# TABLE OF CONTENTS

- INTRODUCTION TO THE FACULTY HANDBOOK ................................................................. 6
- INSTITUTIONAL INFORMATION .................................................................................. 7
- PROGRAMS OF STUDY ............................................................................................. 7

- PHILOSOPHY ............................................................................................................ 7
- MISSION STATEMENT ............................................................................................... 7
- VALUES ..................................................................................................................... 7
- VISION ....................................................................................................................... 8
- OBJECTIVES ............................................................................................................ 8
- DOCTRINAL STATEMENT ......................................................................................... 8
- ACCREDITATION INFORMATION ............................................................................. 10
- INSTRUCTIONS FOR FILING A COMPLAINT WITH TRACS ................................. 10
- APPROVALS ............................................................................................................. 11
- CAMPUS FACILITY .................................................................................................. 11
- CODE OF CONDUCT ................................................................................................ 12
- CONTACT US .......................................................................................................... 12

- UNIVERSITY POLICIES & PROCEDURES ................................................................. 13
- INSTITUTIONAL INTEGRITY ..................................................................................... 13

- ACADEMIC FREEDOM ............................................................................................ 13
  - ACADEMIC FREEDOM IMPLEMENTATION PROCEDURE .................................. 14
- FREEDOM OF SPEECH .......................................................................................... 14
- STATEMENT OF NONDISCRIMINATION ................................................................. 15
- SEXUAL HARASSMENT ......................................................................................... 15
- INTELLECTUAL PROPERTY ................................................................................... 15
  - THE UNIVERSITY’S ROLE .................................................................................. 15
- THE FACULTY'S ROLE .................................................................................................................. 16
INSTRUCTIONAL USE OF COPYRIGHTED MATERIALS .............................................................. 16
DRUG-FREE CAMPUS POLICY ........................................................................................................ 17
WEAPONS POLICY .......................................................................................................................... 17
LEAVE OF ABSENCE ....................................................................................................................... 17
EMPLOYEE GRIEVANCE/COMPLAINT POLICY .......................................................................... 17
STUDENT GRIEVANCE ..................................................................................................................... 18
STUDENT DISPLINARY POLICY ...................................................................................................... 20
STUDENT ADVISING ....................................................................................................................... 20
HOUSING ........................................................................................................................................ 21
SECURITY AND SAFETY .................................................................................................................. 21
JOB DESCRIPTIONS ....................................................................................................................... 23
DUTIES OF THE CHIEF ACADEMIC OFFICER/DIRECTOR OF ACADEMICS (CAO) .................. 23
DUTIES OF THE LIBRARIAN ............................................................................................................. 24
DUTIES OF THE THEOLOGY DEPARTMENT DIRECTOR .............................................................. 25
DUTIES OF THE DIVINITY DEPARTMENT DIRECTOR .................................................................... 25
DUTIES OF THE FACULTY ............................................................................................................... 26
CLASSIFICATIONS AND QUALIFICATIONS OF FACULTY ......................................................... 27
FACULTY ORGANIZATION ............................................................................................................. 27
FULL-TIME FACULTY ....................................................................................................................... 27
PART-TIME FACULTY ....................................................................................................................... 27
TEMPORARY ..................................................................................................................................... 27
GENERAL QUALIFICATIONS ............................................................................................................ 27
SPECIAL QUALIFICATIONS ............................................................................................................. 27
RESPONSIBILITIES OF FACULTY ................................................................................................. 28
• GENERAL RESPONSIBILITIES OF FACULTY .................................................................28
• SPECIFIC RESPONSIBILITIES OF FACULTY .........................................................28

SUPERVISORY RESPONSIBILITIES ...........................................................................29

CURRICULUM DEVELOPMENT PROCESS .............................................................30

PERSONNEL GUIDELINES .........................................................................................32

EMPLOYMENT AT WILL ...............................................................................................32

WORKING CONDITIONS .............................................................................................32

PRIVACY OF PERSONNEL RECORDS .......................................................................32

EMPLOYMENT PROCEDURES: FACULTY .................................................................33

PERFORMANCE EVALUATION .....................................................................................33

APPOINTMENT, RETENTION AND PROMOTION IN RANK .......................................34

SALARIES AND BENEFITS .........................................................................................34
• DETERMINANTS OF PAY .........................................................................................34
• SALARY INCREASES .................................................................................................34
• COMPENSATION PROGRAM.....................................................................................34

FACULTY VACATIONS AND BENEFITS .................................................................34

ATTENDANCE POLICY .................................................................................................35
• ABSENCE POLICY .....................................................................................................35
• PROFESSIONAL LEAVE AND ILLNESS ................................................................35

OFFICE HOURS ............................................................................................................36

FACULTY RESIGNATION ..............................................................................................36

FACULTY RULES & REGULATIONS ...........................................................................37

RULES OF CONDUCT & DISCIPLINE .....................................................................37
• STANDARDS OF CONDUCT AND DISCIPLINARY ACTION .....................................37
• VERBAL REPRIMAND ...............................................................................................38
• WRITTEN WARNINGS ..............................................................................................39
• DISMISSAL .................................................................................................................39
FACULTY GRIEVANCES ........................................................................................................ 40
PERSONAL APPEARANCE ................................................................................................... 40
MEETING ATTENDANCE ....................................................................................................... 40
TRAINING AND DEVELOPMENT .......................................................................................... 40
  • PROFESSIONAL DEVELOPMENT BENEFITS .......................................................... 40
  • SPIRITUAL DEVELOPMENT ....................................................................................... 41
OBTAINING EQUIPMENT AND SUPPLIES ......................................................................... 41
FACULTY EVALUATION ........................................................................................................ 41
EFFECTIVE INSTRUCTION .................................................................................................. 42
CLASSROOM POLICY AND PROCEDURES ...................................................................... 43
  • COURSE SYLLABUS OUTLINE FORMAT .................................................................. 43
  • CLASSROOM PROCEDURES ..................................................................................... 44
  • REPORTING EMERGENCIES ....................................................................................... 44
  • RETURNING TESTS & GRADED MATERIALS AND POSTING GRADES .................. 44
  • ENGAGING GUEST SPEAKERS & LECTURERS ....................................................... 44
  • SELECTING AND ORDERING TEXTBOOKS ............................................................... 44
  • REVIEWING EVALUATIONS ...................................................................................... 45
  • GRADING SYSTEM ..................................................................................................... 45
  • GRADE DEFINITION .................................................................................................. 45
  • STUDENT ATTENDANCE POLICY ............................................................................. 46
APPENDIX A: COURSE SYLLABUS SAMPLE ................................................................. 48
APPENDIX B: COURSE EVALUATION FORM ................................................................. 56
APPENDIX C: FACULTY PEER EVALUATION ................................................................. 58
APPENDIX D: ANNUAL FACULTY ACTIVITY REPORT ............................................... 61
APPENDIX E: ANNUAL FACULTY EVALUATION FORM ........................................... 65
APPENDIX F: FACULTY SENATE BYLAWS ................................................................. 69
INTRODUCTION TO THE FACULTY HANDBOOK

Welcome to Horizon University (HU). For those of you who have been here for some time now, we trust that you have had a fulfilling experience teaching at our institution. For those of you who are just beginning your teaching experience at HU, we hope you enjoy your time with us.

This handbook contains policies and procedures governing faculty personnel issues at HU. It is designed to be a guide for the faculty in the day-to-day operations of our school.

The purpose of this handbook is to assure policies are executed in a uniform manner with no bias. It is the responsibility of each and every member of the faculty to administer these policies in a consistent and impartial manner.

Policy statements are subject to modification and further development. Members of faculty are encouraged to suggest improvements when or if issues ever arise.

It is the responsibility of every faculty member to read and abide by the rules and regulations spelled out in this handbook and the school catalog. Any suggestions, discrepancies, or inconsistencies in this handbook or the school catalog should be pointed out to the Administration who, in turn, will take the necessary steps to evaluate the issues at hand and take proper action to address them.
INSTITUTIONAL INFORMATION

PROGRAMS OF STUDY

Horizon University is an evangelical Christian University that offers educational programs in a wide variety of areas. We have a diverse faculty of teachers, church leaders, and scholars that come from all areas of the Christian spectrum.

Horizon University offers the following programs:

- Bachelor of Theology
- Master of Divinity
- Master of Theology

PHILOSOPHY

Horizon University (HU) was founded upon Christian doctrine and religious principles. We strive to provide the highest standard of education to Los Angeles and the surrounding communities. HU focuses on providing degree programs to students of all backgrounds, in order to serve the expanding local and global communities of the world. Upon the completion of our degree programs, students will be able to enrich and serve with the moral, spiritual, and professional values our Christian education provides.

MISSION STATEMENT

Our mission at Horizon University (HU) is to educate the next generation of strong Christian leaders who will selflessly serve their churches, communities, and beyond with their diverse skills and vital knowledge gained during their studies of theology, the Bible, and practical ministry here at HU.

VALUES

Horizon University prides itself in upholding core Christian values and doctrines daily in not only our educational pursuits, but in all that we do. We have identified and summarized our three core values:

- We value the mission and dedication of all Christian members and the talents and skills they bring to the Church community, focusing on the service and communicating of the Lord’s message.
- We strive for the highest level of academic success, integrity and professionalism, focusing on the Christian faith and developing a relationship with our savior, Jesus Christ.
- We dedicate ourselves and our students to serve as role models in our local and global communities, churches, and workplaces.
VISION

Our vision at Horizon University (HU) is to enrich and spiritually improve the world around us by preparing Christian leaders dedicated to work in the areas of ministry and theology. Our students will inspire, motivate, and drive others to live a life defined by Christian principles, and they will be shining examples of the outstanding educational experience at HU. They will be leaders that guide their communities to greatness in the name of Jesus Christ.

OBJECTIVES

The fourfold goal of Horizon University (HU) is to educate students to become academically successful and intellectually confident, gain cultural awareness and tolerance, and obtain the practical skills and knowledge necessary for professionals, in order to serve as dedicated Christian leaders who have a foundation in Biblical knowledge and Christian values and are able to employ Christian principles within their career and interpersonal relationships.

First, students will be academically successful and intellectually confident, which are important qualities for overall professional success. Students will achieve skills necessary to analyze and absorb important information in their discipline, and students will apply their knowledge to real world situations.

Second, students will develop cultural awareness and tolerance in order to be compassionate and fair leaders. Students will evaluate differences that may arise while at work in various communities and will create a space built upon inclusion and Christian love.

Third, the education received at HU will grow strong professionals who have superior knowledge and skills of their respective professional fields. Students will acquire practical skills that can be demonstrated in the field.

Our fourth and most important goal is to mold and cultivate strong, dedicated spiritual leaders who are well versed in Biblical knowledge and Christian values. Students will apply Christian principles to pursue their vision and mission in life and deliver their knowledge to others in a mature and compassionate manner.

DOCTRINAL STATEMENT

1. The Bible

We believe that the Bible is divinely inspired by God and given for the faith of the believing community. It is infallible, authoritative and without any errors in its entirety.

2. The Trinity

We believe in the one true and living God who is eternal, transcendent, omnipotent and personal. He possesses three eternal, personal distinctions, which are revealed to us as God the Father, God
the Son and God the Holy Spirit. They are perfectly equal - yet execute distinct but harmonious offices.

3. The Father
We believe in God the Father, the first person of the Divine Trinity, who is perfect in holiness, wisdom, power and love. He is infinitely sovereign, eternal, and unchangeable in all His attributes and is worthy of honor, adoration, and obedience.

4. The Son
We believe in Jesus Christ, the Perfect Son, and second member of the Divine Trinity. He was miraculously conceived and born of a virgin. He was fully man and fully God and perfectly sinless in all His humanity.

5. Holy Spirit
We believe that the Holy Spirit is the third person of the Triune Godhead. He has been and will continue to be active throughout eternity. He convicts, regenerates, indwells, sanctifies, and seals all believers in Christ, and empowers them for service. Believers are filled with the Spirit at the time of salvation. The Holy Spirit administers spiritual gifts to all believers; however, the manifestation of any particular gift is not required as evidence of salvation.

6. Historicity
We believe the full historicity and perspicuity of the biblical record of primeval history, including the literal existence of Adam and Eve as the progenitors of all people, the literal fall and resultant divine curse on creation, the worldwide cataclysmic deluge, and the origin of nations and languages at the tower of Babel. We believe the realities of heaven and hell.

7. Redemption
We believe the redemptive grace of God through the substitutionary work of Jesus Christ, who paid the full price for the sins of the world, through His literal physical death, burial and resurrection, followed by His bodily ascension into heaven.

8. Salvation
We believe in a personal salvation provided solely by the grace of God on the basis of the atoning death and resurrection of Jesus Christ. We believe that salvation is only appropriated by a person placing their faith in the finished work of Christ and not by human merit or work. We are eternally saved from the penalty of sin.

9. Last Things
We believe in the personal and visible return of the Lord Jesus Christ to earth and the establishment of His kingdom. We believe in the bodily resurrection, the final judgment, the eternal felicity of the righteous and the fulfillment of His purposes in the works of creation and redemption with eternal rewards and punishments.

10. Biblical Creation
We believe the biblical account of creation as a historical and theological record of God's creation. We believe that the universe, in its entirety, was created by God in a literal six-day
week. God's creation includes, but is not limited to, the existing space-time universe along with its basic systems and all kinds of living organisms.

11. Satan
We believe in the existence of a personal, malevolent being called Satan who acts as tempter and accuser. He can be resisted by the believer through faith and reliance on the power of the Holy Spirit. A place of eternal punishment has been prepared for Satan, along with those who die outside of having faith in Christ, where they will be confined to conscious torment for eternity.

