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Introduction

The purpose of this manual is to provide all adjunct faculty at Golden Gate University with knowledge of the policies, regulations, practices and expectations at the university. The various provisions of this manual are subject to revision from time to time by the Trustees, on their own initiative or in response to changes in state and federal legislation. Revisions of this policy manual will involve a process for input via the appropriate faculty governance committee, faculty senate and pertinent administrative staff.¹

This manual contains selected policies and procedures applicable to adjunct faculty but does not address all the policies and procedures to which adjunct faculty are subject. In addition to the policies set forth in this manual, all adjunct faculty are subject to all general university policies set forth in the Golden Gate University Employee Handbook and any other applicable policy documents of Golden Gate University. In the event of any conflict between the provisions of this manual with other written university policies, the more specific provisions in this document will prevail. These provisions shall be effective for all adjunct faculty agreements entered into after the date of final approval by the Board of Trustees.

Many of the specific requirements for orientation, faculty development, institutional governance, and contract limits, vary by school. Any school-based Faculty Handbooks, as amended each year, are hereby incorporated by reference as the source of practices specifically applicable to adjuncts while teaching in such school to the extent such practices are not in conflict with the policies set forth in this manual.²

¹ When required by the standards of the American Bar Association, the approval process of certain policies contained herein shall be delegated to the appropriate faculty governance committee or administrative staff.
I. ACADEMIC FREEDOM

A. Philosophy

The purpose of this statement is to promote public and institutional understanding and support of academic freedom at Golden Gate University.

Academic freedom is essential and applies to all forms of scholarship, university service and governance. Academic freedom is based upon the premise that scholars are entitled to freedom from coercion in matters of thought and expression, and upon the belief that the mission of the university can be performed only in an atmosphere free from administrative or political constraints on thought and expression in all forms of scholarship, service and university governance. The protection of academic freedom carries with it a corollary obligation to the university community. All faculty members under any contractual arrangement are covered by these provisions.

B. Protections

- Faculty members are entitled to freedom in their scholarship and teaching.
- Faculty members are both free and encouraged to participate openly and actively, and express their thoughts orally and in writing on all matters including, but not limited to university governance, personnel and academic policies and procedures, professional services and matters of public concern.

C. Responsibilities

The protection of academic freedom is linked to the equally demanding concept of academic responsibility.

- As scholars, faculty members should encourage student inquiry, learning, development, scholarship, and the expression of beliefs.
- Faculty members should treat students with respect.
- Faculty members should be respectful of their colleagues.
- When speaking or acting as a private person, a faculty member should avoid creating the impression that he/she speaks or acts for the school or university.
II. ROLE AND RESPONSIBILITY OF ADJUNCT FACULTY

Golden Gate University's mission and educational philosophy emphasizes practiced based educational programs requiring skilled teachers who are experts in their profession. Our adjunct faculty, usually engaged as successful, full-time practitioners in business, public service, teaching, or the professions, are uniquely able to support the university's mission of active and relevant learning. To enhance their important academic role, the university is committed to the following general principles in its relationship with its adjunct faculty.

A. Definition of Adjunct Faculty

The term "adjunct faculty" applies to all part-time academic employees who regularly teach and/or perform academic work, (i.e., curriculum development and assessment, short-term academically-related administrative assignments, etc.), but are appointed contract-by-contract and/or course-by-course, rather than on an annual full-time faculty contractual basis. Adjunct faculty are employees of the university whose earnings are subject to all applicable payroll taxes and withholdings.

B. Types of Adjunct Faculty

There are three (3) academic ranks of adjunct faculty. These are:

1. **Adjunct Professor.** This is the initial rank of every adjunct faculty member upon his/her hire.

2. **Senior Adjunct Professor.** Adjunct Professors reach the “senior” level when they have taught at least twenty (20) courses over a minimum of ten (10) terms.\(^2\)

   All adjunct faculty members are eligible for promotion from Adjunct Professor to Senior Adjunct Professor upon completion of the required terms of service and number of sections taught. The dean/department chair/program director will notify the adjunct faculty member of his/her promotion.

