

22-23

Faculty Handbook

International Holistic Life Sciences Institute



Foreword

The Faculty Handbook has been formulated to provide a current and compact reference to the philosophy, objectives, organizations, responsibilities, academic information, general and procedural regulations, professional activities, and professional regulations for International Holistic Life Sciences Institute.

The purpose of this handbook is to aid the faculty by providing both prospective and active faculty with a reference and guide to the privileges and responsibilities of the faculty at the International Holistic Life Sciences Institute. It is not a contract document but is issued to aid personnel in performing their jobs efficiently and effectively. Policies and regulations can change from time to time; these changes shall supersede any handbook provisions that are not compatible with the change: for more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate institute office.

Additionally, International Holistic Life Sciences Institute is in the process of reviewing and adopting new policies, adjusting current policies, and developing new regulations. For information regarding the status of this process, employees should contact the Human Resources Department.

The faculty are invited to make suggestions concerning modifications that can improve the institute and its operation in any of its phases. Changes to this handbook may be issued as needed. The Faculty Handbook is updated, reviewed, and approved annually by the Administrative Council.

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Welcome to International Holistic Life Sciences Institute

We'd like to personally welcome every faculty member to the International Holistic Life Sciences Institute family. You play an important role in educating students to make major contributions in their chosen professions in our fast-changing global world. We recognize your discipline-specific knowledge and professional abilities, which are vital to helping students pursue academic greatness.

Please evaluate this handbook and make use of it as a resource. It goes over the specific rules, processes, and expectations needed for effective online teaching. We encourage you to use these helpful resources.

We appreciate all you do for our students. You play a crucial part in the Institute's success, and we greatly appreciate your contribution to the IHLSI learning community.

Sincerely,

Yuhsun Shih

Yuhsun E. Shih, Ph.D.
President



SECTION 1: International Holistic Life Sciences Institute Overview

A Culture of Student Success

The extent to which students can demonstrate their learning is used to assess their achievement. Do students have the necessary knowledge at the end of each course or program? Can they complete the required tasks? Has the Institute helped them develop values that will guide their lives and careers? The Institute demonstrates its ability to achieve its educational mission by developing quantifiable learning outcomes, measuring learning in relation to those objectives, and using assessment data to improve the quality of teaching and student learning.

The ultimate measure of success is that a student's time at IHLSI serves as a springboard for achieving personal and professional objectives. The Institute prioritizes service, quality, and student success. Faculty members gain enormous satisfaction from contributing to a creative, vibrant learning environment through interactions with university leaders, administrators, employees, and students.

Graduate Culture

The IHLSI's degree programs prepare students for careers as professionals and leaders in the global economy by providing comprehensive, challenging learning experiences. Academic programs emphasize students' abilities to synthesize, assess, develop, and apply information in their respective fields of study and interdisciplinary studies. Faculty members promote learning by assisting students with direct and inquiry-based methods in their respective fields through research, scholarship, and practical practice.

The Institute upholds the rights and expectations that administrators, faculty, staff, and students have as members of a learning community dedicated to human service and the pursuit of truth in teaching and learning, which is consistent with the American Association of University Professors (AAUP) statement on academic freedom. As fundamental rights, the AAUP promotes the freedom to educate, study, question, investigate, critique, remark, pose hypotheses, conduct research, and publish results.

Mission, Vision, Values, and Purposes

Institute Mission

At IHLSI, our mission is to elevate life to its fullest potential through integral and holistic scientific approaches. Learners can attend various free classes with each class focusing on certain unique features and practical skills. Our courses have no scheduled class times, so students can enjoy them entirely on their schedule and make friends who have similar interests in the health care fields in our online community.

Institute Vision

At International Holistic Life Sciences Institute, our vision is to enhance the public's health and make healthy living attainable for everyone, making better science available to all. Anyone who wants to study medicine, regardless of age, can have a channel to learn anytime, anywhere, and with very low tuition to enter this field. We also popularize the knowledge of fitness, health care, and self-healing for free and provide the public with lifelong learning and long-lasting benefit skills. By improving the public's health awareness and self-healing ability, we hope to reduce the pressure of the collapse of medical resources in the community. In addition, this institute provides students from all over the world who can earn a Master's degree in Complementary and Alternative Medicine or Health Administration at a meager cost and have the opportunity to work in medical-related jobs in the United States or Canada.

