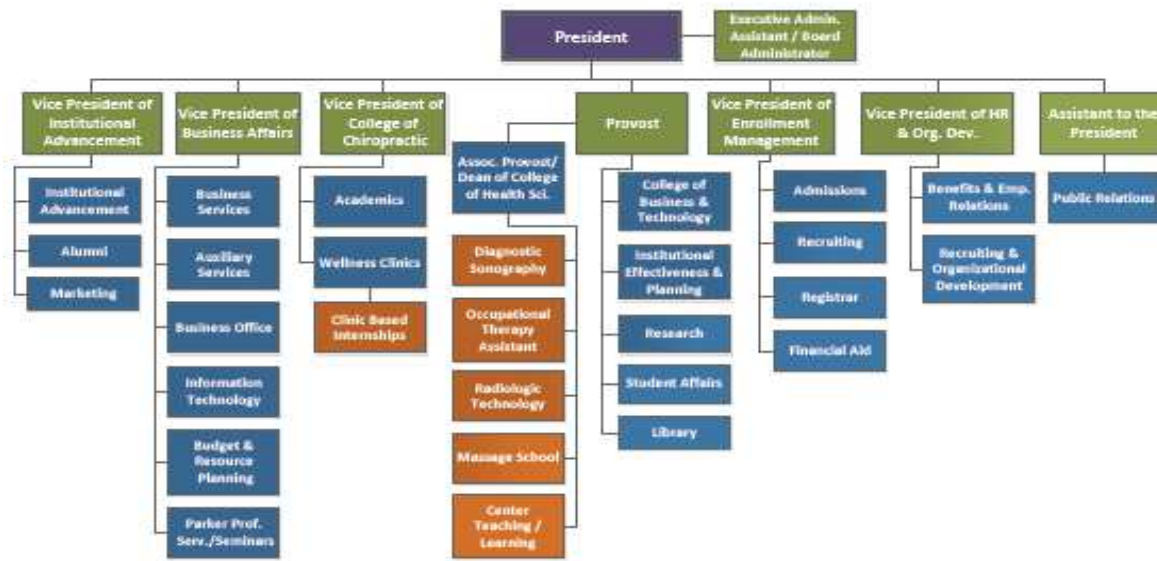


# APPENDICES

## APPENDIX ONE – ORGANIZATIONAL CHART



8/6/2015

## APPENDIX TWO – COURSE SYLLABUS TEMPLATE

### COURSE SYLLABUS:

Course Number: Trimester Credit Hours:  
Course Title: Total Contact Hours Per Trimester:  
Course Director: Name, email and extension  
Office Hours: Lab Hours Per Week:  
Lab Director/Instructors: Lab Contact Hours/Trimester:

### COURSE DESCRIPTION:

### GENERAL APPROACH TO TEACHING:

### ESTIMATE OF STUDENT WORKLOAD:

This is an estimated range of clock hours outside of class, necessary for the average student to achieve a B in the course.

### LEARNING OUTCOMES:

At the completion of this course the student should be able to: There should be 4-6 learning outcomes and these are what you will use for your table of specifications.

### ASSESSMENT:

Provide an explanation of your assessment of the above learning outcomes in your class.

### PREREQUISITES:

List the prerequisites required for your course. If you do not know, then you should check with your department chair or the office of the registrar.

### REQUIRED TEXTBOOKS:

Provide a list of all textbooks associated with textbooks recommended for NBCE.

### RECOMMENDED ADDITIONAL TEXTBOOKS:

### SUPPLIES:

List any specific supplies a student needs for your class, including scantron sheets if applicable, etc.

### GRADING SYSTEM:

Evaluation is an integral part of the educational process and is used as an educational tool to help students identify problem areas, to recognize and reward achievement, and to identify students who are unable to meet the rigors of the curriculum. Final course grades and their interpretation are listed below:

<u>Grade</u>	<u>Numerical Value</u>	<u>Grade Point Average</u>	<u>Interpretation of Academic Achievement</u>
A	89.5 – 100	4.0	Excellent
B	79.5 – 89.49	3.0	Above Average
C	69.5 – 79.49	2.0	Satisfactory
F	69.49 or	0.0	Unacceptable

Below

This grading scale is strictly adhered to. There are NO exceptions.

Give the student a breakdown of the number of lecture exams, lab exams, etc. and the percentage each counts toward their grade.

**LABS:**

If applicable give any specific lab information the student needs to know, to include any special supplies, etc.

**OPEN LABS:**

If applicable tell them open lab times

**90/90 RULE:** (If applicable to your class)

This course offers the student the benefits of a 90/90 policy. It is designed to reward the diligent student with an end of the course bonus provided they meet the qualifications of the policy. A student who has a 90 or better average in this course (for all exams, lab practicals and lab quizzes) and who has attended class 90% or more of the class meetings, including labs, will have the option of being exempted from taking the final exam. A student wishing to be exempt from the final exam must submit this request in writing in person to the course director by the Thursday of the last day of regular classes. Permission to be exempt from the final exam will be given on a case by case basis and will be given at the time of presentation of the written request.

**EXTRA CREDIT:**

If there is extra credit, explain this here, if there is none

**A complete listing of all Common Academic policies is found on the MyParker webpage @**

**<https://my.parker.edu/ICS/Academics - Coursework/Academics/Common Policies/>:**

- Absences for Religious Holidays
- Academic Dishonesty
- Academic Promotion, Probation and Dismissal Policy
- Altering Grades on Exams
- Appeals
- Assistance and Accommodations
- Attendance Policy
- Audio/Video Taping
- Cell Phones and Electronic Devices in Class
- Classroom Behavior
- Communications
- Computer Usage
- Exam Review
- Examinations (Make up Exams/Lab Practical)
- Excused Absences
- Final Examinations
- Grading System
- Late Instructors to Lecture/Lab
- Grade Appeals Process
- Missed Exam Policy
- Professional Decorum
- Special Needs Consideration
- Student Bereavement Policy

**DISCLAIMER**

The lecture outlines contained in the lecture booklet are NOT intended to represent the entire content of the course. A lecture outline is intended to be a guide to the lecture. The responsibility of the instructor is to follow the outline, expand the concepts and give explanation and illustrations to clarify content. The role of the student is to attend lecture and take notes over material presented by the lecturer that explains and illustrates the material listed in the outline. It is also the responsibility of the student to question the instructor if explanations and illustrations are not clearly presented or understood.

The instructors take no responsibility for the accuracy or completeness of old notes, quiz questions or exam questions that students may purchase, acquire from off of the internet or be given by previous students.