3. **Distinguished Adjunct Professor.** Distinguished Adjunct Professors are:

\(^2\) A course is defined as a course for which a teaching contract is provided and for which the teaching obligations are fulfilled. This does not include directed or independent studies. Those adjuncts who teach for GGU beginning the January 1, 2010 term, and who have met these requirements, will automatically receive the rank of Senior Adjunct Professor.
individuals so accomplished that their association with GGU substantially enhances its standing as an institution of higher education, and/or individuals whose exemplary non-instructional service to GGU and outstanding performance as teachers over a substantial period of time compel this recognition. The rank is not intended as a means simply for acknowledging longevity of service or the satisfaction of normal performance expectations.

Only the Law School dean or VPAA, at his/her discretion, may appoint Distinguished Adjunct Professors. Recommendation for this rank is made at the discretion of the candidate’s department chair/program director or dean, who must fully substantiate the basis for the nomination. Individuals of exceptional accomplishment through scholarship, service to their profession and/or service to the community may be nominated for initial appointment as Distinguished Adjunct Professor. Generally, however, nomination is appropriate only for Senior Adjunct Professors unless, after joining GGU, the Adjunct Professor has achieved a level of accomplishment that would have warranted initial appointment as Distinguished Adjunct Professor.

C. Teaching Responsibilities

Adjunct faculty members teaching in programs other than for the School of Law are required to adhere to the “Golden Gate University Basic Teaching Expectations for Business, Tax and Accounting Faculty” as found in Appendix 1. Adjunct faculty who work in the School of Law are required to adhere to the teaching standards as set forth in the School of Law Faculty Handbook in effect for all full-time and adjunct faculty.

D. Orientation Expectations

The university is committed to prepare new adjunct faculty for teaching in its unique environment through orientation programs and mentoring of new faculty members. Each new adjunct faculty teaching in the Schools of Business, Tax, and Accounting, must complete a university orientation prior to the start of their first course. Adjunct faculty teaching in the School of Law are required to participate in an orientation as required by the law program in which s/he is teaching.

E. Faculty Development

Adjunct Faculty shall abide by any development expectations set forth by the university’s faculty development policy.
F. Service/Scholarly Activities

The university recognizes the importance of adjunct faculty participating in other aspects of university life such as institutional governance, departmental and school activities, and participation in other scholarly activities.

G. Use of Facilities

Adjunct faculty under current contract may use university facilities and services for assigned and approved activities as determined appropriate by the VPAA or relevant dean. Such facilities and services may include faculty offices, classrooms, conference rooms, the auditorium, the libraries, the copy center, the mail room, the telephone system, computer labs, and learning resource labs.

III. Adjunct Faculty Hiring Process and Requirements

The initial appointment is normally to the rank of Adjunct Professor. Exceptions can be made for initial appointments to other ranks, but require the approval of the Vice President for Academic Affairs (when providing services in the Schools of Business, Tax, or Accounting) or the Dean of the School of Law.

A. Hiring Criteria

1. Degree Requirements

Adjunct faculty in the business, accounting and tax schools must, at a minimum, hold a degree at least at the level of the degree sought by the students they teach except that a masters degree or equivalent professional certification is required. Any exceptions must have the approval of both the dean and the Vice President for Academic Affairs. Adjunct faculty in the Law School must have at least a J.D. The program deans for the LL.M. and SJD programs shall have the discretion to determine the appropriate degree requirements for adjunct faculty teaching in those programs.

2. Subject Area Competency Requirements

Subject area competency is generally achieved by (1) completion of appropriate degree programs and relevant courses for academic credit, significant professional or business experience, and/or (2) scholarly accomplishments.

In keeping with Golden Gate University's tradition, preference is given to those who with significant professional experience.
3. Teaching experience

Evidence of prior superior teaching experience at the level to which one is assigned to teach is highly desirable. In the absence of prior teaching experience, evidence of teaching potential is required.

