Moody Bible Institute
Distance Learning Faculty Handbook

Toward Excellence in Distance Education

This handbook covers policies and procedures for instructing Moody Bible Institute Distance Learning (MBI-DL) courses as well as the roles and responsibilities to meet faculty standards of performance in each area of the distance learning environment. This version of the handbook supersedes all previous iterations which are considered null and void hereafter.
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About Us
Moody Bible Institute has been offering Bible education at a distance for over 125 years. Though many changes have occurred in that time one truth remains; God’s Word is the center of our activity. We continue to train and equip students to be speakers and multipliers of the truth of God and his Saving Grace by aligning with the Moody Global Ministries Mission which aims to “Richly equip every person in God’s Word to impact the world for Christ. At Moody Bible Institute Distance Learning we take this calling seriously and ask God to give us the time, talent, and energy to reach a standard of excellence that glorifies His name. We have asked God to bring us instructors who would be committed to this mission and, now that you are here, we continue to pray that your time and talent will be fully utilized to fulfill God’s purposes for you and for the students you encounter.

We do this so every person is richly equipped with God’s Word to impact the world for Christ.

MBI-DL Vision
We envision our students changing the world for Christ one community at a time.

MBI-DL Purpose
Start a revolution in biblical higher education (Become a catalyst for the transformation of biblical higher education)

As an academic entity within Moody Education, MBI-DL exists to determine new ways of delivering a bible college education to non-residential audiences via online and extension sites. Online has often been identified as a disruptive innovation within higher education. We at MBI-DL; however, believe that online can only be truly disruptive if the philosophies, practices, and strategies necessary to educate non-residential students change as well. MBI-DL desires to be a catalyst for moving in new directions within the biblical higher education arena.

MBI-DL Mission
Equipping our students to be adaptable change-agents for the gospel in their world.

MBI-DL Values
1. Design- MBI-DL is committed to creating spaces in which individuals and groups can perform at the highest levels possible.

2. Empowerment- MBI-DL endeavors to ensure that individuals are given the freedom, resources, guidance, and responsibility to complete the work that God has called them to do.
3. **Influence**- MBI-DL desires to do more than deliver top-notch biblical education...we want to drive the conversation, demonstrate new possibilities, and create compelling systems and programs that will change the way others think about biblical education in the twenty-first century and beyond.

**MBI-DL Behavioral Markers**

1. **Disciplined excellence**- MBI-DL leadership and staff recognize that the best ideas are the ones that have been implemented. As such, MBI-DL places a premium on performance management to develop people so they can more efficiently, effectively, and faithfully execute MBI-DL strategies and tactics. In addition, all MBI-DL leadership and staff believe they are accountable to one another to perform their respective roles with appropriate passion, attitude and excellence.

2. **Continuous improvement**- MBI-DL leadership and staff believe that the status quo is never good enough and that best practice is only a starting point. Programs, methods, processes, systems, etc., are continually evaluated to ensure that we are doing the best we possibly can to realize our vision with the resources that we have.

3. **Collaborative influence and constructive critique**- MBI-DL leadership and staff seek to work with other groups in a manner that inspires them to choose to help us accomplish our vision. Every member of the MBI-DL team desires to connect and collaborate with other departments to find the "win-win" scenarios that will benefit MBI-DL students and staff and Moody Education as a whole.

4. **Strategic flexibility and tenacity**- MBI-DL leadership and staff realize the pressures facing all employees with Moody Education and Moody Global Ministries and desire to assist in organizational efforts that align strategically with the vision, purpose, mission, values, and goals of MBI-DL. MBI-DL leadership and staff are committed to the MBI-DL vision and mission and tenaciously stay that course unless broader institutional strategies or realities demand otherwise.

5. **Creative forward-thinking**- MBI-DL leadership and staff are convinced that MBI-DL has no greater resource than the creativity and foresight of MBI-DL staff, faculty, and students. As such, MBI-DL consistently challenges staff, faculty, and students to challenge commonly held assumptions, question pre-determined norms, and to re-think the future in order to more fully participate in God’s work in and through the Church.
**About Our Courses**

Moody has been a forerunner in offering a variety of formats for education offered at a distance. With a desire to meet the needs of learners across the globe, we offer online, modular, extension site, and paper-based correspondence courses. You can learn more about each of these learning venues by visiting the “About” tab on the Moody website.

With the exception of paper-based independent study course, MBI-DL utilizes a digital platform to deliver course content and facilitate assignment submission, grades and communication for each of their courses. We are currently using the Blackboard 9.1 Learning Management System (LMS). The use of an LMS allows MBI-DL to maintain a consistent curriculum to our students and faculty across programs, venues, and locations. A consistent curriculum is important for accreditation and accountability to our stakeholders.

Instructors are encouraged to participate in Blackboard tutorials which are available at the following URL: [http://www.blackboard.com/quicktutorials/quicktutorials.htm](http://www.blackboard.com/quicktutorials/quicktutorials.htm).

For personalized instructions on how to use the LMS please contact ITS at ITS@moody.edu or 312-329-4067.

**Online Undergraduate Course Formats**

Currently, online undergraduate courses are instructed in two distinct formats, each with its own unique demands upon the instructor and student:

1) **Online 8-Week Courses**: Eight-week courses have been designed to quicken the pace of the student’s academic progress and better fit within their busy schedule. Generally the courses contain rigorous coursework requiring 15–20 hours of student work each week. Learning activities may include reading and viewing assignments, discussion boards, quizzes/exams, and various projects and writing assignments. In this format, the semester is split into two separate sessions; Session 1 and Session 2. There is generally a one week break between the sessions. An additional 8-week session is run during the early summer months, usually starting in mid-May. Information concerning the specific dates of semesters and sessions can be found at the Moody website under Academics and selecting the Academic Calendar link. Instructors conduct their courses by completing the tasks found in the Online Instructor’s Course Checklist found in Faculty Resources of the One-Stop-Shop and in compliance with the MBI-DL Adjunct Instructor job description and their teaching agreement.

2) **Online Self-Paced Courses**: Courses offered in the online self-paced format are 16-weeks in duration. These courses do not include discussion boards or due dates. The courses are conducted by completing the tasks found in the Self-Paced Instructors Course Checklist found in the One-Stop-Shop as well as complying with the MBI-DL Adjunct Instructor job description and their teaching agreement. Instructors in this venue are required to maintain records of their work hours and report this to MBI-DL for payment.

**Online Graduate Course Formats**
Graduate courses are also instructed in two formats depending on the credit hours assigned to a given course. Three- and four-credit hour courses are taught in either a 7-week or 10-week format depending on the degree program. Some graduate programs offered by MBI-DL utilize a cohort structure with students taking one course at a time with a community of learners moving in lock-step fashion through their programs.

**About Our Faculty**

Our instructors are an integral part of the Moody family and we aim to support, train, and professionally develop them knowing that a healthy and high-impact faculty body will result in a more positive student experience. In an effort to achieve this we have established a set of standards for faculty. *The MBI-DL Standards for Faculty* contribute to the goals, mission, and vision of Moody Bible Institute Distance Learning especially as pertains to engaging students and infusing them with a standard of excellence and enthusiasm to reach their highest God-given potential.

Our expectation is that instructors will work to grow in the following areas:

**MBI-DL Standards for Faculty**

1) **Knowledge of God**

   It is essential that faculty members have a cognitive and experiential knowledge of God. The spiritual life of MBI-DL instructors should include the regular practice of spiritual disciplines.