**IMPORTANT NOTE:**

The provisions contained in this syllabus do not constitute a binding contract between the student and the Parker University, College of Chiropractic. These provisions may be changed at any time and for any reason at the discretion of the Course Director. When it is necessary to make changes to this document, appropriate notice (at least one week, if at all possible) will be given to the student(s).

## **APPENDIX THREE – FACILITIES REQUEST FORM**

Facilities Online Work Requester available on MyParker website.

# APPENDIX FOUR – Speaker Approval Form - (CLUBS)

## Speaker Committee Approval Checklist

Yes      No

\_\_\_\_\_ Is the application completed with all signatures and pertinent information?

\_\_\_\_\_ If applicable, does the speaker have a license in good standing?

\_\_\_\_\_ Does the speaker have a potential conflict of interest?

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Is there anything know about the speaker that would create a cause for concern for Parker or any of its constituents?

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Has the speaker used social media in a derogatory manner?

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Does the topic and/or information contradict the curriculum or educational philosophy and goals of Parker University?

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Do you feel that the speaker will abide by the speaker’s agreement which they have signed?

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Recommendations:

Approve

Approve with the following conditions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Decline

Request Additional Information: \_\_\_\_\_

Committee Member’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

# APPENDIX FIVE – GUEST SPEAKER AGREEMENT

## GUEST SPEAKER AGREEMENT

You have been invited to speak at the Parker University because the institution believes you have a topic or subject matter which may be relevant and interesting to our students, faculty, and/or staff.

The University, however, in the spirit of being politically neutral, requires that you acknowledge the following by signing this form and returning it to the Office of Student Affairs **prior** to your appearance at Parker University.

I, \_\_\_\_\_, representing \_\_\_\_\_  
Name Organization

appreciate the opportunity to speak to your students, faculty, and/or staff. I hereby agree to the following:

- I will not encourage or solicit any member of the Parker University community to attend any offering for which I will charge a fee. In other words, my appearance will not be a “commercial” for a seminar in which I, or the organization I represent, will accrue financial gain.
- I will not speak against, demean, or create controversy with respect to any philosophy expounded by the University, make disparaging remarks about other techniques, products and/or procedures, or individuals teaching them.
- I will not solicit my audience for the purpose of selling books, supplies, services, etc., associated with my appearance.
  - I will not solicit from my audience a mailing list.
- I will not engage in any political campaigning on the Parker University campus. I may encourage students to vote in an election, but I will not ask them to vote for (or against) a particular candidate or proposition.
  - I will comply with the attached Terms and Conditions.

Should any of the above be violated, as well as any other dictates of common sense associated with the above, I understand that I will be invited off campus, and may be banned from receiving further invitation under the University’s auspices.

Name \_\_\_\_\_ Date \_\_\_\_\_ Organization \_\_\_\_\_

**APPENDIX SIX – INCOMPLETE COURSE FORM**

**PARKER COLLEGE OF CHIROPRACTIC  
INCOMPLETE COURSE FORM**

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Instructions: Complete the information required. A separate form must be used for each course. The Course Director, Department Chair, and the Dean, must sign form.

**Completed form must be turned in with final grades**

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Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_ Course #: \_\_\_\_\_ Trimester: \_\_\_\_\_

State reason you are unable to complete the course work requirements:

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Course requirements must be completed by Friday of the 1st week of classes:

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Authorized Signatures:

Student: \_\_\_\_\_

— Course Director: \_\_\_\_\_

Department Chair: \_\_\_\_\_

Dean: \_\_\_\_\_



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Copies to:

Student

Course Director

Registrar

Dean

# APPENDIX SEVEN – GRADE CHANGE REQUEST

## Grade Change Request

STUDENT NAME: \_\_\_\_\_ STUDENT # \_\_\_\_\_

COURSE NAME: \_\_\_\_\_ COURSE# \_\_\_\_\_

TRIMESTER COURSE TAKEN: \_\_\_\_\_

**GRADE CHANGED:**      **FROM:** \_\_\_\_\_      **TO:** \_\_\_\_\_

REASON FOR CHANGE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

COURSE DIRECTOR \_\_\_\_\_ DATE \_\_\_\_\_

APPROVED \_\_\_\_\_ DATE \_\_\_\_\_

Academic Vice President

# APPENDIX EIGHT -- FACULTY SALARY CALCULATION SHEET (POINT SYSTEM)

TO BE REPLACED WITH THE NEW PROPOSED MERIT SYSTEM AFTER APPROVAL BY THE WELFARE COMMITTEE AND FULL FACULTY SENATE

Category	Multiplier	Calculation
1.	<b><u>DEGREES (Enter Highest Degree):</u></b>	<b><u>POINTS</u></b>
	AART, M.T., Other Certifications	.03
	B.A., B.S.	.05
	M.A., M.S.	.14
	Doctorate: M.D., Ph.D., Ed.D., D.C., D.O., etc.	.22
2.	<b><u>EXTERNAL EXPERIENCE:</u></b>	.010/year
	Cumulative (10 yr. maximum) # of years Stops at Hire Date	
3.	<b><u>INTERNAL EXPERIENCE:</u></b>	
	Not applicable for new faculty	
4.	<b><u>ACADEMIC RANK:</u></b>	
	Instructor	.09
	Assistant Professor	.17
	Associate Professor	.26
	Professor	.38
5. A.	<b><u>EVALUATION FACTOR:</u></b>	
B.	Not applicable for new faculty	
C.		
6.	<b><u>MERIT:</u></b>	
	Not applicable for new faculty	
7.		<b>SUBTOTAL POINTS: _____</b>
8.		<b>ADD 1.0 TO SUBTOTAL POINTS: _____</b>
9.		<b>TOTAL POINTS: _____</b>
10.		<b>BASE SALARY: \$ _____ +</b> <b>_____ %</b> <b>= \$ _____ New Base</b>

**SALARY OFFERED: \$ \_\_\_\_\_**

**FACULTY MEMBER: \_\_\_\_\_**

\_\_\_\_\_  
**Signature of Dean**

\_\_\_\_\_  
**Date**

# APPENDIX NINE – DECLARATION OF SHARED GOVERNANCE

## EXECUTIVE COUNCIL of the FACULTY SENATE SHARED GOVERNANCE

This declaration is the initial step taken by the Executive Council of the Faculty Senate in assuming its responsibility in the shared governance of Parker University. The area of jurisdiction to be assumed is that which is compliant and consistent with the Parker University Faculty Handbook\*; the Criteria for Accreditation, Commission on Universities, Southern Association of Universities and Schools\*, and the publication on Policy, Documents and Reports\*, and the Sept./Oct. 1997 issue of *Academe*, publications of the American Association of University Professors. **This area of Faculty jurisdiction encompasses curriculum and grades.** Therefore, be it resolved that the Faculty Senate of Parker University develop the policies, procedures, protocols and infrastructure to administer its responsibility over these areas.