B. Selection and Approval Process

Candidates are usually identified, evaluated and recommended for hire by the appropriate department chair/program director and/or dean. All prospective adjunct faculty must be personally interviewed by the appropriate department chair/program director or dean prior to approval. Exceptions to these procedures may be made only with the written approval of the Vice President for Academic Affairs or the Law School dean.

No one may be approved to teach for Golden Gate University unless the following items are submitted to the Department of Human Resources by the prospective adjunct faculty prior to his/her hire date:

- An employment application form, completed and signed.
- A résumé or curriculum vitae of professional and work experience.
- An official background check release form, completed and signed by the prospective adjunct. At a minimum, Golden Gate University verifies the following areas: social security number, criminal record, educational background and employment background.\(^3\)
- Certificate of completion of GGU’s Sexual Harassment Prevention training.
- Prior to the start of the first teaching term, the new adjunct faculty member must participate in any orientation program required by the relevant school or program.

\(^3\) Any false statement, misrepresentation, and/or omission of facts on the application or any supporting document(s), regardless of when discovered to be false, will result in immediate termination.
C. Notification

Upon completion of the Selection and Approval Process, the adjunct faculty member will be notified of his/her selection via one or more contracts, (depending on the type of work to be performed), from the dean or department chair/program director.

IV. Terms of Employment

A. Adjunct Faculty Contract

The adjunct faculty contract will include the following: term, faculty rank, stipend, any applicable benefits, teaching or work assignment, location of assignment, and other requirements as determined by the dean. Adjunct faculty will receive an individual contract for each separate teaching section, project or work assignment, or any other work product for which they are hired. A faculty contract is no guarantee of future employment.

1. Adjunct Faculty Contract Limits

Adjunct faculty may teach a maximum of seven (7) sections per calendar year, unless he/she is teaching a duplicate course, in which case he or she may teach a maximum of eight (8) sections. 4

Adjunct faculty may be issued a combination of teaching and other assignments, (course development, short-term administrative duties directly related to their academic specialty, etc.). The maximum estimated number of hours of work effort may not exceed 1,000 hours per calendar year.

Where an adjunct has been assigned a combination of duties, the dean and/or department chair/program director, in consultation with the Director of Human Resources, will ensure that the 1,000 per calendar year limit is not exceeded.

2. Subsequent Employment

The decision to offer subsequent employment as an adjunct faculty member is solely at the discretion of the dean and/or department chair/program director.

In making the decision whether to offer subsequent employment, the criteria to be considered will be the following:

- Fulfillment of the teaching responsibilities articulated in this manual

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4 A “duplicate” section is defined as teaching two sections of the same course annually. All aspects – delivery method, level, location, etc., - must be identical in order for the section to qualify as a duplicate. For example, in Spring 2008, Math 20 C1 (Cyber) is not a duplicate of Math 20 SF1 (San Francisco). However, Math 20C1 in Spring 2008 and Math 20C1 in Summer 2008 are duplicate courses.
• Results of evaluations described below.
• Compliance with all applicable University policies.
• Needs of the department and/or school.

B. Evaluation Process

Evaluation of all adjunct faculty is conducted by the deans, department chairs/program directors, and/or selected faculty.

1. First Term of Teaching

During the adjunct's first term of teaching, each school will make its best efforts to apply the following evaluation process:

a) Syllabus evaluation

For classes taught in the Schools of Business, Tax, and Accounting, the dean and/or department chair/program director will evaluate the syllabus based on its adherence to the syllabus requirements outlined in Appendix 1. For classes taught for the School of Law, the syllabus will be reviewed by the person charged with this responsibility, which may include the Associate Dean for Academic Affairs or in the case of an LL.M. program, its director.

b) Classroom Effectiveness

(1) In-person Classroom Visits

For in-person or mixed mode sections, the department chair/program director and/or dean or designee may visit the adjunct's classroom.