2) **Professional Behavior**

   a) *Professional Obligation*

   MBI-DL faculty members are required to adhere to the policies, standards, and theological positions of Moody Bible Institute as described in the Institute’s doctrinal statement, the contents of this handbook, and various other official documents of the Institute. Faculty will be evaluated according to their adherence to appropriate Institute policies and standards.

   b) *Professional Development*

   Faculty members are encouraged to actively pursue professional development activities on a continual basis. Such activities may include participation in MBI-DL faculty development activities, attendance at conferences, publication of scholarly research, or engagement with scholarly literature related to current theories and/or practices of teaching and learning, current biblical, theological, ministry oriented literature in the faculty member’s teaching field, or any other fields that will enhance the faculty member’s ability to facilitate student learning.

3) **Care of Learners**

   a) *Understanding Learners*
Faculty members are expected to take a personal interest in their students by:

i) Seeking to know each student individually.
ii) Recognizing that learners are fallen individuals who are in need of guidance and grace.

b) **Promotion of Spiritual Formation**

The spiritual formation of students is a stated goal of Moody Bible Institute and successful faculty consistently aid in the spiritual formation of their students by

i) Encouraging the development or reinforcement of spiritual disciplines including Bible reading, prayer and meditation, corporate worship, giving, and ministry service.
ii) Aiding students in the development of transformative strategies for reading Scripture and/or for thinking about various life scenarios.

c) **Fostering Engagement**

Student engagement is a critical element of student success. As faculty who are keenly interested in the success of students, an engaging classroom environment is evidenced by:

i) Taking steps to demonstrate the relevance of course content and making it interesting and meaningful to learners.
ii) Seeking to allow learners to participate in various levels of learning. Faculty will not seek to simply ‘provide instruction,’ but to ‘produce learning.’
iii) Encouraging learners to exhibit knowledge gained from prior educational and/or life experiences.
iv) Utilizing MBI-DL mechanisms to track, report, and mitigate student attrition.
v) Participating in classroom discussion areas in a meaningful way.

d) **Responding to Student Inquiry**

Faculty members are expected to respond to student inquiries within a reasonable time frame to facilitate smooth course operation and respect student efforts in managing their time. Specific areas include:

i) Email correspondence
ii) Course questions and inquiry section of Community Posts
iii) Queries posted in the grading feedback area

4) **Use of Appropriate Assessment**

Faculty members are expected to provide actionable assessment of learners by:

a) Providing timely actionable, critical, and constructive feedback on student work and participation. Using assessment within the teaching-learning continuum as the “final” moment of instruction whereby the student is given guidance concerning ways in which they may explore a particular topic further or integrate certain information into their life or ministry.

b) Encouraging and modeling self-critique, humility, and the willingness to accept correction.
c) Seeking to provide continuous assessment throughout the course through both formal and informal means.

d) With student’s sanctification in mind overly harsh assessments should be avoided as should those assessments that succumb to the sort of niceties which implicitly or explicitly affirm and promote those behaviors, patterns of thought, and/or affections that are not conducive to right living or right learning.

5) Knowledge of Subject Matter

a) Faculty will recognize and be able to articulate the difference between knowing God and knowing subject matter. Faculty will exhibit and understanding of this distinction in their teaching philosophy and treatment of students.

b) Faculty will have a strong grasp on the subject matter they are presenting and will be able to provide evidence of continuing education in their disciplinary field.

c) Faculty will understand and be able to express the way in which this subject matter fits into the broader academic curriculum.

d) Faculty will be capable of expressing their subject matter so that it is relevant within the cultural context represented by the students they are teaching.

6) Management of Classroom Environment

a) Faculty will strive to create and maintain an environment conducive to the movement of the Holy Spirit who illumines, convicts, and encourages men and women through the Word of God and the insightful, confrontational, and comforting speech of other believers in accordance with the Word of God.

b) Faculty will accept critique, encourage dialogue and well-constructed argumentation, admit appropriate personal and professional shortcomings, and practice the communicative virtues of charity, openness, honesty, sincerity, attentiveness, and love. Faculty will view themselves as leaders among equals.

c) Faculty will seek to glorify God by fostering the sanctification of learners through prayer, critique, encouragement, and/or rebuke.

d) Faculty will exhibit a genuine appreciation for students.

e) Faculty will demand that students treat one another with respect.

f) Faculty will engage students and urge them to take responsibility for their own work.

7) Familiarity With and Use of Diverse Instructional Methods

a) Faculty will commit to become more proficient in incorporating a variety of instructional resources by utilizing training materials and programs offered by MBI-DL or by engaging in professional development on their own. Instructional resources may include technology, texts, activities, field education, instructional techniques, etc.

b) Faculty will periodically engage in self-assessment in accordance with MBI-DL assessment policy and procedures.

c) Faculty will appropriately implement instructional techniques and resources in their courses.
About Our Students
The role of an instructor is one of great influence in the lives of Moody students. Instructors have the opportunity to impact students from a variety of life stages, ministry settings and parts of the world. MBI-DL students could be students who are currently on campus and augmenting their regular class schedule with an online course or may be truly distance students who have never visited a Moody campus. No matter where they come from, all of our students are expected be familiar with the Student Handbook. Faculty are also required to be familiar with the Student Handbook and orientation materials as well as the policies and procedures outlined therein. You may access them through the One-Stop-Shop or the following links:

Many of our students hold jobs, are engaged in ministry, and have families and households to maintain. Like you, they are balancing many responsibilities and are “time poor” struggling to manage very busy schedules; therefore, we strive to serve students in three primary areas:

1) Timely responses to course related inquiries
2) Returning graded assignments in a timely manner
3) Participating in discussion boards to provide guidance and insight

The role of the instructor in creating a predictable and smooth educational process cannot be overemphasized--students rely on the instructor to provide the communication necessary to be successful in the distance learning environment. A complete orientation and guidelines to meeting these needs is offered through a faculty orientation course offered to and required by all MBI-DL faculty. To learn more about the faculty orientation, contact MDLfaculty@moody.edu.

About Our Staff
The MBI-DL staff consists of full time staff members who work either on campus or remotely. These individuals work alongside part-time staff and student workers who bring amazing talent and service to Moody Bible Institute Distance Learning One-Stop-Shop.

The main phone number for MBI-DL is 312-329-2089.

This number is staffed from 8:00 AM to 6:00 PM Central Time, Monday through Friday.
Administrative Policies

Absences

Instructor Emergency Absences
If an instructor has an emergency that affects their involvement in an online course, they are to notify the Faculty Coordinator immediately and include information concerning the effect the emergency will have and intentions regarding completion of the course (i.e., will they be able to keep up with the course?). If a substitute instructor is required, MBI-DL will work to make the necessary arrangements for an MBI-DL approved and qualified instructor. If an instructor feels at any point they would not be able to finish their online course they are to notify the MBI-DL Faculty Coordinator immediately.

Absence without proper notification is considered breach of contract resulting in reduction of pay. In cases of extended faculty absences, an instructor may be replaced mid-term. Instructors who consistently neglect their students risk forfeiture of future teaching opportunities.