ACCREDITATION INFORMATION

Horizon University is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: (434) 525-9539; e-mail: info@tracs.org], having been awarded Candidate Status as a Category III institution by the TRACS Accreditation Commission on October 30, 2018. This status is effective for a period of up to five years. TRACS is recognized by the United States Department of Education (USDOE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

INSTRUCTIONS FOR FILING A COMPLAINT WITH TRACS

1. Individuals should be able to make an inquiry to TRACS regarding a complaint or about issues and concerns that could be considered complaints. At such time, TRACS will direct the individual to the TRACS website (www.tracs.org) with instructions to download a packet containing:
   - Policies and Procedures for Complaints against Member Institutions.
   - TRACS Complaint Information Sheet.
   - TRACS Complaint Processing Form.

2. TRACS’s response and its obligations to meet the specific timetables outlined in these procedures will begin only after the complainant submits all documents required in the TRACS Complaint Information Sheet.

3. A formal complaint is one that is:
   - Submitted in writing using the TRACS Complaint Processing Form (including answering fully all the questions and attaching all required supporting documentation).
   - Signed
   - Sent to the attention of the President of TRACS by the complainant(s). Complaints which are not in writing, anonymous, or sent electronically or through facsimile transmission will not be considered.
4. Two hard copies of the fully completed TRACS Complaint Processing Form and all supporting documents are to be sent, not electronically nor through facsimile transmission, to:

President, Transnational Association of Christian Colleges and Schools
15935 Forest Rd.
Forest VA 24551

APPROVALS

Horizon University (HU) is a non-profit university operating under a non-profit exemption verified by the California Bureau for Private Postsecondary Education. HU is a university owned, controlled, and operated and maintained by a religious organization lawfully operating as a nonprofit religious corporation, and has met the exemption from regulation under the Act, pursuant to California Education Code (CEC) section 94874 (e) (1).

The California Bureau for Private Post-secondary Education (BPPE) has a formal complaint process. If you have a dispute that you have not been able to resolve directly with the school, you may contact the Bureau at Bureau for Private Postsecondary Education.

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400
Sacramento, CA 95833
Telephone: (916) 431-6924
FAX: (916) 263-1897
or online at http://www.bppe.ca.gov/consumer_complaint.pdf.

Horizon University (HU) is approved by the United States Immigration and Customs Enforcement (ICE) of the Department of Homeland Security (DHS) to accept and enroll foreign, non-immigrant F-1 students for academic degrees.

The U.S. Consulates/Embassies issue F-1 visas for all students from overseas who are accepted for full-time study at HU. The rules for Visa Application may vary from country to country. Students should contact the U.S. Consulate in their country for the latest instructions on how to apply for a Student Visa. The code issued by the DHS is LOS214F51064000.

CAMPUS FACILITY

Our campus is located at 2040 S. Brea Canyon Rd. Suite 100, Diamond Bar, CA 91765, which is adjacent to Downtown Diamond Bar. The campus is approximately 6,354 square feet containing 5 classrooms and a library/computer lab. There is also a front office staffed with personnel to help with students’ needs and a separate administration area for private matters. While Horizon University (HU) does not operate a dormitory or other student housing facility, we assist students in locating apartments or other housing facilities near the Diamond Bar area.
CODE OF CONDUCT

In support of Horizon University’s central functions as an institution of evangelical higher learning, a major responsibility of the administration is to protect and encourage the faculty in its teaching, learning, and public service. The authority to discipline faculty members in appropriate cases derives from the shared recognition by the faculty and the administration that the purpose of discipline is to preserve conditions hospitable to these pursuits. Such conditions, as they relate to the faculty, include, for example:

1. Free inquiry, and exchange of ideas;
2. The right to present controversial material relevant to a course of instruction;
3. Enjoyment of constitutionally protected freedom of expression;
4. Freedom to address any matter of institutional policy or action when acting as a member of the faculty whether or not as a member of an agency of institutional governance;
5. Participation in the operation of the University;
6. The right to be judged by one’s colleagues, in accordance with fair procedures and due process, in matters of promotion, tenure, and discipline, solely on the basis of the faculty members’ professional qualifications and professional conduct.

CONTACT US

For further inquiry, please contact the administrative office for more information:

Horizon University
2040 S. Brea Canyon Rd. Suite 100
Diamond Bar, CA 91765
Tel: 909-895-7138
Fax: 909-895-7143
Email: info@horizonuniversity.org
UNIVERSITY POLICIES & PROCEDURES

INSTITUTIONAL INTEGRITY

Horizon University is committed to integrity as a central element of our mission and values. HU’s daily operations are conducted with honesty and transparency, which are also reflected in the way the institution represents itself to students, the public, and other organizations with which it partners. All members of our university are expected to abide by ethical and professional standards at all times. HU further abides by federal and state laws and other regulations, as well as policies set by the university and board. At HU, we all share responsibility for preserving this value, in order to promote an environment of integrity within our community.

ACADEMIC FREEDOM

Freedom of inquiry and the open exchange of ideas are fundamental to the success of Horizon University (HU). The principles of academic freedom are critical to ensure higher education’s important contribution to the common good. Basic academic freedom includes the ability to do research and publish ideas, the freedom to teach, and the freedom to communicate extramurally.

Horizon University (HU) is committed to assuring that faculty members are given the freedom to express views, theories, research results, and opinions when they teach their assigned courses. Horizon University also recognizes that academic freedom must include the responsibilities of Christian faith and practice by faculty members. The responsibility of leadership by faculty members as role models to the students, and the ethics of Christian faith as described in the doctrinal statement of the university also provide the boundaries which faculty members are given to exercise their academic freedoms.

Horizon University has as its policy of academic freedom the following:

Faculty members are free to express views and opinions concerning their areas of teaching responsibility within the confines of the university’s statements of fundamental beliefs, philosophy, values, and objectives. If faculty members find that they have differing opinions, the faculty members must first discuss these divergences with the Director of Academics (CAO) before disseminating their opinions in the classroom. While HU recognizes that it is well within the right of the faculty member to express their differing views, the university holds that the responsibilities of Christian ethics require a higher responsibility toward Christian communities concerning how they act upon the freedom that the university grants.

Faculty members, who hold differing theological views, may be asked to step down from their faculty positions. While it is natural that the faculty’s pursuit of knowledge will be reflected in class, faculty members are encouraged to follow their conscience in their classroom teaching.

Faculty members are responsible to teach within the confines of the university’s mission, values,
objectives and doctrinal statement. Faculty members are expected to discuss the issue with the Director of Academics (CAO) if their differing views present a source of conflict.

In non-theological and non-biblical courses, it is expected that the courses will be taught in accordance with an Evangelical Christian worldview and consistence with the doctrinal statement of the university.

ACADEMIC FREEDOM IMPLEMENTATION PROCEDURE

Horizon University adopts the following procedure for the disposition of alleged violations of academic freedom. Written complaints of violations of academic freedom shall be directed to the Director of Academics (CAO). Any person responsible for teaching or support of instruction whose rights may have been violated or any member of the campus community who witnesses a possible violation may file a complaint. The complaint shall indicate the specific content of academic freedom that may have been abrogated; it should include a description of the alleged violation, the available evidence, and, if desired, a proposed remedy. Individuals who may have been responsible for the alleged violation should be identified. The address, or other contact information, for the person making the complaint should be listed. The Director of Academics (CAO) shall make copies of the written complaint available to all alleged violating parties. After the complaint is received it should be considered at the next regularly scheduled meeting of the Faculty Committee unless there is a compelling need for more timely action.

In the event that the complaint is not considered to be of sufficient merit to warrant a hearing the chair shall inform the complainant and alleged violators of the committee's decision in a timely fashion. The complainant shall have the right to appeal this decision to the Faculty Committee of the University. If, after receiving an appeal, a majority of the voting members of the Faculty Committee decide that the complaint should be heard they shall, through their Chair, appoint a committee, drawn at random from the full-time members of the faculty, to conduct a hearing.

The committee will attempt to bring about a settlement of the matter that is satisfactory to all parties concerned. If, in the opinion of the committee, no settlement is possible the committee shall report its findings and recommendations to the complainant, the alleged violator(s), the chair of the Faculty Committee and the President of the University. Thirty days after these reports have been made the chair of the Faculty Committee will contact the President in order to inquire about any action that may have been taken. Each year, at the close of the spring term, the chair of the Faculty Committee will report all complaints that have been settled to the Faculty Committee and a summary report of all settlements.

FREEDOM OF SPEECH

Freedom of speech is a fundamental American freedom and a human right. There is no place that this right should be more valued and protected than in academic settings such as the classroom. The right to speak freely in the expression of one’s ideas is encouraged as long as the students follow acceptable norms. If problems should arise, refer to the executive officers for resolution of the problems.
STATEMENT OF NONDISCRIMINATION

Horizon University (HU) does not discriminate on the basis of disability, race, color, gender, and national or ethnic origin in the according or making available of all the rights, privileges, programs and activities generally open to students at the college. We do not discriminate on the basis of disability, race, color, gender, and national or ethnic origin in administration of educational policies, admissions policies, scholarship and loan programs, and athletic and other college administered programs.

In addition to this legal stance, HU has a biblical stance regarding cultural diversity. The ultimate, eternal community of believers, according to Revelation 5:9, will be comprised of “every tribe, tongue, and people and nation.” The University strives to have this same diversity and unity of believers while training culturally sensitive ministers for effective service to the entire world.

SEXUAL HARASSMENT

Sexual Harassment is defined as unwelcome conduct of a sexual nature that is severe or pervasive, and that creates a hostile or abusive learning, working, or living environment, thereby unreasonably interfering with a person’s ability to learn or work, and the conduct has no legitimate relationship to the subject matter of an academic course or research. Sexual harassment also includes behavior not sexual in nature, but behavior directed toward a person because of the person’s sex and/or gender, including harassment based on the person’s nonconformity with gender norms and stereotypes.

The university takes harassment very seriously and any reported incident is reviewed by HU and disciplinary action will be taken in cases where culpability rests.

INTELLECTUAL PROPERTY

Horizon University (HU) fosters and supports an environment that encourages creativity and the development of new intellectual works in their various forms. In appropriate cases, with early disclosure of the effort, HU will recognize the ownership of the creator(s) of the work with the right of the University to use the work for its educational mission and the development of its employees, and to participate in an appropriate royalty share in external marketing of the work by its creator(s). However, with respect to intellectual works that are created at the direction of HU to support administrative/non-instructional functions and other works specifically designated by the University, HU will generally retain ownership and rights to the work, subject to specific written agreements to the contrary.

THE UNIVERSITY’S ROLE

Horizon University will ensure fair treatment of all parties and will take the following actions:
1. Provide a supportive environment;
2. Use reasonable effort to exploit and protect intellectual property generated by its faculty and students;
3. Maintain fairness and adequate incentives in the distribution of residual income;
4. Consider proposals from individuals with respect to exploitation and protection of intellectual property.

THE FACULTY’S ROLE

Horizon University faculty is required to:

1. Report any work undertaken on behalf of an external body and any conflicting outside commercial interests;
2. Report the development of any intellectual property as it arises;
3. Keep key information confidential until it is protected;
4. Report any potential conflict of interest.

INSTRUCTIONAL USE OF COPYRIGHTED MATERIALS

Horizon University (HU) recognizes that accomplishment of its mission may be facilitated by the use of works owned or created by others. It is the policy of HU that students, employees, and other individuals who use University facilities and/or equipment, and students, employees, and other individuals who use off-campus non-University facilities and/or equipment in connection with University activities or on behalf of the University, shall recognize those accomplishments by respecting the intellectual property of others and using such works only to the extent such use would be permitted by law. For example, this policy applies when photocopying is undertaken at all central copying center, machines in the library, or on any other reproduction equipment owned or leased by HU or used in connection with University activities or on behalf of the University.

Students, employees, and other individuals subject to this policy who use material originated by others shall not, as a matter of policy, when using such materials, infringe on those rights of the originator which are protected by copyright laws and shall secure permission to use or reproduce copyrighted works when such permission would be required under copyright law and/or pay royalties when such payment would be required. Students, employees, and other individuals subject to this policy are expected to obtain permission from the copyright owners unless the intended use is clearly permitted under the doctrine of “fair use.” Students, employees, and other individuals subject to this policy are expected to be selective and sparing in copying. “Fair use” shall not be abused. HU does not condone copying instead of purchasing copyrighted works where such copying would constitute copyright infringement. For purposes of this policy, copyrighted material means any work or intellectual property which may be subject to copyright under the laws of the United States. This includes, but is not limited to, literary works, including computer programs and compilations; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic, and sculptural works; motion pictures and other audiovisual works; and sound recordings. For example, this policy applies to photocopying for classroom use, use of computer
software, use of videocassettes, and off-air videotaping. This policy is not intended to waive any rights, remedies, immunities, or defenses available to the University in the event of an infringement or alleged infringement.

**DRUG-FREE CAMPUS POLICY**

It is the objective of Horizon University (HU) to establish and maintain a drug-free workplace and campus. Employees and students are forbidden to unlawfully manufacture, distribute, dispense, possess, or use a controlled substance on campus grounds and in any of HU’s facilities.

**WEAPONS POLICY**

The possession or use of firearms or other weapons on Horizon University premises by any employee, student, vendor, or other visitor is strictly prohibited. Any exception to this policy must be authorized in advance by the Chief Executive Officer/President.

**HONESTY**

Cheating is a violation of Christian integrity and will not be tolerated. Cheating includes but is not limited to copying from another student’s work, relaying information about tests and exams or receiving information from a student who has already taken the test, and falsifying reports or other work. The greatest form of cheating is plagiarism, which is copying or using another person’s work or words as your own. This includes copying information from the Internet or from various textbooks. Be sure to properly cite and paraphrase any information that is not your own thoughts or information.

A student found cheating will receive a “0” for the assignment or test and will be reported to the Director of Academics for recourse. Dismissal from the course or the university may be the consequence of cheating. If you are aware of cheating or plagiarism, you should report it to any faculty member or administrative staff immediately.

**LEAVE OF ABSENCE**

Leave of absence is granted for purposes other than recreation or travel. In any twelve-month period, Horizon University (HU) may grant no more than a single leave of absence to students, provided that: (a) students have made arrangements with faculty members to make-up the materials; and (b) the leave of absence does not exceed fourteen days.