2.) Online Courses

For online courses, the department chair/program director and/or dean or designee will log into the section periodically throughout the term to ensure the adjunct faculty is participating in the online experience as defined the Golden Gate University Basic Teaching Expectations for Business, Tax and Accounting Faculty, and that the structure of the course is consistent with the "CyberCampus Quality Initiative Assessment Tool" (Appendix 3). Such logons will occur no later than the third week of the term for eight-week sections; and no later than the seventh week of the term for sixteen-week sections. The department chair/program director and/or dean or designee will monitor the section at other intervals thereafter.
c) Student Evaluations

The dean and/or department chair/program director or designee will evaluate the instructor effectiveness portion of the student evaluations for the term. Summaries of evaluations shall be provided to the adjunct faculty member.

2. After the Adjunct's First Term

After the adjunct faculty has successfully completed his/her first term of teaching, evaluations will be conducted at regular intervals to be determined by each school’s dean and/or department chair/program director – generally no less than once every three years for adjunct faculty who continue to be reappointed. If there is an apparent need, more frequent evaluations may be conducted. Any written evaluation reports will be filed in the adjunct faculty member’s file (see “Adjunct Faculty Files” below).

C. Adjunct Faculty Files

There will be a file maintained for each adjunct faculty member in Human Resources. Upon 24 hours notice to the Human Resources Department, an adjunct faculty member may review his/her file during normal business hours. Such review will take place in the Human Resources Department in the presence of a staff member. An adjunct faculty member may add a written statement to his/her file at any time.

D. Termination

1. Resignation

It is expected that the adjunct faculty member will complete the current contract. If this is not possible, the adjunct faculty member is to give as much written notice as possible to the dean and/or department chair/program director.

2. Involuntary Termination

a.) Insufficient Enrollment

An adjunct faculty teaching contract may be canceled by the University if the enrollment in the class assigned to that faculty member is in the opinion of the relevant dean or program director/chair insufficient to warrant offering the class. If an appointment is canceled, the relevant dean and/or department chair/program director will notify the adjunct faculty member of the cancellation, whose contract is deemed terminated as of the date of the notice. Should cancellation occur prior to the first class meeting, there will be no obligation on the part of the University to make any payment. Should notification occur after there has been any class meeting, payment will be made for the class sessions held on a pro rata basis. Notification may occur through any reasonable form of communication, including phone, e-mail or post.
d) Failure to Satisfy Professional Obligations

An adjunct faculty contract may be terminated at any time, if, in the opinion of the dean, such termination is in the best interests of the university. The Vice President for Academic Affairs (in situations involving the Schools of Business, Tax, or Accounting) or Law School associate dean for academic affairs may make the decision to cancel a contract after consulting with the relevant dean and/or department chair/program director. If a contract is canceled, the relevant dean and/or department chair/program director will notify the adjunct faculty member of the cancellation, whose contract is deemed terminated as of the date of the notice. Payment shall be made for any class sessions held on a pro rata basis. Notification may occur through any reasonable form of communication, including phone, e-mail or post.

V. ALL FACULTY

A. Human Subjects in Research

Faculty members undertaking research using a survey instrument, or supervising the work of students engaged in research using a survey instrument, shall be careful to protect the rights and welfare of the persons participating in the study. Should faculty members become involved in human subject experimentation, they shall adhere to all applicable governmental regulations.
APPENDIX 1:

GOLDEN GATE UNIVERSITY
BASIC TEACHING EXPECTATIONS FOR BUSINESS, TAX AND ACCOUNTING FACULTY[5]

Purpose:

These guidelines are intended as an aid to adjunct and full-time faculty at GGU in preparing and teaching their courses. Explicit expectations are important in order to help individual instructors understand the context in which they are adding value to their students. It is our goal that all instructors will run their courses in ways that are consistent with the mission of the university and the overall objectives of the program(s) served by the course. Since one of Golden Gate University’s objectives is to achieve excellence, it is essential that every course contribute to that goal.

The following are expected of every Golden Gate University faculty member, in conventional settings, on CyberCampus, and in mixed-mode:

Faculty Teaching Responsibilities

1. **Above All**: Be current in your field; focus on the students’ learning outcomes and career success; be aware of how your course fits into its program; be prepared for every class meeting.

2. **Course Content**: The course coverage should be consistent with GGU's mission -- an integration of theory and current real-world practice. The content and textbook should be consistent with the published course description, and with the curriculum guidance document (CG), if one exists. The course should cover the prescribed material in terms of breadth and depth.