Instructor Scheduled Absences
We understand that absences from a course will happen from time to time. While we can make accommodations we require at least two (2) weeks’ notice for planned absences. If you will be absent from the course for any reason for more than three (3) days, you must contact the MBI-DL office (312-329-2089) to make arrangements for a substitute instructor or TA during your absence. Your pay will be prorated on a per diem basis during your absence.

Americans with Disabilities Act (ADA)
Moody Bible Institute Distance Learning works directly with the MBI’s ADA office to provide appropriate accommodations for students with disabilities. To facilitate this, an ADA statement is present in every MBI-DL course syllabus. Instructors who are approached by students about possible accommodations may direct students to the resources mentioned in this statement for further consideration by Moody’s ADA office (Gayla Gates (ggates@moody.edu or 312-329-2177)). When doing so, please make no guarantee of accommodation. Once the student contacts the ADA office, The Moody ADA office will determine the student’s eligibility and qualifying students will be issued an official Letter of Accommodation. The student is required to present this letter to each of their instructors for compliance. Please be aware, it is your obligation under ADA law and Moody policy to accept this letter and to comply with the determined accommodations. Any questions concerning this process or how to comply with ADA should be directed to Gayla Gates.

Failure on the student’s part to disclose a learning disability prior to or during a course does not obligate Moody to make accommodations prior to the verification and determination date.

Blackboard 9.1 – The Learning Management System
Moody Bible Institute Distance Learning uses the Blackboard 9.1 Learning Management System (LMS) to deliver content to students. The use of an LMS allows MBI-DL to maintain a consistent curriculum to our students and faculty across programs, venues, and locations. A consistent curriculum is important for
accreditation and accountability to our stakeholders. The content for your course is housed in a “shell” created each session from a “template” created by the MBI-DL Production department. Do not change, alter, or delete content in your course. Do not change any of the color schemes, wallpaper, or background designs; these have been established as a color-coded system for internal use. Making changes confuses students who have received specific instruction on how courses look for smooth navigation. If you would like to make recommendation for future changes or improvements to your course please communicate your recommendation through the One-Stop-Shop under the “Course Content Report” link.

Once you have received notification that your course has been duplicated and you have been enrolled complete your faculty checklist (found in the One-Stop-Shop) and thoroughly review your course. Notify MBI-DL immediately of any anomalies or needed support.

We encourage you to provide additional resources or information for students as you are teaching, but please do not add assignments or required work. Courses have been designed with a certain amount of work to do each week to comply with federal mandates for the amount of work to be done for credit. Students will normally submit assignments which will appear in the Grade Center where they can be graded and returned. You should return the graded assignments back to the students through the Grade Center. Exceptions to this are if a student has to submit work via email due to size or other issues.

First time or inexperienced instructors are encouraged to participate in Blackboard tutorials which are available in a number of places through a search of the web. The official tutorial library is located at the following URL: http://www.blackboard.com/quicktutorials/quicktutorials.htm

For personalized instructions on how to use the LMS please contact ITS at ITS@moody.edu or 312-329-4067.

Course Assignments and Teaching Agreements
The Faculty Coordinator runs enrollment reports throughout the enrollment period. In concert with student enrollment personnel decisions are made concerning the cancellation or running of courses as under enrolled. Instructors with low enrollment will be informed by the Faculty Coordinator before a class is schedule to start. In these instances the course will be cancelled and the contract cancellation clause will be implemented. Instructors that teach under-enrolled courses will be offered a pro-rated agreement based on the number of students enrolled.

Pro-rated agreements are calculated based on the number of students
as outlined in your teaching agreement.

We reserve the right to cancel classes for any reason and will provide as much notice as possible to instructors.

Teaching agreements are made available through the IOTA Faculty Data Management System (FDMS). An email will be sent to your Moody.edu email address prompting you to log into your IOTA account to accept your teaching agreement. The instructor secures the course as long as they reply within the time
frame given on the course offer email which is generally seven (7) days from the date the offer email was sent.

Once an agreement has been offered and accepted it is in the best interest of the instructor to fulfill the agreement. If you believe that you are no longer able to teach the course you have accepted, you must contact the Faculty Coordinator at MDLFaculty@moody.edu immediately. We understand that you are working adults with busy lives, but repeated failure to fulfill teaching contracts may result in your removal from the teaching pool.

**Online Courses.** Online courses are assigned on a session-by-session basis and are bound by a signed teaching agreement. Instructors will receive an email invitation from IOTA Solutions approximately six weeks prior to the start of the course. To accept this agreement instructors will follow the link provided in the email and electronically sign their agreements in the FDMS. Agreements are sent to the instructors Moody.edu email address.

**Extension Site and Modular Courses.** Extension Site and Modular Course assignments are administrated uniquely by each program director. Please contact your program director to learn the current process for course assignments. Online 8 –week and online self-paced courses are assigned instructors through the FDMS.

**Class Meetings, Cancellations and Emergencies**

**Extension Site Meeting and Dismissal**

Students in an in-seat class must meet for the duration of the entire block of time listed in Campus Solutions. Faculty members are not at liberty to change the room assignment or the date/time of class. Students who arrive more than 15 minutes late may find that they are unable to enter the building. Instructors may dismiss class early only in the case of increasingly inclement weather or other serious emergency and are required to make up any missed class time with extra assignments or meeting times.

**Campus Class Cancellations and Emergencies**

In the event of an emergency at the Chicago campus, the Institute has an emergency notification system (Moody Alert) that will send a text message or email to all students, staff, and faculty. This system is used in the event of class cancellation due to inclement weather or other emergency situations. Instructors are required to keep their cell phones visible and set to “silent” or “vibrate” mode during classes so that they can be notified in the event of a campus emergency.

**Extension Site Class Cancellations and Emergencies**

Extension site instructors are authorized to determine circumstances wherein class meetings are to be canceled due to safety reasons. Instructors are to notify the students through email and/or phone/text and then notify the MBI-DL Regional Classroom Administrator. The decision to cancel extension site classes due to inclement weather or instructor illness will be made through collaboration with the MBI-DL Regional Classroom Administrator. Weather closure decisions will be made by 6:00 AM for daytime classes and by 3:00 PM for evening classes (use local time zones).
The closure of a classroom means the loss of instructional time; therefore, it is necessary that the instructor implement alternative means to reclaim the lost instructional hours through an additional meeting time, development of alternate assignments or activities that can be delivered and completed within the course shell. Skype, Google Hangouts, or a recorded lecture or activity could be utilized as well. Attendance to make-up sessions is non-compulsory for students therefore no penalty to grade is to be applied if students cannot attend make-up sessions.)

**Instructor Protocol for Class Cancellation:**

1) Post an announcement in the Blackboard course shell and send a copy to all class members via the Blackboard email option. Indicate the method you will use for making up the class time.
2) Notify the Extension Site Administrator via phone and email.
3) Contact the facility liaison.
4) Post a notice of the closure at the facility

**Special Circumstances**

At times students are unable to attend class due to weather, road conditions, or other safety related incidents. The instructor has the authority to work with students on an individual basis to accommodate their safety.

The faculty member has the authority to shorten class meeting time in the event that weather intensifies during a class meeting period.

**In Class Emergencies**

In the event that a student or another faculty member experiences a health crisis during class, call 911 immediately. After emergency personnel have arrived and the situation has been stabilized, you must contact the Regional Classroom Administrator to advise them of the situation and await further instructions. In the event that a student or instructor is feeling threatened by another individual, or an individual has made threatening statements against a student or instructor, or an individual has demonstrated aggressive behavior, dial 911 immediately. After emergency personnel have arrived and the situation has been stabilized, you must contact the Regional Classroom Administrator to advise them of the situation and await further instructions.

