



Clinical Instructor/Approved Clinical Instructor Faculty Guidebook

Revised: July 2009

Table of Contents

Preface.	5
I. McKendree University Mission.	6
Brief History of McKendree University.	7
II. Athletic Training Education Mission and Student Outcomes.	8
III. Athletic Training Education Philosophy.	8
IV. Approved Clinical Instructor and Clinical Instructor Pre-requisites.	9
Required Yearly Updates	
V. Administrative Policies and Information	10
Athletic Training Faculty Responsibilities.	
Evaluation of Faculty	
ATEP Clinical Instructor Evaluation	
Institutional Evaluation	
Academic Records Office	11
Mail boxes	
Classroom Assignments	
Class Rosters	
Student Drops	
Grades	
Assessment	25
Clinical Education Information	30
ATEP Policy on Fulfillment of Clinical Education Requirements	
Clinical Education Plan and Sequence	
ATEP Policy on Clinical Education Hours by Semester	
Monitoring Student Progress in all ATEP Clinical Education	
Experiences	
Clinical Course Information due at the end of the Semester	
ATEP Policy for Weather and/or Terrorist Threats	
Correspondence	35
VI. Athletic Training Education Program Information	35
Terminology for ATEP	
Program Application	
ATEP course of study	
ATEP General Course Objectives	
Learning over Time	
Assessing Students in Clinicals	
Assessing Competencies	
Competencies by Course	
Clinical Supervisor Expectations of Students in ATEP	

Accessing ATEP Academic Manual	
Library Access	
Student Engagement	
Blooms Taxonomy	
VII. General Employment Policies and Information	53
Human Resources	
Employment Process	
Employment Verification	
Part-time Employee Definition	
Social Security	
Worker’s Compensation	
Anti-Harassment Policy	
Car/Van Rental	
Computing Use	
Dining Facility and Snack Bar	
Disabilities	
Drug-Free Workplace Policy	
Emergency Response Plan	
Facilities Reservation	
Holidays	
Identification Card	
Keys	
Lost and Found	
Missing a Class	
Mileage Reimbursement	
Nurse	
Payday	
Purchasing	
Parking facilities	
Solicitation	
On-The –Job Injuries	
Temporary and Emergency Close Downs	
Travel and Business Expense	
Use of University Properties	
Vehicle Policy	
Student Right to Privacy (FERPA)	
VIII. Academic Support Services	78
Holman Library	
Instructional Media Services	
Academic Support Center	
Writing Center	
Early Alert	
IX. Academic Policies and Information	80

Academic Honesty	
Class Meetings	
Class Attendance	
Syllabus	
X. Contacts	84
XI Appendices	
A-1 Form	85
ATEP Clinical Instructor Evaluation	87
Institutional Faculty Evaluation Form	89
Clinical Performance Evaluations	91
Individual Clinical Education Plan – see separate excel spreadsheet Under Athletic Training Manuals	

Preface

Welcome to the McKendree University faculty. As with any successful small University the secret success is its faculty. We believe – and our students and alumni agree – that one of McKendree University’s greatest strengths lies in the talent of its faculty and in the willingness of faculty members to spend time and energy working with students, both in and outside the classroom.

Your appointment as an associate or full-time faculty member at McKendree University means that the Associate Academic Dean, the Provost, the Chairperson of your academic division/school, and colleagues in your own field who are members of the full-time faculty, have assessed your preparation, talents, and experience and selected you as someone McKendree faculty members can have confidence in as a colleague. Of course it is understood that, as an associate or full-time faculty member, you have obligations beyond your McKendree teaching. Nevertheless, as a member of the faculty, you should consider yourself invited to participate in the life of the university to whatever extent time allows – not only through your work in the classroom, but also through informal interactions with students and colleagues; attendance at meetings of the faculty and its divisions and committees; and joining in on cultural events and extracurricular activities – convocations, lectures, theatre productions, musical performances, weekly chapel, sports events, our periodic “brown bag” seminars, etc.

The purpose of this guide is to help make your professional teaching experience at McKendree University as successful and rewarding as possible. In these pages you will find a brief presentation of information about McKendree’s academic and general policies, key deadlines, and sources of support from colleagues, administrators, the library, etc. We hope you will study the guide carefully and that you will take advantage of the other sources of help mentioned here. (Full time faculty should review the faculty handbook located on blackboard for specific information regarding procedures and guidelines for full time faculty; however, general employment policies and procedures listed under Section VII are pertinent to associate and full faculty alike.)

The Athletic Training Faculty at McKendree University adheres to the Professional Code of Ethics as established by NATA (National Athletic Trainers Association) and the Standards as established by CAATE (Commission on Accreditation of Athletic Training Education).

I. Mission Statement

The mission of McKendree is to provide a high quality educational experience to outstanding students. We guide our students in the pursuit of academic excellence which will prepare them for leadership roles in our society. To achieve this end we encourage broader vision, enriched purpose, engagement with community, and commitment to responsible citizenship, openness to new ideas and dedication to lifelong learning. In keeping with our history and traditions, we provide our students with rigorous, broadly based liberal arts curricula joined with specialization in a specific discipline.

We cherish our historical relationship with the United Methodist Church and its tradition of Judeo-Christian ideals. Therefore, we encourage an atmosphere of open dialogue, free inquiry, and mutual respect, conducted among students from diverse backgrounds.

Purposes

1. To offer undergraduate, graduate, and professional programs to develop our students' knowledge, analytical abilities, research capabilities, creativity, and sense of identity.
2. To help our students develop an appreciation and understanding of human diversity by providing knowledge of and opportunity for experience with multiple ethnicities, cultures, and societies.
3. To create an intellectual and technological environment supportive of innovative and effective teaching, research, assessment and communication, excellent writing and oral skills, and decision making.
4. To attract and maintain an excellent faculty and staff committed to teaching, to research, and to service to McKendree and the greater community while also attracting and retaining an outstanding student body.
5. To create a culture of campus life that includes experiences beyond the classroom that allow for the development of the whole person.

Approved by McKendree College Board of Trustees
November 11, 2006

A Brief History of McKendree University

McKendree University is a leader among today's educational institutions. Founded in 1828, the historically significant campus exemplifies a classic and caring tradition that is combined with a contemporary curriculum.

McKendree is known for its personal attention to students and *U.S. News & World Report* spotlighted this factor in the latest college rankings. McKendree placed sixth among 108 Universities in the Midwest for offering classes with fewer than 20 students. McKendree achieved the coveted number one spot for class size by having no classes with more than 50 students.

McKendree placed in the top five percent in five categories used in the rankings -- ACT scores of the Class of 2009; number of freshmen in the top 10 percent of their high school class; number of classes with less than 20 students; number of classes not exceeding 50; and acceptance rate for new students. McKendree College also placed in the top 10 percent for freshmen retention.

Established in 1828 by pioneer Methodists, McKendree is the oldest college in Illinois, and the oldest in the nation with continuous ties to the United Methodist Church.

First called "Lebanon Seminary," the school opened in two rented sheds for 72 students. In 1830, Bishop William McKendree, the first American-born bishop of the Methodist church, permitted the Board of Trustees to change the institution's name to McKendree College. Later Bishop McKendree deeded 480 acres of rich land in Shiloh Valley, Illinois, to help support the institution.

Reverend Peter Akers, in 1833, was the first president of the newly named college. He was three times president of McKendree College and received its first degree, an honorary Doctorate of Divinity. In 1835, the College received one of the first charters granted to independent church colleges by the Illinois legislature. The institution still operates under the provisions of a second, more liberal charter obtained in 1839. In July 2007 McKendree College obtained university status and became McKendree University.

McKendree students can earn bachelor degrees in 31 major areas of study, including education, business, computer science, the natural and social sciences, music, history and political science. McKendree also has campuses in Louisville and Radcliff, Ky., classes at Scott Air Force Base, and a capstone nursing program at several locations in Southern Illinois. In addition, graduate degree programs in education, business administration, nursing and professional counseling are available.

McKendree's students have included many who became pioneers in industry and business, who became senators and governors and career public servants, who became distinguished military leaders, and who filled pulpits and teaching appointments across the land.

II. Athletic Training Education Mission and Program Outcomes

Mission Statement

The mission of the McKendree University Undergraduate Athletic Training major is to provide a comprehensive, progressive educational and clinical foundation to prepare the multi-skilled professional for a career in athletic training.

The educational program encompasses current research and formal instruction in the prevention, recognition, evaluation, and rehabilitation of the physically active. This preparation along with successfully passing the BOC certification examination will qualify students for entry-level careers in athletic training.

In order to become certified athletic trainers, students must show proficiency in twelve different content areas. Within each content area are specific tasks students must be able to perform. These tasks comprise cognitive and psychomotor competencies as well as clinical proficiencies, which provide students with opportunities to show expert correctness and facility at combining skills in “real life” and simulated scenarios. Through advisement, coursework, and clinical experiences, students are provided with the necessary exposure for successful completion of these tasks.

Associated Program and Educational Learning Outcomes for all students:

1. Build a strong foundation on which all students can grow cognitively through the development of higher level thinking skills.
2. Demonstrate psychomotor skills required of an entry-level athletic trainer.
3. Practice personal reflection pertaining to the discipline of athletic training.
4. Exposure to a diverse population including the needs of those engaged in everyday activity.
5. Demonstration of effective verbal and written communication skills.
6. Demonstrate learning over time through clinical proficiencies with supervised autonomy.
7. Establish research skills to encourage continued growth over the course of the student’s professional career.
8. Provide comprehensive learning experiences.
9. Graduates will be adequately prepared to pass the Board of Certification (BOC) Examination and become certified athletic trainers.

III. Athletic Training Education Philosophy

The philosophy of the Athletic Training Education Program at McKendree University encompasses the basic concepts of many educational philosophies. However, traditions and approaches found within the Program finds their roots primarily in a constructivist experience with teaching and learning that is based upon the approaches of Jerome Bruner and David Ausubel. The athletic training education program at McKendree uses an experiential approach that enables athletic training students to increase their ability to grow and adapt to a constantly changing and dynamic society. Learning must be

meaningful and related to what students already know. Concepts are reintroduced in increasingly complex form so that students may continue to problem solve in challenging ways.

IV. Approved Clinical Instructor (ACI) and Clinical Instructor (CI) Pre-requisites

All Approved Clinical Instructors and Clinical Instructors must meet the following qualifications:

Approved Clinical Instructors (ACI)

B3.21 – be credentialed in a health care profession as defined by the American Medical Association or American Osteopathic Association,

B3.22 – be an ATC® or appropriately credentialed health care professional for a minimum of one year*, and

B3.23 – not be currently enrolled in the entry level athletic training education program at the institution,

B3.24 – ACI training must include the following content areas:

B3.241 learning styles and instructional skills

B3.242 review of the *Athletic Training Educational Competencies*,

B3.243 evaluation of student performance and feedback,

B3.244 instructional skills of supervision, mentoring, and administration,

B3.245 program/institution-specific policies, procedures, and clinical educational requirements,

B3.246 legal and ethical behaviors,

B3.247 communication skills,

B3.248 appropriate interpersonal relationships, and

B3.249 appropriate clinical skills and knowledge.

B3.25 – be trained/re-trained by the institution’s CIE at least once every three years.

Clinical Instructor (CI)

B3.41 be a credentialed health care professional as defined by the American Medical Association and the American Osteopathic Association,

B3.42 be appropriately credentialed for a minimum of one year.* If a CI is credentialed for less than one year, the program must develop and document the implementation of a plan for supervision of that CI by an experienced credentialed CI that ensures the quality of instruction provided to the athletic training students.

B3.43 not be currently enrolled in the athletic training education program at the institutions.

*McKendree University ATEP requires a minimum of 2 years as an ATC® or appropriately credentialed health care professional.

Required Yearly Up-dates for all Clinical Instructors and Approved Clinical Instructors and Facilities

The following information is required on an annual basis:

- Completion of A-1 form, see Appendix A, page 50
- Copy of current BOC card (ATC only)
- Copy of current CPR/PR/AED card (ATC only)
- Copy of current calibration (modalities, whirlpools, etc.) record
- Any Emergency Action Plan changes for the facility

V. Administrative Policies and Procedures

Athletic Training Faculty Responsibilities:

As an Approved Clinical Instructor, you must function to:

B3.31 – provide instruction and/or evaluation of the *Athletic Training Educational Competencies*

B3.32 – provide assessment of athletic training students' clinical proficiency,

B3.33 – have regular communication with the appropriate ATEP administrator (Katy Gayford, Clinical Coordinator), and

B3.34 – demonstrate understanding of and compliance with the policies and procedures of the ATEP.

As a Clinical Instructor, you must function to:

B3.51 supervise the students during clinical and/or field experiences,

B3.52 have regular communication with the appropriate ATEP administrator, and

B3.53 demonstrate understanding of, and compliance, with the policies and procedures of the ATEP.

Evaluation of Associate and Full-Time Faculty

1. ATEP Clinical Instructor Evaluation – this form is to be completed by all students participating in a clinical during the last week of the semester. The completed forms are not shared with instructors until after grades are submitted. See Appendix B page 94 for a copy of the form.

2. Institutional Evaluation of Faculty Form - all students are to complete the on-line institutional evaluation of faculty/class form during the last week of the semester. See Appendix C page 96 for a copy of the form. When deemed necessary, other personnel (e.g., Division Chair and/or Program Director) will evaluate associate faculty. These evaluations are reviewed by the appropriate division chairperson and the Associate Dean of the University. Completed evaluations are available on line to faculty after grades have been

submitted. Refer to the full-time faculty guidebook on blackboard for further information regarding evaluation and tenure process.

Academic Records Office

The Office of Academic Records is primarily responsible for maintaining and reporting the academic record of students. This includes assisting students in registering themselves online for classes and collecting grades from instructors when classes end. This handout is an overview of what is expected of instructors with regard to several important functions of the Records Office. Please take time to carefully read these materials, and call us at 537-6818 if you have any questions.

RECORDS OFFICE PERSONNEL

Suellen Holtgrave
Senior Records Assistant
Phone: 537-6818
email: sholtgrave@mckendree.edu

Debbie Larson
Assistant Dean and Registrar
Phone: 537-6816
email: dlarson@mckendree.edu

Jenni Miller
Assistant Registrar
Phone: 537-6957
Email: jrlersch@mckendree.edu

Anna Gray
Student Records Specialist
Phone: 537-6817
email: amgray@mckendree.edu

Maeda Sparn
Records Assistant

Phone: 537-6819
email: msparn@mckendree.edu

McKendree Email

Each faculty member is assigned an email account and all instructors are expected to use that account to conduct McKendree business. Important reminders and other informational items will be sent to that email address. Please check your McKendree email on a regular basis.

Mail Boxes and Folders

Each full-time faculty member has a mail box located in the Faculty Secretary's Office in Room 209 of the Piper Academic Center or Room 214 of Carnegie Hall. Each associate faculty member has a mail folder located in the Faculty Secretary's Office in Room 209 of the Piper Academic Center. You may put completed class rosters in the Office of Academic Records mail box in PAC 209. **Please Note: The Faculty Secretary's office in PAC 209 is open from 8:00 am until 6:00 pm, Monday through Friday.**

NOTE: those teaching at Scott Air Force Base will have folders at Scott.

You are expected to check your mail box or folder on a regular basis! Important documents such as class rosters and grade reminder memos will be placed there. **Materials will be mailed to ONLY associate faculty who teach at sites other than the main campus in Lebanon.**

Classroom Assignments

Classrooms are assigned by the Office of Academic Records. *Please contact the Academic Records Office at 537-6818 before moving your class to another room.* Do not assume that a classroom will be available all semester just because it is empty the first or second night of class—always contact the office before you change classrooms. Also, please be considerate of other instructors and students. If you change the seating arrangement in a room, please move it back at the end of a class. Do NOT move chairs or desks from one room to another.

Class Rosters

A list of students enrolled in your classes will be distributed for each course (you may also view rosters online via WebAdvisor). Please check attendance in your class ***and follow the instructions printed on the memo attached to the roster(s) you receive.*** Those instructions include a request to mark off any students who are not attending class. A letter requesting the student to officially drop the class in the Academic Record Office will be sent to each student who is crossed off your list. If the student does not drop, he/she will receive a grade of WW (withdrawn without permission) which will reflect negatively on their GPA. **THIS GRADE IS PERMANENT AND CANNOT BE CHANGED, THEREFORE, IT IS EXTREMELY IMPORTANT THAT WE KNOW WHICH STUDENTS ARE NOT ATTENDING CLASS SO WE CAN CONTACT THEM.** Please see that these rosters are marked properly and returned to our office by the due date. **Rosters are due in the Records Office BY NOON on the due date.**

NOTE: The first set of rosters distributed in any semester for full and first half-semester classes do not have to be returned to the Academic Records Office. They will not have any instructions attached. Official rosters will be distributed after the last day to add classes (one week after the start of the semester).

Students Attending Class Who Do Not appear on the Class Roster

Do not allow a student to continue attending your class if he/she does not appear on your roster. Send them to the Office of Academic Records to officially enroll in the course. **They will receive a new copy of their schedule; please request to see it before you allow them to attend or check WebAdvisor to see if they appear on your roster.**

Student Drops

Students are required to formally add and drop courses with the Office of Academic Records. Forms may be obtained in the office or on the web page. If a student tells you that they are dropping your class, please instruct them to do so in writing with the Office of Academic Records. You will not be permitted to drop for them; simply informing an instructor does NOT constitute an official drop. If they do not complete the process, they

will still be liable for all tuition and fees and will receive a grade of F or WW at the end of the term.

Grades

Every student must receive a grade for every class in which they are enrolled, including science and computer lab courses. Students in lab courses should be given either a P (Pass) or F (Fail).

Grade Entry:

Grade memos are distributed approximately one week before classes end. **Grades will be entered by the instructor using WebAdvisor. Instructions are attached. Please read and follow all instructions carefully.**

- Do NOT leave a grade blank. Give each student a letter grade, a WW (for students who did not attend but did not officially drop the course) or an “I” for an incomplete grade. **A blank grade will be recorded as a “WW.”**
- **Please note that the grades “A+,” “D+,” or “D-” are not accepted.** WebAdvisor will not accept these grades.

PLEASE ENTER YOUR GRADES ON TIME. DUE DATES AND TIMES ARE NOT OPTIONAL.

All one-month course grades will be due by 5:00 PM on the due date. End of semester grades will be due by NOON on the due date. Due dates are printed on the memo attached to the grade roster and are also listed on the Records Office Calendar.

MID-TERM GRADES: Only grades of “D” or “F” are reported (and “C-” for nursing students only). Those rosters should be returned to the Records Office for entering. **PLEASE DO NOT ENTER MID-TERM GRADES VIA WEBADVISOR!!**

Grade Changes:

The policy for changing a grade other than an Incomplete is explained on the Grade Change form. The forms may be obtained in the Records Office and when completed should be sent to the Division Chair and the Provost of the University for their approval. The form will then be forwarded to the Records Office.