3. **Essential Elements of Each Course**. Note that some programs may choose to implement these points in particular courses and not in others.
   
   • independent research for graduate students and recommended for undergraduates;
   
   • reading beyond the textbook;
   
   • international content if relevant to the discipline;
   
   • ethics if relevant to the discipline;
   
   • technology if relevant to the discipline;

[5] Approved by Committee on Academic Standards July 13, 2004
currency of course materials including the textbook.

4. **Recommended Elements**: Cases in subjects where relevant and available, especially for graduate courses; and a variety of teaching approaches, avoiding over-reliance on straight lecture.

5. **Syllabus**: The syllabus should serve as a complete definition of what will happen in the course. In addition to the above, a good syllabus will contain the following

- **Course description** must be included, as given in the GGU catalog.
- **Course goals** must be consistent with the overall program objectives
- **Requirements and guidelines**. All requirements should be spelled out explicitly: readings, assignments, participation, attendance, team projects, homework, etc.
- **Schedule**. Provide specific and unambiguous timing for topics and assignments.
- **Grading**. Specific and unambiguous specifications for grading (see below)
- **Guide to resources** in the university available to the students, for writing, math, and research.
- **Bibliography** of other useful books, articles, and websites should be listed.
- **Contact and availability information**.
- **Academic integrity**. Provide GGU policies and your own expectations

6. **Instructor Attendance**: Face-to-face classes should meet for the full scheduled time. Canceling class should be rare. When the instructor absolutely cannot be present, a substitute should be arranged. If the class cannot meet as scheduled, some form of student contact should be arranged to take its place, such as a CyberCampus session. For expectations for instructor presence in Cyber classes, see the separate section on Cyber teaching guidelines.

7. **Grading**: Grading is an essential part of quality in education.

   **Do**:
   - explain the basis for grading;
   - provide feedback on students' progress early in the term;
   - differentiate in your grading between better and poorer performers;
   - include class participation in the grading;
   - include elements other than exams in the grading if possible;
• turn in your grades on time.

Don’t:

• inflate your grades – it erodes the value of the grade and the GGU degree;

• share one student’s grade with another student.

8. Participation: In the GGU model, participation by all students in class discussions is essential. Make that clear to the students and manage the class meetings accordingly. Provide students with explicit guidelines for how to participate. Bear in mind that class participation may be difficult for international students and you may need to make an extra effort to involve them. Note that the PLUS program is a valuable resource available to international students.

9. Exams: At least one exam must be administered in every undergraduate course. Exams are encouraged for graduate courses as well. The exam need not be the main element in grading.

10. Embrace diversity: A range of cultures, backgrounds, genders, sexual preferences, ages, and experience level is to be expected in the classroom. We should embrace that variety and recognize it in the learning process as we conduct our courses. International students are an important part of the GGU student body. Their needs should be kept in mind along with those of our primary target audience, the U.S.-based working adult.

11. Rigor: Instructors are strongly encouraged to uphold high standards for quality of scholarship in their courses. It is expected that each student will do a substantial amount of work outside of class and that their work product will reflect professional standards of the discipline.

12. Academic integrity. Make sure your students are aware of what constitutes plagiarism. Students should be expected to cite sources properly and should know that copying work of others in part or in whole will result in grading penalties and possibly other sanctions. Take appropriate steps to prevent cheating on exams and other course work.

13. English. English is the language of instruction at Golden Gate University, and the quality of students’ written and oral work is part of their performance in each course. The quality of written English in assignments should be part of the grading.

Course Content

1. The Syllabus is clear, detailed, and specific.

• Is consistent with the curriculum guidance document provided by the academic department.
• Lists required texts & software, including title, edition, author, publisher & ISBN. Textbooks must be current editions.

• Includes instructor bio, education, teaching history & professional experiences.

• Explains details of course activities, assignments & major projects.

• Lists all exams, their location (online or supervised), the exam format & the dates the exam can be taken.

• Provides the same course description that is listed in the current GGU catalog.