Institute Values

IHLSI aims to introduce complementary, alternative healthcare by providing natural and herbal remedies, mind-body therapies, massage, exercise, and energy medicine. This knowledge and skills help people keep a healthy life.

Purpose Statements

- To provide online educational programs that improve student achievement and graduation rates while also meeting the needs of diverse learners.
- Through the integration of modern technologies and qualified, motivated educators into student-centered learning experiences, students will acquire knowledge and develop skills that contribute to their personal and professional development.
- To provide students with opportunities for learning that allow them to synthesize theory and practice in order to respond ethically to current challenges and complex problems.
- To create a vibrant learning environment for students from a variety of social, ethnic, economic, and educational backgrounds, as well as to equip and empower graduates to be collaborative and inclusive members of their communities.
- To identify workplace skills and competencies that will help our graduates contribute to their employers, achieve greater professional and personal success, and build their organizations in close collaboration with businesses and workforce development specialists.
- Prioritize student learning innovation, continuous review, and improvement, curriculum development, accessibility to learning materials, and responsive student services.
- Maintain operational, financial, and strategic strength to ensure the IHLSI's continued existence.

Student Profile

IHLSI students are part of an active online learning community that includes students from across the United States as well as a small number of students who live or are stationed abroad.

To accommodate their hectic schedules, they require relevant degree programs, flexible and convenient scheduling, and support services such as tutoring and counseling.

Faculty Profile

Academic programs and instruction are guided by the faculty's commitment to excellence and rigor. Full-time professors teach, mentor students and other instructors, create and evaluate courses and programs, and evaluate student learning.

Faculty members collaborate closely with professional staff members who specialize in instructional design and learner aid, evaluation of learning outcomes, faculty development, and administrative support. This collaboration aims to free up full-time academics to focus on teaching and learning, course and program development and evaluation, and associate faculty mentoring.

The Institute hires adjunct online lecturers on a course-by-course and as-needed basis. The Institute has created a faculty characteristics profile for each subject to ensure that qualified instructors are assigned to each course. Academic and professional credentials are included in each profile. Only the relevant dean, in collaboration with department chairs and lead faculty, has the authority to grant permission to teach a course.

Academic Offerings

Degree Programs

All online courses utilize the material and resources made available through the IHLSL online classroom. Students and instructors must conform to Institute regulations and procedures and complete each course in every class.

Master's Degree Programs and Format

IHLSI provides two Master's degree programs that are created and offered to give a distinct level of education for students interested in working in the health care business, as well as to promote independent study and a comprehension of research methodologies relevant to the academic subject. Graduate courses at IHLSI are organized around prerequisites, learning objectives, and assessments, and students must complete them in the proper sequence to meet program outcomes.

The Master's degree program at IHLSI consists of ten courses, totaling 45 credit units or 45 quarter credit hours in US higher education. A credit hour is defined as the quantity of work represented by intended learning outcomes and confirmed by evidence of student achievement in academic activities.

For one quarter credit, credit-bearing distance education courses are evaluated based on the learning outcomes ordinarily attained through 30 hours of student work (10 hours of academic engagement and 20 hours of preparation) .

The Master degree program at IHLSI requires ten courses. Students must maintain a 2.75 or better overall GPA for the degree coursework. Additionally, all students are required to complete two prerequisite courses in their first term of study:

- Online Learning Strategy (1 unit)
- Academic Writing & Research Ethics (1 unit)

The degree program length is flexible; however, the degree must be completed within three years.