### CURRICULUM

The curriculum consists of that core of theoretical, empirical, practical and clinical data relative to the mission statement of Parker University, current Chiropractic Practice Standards as established by the Chiropractic Universities, State Chiropractic Boards, the Chiropractic National Board, CCE\*\* and SACS\*\*\*. The responsibility of the Faculty Senate and its Faculty is in structuring the curriculum according to course content, course sequencing, and the time frame in which the curriculum is presented. The presentation of the curriculum must take into account the student's ability to assimilate, integrate, correlate and apply the information according to Chiropractic Practice Standards.

In as much as it is the responsibility of the Faculty Senate to evaluate, sanction, revise and enforce all policies and protocols pertinent to the administration and management of the curriculum and grades, the Faculty Senate and its representatives welcomes and invites requests, suggestions, recommendations and input on the curriculum and grades, from all pertinent segments of the institution, including the University Administration and Student Body Association, and shall respond accordingly within a reasonable period of time. Administrative directives on the curriculum and/or grades as they pertain to, but not limited to, the University's mission statement, legal requirements, state licensing requirements, accreditation and national board recommendations, shall be submitted to the Executive Council of the Faculty Senate for appropriate implementation.

### GRADES

Grades are the means whereby the faculty evaluates the performance, progress, and capability of the student relative to established standards. This document will address jurisdiction over grades, fairness in the issuance of grades, and the student's right to appeal.

### THE INFRASTRUCTURE

The infrastructure necessary to oversee the administration of the curriculum and grades shall be implemented as follows:

1. The administrative jurisdiction of the Curriculum Committee shall be transferred to the Faculty Senate Executive Council, and the replacement committee shall be named the *Commission on Curriculum and Grades, (hereafter called the Commission)*.

The *Commission* shall consist of fifteen members:

- a. Two Executive Council members, *the past President and one additional member* selected by the members of the Executive Council. Those individuals shall serve as chairperson and secretary of the *Commission*, respectively.
- b. Six faculty members appointed by the Faculty Senate Executive Council, (one appointed from each of the three academic areas, one from the Chiropractic Wellness Center Student Clinic, one from the Chiropractic Wellness Center in Dallas and one from the Chiropractic Wellness Center

in Irving. Each representative serves for a term of one year. The Council may appoint an individual to the same position for successive terms. The Faculty Senate Executive Council will also select an alternate for each academic area and the chiropractic wellness clinic to serve on the Commission in the absence of the primary representative.

- c. The Student Senate President or his/her designee and an additional student designated by the Student Senate President.
  - d. The Dean of Academics
  - e. The Dean of the Chiropractic Wellness Clinics.
  - f. The Academic Coordinator
  - g. The Vice President of Academics.
  - h. The Dean of Research (non-voting member)
  - i. The Head of the Technology Committee (non-voting member)
2. The *Commission* shall present their recommendations for final approval to the Faculty Senate Executive Council.
  3. The final decisions of the Faculty Senate Executive Council shall be submitted to the administration for implementation by the Chair of the Commission.
  4. The *Commission* shall meet as called by the chairperson and/or the secretary of the Commission or by a simple majority of the *Commission* members.
  5. A quorum shall consist of a minimum of six (6) members of the *Commission*.
  6. A motion can be passed with a simple majority of the quorum.

#### **Procedures on Academic Curriculum Implementations, Modifications, and Protocols.**

The curriculum, by all standards, comes under the jurisdiction of the Faculty Senate Executive Council and its *Commission*. The following is the procedure whereby curricular changes may be implemented.

1. Upon initial presentation of the core curriculum from the Department Chair to the faculty member, the faculty member may present the information for the specific subject in a manner best suited to his/her style or method of delivery. This flexibility is permitted under the AAUP guidelines of Academic Freedom.
2. In the event the faculty member deems it necessary to modify the core curriculum the faculty member shall petition his/her Department Chair in writing, citing the reasons for the modifications.
3. Should the Department Chair agree with the faculty member, a written petition must be submitted to the Dean of Academics and must include the reasons for the change from both the faculty member and the Department Chair. In the event the Dean of Academics agrees with the modifications of the course, the Dean shall submit the petition and supportive documentation from the faculty member, Department Chair and Dean to the *Commission*. The *Commission* shall review the petition and shall submit its findings to the Faculty Senate Executive Council.
4. The process for core curricular change can be initiated at any point in the chain, however all participants in the change shall be involved.
5. The Faculty Senate Executive Council shall present its final decision in writing to chairperson of the *Commission* who will notify the individuals submitting the request and notify the Dean of Academics to implement the decision.

## **The Faculty's Appellant Process:**

In the event a faculty member's petition for modification of the core curriculum is denied by the Department Chair, the Faculty has the right to appeal.

1. Upon being informed of a denial for support of the modification of the core curriculum by the Department Chair, the faculty member may appeal the Department Chair's decision to the Dean of Academics by informing the Department Chair as to the appeal, in writing. The appeal shall be submitted to the Dean with the reasons for the faculty member's recommendation for modification of the core curriculum and the Department Chair's reason(s) for denying the modification of the core curriculum.
2. The Dean shall review the documentation, discuss the issue with the faculty member and Department Chair, and shall submit his/her recommendations to the *Commission*.
3. The *Commission* shall in turn conduct a hearing with all parties concerned and shall submit its findings to the Faculty Senate Executive Council.
4. The Faculty Senate Executive Council's decision is final.
5. The Faculty Senate Executive Council shall present its final decision in writing to the chairperson of the *Commission* who will notify the individual(s) submitting the request and the Dean of Academics for implementation.

## **GRADES**

### **The Right of a Faculty Member to Assign Grades:**

The AAUP *Statement on Government of University's and Universities* places primary responsibility with the Faculty "for such fundamental areas as curriculum, subject matter, and methods of instruction". The assessment of student academic performance, it follows, including the assignment of particular grades, is a faculty responsibility. Recognizing the authority of the faculty member of record to evaluate the academic performance of students enrolled in a course he or she is teaching is a direct corollary of the faculty member's "freedom in the classroom" which the 1940 AAUP *Statement of Principles on Academic Freedom and Tenure* assures. The Faculty member offering the course, it follows, should be responsible for the evaluation of student course work and, under normal circumstances, is the sole judge of the grades received by the students in that course.

### **The Right of a Student to Appeal**

Parker University provides a mechanism for grade appeals. The process respects the judgment of Faculty members and protects the interests of students if inappropriate criteria are used to determine a grade or if a Faculty member does not adhere to stated procedures or grading standards. Administrative officers cannot substitute their judgment for that of the Faculty concerning the assignment of a grade. The Faculty conducts the review of any student complaint over a grade, under these procedures adopted by the Faculty. Any resulting change in a grade should be by Faculty authorization.