**EMPLOYEE GRIEVANCE/COMPLAINT POLICY**

It is important that employees are treated fairly and receive prompt responses to problems and concerns. For this reason, the University provides grievance procedure to promote prompt and
responsible resolution of issues raised by faculty and administrators. This procedure may be used freely without fear of retaliation. The Director of Operations is available to assist throughout the procedure. The process outlined below should be used if an individual disagrees with or has a grievance about a supervisor’s action including any disciplinary action. If the problem involves discriminatory harassment, sexual harassment and/or discrimination, please refer to those policies to initiate a complaint. When unsure which policy applies, contact the Director of Operations for assistance.

Step 1. Discuss complaint with immediate supervisor: The University encourages informal resolution of complaints. Employees should first discuss the complaint with their immediate supervisor within three (3) business days of the situation whenever possible. If the complaint is not resolved as a result of this discussion or such a discussion is not appropriate under the circumstances, one should prepare the Employee Complaint Procedure Form and submit it to the immediate supervisor within five (5) business days of the discussion or proceed to Step 2.

Step 2. Prepare and submit Employee Complaint Procedure Form to first-level supervisor for review: If the employee feels the complaint was not resolved in discussions with his/her immediate supervisor, they may prepare and submit a formal written complaint for review by the person to whom the employee’s immediate supervisor reports (“second-level supervisor”). To do so, the employee should prepare the Employee Complaint Procedure Form and submit it to the second-level supervisor within seven (7) business days of the Step One discussion with the immediate supervisor (or within seven (7) days of the event being considered if Step One is bypassed). The second-level supervisor will then review the complaint, send a copy to the immediate supervisor (if appropriate), and schedule a meeting for the employee to discuss the complaint. The meeting will ordinarily be held within five (5) business days of the second-level supervisor’s receipt of the Employee Complaint Procedure Form. The second-level supervisor will issue a written decision, generally within five (5) business days of the meeting. If the complaint is not resolved to the employee’s satisfaction, proceed to Step 3.

Step 3. Submit Complaint Procedure Form for Final Appeal to third-level supervisor: If the employee is not satisfied with the Step One or Two decisions, they may submit the complaint to the person to whom the employee’s second-level supervisor reports (“third-level supervisor”). The third-level supervisor will issue a written decision within seven (7) business days of receipt of the Step Two decision. The third-level supervisor will provide the University’s final written response, generally within fourteen (14) business days.

STUDENT GRIEVANCE

Students have a right to submit grievances and complaints any time they desire. They should be submitted to any member of Horizon University’s administration or faculty. Students who have a complaint or grievance are encouraged to talk to a member of the University administration for assistance.
For grievances regarding grades, the procedure is as follows:

1. The student must address the complaint, dispute or grievance with the appropriate faculty no later than 3 weeks after grades are posted for a final grade or within 3 days after a student receives a grade for an exam, term paper or assignment. If the student is not satisfied with the faculty’s resolution of their grade, the student has a right to submit a written request concerning the grade to the Registrar.

2. The submission of a grievance concerning a grade must be in writing to the Registrar. The Registrar will review and investigate the grievance using their discretion to interview sources as needed. The Registrar will notify the student within ten (10) days regarding the disposition of the grievance.

3. If the student is not satisfied, the student can request an interview with the Registrar and the faculty within ten (10) days. Any decision resulting from this interview shall be deemed final.

4. All the records of students’ complaint in regard to grades should be maintained in the office of Director of Student Services.

If a student believes that non-academic criteria have been used in determining his/her grade in a course, he/she may follow the procedures described in this regulation below.

Non-academic criteria means criteria not directly reflective of academic performance in the course. It includes discrimination on political grounds, or based on a protected trait, including but not limited to a student's gender, race, religion, national origin, sexual orientation, or disability.

1. The student must attempt to resolve the grievance with the instructor within the first month of the following regular academic quarter.
2. If the grievance is not resolved to the student’s satisfaction, he/she may then attempt to resolve the grievance through written appeal to the department director, who shall attempt to adjudicate the case with the instructor and the student within two weeks.
3. If the grievance still is not resolved to the student's satisfaction, he/she may then attempt to resolve the grievance through written appeal to the Dean of the Academics, who shall attempt to adjudicate the case with the instructor. This request must be submitted before the last day of instruction of the quarter following the quarter in which the course was taken.

For all other grievances, the procedure is as follows:

1. The student must file a written grievance with the Director of Student Services within ten (10) days of the reported incident. The Director of Student Services shall review and investigate the grievance and notify the student of a decision within ten (10) days.
2. If the student is not satisfied, the student can request an interview with the Director of Student Services and a faculty member/administrator of their choice within ten (10) days. Any decision resulting from this interview shall be deemed final.
3. The student also has the right to file a grievance with the Bureau for Private and Postsecondary Education (BPPE).
A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau’s internet web site www.bppe.ca.gov.

STUDENT DISCIPLINARY POLICY

The primary goal of Horizon University’s Disciplinary Policy is to pursue the full restoration of the involved student. With this goal in mind, the suspension of a student from Horizon University (HU) is not a desired result, but suspension may occur if a student shows an unwillingness to comply with or meet the objectives of a restorative action plan. Alternative consequences are employed whenever possible to avoid suspension or expulsion. Each incident is reviewed on a case-by-case basis, with consideration of (1) the severity of the violation, (2) the context of the incident, (3) a history of prior misconduct, (4) the responsiveness of the accused to confrontation, and (5) the degree to which the individual displays genuine repentance.

Faculty members and students are expected to provide firsthand testimony that will bring greater clarity and understanding to the review. While painstaking efforts are taken to maintain consistency from case to case and individual to individual, confidentiality often prevents the disclosure of details that contribute to a decision. Occasionally this confidentiality results in unanswered questions regarding a disciplinary outcome. Uninformed community members are asked to extend the benefit of the doubt to officials, knowing that prayerful consideration has been employed in the proceedings and the subsequent outcome.

The Director of Student Services serves as the chief student conduct officer for the university and works with other administrators to resolve student disciplinary matters.

STUDENT ADVISING

Full-time faculty members are expected to be available for student advising as requested by students throughout the quarter and as requested by the Director of Academics. Part-time faculty members may be asked to provide academic advising during the quarter. The faculty advising relationship has several purposes:

- Academic advising regarding degree requirements
- Vocation guidance and career planning
- Personal and spiritual counsel as needed

The advising faculty and the student will use the course map to determine what courses to take. After completing a course, use the blank next to that course to record the quarter and year in which the student completed it. For electives, the advising faculty will have to write the course number, course title, and the quarter and year in which the student completed it. At registration time, check whether each course offered is one of the student’s yet unfulfilled requirements. Since a required course might not be offered again for another two or more years, strongly recommend that the student enroll in the currently offered required courses. They may choose to take additional electives for their own personal benefit, but make sure they understand that the
HOUSING
The university does not operate a dormitory or other housing facility but will assist students in locating adequate housing near the campus. Some students find housing in a local residence hotel. Others share an apartment or rent a room from members of a local church.

SECURITY AND SAFETY
The building in which the university is located is generally safe and secure. While this is generally true, all students and staff must be aware of any unusual activity, which might put the community in danger. All unusual situations should be reported to the closest staff member or security personnel so that appropriate steps for safety can be taken.

Emergency Plan

- Evacuation: Used to move students and staff out of the building. With a simple evacuation, students and staff leave and move to a nearby pre-designated safe location and return to the school building right after the cause of evacuation is resolved. Schools practice evacuations regularly (often monthly) during fire drills.

- Relocation: Used to move students and staff to a pre-designated alternate site following evacuation when it is determined that returning to the school building will not take place within a reasonable period of time. Depending on the time of day and the circumstances, students may be released early or put on hold until they are able to return to the school building. Plans should also be in place for students and staff with limited mobility who may need assistance moving to the relocation site.

- Shelter-in-place: Used during severe weather or other environmental threats (e.g., air contamination due to a local fire). This is a precaution aimed to keep people safe while remaining indoors. (This is not the same thing as going to a shelter in case of a storm.) In schools, shelter-in-place involves having all students, staff, and visitors take shelter in pre-selected rooms that have phone access and stored disaster supplies kits and, preferably, access to a bathroom. The room doors are then shut.

- Lockdown: Used when there is a perceived danger inside the building. A lockdown includes securing each occupied room by locking the door(s) and directing people to move away from windows and doors. Hallways are cleared of students and school staff. Typically, local law enforcement arrives to secure the site and arrange for evacuation or return to usual building activities. Students are kept in their classrooms or other secured areas in the school until the lockdown has ended.

- Lockout: Used to secure the building from a potential threat outside the building, such as when an unauthorized person is loitering on school grounds or when there is criminal
activity in the neighborhood. During a lockout, access to the building is restricted, but there may be some limited movement within the building.
JOB DESCRIPTIONS

DUTIES OF THE CHIEF ACADEMIC OFFICER/DIRECTOR OF ACADEMICS (CAO)

The Chief Academic Officer/Director of Academics (CAO) reports directly to the CEO/President. The CAO maintains regular communication between the Board Members and the faculty. The CAO is responsible for providing campus-wide leadership, guidance, and direction for the academic area of HU. The CAO is responsible for all programs and curricula to ensure they meet the school’s mission and vision, and to assure academic excellence. The CAO works with the CEO/President and faculty to deliver high quality instruction and services that meet the needs of students.

Duties and Responsibilities:

1. Academic Programs and Services
   a) Provides leadership, guidance, and motivation to ensure that HU develops, evaluates, and delivers a comprehensive array of instructional programs and services that reflect HU’s goals;
   b) Oversees in the development, review, and implementation of school policies, procedures, and operational activities related to academic areas;
   c) Provides structure and guidance to faculty for planning and implementing educational programs and services that support the school’s mission and strategic plan;
   d) Assists in campus emergencies, resolving students’ issues and complaints in a timely manner through implementation of HU’s policies and procedures;
   e) Assures the quality and effectiveness of all academic programs, offerings, and services through systematic review and evaluation of curricula and instruction using appropriate evaluations and assessments, benchmarking, and institutional accreditation;
   f) Ensures ongoing relevant professional development and regular evaluation of faculty members;
   g) Prepares, plans, and oversees all aspects of the graduation ceremonies;
   h) Approves all textbook selections;
   i) Assures all publications and websites related to academic programs are accurate, current and relevant.

2. Organization and Planning
   a) Develops and oversees class schedules including classroom and facility utilization and coordinates programs and services with other campus personnel;
   b) Assists in the planning of new facilities and integrating up-to-date instructional equipment and technology;
   c) Provides input in strategic planning by establishing annual and multi-year operational goals designed to implement the strategic goals of Horizon University and the CEO/President.
   d) Formulates and enforces academic policies.

3. Budget
a) Supports in the preparation and implementation of the annual budget for all academic departments;
b) Approves reimbursement of professional development activities;
c) Supports in library material acquisitions.

4. Scheduling
   a) Manages the academic calendar, class schedules, and the final exam schedule;
   b) Monitors class schedules and assists department chairs to plan and forecast course offerings based on changes in student enrollment;
   c) Promotes the efficient use of instructional space, classrooms, and library.

5. Faculty
   a) Calls and conducts faculty meetings and maintains minutes;
   b) Coordinates, offers, and documents professional development and training for academic faculty;
   c) Coordinates faculty selection and recommends changes in faculty status.

DUTIES OF THE LIBRARIAN

The Librarian, in collaboration with the Director of Academics and Teaching Faculty/Professors/Instructors, is responsible for adequate provision of library resources and information services, appropriate to the academic level and scope of the institution’s programs and is essential to teaching and learning. This individual is also responsible for overseeing the library facility, materials, service and operations at the Horizon University campus.

Duties and Responsibilities:

a) Serves as the chairperson of the Library Committee;
b) Evaluates library resources and information services on a regular basis;
c) Processes library materials used by Horizon University students and faculty;
d) Provides training to students and faculty to better utilize library resources as an integral part of the learning process;
e) Develops library policies and procedures;
f) Inputs data needed for computer circulation and the catalog system and keeps records of circulation and materials;
g) Compiles lists of books, periodicals, articles, and audiovisual materials on particular subjects;
h) Develops and indexes databases that provide information for library users;
i) Evaluates materials to determine outdated or unused items to be discarded;
j) Helps maintain the appearance and functionality of the library by organizing collections of books, publications, documents, audiovisual aids, and other reference materials for convenient access;
k) Maintains library supplies and equipment;
l) Oversees the computer systems in the library.
DUTIES OF THE THEOLOGY DEPARTMENT DIRECTOR

The director of the Theology department is responsible to the academic dean for the proper and effective administration, assessment, and improvement of the program and for leadership in development of Bachelor of Theology students.

DUTIES AND RESPONSIBILITIES

1. Implement academic policies within the academic program.
2. Assist the academic dean in the recruitment of new faculty members.
3. Facilitate and monitor the academic progress of the Bachelor of Theology and Master of Theology students in the program and provide academic advising and spiritual counseling.
4. Arrange teaching assignments to make the most efficient use of the faculty.
5. Prepare the budget proposal for the program.
6. Evaluate student achievement of the stated program learning outcomes.
7. Participate in developing curriculum for the Bachelor of Theology and Master of Theology programs.
8. Participate in reviewing proposed curriculums for the Bachelor of Theology and Master of Theology programs.
9. Participate in the program review for the Bachelor of Theology and Master of Theology programs.

DUTIES OF THE DIVINITY DEPARTMENT DIRECTOR

The director of the Master of Divinity degree program is responsible to the academic dean for the proper and effective administration, assessment, and improvement of the program and for leadership in the development of Master of Divinity students.