Incomplete Grades:

If a student is unable to complete course requirements on time he/she may request that you assign an Incomplete and allow them to finish the course work late. It is entirely up to you as to whether you agree to give a student an Incomplete or not. If you do agree, be sure the student understands what is required of him/her, and enter an “I” in WebAdvisor.

When the student has completed the work and you wish to assign a grade, complete a Grade Change form (you may obtain them from the Records Office) and send it to the Division Chair and the Provost of the University for their approvals. The form will then be forwarded to the Records Office.

Please remember when assigning an Incomplete grade:

- A student has only **until the end of the next semester** to complete the coursework. In other words, if you give an I in the Fall 2009 term, the student **MUST** complete the work by the end of the Spring 2010 term. Summer terms will not be counted as a semester for spring term Incompletes, they will be due at the end of the following fall semester (except in the case of graduating seniors - in order to keep a May graduation date they must complete coursework by the end of August).
- At the end of the following semester you will receive a list of all outstanding Incomplete grades and a reminder of the final due date. If you do not assign a grade by that date, the grade will revert to an F.
- If you feel circumstances warrant an extension of the Incomplete you must complete a grade change form asking for an extension. The Incomplete will then be extended one more semester.

In Progress Grades:

Students enrolled in Masters level research classes who do not complete by the end of the term should be assigned a grade of IP (In Progress). If the work is completed in the following semester the grade will be changed to the grade earned (a Grade Change Form should be used). If the work is not completed in the next semester a grade of NC (No Credit) will be assigned. Students receiving a grade of NC must register for that phase of their studies again and pay full fees.

Students who receive an IP in the term in which they plan to graduate will have their graduation date moved forward to the next date (i.e., a grade of IP in the spring term will cause their graduation date to be moved to August).

Not Submitted Grades:

If an instructor does not submit grades when they are due, the Records Office will assign a grade of NS (Not Submitted) to each student in the class. Students will be notified by email that grades were not submitted in a timely manner by the instructor, and they will be advised to contact the instructor if they have questions. The instructor will then be required to complete a paper grade roster to change the grades from NS to a letter grade

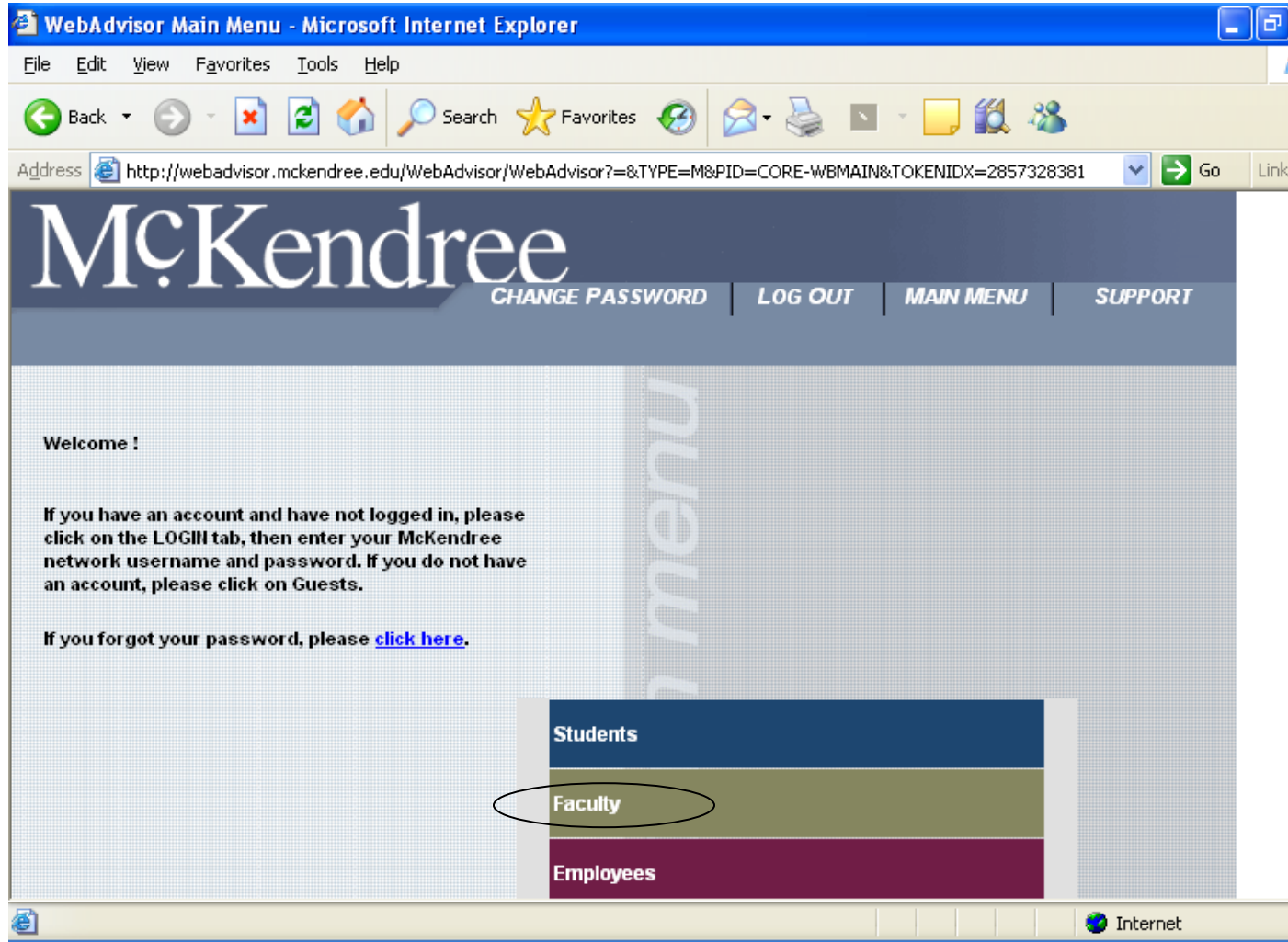
Grading Procedures – Web Advisor

To access WebAdvisor:

1. Open any internet browser (Netscape, Internet Explorer, etc.) and type **webadvisor.mckendree.edu** in the address line.

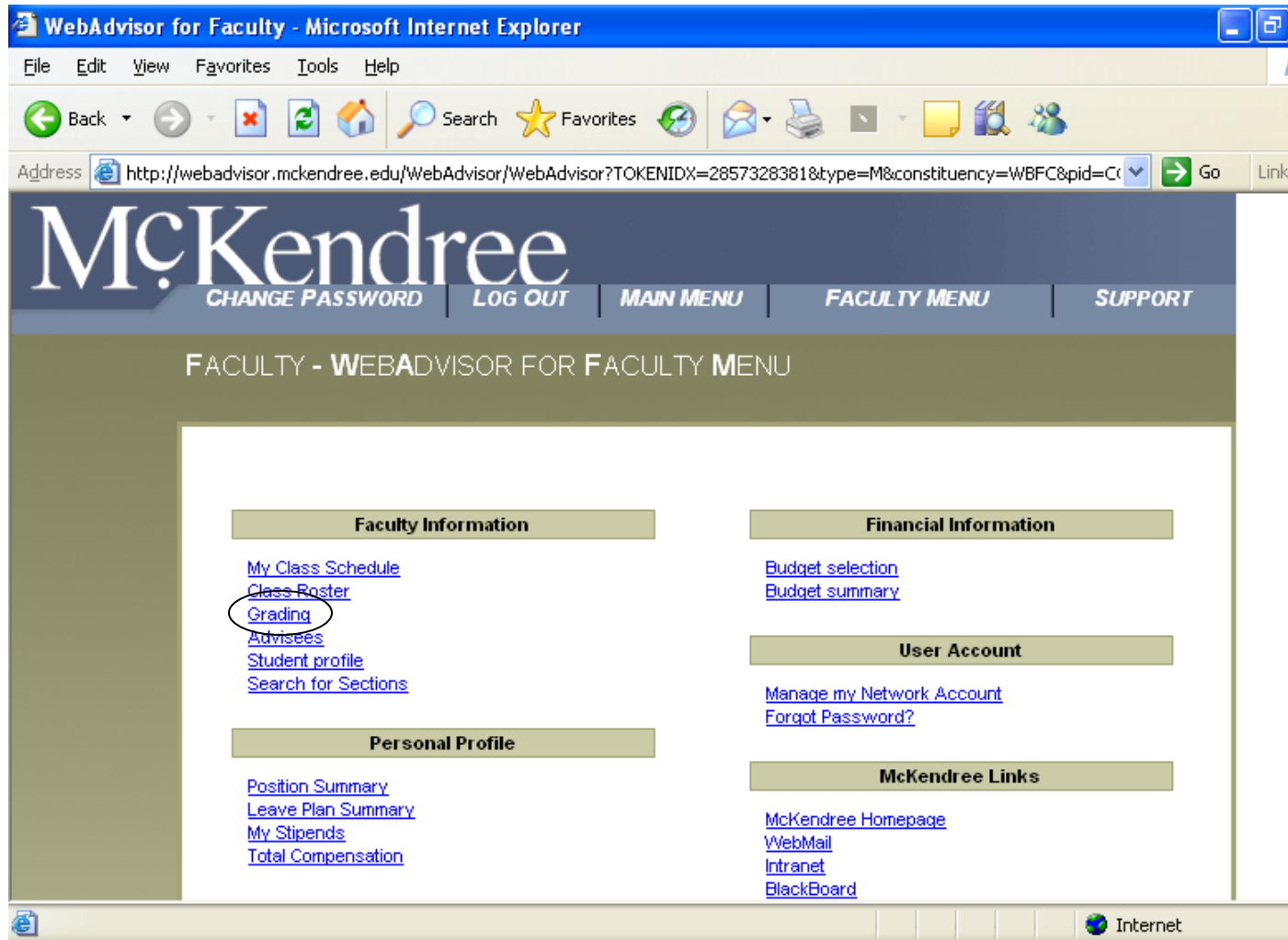
*If you are logging in from a computer on McKendree's campus, you may simply type **webadvisor** in the address line. Log in using your network username and password.*

2. Click on Faculty.

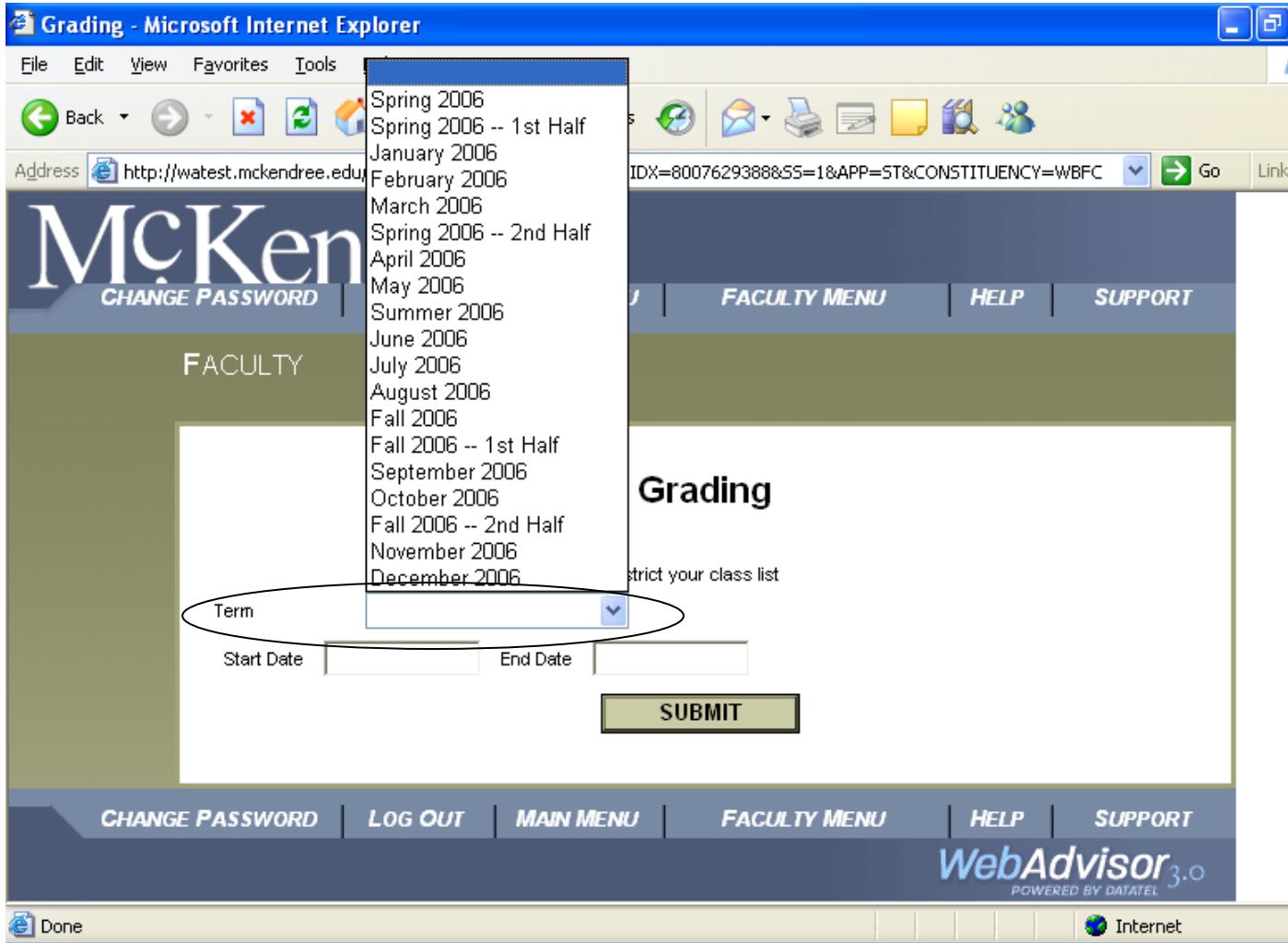


To access your course(s) for grading:

1. Click on Grading.



- The Grading screen will appear. You will be asked to select either a term or a range of dates to restrict your search. NOTE: You cannot type the term in, but must select it from the drop-down box. You may have to scroll down to find the correct term.



3. A list of all the courses you are teaching during the selected term will appear. You **must** select *Final Grading* from the drop down box and click in the *Choose One* box even if only one course appears.

The screenshot shows a web browser window titled "Grading - Microsoft Internet Explorer". The address bar shows the URL: <http://watest.mckendree.edu/WebAdvisor/WebAdvisor?TOKENIDX=8007629388&SS=2&APP=ST&CONSTITUENCY=WBFC>. The page content is titled "Grading" and features a form with the following elements:

- A dropdown menu labeled "Final or Midterm/Intermediate Grading" with "Final" selected.
- A "Choose One" checkbox.
- A table with the following columns: "Class Name and Title", "Start Date", "End Date", "Days of Week", "Meeting Times", "Loc", and "Term".
- A "SUBMIT" button.

Choose One	Class Name and Title	Start Date	End Date	Days of Week	Meeting Times	Loc	Term
<input type="checkbox"/>	ENG-111-S1SC English I	07/05/06	07/31/06		06:00PM - 09:50PM	SC	2006/JY
<input checked="" type="checkbox"/>	ENG-111-S1CA English I	06/01/06	07/31/06	PAC	08:00AM - 09:50AM	CA	2006/SU

At the bottom of the page, there are navigation links: CHANGE PASSWORD, LOG OUT, MAIN MENU, FACULTY MENU, HELP, and SUPPORT. The Windows taskbar at the bottom shows the start button and several open applications.

4. The Final Grading screen will appear. You can scroll down to see all of the students.
Only currently enrolled students will appear.

Final Grading

Class Name ENG-111-S1CA
 Title English I
 Location Main Campus
 Term Summer 2006

Instructors
 Ms. Deborah L. Larson

Student	ID	Grade	Expire Date	Midterm Grade	Class Level	Status	Credits	CEUs
Holtgrave, Suellen	0014267	<input type="text"/>	<input type="text"/>			Add	4.00	
Kee, Kaitlin N.	0196939	<input type="text"/>	<input type="text"/>		FR	Add	4.00	
Lerch, Jennifer R.	0036301	<input type="text"/>	<input type="text"/>		GR	Add	4.00	

SUBMIT

NOTE: You MUST submit a grade for every student who appears on this roster even if you think the student has dropped the course. If they appear, they did NOT officially drop. If you have questions about a student, please call the Records Office. **Do NOT assign a grade of W, WP, or WF to a student who appears on the roster.** If they stopped showing up for class, give them the grade they earned or a WW (withdrawn without permission). **Do not leave a grade blank, if the student has stopped attending class, give them a WW (withdrawn without permission).**

To enter grades:

1. Place the cursor in the first box in the Grade column and enter the grade (you do not need to enter the grades in capital letters). **DO NOT PRESS THE ENTER KEY!!** The program assumes you are finished and ready to submit grades when you press the Enter key. Press the Tab key twice to get to the next grade box. Continue entering and tabbing until all of the grades are entered. *NOTE: Do NOT enter an expiration date, even if you assign a grade of Incomplete.*

Final Grading

Class Name ENG-111-S1CA
Title English I
Location Main Campus
Term Summer 2006

Instructors
Ms. Deborah L. Larson

Student	ID	Grade	Expire Date	Midterm Grade	Class Level	Status	Credits	CEUs
Holtgrave, Suellen	0014267	a				Add	4.00	
Kee, Kaitlin N.	0196939	b			FR	Add	4.00	
Lerch, Jennifer R.	0036301	a+			GR	Add	4.00	

SUBMIT

VERY IMPORTANT NOTE: Be very careful to enter ONLY grades that are allowed at McKendree. If you accidentally type in an E instead of a D, the grade will not be accepted. The same goes for A+, D+, and D-. The program will allow you to enter the grade and submit it (as I did above), but you will get an error message after you submit. It is wise to check the grades carefully after you have entered them, before you press the enter key or click Submit.

The following grades may be entered: A, A-, B+, B, B-, C+, C, C-, D, F, I and WW. For graduate courses only, a grade of IP (In Progress) may be entered.

- When you have finished entering and checking grades, either press the Enter key or click the Submit button.

If you have entered an invalid grade, the Final Grading screen will reappear with an error message at the top. It will tell you which grade was invalid and which student it was entered for. Enter the correct grade and Submit again.

Final Grading

Final grade code A+ is invalid - Student 0036301.

Class Name ENG-111-S1CA
 Title English I
 Location Main Campus
 Term Summer 2006

Instructors
 Ms. Deborah L. Larson

Student	ID	Grade	Expire Date	Midterm Grade	Class Level	Status	Credits	CEUs
Holtgrave, Suellen	0014267	A				Add	4.00	
Kee, Kaitlin N.	0196939	B			FR	Add	4.00	
Lerch, Jennifer R.	0036301	A+			GR	Add	4.00	

SUBMIT

When the grades have been entered and submitted properly, the following screen will appear.



If you need to enter grades for more than one class, select the Grading option again.

TIMING OUT: For security reasons, WebAdvisor is currently set to throw us out after we have been logged in for 30 minutes. If you are entering grades when you time out, the grades will NOT be entered into the system even though they appear on your screen as if they have. Please pay attention to how long you have been logged in, and exit and re-enter WebAdvisor if you're getting close to the 30 minute limit.