**Dress Code**

On the occasions you interact face-to-face or in video with your students professional attire is required. Adherence to business casual is appropriate in most settings. Please refer to the [Employee Information Guide](#) for further details.
eMail
Your @Moody.edu email account is the official means of communication between MBI-DL and you. This is the address to which course offers, contracts, and other official business will be sent. As a MBI-DL faculty member you are required to keep constant contact with this venue in order to respond to student inquiries, MBI-DL administration, and other official business. It is possible to forward your Moody.edu account to a personal account. An instructional video to assist in this process is located [here](#).

FERPA
The Federal Educational Right to Privacy Act of 1974 (FERPA) was enacted to protect student privacy. For this reason you may not assume that it is appropriate to discuss matters related to a student’s enrollment or performance with anyone except the student or a University staff member. It is illegal to disclose to anyone--spouses, parents, employers, other students, etc., that a student is even enrolled at Moody. If someone inquires about a student, refer that individual to the MBI-DL Assistant Dean of Teaching and Learning.

Faculty Data Management System (FDMS)
The FDMS has been adopted to provide collection and reporting of various administrative data types. MBI-DL instructors will use this web-based software to keep their personal profile updated, receive teaching agreements, view the course evaluations, and various other faculty support functions. Instructors are encouraged to log onto the FDMS through [Moody.IOTA.cc](#) and visit the Faculty Resources tab to view instructional videos. Support for the FDMS can be found by contacting IOTA solutions at (888) 828-4833.

Grievance Policy
The MBI-DL Faculty Grievance Procedure is a form of due process that supports the worth and dignity of faculty members and is consistent with Moody Bible Institute’s commitment to standards of integrity. In order to sustain this standard, Faculty and administrators must work together in a respectful and collegial manner. To accomplish this, it is essential that MBI-DL maintain a culture that values Faculty and fosters prompt and fair resolution of their concerns and grievances.

MBI-DL encourages its academic personnel to resolve their disagreements through informal, frank and open discussion and in view of the biblical principles found in Matthew 18: 15-27. However, MBI-DL also recognizes that occasionally more formal process are needed. All such activities, whether informal or formal are to be carried out by all participants within the framework of good faith collegiality. None of these activities are judicial in nature nor may legal counsel participate. Everyone participating in the grievance resolution process as outlined in this policy may exercise his or her prerogatives and fulfill her or her responsibilities without being subject to reprisal or retaliation.

Grievances and the proceedings under this policy will be treated with the greatest degree of confidentiality possible. Initiators are advised, however, that confidentiality can only be respected insofar as it does not interfere with obligations to investigate allegations of misconduct that require it to take corrective action, or to fulfill duties imposed by law.
Purpose of the Grievance Policy
The following MBI-DL academic policy and procedure specifies the grievance processes for MBI-DL full and part-time faculty members. By definition in this policy, a grievance is understood to be an allegation of a violation of a stated MBI-DL policy as outlined in the current MBI-DL catalog and MBI-DL Faculty Handbook. Grievances include issues regarding the code of ethics, conduct, academic integrity, promotion and tenure.

Ensuring the Rights of the Faculty
MBI-DL believes in the importance of ensuring the rights of its faculty both in customary fairness / respect and in guaranteeing academic freedom.

1. **Time Limits:** The Chairman of the Faculty Grievance Committee may grant extensions to stated time limits for clearly stated causes.

2. **Informal Resolution:** If possible, problems should be resolved informally within MBI-DL when they arise. However, any member of the MBI-DL faculty has the right to a hearing and appeal for a review of grievances through the channels set forth in this policy.

3. **Review of Grievances:** A review of grievances under this policy is restricted to members of the MBI-DL faculty at the time when the alleged grievance/s occurred. Members of the faculty who hold administrative positions may use this policy for review of grievance/s that have occurred as a result of their faculty responsibilities.

4. **Authorized by the Board of Directors:** This MBI-DL Faculty Grievance Policy is authorized by the Board of Directors to provide a means of resolving conflicts. Its formulation gives assurance that MBI-DL will act responsibly toward each member of the faculty. All faculty members should seek to resolve complaints informally whenever possible. If this If this is unsuccessful, then this formal grievance procedure shall be available.

MBI-DL Faculty Grievance Committee Selection Process:

1. The faculty grievance committee will consist of a Chairman and two other full-time faculty and/or staff members.
2. They are assigned yearly by the MBI-DL VP and Dean
3. MBI-DL Faculty Grievance Policy and Procedure:

1. Initiation of a Grievance:
2. A MBI-DL faculty member may initiate a grievance by filing a written complaint with the Chairman of the Faculty Grievance Committee. The complaint needs to contain a precise statement of the grievance, identifying particular names, dates and consequences if they are known, and a statement of what remedy is desired.
b) The Chairman will convene the Faculty Grievance Committee to review the complaint to see if the grievance is reasonable. If it is determined to be reasonable, then the Chairman will distribute copies to all persons named in the complaint / grievance.
c) The grievant has thirty (30) calendar days from the date they becomes aware of the alleged grievance to file a formal complaint with the Chairman of the Faculty Grievance Committee.
d) If the alleged grievance is part of a pattern of events, the date of the last occurrence will begin the 30-day period. The previous occurrences can be included in the complaint.

2. Informal Resolution through the Chairman:

a) Within ten (10) days of receiving the written complaint, the Chairman will attempt to resolve the complaint by informal means and render an informal written decision to the parties involved.
b) The case may be terminated by either withdrawal of the complaint or by a signed statement of agreement by both parties.
c) If the grievance is not resolved at the initial level, the grievant may request that their written complaint will be forwarded to the Faculty Grievance Committee.
d) The grievant must submit a written appeal, no more than twenty (20) working days after receipt of the Chairman’s informal decision.

3. Formal Resolution through the Committee:

a) If the grievant cannot reach a satisfactory informal resolution through the Chairman’s informal intervention, they can request via a written appeal to initiate a formal grievance proceedings up to ten working days after receipt of the Chairman’s decision.
b) The Chairman will initiate a meeting of the Faculty Grievance Committee within ten (10) working days after receiving the written appeal complaint.

4. Within thirty calendar days of receiving the written appeal complaint, the Faculty Grievance Committee will hold a formal hearing on the alleged grievance at a time acceptable to both parties.

a) The Committee will not be bound by the rules of evidence applicable in courts of law, but may permit the introduction of such evidence as would, in the judgment of the Committee, be considered by prudent persons in the management of their own affairs and in line with solid biblical principles.
b) Evidence must relate to the grievance and be of a nature relied on by faculty members in the conduct of their professional affairs.
c) All questions of procedure will be decided by the Chairman, however, the Chairman’s ruling may be overturned by a majority of the Committee.
d) Both parties have the right to have a peer or a legal advisor at the hearing.
e) The burden of proof of unfair treatment is upon the grievant. Either party may submit a written statement for consideration by the Committee. Either party may also present
witnesses and may question witnesses of its own. Members of the Committee may ask
questions of the witnesses.

f) The grievant will present their case first. The respondent will then present their case.
Each party will be given the opportunity to respond to new evidence or arguments.

g) The proceedings will be recorded as agreed to by both parties. The recording will be
given to the Chairman, along with the formal Committee report, and securely preserved
until all appeals have been exhausted. A copy of the recording will be made available to
either party upon written request.

h) After all evidence is presented the Committee will meet privately to discuss the
complaint and to render a decision within ten (10) days via a written form. Any member
of the Committee may submit a minority report. Copies of the written decision will be
submitted to both parties.