### **Grade Appeal Process**

A student who wishes to appeal an interim grade must obtain the Interim Grade Appeal or the Final Grade Appeal Form from the office of the appropriate Dean and follow the process described below within the appropriate time scale.

#### **Step 1**

The student who wishes to dispute an interim grade must discuss the matter with the Instructor/Course Director.

### **Step 2**

If the matter is not resolved after talking to the faculty member, the student must meet with the Department Chair/Clinic Director. The Chair/Director may resolve the appeal only through agreement of both the student and the faculty member.

### **Step 3**

If the matter is not resolved after Step 2, the student must meet with the appropriate Dean. The Dean may:

- a. resolve the appeal through agreement of both the student and the faculty member,
- b. deny the appeal and affirm the grade awarded by the faculty member if the Dean determines that the student has not offered any substantial, credible evidence that the grade was arbitrary and capricious or awarded maliciously, or
- c. allow the student to appeal to the Commission on Curriculum and Grades if the Dean determines the student has offered some substantial, credible evidence that the grade was arbitrary and capricious or awarded maliciously.
- d. the decision of the Dean is final and not appealable

### **Step 4**

If allowed by the Dean, the grade may be appealed to the Commission on Curriculum and Grades.

- a. The grade appeal form must be accompanied by appropriate documentation that is available to the student or the grade appeal will not be considered. The appropriate documentation from the student needs to include a letter describing fully the reason for the grade appeal and any appropriate accompanying documentation such as the syllabus of the course showing how the grade is to be calculated or the clinic handbook(whichever is appropriate), a copy of the assignment the grade for which is being appealed (if it is available to the student) and any other supporting documentation such as statements from other students or faculty members who have information that supports the appeal.
- b. A grade appeal subcommittee will interview the student and the faculty member separately, review any and all appropriate documentation (including documentation that may have had to be provided by the administration), and make a recommendation to the Commission.
- c. The grade appeal subcommittee will present their recommendations to the Commission on Curriculum and Grades who will come to a decision on the information presented by the grade appeal subcommittee.

### **Step 5**

The Chair of the Commission on Curriculum and Grades will present the information and their decision to the Faculty Senate Executive Council who will make the final un-appealable decision.

### **Step 6**

The Chair of the Commission on Curriculum and Grades will notify the student, the faculty member, and appropriate Dean of the final outcome of the appeal. If this is a final grade that is being appealed, the Assistant Registrar will also be notified if a change of grade needs to be made.

### **Time Table for Grade Appeals**

For interim grades awarded before the final exam:

- Step 1 must occur within 3 school days after the grade is posted or becomes available;
- Steps 2 and 3 must occur within 5 school days after the grade is posted or becomes available; and
- Steps 4 and 5 must be completed within 5 days after the council receives the appeal.

For final trimester grades,

- Step 1 must occur no later than 3:00 p.m. of the second day of the next trimester;
- Steps 2 and 3 must be completed no later than 3:00 p.m. of the third day of the next trimester;
- Steps 4 and 5 must be completed no later than 5:00 p.m. on the Friday of the first week of the next trimester.

### **GRADE APPEALS CONSIDERATIONS**

When the Department Chair/Clinic Director, Dean of Academics or Dean of Clinics, Subcommittee of the Commission on Curriculum and Grades, Commission on Curriculum and Grades and the Faculty Senate Executive Council review a grade appeal, the following factors are to be considered when making the recommendation:

1. Was the grade calculated correctly and in accordance with the grading policy described in the syllabus of the course or other appropriate document.
2. Was the grade awarded to the student arrived at by grading the student more strictly than other students who took the same exam.
3. Was the grade awarded using standards other than the quality of the student's performance in the course.

#### ***Appeals Process for Grades Issued by the Chiropractic Wellness Clinics***

Procedures for handling grade appeals from the clinic entrance examination are the same as for interim grade appeals (see previous). The chain of command goes from the student to the examining instructor, to the Clinic Director and then to the Dean of the Chiropractic Wellness Clinics.

The decision of the Dean of the Chiropractic Wellness Clinics is final and un-appealable.

**The time table is the same as for an interim grade appeal.**



# APPENDIX TEN – STUDENT/FACULTY RESOLUTION FORM

If you have a problem that needs resolving, please follow these procedures.

1. Fill out all (\*) items.
2. Make an appointment with the course director during their office hours.
3. Bring the form with you to the appointment so the solution can be recorded.
4. If step #2 produces no resolution, the sequence of appeal will be the Department Chairperson, Center Dean, and Commission on Curriculum and Grades (as required).

\*STUDENT \_\_\_\_\_ \*DATE \_\_\_\_ / \_\_\_\_ / \_\_\_\_

TRI \_\_\_\_ COURSE \_\_\_\_\_ COURSE GRADE \_\_\_\_\_

\*INSTRUCTOR(S) \_\_\_\_\_

\*PROBLEM \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SOLUTION \_\_\_\_\_

DEPARTMENT CHAIR/CLINIC DIRECTOR \_\_\_\_\_

SOLUTION \_\_\_\_\_

DEAN \_\_\_\_\_

SOULTION \_\_\_\_\_

COMMISSION ON CURRICULUM AND GRADES \_\_\_\_\_

SOLUTION \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

FINAL RESOLUTION \_\_\_\_\_

\_\_\_\_\_  
Academician Signature  
at level of resolution

\_\_\_\_\_  
Student Signature upon Resolution

cc: Instructor, Student, Administrator or COC&G

# APPENDIX TEN (a) – INTERIM GRADE APPEAL FORM

## INTERIM GRADE APPEAL FORM

### Time Table:

Grade must be appealed to the Instructor/Course Director within 3 working days of the posting of the grade. Two (2) days -Depart. Chair/Clinic Director, and Dean.

