms can be accessed at
www.gardner-webb.edu/dcp-faculty-resources
GARDNER-WEBB UNIVERSITY
Test Proctor Application Form

In order to assist students who cannot attend a face-to-face exam and to ensure academic integrity, this form is provided to allow the student to take an exam remotely while at the same time complying with all academic standards.

• The student and proctor must complete the enclosed form.

• Both the student and the proctor must complete their respective areas and sign and date in the proper areas.

• The student’s and proctor’s signatures signify they have read, understand, and agree to comply with the test administration rules.

• The person acting as the proctor is in a position of trust. Only those persons who meet and can document their qualifications will be approved.

• Upon completion, the student should mail, fax, or attach to email, the completed application plus any required documentation to the professor of the course administering the exam in a stamped/addressed envelope provided by the student.

• The proctor application will be reviewed by the Assistant Provost. The student will be informed if their request has been approved or denied.

• Applications which are incomplete or do not meet the proctor qualifications will be returned to the student.

• On receipt and approval of the proctor application, the exam(s) will be transmitted to the approved proctor with instructions.

STUDENT INFORMATION

Name of Student: ____________________________________________________________

Student ID#: ______________________________________________________________

Physical Address: ___________________________________________________________

City: ________________________________ State: _________________ Zip: _____________

Day Telephone Number: ________________________________

E-mail Address: _____________________________________________________________

**Please state the reason(s) why you will not be able to attend the face-to-face exam.**

___________________________________________________________________________

___________________________________________________________________________

Professor’s Name: ___________________________________________________________

Course Name and Number: ___________________________________________________

Mailing Address: _____________________________________________________________

E-mail Address: _____________________________________________________________ Fax Number: ______________________
PROCTOR INFORMATION

Name of Proctor: ____________________________________________________________
Physical Address: __________________________________________________________
City: ___________________ State: _________ Zip: __________
Day Telephone Number: ____________________________________________________
E-mail Address: __________________________________________________________
Job Title of Profession: ____________________________________________________
Work Address: __________________________________________________________
Relationship to Student: __________________________________________________

The proctor must meet one of the following qualifications and signify by initialing in the appropriate area.

____________ A. A member of the faculty or staff of any accredited institution of higher education.
____________ B. A high school or elementary school teacher, counselor, librarian, or administrator.
____________ C. A local or regional librarian or a member of the clergy.
____________ D. A Human Resources manager, a training manager, supervisor (but not immediate supervisor).
____________ E. Some other person the instructor deems to be appropriate. Family, friends, or other students in the same academic program are not acceptable.

EXAMINATION RULES

1.) Examination materials will only be mailed or e-mailed to educational institutions, libraries, businesses, or church addresses.

Address to mail the examination to:

Organization Name: ________________________________________________________
Attention of: ______________________________________________________________
Mailing Address: ___________________________________________________________
City: ___________________ State: _________ Zip: __________
Or email address to email the exam: ____________________________________________

2) The exam must remain in the possession of the proctor until test time.

3) The proctor must be present while the student is taking the exam.

4) No assistance allowed.

5) Once started, the examination must be completed. If the student stops before completing the exam, the exam must be given to the proctor and mailed to the professor’s address at the end of this form.

6) The exam may not be copied under any circumstance. Copying the exam will be deemed academic dishonesty and will be prosecuted according to university rules. In addition to other university penalties, academic dishonesty results in an automatic “F” in the course.

7) When the student has completed the exam, the proctor will secure the exam, complete the proctor certification form accompanying the exam, and mail to the professor’s address at the end of this form.
TESTING AGREEMENT: STUDENT

I certify that I have read the above terms and conditions and agree to abide by them. I understand that violation of these terms will detrimentally affect my grade and may constitute academic dishonesty.

Student’s Signature: ________________________________________________________________

Date: ______________________________

PROCTOR

I certify that I have read the above terms and conditions and agree to abide by them. I am qualified to be a proctor according to the above qualifications and understand my position of trust. I understand that violation of these terms will detrimentally affect the student’s grade and may cause the student to become involved in academic dishonesty proceedings.

Proctor’s Signature: ________________________________________________________________

Date: ______________________________
ACADEMIC DISHONESTY REPORT
(UNDERGRADUATE PROGRAMS)

A. Indicate whether this Report involves an Official Warning or Formal charges

_____OFFICIAL WARNING
I, the undersigned, have discussed with my instructor the nature of an infraction of the academic Dishonesty Policy. Based on this discussion I understand that I will receive an Official Warning which will become a part of my confidential disciplinary file. There may also be additional sanctions if issued a WARNING. I also understand that it may be used as evidence should charges of academic dishonesty be filed against me in the future. Student and Instructor sign and date on the lines provided.