5. Formal Appeal Process:

Within ten (10) working days of receiving the Committee’s report, either party, if not
satisfied with the Committee’s written decision, may appeal directly to the Executive
Committee of the Board.

The Executive Committee of the Board will review the written grievance complaint, the recording of
the proceedings, the Committee’s written decision, and render a final written decision.

**Guest Speaker Policy**

MBI-DL instructors may find that asking a guest speaker to visit the
classroom adds richness and depth to the academic experience. As a guest
in your classroom, the speaker(s) you bring are considered representatives
of your professional reputation. When choosing a guest speaker, the
following points warrant consideration:

- Guest speakers do not have to be Christians but they must be provided a copy of the MBI
  Doctrinal Statement and reminded to present the materials with sensitivity toward the
  mission/vision of the Institute.
- Professional dress and language is required.
- Limit the time as appropriate for your audience.
- Guest speakers should not expect financial compensation, nor are they to promote the sale of
  materials services or products.
- MBI-DL instructors must be present during the presentation and be prepared to redirect the
  conversation if it strays too far from acceptable content.

**Non-Discrimination Policy**

Moody Bible Institute admits students of any race, color, nationality, and ethnic origin to all the rights,
privileges, programs, and activities generally accorded or made available to students at the Institute. It
does not discriminate on the basis of race, color, nationality, age, handicap, or ethnic origin in its
educational policies, admissions policies, scholarship and loan programs, athletic, and other school-administered programs.

System Requirements
A positive course experience depends highly on the quality of your computer. Please check the following information to insure that you have met the minimum system requirements:

- Processor: 1.3 GHz minimum for PCs, or Mac equivalent (2.0 GHz or higher recommended).
- Ram: 1 GB DDR3 RAM (2GB or higher recommended).
- Hard disk space: 50 GB (120 GB or higher recommended).
- Internet connection: any standard internet connection is acceptable but a high speed connection (cable or DSL) is highly recommended. High-speed internet access will improve your efficiency and make the learning experience much more enjoyable.
- Screen resolution: 800 x 600 minimum (1024 x 768 or higher recommended).
- Microsoft Office: Your system must be compatible for the latest version of Microsoft Office products.

Additional Requirements:

- Audio: Digital recorders or computers may produce audio recordings. A good quality external microphone is recommended, though built-in microphones may be adequate. Test your microphone for clarity of sound on whatever device you use for audio recording.
- Video: Many laptop computers, phones, and digital cameras have built in video recording capability. Any of these devices will suffice.

Special Note: When creating videos for your courses, host them on an outside video service such as YouTube.com or Vimeo.com rather than upload them to your Blackboard 9.1 course. This conserves space on Moody’s LMS server and also makes the video viewable on any computer system or mobile device. For further instructions on how to accomplish this contact Moody’s ITS office (312-239-4067).

Teaching Assistants (TA’s)
If your class size exceeds 20 students, you may be eligible for a Teaching Assistant (TA). You may petition for a TA by contacting MDLfaculty@moody.edu. TA’s are a resource for instructors in helping students and keeping the course functioning smoothly. The Online TA can assist the instructor in customer service situations such as course questions, syllabus questions, and grading of short assignments. Tasks of the TA’s typically include:

- Answer basic questions about the Blackboard LMS, how the course works, or other technical questions.
- Make announcements and keep in contact with the students about any changes.
• Conduct basic research on class topics or questions that arise.
• Grade assignments that do not require instructor feedback.

Textbooks and Supplemental Materials
Instructors are responsible for obtaining a copy of the current textbook(s) for their course. Review copies are often available at no cost to instructors by contacting the publisher directly. If you are experiencing problems obtaining a textbook, please contact MDLfaculty@moody.edu.
Instructor Training and Performance Evaluation

Every instructor in MBI-DL is a valuable team member who is trusted with the responsibility of delivering a quality education to students in every learning venue. In an effort to ensure that each classroom is rich with the skills and practices considered industry best practices and in alignment with MBI-DL Standards for Faculty, a review and evaluation process is a part of each instructor’s annual review.

Each online instructor has an opportunity to complete an 8-week online immersion training course instructed by MBI-DL veteran instructors. This course is required for all instructors new to online teaching or new to MBI-DL. At times, MBI-DL administrators require instructors in various stages of online professional development to participate in the training course to add to their professional development. Instructors are not remunerated for this training. A syllabus of this course is available by contacting MDLFaculty@moody.edu.

Mentoring

During the instructor’s first course of instruction with MBI-DL a faculty mentor is assigned to aid in the transition into the MBI-DL teaching and learning environment. The Mentor provides a summary of the instructor’s performance in areas that align with the MBI-DL Standards for Faculty. This report is combined with the student evaluation for review by MBI-DL Faculty Development personnel. A sample scorecard and the data collection form are found in the One-Stop-Shop.

Performance Evaluation

The MBI-DL faculty performance evaluation process draws from the MBI-DL Standards for Faculty. We view the ongoing review of faculty as an opportunity to invest in your professional development as well as to improve the quality of service we provide. For this reason faculty performance is measured through a multi-pronged approach including course evaluations, annual self-evaluation and annual administrative review. Each area is equally weighted and provides opportunity to view instructor performance from a balanced perspective of student feedback, self-reflection and that of a veteran instructor who observes the classroom. The scores from each of these evaluation tools are aggregated to provide an overall score which is displayed in your personal profile of the FDMS and helps to set professional goals for the upcoming year.

Instructors will be scheduled in advance for an annual review which will take place with a faculty mentor or administrator. We view these as opportunities to recognize your efforts, learn about your professional development goals and empower instructors to achieve their God-given potential.
Course Evaluations

Course evaluations are completed by students at the end of every course instructed. They are an important aspect of Moody Education’s quality assurance process. The students’ feedback is used to evaluate student learning as well as make improvements to faculty performance.

Students will receive an email invitation to the evaluation tool and instructors also receive notification that they can help by encouraging students to participate. Student responses are anonymous and the instructor will not have access to the feedback until after grades have been posted. The completed course evaluation summary report can be accessed through a hyperlink which is sent to the instructors Moody.edu mail address. Scores derived from these evaluation tools are averaged and aggregated with the remaining two evaluations tools. The resultant score is a part of the instructor’s personal profile in the FDMS.

Self-Evaluation

MBI-DL will provide instructors with a digital self-evaluation mechanism once each year via email to the Moody.edu address. Instructors will complete the self-evaluation and the score will be aggregated with their average course evaluation score. This mechanism is designed to help instructors reflect on their professional development goals, highlight their accomplishments and successful practices and to aid MBI-DL in determining future training and professional development opportunities.

Administrative Review

Aimed at increasing instructional quality (tied directly to mission, vision and goals of MBI-DL), administrative review of instructors includes both direct and indirect methods related to each area of the Standards for Faculty. This annual review process provides the MBI-DL Instructional Quality

Figure 1: Faculty Performance Evaluation
Team with valuable information related to the effectiveness of training programs and where we might improve or provide additional training. This information is also valuable for accreditation review processes.