Master of Science in Complementary and Alternative Medicine

10 courses (total 43 credit units):

Foundations of Oriental Medicine and Theories (4 units)

Principles and Techniques of Molecular Cell Biology (4 units)

Diagnosis and Skills of Oriental Medicine (4 units)

Healing Energy Medicine (4 units)

Acupuncture and Asian Bodywork (4 units)

Nutrition & Food Therapy of Oriental Medicine (4 units)

Clinical Psychology (4 units)

Homeopathy Theory (4 units)

Herbal Treatment Strategy (4 units)

Herbal Materia Medica and Herbal Remedies Making (4 units + Capstone project 3 units)

(% Master's Project, incorporated into the capstone course)

Master of Science in Healthcare Administration

10 courses (total 43 credit units):

Healthcare Regulations and Compliance (4 units)

Healthcare Financial Management (4 units)

Healthcare Economics (4 units)

Survey of Social Psychology (4 units)

Healthcare Leadership (4 units)

Healthcare Cost Analysis and Decision Making (4 units)

Practice Ethics and Risk Management Considerations (4 units)

Healthcare System Design and Innovation (4 units)

Operations Management for Health Organizations (4 units)

Strategic Management and Marketing (4 units + Capstone project 3 units)

(% Master's Project, incorporated into the capstone course)

Time Management

1.

The week before the class starts,

- review the course syllabus (course schedule, grading rubrics) and contents,
- make the necessary adjustments, and check if the links work in the course,
- add instructor info block, and
- post an announcement for Week 1, telling students what to do and expect in this course.

This job is for two hours.

2.

Work with students asynchronously thrice per week, such as participating in Discussion forums, replying to course emails (the small icon on the upper right corner), grading the previous students' works, and posting an announcement for next week) on Day 2, Day 5, and Day 7.

One hour each time for this job.

3.

Present the essential learning contents and concepts for this week in a Virtual classroom (Bigbluebutton) once per week, such as on Day 4 (Saturday evening in the US).

This job is for one hour.

4.

The following week after the class ends,

- grade students' work in the last week,
- complete the Gradebook for this course, and
- submit one page of reflection and suggestions for course improvement.

This job is for two hours.

Total hours for a typical course:

2 hours for preparing the course + 6 weeks x (3 hours work asynchronously + 1-hour live meeting) + 2 hours for wrapping up the course
= 2 + 24 + 2 = 28 hours

* The salary for adjunct associated faculty members is (total hours X hourly rate) per course; The Institute contracts with the instructor on a course-by-course basis, and the instructor does not need to develop the course content but rather facilitates the class.

* If the instructor needs to make any changes, please send an email to support@lifesciences.institute one week ago of the class to seek approval to proceed.

Worksheet

* You can complete the jobs asynchronously at any time on Day 2, Day 6, and Day 7, but you must schedule a one-hour live meeting in the Virtual classroom with students primarily from Asia on Day 4 (Saturday evening). For example, 8:30 p.m. EST on Saturday corresponds to 8:30 a.m. China Time.

Date	Jobs to do and hours	Get done (Y/N)
Preparing Week	<ul style="list-style-type: none"> ➤ Post a course announcement (including your contact info) before the class starts; ➤ Send your photo and bio to Support team at support@lifesciences.institute for creating the Instructor Info block in the course; ➤ Review the course contents and make necessary changes. You can change it yourself or send it to Support team; ➤ Adjust/re-write the yellow marked areas in course syllabus file. (2 hours)	
Week 1		
Week 1 Day 1 (Wed)	/	
Week 1 Day 2 (Thu)	<ul style="list-style-type: none"> ➤ Reply Self Introduction forum; ➤ Check the course email & Student Help forum; ➤ Review the course contents and make changes, if needed. (1 hour)	
Week 1 Day 3 (Fri)	/	
Week 1 Day 4 (Sat)	<ul style="list-style-type: none"> ➤ Present in Virtual Classroom (BBB video conference); ➤ Check the course email & Student Help forum; (1 hour)	
Week 1 Day 5 (Sun)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for this week's situations and reminders. (1 hour)	