DUTIES AND RESPONSIBILITIES

1. Implement academic policies within the academic program.
2. Assist the academic dean in the recruitment of new faculty members.
3. Monitor progress of the Master of Divinity students in the program and provide academic advising.
4. Arrange teaching assignments to make the most efficient use of the faculty.
5. Prepare the budget proposal for the program.
6. Evaluate student achievement of the stated program learning outcomes.
7. Participate in developing curriculum for the Master of Divinity program.
8. Participate in reviewing proposed curriculum for the Master of Divinity program.
9. Participate in the program review for the Master of Divinity program.
DUTIES OF THE FACULTY

The fundamental responsibility of a faculty member is teaching. Teaching responsibilities include preparation of lessons, implementation of curriculum, conferring with students on course material, assessing papers and projects, guiding classroom activities, monitoring and reviewing examinations, supervising all work inside the classroom, and effectively managing presentations and other projects.

In addition to teaching, the responsibilities of this position include curriculum development in the form of updating syllabi, administrative responsibilities pertaining to the teaching assignment(s), attending faculty and other meetings, and providing some services to the University and the community as needed.

For faculty to remain viable, they need to follow a path of professional development, which may include furthering their formal education; attending seminars, workshops, and other professional meetings; and in general, staying current and relevant in their field of specialization, as well as their teaching skills and methodology.

Faculty members are expected to serve in a collegial fashion and in accordance with professional and ethical principles when dealing with other faculty members, students, administrators, and members of the public.

DUTIES AND RESPONSIBILITIES

1. Prepares and delivers lectures and group activities, as well as other forms of instruction that facilitate learning on topics central to their assigned course;
2. Plans, evaluates, and revises curricula, course content, and course materials;
3. Selects and prepares course syllabi, assignments, textbooks, and other material necessary for the course;
4. Compiles bibliographies of specialized materials for outside reading assignments;
5. Prepares, administers, and evaluates examinations, class work, assignments, and papers;
6. Keeps up-to-date with developments in the field by reading current literature, talking with colleagues, and participating in professional organizations and conferences;
7. Initiates and moderates intellectual and appropriate classroom discussions;
8. Maintains regularly scheduled office hours to advise and assist students in academic and vocational affairs;
9. Maintains student attendance records, grades, and other required records.
CLASSIFICATIONS AND QUALIFICATIONS OF FACULTY

FACULTY ORGANIZATION

The faculty organization consists of the Director of Academics, Director of the Theology Department, and Director of the Divinity Department. The duties and responsibilities of each department director are described in the job descriptions section.

FULL-TIME FACULTY

Full-time faculty consist of those teaching sixteen (16) academic hours per week and spending more than ten (10) clock hours per quarter dedicated to Horizon University's various committees and administrative tasks. The probationary period shall be for one quarter. After the probationary period, the faculty shall have full employee benefits.

PART-TIME FACULTY

Part-time faculty consist of those teaching less than sixteen (16) academic hours per week and up to ten (10) clock hours per quarter dedicated to Horizon University’s various committees and administrative tasks. A part-time faculty member is not eligible for any employee benefits.

TEMPORARY

Any faculty member employed for a specific period (such as one summer quarter) or for a specific purpose (such as to substitute for a sick faculty member) is considered temporary. A temporary faculty member is not eligible for any employee benefits.

GENERAL QUALIFICATIONS

Appointment of the faculty of Horizon University requires willingness on the part of the appointee to cooperate with his/her colleagues and with the administration in pursuing the mission and the goals of HU. The faculty is expected to abide by the rules and policies of the University and to support activities to a reasonable degree. The faculty is expected to conduct all classroom and other activities in a professional manner.

SPECIAL QUALIFICATIONS

The following criteria will be considered in evaluating individuals for appointment (as determined by interviews and supporting materials) and for faculty members wanting to advance in rank or increase in salary beyond any annual increases:
1. Effectiveness in the classroom including degree of knowledge of the subject matter.
2. Reliability in discharging academic obligations.
3. Effort to increase professional effectiveness through further study, research, publications, or other contributions to the welfare of the University.
4. The faculty is required to have a graduate degree from an accredited post-secondary institution. The degree must be in the area in which they desire to teach (although we may occasionally operate on the basis of our accrediting agency’s willingness to allow us to let a professor with a graduate degree in one area occasionally teach in a different area if he or she has 18 graduate credits in that new area). Faculty members without the required degrees may be employed if they can demonstrate competencies in the fields in which they desire to teach.

RESPONSIBILITIES OF FACULTY

Horizon University seeks to attract and retain capable and motivated individuals who recognize the need to meet certain basic responsibilities. These responsibilities include, but are not limited to, those listed below:

1. To perform each task quickly, safely, and well.
2. To be at work when scheduled fulfilling the regular work hours.
3. To notify the supervisor no later than your normal starting time if you are unable, for any reason, to report as scheduled.
4. To use work hours for work related activities only.
5. To cooperate with reasonable requests from co-workers.
6. To respect the confidentiality of sensitive information.
7. To keep all school and office related matters undisclosed to people unaffiliated with Horizon University.
8. To respect the rights of others.
9. To respect the property of others and Horizon University and to use the University’s property only for legitimate work purposes, unless specific authorization has been received by the Directors of Horizon University.

GENERAL RESPONSIBILITIES OF FACULTY

To be aware of and abide by the mission, goals, and purpose of Horizon University;

1. Each member of the faculty shall perform services in instruction, advising, committee work assemblies and other such duties that may be assigned by the University;
2. All faculty, full or part-time, must attend regularly scheduled faculty meetings and in-service trainings;
3. All faculty, full or part-time, must submit an annual professional development summary.

SPECIFIC RESPONSIBILITIES OF FACULTY

All faculty members are expected to adhere to the following policies and assume these specific responsibilities as follows:
1. Faculty members are not to be absent from a class without first informing the Director of Academics.
2. Each faculty member is expected to be available for office hours and conference periods.
3. All faculty members must attend faculty meetings and in-service trainings as well as other school functions unless arrangements have been made prior to the event.
4. A copy of the course’s syllabus must be submitted to the Director of Academics before the beginning of the course.
5. Faculty members must be prepared for class before every session; follow the outline specified in the syllabus; and offer outside help to all students by appointment.
6. Exams must be prepared and administered according to the exam schedule of the University.
7. The student attendance policy must be enforced by recording student absences in the attendance roster as supplied;
8. Participation in meetings is required by the Director of Academics.
9. All faculty members are expected to maintain open, honest, and respectful communication with all students, faculty, administration, and staff.
10. All must assist in keeping the facilities clean and orderly.
11. Participation in developing curriculum for the departments of the University
12. Participation in reviewing proposed curriculum for the departments of the University
13. Participation in the Program Review for the programs of the University

All faculty members are expected to know the academic policies as published in the catalogue, faculty handbook, and student handbook.

As with the full-time faculty, part-time faculty members are under the supervision of the Director of Academics. Part-time faculty members have the right to participate fully in faculty meetings.

SUPERVISORY RESPONSIBILITIES

In order for Horizon University to operate efficiently, it is essential that supervisors carry out their delegated responsibilities while maintaining the organization's mission, goals, and objectives. It is the responsibility of an effective supervisor to:

1. Assign and review work ensuring the proper completion of day-to-day work in his or her area of responsibility.
2. Provide appropriate on-the-job training and employee orientation.
3. Actively promote equal opportunity and affirmative action.
4. Promote safe work practices and conditions.
5. Establish standards and expectations for work performance.
6. Advise and counsel employees regarding their performance.
7. Serve as the primary resource for employees to assist with their work-related problems whenever appropriate.

Almost any action taken concerning employees begins with the recommendation of the
supervisor. The responsibilities listed above cover the essential part of a supervisor’s duties, but this list is not intended to be exhaustive.

CURRICULUM DEVELOPMENT PROCESS

The director of academics is responsible to the president and to the board of directors for the curricular academic programs of the university. At the president’s request, the director of academics and director of the program shall propose curriculum developments and curriculum changes or modifications. Once accepted, the proposal is to be submitted to the Faculty Senate for review and approval.

The Faculty Senate shall formulate curricular policy and develop, implement, review and revise the University’s curriculum. This process takes place within the alignment of the long-term strategic plan in general and academic planning in particular. The Faculty Senate should have the primary responsibility for recommending to the president and Board of Directors curricular policy, planning, evaluation and major changes.

All curriculum changes will be fully documented and will be submitted to the director of academics before being presented to the president and the board of directors. At a minimum, the documentation will include a full description of the change rationale and implementation process, which will include a plan for notification of students and a timetable.

CURRICULAR REVIEW

The curricula shall be congruent with the mission, vision and objectives of the university. The Faculty Senate, in consultation with the director of academics and director of the program, shall conduct regular, ongoing evaluation of the curricular academic program. The Faculty Senate shall coordinate their work with the president’s long-term strategic plan in order to show evidence of planning and use of evaluations to improve educational learning outcomes, stated mission and objectives.

The director of academics and director of the program shall submit a curricula effectiveness report to the president at the completion of the scheduled program reviews. The report should include data and information (including faculty and student evaluation of courses and programs) necessary to assess the curricula in relation to the mission, vision and objectives of the university.

The director of academics and director of the program shall submit the reports to the Faculty Senate. The Faculty Senate shall review the reports to determine if the policies, courses, and programs meet the university’s curricular standards.

DEGREE PROGRAM ADDITIONS

All proposals for new programs may be recommended by the director of academics. Upon recommendation, the Faculty Senate shall review all proposed new degree programs, as well as existing programs undergoing major modification. The proposal should include planning and
evaluation procedures.

Upon recommendation of the Faculty Senate, the president shall submit new degree program proposals to the board of Directors for approval. After board approval, the director of academics and director of each program shall develop curricular policies and courses for the degree program and submit them to the Faculty Senate for approval prior to implementation.

Note that the addition of a degree program will typically constitute a major substantive change that should be reviewed and approved by the school’s accrediting bodies (if any) or by the State.

DEGREE PROGRAM DELETIONS

The university may not delete any degree program that has been approved by the board of directors without prior approval by the Faculty Senate. Steps shall be taken to enable students who previously have been enrolled in a discontinued degree program to complete that program and to be awarded an appropriate degree. Note that the deletion of a degree program will typically constitute a major substantive change that should be reviewed and approved by the school’s accrediting bodies (if any) or by the State.

DEGREE PROGRAM CHANGES

Minor changes to degree programs, including course additions, changes in course content or deletions, shall be approved by the Faculty Senate. All course changes should then be submitted to the director of academics, who then may submit them to the Faculty Senate. Upon the Faculty Senate’s approval, changes will be communicated to the Registrar’s Office and the change initiated.
PERSONNEL GUIDELINES

Horizon University has established and follows adequate compensation guidelines. The following applies to faculty, administration, and staff members:

1. The total resources of the University will be allocated to carry out the purpose and objectives of the institution, including a major portion of funds toward its compensation program.
2. The compensation program will be structured to enable the University to attract and retain the numbers and kinds of personnel needed to provide instruction and to operate the institution within its “labor market.”
3. The nature of the program and associated administrative time costs must be in reasonable proportion to other priorities demanding financial resources and available management time.
4. The program must gain personnel acceptance; that is, employees must understand the policies and practices and accept both their concepts and specific actions as being reasonable and impartially administered.
5. The compensation program must play a positive role in motivating all personnel to perform their work to the best of their abilities and in a manner which supports the achievement of the University’s objectives.
6. The program must provide opportunity for personnel in every position to achieve their reasonable aspirations in a framework of equity, impartiality, and reasonableness.

EMPLOYMENT AT WILL

Employment at Horizon University shall be at will by the University. The employee can be dismissed with or without notice or cause. No representative of the University has any authority to enter into any agreement for any specified period of time or to make any agreement contrary to the above statements. Any oral statements or promises to the contrary are not binding upon the University. Such statements should be confirmed with the CEO/President. The University shall not be responsible for any statements that are not confirmed in writing by the CEO/President.

WORKING CONDITIONS

It is the policy of Horizon University to provide a safe and healthy work environment for its employees. If an unsafe or unhealthy work situation is identified or believed to exist, a report of the condition should be made immediately to the Director of Operations or to the immediate supervisor. The situation will be investigated and, where indicated, corrective action will be taken.

PRIVACY OF PERSONNEL RECORDS

Personnel files are maintained on all Horizon University employees. This University respects the confidentiality of the employee’s personal information, and HU will release information from their files only in accordance with these guidelines.
The employee’s personal file is available for review upon request in the File Room. Personnel files are kept in a lockable file cabinet, and each personnel file contains tax information, educational background (official transcripts and diplomas), and other job-related information that falls into the following general categories:

1. Information that the employee included with the employment application and/or resume along with employment eligibility verification.
2. Information on job changes that the employee has made at the University, including job descriptions.
3. Medical information that has been provided, if any.
4. All job-related letters and memos.
5. All required sign-offs, such as receipt of handbooks and academic freedom policy.

EMPLOYMENT PROCEDURES: FACULTY

Whenever a vacancy exists, the Director of Operations (COO) advertises the vacated position(s) through general or specific publications as appropriate. The Director of Academics (CAO) collects any credentials submitted, reviews them and makes his recommendation to the CEO/President for appointment.

Documentations required of the candidate are:

2. Proof of legal residency in US.

Once the candidate has been approved by the CEO/President, the COO and/or CAO schedule a faculty orientation with the new faculty member. The orientation includes a review of the documents that need to be submitted to complete the employee’s personnel file; receipt of the school catalog, faculty handbook, and employment contract; and a campus tour. Special emphasis is placed on the importance of the new faculty’s official transcripts, course syllabus, faculty development plan, and expectations of participation in faculty meetings.

PERFORMANCE EVALUATION

It is important that the employee knows what is expected on the job. This is accomplished initially through the job description explained during interviews and/or orientation. In addition to the initial three-month introductory probation review, the new employee will be reviewed by the supervisor annually.

Evaluations are based on job content and performance standards that have been established prior to the time the performance was evaluated by the supervisor.
APPOINTMENT, RETENTION AND PROMOTION IN RANK

Academic ranks for teaching faculty are: full-time professor, part-time professor, and temporary instructor. The Director of Academics (CAO) has authority to make initial recommendations concerning initial appointment in academic rank.