Direct Methods: In Class Observation
Occasionally your course may be visited by a member of the Instructional Quality team for the purposes of observing instructional quality. The observation will not interfere with course administration or instruction. No contact will be made with students related to this observation. Please refer to the Administrative Review survey form located in the One-Stop-Shop to understand the observation areas as related to Faculty Standards.

Indirect Methods: Reporting Mechanisms
Reporting mechanisms provide reports of activity concerning both student and faculty involvement throughout the course. These valuable tools help to provide alerts and prompts that ensure students are not without the support and responsiveness necessary for a rich online learning experience. The information helps MBI-DL understand how we are meeting our instructional quality goals.
Roles and Responsibilities of the MBI-DL Online Instructor

Course Set-up

Upon signing your teaching agreement, obtain a copy of the syllabus and the textbook requirements. Instructors are responsible to obtain their own course materials. See Textbooks and Supplemental Materials for information on securing a desk copy of materials.

You will receive access to your course approximately two (2) weeks before students gain access. As soon as you get access to your course, please follow the Course Set-up Checklist located in the One-Stop-Shop to ensure all course elements are present and set up correctly. Visit the One-Stop-Shop for tutorials on how to perform these tasks. If you have questions or need additional guidance to fulfill these requirements please contact MDLfaculty@moody.edu.

During the Course

During the course the instructor’s role is mainly one of facilitator and coach. Developing rapport with students and effectively administrating the course are a part of instructor role and responsibilities. Extensive research in the area of student learning and best practices in online teaching indicate several critical tasks where instructors play a vital role. We have incorporated these into the faculty performance measures, the faculty training course and are including them here for reference:

1) Weekly announcements. Creating weekly announcements and summaries of prior weeks’ work is a part of facilitating smooth operation of the course. This can be accomplished through written, audio, or video announcements.

2) Additional Announcements. Send additional announcements through the LMS throughout the week so that you are in contact with each enrolled student at least every 72 hours. When selected during announcement development in the LMS, an email copy of your announcement is deployed to students. The announcement remains a permanent part of the course shell. You may also use email for your mid-week communications; however, note that these communications are not a part of the course shell and are not noted during course observations. Visit the Blackboard Announcement tutorial.

3) Communication.
   - Respond to student emails and phone calls within 24 hours.
   - Notice when students become inactive or the quality of their work suffers and contact them to encourage and inspire them to higher standards. If you are unable to reach the student after several attempts complete a report from the One-Stop-Shop.

4) Discussion Boards. The discussion board is the primary area within the LMS where student and instructor interaction occurs and is considered part of the course participation grade. This is an assessable academic area which contributes to the learning objectives of the course and the
program of study. Your role is to create an environment conducive to discussion and to be actively involved by guiding the discussion toward learning objectives. It is the place where your experience and knowledge contribute to the students’ knowledge base. Activities of the instructor include:

- Monitor the discussion and respond to a minimum of 50% of students per week throughout the duration of the course.
- No more than 72 hours should go by without instructor participation. In this way you are able to facilitate advancement of the discussion and bring additional and germane resources to the class.
- Students are required to participate in the discussion demonstrating assimilation of course materials, critical and reflective thinking, and scholarly research to deepen the area of study.

Please refer to the discussion board rubric found in each course to gain insight concerning student responsibilities in the discussion board forums.

5) Community Posts. Check the Community Post area daily for any student questions regarding the course or any prayer or praise requests.

6) Grading and Feedback. All assignments are to be graded and returned to students at least 48 hours before the next similar assignment is due. When grading written assignments, provide feedback either through the “Track Changes” feature in Microsoft Word or the grading tool in Blackboard to communicate your comments. All graded assignments must be submitted to Blackboard so students can track their progress during the course.

7) When available, utilize MBI-DL-approved rubrics. In every instance work diligently to provide actionable and meaningful feedback to help students improve their performance and move toward higher levels of learning.

**Classroom Management**
Healthy discussion is welcomed and desired and alternative perspectives encouraged. Occasionally student comments are not acceptable and must be addressed by the instructor. The following scenarios are considered inappropriate and should be remedied immediately:

1. Comments that demean or criticize unconstructively another student’s idea or the course material (though the students should feel free to disagree with the course material and other presented ideas, it must be done in a courteous and respectful manner.)
2. Profanity or other crude language, including “hate” speech.

3. Topics not germane to the course and which detract from the course’s purpose and goals. (The Community Posts area of the course shell is appropriate for off-topic discussions; however, the discussion in the Community Posts is to remain appropriate by the other standards outlined herein.)

4. Comments that attack another person directly for who they are (race, sex, belief, etc.).

5. Inappropriate personal disclosures. **Note:** There are certain types of inappropriate personal disclosures, such as a confession to a serious moral failing, which should not be posted openly. Postings that may indicate a violation of Moody’s student life guidelines and must be reported to the MBI-DL Assistant Dean.

If at any time an instructor feels a student has made a comment on any discussion board that violates one of the above principles, the instructor should follow this procedure:

1. Document when and where the comment was made by taking a screen shot of the posting and saving this to a separate document.
2. Remove the offending comment from the discussion board (or elsewhere in the course).
3. Email the student with a copy of the comment. Diplomatically, but firmly, state clearly what you found offensive and inconsistent with MBI-DL’s standards and why it was removed from the course. Where appropriate, make suggestions for making constructive comments in the future.
4. Request that the student repost a new comment.
5. Create an Incident Report through the One-Stop-Shop.
6. Document any responses or further contacts you have with the student on this item.

If a student persists in making comments of a similar nature, notify the MBI-DL Assistant Dean for further action steps.

Discussion boards that do not conform to the parameters of a given assignment and do not contain the aforementioned elements noted on the preceding paragraph should not be deleted. Instructors are free to assess student work and to deduct appropriate points as stated in the syllabus of the course and in alignment with other policies and procedures.

**Course Facilitation**

MBI-DL has designed courses with specific coloration, formatting and content areas to meet designated design goals. These measures ensure consistency for students, uniformity of usage instruction, comparison of student learning data, and ease of course corrections along with many other compelling factors. While we encourage creativity and expertise in teaching the course we ask you to refrain from making changes to these design elements. General guidelines for use of course materials follow:

1. You must follow the pre-developed syllabus, study guide, textbooks, supplemental materials, and learning activities.
2. You must use the approved LMS discussion board questions.

3. Do not attempt to teach any part of the course using unapproved resources or email addresses.

4. You must use the grading scale published in the syllabus and maintain all grades within the LMS Grade Center.

5. The course shell design, coloration, wallpaper, and backgrounds must all remain as they are deployed. Though available as a feature, do not attempt to change menu design from text to buttons.

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Please, do not change the color scheme of your course shell.
Courses are designed with specific colors that relate to various course features.

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Post Course Activities

At the completion of the course the instructor’s final tasks are to assign final course grades, provide feedback about the course to MBI-DL, and retain records. Any students who have received an extension will require additional follow up.

Final Grades

Final grades are due to the LMS and to Campus Solutions (CS) 14 days after the last day of the class. This policy supports needs in financial aid, insurance, corporate reimbursement, and other implications. Grades are to be submitted for each student regardless of the students’ completion of the student survey. If an instructor misses the grade deadline, you will be required to contact the MBI-DL Assistant Registrar to complete paperwork for each student. Repeated failure to submit grades by the deadline will affect future MBI-DL teaching opportunities.