To change grades:

1. Until the grades are verified, you can change the grade in WebAdvisor. To change a grade you have entered, follow the above procedure, click in the grade box of the grade you are changing, and type in the new grade. Then submit the grades.

The grades that you enter will NOT appear on the students' records until they are verified by the Records Office. This process places the grades on the students' transcripts. ***You can make changes to grades ONLY until they are verified.*** After verification, the system will allow you to change the grade on the screen, but after you submit them, the following screen will appear:

Final Grading

Some of your grade changes will not take affect because these grades have already been transcribed. Please follow the standard grade change procedure at this time.

Class Name ENG-111-S1CA
Title English I
Location Main Campus
Term Summer 2006

Instructors
Ms. Deborah L. Larson

Student	ID	Grade	Expire Date	Midterm Grade	Class Level	Status	Credits	CEUs
Holtgrave, Suellen	0014267	A				Add	4.00	
Kee, Kaitlin N.	0196939	B			FR	Add	4.00	
Lerch, Jennifer R.	0036301	A-			GR	Add	4.00	

SUBMIT

All of the grades remain as you submitted them, and you must then complete a Grade Change form in order to have the grade changed.

We run the verification process every afternoon at approximately 4:45 to verify dropped grades entered that day, so if you enter your grades earlier than the date that grades are due and then change your mind, you must submit a Grade Change form even though it is before the official due date.

On the date that monthly grades are due, we will verify grades several times during the day, and again just before 5:00 PM. During the week that final grades are due, we will verify the grades several times a day beginning on Monday so that if students check their grades they will be able to see them.



Assessment

McKendree University's on-line assessment system is ready for use. The system is easy to use and navigate. It is Internet-based; available to you anywhere you have web access.

Note: the on-line assessment system is set to time out if there has been no activity for several minutes. If this happens; click the re-fresh button on your browser menu bar.

To access the assessment system from main campus; log on to the McKendree network, open a web browser (i.e. Internet Explorer), type assessment in the address window and click go. The assessment system will open.

Access from off-campus is via the Internet. Open your web browser, enter <http://assessment.mckendree.edu> in the address window and click go. You will be presented a log on screen. Log on with your McKendree network user-id and password. The assessment system will open.

The initial screen for the assessment system is shown below:

MCKENDREE UNIVERSITY Course Assessment Online

Menu Welcome Prof. Graham

My Courses
Admin. Tasks
Reporting
Home

Welcome to the Assessment Online website.

This website has been designed to improve and track electronically student and faculty assessment of courses taught at McKendree College. The objectives are

1. Evaluate, analyze and report student course-assessments.
2. Maintain historical course syllabus and goals.
3. Assess, analyze and report student performance in courses.
4. Evaluate, analyze and report faculty self-assessments.

The evaluation results harvested by this website will be essential data for future accreditations.

Please report any trouble to camora@mckendree.edu.

Thank you.

Syllabus and Goals

Your first task with the assessment system is to enter your syllabus and optionally any additional goals. Start the process by clicking "My Courses". This opens the following screen.

Menu	My Courses																														
My Courses Home	<p>Assessment Evaluation Feedback You completed an evaluation on 5/31/2006 2:07:46 PM. However, you may submit another evaluation if you so desire.</p> <p>You may select a course from your list below. Please click on the course section of your choice.</p> <table border="1"> <thead> <tr> <th>Course</th> <th>Description</th> <th>Campus</th> <th>Start</th> <th>End</th> </tr> </thead> <tbody> <tr> <td>ATH-303-01CA</td> <td>Optional Clinical Experience</td> <td>CA</td> <td>8/27/2007</td> <td>12/14/2007</td> </tr> <tr> <td>ATH-304-01CA</td> <td>Optional Clinical Experience</td> <td>CA</td> <td>8/27/2007</td> <td>12/13/2007</td> </tr> <tr> <td>ATH-404-1WCA</td> <td>Res Tpcs in Athl Training (W)</td> <td>CA</td> <td>8/27/2007</td> <td>12/14/2007</td> </tr> <tr> <td>ATH-261-01CA</td> <td>Therapeutic Modalities</td> <td>CA</td> <td>8/27/2007</td> <td>12/14/2007</td> </tr> <tr> <td>UNI-101-08CA</td> <td>University 101</td> <td>CA</td> <td>8/28/2007</td> <td>12/14/2007</td> </tr> </tbody> </table>	Course	Description	Campus	Start	End	ATH-303-01CA	Optional Clinical Experience	CA	8/27/2007	12/14/2007	ATH-304-01CA	Optional Clinical Experience	CA	8/27/2007	12/13/2007	ATH-404-1WCA	Res Tpcs in Athl Training (W)	CA	8/27/2007	12/14/2007	ATH-261-01CA	Therapeutic Modalities	CA	8/27/2007	12/14/2007	UNI-101-08CA	University 101	CA	8/28/2007	12/14/2007
Course	Description	Campus	Start	End																											
ATH-303-01CA	Optional Clinical Experience	CA	8/27/2007	12/14/2007																											
ATH-304-01CA	Optional Clinical Experience	CA	8/27/2007	12/13/2007																											
ATH-404-1WCA	Res Tpcs in Athl Training (W)	CA	8/27/2007	12/14/2007																											
ATH-261-01CA	Therapeutic Modalities	CA	8/27/2007	12/14/2007																											
UNI-101-08CA	University 101	CA	8/28/2007	12/14/2007																											

Click on the course id of the course you want to update. You will see the following screen.

Menu	ATH-404-1WCA Res Tpcs in Athl Training (W)
My Courses Home	<p>These are the tasks that you may do:</p> <p>Syllabus Not uploaded yet</p> <p>Goals Not uploaded yet</p> <p>Self-Evaluation Not completed yet</p> <p>Student Assessments</p> <p>View Students who Evaluated this Course</p>

Syllabus: your syllabus and supplemental goals must be in an electronic format, either Microsoft Word (doc) or Rich Text Format (rtf) attached to the computer you are using with the assessment system. The documents can be on CD-ROM, floppy disk, data traveler or on the computer's file system.

Click "Syllabus" to open the screen to attach your syllabus, shown below:

Menu | **Course:ATH-404-1WCA Term:2007/FA**

My Courses

Home

To upload the syllabus to the "Course Assessment Online" website, click on the "Browse" button to locate the document containing the course syllabus.
 After locating the document, click on the "Upload" button. The amount of time required for the transfer depends on the size of the file.
 The file will be placed automatically on the right subdirectory for the appropriate term when the course is being taught. Also, the name of the course syllabus document will be renamed to match the name of the course section, e.g. "ATH-404-1WCA".

Select File to Upload:

E:\Course_Syllabus\

Name	Type	Size	Modified
2005FA	folder		2/10/2006 12:24:24 PM
2006FA	folder		1/25/2007 6:25:54 PM
2006SP	folder		6/28/2006 2:33:27 PM
2006SU	folder		9/26/2006 2:53:51 PM
2007FA	folder		7/23/2007 2:37:15 PM
2007SP	folder		6/4/2007 9:10:18 PM
2007SU	folder		7/2/2007 1:49:46 PM
2008FA	folder		1/26/2007 9:43:13 AM
2008SP	folder		1/26/2007 9:43:28 AM
2008SU	folder		1/26/2007 9:43:38 AM

Browse to the syllabus file, click the appropriate semester folder and click upload. Your syllabus is loaded.

Goals: goals are uploaded exactly as are the syllabi.

Menu | **ATH-404-1WCA Res Tpcs in Athl Training (W)**

My Courses

Home

These are the tasks that you may do:

Syllabus Not uploaded yet

Goals Not uploaded yet

Self-Evaluation Not completed yet

Student Assessments

View Students who Evaluated this Course

Click Goals to open the upload goals screen, shown below:

Menu **Course:CSI-330-01CA Term:**

My Courses
Home

To upload the course goals to the "Course Assessment Online" website, click on the "Browse" button to locate the document containing the course syllabus.
After locating the document, click on the "Upload" button. The amount of time required for the transfer depends on the size of the file.
The file will be placed automatically on the right subdirectory for the appropriate term when the course is being taught. Also, the name of the course goals document will be renamed to match the name of the course section, e.g. "CSI-330-01CA".

Select File to Upload:

E:\Course_Goals\

Name	Type	Size	Modified
2005FA	folder		8/25/2005 9:50:12 AM
2006FA	folder		8/22/2005 10:18:37 AM
2006SP	folder		8/22/2005 10:18:19 AM
2006SU	folder		8/22/2005 10:18:28 AM
2007FA	folder		8/22/2005 10:19:26 AM

Browse to the file that contains your supplemental goals click upload. Your supplemental goals are loaded.

Student Assessments: use this feature to assess individual students. Various assessment rubrics may be attached to your course. You will evaluate each student based on the attached rubrics.

Menu **CSI-330-01CA Data Structures**

My Courses
Home

These are the tasks that you may do:

Syllabus Not uploaded yet

Goals Not uploaded yet

Self-Evaluation

Student Assessments

Click Student Assessment to document your evaluation of the students' progress, this will open the following screen:

Menu **CSI-330-01CA**

My Courses
Home

These are the students registered in the course.
Please click on an assessment in order to complete it.
Once, it is completed, it will be indicated with a check-mark.

Student	A1	A2	A3	A4	A5
[Redacted]	•	•	•		
[Redacted]	•	•	•		
[Redacted]	•	•	•		
[Redacted]	•	•	•		
[Redacted]	•	•	•		
[Redacted]	•	•	•		
[Redacted]	•	•	•		

This screen shows that CSI-330-01CA has 3 attached rubrics. Each rubric must be completed for each of the seven students (names blocked). Open a rubric by clicking the

dot beside the student's name below the rubric. This will open the following screen (first part only):

Computer Skills Competency (General Education)

Student Name: XXXXXXXXXX

Definition: Students will develop basic analytical skills that relate to solving mathematical problems and conducting scientific exploration. Students will also develop competencies to master software tools necessary in their personal and professional growth.

Performance Factor	4	3	2	1
Demonstrate an understanding of computer concepts and terminology	<input type="radio"/> Describe the new and/or advanced technology resources information dissemination options	<input type="radio"/> Recognize hardware and software components and how common peripherals are accessed, controlled, connected, and used effectively and	<input type="radio"/> Know how to use basic input and output devices; can access network resources, and use common peripherals	<input type="radio"/> Describe how to use basic input devices and software resources

This is the rubric screen for an individual student. These rubrics each have from 3 to 7 performance factors. Each performance factor has a set of associated outcomes and radio buttons. Click the radio button above the appropriate outcome. Continue until all evaluations have been completed.

	transmits information via e-mail attachment			
--	---	--	--	--

Comments:

Add appropriate comments. Click Submit Student Assessment. This will return you to the course's rubric screen. The associated with the student's name will have been replaced with a check-mark. Continue until all rubrics are completed.

Course Assessment for Faculty

Course Name:

Term:

Questions	0-20%	21-40%	41-60%	61-80%	81-100%
------------------	--------------	---------------	---------------	---------------	----------------

1. Provide the approximate percentage of students who achieved the course objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	----------------------------------	-----------------------	-----------------------	-----------------------	-----------------------

Comments:

Submit Self-Assessment

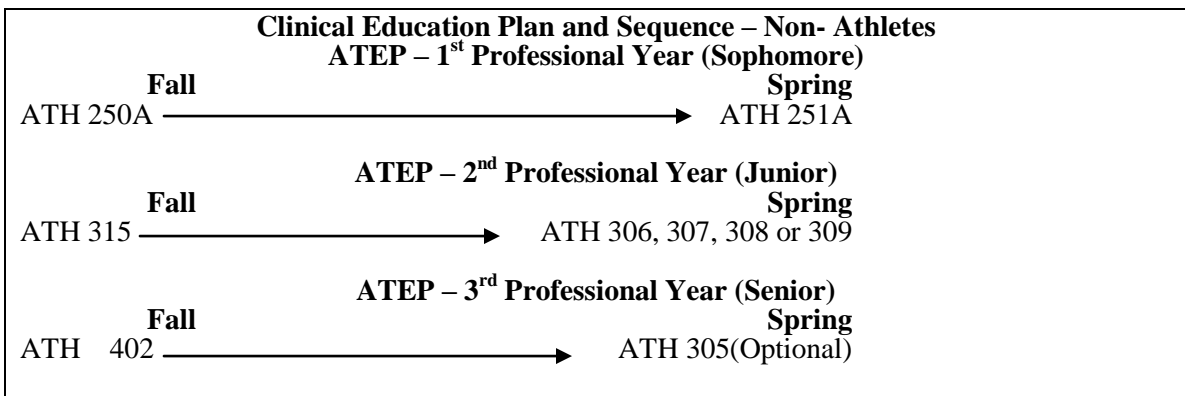
Review each question and click the appropriate radio button. Continue until all questions have been completed. Provide additional information under the comments section for each question as needed. When finished click Submit Self-Assessment.

Clinical Education Information

Policy on Fulfillment of Clinical Education Requirements

Only students currently enrolled in the McKendree ATEP and currently enrolled in a clinical education course may perform Athletic Training skills on patients/athletes. It is further stipulated that students may not perform Athletic Training Skills on patients/athletes until such time that the information has been taught and assessed by an ACI in a formal Athletic Training course.

Clinical Education Plan and Sequence



Provided below is the table of all clinical courses with the minimum/maximum number of clinical hours that students may achieve in each experience.

Clinical Number	Clinical Name	Minimum Hours	Maximum Hours
ATH 250A	Evaluation and Assessment I Clinical	150	250
ATH 251A	Evaluation and Assessment II Clinical	150	250
ATH 315	General Medical Clinical	125	320
ATH 304	Fall Clinical	125	320
ATH 305	Spring Clinical	125	320
ATH 306, 307, 308 or 309	Off-Site Field Experience	200	320
ATH 402	Football Clinical	200	425

Monitoring Student Progress in all ATEP Clinical Education Experiences

All ACIs are reminded that evaluation of students in all clinical experiences is to be conducted in a timely fashion and with the following tools:

Student Performance Evaluation: The performance evaluation is provided in the student clinical experience booklet and represents actual physical performance of skills by the student during the course of the semester.

Evaluation guidelines:

- A review of performance will take place at 8 weeks (**required**) with an optional review at 12 weeks by the Clinical Supervisor as well as the student, with the final evaluation taking place during the 15-16th week (**required**) of the semester.
- **The optional review at 12 weeks should be conducted if there are multiple issues that need to be addressed with Sections A and B of the performance evaluation.**
- For every evaluation students are to record an evaluation on her/himself in the student book while the clinical supervisor records her/his responses in the ACI book. Both the student and the supervisor are to record comments from both sides on each evaluation.

Items to remember when completing the performance evaluation:

- Spend a few minutes reviewing the performance evaluation at the beginning of the semester so that items in both sections of the evaluation are evaluated thoroughly.
- Review the evaluation scale to make sure that every student is being evaluated according to the scale.

- Be honest in your evaluation of each student. The 8 week evaluation allows students to know where they stand so that they can make improvements for the final evaluation at the end of the semester.
- If you didn't see a skill or personal or professional behavior occur make sure that each student knows this. Mark the item N/A and remind the student that each N/A must be completed by the end of the semester. Clinical Supervisors may have to create mock scenarios to complete some items. Do not mark any item N/A on the final evaluation. Instead mark it as a zero (0).
- Review the ICEP form regularly to ensure that all of the items listed by the student are being completed. Use the ICEP to provide comments in Section C of the performance evaluation.
- Use the comment section to provide objective qualitative and quantitative information. Telling a student they did a "nice" job doesn't provide them with sufficient feedback. When providing corrective feedback be specific.
- Points are only figured on the final evaluation at the end of the semester. Students are to receive a copy of the combined comments from all evaluations, while the originals will be placed in the student's permanent academic file at the end of the semester.
- If you are completing a performance evaluation at the end of the spring semester, make sure that you make the appropriate area under Section D. If a student isn't ready to progress to the next clinical provide specific information on how the student is to be remediated.
- Make sure that each student receives a combined copy of the completed 8 week and final performance evaluation.
- All evaluations must be signed by the student and the clinical supervisor.
- These forms (Clinical supervisor's copy of the 8 week and final evaluation) are to be returned to Dr. Hankins by the last day of classes for the semester.

Individual Clinical Education Plan (ICEP): The ICEP is completed by the student and monitored and reviewed by the Clinical Supervisor to help the student on the following:

- Identify strengths and provide opportunities for continued performance.
- Identify weaknesses and provide opportunities for improved performance.
- Provide an opportunity for the student to reflect on the experience she/he is participating in. Each student will complete two reflections (6 weeks and 12 weeks). Clinical reflections are to be shared with the clinical supervisor. Students should provide a short narrative (maximum 2 pages) of issues that have occurred during the clinical (positives, negatives, new knowledge, challenges, etc.). Supervisors should then review the reflections and discuss any issues presented with each student.
- Identify and provide additional areas of study and discussion as the clinical experience progresses.
- Students and Clinical Supervisors must complete any/and all static, mock and live skill performances providing the item, date and initials of the clinical supervisor in the appropriate column.

- A mandatory review of the ICEP must be conducted in conjunction with the required performance evaluations at 8 weeks and at the 15-16th week. If items on the ICEP have not been completed this must be indicated on the performance evaluation for further follow up.

The ICEP must be completed by the end of the first week of each semester and reviewed with the clinical supervisor, failure to complete the ICEP by the end of the first week for review will result in an automatic 25 point deduction for the ICEP and 25 point deduction from the total point score received for the clinical.

Failure to complete the ICEP will result in a 50 point deduction from the total point score received for the clinical as well as a maximum point deduction for the ICEP on the performance evaluation.

Clinical Course Information due at the End of the Semester

The following information must be returned to Dr. Hankins for placement in each student's file at the conclusion of every clinical experience:

- Completed Clinical Competency Checklist – make sure to provide date of completion for each competency. **DO NOT PUT A CHECK MARK OR AN X ON THE LINE.**
- Completed 8, 12 (optional), and final performance evaluations (with signatures) – See Appendix D, page 98 for an example of one form.
- Completed Clinical Hours – Remember to sign each day and at the bottom of the second page on each form. ATCs must also provide their BOC certification number.
- Completed demonstration of “mock” and all “live” evaluations, rehab, taping, etc. performed by each student. When completing these sheets please provide the scenario (“mock” or “live”) and the specific item being completed. Make sure to provide written documentation concerning completed items (e.g., subjective items, objective items, etc.) as well as what items the student failed to perform. If a pattern of non-performance is noted, this should be reported on the performance evaluation.
- Completed Off-site facility evaluation forms (306, 307, 308 and 309 only) – Completed by the Student only
- Individual Clinical Education Plan
See samples of completed Clinical Competency Checklist, Performance Evaluation, Completed “mock” and/or “live competency sheet, and ICEP form.