The University will retain faculty members who satisfy faculty evaluation requirements if the programs continue and adequate funding is available for the programs.

Ordinarily, the Director of Academics (CAO) initiates considerations for promotion. However, eligible faculty members may initiate such consideration. Initial appointment or promotion in rank is based on the following criteria: professional experience; teaching and advising; and community, and professional service.

SALARIES AND BENEFITS

DETERMINANTS OF PAY

Faculty salaries shall be determined by a salary scale based on duties, rank, and years of service. Faculty salaries shall be reviewed and set annually by the president within the broad guidelines provided by the Board of Directors. Some portion of the base salary may be designated as “housing allowance” for each full-time, ordained faculty member. This amount must be set according to the actual housing expenses of the individual, reported to the business manager and approved by the Board of Directors in advance of the taxable year.

SALARY INCREASES

1. May be requested at each annual anniversary of the employment start date.
2. Are determined by the Director of Academics based on performance and evaluations by students and the Director of Academics.

COMPENSATION PROGRAM

There are three major objectives of the compensation program at Horizon University:

1. To recruit, retain, and promote the growth of highly qualified individuals.
2. That the salary practices be internally equitable and competitively attractive, as influenced by external markets.
3. To be structured on economic reality and administered in a manner that ensures uniform and consistent opportunity and consideration for all employees.

FACULTY VACATIONS AND BENEFITS

Faculty are entitled to four weeks of vacation annually and may accumulate up to six weeks of
vacation by not taking the full four weeks during the previous year or two.

The university provides medical insurance to full-time faculty and their families. The university will pay 50% of the insurance cost. Faculty members who have or desire other medical coverage may opt out of the university program. The university will reimburse the faculty member for the other insurance coverage, up to 50% of the cost of a single employee policy.

Full-time faculty members may request a leave of absence to care for family members for a period of up to six months with the assurance that employment will not be terminated. The length and terms of all leaves shall be carefully negotiated between the person requesting the leave and the academic dean, approved by the president, and reported to the Board of Directors.

ATTENDANCE POLICY

Every faculty member is expected to be conscientious about attendance and punctuality at work. Faculty should keep in mind that they are part of a team, and getting work done well by deadlines should be a priority.

If for any reason a faculty member is to be late or absent from work, the individual should personally contact the respective supervisor, no later than the normal starting time, preferably 2 hours before.

Excessive absenteeism or tardiness can be grounds for counseling, warning, and termination. Failure to personally notify the supervisor of the absence or tardiness may result in disciplinary action up to and including termination.

ABSENCE POLICY

Three unauthorized absences will serve as a violation resulting in dismissal. It is the employee’s responsibility to give adequate notices of his/her intent to miss a class to the Director of Academics and/or the Director of Operations, so arrangements can be made for a replacement for the classes.

PROFESSIONAL LEAVE AND ILLNESS

Faculty members are expected to hold their classes at scheduled times unless circumstances warrant administrative approval of an alteration in schedule. Classes shall start promptly at the scheduled time and end at the scheduled time and not before. In the case of illness or emergency, the instructor shall notify the Director of Academics and/or the Director of Operations and the administrative offices so that appropriate action may be taken. If an instructor must be absent to attend a conference or other professional activity, it is his/her responsibility to arrange with an appropriate faculty member to cover the classes during the absence. When such arrangements have been made, the Director of Operations must be informed. This same procedure applies to extended illness.
OFFICE HOURS

The primary objective of Horizon University is to teach students. Therefore, each faculty member shall make it his or her highest priority to be available to students for instructional, counseling and related purposes. Each faculty member, whether full or part-time, shall maintain sufficient office hours to provide ample opportunity for contact with students. A minimum of four hours per week shall be required for full-time faculty, except as approved by the academic dean. The academic dean shall review and approve faculty member office hours each term. For part-time and adjunct faculty members, the office hours may be conducted by phone, e-mail, or by mutual agreement.

FACULTY RESIGNATION

A faculty member shall give notice in writing to the academic dean not less than three months prior to the intended date of resignation. Unless excused by the president, it is expected that a resigning faculty member will complete an academic term already begun at the time of resignation.
FACULTY RULES & REGULATIONS

Horizon University encourages all the employees to make their immediate supervisor their first resource for any questions that they have related to their job duties, work assignments, job performance and/or policies and practices. Horizon University’s goals are to ensure that clearly stated policies and procedures will make resolution of issues increasingly possible at this level.

RULES OF CONDUCT & DISCIPLINE

STANDARDS OF CONDUCT AND DISCIPLINARY ACTION

Horizon University employees are expected to treat each other with dignity and respect and to abide by certain rules of conduct, based on honesty, good taste, fair play, and safety. The University will not tolerate conduct that is immoral, unethical, or illegal. Although it is not possible to provide an exhaustive list of all types of impermissible conduct, the following are some, but not all examples of conduct that will lead to disciplinary action, up to and including termination:

1. Falsification of employment records, employment information or other university records.
2. Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any timecard, either your own or another employee’s.
3. Theft, or deliberate or careless damage or destruction of any University property or the property of any employee or students.
4. Unauthorized use or removal of University property, equipment, time, materials, or facilities.
5. Provoking a fight or fighting during working hours or while on the university premises.
6. Participating in horseplay or practical jokes on the university’s time or while on the university premises.
7. Engaging in criminal conduct.
8. Carrying firearms or any other dangerous weapons while on the university premises at any time.
9. Causing, creating or participating in a disruption of any kind during working hours or while on university property.
10. Acting insubordinately including, but not limited to, failure or refusal to obey the reasonable orders or instructions of a supervisor or member of management.
11. Using abusive or threatening language toward a co-worker, supervisor, member of management, or students.
12. Failing to notify a supervisor when unable to report to work, especially of three consecutively scheduled workdays.
13. Leaving work without permission for any reason during normal working hours.
14. Failing to observe working schedules.
15. Failing to provide a physician’s verification when requested or required to do so.
16. Sleeping or malingering on the job.
17. Making or accepting excessive personal telephone calls during working hours, except in cases of emergency.
18. Having unsatisfactory work performance, or incompetence.
19. Working overtime without authorization or refusing to work assigned overtime.
20. Wearing unprofessional or inappropriate styles or dress or hair while working.
21. Committing a fraudulent act or a breach of trust under any circumstances.
22. Harassing other employees or students.
23. Soliciting or accepting gratuities from students, employees or other faculty members.
24. Excessive tardiness.
25. Abuse of leaves of absence or sick leave.
26. Reporting to work intoxicated or under the influence of non-prescribed drugs.
27. Manufacturing, possessing, using, selling, distributing or transporting non-prescribed drugs.
28. Bringing or using alcoholic beverages on the university premises.
29. Gambling on the university premises.
30. Failing to maintain the confidentiality of the university, its employees, and students.
31. Failing to report accidents, breakage, or damage to equipment that occurs when an employee is assigned to use such equipment.
32. Violation of any of the University’s policies, rules or procedures.
33. Failure to follow the university policies outlined in this handbook or those that may be newly instituted.

Discipline may be initiated for various reasons. The severity of the action generally depends on the nature of the offense and the employee’s past records and may range from written warnings to immediate dismissal. The university reserves the right to initiate the form of discipline it deems appropriate. This statement of prohibited conduct does not alter the university’s policy of at-will employment. Both employee and the university remain free to terminate the employment relationship at any time, with or without reason or advance notice.

Any executive Directors of the university are entrusted with the task of determining the disciplinary action. These actions include, but are not limited to:

1. Verbal reprimand;
2. Written reprimand;
3. Dismissal

VERBAL REPRIMAND

Normally, when the supervisor first identifies a discipline problem, the supervisor will privately counsel the employee and outline the steps necessary to correct the problem. The supervisor advises the employee that any further problem may result in further discipline. The supervisor summarizes the counseling session in a written statement. One copy is given to the employee and another copy is kept in the employee’s personnel file.

If a problem occurs that is in a different category (i.e., (1) time and attendance, (2) performance, or (3) conduct) from the category covering the problem for which an employee has already been counseled but not warned, the supervisor should provide counseling regarding the new problem.
This further counseling is not required when the employee already has two (2) active formal disciplines.

**WRITTEN WARNINGS**

A written warning may be issued when an employee has a problem in a category (i.e., (1) time and attendance, (2) performance, or (3) conduct) and the employee has been previously counseled for a problem in that category. Under certain circumstances the problem may be sufficiently serious that written warning may also be issued without prior counseling.

**DISMISSAL**

The CEO/President, Director of Academics (CAO), or Director of Operations (COO) of the University may remove, at any time, a faculty member for cause upon written notification. In the event that a faculty member is temporarily suspended or removed from the University, the CAO shall, upon request of the dismissed faculty member, immediately serve a hearing with the Executive Directors.

Such request must be submitted in writing within fifteen (15) days of the dismissal to the CAO. The CAO will convene the meeting and will render its decision within ten (10) days from the conclusion of the hearing.

Any faculty member may be dismissed for any of the following reasons:

1. Conviction or admission of guilt of a felony or of any crime involving moral turpitude during the period of employment or prior thereto if the conviction or admission of guilt was willfully concealed.
2. Professional incompetence, neglect of duty or default of academic integrity in teaching, in research, or in scholarship.
3. Sale or distribution of illegal drugs, teaching under the influence of alcohol or known use of illegal drugs or any other use of alcohol or illegal drugs which interferes with a faculty member’s performance of duty or responsibilities to the University.
4. Falsifying official documents filed with the University.
5. Disruption of any teaching, research, administrative, disciplinary, public service, or other authorized activity.
6. Immoral or obscene conduct.
7. Willful violation of the University’s policies and published rules, or failing to support, or actively opposing the published mission, purpose, and goals of the University.

**Procedures for Dismissal**

Dismissal of a full-time or part-time faculty member should be preceded by:

1. Discussion between the faculty member and appropriate executive directors working toward a mutual settlement.
2. A statement of charges, framed with reasonable particulars.
FACULTY GRIEVANCES

Faculty grievances may be appealed to the Board of Directors in the following manner:

1. The appeal shall be made in writing to the chair of the Board.
2. The board chair shall convene a review committee consisting of: two board members appointed by the chair, two representatives of the faculty chosen by the faculty, and the president.
3. The committee shall consider the grievance, gathering information from all parties involved, and inform the faculty member of its decision, which shall be final.
4. The entire process shall be completed if possible within the academic year.

PERSONAL APPEARANCE

An employee of Horizon University is always expected to maintain a personal appearance appropriate to the work that (s) he performs. The image presented at the University should be one of moderation, neatness, and good taste. If the job requires a uniform, the employee is expected to wear it. Any question about appropriate dress must be addressed with the Director of Operations.

MEETING ATTENDANCE

The faculty is responsible for attending all faculty meetings called by any of Horizon University’s executive directors. In addition, from time to time the University will sponsor informational meetings regarding the institution’s strategic directions, benefits, or programs, which faculty should attend.

TRAINING AND DEVELOPMENT

Whenever possible, Horizon University provides opportunities for the education, training, and development of the faculty. Emphasis is placed on courses and programs, which have been determined to be necessary, and of general or specific benefit to an individual or a group of employees.

Specially designed training programs tailored specifically for all the University’s employees are periodically provided, in addition to on-the-job training provided by many individual departments.

PROFESSIONAL DEVELOPMENT BENEFITS

Horizon University holds an annual in-service training for all faculty members for professional
development.

The University will support faculty members, once a year, for attending an outside seminar or conference. The professional growth, opportunity outside of Horizon University, must be approved by both the Directors of Academics and of Operations to ensure the activity falls within their field of expertise.

SPIRITUAL DEVELOPMENT

HU Faculty members are expected to be models of spirituality for the students who are being educated to be the next generation of strong Christians leaders who will selflessly serve their churches. Therefore, faculty members are to prioritize their own spiritual lives, including the maintenance of their own spiritual disciplines and active involvement in their churches. Faculty members are expected to demonstrate a growing commitment to Jesus Christ as Lord by obedience to Scripture in all areas of life.

The University will support faculty members to attend a spiritual formation conference for self-advancement once a year. The University will also hold a prayer meeting for faculty members every quarter as part of its spiritual development. One of the faculty members will lead the prayer meeting each time, and all faculty members will be given opportunity to lead the meeting. Faculty members are to encourage each other to grow spiritually by sharing their service, experience, and commitment. The University will provide pastoral counseling from experienced personnel to faculty members who wish to grow their spiritual life.

OBTAINING EQUIPMENT AND SUPPLIES

Faculty members may request the school administration to obtain necessary equipment and supplies for their teaching classes. If the budget is sufficient, the Director of Operations (COO) will approve the necessary purchases. If the budget is not sufficient, faculty members are encouraged to submit a proposal of the purchase to include in the following school year budget if the equipment is necessary.

FACULTY EVALUATION

To promote instructional and educational quality, all faculty members at Horizon University are evaluated individually at least twice but up to four times a year by students, and the Director of Academics. Faculty members are evaluated within the following areas:

1. Commitment to Horizon University’s mission, purpose, and goals.
2. Quality and quantity of instruction.
3. Adherence to all Horizon University’s policies, procedures, and protocols.
4. Attendance and punctuality (instructional and non-instructional).
5. Participation in required meeting and special projects.
6. Skills in dealing with academic and non-routine job problems with students.
7. Cooperation with the administration and other faculty members.
8. Quality of syllabi, examinations, outcomes/assessment plan, and implementation.
9. Academic and professional integrity.
10. Availability for students during designated office hours.
11. Professional, moral, and ethical demeanor and actions.
12. Student retention.
13. Providing a positive learning environment in the classroom.
14. Instruction provided within the mission, purpose, and goals of the University.

The Director of Academics reviews all evaluations with the faculty member. Should the faculty member disagree with the evaluation, (s)he will be allotted the due process as described elsewhere in this handbook.

Should the University feel that disciplinary action is warranted as a result of any evaluation, this matter will be handled by the Director of Academics. The faculty member will be allowed due process in completion of this disciplinary action.