Week 1 Day 6 (Mon)	/	
Week 1 Day 7 (Tue)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for Week 2. (1 hour)	
Week 2		
Week 2 Day 1 (Wed)	/	
Week 2 Day 2 (Thu)	<ul style="list-style-type: none"> ➤ Grade Week 1 Discussion forms and Assignments (put scores in Gradebook); ➤ Check the course email & Student Help forum; (1 hour)	
Week 2 Day 3 (Fri)	/	
Week 2 Day 4 (Sat)	<ul style="list-style-type: none"> ➤ Present in Virtual Classroom (BBB video conference); ➤ Check the course email & Student Help forum; (1 hour)	
Week 2 Day 5 (Sun)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for this week's situations and reminders. (1 hour)	
Week 2 Day 6 (Mon)	/	
Week 2 Day 7 (Tue)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for Week 3. (1 hour)	
Week 3		
Week 3 Day 1 (Wed)	/	
Week 3 Day 2 (Thu)	<ul style="list-style-type: none"> ➤ Grade Week 2 Discussion forms and Assignments (put scores in Gradebook); ➤ Check the course email & Student Help forum; (1 hour)	
Week 3 Day 3 (Fri)	/	
Week 3 Day 4 (Sat)	<ul style="list-style-type: none"> ➤ Present in Virtual Classroom (BBB video conference); ➤ Check the course email & Student Help 	

	forum; (1 hour)	
Week 3 Day 5 (Sun)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for this week's situations and reminders. (1 hour)	
Week 3 Day 6 (Mon)	/	
Week 3 Day 7 (Tue)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for Week 4. (1 hour)	
Week 4		
Week 4 Day 1 (Wed)		
Week 4 Day 2 (Thu)	<ul style="list-style-type: none"> ➤ Grade Week 3 Discussion forms and Assignments (put scores in Gradebook); ➤ Check the course email & Student Help forum; (1 hour)	
Week 4 Day 3 (Fri)	/	
Week 4 Day 4 (Sat)	<ul style="list-style-type: none"> ➤ Present in Virtual Classroom (BBB video conference); ➤ Check the course email & Student Help forum; (1 hour)	
Week 4 Day 5 (Sun)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for this week's situations and reminders. (1 hour)	
Week 4 Day 6 (Mon)	/	
Week 4 Day 7 (Tue)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for Week 5. (1 hour)	
Week 5		
Week 5 Day 1 (Wed)	/	
Week 5 Day 2 (Thu)	➤ Grade Week 4 Discussion forms and	

	<p>Assignments (put scores in Gradebook);</p> <ul style="list-style-type: none"> ➤ Check the course email & Student Help forum; <p>(1 hour)</p>	
Week 5 Day 3 (Fri)	/	
Week 5 Day 4 (Sat)	<ul style="list-style-type: none"> ➤ Present in Virtual Classroom (BBB video conference); ➤ Check the course email & Student Help forum; <p>(1 hour)</p>	
Week 5 Day 5 (Sun)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for this week's situations and reminders. <p>(1 hour)</p>	
Week 5 Day 6 (Mon)	/	
Week 5 Day 7 (Tue)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for Week 6. <p>(1 hour)</p>	
Week 6		
Week 6 Day 1 (Wed)	/	
Week 6 Day 2 (Thu)	<ul style="list-style-type: none"> ➤ Grade Week 5 Discussion forms and Assignments (put scores in Gradebook); ➤ Check the course email & Student Help forum; <p>(1 hour)</p>	
Week 6 Day 3 (Fri)	/	
Week 6 Day 4 (Sat)	<ul style="list-style-type: none"> ➤ Present in Virtual Classroom (BBB video conference); ➤ Check the course email & Student Help forum; <p>(1 hour)</p>	
Week 6 Day 5 (Sun)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for wrapping up this course and reminders. <p>(1 hour)</p>	
Week 6 Day 6 (Mon)	/	