ATEP Policy for Weather Related and/or Terrorist Threats at Off-Site Locations

In the event that there is a weather related or a terrorist threat at an off-site location; all students assigned to that location will discontinue attendance. The Curriculum Director and Clinical Coordinator in consultation with the

Clinical Supervisor at the involved location will discuss the options available and one of the following may occur:

- Student will be allowed to resume activities at said location, if appropriate and allowed according to location policy
- Student will be re-assigned to another location, if one is available
- Student's material will be reviewed and student will be assigned a grade based on completed material

Correspondence:

- Off-Site Experiences: all correspondence should be directed to Katy Gayford, Clinical Coordinator at krayford@mckendree.edu or call at 618-537-6472. If Katy cannot be reached, please contact Dr. Dawn M. Hankins (Curriculum Director) at dhankins@mckendree.edu or call at 618-537-6917.

VI. ATEP PROGRAM ITEMS

A. Select Terminology for Athletic Training Education Program

Ability to Intervene The CI or ACI is within the immediate physical vicinity and interact with the ATS on a regular and consistent basis in order to provide direction and correct inappropriate actions. The same as being “physically present.”

Academic Plan The plan that encompasses all aspects of the student's academic classroom and clinical experiences.

Affiliate (Affiliated Setting)

Institutions, clinics, or other health settings not under the authority of the sponsoring institution but that are used by the ATEP for clinical experiences.

Affiliation Agreement A formal, written document signed by administrative personnel, who have the authority to act on behalf of the institution or affiliate, from the sponsoring institution and affiliated site. Same as the memorandum of understanding.

Allied Health Care Personnel

Physician Assistants, physical therapists, registered nurses, doctors of dental surgery, and other health care professionals, recognized by the AMA/AOA as allied health professionals, who are involved in direct patient care and are used in the classroom and clinical education portions of the ATEP. These individuals may or may not hold formal appointments to the instructional faculty. Same as other health care professionals.

Approved Clinical Instructor (ACI)

An appropriately credentialed professional identified and trained by the program CIE to provide instruction and evaluation of the Athletic Training Educational Competencies and/or Clinical Proficiencies. The ACI may not be a current student within the ATEP.

ATEP Athletic Training Education Program.

ATEP Faculty BOC Certified Athletic Trainers and other faculty who are responsible for classroom or sponsoring institution clinical instruction in the athletic training major.

Athletic Training Facility/Clinic

The facility designated as the primary site for the preparation, treatment, and rehabilitation of athletes and those involved in physical activity.

Athletic Training Student (ATS)

A student enrolled in the athletic training major or graduate major equivalent.

Clinical Coordinator The individual a program may designate as having the primary responsibilities for the coordination of the clinical experience activities associated with the ATEP. The clinical coordinator position is currently recommended, but not required by the Standards.

Clinical Education The application of knowledge and skills, learned in classroom and laboratory settings, to actual practice on patients under the supervision of an ACI/CI.

Clinical Experiences Those clinical education experiences for the Athletic Training Student that involve patient care and the application of athletic training skills under the supervision of a qualified instructor.

Clinical Instruction Site The location in which an ACI or CI interacts with the ATS for clinical experiences. If the site is not in geographical proximity to the ATEP, then there must be annual review and documentation that the remote clinical site meets all educational requirements.

Clinical Instructor (CI) An individual identified to provide supervision of athletic training students during their clinical experience. An ACI may be a CI. The ACI may not be a current student within the ATEP.

Clinical Instructor Educator (CIE)

The BOC Certified Athletic Trainer recognized by the institution as the individual responsible for ACI training. If more than one individual is recognized as a CIE for an ATEP, then at least one of those individuals must be a BOC Certified Athletic Trainer.

Clinical Plan The plan that encompasses all aspects of the clinical education and clinical experiences.

Clinical Ratio The ratio of ACI or CI to the number of athletic training students. The ratio is calculated for all students assigned to the instructor for the length of the experience or academic term. The ratio must not exceed eight students per instructor. If directed observation students are providing direct patient care or require supervision they must be included in this ratio.

Communicable Disease Policy

A policy, developed by the ATEP, consistent with the recommendations developed for other allied health professionals, that delineates the access and delimitations of students infected with communicable diseases. Policy guidelines are available through the CDC.

Direct Patient Care The application of professional knowledge and skills in the provision of health care.

Direct Supervision Supervision of the athletic training student during clinical experience. The ACI and or CI must be physically present and have the ability to intervene on behalf of the athletic training student and the patient.

Directed Observation Athletic Training Student

A student who may be present in an athletic training facility, but not necessarily enrolled in the athletic training major, who is required to observe the practices of a Certified Athletic Trainer. This student may not provide direct patient care.

Formal Instruction Teaching of required competencies and proficiencies with instructional emphasis in structured classroom and laboratory environment(s). Same as didactic instruction.

General Medical Experience

Clinical experience that involves observation and interaction with physicians, nurse practitioners, and/or physician assistants where the majority of the experience involves general medical topics as those defined by the Athletic Training Educational Competencies.

Learning Over Time (Mastery of Skills)

The process by which professional knowledge and skills are learned and evaluated. This process involves the initial formal instruction and evaluation of that knowledge and skill, followed by a time of sufficient length to allow for practice and internalization of the information/skill, and then a subsequent re-evaluation of that information/skill in a clinical (actual or simulated) setting.

Master Plan The plan of the ATEP that encompasses all aspects of student education and learning in both the clinical and didactic settings.

Medical Director

The physician (MD or DO) who serves as a resource for the programs director and ATEP faculty regarding the medical content of the curriculum. The Medical Director may also be the team physician; however, there is no requirement for the Medical Director to participate in clinical education.

Instruments

The instruments used for program evaluations that are designed to collect data and feedback in regard to outcomes that relate to the ATEP mission, goals, and objectives of the program. Instruments also must be designed to collect data and feedback in regard to the effectiveness of program instruction relative to the Athletic Training Educational Competencies.

Outcomes The effect that the ATEP has on the preparation of students as entry-level athletic trainers and the effectiveness of the program to meet its mission, goals, and objectives.

Physical Examination An examination performed by an appropriate health care provider (MD, DO, PA, NP) to verify that the student is able to meet the physical and mental requirements (i.e., technical standards) with or without reasonable accommodation as defined by the ADA.

Physically Interact See: Ability to intervene and physically present.

Physically Present See: Ability to intervene.

Physician A Medical Doctor (MD) as defined by the American Medical Association or a Doctor of Osteopathic Medicine (DO) as defined by the American Osteopathic Association.

Pre-Professional Student A student who has not yet been admitted formally into the ATEP. May be required to participate in non-patient activities as described by the term Directed Observation Athletic Training Student.

Professional Development Continuing education opportunities and professional enhancement, typically is offered through the participation in symposia, conferences, and in-services, that allow for the continuation of eligibility for professional credentials.

Program (Curriculum) Director The full-time faculty member of the host institution and a BOC Certified Athletic Trainer responsible for the administration and implementation of the ATEP.

Service Work Volunteer activities outside of the required clinical experiences (e.g., Special Olympics, State Games). If athletic training skills are part of this service work, then they must be supervised in those activities.

Sponsoring Institution The college or university that awards the degree associated with the ATEP and offers the academic program in Athletic Training.

Team Physician The physician (MD or DO) responsible for the provision of health care services for the student athlete. S/he may also be the medical director; however, this is not required by the Standards.

Technical Standards The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the ATEP. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

B. Application to the Program

Students make application during the first year (termed –pre-professional). See Academic Planning link under www.mckendree.edu/athletictraining

1. Transfer Student Policy – link under Academic Planning
www.mckendree.edu/athletictraining

C. Course of Study – see current McKendree University webpage
www.mckendree.edu/athletictraining

D. ATEP General Course Objectives

ATH 100 – DIRECTED OBSERVATION

- Acquaint students interested in pursuing a degree in athletic training with the daily operation of an athletic training room and the essential functions of a BOC certified athletic trainer.
- Provide proficiency testing in bloodborne pathogens.
- Acquaint students with the general history of the NATA and BOC.
- Acquaint with state licensing requirements.
- Directional terms.

PED 121 – PHYSICAL FITNESS

- General principles involved in personal physical fitness.
- Understand and demonstrate use of commercial weight training equipment (including safety and spotting techniques)

HPE 158 – HEALTH

- Personal wellness, basics concepts and practice of wellness screening.
- Understanding of stress and the immune systems.
- General principles of health maintenance and personal hygiene.
- Describe personal health habits (hygiene, diet, nutrition, weight control, sleep, effects of alcohol, tobacco and drugs).
- Organizations responsible for nutritional information.
- Common illnesses attributed to poor nutrition.

- Effects of poor dietary habits on bone long and long term health.
- Apply principles of nutrition, including roles of fluids and electrolytes, vitamins, minerals, macronutrients, carbohydrates, protein, and fat.
- Principles of weight control.
- Signs and symptoms and physical consequences of disordered eating. Also psychological and sociocultural factors related to these disorders.
- Signs and symptoms of drug abuse.

PED – 206 – FIRST AID

- Standard first aid practices and principles
- Care of wounds, including barriers and disposal of biohazardous waste.
- Care of closed wounds, including ABC's and secondary assessment and immobilization techniques.
- Principles and application of CPR-PR
- Recognition and treatment of heat and cold related disorders.

ATH 208 – PRINCIPLES OF ATHLETIC TRAINING

- General medical terminology.
- General assessment and evaluation procedures - SOAP
- General soft tissue and bony anatomy.
- Physiological response of the body to trauma.
- Review of NATA history.
- Review of BOC requirements and procedures after certification.
- Review of state licensing requirements.
- Overview of modality usage.
- Presentation of specific injuries, illnesses and skin conditions.
- Taping competency of lateral ankle sprain.
- Clinical competency of ice application.
- Clinical competency of laceration care.
- Psychomotor practice of taping for foot, hand, elbow, wrist, toes and fingers.
- Review directional terms.
- Injury classification.
- General nutrition principles.
- General eating disorder information.
- General female triad syndrome information.
- Disqualifying conditions for sports participation.

HPE 220 – NUTRITION

- RDA guidelines, food pyramid and construction of each in a diet.
- Principles of weight control, including body fat percentage, caloric requirements, effects of exercise and fluid loss.
- BMI computation.
- Fluid replacement.
- Iron deficiency and anemia.
- Describe different fats and effects on diet, performance, health care, heart disease, diabetes, and cancer.
- Review personal health habits.
- Review importance of good nutrition and consequences of poor nutrition.
- Understands FDA endorsement of nutritional produces.

ATH 250 – EVALUATION AND ASSESSMENT I

- Presentation and practice of assessment and evaluation of lower extremity and lumbar spine.
- Presentation and practice of postural assessment and evaluation.

- Presentation and practice of bony and soft tissue palpation and orientation.
- Presentation of specific injuries related to lower extremity and lumbar spine.
- Use of proper medical terminology.
- Understands proper documentation procedures for assessment and evaluation.
- Development of proper communication skills.
- Anatomical and physical growth differences between males and females and this relationship to injury assessment.

ATH 250A – EVALUATION AND ASSESSMENT I CLINICAL

- Practice and clinical proficiency of assessment and evaluation of lower extremity and lumbar spine.
- Practice and clinical competency of postural assessment and evaluation.
- Practice and clinical competency of bony and soft tissue palpation.
- Practice and clinical competency of specific injury identification.
- Practice and clinical competency of taping and specific bracing for the lower extremity and lumbar spine.
- Practice and clinical competency of immobilization techniques of the lower extremity.
- Practice and implementation of EAP
- Practice and clinical competency of crutch and care fitting and use.
- Practice of exercise prescription and modality usage.
- One on one contact with team physician (presentation of athletic injury)

ATH 251 – EVALUATION AND ASSESSMENT II

- Presentation and practice of assessment and evaluation of upper extremity, head and cervical spine.
- Presentation and practice of bony and soft tissue palpation and orientation.
- Presentation, practice and clinical proficiency of c-spine care and transportation.
- Presentation of specific injuries related to upper extremity, head and c-spine.
- Use of proper medical terminology.
- Anatomical and physical growth difference between males and females and this relationship to injury assessment.
- Continued development of communication skills.

ATH 251A – EVALUATION AND ASSESSMENT II CLINICAL

- Practice and clinical competency of assessment and evaluation of upper extremity, head and c-spine.
- Practice and clinical competency of bony and soft tissue palpation.
- Practice and clinical competency of specific injury identification.
- Practice and clinical competency of taping and specific bracing for the upper extremity, head and c-spine.
- Practice and clinical competency of immobilization techniques of the upper extremity.
- Practice and clinical competency of short distance transfer.
- Practice of exercise prescription and modality usage.
- One on one contact with team physician (presentation of athletic injury)

ATH 261 – THERAPEUTIC MODALITIES

- Principles, indications and contraindications of various modalities in the treatment of athletic injuries.
- Physiological effects, rational and application of different modalities in the treatment of athletic injuries.
- Practice and clinical proficiency in the use of various modalities in the treatment of athletic injuries.

ATH 262 – THERAPEUTIC REHABILITATION

- Principles and effects of different rehabilitation techniques used in the treatment of athletic injuries.
- Biomechanics, physiological effects, rational and application of exercise techniques and devices.
- Practice and clinical proficiency of different rehabilitation techniques used in the treatment of athletic injuries.

ATH 300 – CASE STUDIES (Ethics and decision making – law, rehab, participation, etc.)

- Demonstration of evaluation and synthesis skills in decision making through verbal communication and written communication. Use of scenarios to work on analysis and synthesis. Update Resume.

ATH 303 – OPTIONAL CLINICAL EXPERIENCE

- Refinement of evaluation, assessment and rehabilitation skills as related to athletic injuries
- Refinement of modality usage
- Refinement of taping, padding and bracing (as appropriate)
- Review of EAP scenarios

ATH 304 – OPTIONAL CLINICAL EXPERIENCE

- Refinement of evaluation, assessment and rehabilitation skills as related to athletic injuries and general medical conditions.
- Refinement of modality usage.
- Refinement of taping, padding and bracing (as appropriate).
- Review of EAP scenarios.

ATH 305 – OPTIONAL CLINICAL EXPERIENCE

- Refinement of evaluation, assessment and rehabilitation skills as related to athletic injuries and general medical conditions.
- Refinement of modality usage.
- Refinement of taping, padding and bracing (as appropriate).
- Review of EAP scenarios.

BIO 307 – ANATOMY AND PHYSIOLOGY

- Location and palpation of soft and bony tissue in the human body.
- Origin and insertion and actions of muscles.
- Systems functions.
- Blood pressure and respiration rate and activity level.
- Physiological composition of blood and types.
- Anatomical and physiological growth and development characteristics of males and females.
- Physiological response of the body to trauma.
- Adaptations to exercise.
- Body weight and body composition and somatotyping.
- Differences between diabetic coma and insulin shock.
- Common heart conditions.
- Pregnancy and the changes women undergo and indications and contraindications to exercise during pregnancy.

ATH 306 – OFF-SITE EXPERIENCE (PHYSICIAN’S OFFICE)

- Refinement of evaluation and assessment skills as it relates to orthopedic patients.
- Insurance and billing procedures including durable medical goods.
- Marketing and administrative skills.
- Understanding case managers and workman’s compensation rules and policies.
- Surgery observation including patient pre-op and post-op.

ATH 307 – OFF-SITE EXPERIENCE (COLLEGE/UNIVERSITY)

- Refinement of evaluation and assessment skills for athletic injuries and general medical conditions.
- Insurance and billing procedures.
- Budget procedures.
- Refinement of rehabilitation skills.
- Refinement of EAP procedures.

ATH 308 – OFF-SITE EXPERIENCE (CLINIC/HIGH SCHOOL)

- Refinement of assessment and evaluation skills.
- Insurance and billing procedures.
- Budget procedures
- Refinement of rehabilitation skills.
- Refinement of EAP procedures.

ATH 309 – OFF-SITE FIELD EXPERIENCE (HIGH SCHOOL)

- Refinement of assessment and evaluation skills.
- Insurance and billing procedures.
- Refinement of rehabilitation skills.
- Refinement of EAP procedures.
- Refinement of C-Spine protocol.

ATH 315 – GENERAL MEDICAL CLINICAL

- Assessment and evaluation of general medical illnesses and conditions.
- Specific diagnostic tool practice (otoscope, stethoscope, BP cuff, body temp and chemstrips).
- One on one contact and communication with team physician and college nurse.
- Review disqualifying conditions for participation.

PED 404 – MOTOR LEARNING

- Motor skill acquisition from psychological, biomechanical and physiological perspective.

ATH 349 – PHYSIOLOGY OF EXERCISE

- Effects of physical activity on the body.
- Effects of nutrition, energy expenditure, training, performance, environmental stress and body composition on the body.
- Design and clinical proficiency of exercise prescription techniques.
- Effects of ergogenic aids.
- Signs and symptoms of asthma, heart conditions, diabetes and management in relation to exercise.
- Practice and clinical competency of body composition techniques.
- Review of nutritional components, diet and relation to physical activity.
- Review of disordered eating and management.
- Review of pregnancy guidelines.

ATH 353 – PHARMACOLOGY FOR ATHLETIC TRAINERS

- General principles of pharmacology.
- Prescription and non-prescription drug indications, contraindications, dose information, allergies, precautions of use and adverse side effects for anti-inflammatory, antiarthritic, analgesic, anesthetics, bronchodilators, respiratory, antibiotics, anaphylaxis, gastrointestinal, beta-blockers, antihypertensive, and topical applications as each relate to the physical activity person.
- Legal regulations for prescription and non-prescription drugs.
- Documentation of all medications given.
- Commonly abused substances.
- Appropriate agencies for referral.

- Organization and coordination of drug testing and screening.
- Location of banned substances by various governing athletic associations.
- Practice and clinical proficiency of PDR
- Practice and clinical proficiency of documentation of meds.
- Practice and clinical proficiency of epinephrine injection.
- Practice and clinical proficiency of emergency bronchodilator.

ATH 357 – ADMINISTRATION AND DEVELOPMENT OF PHYSICAL EDUCATION AND ATHLETIC TRAINING PROGRAMS AND CURRICULA

- Theory, practice and examination of the administrative requirements of the athletic trainer.
- Presentation, practice and clinical proficiency for organizational structure, facility design, budget, risk management, human resources and curriculum.

ATH 402 – FOOTBALL CLINICAL

- Continued practice of c-spine protocol and EAP specific to football.
- In depth case study on one specific injury.
- Verbal presentation to a group regarding athletic training care given for a specific injury.
- Continued practice of assessment and evaluation of specific injuries/illnesses.
- Football equipment fitting and check.
- Heat related care and organization.
- Continued practice of specific taping techniques and specific bracing needs.
- Continued application of immobilization techniques for the upper/lower extremity and short distance transfer.
- Pre-practice/contest and post-practice/contest set up and take down for home and away contests.
- One on one work with team physician during practice, before contest, during contest and after contest.
- Continued work on communication skills with student athletes, coaches and clinical supervisor.

PED 403 – KINESIOLOGY

- Analysis of human motion based on anatomic and mechanical principles and application to sport.

ATH 404 – RESEARCH TOPICS IN ATHLETIC TRAINING

- Basic research design construction, either qualitative, quantitative or combination.
- Assessment of research designs.
- Presentation of research design.