Five (5) days-Commission on Curriculum and Grades/Faculty Senate Executive Council

Student Name \_\_\_\_\_ I.D.# \_\_\_\_\_

\_ Course# \_\_\_\_\_ Course Name, \_\_\_\_\_

\_ Grade Being Appealed \_\_\_\_\_

Student Reason For Appeal \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

• Grade Appeal: \_\_\_\_\_ Approved: \_\_\_\_\_ Denied: \_\_\_\_\_  
Reason: \_\_\_\_\_  
\_\_\_\_\_

**Faculty/Course Director: Date: \_\_\_\_\_ Student: \_\_\_\_\_ Date: \_\_\_\_\_**

• Student met with Dept. Chair/Clinic Director on: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Grade Appeal: \_\_\_\_\_ Approved: \_\_\_\_\_ Denied: \_\_\_\_\_  
Reason: \_\_\_\_\_  
\_\_\_\_\_

**Depart. Chair/Clinic Director: Date: \_\_\_\_\_ Student: \_\_\_\_\_ Date: \_\_\_\_\_**

• Student met with Academic Dean/Clinic Dean on: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Grade Appeal:  
Approved: \_\_\_\_\_ Denied: \_\_\_\_\_  
Reason: \_\_\_\_\_  
\_\_\_\_\_

**Dean: Date: \_\_\_\_\_ Student: \_\_\_\_\_ Date: \_\_\_\_\_**

• Student met with Commission: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Grade Appeal: Approved: \_\_\_\_\_ Denied: \_\_\_\_\_

Reason: \_\_\_\_\_

• **FINAL DECISION:** \_\_\_\_\_

-----Date: \_\_\_\_\_ Faculty/Course Director/Depart. Chair/Clinic Director/Dean/Commission

-----Date: \_\_\_\_\_ Student

Cc: Instructor, Student, Administrator or CCG resolving the appeal.  
01-147 Parker College of Chiropractic

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# APPENDIX TEN (b) – FINAL GRADE APPEAL FORM

## Final Grade Appeal Form

**Summary of Time Table:** All documentation regarding this appeal must accompany this application to be considered.

1. All grade appeals must be submitted from the student with the appropriate Grade Appeal Form (Interim or Final), a separate letter of cause/reason for the appeal and all evidence to support the student's request for the grade change
2. Grade must first be appealed to the Instructor/Course Director by no later than 3:00 pm on the second day of the new trimester with all the appropriate documents
3. If there's no agreement in # 2 above, appeal must go to Department Chair/ Clinic Director; if there is agreement of both the student and the faculty member the Chair / Director may declare the appeal resolved.
4. If the matter is not resolved, all the documents are given to the Chair of the Commission on Curriculum and Grades no later than 3:00 p.m. of the third day of the new trimester to be evaluated by the Chair of COC&G and if warranted to the subcommittee with the results and recommendations immediately going to the President of the FSEC, for the FSEC hearing
5. Final determination of grade appeals will be completed by 5:00 pm of the first Friday of the new trimester. (In the event a new trimester starts on a Tuesday due to a Monday holiday- determination of grade appeals will be completed by 5:00 p.m. of the following school day of the new trimester.)

• Student Name: (print & sign) \_\_\_\_\_ ID # \_\_\_\_\_ Course # \_\_\_\_\_ Course Name \_\_\_\_\_ Grade Being Appealed \_\_\_\_\_  
Reason for Appeal Summary of Appeal Letter \_\_\_\_\_  
\_\_\_\_\_

• Student met with Course Director/Instructor: **Student Initials:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Grade Appeal:** Resolved: \_\_\_\_\_ or Denied: \_\_\_\_\_  
Justification: \_\_\_\_\_  
\_\_\_\_\_

Instructor Name: (print & sign) \_\_\_\_\_

• Student met with Dept. Chair/Clinic Director: **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Grade Appeal:** Resolved: \_\_\_\_\_ / Continue Appeal: \_\_\_\_\_ / Discontinue Appeal: \_\_\_\_\_  
Justification: \_\_\_\_\_  
\_\_\_\_\_

Student Signs: \_\_\_\_\_ Instructor Sign: \_\_\_\_\_  
Dept. Chair/Director Name: (print & sign) \_\_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

• Commission on Grades **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_  
Grade Appeal: Subcommittee's Recommendation- Accept Grade Change: \_\_\_\_\_ / Uphold Awarded Grade: \_\_\_\_\_  
Justification: \_\_\_\_\_  
\_\_\_\_\_

Chair of COC&G Name: (print & sign) \_\_\_\_\_

☐ FSEC Final Decision: **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_  
Grade Appeal: Accept Grade Change: \_\_\_\_\_ / Uphold Awarded Grade: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FSEC President or Representative

Date

## APPENDIX ELEVEN -- EVALUATION FORMS

### APPENDIX ELEVEN (a) – Student/Faculty Evaluation Form

Class Climate	Course Evaluation Form	
Parker University		

Mark as shown:      Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction:      Please follow the examples shown on the left hand side to help optimize the reading results.

#### 1. Professor Information

	Below Average Poor	Satisfactory	Above Average	Excellent	No Opinion
1.1 The professor clearly conveys the purpose of the lectures/labs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 The course objectives are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 The professor is accomplishing the course objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 The professor is well prepared and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 The professor uses class time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 The professor delivers clear, well organized information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 The professor keeps the course content current.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 The professor includes current references from the scientific literature in his/her lectures and course notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 The professor summarizes or emphasizes the major points of the lecture/information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 The professor is willing to help students independently outside of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 Examinations/Quality Assessments reflect what is being taught in the course/lab.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12 The professor relates material presented in the course/lab with material from other courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.13 The professor relates the course to Chiropractic Wellness and the Science, Philosophy and Art of Chiropractic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.14 Rate the professor overall for the course/lab.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Continued on back**



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**2. Comments**

**2.1 Do you have any suggestions and/or constructive criticism that will help this professor improve this course?**

# APPENDIX ELEVEN (b) – Intern/Radiologist Evaluation Form

Class Climate	Clinic Radiologist Evaluation	
Parker University		

Mark as shown:      Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction:      Please follow the examples shown on the left hand side to help optimize the reading results.

Your opinion of the Clinic Radiologist's knowledge, skills, and professionalism is important to Parker University.

## 1. Radiologist Information

		Below Average Poor	Satisfactory	Above Average	Excellent	No Opinion
1.1	Clinic Radiologist demonstrates comprehensive knowledge of radiology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Clinic Radiologist is available during scheduled clinic hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Clinic Radiologist provides interns with constructive feedback on their radiology performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Clinic Radiologist exhibits professionalism with interns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Clinic Radiologist is approachable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Clinic Radiologist relates radiology to the Science, Philosophy, and Art of Chiropractic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Clinic Radiologist enforces Clinic policies without bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8	Clinic Radiologist treats interns with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	Clinic Radiologist demonstrates comprehensive knowledge of Clinic policies as they apply to radiology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	Clinic Radiologist provides interns direction in gaining additional knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	Clinic Radiologist encourages interns to expand their understanding beyond their basics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12	Overall rating for the Clinic Radiologist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**FLIP the page to provide comments.**




1.

1.13 Do you have any suggestions and/or constructive criticism that will help this Clinic Radiologist improve?

DRAFT

# APPENDIX ELEVEN (c) – Intern/Clinic Faculty Evaluation Form

## DRAFT

Class Climate	Clinic Faculty Evaluation	<small>SCANTRON</small>
Parker University Clinic		

Mark as shown:     Please use a ball-point pen or a thin felt tip. This form will be processed automatically.  
 Correction:     Please follow the examples shown on the left hand side to help optimize the reading results.