**EFFECTIVE INSTRUCTION**

The primary responsibility of faculty members shall be to remain current in the subject matter of the courses that they were assigned to teach, and to teach effectively. Effective instruction shall be deemed to include, but is not limited to, the following:

1. The instructor shall state clearly the instructional objectives of each course at the beginning of each term. The course content shall be oriented toward fulfilling the course objectives.
2. Instructors shall inform the students at the beginning of the term of the methods to be used in determining the final course grade and of attendance requirements.
3. A grading system shall be employed to permit a student to learn of his letter grade standing at any time during the course.
4. Instructors shall utilize a number of tests, papers, and/or oral reports appropriate to the content of the course; the total number of grades for each student shall not, however, be less than two. Instructors shall inform the students of the source material before each test (class notes, texts, previous tests, etc.).
5. Graded examinations and other papers shall be made available to the student for inspection and discussion. Such papers shall be graded and made available to the student in time to make the paper part of the students learning experience. If papers are not returned permanently to the student, but are kept by the instructor, the instructor must maintain student files for no less than five (5) years.
6. Instructors are expected to hold their classes regularly and at scheduled times as assigned by the Director of Academics. Classes shall start promptly at the scheduled time and end at the scheduled time (not before). In case of illness or emergency, the instructor shall notify the Director of Operations so that appropriate action may be taken. If an instructor must be absent to attend a conference or otherwise participate in events related to his profession or to Horizon University, he/she shall notify the CAO at least two weeks prior to the event and help to arrange a replacement for the classes that will be missed.
7. Instructors shall inform students of the times and location at which they will be available for consultation.
8. The full-time quarter teaching load will be sixteen (16) contract hours per week.
9. The faculty shall assist in enforcing the rules, regulations, and all policies of the University.
10. Faculty members must allow feedback from the students in the classroom and attempt to keep an open line of communication with them.

CLASSROOM POLICY AND PROCEDURES

COURSE SYLLABUS OUTLINE FORMAT

1. **Course Number and Title**: List course number and title.
2. **Instructor Information**: Brief instructor’s contact information, whether e-mail or phone.
3. **Course Description**: Brief one paragraph description of the course similar to what is contained in the University Catalog.
4. **Student Learning Outcomes**: Measurable objectives of what the student will be able to do after he/she finishes the course of study.
5. **Method of Instruction**: Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Course delivery is accomplished through a variety of in-class, on-line, and individualized instructional strategies. Methods of instruction include:
   a) Presentations (i.e., lectures assisted by PowerPoint and other visuals);
   b) Discussions (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
   c) Cooperative learning (i.e., small group structure emphasizing learning from and with others);
   d) Collaborative learning (i.e., groups in an interdisciplinary context);
   e) Student presentations; or
   f) Video presentations.
6. **Required Textbook(s)**: Listed in bibliography format, i.e., information about each text should include the title, author, edition, and publisher.
7. **Recommended Readings and other Course Resources**: Listed in bibliography format, i.e., information about each text should include the title, author, edition, and publisher.
8. **Assignment Guidelines**: Description of different policies of Out of Class Learning Activities, Attendance/Participation, Examinations, Paper/Presentation, Deadlines, and Instructor Availability.
9. **Library Resources**: Description of the Horizon Library Resources.
10. **Attendance and Classroom Conduct Policy**: Description of different policies and requirements that all students must adhere by.
11. **Academic Integrity**: Description of academic integrity policy.
12. **Students with Disabilities Policy**: Description of students with disabilities policy.
13. **Sequence of Instruction**: Calendar of topics to be covered which includes major assignments and due dates.
A course syllabus is required for every class, every instructor, and every quarter. Copies of all course syllabi are to be in the University office prior to the quarter’s beginning and are subject to the approval of the administration.

CLASSROOM PROCEDURES

1. **Obtaining Supplies** - Faculty members may obtain the following classroom materials through the Director of Operations: attendance/grade sheets, dry erase markers & erasers, white boards, overhead projector, laptop, etc.

2. **Developing Required Student Handouts** - The required course syllabus per class must be given to the student within the first week of class periods. The faculty must also give the student any policies relating to attendance, dress, punctuality, class participation, and any other items that may affect the evaluation of the student’s work in the class and/or the conduction of the class.

REPORTING EMERGENCIES

1. **Medical Emergencies** - In the event of a medical incident, faculty members should notify any present Administration member, give the location of the emergency, cite some details of it, and identify themselves. The faculty member will take all precautions necessary to keep the student(s) calm and reassured and assist in keeping a crowd from forming. In the event of an emergency, the faculty member should call for help by dialing 911.

2. **Maintenance Repairs and Emergencies** - Major repairs and emergency situations are handled through any executive director.

RETURNING TESTS & GRADED MATERIALS AND POSTING GRADES

Graded coursework is to be made available to the students. Grades should not be posted publicly. Such reporting should be done with minimal time lapses between testing, grading or performance evaluation, and the student’s receiving the evaluation.

ENGAGING GUEST SPEAKERS & LECTURERS

No faculty member shall engage guest speakers for classes, clubs, and other organizations without clearance from the Director of Academics. A written request for guest lecturers should be presented to the Director of Academics.

SELECTING AND ORDERING TEXTBOOKS

Making the selection of a quality textbook for each class is a mutual responsibility to be shared by the faculty member and the Director of Academics. The faculty member must discuss textbook selections with the Director of Academics.

Textbook orders must be submitted at the proper time and according to the proper procedure. Procedures may vary from quarter to quarter. Instructor copies purchased by the University should be returned at the end of the quarter.
REVIEWING EVALUATIONS

Each quarter, faculty members will allow students to conduct a course evaluation in the classroom. The office of the Director of Academics will summarize the evaluations. A conference will be scheduled to discuss results and a copy of the summary will be filed in the faculty member’s personnel file and the course file.

GRADING SYSTEM

Horizon University uses a 4.0 grading system to grade the quality of course work and to determine the grade point average. Faculty members assign letter grades based on this table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>98-100</th>
<th>94-97</th>
<th>90-93</th>
<th>87-89</th>
<th>84-86</th>
<th>80-83</th>
<th>77-79</th>
<th>74-76</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.0</td>
<td>4.0</td>
<td>3.7</td>
<td>3.3</td>
<td>3.0</td>
<td>2.7</td>
<td>2.3</td>
<td>2.0</td>
</tr>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
<td>4.00</td>
<td>3.70</td>
<td>3.30</td>
<td>3.00</td>
<td>2.70</td>
<td>2.30</td>
<td>2.00</td>
</tr>
<tr>
<td>A-</td>
<td>Good</td>
<td>4.00</td>
<td>4.00</td>
<td>3.70</td>
<td>3.30</td>
<td>3.00</td>
<td>2.70</td>
<td>2.30</td>
<td>2.00</td>
</tr>
<tr>
<td>B+</td>
<td>Satisfactory</td>
<td>3.30</td>
<td>3.70</td>
<td>3.00</td>
<td>2.70</td>
<td>2.30</td>
<td>2.00</td>
<td>1.70</td>
<td>1.00</td>
</tr>
<tr>
<td>B</td>
<td>Barely Passing</td>
<td>2.30</td>
<td>2.70</td>
<td>2.00</td>
<td>1.70</td>
<td>1.30</td>
<td>1.00</td>
<td>0.70</td>
<td>0.00</td>
</tr>
<tr>
<td>B-</td>
<td>Failure</td>
<td>1.70</td>
<td>1.30</td>
<td>1.00</td>
<td>0.70</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>C+</td>
<td>D+</td>
<td>1.00</td>
<td>1.00</td>
<td>0.70</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>C</td>
<td>D</td>
<td>0.70</td>
<td>0.70</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>C-</td>
<td>F</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>W/F</td>
<td>W/P</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>W/P</td>
<td>No points, No GPA impact</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The Administrator translates letter grades to grade points in accordance with the table shown below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Good</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>Satisfactory</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Barely Passing</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Failure</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>D+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>D</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>F</td>
<td>1.70</td>
</tr>
<tr>
<td>W/F</td>
<td>W/P</td>
<td>1.30</td>
</tr>
<tr>
<td>W/P</td>
<td>No points, No GPA impact</td>
<td>1.00</td>
</tr>
</tbody>
</table>

GRADE DEFINITION

A  **Excellent.** Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.

B  **Good.** More than adequate knowledge regarding technical terms and
distinctions, and ability to use information.

**C Satisfactory.** Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, and awareness of field or discipline. Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade. Please consult and refer to the Catalog for further information.

**D Barely Passing.** Below average grade, may not be eligible for transfer.

**F Failure**

Grades are usually available within three weeks of completing a semester. They are released to the student by the Registrar’s Office along with a calculation of the student’s semester GPA and cumulative GPA.

**STUDENT ATTENDANCE POLICY**

Horizon University (HU) places great importance upon class participation because of the nature of the material being taught, the value of in-class interaction, and the need for students to develop habits of diligence and reliability. Regular attendance is necessary to achieve satisfactory academic progress. If the student is absent, he/she may be required to make up all work missed. It is the student’s responsibility to make arrangements for missed work.

The faculty members may require additional work to make up for an absence. If a student is absent from a significant portion of the course or is frequently late for class meeting, even due to extenuating circumstances, this may result in a lower grade or even a failing grade for the course.
Appendix List

A. Course Syllabus Sample
B. Course Evaluation Form
C. Faculty Peer Evaluation Form
D. Annual Faculty Activity Report
E. Annual Faculty Evaluation Form
F. Faculty Senate Bylaws
HORIZON UNIVERSITY

2040 S. Brea Canyon Rd., Suite 100, Diamond Bar, CA 91765
Phone: 909-895-7138 Fax: 909-895-7143 Email: info@horizonuniversity.org

HIS 542 HISTORY OF RENAISSANCE & REFORMATION
SPRING 2019

Professor: Dr. David Han, Dr Theol

<table>
<thead>
<tr>
<th>Class Hours: Thursday, 1:30 PM - 5:10 PM</th>
<th>Class Room: 105</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office: Faculty Office</td>
<td>Contact: <a href="mailto:davehan8826@yahoo.com">davehan8826@yahoo.com</a></td>
</tr>
<tr>
<td>Office Hours: By appointment</td>
<td>Category: History</td>
</tr>
<tr>
<td>Credit Unit(s): 4</td>
<td>Pre-requisite: None</td>
</tr>
</tbody>
</table>

1. HORIZON UNIVERSITY MISSION STATEMENT

Our mission at Horizon University (HU) is to educate the next generation of strong Christian leaders who will selflessly serve their churches, communities, and beyond with their various skills and the vital knowledge gained during their studies of theology, the Bible, and practical ministry here at HU.

2. COURSE DESCRIPTION

This course examines European history from the Renaissance to the Reformation and beyond. Major historical events between the late fourteenth to the early 17th century will be explored especially the innovations and advancements in the areas of art, literature, and technology. Students will critically study the political and social backdrops that led to such great leaps and changes in culture and religion, such as the Protestant and Catholic Reformations, as well as the impact they have had on modern societies. Students will track these changes the ultimately led to European expansions overseas.

The course is in alignment with ILO 1 (Intellectual Skills) at the introductory (I) level. Under ILO 1, this course addresses PLO 4 (Theology).

3. STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLOs)</th>
<th>Assignments for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of this course, students should be able to:</td>
<td>(ways to measure student achievement)</td>
</tr>
<tr>
<td>understand some of the major issues of the church history to look at the development of reformation during 16th century</td>
<td>Exams; Presentations</td>
</tr>
</tbody>
</table>
understand the identify and development of reformed churches historically | Lectures

understand the different kinds of the reformation in European countries as in France, England, France and Germany | Exams

understand the reason and background of the reformation in Europe and especially study Martin Luther and thoughts | Lectures and Papers

4. METHOD OF INSTRUCTION

<table>
<thead>
<tr>
<th>Lecture: X</th>
<th>Discussion: X</th>
<th>Case Studies:</th>
<th>Games:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role-Play:</td>
<td>Simulations:</td>
<td>Q&amp;A: X</td>
<td>Others:</td>
</tr>
<tr>
<td>Studio:</td>
<td>Lab:</td>
<td>Multi-Media (Online):</td>
<td></td>
</tr>
<tr>
<td>Small-Groups Work:</td>
<td>Audio/Visual Aids: X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups Demonstrations:</td>
<td>Student Presentations: X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. REQUIRED TEXTBOOK(S)

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>ISBN</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Christian Thoughts</td>
<td>Justo Gonzales</td>
<td>Abingdon Press</td>
<td>978-1-4267-5777-8</td>
<td>1987</td>
</tr>
<tr>
<td>Martin Luther: An Introduction to His Life and Work</td>
<td>Bernhard Lohse</td>
<td>Fortress Press</td>
<td>0-8006-0764-3</td>
<td>1986</td>
</tr>
</tbody>
</table>

6. RECOMMENDED READINGS AND OTHER COURSE RESOURCES

(1) Alister E McGrath, Historical Theology: An Introduction to the Christian Thought, Wiley 2012.

7. ASSIGNMENT GUIDELINES

A. Out of Class Learning Activities: In addition to weekly classroom activity, an average of twelve hours per week of out-of-class preparation will be required. This will include (but not necessarily be limited to) reading of the text, preparation of assignments, and completing projects assigned by the instructor.

B. Attendance/Participation: Class attendance and engaged participation are expected of all students. Gross disregard for class attendance will lower the final grade of the student. If you have an urgent need to miss a class, please contact the instructor in advance, or as soon as possible (20% of grade).

C. Midterm Exam (25% of grade)
D. **Final Exam** (25% of grade)

**Test policy:** Tests must be taken on the assigned dates. Except in cases of medical emergency, make-up exams are not permitted without prior approval from the instructor.

E. **Paper and Presentation:** (30% of grade)

1) Read the book about Christian Ethics and write 5 pages of reading report by midterm
2) Choose any one topic of Christian Ethics and write 5 pages of papers by the end of the semester

**Research Paper Policy:** The paper must include at least 6 references and use the citation and reference style (i.e. footnotes) established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed. (Chicago, IL: University of Chicago Press, 2018). The students may obtain useful reference materials from the Horizon library resources. All work must be turned in on the due date.