ATH 490 – SEMINAR IN ATHLETIC TRAINING

- Continued refinement of assessment and evaluation skills through timed practical simulation testing.
- BOC exam registration.
- Intense practice for written and written simulation BOC exam. Correlate with Role Delineation Study.
- Continued refinement of taping, modality and rehabilitation techniques for athletic injuries.
- Move Portfolio to Professional Status.
- Job application review including interview practice.
- BOC Professional Responsibilities (CEU's, License, national dues and state memberships)

PSY 153 – INTRODUCTION TO PSYCHOLOGY

- Basic signs and symptoms of mental disorders, emotional disorders, personal/social conflict and appropriate referral.
- Identification of contemporary personal, school, and community health service agencies.

- Formulates a plan for appropriate psychological intervention and referral with all involved parties when confronted with a catastrophic event.
- Description of the acceptance and grieving processes that follow a catastrophic event.

PSY 211 (STRESS MANAGEMENT), OR PSY 322 (PSYCHOLOGY AND SOCIOLOGY OF HUMAN AGING) OR PSY 301 (SOCIAL PSYCHOLOGY) OR PSY 402 (ADULT DEVELOPMENTAL PSYCHOLOGY)

- An opportunity for the student to further explore the area of psychology and the impact this area has on the athletic trainer as an individual (stress) and/or when working with athletes and/or patients of different populations, cultures, ages who may have suffered an athletic injury and/or illness.

MATH 310 – STATISTICS

- Introduction to descriptive and inferential statistics.
- Understanding of central concepts and methods.
- Practical application through the use of statistical computer packages such as SPSS, SAS, or MINITAB.
- Needed as a foundation before taking Research Topics in Athletic Training.

E. Learning Over Time

FIRST YEAR – PRE-PROFESSIONAL STATUS

- Athletic Training as an Allied Health Professional (BOC requirements, licensure, CEU's, etc.)
- Bloodborne pathogen training*
- Standard First Aid and Professional Rescuer*
- Computer Skills
- Developmental Portfolio
- Professional Behaviors (Dress, Speech, Behavior – self, peers, instructors)
- Injury evaluation procedures
- Medical terminology

**SECOND YEAR – SPECIFIC SKILL ACQUISITION AND COMBINING SKILLS
(70%)**

1ST YEAR PROFESSIONAL STUDENT

- C-spine protocol*
- Bloodborne pathogen training*
- Professional Rescuer*
- LE, UE, C-spine and trunk evaluation skills and combination
- EAP formation
- Input computer information
- Review AT professional development
- Update developmental portfolio
- Proper use of medical terminology
- Modalities and Rehab skills
- Year End Assessment*

THIRD YEAR – FULL EVALUATION PRACTICE AND REFINEMENT (80%)

2nd YEAR PROFESSIONAL STUDENT

- C-spine protocol*
- Bloodborne pathogen training*
- Professional Rescuer*
- LE, UE, C-spine and trunk evaluation practice
- Case scenarios/ethics
- General medical skill practice and evaluation refinement
- Review AT professional development
- Update developmental portfolio
- Continue proper use of medical terminology
- Combine modalities and rehab skills within evaluation models
- Year End Assessment*

FOURTH YEAR – CONTINUED REFINEMENT OF CLINICAL COMPETENCIES IN COMBINATION (90%) – 3rd YEAR PROFESSIONAL STUDENT

- C-spine protocol*
- Bloodborne pathogen training*
- Professional Rescuer*
- Perform various evaluations with modalities and rehab included (LE, UE, C-spine, Trunk, general medical)
- Change developmental portfolio to professional portfolio
- Participate in mock practical testing
- Participate in mock interview scenarios
- Year End Assessment*

***skills tested on a yearly basis**

F. Assessment of Students through the Program

Pre-professional Year

- Technical standards
- Course pre-requisites
- GPA (current and cumulative)
- Written Exam
- Interview
- Application
- 50 hours of observation

Courses: PED 206, HPE 158, ATH 100, ATH 208, BIO 307

1st Professional Year

- Pre-Post Year End Written Exam – Achieve 70% at Year End
- Year End Clinical Performance Evaluation – 70%
- Developmental Portfolio (paper, power point presentation)
- C or better in Evaluation and Assessment I and II Clinical
- Soap Note

- Writing Intensive Course
- Written Simulation Year End Exam – Achieve 70%

Courses: ATH 250, 250A, 251, 251A, 261, 262, 353, LIB 280

2nd Professional Year

- Pre-Post Year End Written Exam – Achieve 70-75% at Year End
- Year End Clinical Performance Evaluation – 80%
- Developmental Portfolio (paper, power point presentation or group project)
- 2nd Writing Intensive Course
- Written Simulation Year End Exam – Achieve 70-75%
- 1-2 Mock Practicals – Achieve 70%

Courses: ATH 300, (optional clinicals 303-5) 306, 307, 308, 309, 315, 349, 357, PED 402

3rd Professional Year

- Pre-Post Year End Written Exam – Achieve 75-80% at Year End
- Year End Clinical Performance Evaluation – 90%
- Professional Portfolio (paper, power point presentation or group project, soap note, exercise program, community involvement)
- 3rd Writing Intensive Course
- Written Simulation Year End Exam – Achieve 70-75%
- 1-2 Mock Practicals – Achieve 70%
- Program Evaluation

Courses: ATH 402, 404, 490 (optional clinicals 304-305)

1. C or better in all AT courses.
2. Current GPA of 2.50 or better.
3. 1200 clinical hours
4. Participation in UE, LE, EI and General Medical Clinical as well as off-site field experience.
5. All students will participate in an Individual Clinical Education Plan (ICEP) for each clinical to further strengthen their clinical performance. Each ICEP has a self assessment area for students as well as other areas of completion. This form is reviewed by the Clinical Instructor and the student throughout each clinical. The completed form (skills actually completed) is due at the end of the semester for placement in the student's academic file. All performance evaluations and ICEPs become more complex as the student progresses through the academic program.

G. Assessing Competencies – See ACI Workshop material

H. Competencies by Course – Available on the McKendree Library Web Page under Athletic Training

I. Expectations of Students in ATEP

CLINICAL SUPERVISOR (CS) – The supervisor may or may not be the clinical instructor as well. The clinical supervisor is the ATC who will be supervising students during the clinical, conducting performance evaluation and competency skill and possibly proficiency practice.

1. Attendance at all clinicals is required, if a student cannot attend due to illness, personal emergency, class, etc. it is the **student's** responsibility to notify the supervisor.
 - a. Unless otherwise indicated students are expected to be in attendance 1 hour before practices and contests. Off-site clinical times are arranged on an individual basis between the CS and the ATS.
 - b. Pre and Post practice, contest duties and/or off-site duties are to be shared by all students working said clinical. Specific duties are outlined by each individual Clinical Supervisor.
2. Proper attire is expected.
 - a. Practice: t-shirt (provided) and khaki or black shorts or pants as well as carrying your necessary AT equipment. Khaki or black wind pants may be worn.
 - b. Contests: Polo shirt and khaki or black shorts or pants as well as AT equipment.
 - c. All clothing should be clean and presentable (minimal wrinkles). Shoes should be in good shape. Belts should be worn when appropriate.
 - d. **What cannot be worn:**
 - a. **sandals or flip flop shoes, inappropriate tops, pants or shorts, jeans during a contest.**
 - b. **Cargo pants (unless pants are pressed and CS approves before hand).**

Tongue studs, lip, nose and eyebrow piercings are not allowed. Students who have visible tattoos are to keep them covered during all clinical rotations.

The clinical supervisor has the right to send a student away if she/he is not appropriately dressed and ready to perform the necessary duties during the clinical session.

Clinical Hours:

All athletic training students will be allowed to work a maximum of 20 hours a week. One day in seven must be taken off. Students as well as clinical supervisors are responsible for maintaining these restrictions. GPA restrictions are listed under the probation section of this manual. All students are reminded that the clinical hour sheets are to be completed on a daily basis with appropriate concise narrative in the space provided and the hour increments provided in 15 minute increments (e.g. .25, .50, .75 or 1.00). All hours must be signed by the clinical supervisor within 48 hours of performance. The clinical supervisor is under no obligation to sign any hours that are outstanding beyond the 48 hour mark. Off days should be marked with a line through the narrative and hour section.

Clinical Supervision:

Only clinical hours supervised (**Ability to Intervene**): The CI or ACI is within the immediate physical vicinity and interact with the ATS on a regular and consistent basis in order to provide direction and correct inappropriate actions). The same as being “physically present” by a Certified Athletic Trainer may be counted towards the total university clinical hour requirement. Students are required to travel with teams when a clinical supervisor from McKendree is present (on-campus sports only). (See First Responder Policy). The on-site supervising athletic trainer (McKendree ACI) will be responsible for verifying travel hours.

All students and ACIs should remember the following as directed by CAATE “...the requirement for the ACI/CI to be physically present and have the ability to intervene on behalf of the Athletic Training students is not synonymous with preventing students from making independent clinical decisions or requiring the clinical instructor to stand next to the student at all times. **The CAATE encourages clinical educators to consider using the method of graded supervision** which initially involves close monitoring, but **once a student demonstrates proficiency and has some experience with a particular skill, that student should be granted supervised autonomy** (i.e. permitted to initiate actions, perform initial evaluations, and develop and implement rehabilitation plans with the **clinical instructor in the same room/field where he/she can see and hear the student**, but not necessarily looking over the student’s shoulder). This level of supervision positions students to learn maximally at all times while still allowing for timely feedback and prompt correction of improper behaviors/techniques. **Direct Supervision still encourages independent actions, positioning those students to develop “real world” critical thinking abilities, and does not infer that all student actions should be prompted or directed.**”

- a. The ratio of students assigned to an ACI or CI must not exceed an 8:1 ratio.

Refer to Academic ATEP Policies and Procedures for further information regarding specific athletic training student responsibilities, etc. See link under www.mckendree.edu/athletictraining

J. Accessing ATEP Academic Manual – See link under www.mckendree.edu/athletictraining

K. Library Access – www.mckendree.edu/library and www.mckendree.edu/library/Athletic_Training.htm

L. Student Engagement

We want to create autonomous learning through student responsibility and engagement. Clinical Instructors and Supervisors are encouraged to use a “Push, Pull and Balance” method to achieve this end.

“Push” – Instructor or Supervisor lead activity, the student is passive.

“Pull” – Student lead activity, Instructor or Supervisor is passive and student is active.

“Balance” – create an atmosphere where each student is comfortable as well as expected to achieve highest level of autonomous learning.

Phrase questions and develop activities that require each student at every level of the clinical experience to work at all levels of Bloom’s Taxonomy.

BLOOM’S TAXONOMY

- 1. KNOWLEDGE** – who, what, why, when, how, where, choose, find, match, define, label, show, which, spell, list, name, tell, recall, select, omit.
- 2. COMPREHENSION** – compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify.
- 3. APPLICATION** – apply, build, choose, construct, develop, interview, make use of, organize, plan, experiment with, select, solve, utilize, model, identify.
- 4. ANALYSIS** – analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion.
- 5. SYNTHESIS** - build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change.
- 6. EVALUATION** – award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct.

A FEW WORDS ABOUT UNIVERSITY TEACHING

For those beginning to teach at the University level or who have been away from the classroom for a while, a few tips about University teaching may be helpful.

1. **Follow the basic rules of good speech while making your presentations in class.** Organize your thoughts into a written or at least a mental outline. Speak clearly and not too rapidly. Use the blackboard and/or overhead projector appropriately. Maintain good eye contact with the class. Use appropriate humor. Summarize.
2. **Vary your classroom activities and mode of presentation.** This is especially important with one-month intensive courses, where the individual session can get very long and tedious if there is not sufficient variety. Use guest speakers if you have the opportunity. Call on students to make presentations. Alternate between lecture and discussion within the same class hour. Vary the seating arrangement to suit different modes of presentation. Introduce simulation exercises and other high-involvement activities at every opportunity.
3. **Respect your students.** This is essential for effective teaching and may be demonstrated in many ways.
 - a. **Show interest in their experiences.** Research has shown that the most successful teachers are those who are genuinely interested in students as people as well as students. You will find that many have work obligations and experiences in addition to their students. These experiences affect their understanding of what you are trying to teach, and can sometimes provide examples to illustrated points and as a means to bring lessons home with greater impact.
 - b. **Let students know that you expect their best effort.** Research suggests that, in general, students are more strongly motivated by higher expectations. At the same time, avoid overestimating the students' abilities.
 - c. **Don't assume that students know the basics of your discipline.** This is especially important in relation to terminology and vocabulary. Stress key terms and explain how they are used.
 - d. **Take time with students' questions and written work.** Give quizzes, exams, and assignments which invite comment when you grade them. Include words of encouragement wherever you can. When criticism is required, be objective. When a student does a particularly good paper or homework exercise, use it (with the author's permission, of course) as an example for other students in the class.

- e. **Encourage students to ask questions during class.** Questions give some indication of how well the class comprehends the material and provide an opportunity for clarification and elaboration. When a student asks a question, reward him or her with a smile, a thoughtful expression, a “good question” comments, and an invitation to other students to add their own questions and comments. Involving students in the class can contribute significantly to the overall effectiveness of your presentation.
 - f. **Make your expectations clear.** Discuss your syllabus at the first class meeting to ensure that each student is aware of and understands course policies and procedures. It is especially important to emphasize your criteria for grading.
 - g. **Keep your promises, implicit and explicit.** Do not change your expectations once you have made them known to students. In the rare case that a syllabus revision is necessary, present it in writing to each student. Meet each class for the scheduled time. Avoid major digressions from course objectives. Evaluate students’ work objectively and return graded materials in a timely manner.
 - h. **Be sensitive to students’ tender spots.** If there are subjects that may make students uncomfortable, be certain those subjects are essential parts of your course before you bring them up. Remember, too, that some students are offended by what they regard as bad language; many may have chosen to attend a church-related University such as McKendree partly because they expect, at such a University, not to be offended in this way. Try to respect these preferences of students, with only such exceptions as are required in order to convey the material you are teaching.
 - i. **At all costs, avoid humiliating students.** It is never acceptable practice to insult or humiliate a student, either in private or in front of other students. Remember that students often have a lofty perception of your expertise and authority, and that even the gentlest criticism, if delivered in public, may be experienced as a deep personal embarrassment. Tread very carefully with students’ feelings.
 - j. **Take time to prepare for your classes.** Never “wing it”. Do not make the mistake of assuming that anecdotes from your professional experience can substitute for the teaching of important concepts. Your students will see through that every time.
4. Do not hesitate to seek help if problems arise related to your teaching. This handbook is largely devoted to letting you know the resources that are available. Full-time faculty colleagues are often willing to make suggestions or visit your classes as observers. Contact your division chair or the Associate Dean.

VII. General Employment Policies and Information

Human Resources Policy

The purpose of these policies is to provide for equitable treatment of each employee. Such policy shall be consistent with the following principles:

1. McKendree University will make all decisions regarding recruitment, hiring, promotion, compensation, and all other terms and conditions of employment without discrimination on grounds of race, color, creed or religion, sex, national origin, age, handicap, status as a Vietnam Era veteran or any other factor which cannot lawfully be the basis for an employment decision.
2. Recruitment, selection, and advancement of employees will be determined on the basis of their ability, knowledge, and skills, including open competition of qualified applicants for initial appointments.
3. The University will attempt to establish competitive rates of payment consistent with the principle of comparable pay for comparable work.
4. When possible, workshops and training opportunities will be provided to assure high quality performance.
5. Employees will be retained on the basis of adequacy of performance. Inadequate performance will be corrected if possible. Employees whose inadequate performance cannot be corrected may be separated from the institution.
6. Part-time faculty are designated as associate or senior associate, according to their length of service. The senior associate title is intended to recognize the contributions of long-term associated faculty. A senior associate faculty member has taught a minimum of 30 credit hours at McKendree University prior to the current contract.
7. Associate faculty are contracted to teach a specific course. As a result, they are not eligible to vote in faculty governance procedures nor are they eligible for the rights and privileges entitled to full-time faculty. They are encouraged to attend faculty meetings to better understand issues affecting the faculty and University.
8. Full-time faculty should refer to the full-time faculty manual regarding academic load contract and the full faculty handbook regarding rights and privileges.

This policy allows the employment concurrently of more than one member of a family. However, no administrator should supervise a member of his or her immediate family.

Employment Process

A person seeking employment as an associate faculty member in a particular discipline must submit a detailed resume to the Chairperson of the appropriate academic division. The candidate must usually possess a Master's Degree in the field; the University will seek persons with doctorates whenever possible. After the Chairperson, colleagues and Associate Dean have reviewed a resume; they may invite the candidate for an interview. If the University hires the candidate, he or she must submit the following to the Office of the Academic Affairs.

1. a current resume, including phone numbers where the faculty member may be reached
2. official transcript of undergraduate (where appropriate) and graduate degrees
3. personnel papers identified by the university

These materials will be placed in the employee's personnel file and retained as part of a permanent personnel record system.

A person seeking full time faculty employment should refer to the qualifications and stipulations provided in the full faculty manual.

Employment Verification

It is the responsibility of the instructor to fill out and return an Employment Eligibility Verification (I-9) form, Illinois withholding form, W-2 and W-4 forms as required by law. These forms are available in the Human Resources Office, Wildy Hall.

Part-Time Employee Definition

Part-time work is defined as being employed for less than a normal work week and work year. Any employee who works less than 20 hours a work week is defined as part-time. All associate faculty, i.e., all faculty whose services are contracted for on a course-by-course basis, are considered part-time employees regardless of teaching load carried. Part-time employees are eligible only for the fringe benefits of certain holidays, Social Security Workman's Compensation and Unemployment Insurance Compensation.

Social Security

Each employee, except those who are exempt by law, pays social security tax at the current rate set by the Federal Government. The University matches the employee's contribution and this combined amount is deposited with the Department of Internal Revenue and the Social Security Administration.

Worker's Compensation

Workers' Compensation Insurance covers all employees. The full premium for this

coverage is paid by the University. Medical and hospital expenses for job-related injuries or illnesses are paid by the insurance company in accordance with the schedule of coverage listed in the Workers' Compensation policy. They may also be covered by sick leave as well as by Workers' Compensation Insurance. All procedures for reimbursement to the University are subject to the provisions of the Workers' Compensation Act, as amended.

A job related injury or illness must be reported immediately, and an accident/incident report completed. Delayed reporting could prevent the incident from being classified as work related and the injured/ill individual would be responsible for payment of medical expenses. Therefore, employees must report the injury or illness to their Supervisor, Department Head, or Public Safety prior to leaving the campus or center. Questions should be directed to the Director of Human Resources.

General Policies and Procedures

Anti-Harassment Policy

McKendree University is committed to providing a workplace that is free from all forms of discrimination, including unlawful harassment. Any employee behavior that constitutes harassment is a form of misconduct which may result in disciplinary action up to and including discharge.