Grades are assigned with percentages in the LMS which translate into a letter grade found on the grading scale listed on each course syllabus. Using the published MBI-DL grading scale, the instructor assigns a letter grade for each student, records the grades in the Blackboard Grade Center, and enters the grades into CS to become a part of the student’s official academic record. The CS system is accessed through the Faculty Center by logging into My.Moody.edu.

Instructional guides to reporting grades can be found in the One-Stop-Shop.
Provide Feedback to MBI-DL Instructional Designers

Feedback is a critical component of course quality. You are our “in the field” representative and as such have valuable contact between course users (students) and the MBI-DL Production office (designers). As with any design effort, your feedback helps maintain correct information and also helps MBI-DL to continually adjust course content and layout to achieve maximum student learning outcomes. For your convenience the One-Stop-Shop has a “Course Content Report” link on it for reporting course issues or comments directly to the MBI-DL Production team.

The Course Content Report is designed to solicit specific feedback and reporting of issues dealing with course design or content. It is divided into two levels so that your concerns may be addressed appropriately.

1. Urgent (of immediate attention)
   Urgent requests consist of broken links in a live course, text/exam/quiz issues, incorrect references and the like that cannot wait until a revision of the course is done. Urgent requests are critical to live courses and will be responded to immediately.

2. Non-urgent (suggest for revision)
   Non-urgent requests consist of course elements that would benefit the course overall, but can wait until a revision of the course is done. Non-critical to live courses.

Select the check box appropriate to your request in the “Reason(s) for report” section. By selecting a check box a drop down menu with further insight into the type of reason along with specific details about your concern will be available. Fill in as much detail as possible to help the MBI-DL Production team identify, locate, and address the issue.

IMPORTANT: Course change requests must be submitted prior to Week 6 in order to be investigated and incorporated into the course template prior to the creation of the next session shell(s). Course changes requested after Week 6 will be considered on a case-by-case basis, but not guaranteed.

Retaining Records

Instructors who are not utilizing the LMS for assignment submission are required to retain all student’s assignments, projects, grading rubrics and final grades for at least four months after the course semester has ended. This is the amount of time that the students have to contest their grade. These records must be protected under FERPA guidelines.
Academic Policies

Academic Integrity

Cheating

Spiritual formation opportunities may arise in the context of academic integrity. When these occasions occur, instructors are encouraged to minister to the student to reinforce the values of honesty and integrity. Please exercise your professional prowess and ministerial expertise as needed and know that MBI-DL has confidence in your ability to appropriate manage instances where academic integrity is in question.

Instructor Responsibilities:

In instances where cheating is in question, the instructor shall:

1) Contact the student via email within 24 hours of first discovery to provide and gain insight regarding integrity. A follow up phone call is advised.
2) Request a written statement from the student explaining their actions. This shall be submitted to the instructor within 48 hours of first contact.
3) Complete an Incident Report through the One-Stop-Shop.
4) Determine corrective action based on student feedback and input from MBI-DL Academic Advisory Committee. (Corrective action could include reduction in points, total loss of points for the assignment or failure of the course or other measures as determined by the instructor.)
5) Communicate the corrective action to be taken.
6) Follow through with the corrective action and penalties.
Plagiarism

Plagiarism, in the academic sense, has been defined as: the deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with the submission of academic work, whether graded or otherwise (University of North Carolina, Instrument of Student Judicial Governance).

Actions that might be seen as plagiarism

There is some confusion among students between what should be considered “common knowledge” and what must be attributed to a specific source.

Material is usually considered “common knowledge” if . . .

- You find the same information undocumented in at least five other sources.
- You think it is information that your readers will already know in the context of that course.
- You think a person could easily find the information in general reference sources.

A source must be cited when:

- An original idea is derived from a source.
- You are paraphrasing or summarizing original ideas by a source.
- The factual information is not common knowledge and/or has been debated.
- You are using exact wording from a source.

Tips for avoiding plagiarism in academic writing:

- Students should always clearly introduce the source in the text.

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PLAGIARISM

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Most cases of plagiarism can be avoided by citing sources. Simply acknowledging that material has been borrowed and providing the information necessary to find that source is usually enough to prevent plagiarism.

(www.Plagiarism.org)
Within a student’s notes, direct quotes should be clearly marked and punctuated. Even indirect quotes/paraphrases need to be attributed to a source. At the editing stage, the author should make sure that all sources referenced in the text appear on the Works Cited page. They should also make sure that there are no “extra” sources on the Works Cited page that do not appear in the text. As a rule, students should avoid the frequent use of long, extended quotes in an academic paper. When long quotes are used, they should be properly referenced and cited.

At MBI, undergraduate students are provided detailed information regarding the nature of plagiarism from the Student Handbook. All students should be familiar with what constitutes plagiarism and how to properly cite referenced materials (undergraduate courses are to follow MLA writing style while graduate students should follow the Turabian writing style). For helpful links to websites that deal with plagiarism, consider the following:

- http://owl.english.purdue.edu/owl/resource/589/01/
- http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Detecting Plagiarism

Instructors are encouraged to include plagiarism checking tools in their grading practices. The Blackboard LMS provides a resource for this purpose called SafeAssign. Instructions for utilizing SafeAssign Direct Submission follow.

Direct Submission of Assignments to SafeAssign

Overview

Direct Submit generates SafeAssign reports on papers submitted for which you may wish to run through this plagiarism detector software built into Blackboard 9.1. Direct Submit allows Instructors to submit papers one at a time or several at once by including them in a .ZIP file. Any .ZIP packages should contain no more than 100 papers and submitting more than 300 papers in a session is not recommended. As well, papers with over 5,000 phrases or that are more than 10 MB in size cannot be submitted.

Activate SafeAssign in your course

At this point SafeAssign is not open by default, but you must manually make it available in your course(s). To do so, follow these easy steps:

1) In your course, go to the Course Management control panel.
2) Select Customization
3) Select Tool Availability
4) Scroll down to SafeAssign and click the first box (Available)
5) Scroll back up to the top and select “SUBMIT”

Submit papers through Direct Submit
1) From the Course Management control panel, click SafeAssign under Course Tools
2) Click the Direct Submit tab. There will be two tabs presented: Private and Shared
   a) Private submissions (default) are visible only to the person logged in and are NOT visible to other instructors or TA’s in the course
   b) Shared submissions are available to other instructors and TA’s in the course
3) Create an assignment folder to add papers in order to keep better track of the submissions
4) Navigate to a folder where the paper or papers will be uploaded
5) Click Submit Papers
6) Select Upload File and browse for the file. Individual papers as well as papers that are grouped in a .ZIP package are accepted .PDF files may only be uploaded is created directly from the document. If scanned the .PDF is an image file and cannot be reviewed. Alternatively, select Copy/Paste Document and add the document text in the field.
7) Select the upload options:
   a) Submit as Draft: A SafeAssign report will be generated however the paper will not be added to the institutional database and will not be used to check other papers.
   b) Skip Plagiarism Checking: Adds the paper to the institutional database without checking for content copied from other sources. This is useful if an Instructor wants to upload papers from an earlier course to ensure that current students are not reusing work.
8) Click Submit

For an excellent video tutorial on this process from Arizona State University visit: http://www.asu.edu/courses/oasis/BBAssignments/SafeAssignDirectSubmit/SafeAssignDirectSubmit.html

Penalties for Plagiarism

Penalties for plagiarism are determined by the instructor with input and direction from MBI-DL Academic Advisory Committee. Each instance of plagiarism is to be reported through the One-Stop-Shop as outlined in the Instructor Responsibilities below:

- First instance of plagiarism:
  o *Unintentional*: This is an instance in which a student forgot to quote a source in the paper, but added the work under Works Cited or did not have a proper Works Cited page (quoting from an author without crediting the source). The instructor may return the assignment for correction and resubmission and warn the student that future citation errors will result in a reduced or failed assignment grade.
  o *Intentional*: This is an obvious attempt or complete failure to make proper citations in accordance with accepted style manual guidelines. The instructor may reduce the assignment grade or fail the assignment altogether.
- Second Instance: The assignment shall be given a failing grade of zero (0).
- Third Instance: The student will be failed from the course entirely.