F. **Deadlines:** All assignments for the course are to be completed and submitted on time to receive full credit. Late assignments will be penalized 10% or one-half grade of the total points available per assignment for each week late or portion thereof. Permission for late work is granted only by special request to the instructor.

G. **Extra Credit:** (N/A)

H. **Instructor Availability:** The instructor will be available 15 min before and after class and during breaks. It is possible to reach the instructor by email at any time, as the instructor regularly checks his/her messages, and the students’ query will be responded to as soon as possible. Students may also contact the school to schedule a meeting with the instructor outside of his/her office hours.

8. **EVALUATION RATIONALE FOR GRADE DETERMINATION**

A. **Grade Assessment**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Paper &amp; Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. **Grade Definition**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td><strong>Excellent.</strong> Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.</td>
</tr>
<tr>
<td>B</td>
<td><strong>Good.</strong> More than adequate knowledge regarding technical terms and distinctions; ability to use information.</td>
</tr>
</tbody>
</table>
C **Average.** Basic knowledge needed to function and carry on learning regarding major principles, central terms, and major figures; awareness of field or discipline.

D Below average. Demonstrates poor, but passable awareness of course material; may not be eligible for transfer.

F Fail.

I Incomplete. An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies, or other extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student’s part. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following semester. If all work is not submitted by the end of the following semester, a grade of F will be posted automatically and counted in the computation of the GPA.

W Withdrawal. Signifies that a student has withdrawn from a course after the Add/Drop deadline. A “Withdrawal” is not allowed after the Withdraw deadline. This is a permanent mark with no grade points assigned.

### C. Grade scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>C-</th>
<th>C+</th>
<th>2.3</th>
<th>Below 60</th>
<th>F</th>
<th>0.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100</td>
<td>4.0</td>
<td>77-79</td>
<td>74-76</td>
<td>70-73</td>
<td>67-69</td>
<td>64-66</td>
<td>60-63</td>
<td>D+ 1.3</td>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

### 9. LIBRARY RESOURCES

Horizon Library provides print materials and electronic materials. Students are required to search the Library and Information Resources Network (LIRN) electronic materials and/or check out print materials from Horizon Library for their work. Login information can be obtained from the instructor, school librarian, or school administrator.

### 10. ATTENDANCE AND CLASSROOM CONDUCT POLICY

**A. Attendance:** Please make every attempt to be in class during all sessions. Regular and punctual attendance, as well as active student participation, is an important part of a student’s education. Attendance is strictly monitored. Students may not miss more than 25% of class sessions. Three (3) consecutive absences require formal notice.

**B. Participation:** Each student is expected to be an active participant in class discussions. Your class participation grade will reflect the quality and consistency of your contributions. Mere attendance does not represent participation. Frequent absences will severely impact your participation grade.
C. **Electronic Devices**: All cellphones, pagers, or other audible devices may not be used during class. They must be turned off or turned to vibrate. If this rule is violated, you will be instructed to leave the classroom immediately and may be charged with an unexcused absence.

D. **Texting**: Texting is prohibited during class time. If this rule is violated, you will be instructed to leave the classroom immediately and may be charged with an unexcused absence.

11. **ACADEMIC INTEGRITY**

Students must do their own work. Copying assignments will be considered cheating, and all parties will be penalized. Please do not wait until the last minute to do your assignments. Students are encouraged to discuss their class work and assignments together. Students can learn a lot from their peers since they go through the same learning process. However, after the discussion, each student should work on his/her own assignments independently from scratch.

If any part of an assignment represents the words and ideas of others, students must cite those sources. Academic dishonesty includes, but is not limited to:
- Asking a tutor or friend to complete any portion of his/her assignments
- Hiring a reviewer to make extensive revisions to his/her assignments
- Submitting work originally submitted by another student as his/her own work
- Using information from online resources without properly citing the sources
- Copying any word or idea from a source without citing the source

Plagiarism and cheating are unacceptable. Plagiarism is defined as the use of someone else’s ideas, arguments, or other original material without acknowledging the source.

12. **STUDENTS WITH DISABILITIES POLICY**

Horizon University is an Equal Opportunity Educational institution and is committed to providing access to students with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990 (ADA). Students are encouraged to disclose and submit a special needs request for any disability requiring accommodation immediately following enrollment and prior to starting classes. Once the university’s review has been completed and reasonable accommodations have been determined, an appropriate start date can be determined for the student to begin his/her education. Once formal approval of your accommodation has been approved, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course. If you would like additional information, you should visit the Registrar’s Office to speak with the university Registrar.
### 13. SEQUENCE OF INSTRUCTION

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4/4</td>
<td>Introduction Definition &amp; Reformed Tradition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4/11</td>
<td>Background and Development of Reformation / Renaissance</td>
<td>Gonzales, Chapter 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4/18</td>
<td>Types of Reformation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4/25</td>
<td>M. Luther and His Life/Education</td>
<td>Gonzales, Chapter 3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5/2</td>
<td>Martin Luther and His Disputation</td>
<td>Lohse, Chapter 1</td>
<td>Midterm Assignment</td>
</tr>
<tr>
<td>6</td>
<td>5/9</td>
<td>Martin Luther and His Works</td>
<td>Lohse, Chapter 3</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5/16</td>
<td>Martin Luther and His Theology</td>
<td>Lohse, Chapter 4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>5/23</td>
<td>Main Issues of Reformers in 16c</td>
<td>Gonzales, Chapter 4</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>5/30</td>
<td>J. Calvin’s reformation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>6/6</td>
<td>Final Exam</td>
<td></td>
<td>Final Assignment</td>
</tr>
</tbody>
</table>

**NOTE**

**Subject to Change:** The instructor reserves the right to change or modify the syllabus and will notify students of any changes.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Inadequate 1</th>
<th>Fair 2</th>
<th>Good 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Poorly organized; Poor logic; Poor use of introduction, body and conclusion</td>
<td>Adequately organized; Adequate logic; Adequate use of introduction, body and conclusion</td>
<td>Strongly organized; Strongly-developed logic; Strong use of introduction, body and conclusion</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Inadequate and vague use of the concepts, theories, and methods of interpretation to the assigned subject</td>
<td>Adequate use of the concepts, theories, and methods of interpretation to the assigned subject, with sufficient critical response and engagement</td>
<td>Full use of the concepts, theories, and methods of interpretation to the assigned subject, with substantial critical response and engagement</td>
<td></td>
</tr>
<tr>
<td><strong>Form</strong></td>
<td>Several instances of errors in grammar, sentence structure, and/or spelling</td>
<td>Adequately constructed sentences with minimal grammar and spelling errors</td>
<td>Well-constructed sentences without grammar and spelling errors</td>
<td></td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Poor demonstration of application of the subject matters to life</td>
<td>Adequate demonstration of application of the subject matters to life</td>
<td>Excellent demonstration of application of the subject matters to life</td>
<td></td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>Poor or unethical use of bibliography; Inadequate footnotes/endnotes for quotations</td>
<td>Adequate use of bibliography and footnotes/endnotes for quotations</td>
<td>Full use of bibliography and footnotes/endnotes for all quotations (Turabian Style)</td>
<td></td>
</tr>
<tr>
<td><strong>Submission Time</strong></td>
<td>More than one day after deadline (20% reduction)</td>
<td>One day after deadline (10% reduction)</td>
<td>On time (no reduction)</td>
<td></td>
</tr>
<tr>
<td><strong>Book Review/ Journal</strong></td>
<td>Several instances of errors in grammar, sentence structure, and/or spelling</td>
<td>Adequately constructed sentences with minimal grammar and spelling errors</td>
<td>Well-constructed sentences without grammar and spelling errors</td>
<td></td>
</tr>
<tr>
<td><strong>Material Survey</strong></td>
<td>Failure to identify major pericopae</td>
<td>Adequately identify major pericopae</td>
<td>Fully identify major pericopae</td>
<td></td>
</tr>
<tr>
<td><strong>Identification of themes</strong></td>
<td>Inadequately identify and explain the themes in the article</td>
<td>Adequately identify and explain the themes in the article</td>
<td>Fully identify and explain the themes in the article</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>No or very little critical response to the article</td>
<td>Adequate critical response with basic level of articulation and informed arguments</td>
<td>Excellent critical response with a high level of articulation and strongly informed arguments</td>
<td></td>
</tr>
<tr>
<td><strong>Submission Time</strong></td>
<td>More than one day after deadline (20% reduction)</td>
<td>One day after deadline (10% reduction)</td>
<td>On time (no reduction)</td>
<td></td>
</tr>
<tr>
<td>CRITERIA</td>
<td>Inadequate 1</td>
<td>Fair 2</td>
<td>Good 3</td>
<td>Exemplary 4</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------</td>
<td>--------</td>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Inadequate capacity in presentation of information, ideas, positions, or opinions</td>
<td>Partial capacity in presentation of information, ideas, positions, or opinions</td>
<td>Full capacity in presentation of information, ideas, positions, or opinions</td>
<td></td>
</tr>
<tr>
<td><strong>Discipleship Teaching</strong></td>
<td>No or very little sharing was done concerning the subject</td>
<td>Sharing was done with some content and depth concerning the subject</td>
<td>Sharing was done with good insights concerning the subject</td>
<td></td>
</tr>
<tr>
<td><strong>Skill</strong></td>
<td>Inadequate confidence in applying the various aspects of both verbal and non-verbal communication (pauses, gestures, body language, eye contact, etc.)</td>
<td>Partial confidence in applying the various aspects of both verbal and non-verbal communication (pauses, gestures, body language, eye contact, etc.)</td>
<td>Full confidence in applying the various aspects of both verbal and non-verbal communication (pauses, gestures, body language, eye contact, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>Inadequate capacity in utilizing multi-media or other creative methods based on one’s temperament and skills</td>
<td>Partial capacity in utilizing multi-media or other creative methods based on one’s temperament and skills</td>
<td>Full capacity in utilizing multi-media or other creative methods based on one’s temperament and skills</td>
<td></td>
</tr>
<tr>
<td><strong>Group Work</strong></td>
<td>Inadequate participation and insufficient contribution</td>
<td>Adequate participation and contribution</td>
<td>Excellent participation and contribution</td>
<td></td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td>No relevant questions or comments</td>
<td>Basic level of questions and comments</td>
<td>Advanced level of questions and comments</td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Under 7</td>
<td>7-9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Tardiness</strong></td>
<td>Over 3</td>
<td>2-3</td>
<td>Under 2</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B: COURSE EVALUATION FORM

HORIZON UNIVERSITY
COURSE EVALUATION SURVEY

Course Term:  
Course Number & Title:  
Instructor Name:

DIRECTIONS: Please use a “1” to “5” scale to rate this course and instructor.  

Questions Regarding the Course

<table>
<thead>
<tr>
<th>Rating: 1-5</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The syllabus clearly explained the course objectives, requirements, schedule, and assignments</td>
</tr>
<tr>
<td>2.</td>
<td>The course used appropriate and useful textbooks and materials</td>
</tr>
<tr>
<td>3.</td>
<td>The course was organized in a way that helped me learn</td>
</tr>
<tr>
<td>4.</td>
<td>The course assignments (reading, reports, projects, papers, tests) were useful in helping the students to achieve the course objectives</td>
</tr>
<tr>
<td>5.</td>
<td>The course assisted the students in maturing intellectually or spiritually</td>
</tr>
<tr>
<td>6.</td>
<td>The course gave the students deeper insight into the topic</td>
</tr>
<tr>
<td>7.</td>
<td>The course developed the students’ ability to think critically about the subject</td>
</tr>
<tr>
<td>8.</td>
<td>The course work load was appropriate for the number of credits granted given that the standard is 3 hours outside of class for each hour in class</td>
</tr>
</tbody>
</table>

Comments:

OVER, Please ➔➔➔
DIRECTIONS: Please use a “1” to “5” scale to rate this course and instructor.  

<table>
<thead>
<tr>
<th>Rating: 1-5</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>I was well-prepared and well-organized for class</td>
</tr>
<tr>
<td>10.</td>
<td>I displayed a proficient knowledge of the subject</td>
</tr>
<tr>
<td>11.</td>
<td>I presented the subject matter clearly</td>
</tr>
<tr>
<td>12.</td>
<td>I stimulated interest in the subject</td>
</tr>
<tr>
<td>13.</td>
<td>I managed class time and/or learning activities well</td>
</tr>
<tr>
<td>14.</td>
<td>I was readily available when I needed help</td>
</tr>
<tr>
<td>15.</td>
<td>I provided understandable and constructive feedback to my assignments</td>
</tr>
<tr>
<td>16.</td>
<td>I used a variety of learning methods and assignments</td>
</tr>
<tr>
<td>17.</td>
<td>I encouraged student participation and contribution</td>
</tr>
<tr>
<td>18.</td>
<td>I helped me learn from a Christian perspective</td>
</tr>
<tr>
<td>19.</td>
<td>I demonstrated spiritual maturity and sensitivity in interaction with students</td>
</tr>
<tr>
<td>N/A</td>
<td>20. I would take another course taught by this instructor if offered</td>
</tr>
</tbody>
</table>

Comments:
APPENDIX C: FACULTY PEER EVALUATION

Faculty Peer Evaluation Form

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Term:</th>
<th>Visitation Date</th>
<th>Students in Attendance #:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Number: Course Title:

<table>
<thead>
<tr>
<th>Evaluator:</th>
<th>Evaluator’s Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- ☐ Administrative
- ☐ Faculty
- ☐ New Instructor
- ☐ Yes
- ☐ No

SYLLABUS

Please mark “√” for all sections found on the syllabus.