The University has a policy of zero tolerance for:

- Sexual harassment

- Harassment based on sex, race, color, religion, age, national origin, disability, sexual orientation, pregnancy status, veteran status or any other protected status

- Retaliation against anyone for making a good-faith complaint of such harassment or for cooperating in agency investigations of such complaints

This Policy protects:

- All University employees

- All students, independent contractors, customers, clients, vendors and other visitors

Inappropriate Behavior

Harassment in this Policy means unwelcome verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her sex, race, color, religion, age, national origin, disability, sexual orientation, pregnancy status, veteran status or any other protected status. The following is a list of examples of conduct that

the University considers to be inappropriate behavior that may constitute harassment. This list is not intended to be all-inclusive.

- Abusive, offensive, or unwelcome sexual conversation, innuendo, jokes, or teasing
- Unwelcome sexual flirtation, advances, propositions or demands for sexual favors
- Sexually offensive, insulting, or suggestive gestures, leering, sounds, or comments
- Unwanted physical contact including touching, petting, kissing, hugging, pinching or brushing against another person
- Continuing to ask someone for dates or to meet after work, after the person has made it clear that she or he does not want to go
- Sexual oriented entertainment in the workplace, at University functions, or at meetings organized by the University, where attendance consists predominately of University employees
- Sending sexually graphic material through the University's e-mail system or other electronic devices (e.g., voice mail, text pages, radios, etc.), or using University computers for viewing such material
- Using slurs, derogatory or demeaning terms or telling jokes or stories which are derogatory toward members of a particular protected group, whether or not members of that group are present
- Displaying writings, cartoons, photographs or other derogatory, explicit, suggestive or insulting items based on a particular protected group or which are sexually suggestive
- Sabotaging, damaging, or interfering with the work of anyone because of her or his membership a particular protected group
- Threatening or intimidating anyone because of her or his membership in a particular protected group

This Policy applies to conduct in the workplace or off-site, which has the effect of interfering with an individual's work performance, or which creates an intimidating, hostile, or offensive working environment. Such harassment or retaliation violates the University's Policy:

- Regardless of whether it is committed by an employee, independent contractor, customer, client, vendor, or other visitor to the University
- Regardless of whether the harassment or retaliation violates or does not violate federal, state or local law

Violation of this Policy will result in corrective action, up to and including discharge.
Complaint Procedure

The University has implemented a complaint procedure designed to encourage any employee, student, independent contractor, customer, client, vendor, or other visitor to the University to report any instance of harassment or retaliation that violates this Policy. If you believe that you are being harassed or retaliated against in violation of this Policy, or if you observe someone else being subjected to such conduct, report this conduct immediately to management. You should report such a violation to any of the following: your supervisor, your department head, your Department Chair, or the Director of Human Resources.

Any supervisor or member of management who becomes aware of potential violations of this policy is required to contact Human Resources immediately.

Retaliation Prohibited

The University prohibits retaliatory actions against an individual that are motivated by the individual's good-faith complaint of harassment or by the individual's assistance or cooperation in an investigation of a complaint by someone else. The following are examples of actions that constitute prohibited retaliation:

- Discharge, demotion or other discipline of the individual
- Unfavorable changes in the individual's work assignment, workload or other terms of employment
- Talking negatively about that individual to others
- Sabotaging, damaging or interfering with the individual's work
- Ostracizing or excluding the individual or subjecting him or her to hostile treatment within the work group

Retaliation in violation of this Policy is treated equally seriously as harassment, and will result in corrective action up to and including discharge.

All reports of inappropriate conduct will be promptly and thoroughly investigated, and the University will act to ensure that any improper conduct ceases immediately and corrective action is taken to prevent a recurrence. Any employee who violates this Policy will be subject to the full range of corrective action, up to and including discharge.

All complaints of harassment or retaliation will be treated as confidentially as possible. No individual will suffer adverse employment consequences as a result of making a good faith complaint or taking part in the investigation of a complaint. An individual who knowingly alleges a false claim against another will be subject to the full range of corrective action, up to and including discharge.

Car/Van Rental

Do not elect additional insurance when renting vans or other vehicles. The University is

fully covered through our own insurance and any additional insurance would be duplicate coverage, resulting in unnecessary expenses. If the rental agency indicates a requirement for the additional insurance, sign for the insurance and report the requirement to the Direct of Human Resources.

Computing and Technology Policies

McKendree University offers computing and networking resources to students, faculty, and staff for many different purposes. These resources, networked for the benefit of the entire campus community, are continually updated and maintained to ensure that the University is able to fulfill its mission for teaching, research, and service to the students and the community at large. Computing resources at McKendree are limited, and the manner in which individual users access those resources can impact the work of other McKendree users and users throughout the world because our campus network is linked via the internet to other networks worldwide. Every campus user must acknowledge his or her responsibilities and obligations regarding proper computer use and behavior.

Because of the rapid evolution of computing and information networks, the University reserves the right to modify the text of these policies, by approval of the Technology Advisory Committee, the Faculty Affairs Council, and the general faculty. While users will be kept apprised of any changes, it is the user's responsibility to remain aware of current regulations.

Common sense is a good guide to what constitutes appropriate behavior and use of computers and networks. You should respect the privacy of others and use computing resources in a manner that is consistent with the instructional and research objectives of McKendree University.

University responsibilities. McKendree University owns most of the equipment and all internal computer networks used on the campus. The University also has various rights to the software and information contained on, developed on, or licensed for these equipment and networks. The University has the responsibility to administer, protect, and monitor this aggregation of equipment, software, and networks.

The purposes of the Technology Advisory Committee (TAC), specifically; the Information Technology Department (IT), specifically; and McKendree University, generally, are to:

1. Establish and support reasonable standards of security for electronic information that community members produce, use, or distribute, and protect the privacy and accuracy of administrative information that the University maintains. TAC will adjudicate any formal complaints that might arise with regard to these matters, using input from IT and the Provost's office.
2. Protect University equipment, networks, and information from destruction, tampering, and unauthorized inspection and use.

3. Provide information technology resources to support activities connected with instruction, research, and administration.
4. Delineate the limits of privacy that can be expected in the use of networked computer resources and preserve freedom of expression over this medium without countenancing abusive or unlawful activities.
5. Ensure that University computer systems do not lose important information because of hardware, software, or administrative failures or breakdowns. To achieve this objective, duly authorized individuals hired by the University to function as systems or technical managers may occasionally need to examine the contents of particular files to diagnose or solve problems.
6. Communicate University policies and individuals' responsibilities systematically and regularly in a variety of formats to all parts of the University community.
7. Monitor policies and propose changes in policy as events or technology warrant.
8. Manage computing resources so that members of the University community benefit equitably from their use. To achieve this objective, duly authorized individuals hired by the University to function as systems or technical administrators may, in conjunction with the TAC, occasionally need to restrict inequitable computer use, including shared systems or the network. For example, the University reserves the right to restrict users from using any program that is unduly resource-intensive. TAC will adjudicate any formal complaints resulting from interpretations of these restrictions in all areas of IT/academic overlap.
9. Enforce policies by restricting access in cases of serious violations. For example, in appropriate circumstances, duly authorized individuals hired by the University to function as systems or technical administrators may, in conjunction with the TAC, find it necessary to lock a user's account. In such circumstances, if there is not a resolution within 24 hours, the systems administrator or the user should refer the matter to the appropriate official for follow-up and resolution. (See section on sanctions for more details.) TAC will adjudicate any formal complaints resulting from interpretations of these restrictions in all areas of IT/academic overlap.

Academic Computing Use policies will be developed collaboratively by the Department of Information Technology and the Technology Advisory Committee.

Individual responsibilities. McKendree University supports networked information resources to further its mission of research and to foster a community of shared inquiry.

All members of the University community must be cognizant of the rules and conventions that make these resources secure and efficient. It is the responsibility of each member of the University community to:

1. Respect the right of others to be free from harassment or intimidation to the same extent that this right is recognized in the use of other media or communications.
2. Respect copyright and other intellectual property rights. Unauthorized copying of files, information, or passwords belonging to others or to the University may constitute plagiarism or theft. Modifying files without authorization (including altering information, introducing computer viruses, Trojan horses, or worms, or damaging files) is unethical, may be illegal, and may lead to sanctions.
3. Maintain secure passwords. Users should establish appropriate passwords in the first instance, change them occasionally, and not share them with others.
4. Use resources effectively. Accept limitations or restrictions on computing resources – such as storage space, time limits, or amount of resources consumed – when asked to do so by systems administrators.
5. Recognize the limitations of privacy afforded by electronic services. Users have a right to expect that only those to whom permission is given will see what they create, store, and send. Users must know, however, that the security of electronic files on shared systems and networks is not inviolable – most people respect the security and privacy protocols, but a determined person can breach them. Users must also note that, as part of their responsibilities, systems or technical managers may occasionally need to diagnose or solve problems by examining the contents of particular files.
6. Learn to use software and information files correctly. Users should maintain and archive backup copies of important work. Users are responsible for backing up their own files. They should not assume that files on shared machines are backed up. If users choose to participate in a backup service, they should become familiar with the schedules and procedures of that service. They should also learn to use properly the features for securing or sharing access to their files.
7. Abide by security restrictions on all systems and information to which access is permitted. Users should not attempt to evade, disable, or “crack” passwords or other security provisions; these activities threaten the work of others and are grounds for immediate suspension or termination of privileges and possible additional sanctions.

McKendree University extends these principles and guidelines to systems outside the University and that are accessed via the University's facilities. Network or computing providers outside McKendree University may also impose their own conditions for appropriate use, for which users at this University are responsible for following.

Sanctions. Individuals or groups who act in a manner contrary to existing policy and accepted social standards for computer use are subject to the sanctions and disciplinary measures normally applied to misconduct or lawbreaking. Established University channels handle computing policy violations. In the first instance, the appropriate computing administrators will address such matters. Whenever it becomes necessary to enforce University rules or policies, a duly authorized administrator hired by the University to function as systems or technical administrator may, in conjunction with the TAC, prohibit network connections by certain computers (even departmental/divisional and personal ones); require adequate identification of computers and users on the network; undertake audits of software or information on shared systems where connected to the network; or deny access to equipment, the network, and institutional software and databases. TAC will adjudicate any formal complaints that may arise and make recommendations to the appropriate University divisions (i.e. the faculty, IT, and the administration). The University's legal counsel will aid in understanding possible violation of rights and individuals.

If the infringement is not settled in discussion with the computing administrator, a matter involving students will be referred to the Dean of Students; a matter involving faculty will be referred to the division chair and/or the Provost; and a matter involving staff will be referred to the immediate supervisor, the manager of the unit, or the Director of Human Resources. TAC and the University's counsel will adjudicate formal complaints. In addition, certain kinds of abuse may entail civil or criminal action as well.

Software Packages. The McKendree University Information Technology (IT) Department has a Microsoft Campus Agreement for faculty with an established office computer on campus. Faculty may purchase deeply discounted software from I.T. or 3rd party vendors. Please see Amy in the IT Department for additional information.

Check Out Procedures for Laptops, Projectors and Voting Cards. Faculty wishing to check out laptops, projectors, wireless presenters and/or voting cards must notify Amy in Information Technology, several days notice is required to reserve any of these items. All faculty must sign a release form indicating the items that they have received and the expected date of return.

A limited number of laptops is also available for check out from the Holman Library Circulation Desk. Faculty must show a faculty ID and indicate the length of time the laptop will be needed.

Dining and Kitchen Facilities

Employees may secure meals at Ames Dining Hall or 1828 for a nominal charge. Soft drink machines are located throughout campus. Soda machines are located throughout the campus.

Microwave ovens are available in Clark Hall lounge, Carnegie Hall lounge, and the kitchens in upper and lower Piper Academic Center. Refrigerators are also available in the Piper kitchens and on Clark Hall first floor.

Disabilities

McKendree University does not discriminate on the basis of disability in recruitment, employment, or any other activity or program as specified by federal and state laws and regulations.

The University attempts to make reasonable accommodations to permit an employee to be able to perform the essential job functions and to permit an employee with a disability the opportunity to enjoy the benefits and privileges of employment, including access to non-work areas that are equal to those afforded other employees. Applicants and employees are encouraged to notify the Director of Human Resources if a reasonable accommodation is required for him or her to complete the hiring process or to perform the essential functions of his or her job.

Students with disabilities are encouraged to speak to the Director of the Academic Support Center for information regarding accommodation.

Drug-Free Workplace Policy

Purpose and Goal

McKendree University is committed to protecting the safety, health and well being of all employees and other individuals in our environment. We recognize that alcohol abuse and drug use pose a significant threat to our goals. We have established a drug-free workplace program that balances our respect for individual privacy with the need to maintain an alcohol and drug-free working environment.

This policy recognizes that employee involvement with alcohol and other drugs can be very disruptive, adversely affect the quality of work and performance of employees, pose serious health risks to users and others, and have a negative impact on productivity and morale.

Covered Workers

Any individual who conducts business for the organization, is applying for a position or is conducting business on the organization's property is covered by our drug-free

workplace policy. Our policy includes, but is not limited to full-time employees, part-time employees, and Student workers.

Applicability

Our drug-free workplace policy is intended to apply whenever anyone is representing or conducting business for the University. Therefore, this policy applies while on University property.

Prohibited Behavior

It is a violation of our drug-free workplace policy to use, possess, sell, trade, and/or offer for sale alcohol, illegal drugs or intoxicants while or prior to conducting business for or acting as a representative of McKendree University and/or while on University property.

Consequences

If an applicant violates the drug-free workplace policy, the offer of employment can be withdrawn. The applicant may not reapply.

If an employee violates the policy, he or she will be subject to discipline up to and including termination of employment.

Assistance

McKendree University recognizes that alcohol and drug abuse and addiction are treatable illnesses. We also realize that early intervention and support improve the success of rehabilitation. To support our employees, we encourage employees to seek help if they are concerned that they or their family members may have a drug and/or alcohol problem.

Treatment for alcoholism and/or other drug use disorders may be covered by the employee benefit plan. However, the ultimate financial responsibility for recommended treatment belongs to the employee.

Confidentiality

All information received by the organization through the drug-free workplace program will be treated as confidentially as possible.

Shared Responsibility

A safe and productive drug-free workplace is achieved through cooperation and shared responsibility. All employees are required to monitor their own behavior and their work environment to insure that a safe, drug-free work environment exists. This includes not reporting to work or being subject to duty while their ability to perform job duties is impaired due to on- or off-duty use of alcohol or other drugs.

Searches and Testing

McKendree University reserves the right to search company and employee property with or without reasonable suspicion of alcohol or drug use to insure that a drug-free workplace is being maintained. McKendree University also reserves the right to require employees to undergo drug or alcohol testing where reasonable suspicion exists that an employee may have engaged in the use of such substances.

Emergency Response Plan

To review an on-line copy of the McKendree University Emergency Response Plan, **go to the M Drive, open the McKCommon folder, open the Operations folder, open the Emergency Response Plan Folder, and then click on the Emergency Response Plan document.**

Facilities Reservation

Some McKendree Facilities may be reserved for meetings, dinners, etc. Please note that there is a facility charge for organizations outside of the institution to utilize the space. For more information, please contact the Director of Operations for more information. **The Event Registration forms may be obtained on-line on the computer network, from the M Drive, from the McKCommon folder; open the Operations folder, then open the Event Registration Form folder, and click on the Event Registration Forms Folder or To access the Hett Event Sheet, open the Hett Center Folder in the McK Common folder on the M Drive. To reserve a classroom for student activities (such as a student club) or a class, contact Anna Gray, Student Records Specialist in the Office of Academic Records at extension 6817.**

Holidays

All departments of the University will be closed and employees excused, except in emergencies and for necessary operations during the following holidays:

New Year's Day
Good Friday
Memorial Day

Independence Day
Labor Day
Thanksgiving Day
(and the day after)

Christmas Day

If one of the above holidays falls on Saturday, the preceding Friday shall be so recognized; if it falls on Sunday, the following Monday will be honored. Additional administrative days off may be granted at the discretion of the President.

Identification Card

All employees other than temporary employees must secure an identification card, at no charge, by inquiring at the Public Safety Office. The identification card should be carried when on campus. The identification card is required to be turned in to the Public Safety Office when employment is terminated.

Keys

Key control is absolutely essential if the University is to maintain the level of safety required to protect our personnel, students, equipment, and supplies. Expanded procedures regarding key issue and control are maintained in the Human Resources Office.

1. To obtain a key, the employee must submit to the Office of Human Resources a Maintenance Work Order or email to hr@mckendree.edu identifying employee, building, specific key(s), and approval by the Department Head or Chair.
2. The Office of Human Resources reviews the Work Order/email and forwards same to the Maintenance Supervisor.
3. Requested key(s) will be cut by the locksmith and delivered to the Office of Human Resources for control and subsequent distribution/issue. The key should be available for pickup in the Human Resources Office within two days.
4. An employee who has lost a key is responsible for replacement cost.

When employment is terminated or when possession of the key(s) is no longer necessary, the key(s) must be returned to the Office of Human Resources. All University property, including keys as well as other equipment must be returned to University control before the employee's final check shall be issued.

Public Safety shall be contacted to gain access to locked buildings and classrooms. Contact Public Safety at 537-6911 or 618-792-3500.

Lost and Found

All articles found on campus should be turned into the Public Safety Office except for University office/building keys which should be turned into the Office of Human Resources. The Public Safety Office will retain the articles for six (6) months, at which time the items will be referred to the Director of Operations for disposal.

Cancelling a Class

If cancelling a class is unavoidable, the instructor should notify the appropriate division secretary who will post a sign on the classroom door to notify the students of the cancellation of class. If you are able to e-mail this cancellation information, send the e-mail to both faculty secretaries: Linda Gordon (lgordon@mckendree.edu) and Valerie Morkisz (vjmorkisz@mckendree.edu) as well as the Assistant to the Provost, Marsha Goddard (mrgoddard@mckendree.edu). If e-mailing is not possible, then call your designated faculty secretary (in Piper at 537-6807, in Carnegie at 537-6808, or in the Nursing Division at 537-6437). If you cannot reach your designated faculty secretary, call the other faculty secretary or the Assistant to the Provost at 537-6810 until you reach one of them in person. Do not simply leave a voice message; the secretary may not be on campus either.

Full-Time faculty only: If you plan to attend a conference or will miss class for a period of time for personal reasons, you must complete the Faculty Request to be Absent Form, which may be found on the **M Drive in the McK Common folder**. **Once there, open the Provost folder, and then the Faculty Forms**

Mileage Reimbursement

Reimbursement to the employee who uses his/her own personal car on university business will be at rate set by the administration. If a faculty member is teaching at a location other than their home teaching facility, the mileage from the individual faculty member's home to the primary teaching location should be deducted from the actual miles traveled if the travel occurs when the faculty member would have traveled to teach at the Lebanon campus were the class offered there. In situations where the mileage from their home to the teaching location is less, the lesser amount will be reimbursed. In situations such as when the faculty travels during evening or weekend hours to evaluate student presentations at different community settings, the faculty member will be reimbursed for the entire amount of travel. **The travel reimbursement form may be found on the M Drive. Open the McKCommon folder, and then the Associate Dean folder to find this form. Reimbursement Guidelines folder.**

Health Services

The University nurse, when on duty, will provide first aid support for all McKendree students and employees. The nurse is on duty from 8:00 a.m. to 5:00 p.m., Monday through Friday, except during the summer months. During normal duty hours the nurse can be contacted at 537-6503; **after hours for emergencies contact the Public Safety Office at 537-6911 or call 911 for outside assistance.**

Payday

Direct deposit of pay is mandatory. Pay statements/advices for each employee may be obtained on-line through WebAdvisor.