Week 6 Day 7 (Tue)	<ul style="list-style-type: none"> ➤ Participate in the Discussion forums; ➤ Check the course email & Student Help forum; ➤ Post an announcement for Grading Week (Allow students who have fallen behind to catch up on all missed assignments.) (1 hour)	
Grading Week	<ul style="list-style-type: none"> ➤ Send emails to the fall- behind students to remind them to submit all missing assignments by Day 7. ➤ Grade all previous missed assignments and the final paper or project. ➤ Complete all of the grades in the Gradebook ➤ Send one-page feedback and suggestions for how to improve this class to edshih@lifesciences.institute 	

Communications

The learning management system should be used for all online teaching and learning communications. To communicate with students, instructors must use the Announcement, the Student Help Forum, the Bigbluebutton virtual classroom, email, and chat within the online course, rather than personal email accounts, phone numbers, or other message systems.

Teaching and Learning Model

A useful approach to understanding the culture of any classroom begins by distinguishing two different pedagogical approaches: teacher-centered classroom culture and learner-centered classroom culture.

These two pedagogical paradigms provide general guidelines for comparing different classroom approaches across cultures. Most classrooms draw heavily from one or the other of these models. Though both models are often represented in the classrooms in a given country, generally one approach is more dominant than the other in a particular country.

If these two approaches were placed on the poles of a cultural continuum, the U.S. classroom would be firmly at the learner-centered end of the spectrum.

However, while the learner-centered approach is dominant, the U.S. classroom style depends on the professor's style as well as the field of study. The learner-centered model is highly favored in the social sciences, education, and the humanities. The teacher-centered model is



more often integrated with the learner-centered model in the physical and biological sciences and engineering.

Curriculum Development Process

The faculty collect and analyze data on industry and prospective employment demands, including professional competency requirements and course prerequisites. The academic department at IHLSI assesses the viability of proposed programs. The study includes market trends that could aid in the development of a new program, such as an evaluation of comparable programs and an examination of field-wide trends.

The faculty is then in charge of creating program proposals. Creating program learning outcomes is a collaborative effort between the faculty and the department of learning assessment and program evaluation. New program proposals are presented to IHLSI's academic department for consideration.

Recommendations for fundamental changes to existing programs may also be submitted for approval to the IHLSI academic department. The Provost will review Council proposals and, if necessary, seek approval from the Board of Directors through the Academic Affairs Committee. The Board of Directors' Academic Affairs Committee evaluates program recommendations and determines whether they should be forwarded to the full Board for consideration.

Faculty subject matter experts collaborate with curriculum designers and assessment professionals to develop courses with the appropriate depth, breadth, and rigor for the course, degree, and program level.

Each degree program demonstrates a commitment to high quality standards by delivering demanding assignments and examinations. The findings of these evaluations help to improve course material, teaching methods, assignments, and evaluation tools.

IHLSI promotes high learning standards, which are reflected in classroom outcomes and objectives, curriculum, and student work evaluation. By utilizing best practices in program and course design, quality is incorporated into the development of learning outcomes-aligned curriculum. The learning activities, course materials, technological integration, and assignments in this course are all designed to support the course's learning outcomes. To increase learner involvement in the educational environment, activities that promote learner-to-instructor engagement, learner-to-learner engagement, and learner-to-curriculum engagement are used.

Assignment objectives are explicitly stated to students using outcomes-aligned grading rubrics. All online courses adhere to the Quality Matters Rubric for Higher Education, 6th Edition, Higher Education Specific Review Standards.

Course Development Orientation

Course Development Orientation is required of all full-time academics producing courses by IHLSI (CDO). This orientation introduces course developers to the course development processes and policies of IHLSI. It also assists professors in implementing best practices in design. Faculty members can observe the entire course development process from start to finish in this asynchronous, self-paced orientation. Faculty work with a variety of IHLSI course development specialists on topics such as outcomes-based instructional design, the role of assessment in curriculum development, and the IHLSI curriculum governance process. After completing this module, instructors will be able to:

- Identify the major departments and resources involved in the creation of IHLSI courses.
- Recognize measurable learning outcomes.
- Outline all stages of the course development process.
- Use the concepts presented to create a course (s).