• Lists course objectives and learning outcomes that describe what students will know or be able to do as a result of taking the course. These objectives are linked to the established departmental program goals.

• Contains complete course schedule identifying weekly topics, activities, assignments & due dates.

• Provides clear instructions on how to begin & proceed through the course.

• Clearly outlines course policies and expectations such as discussion participation, grading, penalties for late work, plagiarism, etc.

• Contains instructor's name, title, email address, work phone number (or university contact phone number) & physical or virtual office hours (if appropriate).

• Explains when & how students receive feedback from the instructor.

• Bibliography is provided, and other resources available in the university, such as the electronic resources of the Library, the Online Writing Lab (OWL), the Math Lab (MOTH), departmental tutors when available, etc are listed.

• The university’s and the instructor’s expectations for academic integrity must be specified.

2. **Course content is divided into well-constructed, manageable learning units (sessions).**

• Each session lists objectives that:
  
  o are stated in observable, measurable, achievable, & student oriented terms.
  
  o support the course objectives.

• Each session begins with components that orient the student to the session: an overview, statements connecting new material to previous content, organizational info, etc.
• Each session contains content that is complete, appropriate & supports session objectives.

• Each session provides instructor’s perspective on the material, including real world examples where appropriate.

• Content delivery methods are engaging, interactive, varied & challenging for students.

• Content provided by the textbook publisher is referred to or incorporated into the course, if appropriate.

• Session content is appropriately segmented and sequenced.

• Session activities are rich and varied and might include reading, writing, research requirements, quizzes, case studies, etc and:

  o require students where applicable to make appropriate & effective use of external resources, including print, library, Web-based, & other electronic resources.

  o allow students ample opportunities to practice & apply concepts & skills in realistic & relevant ways.

  o support session objectives.

• Each session concludes with components that re-orient students: a summary, integration with course objectives, assessment, etc.

3. **Courses should include several methods of assessing student learning.**

• Assessment methods work best when tied to course assignments.

• Assessments should be appropriate for the specified in the objectives.

• Assessments should measure course or session objectives.
At Golden Gate University, the creation and delivery of successful, student-focused online educational experiences is the result of an ongoing collaboration among the instructor, the academic department, and the CyberCampus design and support team.

Many ingredients are common to a high quality course. Among these are rich, topical content; clear, consistent objectives and appropriate assessment measures; frequent and rich feedback from the instructor; communications that promote high quality student-teacher interaction; and effective course management.

To promote these qualities, and to assist in providing meaningful guidance and support, the university engages in unobtrusive and productive peer and departmental visitations that result in constructive and supportive feedback to instructors.

The following provide further details on the requirements and recommendations that together describe Golden Gate University’s …

VII. Online Courses   Defining a Quality Student Experience

Course Management

1. Instructor notifies students of their grade or standing in the course throughout the semester.

2. Instructor updates course content as necessary to reflect current events in the field.

3. Instructor identifies course and session start/end dates.

4. Instructor posts student test results and provides assignment feedback promptly.

5. Instructor submits reports to GGU on student progress as requested.
Communication and Student Support

1. **Instructor ensures regular and respectful communication with students throughout the semester.**
   - On the Syllabus, lists average response time for email and phone calls. Instructors respond within a reasonable timeframe and keep students apprised of their schedule and availability. Under no circumstance should students wait more than two working days for a response from their instructor.
   - Instructor logs-in at least four times each week and frequently posts engaging, thoughtful, and meaningful dialogue in Discussions, course Announcements, and via email.
   - Instructor regularly provides personalized feedback & encouragement to students. It is not expected that an instructor will respond to every student’s posting.
   - Instructor makes proactive attempts to create a rich learning community using such strategies as group activities, peer review, encouraging use of chat, assigning study partners, creating “Cyber Lounge” discussion area, posting class contact info, requiring students to post their bios, etc.
   - Instructor shows regular presence in the course through discussion postings, emails, announcements, Chat, and other means.
   - Options for ongoing student feedback are provided and encouraged.