Purchasing

As an educational institution, the University is considered a non-profit organization and is exempt from paying federal excise and state sales taxes. Purchasing for private use violates that exemption and it is not permitted. Purchase orders must be completed and returned to supervisor. **The Purchase Order form may be obtained on-line on the M Drive in the McK Common Folder, within the Admin and Finance folder. Then open the Administration and Finance folder to find the Reimbursement Guidelines folder.**

Parking Areas and Permits

Employees are to use parking areas as assigned by the Public Safety Office. Parking permits are available at no cost and are issued at the Public Safety Office. Persons desiring parking permits must present their driver's license, proof of insurance, and the license number of the vehicle they wish to register. Individuals with a short-term disability should contact the Public Safety Office to arrange any special parking requirements. Scott AFB Center associate faculty will coordinate base access through the McKendree at Scott office. If a Scott class is held on campus, parking arrangements must be coordinated with the McKendree at Scott office.

Solicitation

In order to protect the campus community from any form of solicitation, raffle, charity drive, etc., all solicitation of a commercial nature or personal flyers, leaflets, emails, and other types of advertisements, which are generally sent to employees through mass distribution, will not be distributed by the Mail Room without the approval of the Director of Human Resources or the Director of Operations. The Vice President for Institutional Advancement must be consulted if contemplating solicitation for donations of any type.

On-The-Job-Injuries

Any job-related injury or illness, no matter how small, is to be reported immediately to the Supervisor. In turn, the Supervisor will immediately notify the Director of Human Resources. Formal reports must reach the Director of Human Resources **within two days** of occurrence to ensure compliance with the reporting requirements of OSHA and insurance authorities.

Temporary and/or Emergency University Close-Downs

This policy sets forth the compensation practice for certain University close-downs. Such closedowns shall be only as declared by the Board of Trustees and/or President of the University and shall include declared days of mourning and days set aside to honor a specified person or event. The policy is applicable to unique one-time closedowns, which are generally not more than one day.

With the possibility of inclement weather, the campus community will be notified in the morning between 6:00 a.m. and 8:00 a.m. as to how the University will function. One of the following messages will be reported on:

KTVI-TV	Channel 2
KMOV-TV	Channel 4
KSDK-TV	Channel 5
KMOX-Radio	1120 AM

- University Closed (only essential personnel report)
- Snow Schedule (classes cancelled; staff report at 10:00 a.m.)
- Classes Cancelled (staff report normal schedule)

If an employee chooses not to come to work because of weather conditions, the time absent from work is either leave without pay or vacation time.

This policy excludes close-downs or reduction in work force related to University vacation periods, energy or resource shortages, or other conditions beyond the University's control. Such closedowns or reductions in work force shall be considered temporary or permanent layoffs, as appropriate.

Travel and Business Expense Reimbursement

The University shall reimburse all employees for reasonable out-of-pocket expenses incurred while traveling on authorized University assignment or while engaged in authorized University business. The nature and amount of expenses may vary according to the objectives of the employee's assignment, the surrounding circumstances of the assignment, the employee's position and the employee's responsibilities within the University. The University is not on a per diem program for reimbursable expenses. It is expected that employees will take full advantage of all commercial discounts, wherever possible.

The policy covers travel and ordinary living expenses incurred while away from the normal duty location. Also, reimbursable expenses are expenses incurred near the University which are not part of normal living costs (e.g., authorized lunches/dinners with employment candidates).

An expense report form, identifying the authorized expenses, must be completed by the employee and submitted with receipts and documentation to Accounts Payable through the employee's immediate Supervisor and Department Head within 3 work days of the time the expenses were actually incurred. Failure to submit claims within 30 days following the date when expenses are incurred will result in denial of the claim.

Cash advances are to be approved only when a material need is established. A check request form for a temporary cash advance must be submitted through and approved by the employee's immediate Supervisor and appropriate Vice President. Cash advances shall also be settled within 3 work days of the time the expenses are actually incurred. The Cash Advance, Travel/Cash Advance, and the Cash Advance Return Voucher/Check Request form may be found on-line on the M Drive in the McK Common Folder, within the Admin and Finance folder. Then open the Administration and Finance folder to find the Reimbursement Guidelines folder.

Only those expenses directly related to University business will be reimbursed. Original receipts and invoices submitted with the expense report should be itemized and state clearly the specific details, including, the service performed or the individual(s) entertained. Generic receipts (receipts which cannot be identified as authentic because the establishment name is not printed or stamped legibly) are not acceptable. Failure to submit supporting documentation will delay payment and may result in non-payment of the expense. Alcoholic beverages are generally not considered to be a reimbursable expense.

To conform to University and IRS policy, entertainment expenses require the following documentation: Place and type of entertainment provided; names and titles of individual(s) entertained; business purpose of entertainment; and all related (itemized) receipts.

Under normal circumstances, University policy is not to reimburse for entertainment or meal expenses where only University employees are involved.

The following categories cover the most common reimbursable expenditures when incurred for authorized University business. However, the list is not intended to be all-inclusive: Lodging, meals, transportation (air, auto rental, and rail), tolls and parking, telephone and fax service, gratuities (generally not more than 15%), and private vehicles.

Employees using their personal vehicles while on University business will be reimbursed at the per-mile rate set by the administration, when this use is approved by senior management. Daily miles traveled must be logged to ensure compliance with IRS directives and University policy. Gasoline is only reimbursed when using rental cars or University vehicles. **Note: For faculty only**—If the faculty member is teaching at a location other than their home teaching facility, the mileage from the individual faculty member's home to the primary teaching location should be deducted from the actual miles traveled if the travel occurs when the faculty member would have traveled to teach at the Lebanon campus were the class offered there. In situations where the mileage from

their home to the teaching location is less, the lesser amount will be reimbursed. In situations such as when the faculty travels during evening or weekend hours to evaluate student presentations at different community settings, the faculty member will be reimbursed for the entire amount of travel.

Questions relating to compensation for business, business travel or advance authorization for expenses should be directed to the Director of Human Resources.

Use of University Properties

The unauthorized loaning of University equipment to staff members and outside personnel is strictly prohibited. The unauthorized loaning/use of University properties is cause for dismissal even for the first offense.

Vehicle Policy

The University maintains a fleet of vehicles to support collegiate activities. Vehicles are not provided for personal use, or rented to off-campus agencies or persons. A minimum of four passengers is required for van usage. The Director of Operations is the program administrator with the Chief of Public Safety providing back-up.

Van trips are limited to an area within a 100 mile radius of the institution. Exceptions to this guideline must be approved by the departmental Vice President.

McKendree University also maintains a fleet of work vehicles for the Physical Plant and Operations departments.

Students, faculty, and staff must be certified by the Director of Operations in order to drive University vehicles. Certification includes:

- (1) Must be 21 years of age.
- (2) Providing a copy of a current, valid driver's license.
- (3) A successful report from the Illinois Department of Motor Vehicles.
- (4) Successful completion of an appropriate van driving certification and an interactive training video program administered by the Director of Operations or a designated representative.

Files are maintained by the Operations department regarding student certifications. These certifications are active and in effect until a student graduates or otherwise severs connection with the University. Drivers may not operate a vehicle if prescription drugs are being used and warn of drowsiness or impaired performance. Additionally, individuals driving a vehicle must be 21 years of age. License revocation by the State of Illinois, or any other state, will render persons ineligible to drive University vehicles.

Van availability may be checked by calling the Operations Coordinator at ext. 6457. If the Operations Coordinator is not available, contact the Public Safety office. A fully

completed van reservation form must be forwarded to the Operations Coordinator at least 10 working days in advance of trip listing the vehicle driver. Only the drivers certified are authorized to drive the vehicle. If two or more requests are turned in for the same trip, each one must list the intended driver.

Vans are picked up at the physical plant building on Monroe Street and returned to the same location. If the physical plant is closed, vans are procured by calling the Public Safety Department at 6911 or 325-1818. A drop slot is located in the front door of the physical plant building for after-hours return of van keys and van forms (with mileage recorded). **The Vehicle Request form may be obtained on-line on the M Drive, in the McK Common folder, in the Operations folder, in the Vehicle Request Form folder.**

User Responsibilities:

- (1) Seat belts must be worn by all occupants without exception.
- (2) The driver must maintain order among passengers so that he/she may devote full concentration to operating the vehicle.
- (3) The driver must ensure that trash is picked up and properly disposed of, and that any spills are cleaned up promptly to avoid setting of the stain.
- (4) All spills and any damage to the vans, interior or exterior must be reported upon return of the van.
- (5) All maintenance problems (engine knocking, brakes, steering, etc.) must be reported to the Director of Operations as soon as the van is returned to the University.
- (6) Smoking or the use of any tobacco product is prohibited inside the vans and alcohol and non-prescription drug use are strictly forbidden.
- (7) The driver of the vehicle assumes responsibility for all fines resulting from traffic violations.

Emergency Situations:

Vehicle Disabled:

In the event that the van becomes disabled or in any way not drivable, the driver should park in secure location, or take the van to nearest auto repair facility, and call Public Safety at 325-1818 to report and receive further instructions. The driver shall procure other means of transportation and keep receipts when renting any vehicle.

Accidents:

In the event of an accident, the following steps must be taken;

- (1) Determine injuries to passengers and seek medical assistance, if necessary,

- at once.
- (2) If another vehicle is involved, exchange insurance and license information (in glove compartment) with the other driver. **Do not comment on fault. Do not leave the scene of the accident until the proper local authorities have cleared you to do so.**
 - (3) If van is not drivable, call Public Safety at (618) 325-1818 to inform University of situation and location of vehicle, and to receive further instructions.
 - (4) Procure other means of transportation (rent van--keep receipt).
 - (5) Driver should write down details of the accident as soon as possible, being as specific as possible, and submit the report to the Director of Operations of the University upon return. Our insurance company demands immediate reporting of the accident.

University departments will be charged a per mile mileage charge to cover gas, maintenance, depreciation, insurance, etc. These charges will change (increase) from time to time to reflect increases in these costs to the University. The campus community will be notified by the Vice President for Administration and Finance when these increases occur. If a user needs to purchase gas/oil in the course of the trip, reimbursement will occur via departmental channels upon presentation of all receipts. Fluid levels should be checked each time the vehicle requires gasoline.

At all times, it is expected that the driver and passengers will ensure a positive image of McKendree University regarding rules of the road, and courtesy to other drivers.

Student Right to Privacy (FERPA)

1. What is FERPA?

The *Family Educational Rights and Privacy Act*, also known as the *Buckley Amendment*, gives students 3 basic rights:

- ◇ The right to inspect and review education records.
- ◇ The right to seek to amend education records.
- ◇ The right to have some control over the disclosure of information from education records.

All educational institutions (elementary, secondary and post-secondary) that receive federal funds must comply with FERPA. This includes McKendree University.

2. Who is protected under FERPA?

Students who are currently enrolled or formerly enrolled regardless of their age or parental dependency status are protected under FERPA. FERPA does not apply to deceased students or persons who have applied but have not attended.

3. What are Education Records?

Education records are all records that:

- ◇ Contain information directly related to a student; and
- ◇ Are maintained by McKendree or an authorized party.

Education records include any records in the possession of an employee that are shared with or accessible to another individual and may be:

- ◇ a document in the Academic Records office
- ◇ a computer printout in your office
- ◇ a class list on your desktop
- ◇ a computer display screen
- ◇ notes you have taken during an advisement session

“Record” means any information maintained in any way, including handwriting (handwritten notes), computer media (including sent e-mails), print, video or audio tape, film, microfilm and microfiche

FERPA does not dictate how long records must be maintained. Various campus offices have record retention policies. We are only required to keep records as defined in the retention policies. However, a record cannot be destroyed if a request to review and inspect the record is pending.

4. What is not included in an Educational Record?

Exceptions to “education records” include:

- ◇ Sole possession records or private notes held by educational personnel which are not accessible or released to other personnel. NOTE: It is not a sole possession record if it is placed in an academic advising folder, which may be transferred to a new advisor at some point.
- ◇ Records created and maintained by a law enforcement unit for a law enforcement purpose.
- ◇ Employment records, unless employment is contingent upon attendance.
- ◇ Medical records made and maintained in connection with treatment and disclosed only to individuals providing treatment.
- ◇ Records that only contain information about an individual after he or she is no longer a student at that institution (i.e. alumni records).

5. What is directory information?

Directory information is generally not considered to be harmful or an invasion of privacy if disclosed. Directory information at McKendree is defined as the following:

- ◇ Name
- ◇ Address (local and home)
- ◇ Telephone Number (local and home)
- ◇ E-mail address
- ◇ Date and place of birth
- ◇ Major field of study

- ◇ Dates of attendance (term dates only, *not* whether or not a student actually attended class)
- ◇ Degrees and awards received
- ◇ Most recent educational institution attended
- ◇ Participation in activities and sports
- ◇ Weight and height of members of athletic teams.

Students must be notified annually of what constitutes directory information. Students may, if they desire, request that directory information not be released.

Students can “opt out” of the release of directory information by completing the form available in the Office of Academic Records within the first two weeks of an academic term. This request will be valid for the remainder of the academic year (fall through summer). Students must file this request annually.

If a student “opts out” of directory information, no information will be released. That means their name won’t be provided for any special mailings, their name will not appear on Dean’s/President’s listing (if eligible), and information will not be forwarded to the National Student Loan Clearinghouse (automatic enrollment verifications). This could result in the student’s missing out on important opportunities and may create additional paperwork if enrollment verifications are requirement for any purpose (loans, health insurance, etc.).

Students are encouraged to consider the “opt out” option very carefully. If an inquiry is received for a student who has directory information hold, we will inform the requestor that “*No information is available on that person.*”

6. What about Parents?

Once a student enrolls in a post-secondary educational institution, the rights under FERPA transfer from the parent to the student (regardless of the student’s age). If a parent wishes to view and inspect (or even discuss) their child’s education record, one of the following must occur (and be documented):

- ◇ The student has provided *written consent* to allow the parent to view and inspect their education record.
- ◇ The student is a dependent (as defined by the IRS). The parent must provide a copy of the latest year’s tax return showing the student as a dependent (all financial data may be marked out).

Copies of the above *must* be forwarded to the Office of Academic Records.

7. Who may have access to student information?

The student and any outside party who has the student’s written consent

- ◇ School officials who have a “legitimate educational interest”

- ◇ Parents of a dependent student as defined by the Internal Revenue Code. Parents of students termed “dependent” for income tax purposes may have access to the student’s educational records. A copy of the parents’ most recent Federal Income Tax form, indicating that the parents declared the student as a dependent, must be submitted to the Office of Academic Records to document dependency.
- ◇ A person in response to a lawfully issued subpoena or court order. A reasonable attempt to notify the student must be made prior to complying with the subpoena or order.

8. *What is a School Official?*

- ◇ A person employed by McKendree in an administrative, supervisory, academic, research, or support staff position
- ◇ A person elected to the Board of Trustees
- ◇ A person employed by or under contract to McKendree to perform a special task, such as an attorney or auditor

9. *What is “Legitimate Educational Interest?”*

A school official has a legitimate educational interest if the official is:

- ◇ performing a task that is specified in his or her position description or by a contract agreement
- ◇ performing a task related to a student’s education
- ◇ performing a task related to the discipline of a student
- ◇ providing a service or benefit relating to the student or student’s family, such as advising, job placement, financial aid, or housing assistance

10. *When is the student’s consent not required to disclose information?*

The exceptions:

- ◇ to school officials with a legitimate educational interest
- ◇ to certain federal, state, and local authorities in connection with an audit or evaluation of state or federally supported educational programs
- ◇ to anyone providing financial aid to the student
- ◇ to agents acting on behalf of McKendree (clearinghouses, degree/enrollment verifiers)
- ◇ to organizations conducting studies on behalf of McKendree
- ◇ to accrediting organizations
- ◇ to parents of a dependent (provided supporting documentation is on file in the Office of Academic Records)
- ◇ to parents/legal guardians when their children under age 21 have violated the alcohol or drug policies of McKendree
- ◇ to comply with a judicial order or subpoena
- ◇ to appropriate parties in a health or safety emergency
- ◇ to the student

- ◇ results of disciplinary hearings to an alleged victim of a crime of violence or non-forcible sex offense
- ◇ to the Immigration and Naturalization Service for purposes of the Student Exchange Visitor Information System
- ◇ to military recruiters who request “Student Recruiting Information.” Student recruiting information is defined as name, address, telephone listing, age, level of education, and major.
- ◇ to the Internal Revenue Service in compliance with the Taxpayer Relief Act
- ◇ to the Department of Veterans Affairs

11. Can I post grades outside my office door?

The public posting of grades either by the student’s name, social security number or other personal identifiers without the student’s written permission is a violation of FERPA. This includes the posting of grades to a class website and applies to any public posting of grades for students taking distance education courses.

Instructors and others who post grades should use a system that ensures that FERPA requirements are met. This can be accomplished either by obtaining the student’s written permission or by using code words or randomly assigned numbers that only the instructor and individual student should know.

Notification of grades via a postcard violates a student’s privacy rights.

Notification of grades via e-mail is not recommended. There is minimal guarantee of confidentiality on e-mail. The institution would be held responsible if an unauthorized third party gained access, in any manner, to a student’s educational record through any electronic transmission method.

12. What can I include in a letter of recommendation?

Statements made by a person making a recommendation that are made from that person’s personal observation or knowledge does not require a written release from the student.

However, if personally identifiable information obtained from a student’s educational record is included in the letter of recommendation (grades, GPA, etc.), the writer is required to obtain a signed release from the student which (1) specifies the records that may be disclosed, (2) states the purpose of the disclosure, and (3) identifies the party or class of parties to whom the disclosure can be made.

If this letter is kept on file by the person writing the recommendation, it would be part of the student’s education record and the student has the right to read it unless he or she has waived that right to access.

Sample letter of recommendation release –

I give permission to Prof. Smith to write a letter of recommendation to:

Allstate Insurance
324 Wilkins Drive
Atlanta, GA 33011

Prof Smith has my permission to include my GPA and grades. I waive (or do not waive) my right to review a copy of this letter at any time in the future.

Signature/Date

13. Special “DON’TS” for Faculty

To avoid violations of FERPA rules, DO NOT:

- ◇ at any time use the entire Social Security Number of a student in a public posting of grades
- ◇ ever link the name of a student with that student's social security number in any public manner
- ◇ leave graded tests in a stack for students to pick up by sorting through the papers of all students
- ◇ circulate a printed class list with student name and social security number or grades as an attendance roster
- ◇ discuss the progress of any student with anyone other than the student (including parents) without the consent of the student
- ◇ provide anyone with lists of students enrolled in your classes for any commercial purpose
- ◇ provide anyone with student schedules or assist anyone other than university employees in finding a student on campus

When in doubt, err on the side of caution and do not release student educational information. Contact the Office of Academic Records for guidance.