_____FORMAL CHARGES
I, the undersigned, have been charged with academic dishonesty and have discussed the charge(s) with my instructor.

Specific charge: [Plagiarism or Cheating] (Circle one)

B. Based upon this discussion, I plead: [check one of the following]

_____Responsible. I realize that by entering this plea I do hereby waive all rights to contest these charges. I understand that if this is determined to be a second or third offense, I will be required to go before the Academic Judicial Board for a hearing and possible additional sanctions.

By pleading responsible I accept the following sanctions(s):

_____Grade reduction on assignment;
_____“0” on assignment;
_____Grade reduction for course;
_____Course failure for academic dishonesty (FX);
_____Other

_____Not Responsible. I realize that by entering this plea I must file, in writing and within one week, my intention to contest these charges. This statement must also include the grounds for contesting the charges (inadequate or inaccurate evidence, unfair treatment) and should describe as fully as possible the student’s view of the incident. The statement should be directed to the VP & Dean of Student Development or, for DCP students, the Associate Provost for Adult & Distance Education.

NOTE: “University Policy regarding repeating courses is not applicable in a situation where an “F” was assigned because of academic dishonesty (FX). An “FX” that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored in the grade point average.” (Gardner-Webb University Undergraduate and DCP Catalogs and Student Handbooks).
ACADEMIC DISHONESTY REPORT

Student: __________________________________________________________

ID#: _____________________________________________________________

Instructor: _________________________________________________________

Course: ___________________________________________________________

Date of Infraction: _________________________________________________

Specific charge [Plagiarism / Cheating]: ________________________________

In the space provided below, and/or on attached sheet(s), please describe as thoroughly as possible the nature of the infraction, how you discovered the infraction, and what evidence (including the names of eyewitnesses) you have located supporting your charges. Be certain to include your assessment of the severity of the infraction and the importance (percentage of course grade, etc.) of the assignment in which you believe dishonesty occurred. Because this statement may be reviewed by the Academic Judicial Board it should be as detailed and accurate as possible.

Both pages of the ACADEMIC DISHONESTY REPORT, with all signatures, must be forwarded to the Office of the VP & Dean of Student Development or for DCP students, the Associate Provost for Adult & Distance Education, within one week of the date on the form.

FOR OFFICE OF STUDENT DEVELOPMENT USE ONLY

Warning   First Offense   Second Offense   Third Offense

Gardner-Webb University College of Adult and Distance Education
TRAVEL EXPENSE REPORT

(Please PRINT legibly all information on this form)

Sample Only

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<thead>
<tr>
<th>NAME (Leg)</th>
<th>SSN or GWU ID</th>
<th>DEPARTMENT</th>
<th>TRAVEL PURPOSE OF TRIP</th>
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**DAILY ITINERARY**

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<th>FROM (City)</th>
<th>TO (City)</th>
<th>MILEAGE</th>
<th>PARKING TOLLS</th>
<th>GAS</th>
<th>MEALS</th>
<th>LODGING</th>
<th>AIRFARE</th>
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**DAILY TOTALS**

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**COLUMN TOTALS**

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**TOTAL DUE GWU:**

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**TOTAL DUE ME:**

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**TOTAL DUE GWU:**

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**Explanation of Miscellaneous Expense:**

Total Expense: __________________
Less Advance: __________________
(Only if clearing)
Total Due ME: __________________
OR
Total Due GWU: __________________

**Signature:** __________________
**Date:** __________________

**Approval:** __________________
**Date:** __________________

**Account(s) to be Charged:** __________________
**Approval:** __________________
**Date:** __________________

Home address on Title.

Checks for preauthorized reports turned in by one Friday will be available in the Business Office on the following Friday if employed on campus. All other checks will be mailed to the home address on title.

Checks for preauthorized reports turned in by an employee will be mailed to the Business Office on the following Friday if employed on campus. All other checks will be sent to the Business Office on the following Friday if employed on campus.

Specific meal allowances may be claimed for meals. Please see your Vice President or Associate Provost for specific meal allowances.

Up to $30 a day (including tax and gratuity) may be claimed for meals. Please see your Vice President or Associate Provost for specific meal allowances.

Itemized receipts must be attached for all expenses. Up to $30 a day (including tax and gratuity) may be claimed for meals. Please see your Vice President or Associate Provost for specific meal allowances.

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