Course Descriptors:
- ☐ Course Number
- ☐ Course Title
- ☐ Term
- ☐ Instructor’s Name
- ☐ Credit Hours

Introduction:
- ☐ Class meeting day & hour
- ☐ Instructor office hours
- ☐ Instructor contact information (required)

Other Required Sections:
- ☐ Mission Statement
- ☐ Course description
- ☐ Grading Rubrics
- ☐ Prerequisites
- ☐ Program Objectives & Student Learning Outcomes
- ☐ Class Formation
- ☐ Required Text Book
- ☐ Recommended Reading & Other Course resources
- ☐ Course Policies
- ☐ Assignments
- ☐ Assessment Rationale for Grade Determination
- ☐ Course Calendar/Schedule

Comments about syllabus:

____________________________________________________________________________________

CLASS INFORMATION

Class Hour: ___:___ - ___:___ Observation Hour: ___:___ - ___:___ ☐ Lecture ☐ Lab

Method of Instruction (Check all that apply):
- ☐ Lecture
- ☐ Small-groups work
- ☐ Case studies
CLASS OBSERVATION

For the following statements, please score each question according to the following scale:
1. Need to Improve; 2. Acceptable; 3. Average; 4. Good; 5. Exceptional N/A = Not applicable

<table>
<thead>
<tr>
<th>Student Observation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Actively participated in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Prepared for lecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Submitted the assignment on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Actively interacted with instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Actively interacted with other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Preparation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>6 Demonstrated expertise in subject matter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 was well-prepared and well-organized for class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Effectively introduced topic/goal of lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor’s Presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>9 Displayed proficient knowledge of material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Displayed enthusiasm for teaching in general</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Demonstrated sensitivity to student learning styles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 Covered material at an effective pace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Utilized supporting materials/technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Used proper voice tone and non-verbal communication techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>15 Displayed positive &amp; appropriate interaction with students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Encouraged student use of critical thinking skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Interrelated course concepts with practical application</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 Remained open to differing points of view and perspectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 Regularly elicited student participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 Exhibited effective conflict resolution skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>21 Properly designed test/assignment relevancy to the learning</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>22</td>
<td>Properly allocated test/assignment frequency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Gave helpful feedback/comments for further learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Gave clear grading criteria &amp; rubrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Of University</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Nurtured spiritual growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Encouraged sensitivity to cultural uniqueness &amp; diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Close relevancy given to vocational leadership for the future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Academic confidence achieved in this subject</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Caring community formed between students and faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Addressed Christian values and perspective</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**EXTRA COMMENTS:**

**DISTRIBUTION:**

- □ Faculty
- □ Faculty File
- □ Academic
**APPENDIX D: ANNUAL FACULTY ACTIVITY REPORT**

**HORIZON UNIVERSITY**

**ANNUAL FACULTY ACTIVITY REPORT**

Name: 
Period: July 1, 2018 – June 30, 2019

**INSTRUCTIONS:**

- As closely as possible, follow the reportable time frame. This will avoid the repetition of activities from year to year. If an activity takes place over several consecutive years, you may include it each year, but note the dates in parenthesis after the activity (e.g., a grant award over several years).
- Attach one set of indexed supporting materials with this report if applicable.

1. **TEACHING**

Performance: Teaching Load, Mentoring Students

(1) **COURSES TAUGHT**

**Summer 2018**

<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE TITLE</th>
<th>CLASS HRS</th>
<th>OFFICE HRS</th>
<th>PREP HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fall 2018**

<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE TITLE</th>
<th>CLASS HRS</th>
<th>OFFICE HRS</th>
<th>PREP HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Winter 2019**

<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE TITLE</th>
<th>CLASS HRS</th>
<th>OFFICE HRS</th>
<th>PREP HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
**Spring 2019**

<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE TITLE</th>
<th>CLASS HRS</th>
<th>OFFICE HRS</th>
<th>PREP HRS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

(2) MENTORED/ADVISIED THE STUDENTS FOR THEIR EDUCATION, LIVING, & CAREER

Self-Assessment: Accomplishments & Areas Needing Improvement

**Accomplishments:**

**Areas to Improve:**

2. **RESEARCH & SCHOLARSHIP**

Performance: Publications, Presentations, Projects, Creative Works

**Accomplishments:**

**Areas to Improve:**
# 3. SERVICE

**Performance:** Service to Horizon, Spiritual Service, Community Service, Academic Service

<table>
<thead>
<tr>
<th>Accomplishments:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Areas to Improve:</th>
</tr>
</thead>
</table>

# 4. PROFESSIONAL DEVELOPMENT

**Performance:** Workshops attended, Professional Classes taken, Participation in Professional Societies or Associations, Conferences or Seminars attended, etc.

<table>
<thead>
<tr>
<th>Accomplishments:</th>
</tr>
</thead>
</table>

**Plan for 2019-2020:**
1. TRACS Workshops: Nov 8, 2019

# 5. SPIRITUAL DEVELOPMENT

Faculty members are expected to prioritize their own spiritual life.

<table>
<thead>
<tr>
<th>Accomplishments:</th>
</tr>
</thead>
</table>
Plan for 2019-2020:

6. OTHER

Performance: Academic Awards or Recognition, Relevant Activities

<table>
<thead>
<tr>
<th>DATE</th>
<th>FACULTY MEMBER’S SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E: ANNUAL FACULTY EVALUATION FORM

HORIZON UNIVERSITY
ANNUAL FACULTY EVALUATION

The following points are to be discussed between the director of academics and faculty member. It is intended that this evaluation process will cause faculty members to be affirmed for their strengths and assisted with growth in areas where they have less strength. Before this meeting, the faculty member must submit their annual faculty activity report to the director of academics.

Teaching: 1 Poor; 2 Fair; 3 Satisfactory; 4 Good; 5 Outstanding

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Rating: 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor demonstrates extensive knowledge of the subjects taught</td>
<td></td>
</tr>
<tr>
<td>2. The instructor demonstrates effective communication and teaching skills</td>
<td></td>
</tr>
<tr>
<td>3. The instructor started and stopped the class on time</td>
<td></td>
</tr>
<tr>
<td>4. The overall course was well-planned and prepared</td>
<td></td>
</tr>
<tr>
<td>5. Homework assignments were helpful for reaching class objectives</td>
<td></td>
</tr>
<tr>
<td>6. Homework assignments required students to use library resources</td>
<td></td>
</tr>
<tr>
<td>7. The instructor provided a positive learning environment in the classroom</td>
<td></td>
</tr>
<tr>
<td>8. Instruction provided the mission, purpose, and goals of the university</td>
<td></td>
</tr>
</tbody>
</table>

Student Interaction: 1 Poor; 2 Fair; 3 Satisfactory; 4 Good; 5 Outstanding

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Rating: 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. The instructor demonstrated skills in dealing with students’ concerns or issues</td>
<td></td>
</tr>
<tr>
<td>10. The instructor was available for discussions with students during designated office hours</td>
<td></td>
</tr>
<tr>
<td>11. The instructor helped students learn from a Christian perspective</td>
<td></td>
</tr>
<tr>
<td>12. The instructor demonstrated spiritual maturity and sensitivity in interaction with students</td>
<td></td>
</tr>
</tbody>
</table>

Professionalism: 1 Poor; 2 Fair; 3 Satisfactory; 4 Good; 5 Outstanding

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Rating: 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. The instructor demonstrated commitment to the university’s mission, purpose, and goals</td>
<td></td>
</tr>
<tr>
<td>14. The instructor demonstrated cooperation with staff and other faculty members</td>
<td></td>
</tr>
<tr>
<td>15. The instructor participated in required meetings and special projects</td>
<td></td>
</tr>
<tr>
<td>16. The instructor demonstrated academic and professional integrity</td>
<td></td>
</tr>
<tr>
<td>17. The syllabus clearly explained the course objectives, requirements, course assessments, schedule, and assignments</td>
<td></td>
</tr>
<tr>
<td>18. The instructor demonstrated care for student retention</td>
<td></td>
</tr>
<tr>
<td>19. The instructor understood all the university’s policies, procedures, and protocols</td>
<td></td>
</tr>
</tbody>
</table>
Director of Academics’ Comments on Annual Faculty Activity Report

1. TEACHING

Director of Academics’ Comments

Rating with respect to departmental/school expectations:

________ Satisfactory _________ Needs Improvement _________ Unsatisfactory

2. RESEARCH & SCHOLARSHIP

Director of Academics’ Comments

Rating with respect to departmental/school expectations:

________ Satisfactory _________ Needs Improvement _________ Unsatisfactory

3. SERVICE

Director of Academics’ Comments

Rating with respect to departmental/school expectations:

________ Satisfactory _________ Needs Improvement _________ Unsatisfactory
4. PROFESSIONAL DEVELOPMENT

Director of Academics’ Comment

Rating with respect to departmental/school expectations:

Satisfactory Needs Improvement Unsatisfactory

5. SPIRITUAL DEVELOPMENT

Director of Academics’ Comment

Rating with respect to departmental/school expectations:

Satisfactory Needs Improvement Unsatisfactory

OVERALL ASSESSMENT Integrated assessment of faculty performance.

Satisfactory Needs Improvement Unsatisfactory

➢ Assessments with “Needs Improvement” should be addressed by the director of academics halfway through the calendar year and again in the next annual review.
➢ Assessments of “Needs Improvement” Overall or “Unsatisfactory” in one area will result in follow-up to the Office of Academic Affairs by providing evidence that a written plan for improvement is in place.
➢ An Overall Assessment of “Unsatisfactory” initiates an intervention process.

Date Faculty My signature signifies that I have discussed with the Director of Academics his/her comments and recommendations.

Date Director of Academics
Faculty Member’s Response

I have discussed with my Chair his/her comments and recommendations. I disagree substantially with the overall assessment and wish to receive explicit feedback from the Office of Academic Affairs. Faculty member is required to attach detailed signed letter of explanation.

DATE FACULTY MEMBER’S SIGNATURE
APPENDIX F: FACULTY SENATE BYLAWS

I. Introduction

1. Group Name
   The name of this organization shall be called
   “The Horizon University Faculty Senate.”

2. Member’s Name
   The members of this organization shall be called
   “A Horizon University Faculty Senator.”

II. Statements

Mission of the Faculty Senate:

The mission of the Faculty Senate of Horizon University is to represent the collective views, needs, interests and voices of faculty to further the University’s mission in an attempt to provide quality academic programs and other related services for students.

Goals of the Faculty Senate include but are not limited to:

- Collective ownership of the curriculum: develop and improve educational standards, facilities, and teaching methods
- Review proposed curriculum modifications, make recommendations and vote to implement developing curriculum for the departments of the University
- Promoting, supporting and advocating faculty activities
- Empowering faculty to be the leaders in educational atmosphere
- Providing a forum for the expression of faculty views and interests
- Maintaining academic freedom, academic responsibility, and faculty right in the University community
- Promoting creative and responsible inquiry, thought, and expression from various programs of the University
- Improving the professional development and economic well-fare of the faculty
- Exercising its power through legislative, investigative, and advisory function
- Fostering the recognition of the rights and responsibilities of the faculty to the school, the community and humanity
III. Membership

1. Composition

The Horizon University Faculty Senate shall be composed of Senators and Elected Officers.

IV. Senators

1. Assignments of Senators:

The voting members of the Faculty Senate shall consist of faculty members who meet any one of the following positions:

- Director of Academics
- Director of the program
- Full-time teaching faculty
- Part-time teaching faculty
- Librarian

2. Elections of Senator

All Senator shall be elected by faculty members of each department or program. The election shall be conducted by a fellow faculty member and all potential Faculty Senate candidates must have been employed in Horizon University for one year at least.

3. Term of Senators

The term of office for Senators shall be for 2 years and until successors take office. There are no term limits for Senators.

4. Duties of Senators

Senators are expected to attend all Faculty Senate meetings and accurately report findings and information to their constituents. It is the sole responsibility of the Senator to arrange for an alternate or substitute if they are unable to attend a meeting. Senators will participate on Faculty Senate sub-committees and may be asked to facilitate the gathering of data on issues of interest to the Faculty Senate.

V. Officer

1. Name of Officers

The elected officers of the Horizon University Faculty Senate shall be called by the following
names;

- Chair of the Horizon University Faculty Senate;
- Vice Chair of the Horizon University Faculty Senate;
- Stated Clerk of the Horizon University Faculty Senate.

2. Election of Officers

All officers shall be elected by a majority of the Senate and shall be current members of the Senate. Election will be held in 2 years.

3. Term of Officers

The term for officers shall run for a period of 2 years.

4. Duties of Officers

The officers of the Horizon University Faculty Senate shall perform the duties prescribed by the bylaws. The officers shall meet and confer on a regular basis as a group, and with the university administration.

- Chair
  The Chair of the Horizon University Faculty Senate shall preside over all general meetings of the Senate. The Chair will attend all sub-committee level meetings and share any information with the committee members. The Chair may sign all letters, reports, and other communications of the Senate.

- Vice Chair
  The Vice Chair shall assist the Chair in his/her duties, and shall preside over the Senate whenever the Chair is unable. The Vice Chair shall ensure that all the Articles of the Faculty Senate Bylaws are in compliance.

- Stated Clerk
  The Stated Clerk shall keep the minutes of the Senate and shall transmit them to the Board and other such persons as the Senate deems necessary, at least seven days prior to the next meeting. The Stated Clerk shall be custodian of records, registrar of physical, email addresses and telephone numbers of each member.

VI. Meetings

1. General Meetings

The Chair of the Horizon University Faculty Senate shall set the date of the first meeting for the school year, and shall publish it in the first agenda, to be received at least seven days prior
to the meeting. The date and site of the meetings shall be distributed before the first meeting.

2. Voting Privileges

Each Senator shall be entitled to cast one vote on each item submitted to the Horizon University Faculty Senate.

VII. Amendments of the Bylaws.

1. Amendments

Any amendments to these Bylaws shall be written and presented to the Senators one meeting prior to any action being taken.

2. Adoption of Amendments

Any amendment to these Bylaws must be approved by 2/3 of the Senators at any regular meeting of the Senate

3. Authority of Bylaws

These Bylaws shall supersede any and all previous rules enacted by the Senate