Academic Support Services

Holman Library – http://www.mckendree.edu/academics/library_infor_svcs.aspx
(618)537-6950

The facilities of Holman Library are available to all employees and dependents with the understanding that the guidelines and procedures established by the Library for such use are followed. The library is an obvious resource for the instructional program. In addition to books, periodicals, and reference materials, the library provides a variety of audio-visual equipment such as slide projectors, overhead projectors, tape recorders, film projectors, and VCR's. These may be checked out or used in the library audio-visual room (reservation required). Proper identification is required for checkout. Facilities for small-scale copying (10 copy limit) are available in the library through the departmental sign-out book at the main desk. (Requests for larger numbers of copies should be made through the campus communications center in Eisenmayer Hall. To request new materials for the library, contact a staff person at the library.

Library hours for Fall/Spring Semesters are as follows:

Monday – Thursday	8:00 a.m. – 10:00 p.m.
Friday	8:00 a.m. – 5:00 p.m.
Saturday	Noon – 5:00 p.m.
Sunday	2:00 p.m. – 10:00 p.m.

Hours may vary during interim, holidays, summer and emergencies. Please call 537-6950 to confirm the schedule.

Instructional Media Services

Most classrooms or classroom floors at McKendree University are equipped with VCR/DVD player, data projector and have network and Internet access. If the room you are assigned is not properly equipped for your instructional media needs, or if you have special needs in this area, contact the Director of Instructional Media at 537-6822 during regular hours.

Technology – Blackboard Course Management

Information on Blackboard may be accessed at www.support.mckendree.edu. You will be assigned a blackboard account by the Director of Instructional Media so you may develop a course website for your students. This is a particularly effective way of maintaining contact with students during your off-campus hours, though the website also has on-line grade-book, discussion board, quiz and survey builder, and various other features that can be helpful as classroom supplements. For more information, contact the Director of Instructional Media at 537-6822.

McKendree Academic Support Center

The McKendree Academic Support Center, located in Clark Hall 302, offers assistance to all students in organizing written work, improving skills in reading and study methods, and reviewing mathematics. Free tutoring in all subjects is also available through the center. Information may be obtained by calling the Coordinator of the McKendree Academic Center at 537-6850.

Writing Center

The Writing Resource Center, located in Clark Hall 201, offers students assistance with all aspects of the writing process and research and documentation. The Center also offers in-class seminars for instructors and supports faculty who are teaching courses designated as Writing Intensive (W). Current hours are listed on the webpage at http://www.mckendree.edu/writing_center or call 537-6858 for more information.

Early Alert Program

The Early Alert Program was established to help identify and assist students who might be experiencing academic problems. The program is designed to interact with the student when poor academic behaviors are initially exhibited in class. Faculty members initiate the process by contacting the program coordinator, who then provides follow-up with the student outside of class. For more information, please contact the Early Alert Program Coordinator at 537-6548.

Career Services

The Career Services Office, located in Clark Hall 104, provides a variety of services to acquaint students with career options. Individual career counseling, interest and career assessment and career exploration workshops offer students the opportunity to examine possible majors and careers. The staff also offers assistance with resume preparation, job search correspondence, and interview skills. Information regarding graduate school admission is also available. The Director of Career Services may be contacted at 537-6806.

Counseling Services

Psychological counseling services are available to students in Clark Hall LL02. Students may contact the Director of Health Services, 537-6503, to make an appointment with one of the counselors or contact the counselors directly. Dr. Robert Clipper is available for appointments on Tuesdays and Thursdays, from 9:00 a.m. – 4:00 p.m., and may be reached at 537-6502. Ms. Amy Champion is available on Wednesdays and Fridays, from 9:00 a.m. – 4:00 p.m., and may be reached at 537-6416.

IX. Academic Policies and Information

Academic Honesty

As a campus of scholars and learners, McKendree University promotes the highest standards of academic integrity for all members of the community—students, faculty, and staff. Specifically, students may not **plagiarize**: they may not appropriate the words (verbal or written), ideas, music, computer code, test answers, research, or any other work of any other person in any work submitted to McKendree University for informal or formal evaluation without full, complete, and proper citation. Plagiarism includes direct quotation, summary, or paraphrasing without full acknowledgement of the source of those words, ideas, and concepts. Plagiarism can occur with intent, and it can take place inadvertently; it is academic dishonesty regardless, and McKendree University does not tolerate such behaviors. Furthermore, students may not **cheat** on tests nor **submit the same assignment** for different classes; students **may not submit the work of another student** as their own. That is, students may not copy papers, test, exam, or quiz answers; they may not provide a substitute test-taker; they may not change already evaluated work for re-evaluation; they may not use “cheat sheets” or other unauthorized test, exam, or quiz grades. When those standards are violated by students, the University has in place serious consequences.

Consequences for academic dishonesty:

1. When a faculty member suspects or learns of an instance of academic dishonesty on the part of a student, the faculty member may take any of the following steps at the discretion of the faculty member:
 - A. The faculty member may allow the student to resubmit the assignment, or re-take the exam, test, or quiz for full credit.
 - B. The faculty member may reduce the grade earned by the student for the specific assignment by whatever factor the faculty member deems appropriate.
 - C. The faculty member may fail the student on the particular assignment.
 - D. The faculty member may reduce the grade earned by the student for the course itself.
 - E. The faculty member may fail the student for the course itself.
2. In addition to the academic consequences outlined as I., A-E, the faculty member may elect to bring the student in front of the Faculty Academic Integrity Committee (FAIC), consisting of three full-time faculty members and the Provost of the University. The faculty member will present to the FAIC all available evidence of serious or repeated plagiarism on the part of the student; the student will have the opportunity to explain, disprove, and otherwise answer charges of academic dishonesty. The FAIC, after thorough discussion, may impose any of the following sanctions on the student:

- A. The student will receive a disciplinary letter from the Provost, warning the student that continued academic dishonesty will not be tolerated by this University.
- B. Administrative removal from the class, with an automatic and irreversible “F” for the class. The student will not be permitted to take the class again and the student’s transcript will indicate that the “F” is the result of an internal judicial process demonstrating academic dishonesty.
- C. Suspension of the student from the University for at least one full academic semester following the adjudication of the student as academically dishonest.
- D. Expulsion of the student from the University.

The Provost of the University will retain all files relating to faculty discussions of possible student academic dishonesty for a period of at least five years following the student’s graduation or dismissal from the University.

Where is form located?

Class Meeting Times

All classes must meet at least 50 minutes per credit hour per class meeting. Three (3) credit hour courses offered at Scott Air Force Base are scheduled for 210 minutes each evening. It is required that each class will be held for at least 120 minutes each evening. This allows up to 40 minutes for breaks. Classes should not be dismissed early.

Class Attendance

Instructors must take roll for each class meeting. Students voluntarily absenting themselves from class meetings assume responsibility for sanctions imposed by the instructor. Each instructor has the responsibility of making clear to students in writing what the attendance policy will be in each course. Unless otherwise stated, three hours of unapproved absence are the maximum allowable without academic penalty. University sanctioned events are considered excused.

The Syllabus

A syllabus is required for each class. The syllabus should contain the following:

Title

Professor

Semester, Year and Time

Office Hours, Office Location, Phone and Email

Course Description:

Course Pre-requisites (if applicable)

Required Textbooks:

Recommended Textbooks:

Library Resources:

Course Objectives: (cognitive, psychomotor and behavioral if applicable)

- Connection to Academic Major and/or Institutional Requirements

Grading Scale and Criteria (Example):

The student's final grade will be based on the cumulative total number of points from each of the following evaluation techniques:

Evaluation Type	Number	Points Each	Total
-----------------	--------	-------------	-------

Grading Scale:

Course Content Narrative (should include all activities and requirements for completion of course)

- Quizzes
- Written Exams
- Final Exam
- Written Papers
- Presentations (individual and/or group)
- Discussion/class participation
- Academic Integrity Policy – See Conduct Statement last page of syllabus
- Make up Work
- Class Attendance
- ADA Policy: The department of _____ conforms to the disability policies of McKendree University. A student requiring assistance with the technical portions of the course should contact the Instructor or the Academic Support Center.

Course Outline (Daily or weekly format)

Changes in a syllabus after the course has begun should not be made except when justified by unexpected circumstances. In that case, changes should be made only with sufficient notice to the class and without prejudice to the standing of any student.

In addition to providing copies of the syllabus to each student, the instructor must provide a copy to the Associate Dean of the University and to the appropriate division chairperson. In addition, for Scott classes, it is expected that the syllabus will be provided to the McKendree at Scott office by the 15th of the preceding month. The office

will then provide a copy to students as they register and also to the Dean of the University and the appropriate division chairperson.

Appendix A VITA FORM A-1

Faculty/Staff Vitae Form

(Do not exceed 2 pages on any individual)

Name	Last	First	Middle	Credentials

Current Employer	
Employer's Address	
Employment Position	
Position within Athletic Training Program	
Academic Rank	

Education (begin with most recent education and include <u>all</u> professional education leading to a degree <u>or</u> professional credential)				
Institution	Location	Degree	Year	Field of study

BOC Certification Number <i>(*Attach a copy of current NATABOC card <u>or</u> CEU completion letter)</i>	Year of BOC Certification
State Credential Type(s) <small>(e.g. AT/L, RN, MD or indicate not applicable in your state) (Provide information on all state credentials)</small>	State Credential Number(s)
Type:	Number:
Type:	Number:

* ACI Training (date of most recent training)	*NATA Membership Number

(* If applicable)

Workload (percentage of time spent in each category)	% Time	Credits
Teaching		
Research		
Supervision of Athletic Training Students		
Service		
Academic Administration		
Non-academic Administration		
Athlete/Patient Care		
Other Activities (Graduate students should place % time as a student here)		
TOTALS	100%	

Are you currently on either a paid or unpaid overload for your ATEP responsibilities? ("X" one selection) ___ NO ___ YES	Are you compensated for your ATEP overload responsibilities? ("X" one selection) NO YES NA
--	---

Professional Experience: List in reverse chronological order (most recent first) Athletic Training and related employment experience for the past five years only.

Appendix B
 MCKENDREE UNIVERSITY ATHLETIC TRAINING CLINICAL INSTRUCTOR EVALUATION FORM

STUDENT EVALUATION OF CLINICAL INSTRUCTOR

CLINICAL INSTRUCTOR'S NAME _____ DATE _____

To all Athletic Training Students:

Each student is provided with the opportunity to evaluate each clinical instructor that he/she has worked with during each semester. Please **DO NOT** sign your name.

DIRECTIONS: Circle the appropriate letter from the scale below for each of the following items listed in section A. Circle only the items listed that you have personally observed. Section B provides the opportunity to comment on any problem areas that the instructor might need improvement in. Section C provides the opportunity for any additional comments that you desire to elaborate on. **If a score of a 3 or below is provided please provide specific comments in Sections B and C to help the instructor improve and/or correct the issues present.**

EVALUATION SCALE:

5	Excellent	4	Good	3	Fair
2	Poor	1	Completely Deficient	0	Not observed

During this semester's clinical, the instructor demonstrated the following:

I. Legal and Ethical Behavior

- | | | | | | | | |
|----|--------------------------------|---|---|---|---|---|---|
| 1. | Abides by NATA Code of Ethics | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Abides by BOC CEU Requirements | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Abides by State Regulations | 5 | 4 | 3 | 2 | 1 | 0 |

II. Communication Skills

- | | | | | | | | |
|----|-------------------------|---|---|---|---|---|---|
| 1. | Oral expression | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Voice (non-threatening) | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Grammar | 5 | 4 | 3 | 2 | 1 | 0 |

III. Interpersonal Skills

- | | | | | | | | |
|----|--|---|---|---|---|---|---|
| 1. | Enthusiasm | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Friendly | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Honest | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Approachable | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Relates well regardless of gender, race, ethnicity, personality and level of knowledge | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | Listens effectively | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Provides opportunities for students to ask questions | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | Shows concern for student progress | 5 | 4 | 3 | 2 | 1 | 0 |

IV. Supervisory Skills

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| 1. | Feedback | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Accessibility | | | | | | |
| | a. direct supervision | 5 | 4 | 3 | 2 | 1 | 0 |
| | b. outside clinical | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Balance (feedback vs. fostering student autonomy) | 5 | 4 | 3 | 2 | 1 | 0 |

4. Promotes confidence 5 4 3 2 1 0

V. Instructional Skills

1. Well prepared 5 4 3 2 1 0
2. Encourages respect for student's knowledge 5 4 3 2 1 0
3. Encourages collaboration 5 4 3 2 1 0
4. Provides opportunities for critical reflection 5 4 3 2 1 0
5. Uses different instructional strategies (problem solving, case studies, etc.) 5 4 3 2 1 0

VI. Evaluation and Assessment

1. Provides constructive feedback (frequent and objective) 5 4 3 2 1 0
2. Completes evaluations timely 5 4 3 2 1 0

VII. Clinical Competence

1. Appropriate clinical competence 5 4 3 2 1 0
2. Appropriate role of the athletic trainer as part of the total health care team 5 4 3 2 1 0

VIII. Administrative Skills

1. Manages time well 5 4 3 2 1 0
2. Ability to delegate or juggle tasks 5 4 3 2 1 0

IX. Professional Development

1. CEU involvement 5 4 3 2 1 0
2. Assist students in understanding professional responsibility within the field 5 4 3 2 1 0

(B) PROBLEM AREAS:

(C) ADDITIONAL COMMENTS:

Appendix C

Course _____ Instructor _____

Semester _____ Year _____

STUDENT EVALUATION OF INSTRUCTOR

Student opinion is solicited as one of several components in the evaluation of faculty performance in determining contract renewal, promotion, and tenure. Thoughtful student reaction will be appreciated. Please DO NOT sign your name.

Rate your INSTRUCTOR in Part I and the COURSE in Part II. Write the letter that most nearly expresses your view of each item to the right of each numbered question.

PLEASE ANSWER THE FOLLOWING QUESTIONS USING THE FOLLOWING SCALE:

A. Excellent B. Good C. Average D. Below Average E. Unsatisfactory

I. The instructor:

- 1. was well prepared for class _____
- 2. knew the subject matter thoroughly _____
- 3. explained the course content in a clear manner _____
- 4. clearly explained course objectives and requirements _____
- 5. achieved the specified course objectives _____
- 6. gave examinations which reflected what was taught _____
- 7. provided opportunities for students to ask questions _____
- 8. was enthusiastic about the subject _____
- 9. promoted interesting discussions _____
- 10. was intellectually stimulating _____
- 11. used fair grading procedures _____
- 12. was concerned about student progress _____
- 13. was available to students outside of class _____
- 14. established an atmosphere of freedom where the students could ask questions, disagree and express ideas _____
- 15. should receive an overall rating of _____

PLEASE EVALUATE THE FOLLOWING QUESTIONS USING THE FOLLOWING SCALE:

- A. Strongly Agree B. Agree C. Undecided D. Disagree**
E. Strongly Disagree

II. Student Evaluation of Course:

16. This course was very interesting. _____
17. This course was well-organized. _____
18. This course stimulated independent thought. _____
19. Assignments were appropriate for course objectives. _____
20. The textbook(s) used was (were) helpful. _____
21. This course increased my appreciation for the subject. _____
22. The amount of required work was appropriate. _____
23. This course helped me develop skills in expressing myself orally and in writing. _____
24. The examinations covered the course material well. _____
25. This course was a good learning experience. _____

1. What did you like most about the course?

2. What did you like least about the course?

3. If you could change anything about the course, what would you change?

Appendix D – Clinical Performance Evaluations
MCKENDREE UNIVERSITY ATHLETIC TRAINING EDUCATION PROGRAM
STUDENT PERFORMANCE EVALUATION - ATH 250A – 136 POINTS

Student's Name _____ Clinical Supervisor _____ Date _____

8 Week Review ___ 12 Week Review ___ Final Evaluation ___ Setting _____

EVALUATION SCALE:

- 4 Student achieves skills at 90% or better (performs skill without intervention)
- 3 Student achieves skills at 80-89% (performs skill with occasional intervention)
- 2 Student achieves skills at 70-79% (has knowledge base but performs skill with direction)
- 1 Student achieves skills at 60-69% (knowledge base incomplete needs constant intervention)
- 0 Student achieves skills at 0-60% (unable to perform skill)

****REMINDER:** It is the student's responsibility to complete all N/As that appear on the 8and/or 12 week evaluation. Failure to complete all N/As will result in maximum point deduction for each item.

SECTION A: SKILLS AND ABILITIES (88) Circle appropriate number

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | Applies departmental and institutional policies and procedures (OSHA guidelines, etc.) | 4 | 3 | 2 | 1 | 0 |
| 2. | Taping techniques for lower extremity | 4 | 3 | 2 | 1 | 0 |
| 3. | Performs appropriate first-aid procedures | 4 | 3 | 2 | 1 | 0 |
| 4. | Knowledge and use of athletic training room supplies | 4 | 3 | 2 | 1 | 0 |
| 5. | Knowledge of surface anatomy (LE) | 4 | 3 | 2 | 1 | 0 |
| 6. | Recognition/evaluation of injuries (LE) | 4 | 3 | 2 | 1 | 0 |
| 7. | Communication | | | | | |
| | a. Oral expression | | | | | |
| | 1. Athletes | 4 | 3 | 2 | 1 | 0 |
| | 2. Coaches | 4 | 3 | 2 | 1 | 0 |
| | 3. Clinical supervisor | 4 | 3 | 2 | 1 | 0 |
| | b. Voice (tone even and non-threatening) | 4 | 3 | 2 | 1 | 0 |
| | c. Grammar | 4 | 3 | 2 | 1 | 0 |
| 8. | Rehabilitation skills | | | | | |
| | a. Demonstrates ability to access Exercise Pro | 4 | 3 | 2 | 1 | 0 |
| 9. | Treatment techniques/follow-up care | | | | | |
| | a. Performs appropriate acute care | 4 | 3 | 2 | 1 | 0 |
| | b. Includes modalities, exercises and bracing (if appropriate) | 4 | 3 | 2 | 1 | 0 |
| 10. | Therapeutic modalities | | | | | |
| | a. Demonstrates ability to select appropriate modalities based on healing stage of injury | 4 | 3 | 2 | 1 | 0 |
| | b. Demonstrates proper parameter settings | 4 | 3 | 2 | 1 | 0 |
| 11. | Records and treatment (daily basis) | | | | | |
| | a. Treatment log up to date | 4 | 3 | 2 | 1 | 0 |
| | b. Coaches and clinical supervisor informed of new injuries and/or injury updates | 4 | 3 | 2 | 1 | 0 |
| 12. | Equipment fitting (shoes, lower extremity padding) | 4 | 3 | 2 | 1 | 0 |
| 13. | Able to handle mock emergency situation (EAP and triage) | 4 | 3 | 2 | 1 | 0 |
| 14. | Evaluation skills | | | | | |
| | a. Subjective | 4 | 3 | 2 | 1 | 0 |
| | b. Objective | 4 | 3 | 2 | 1 | 0 |