### 1. General Information

**Your opinion of the Clinic Faculty's knowledge, skills and professionalism is important to Parker University. Please use the attached list to fill in your supervising doctor.**

#### 1.1 Supervising Doctor

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Dr. Lovonne Beard<br><input type="checkbox"/> Dr. George Bobbitt<br><input type="checkbox"/> Dr. Melinda Cate<br><input type="checkbox"/> Dr. Chandra Crisp<br><input type="checkbox"/> Dr. Stacie Flanery<br><input type="checkbox"/> Dr. Paul Graves<br><input type="checkbox"/> Dr. Stacy Harris<br><input type="checkbox"/> Dr. Wesley Imel<br><input type="checkbox"/> Dr. Dan Kurth<br><input type="checkbox"/> Dr. John Marth<br><input type="checkbox"/> Dr. Francis Murphy<br><input type="checkbox"/> Dr. Eric Pearce<br><input type="checkbox"/> Dr. Jon Schweitzer<br><input type="checkbox"/> Dr. Kirkland Speaks<br><input type="checkbox"/> Dr. David Walters | <input type="checkbox"/> Dr. Rahim Behdar<br><input type="checkbox"/> Dr. Kirk Bradford<br><input type="checkbox"/> Dr. Patricia Cates<br><input type="checkbox"/> Dr. Pamela Cummings<br><input type="checkbox"/> Dr. Joe Ford<br><input type="checkbox"/> Dr. Carol Grennan<br><input type="checkbox"/> Dr. Adela Hernandez<br><input type="checkbox"/> Dr. Keith Johnson<br><input type="checkbox"/> Dr. Steven Le<br><input type="checkbox"/> Dr. Nikisha McDaniel<br><input type="checkbox"/> Dr. Christina O'Brian<br><input type="checkbox"/> Dr. Mike Raper<br><input type="checkbox"/> Dr. John Sibley<br><input type="checkbox"/> Dr. Leon Tom<br><input type="checkbox"/> Dr. Blake Wu | <input type="checkbox"/> Dr. Brandon Black<br><input type="checkbox"/> Dr. Greg Carter<br><input type="checkbox"/> Dr. Ana Cobian-Silver<br><input type="checkbox"/> Dr. Blake Fenton<br><input type="checkbox"/> Dr. Michael Ganschow<br><input type="checkbox"/> Dr. Ricky Hanks<br><input type="checkbox"/> Dr. Crystal Hogan<br><input type="checkbox"/> Dr. Laura Kukuscka-Le<br><input type="checkbox"/> Dr. Troy Liming<br><input type="checkbox"/> Dr. Forrest Moses<br><input type="checkbox"/> Dr. Stephen Paterno<br><input type="checkbox"/> Dr. Ivan Saenz<br><input type="checkbox"/> Dr. Glen Silver<br><input type="checkbox"/> Dr. Troy Van Biezen |
|---|---|---|

#### 1.2 Student Trimester

- 8                                       9                                       10  
 11+

### 2. Faculty Information

		Below Average Poor	Satisfactory	Above Average	Excellent	No Opinion
2.1	Clinic Faculty is open to intern's ideas, suggestions, and opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Clinic Faculty is available during scheduled floor hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Clinic Faculty demonstrates comprehensive knowledge of clinic procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Clinic Faculty demonstrates comprehensive knowledge of outcome assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Clinic Faculty demonstrates comprehensive knowledge of Active Care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Clinic Faculty provides interns with constructive feedback on their performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Clinic Faculty helps interns to develop case management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## DRAFT

# DRAFT

Class Climate

Clinic Faculty Evaluation



2. Faculty Information (Continue)

	Below Average Poor	Satisfactory	Above Average	Excellent	No Opinion
2.8 Clinic Faculty is approachable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Clinic Faculty treats interns with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10 Clinic Faculty relates clinic experience to the Science, Philosophy and Art of Chiropractic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.11 Clinic Faculty enforces Clinic policies without bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.12 Clinic Faculty holds regular meetings with his/her interns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13 Clinic Faculty demonstrates confidence during patient interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.14 Clinic Faculty demonstrates leadership during intern interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.15 Clinic Faculty conveys an interest in intern's educational needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.16 Clinic Faculty prepares interns to succeed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.17 Overall rating for this Clinic Faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.18 What percentage of the time did your Clinic Faculty Doctor meet your patients?	<input type="checkbox"/> 0%-25% <input type="checkbox"/> 76%-100%		<input type="checkbox"/> 26%-50%		<input type="checkbox"/> 51%-75%
2.19 What percentage of the time did your Clinic Faculty Doctor mentor or teach you?	<input type="checkbox"/> 0%-25% <input type="checkbox"/> 76%-100%		<input type="checkbox"/> 26%-50%		<input type="checkbox"/> 51%-75%

2.20 Do you have any suggestions and/or constructive criticism that will help this Clinic Faculty improve?

# DRAFT

## APPENDIX ELEVEN (d) – Academic Center – Class Visitation Form

Faculty Member \_\_\_\_\_ Class \_\_\_\_\_

Visited \_\_\_\_\_

Date attended \_\_\_\_\_ Lecture / Lab (circle one)

**Superior (5 points)** - Consistently exceeds the job requirements/performance standards- and is recognized by peers and/or students as a leader and positive example for others. Truly superior performance that results in extraordinary and exceptional accomplishments with significant contributions to the objectives of the department and faculty

**Very Good (4 points)** - Consistently meets and occasionally exceeds the job requirements/performance standards. Contributes in a greater than expected manner to department and faculty initiatives.

**Satisfactory (3 points)** - Good performance and consistently meets the job requirements/performance standards. Person consistently fulfills all obligations outlined in the job description.

**Needs Improvement (2 points)** - Occasionally fails to meet the job requirements/performance standards and sometimes falls short of desired results. This level may be the result of new or inexperienced incumbent on the job or an incumbent not responding favorably to department and faculty expectations.

**Poor (1 point)** - Consistently fails to meet the job requirements/ performance standard. Lowest performance level, which is clearly not acceptable. This rating requires immediate review and action.