**Instructor Responsibilities:**
In instances where plagiarism is recognized, the instructor shall:

1) Contact the student via email within 24 hours of first discovery to provide and gain insight regarding integrity. A follow up phone call is advised.
2) Request a written statement from the student explaining their actions. This shall be submitted to the instructor within 48 hours of first contact. If no defense is submitted or the defense submitted does not adequately account for the incident, the student will receive a failing grade for the course in which the plagiarized work was submitted.
3) Complete an *Incident Report* through the *One-Stop-Shop*.
4) Work with MBI-DL Academic Advisory Committee to determine corrective action based on student feedback and any existing prior incidents. (Corrective action could include reduction in points, total loss of points for the assignment or failure of the course or other measures as determined by the instructor.)
5) Communicate the corrective action to be taken.
6) Follow through with the corrective action and penalties.

**Extra Credit**
Providing extra credit is generally not permitted. If there are circumstances where you deem extra credit appropriate, please contact the MBI-DL Production office at MBI-DLproduction@moody.edu for guidance.

**Late Assignment Policy**

Unless otherwise specified, assignments and required work are due by 11:59 PM (*Central Time*) on the posted due date found in the course schedule. Assignments submitted after this are considered late and will be graded with the Late Assignment Grading Policy.

**Late Assignment Grading Policy**

- Written assignments and projects submitted late will be reduced by a minimum 5% of the total assignment points per day (or part of a day). No assignments will be accepted after seven (7) calendar days from the due date.
- Discussion board initial response postings submitted after the due date will receive a grade of zero.

The instructor may grant exceptions to this policy due to extenuating circumstance encountered by the student. Extenuating circumstances are considered as events that are beyond the student’s control. No assignments are accepted after the course end date unless a formal course extension has been approved. (See Course Extensions in the MBI-DL Student Handbook.)
Student Issues

Instructors are required to be familiar with the MBI-DL Student Handbook, which can be found in the One-Stop-Shop. Questions about the Student Handbook should be directed to student services representative SRA01@moody.edu.

- **Absences**: Refer to the MBI-DL Student Handbook
- **Illnesses**: Refer to the MB-DL Student Handbook
- **Extensions**:

  Extensions may be considered for students experiencing extenuating circumstances defined as unavoidable circumstances out of the student’s control. This includes, but is not restricted to, medical problems, medical problems of an immediate family member, death in the family, military orders, and others of similar nature. In instances where an extension is appropriate, the protocol is as follows:

  **Extension Request Process:**
  1. Student completes the Extension Request Form available on the My.Moody portal.
  2. The completed form is forwarded via email to the course instructor at least 7 days prior to the end of the course.
  3. Instructor completes and signs the form and emails it to AcademicRecords@moody.edu
  4. MBI-DL Associate Registrar contacts student and instructor regarding next steps.

Instructors are not granted any additional remuneration for the extension period. When an extension is granted, instructors are required to perform the following as a part of the extension agreement:

  1. Develop alternative exercises to achieve the learning objectives of the discussion board assignments. This may be a collaborative effort between the student and the instructor and must be communicated to MBI-DL as a part of the course extension request form.
  2. Remain in communication with the student throughout the extension period
  3. Establish assignment due dates through collaboration with the student
  4. Return graded assignments a minimum of 48 hours prior of the next similar assignment
  5. Report final grades to Academic Records

Extensions are not granted under the following circumstances:

  1. The course has already ended
  2. Student has not been actively participating in the course discussion and assignments up to the point of the occurrence of the extenuating circumstance
  3. Failure to take initiative to get technical problems resolved in a timely manner
  4. Student is not currently achieving a grade of “C” or better on submitted assignments

- **Military Deployment/Work Reassignment**: Students who find that they will be deployed or moving due to military or work assignments should contact their Student Service Representative as soon as
possible to discuss options. MBI-DL will require documentation of the circumstances from the student’s supervisor.

- **Student Behavior:** If you experience inappropriate or disrespectful student behavior, whether in person or online communication through emails, please report this through an incident report in the One-Stop-Shop. A member of the MBI-DL team will contact you to guide you through the responses.

- **Withdrawals:** Students may withdraw from a course either through the CS student self-service portal or the MBI Academic Records office. The student must initiate the withdrawal process before the last week of class and must use the official channels for withdrawal as outlined in the Student Handbook. Merely notifying the instructor does not constitute an official withdrawal. There may be a financial penalty for withdrawals taking place after the first 5 days of class. Students are advised to confer with financial aid and their SRA as a part of their withdrawal process. If the student does withdraw from the course, there should be a posted grade of “W,” “WP,” or “WF” in CS. If one of these grades is present, no further action is required by the course instructor.

If a student did not withdraw from the course through the proper channels, but never attended/ partipated (accessed the course and/or posted any assignments), the instructor must assign an “unofficial withdrawal” grade of “FN” in CS. This grade is extremely important for Title IV compliance purposes. The instructor may not issue a failing grade (“F”) if the student did not actually fail the course based on performance. If the student attended or accessed the course, but stopped attending and did not officially withdraw and did not attend/access the course for the majority of that courses length, the instructor should enter a grade of “FN.” The instructor should not enter a grade of “W,” “WP,” or “WF” as this grade will automatically be posted when a student withdraws from a course through the MBI Academic Records office.

**Writing Style**

MBI-DL undergraduate work is to be written using the Modern Language Association (MLA) standards of style. Purdue University’s Online Writing Lab is an excellent quick reference link to the pertinent aspects of MLA style. You can reference this site at [https://owl.english.purdue.edu/owl/section/2/11/](https://owl.english.purdue.edu/owl/section/2/11/).

MBI-DL graduate students should use the Turabian Manual of Style. The Turabian writing style is essentially the same as the Chicago Style, 16th edition with some slight modifications. Turabian links include [http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or the Purdue OWL site on Chicago Style, 16th edition at [https://owl.english.purdue.edu/owl/resource/717/01/](https://owl.english.purdue.edu/owl/resource/717/01/).

As an instructor, please familiarize yourself with MLA and/or Turabian writing styles as enforcing proper writing style across the curriculum will serve to reinforce good and consistent writing skills in our students. It is understood that students in early program courses may be getting used to a new style guideline, but work submitted in upper level courses should be graded with greater detail against the proper writing style for the program.