2. **Course includes links to appropriate student life and student support web pages.**

3. **Instructor notifies students of their “Cyber Expectations and Responsibilities”**.

4. **Course includes information regarding external resources for student support**: Browser Configuration & Technical Requirements, 24/7 Help Desk, Supervised Exams, Bookstore, GGU Library, Online Writing Lab, Math Online Tutor Help, and Basic Course Navigation, etc.

**Technical**

1. **Course material is accurate and up-to-date.**
   - Course does not contain any broken links, missing files or missing images.
• Course content is free of typos.
• Session start and end dates are correct.
• Content not yet ready for student view is hidden.

2. Graphics & text layouts are clear and appealing.

3. Download information is provided for required software or plug-ins.

4. GGU Enterprise Technology Services & CyberCampus support the delivery methods used in the course.

CYBER – COURSES: A FACULTY GUIDE TO STUDENT RESPONSIBILITIES:

In an effort to promote a high-quality student experience, we want to communicate expectations with regard to participating in the Golden Gate University cyber campus delivery system. We believe we have operationalized this mode well, and are receiving good feedback about our cyber campus classes. For example, us news and world report just rated Golden Gate University’s cyber campus classes as being amongst the best in the nation.

Golden Gate University’s cyber campus classes are designed and managed to deliver the learning outcomes of a traditional, face-to-face classroom. Former students report that cyber classes are often more demanding than classes offered in alternative modes. Research shows that to be a successful online student, one needs to be self-directed and show ability for independent work. Students should be prepared to invest an adequate amount of preparation and participation time to achieve, for themselves and their classmates, the learning objectives of the class. In achieving this, cyber classrooms give them great flexibility in scheduling learning activity time.

We have found it valuable to communicate to students the specifics of what is involved in taking a cyber campus class. You are encouraged to communicate the following to your students:

Time Management

1. **Login frequently.** Log-in and participate in class activities at least four days every week unless otherwise instructed by the professor.

2. **Make quality postings.** Quality participation involves more than just making an isolated posting; postings should build on previous submissions and expand the depth of the discussion. Your instructor will have additional guidelines.

3. **Read all materials thoroughly.** Students are responsible for reading all content items in the course, since different class assignments and activities are often located in different areas of the class.
4. **Stay current.** Students are expected to keep current with all the readings, assignments, homework, and classroom participation. It is important to note that falling behind in a Cyber Campus class makes it very difficult to catch up.

**Communication**

1. **Have reasonable expectations for e-mail responses.** When communicating with professors, anticipate a reply within two business days; hence, when sending an e-mail build in the expected response time. In case of emergency, try to contact the instructor by phone or fax. Follow the instructions that the instructor gives you about appropriate use of e-mail communication for the given class. In general, communication should be via the class discussion area. E-mails should be restricted to issues of a personal nature.

2. **Create high-quality postings.** Thread your postings with the postings of others in the discussion by engaging in the dialogue. Try to ask questions, add clarifications, present comparisons, relate professional practice insights, and show appreciation for your peers' contributions.

3. **Avoid value judgments.** Value judgments imply a right and wrong, rather than a difference of opinion. They involve making an estimation of the quality and/or goodness of a person, action or event. They retard rather than promote communication.

**Etiquette and Protocols**

1. **Be professional when communicating.** Participation in the class should uphold principles of collegiality and professionalism. Issues that arise between the instructor and the student should be kept isolated to the concerned student and instructor. The use of the cyber platform electronic features such as e-mail, discussion groups, chat, and doc sharing for disbursement of inflammatory issues is considered inappropriate behavior. Instructors reserve the right to delete any such postings.

2. **Avoid abusive language.** Abusive use of language and a hostile attitude within classroom interactions is considered unacceptable. Be careful not to be malicious, spiteful or overly confrontational.

**Academic Integrity**

1. **Cite sources properly.** Learning how to cite sources properly, giving credit to original author’s works, is an important element in the Golden Gate University teaching/learning environment. Students should be familiar with the guidelines the university provides and try their utmost to avoid the pitfalls of plagiarism. Citing all sources, hard copy, Web-based, and others in proper academic format is expected of every student.