1. Faculty member clearly stated the topical overview for the students

Comments \_\_\_\_\_  
\_\_\_\_\_

2. Faculty member was well prepared for the class session

Comments \_\_\_\_\_  
\_\_\_\_\_

3. Faculty member communicated effectively with the students

Comments \_\_\_\_\_  
\_\_\_\_\_

4. Faculty member encouraged student classroom participation

Comments \_\_\_\_\_  
\_\_\_\_\_

5. Faculty member relates course materials to real situations to clarify lecture points

Comments \_\_\_\_\_  
\_\_\_\_\_

6. Faculty member's lecture presentation was well organized

Comments \_\_\_\_\_  
\_\_\_\_\_

7. Faculty member uses teaching time to effectively enhance learning

Comments \_\_\_\_\_  
\_\_\_\_\_

8. Faculty member answers student questions in a straightforward manner

Comments \_\_\_\_\_  
\_\_\_\_\_

9. Faculty member encourages students to express individual thoughts during lecture

Comments \_\_\_\_\_  
\_\_\_\_\_

10. Faculty member support materials were appropriate and effectively utilized

Comments \_\_\_\_\_  
\_\_\_\_\_

11. Faculty member Lecture / lab presentations were clear, appropriate, interesting, and well presented

Comments \_\_\_\_\_  
\_\_\_\_\_

12. Faculty member demonstrated mastery of classroom equipment/software (i.e.: computer, ELMO, PA system, Intranet, etc.)

Comments \_\_\_\_\_  
\_\_\_\_\_

13. Faculty member's method(s) of instruction was/were appropriate in presenting the topics

Comments \_\_\_\_\_  
\_\_\_\_\_

14. Faculty member starts class on time (punctuality)

Comments \_\_\_\_\_  
\_\_\_\_\_

15. Faculty member ends class on time (punctuality)

Comments \_\_\_\_\_  
\_\_\_\_\_

16. The topics for the class (lecture/lab) were covered

Comments \_\_\_\_\_  
\_\_\_\_\_

**Total Points** \_\_\_\_\_

AVERAGE (Avg. = Total/16) \_\_\_\_\_

Comments:

\_\_\_\_\_

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Department Chairperson

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Faculty Member

Date

Date

Faculty Member Comments: \_\_\_\_\_

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DRAFT

## **APPENDIX TWELVE – Ownership of Intellectual Property Developed by Faculty Members or Employees**

The faculty or staff members shall own all rights to intellectual property, other than patents and inventions, developed by that faculty or staff member, subject to the following qualifications:

1. If the intellectual property is developed or used as part of the faculty or staff member's performance of duties to the University, then the University shall have a non-exclusive right to use the intellectual property as part of the teaching of classes by the University. Examples of such materials include, PowerPoint presentations, lecture materials, class notes, lab manuals, syllabi, course outlines and tests.
2. If the intellectual property is developed with the use of University resources, that are more than minimal or incidental, the University shall have a right to receive a portion of any royalties recovered from the commercial marketing of that intellectual property.
3. If the intellectual property is a work made for hire, the University shall own all rights to such intellectual property. Intellectual property is a work made for hire if 1) the work resulted from and was developed at the initiative of the University, 2) the University provided all resources for the work and, 3) the work was developed as part of the faculty or staff member's assigned time. Examples of works for hire are creating an educational videotape or writing articles or textbooks, if the University specifically contracts for that work and compensates the faculty or staff member for performing that work.
4. If the intellectual property consists of patents or inventions then the rules stated below for patents and inventions will apply.

### **Faculty Responsibility to Currently Enrolled Students**

Faculty members have a responsibility to meet the reasonable needs of their currently enrolled students, including those needs best addressed by the use of technologies to make class materials readily available. For example, if recordings may be needed by remote or disabled students, they should be created in the ordinary course of teaching and made available under reasonable circumstances. Electronically published course materials such as tape recordings and videotapes created in the ordinary course of instruction and not intended for use beyond the end of the current trimester or by students other than those registered for the class are the property and responsibility of the faculty member who creates or authorizes them. Faculty should be willing to utilize technologies appropriate to the circumstances to make their course materials reasonably available to their currently registered students. Faculty may dispose of such materials in whatever manner they choose at the end of each trimester.

### **Compensation**

Faculty members may receive a reduced teaching load or additional compensation for duties performed in the best interest of the University's instructional program, including the development of electronically published course materials. Such compensation, if any, shall be determined by the Dean of Academics, subject to the approval of the Vice Presidents and the President.

### **Revision Rights**

Faculty members retain the right to update, edit, or otherwise revise, course materials that become out of date. If a faculty member does choose to revise the work and, such revision is done in a satisfactory manner, the faculty member retains the rights to any additional compensation or royalties. If the University believes a revision is necessary and, no revision is made, or if the revision made, in the University's opinion, does not maintain academic standards, the University may employ another person to update the work and charge the entire cost of the revision against any royalties that may be owed to the original author.

### **Royalties**

Faculty members shall receive all royalties that may accrue from the commercialization of electronically published course materials they create on their own initiative without the use of University resources. On the other hand, the University retains all royalties that may accrue from the commercialization of electronically published course materials created by faculty members pursuant to contract or as a work for hire, including electronically published course materials created as a condition of employment. If intellectual property is created by a faculty or staff member with the use of University resources, then the following shall apply:

- a. Prior to developing the intellectual property, the faculty or staff member should enter into a contract with the University to establish a basis for dividing any fee or royalty, duration of use, editorial control, audience and, other terms and conditions.
- b. If no agreement is reached prior to the development of the intellectual property, the University will attempt to negotiate an agreement with the faculty or staff member.
- c. If no agreement can be reached, the President shall form a Patent/Copyright Committee that shall arbitrate the matter and, consider the contributions of the author and the resources contributed by the University to determine fair and equitable terms and conditions and, division of any royalty or other income.

The determination by that Committee shall be final and binding upon the parties.

### **Contributed Materials**

Liabilities may be incurred with respect to the inclusion of materials in course materials other than materials created by the author of the course materials and inclusion of voices or images of persons in the course materials, including audience members and guest lecturers. The author of any course materials (normally the faculty member) is responsible to obtain all permissions and releases necessary to avoid infringing copyright or invading the personal rights of others.

### **Protecting the Work**

The faculty or staff member who develops the intellectual property shall be responsible for determining whether to register the patent or copyright and will be responsible for enforcement of works they own. The University may choose to provide assistance in obtaining such registrations.



### **Storage**

The University shall have no obligation to maintain, store, or otherwise keep or care for works and equipment produced by employees, except that the University may retain copies of works or models or equipment at its discretion. Upon request from the employee, the University may retain the master of the final work or a model for a period of time to be agreed upon between the University and the employee, provided that adequate and secure storage space is available. Master copies or models retained by the University shall not be amended, edited, cut, or changed in any way without the consent of the employee or other copyright/patent holders. Where the University wishes to erase, dismantle, or otherwise destroy the copyright/patent material or equipment, whether during, or at the end of the term of agreement then in force, the employee shall be given one month's notice and, shall be permitted during such time, to take a copy, or all or part of the material or equipment for his/her own use. Such copy shall be made at the expense of the employee.

### **Reporting Infringement**

Anyone who has knowledge, or reason to believe, that an image or any other material is being used on the University's network, Intranet, or Internet, in violation of the Copyright Act, or these guidelines should report such infringing activity to Mr. Donnie McNutt, CIO, Parker University, 2500 Walnut Hill Lane, Dallas, Texas 75229, 214-902-3461, [dmcnutt@parker.edu](mailto:dmcnutt@parker.edu).

## **Patent and Invention Policies**

### **Purpose**

These general policies and guidelines define the rights and obligations of Parker University and its employees with regard to patents and inventions that result from their University activities.

Parker University is dedicated to teaching, research, and dissemination of knowledge generated within the University community. Thus, the basic goal is to promote the progress of the chiropractic profession and to ensure that discoveries, inventions, and creations generated by our faculty, staff and students are utilized in ways most likely to benefit the public. The University also assists its faculty and other researchers in properly disclosing their scholarly work, in complying with applicable laws and formal agreements, and in gaining the protection available under United States laws governing patents.

### **General policy**

Parker University shall have the first option to pursue a patent for any inventions developed by any University employee during the course of the activities of the University. Any revenue from those patents will be shared as described below. The activities of the University include all scholarly research conducted in the course of the inventor's University employment, including performance of research sponsored by the University, research sponsored by an external agency or corporation, and research conducted with University facilities or resources.

### **Invention disclosures**

All potentially patentable inventions conceived or first reduced to practice in whole or in part by University employees in the course of their University responsibilities shall be disclosed in a

timely manner to the University regardless of the source of funding. Disclosure to the University shall be made to the President, the Vice President of Academics, and General Counsel. The disclosure must include all relevant data and other information. The inventors shall assign all intellectual property rights to the invention to the University at the time of the disclosure. The University, in turn, will be responsible for notification to sponsors of invention disclosures.

### **Rights to ownership**

The rights to ownership will vary depending on the nature of the University activities. Activities leading to the development of patentable inventions and ideas may be 1) University-supported activities, 2) Sponsor-supported activities, 3) Individual activities of the inventor, or 4) Jointly-supported activities.

### **University-supported activities**

Rights to inventions developed by University employees shall vest in the University when the inventor's efforts were supported by the use of University funds, facilities, personnel or other resources. In this case the inventor will share in University-earned income according to the allocation formula described below, unless the University waives its right to pursue a patent.

### **Sponsor-supported activities**

A grant or contract between a sponsor and the University usually contains specific provisions with respect to the disposition of rights to patentable inventions and other intellectual property. Those contractual obligations determine the disposition of intellectual property produced during those projects.

In the case of Government-supported research, the Bayh-Dole Act and subsequent amendments and federal regulations provide the basis for current University technology transfer practices. Accordingly, while the University is assigned the rights to intellectual property generated during the course of federally-sponsored research activities, the Government retains the option to claim ownership under certain circumstances. Even if the Government does not exercise its option, the Government retains a non-exclusive, non-transferable, irrevocable, royalty-free, worldwide license to the invention or to copyrightable material produced under Government sponsorship.

If any patent rights are vested in the University or the University receives any income from the patent or invention, the inventors will share in the income received by the University according to the allocation formula described below.

### **Individual activities**

All rights to inventions made by individuals on their own time and without the use of University resources belong to the inventor. In such cases the University shall have no right to any royalties.

### **Jointly-supported activities**

If a University employee is co-inventor with an individual from another institution or business entity, then any portion of the revenue received by Parker University will be shared according to the allocation formula described below.

### **First Option of Parker University**

### *University decisions on disclosed inventions*

A Patent Committee, appointed by the President, will decide for the University whether to seek intellectual property protection on disclosed inventions. This committee will make every effort to make prompt decisions, consistent with faculty publication and other obligations. The University will decide within 30 days of the disclosure whether to pursue a patent.

### *Assignment of right of ownership to inventor(s)*

If the University does not decide to pursue patent protection within that time limit, the University will assign to the inventors the rights of the University to the invention.

If the invention is assigned to the inventor: 1) those rights may be subject to contractual or other sponsor restrictions, and 2) the University will retain the rights to a non-exclusive, non-transferable, irrevocable, royalty-free, worldwide license to use the invention for research and educational purposes.

If the Federal Government sponsored the research, ownership does not automatically revert to the inventors. In such cases, the Government retains the option to claim ownership of the invention. In the event the Government does not exercise its option, ownership will revert to the inventors. However, regardless of ownership status, the Government will retain a non-exclusive, non-transferable, irrevocable, royalty-free, worldwide license to practice the invention.

If it benefits both the University and the inventors, the University may retain ownership of the invention, but grant a license to the inventor(s).

### **Distribution of Income**

Revenue received by the University generated through income or other exploitation of University owned patents shall be distributed in a manner that recognizes the efforts and contributions of the inventors. The Business Office will maintain a detailed accounting for all expenditures and receipts associated with each disclosed invention or software program and will manage the distribution of income according to this policy.

Income shall be distributed as follows.

- 100% to the University until all its out-of-pocket expenses associated with the protection and exploitation of the patent or software have been reimbursed. These expenses include fees associated with patent filing and any other continuing costs associated with the licensing or other commercialization of the intellectual property.

After the University has been reimbursed for its expenses, income received by the University is distributed as follows:

- 50 % to the inventor(s) (or their heirs). Income will be split equally among multiple inventors, unless the inventors have agreed otherwise. If the inventors enter into an agreement, they should submit a copy of that agreement to the Business Office.

- 15% to the organizational unit (the department and/or Center/Institute) listed as the sponsoring unit by the University employee at the time of invention disclosure or software registration.
- 35% to the University.

Those terms for the income distribution may be replaced by other terms mutually agreed upon in writing by the inventor(s), the organizational unit, the University, and the external sponsor or a potential business partner. If the University receives equity, the participation of the inventors in the equity will be negotiated on a case by case basis.

**Agreement of the parties**

These policies constitute an understanding that is binding on the University, and its academic and non-academic employees as a condition for their participation in University activities or research, or their use of University resources. To avoid any potential for a conflict of interest, Trustees and employees of the University may not enter into a consulting agreement that conflicts with these policies.

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**APPENDIX THIRTEEN – CAMPUS CRIME AND SECURITY PLAN**

An updated copy will be available on the MyParker website.

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## APPENDIX FOURTEEN – SICK LEAVE POOL

### Donation/Contribution to Sick Leave Pool

All contributions are voluntary. Once hours are contributed to the Sick Leave Pool, they cannot be returned.

Employee Name: \_\_\_\_\_

Number of hours I want to contribute now: \_\_\_\_\_

I authorize Parker University to deduct the specified hours from my personal sick leave balance.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date