Quality Matters

All newly updated IHLSI courses adhere to the most recent edition of the Quality Matters (QM) Course Design Rubric. QM has received national recognition for its peer-based methodology and criteria designed to foster continuous improvement in online education and student learning.

IHLSI uses QM standards to ensure that courses are built with components that foster an educational environment that engages students and provides them with the resources they need to succeed.

Program Review

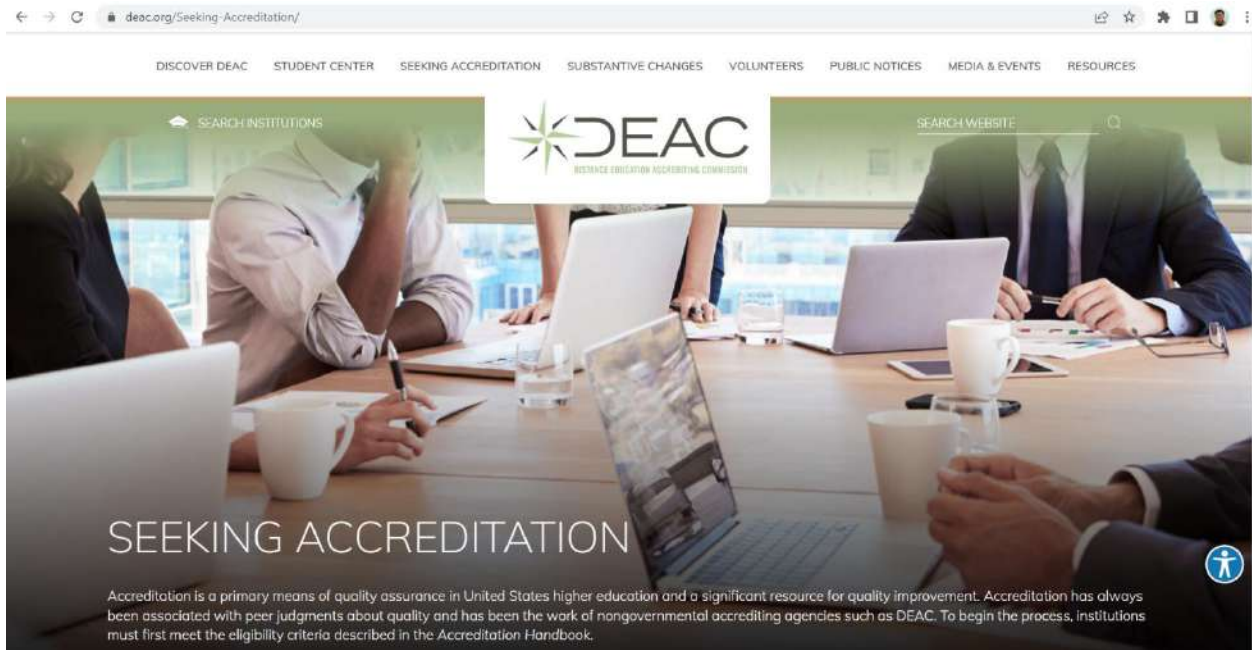
Program review is an important component of the IHLSI accountability system, with faculty continuously evaluating academic programs and making changes to improve their quality, efficacy, and currency in order to increase student learning. This method provides a significant opportunity for teachers and staff to participate in reviewing the program's successes and challenges in achieving learning outcomes, as well as benchmarking IHLSI programs against professional standards and other programs. Assessments of programs also connect program planning and priorities to institutional budgeting and planning processes.

A program review provides numerous opportunities for curricular and programmatic improvement. This procedure establishes accountability and ensures that suggestions are implemented. It is collected and analyzed to see how changes affected student learning, retention, and completion. The findings of a program evaluation are summarized in action plan documents, which detail the steps required to address quality issues with programs and courses.

Institute Accreditation and Authorization Status

Institutional Accreditation

Accreditation is an independent review of an institution's educational programs to determine whether they meet set quality standards. International Holistic Life Sciences Institute (IHLSI) is in the accreditation process by [Distance Education Accrediting Commission \(DEAC\)](#).



State Authorizations



ARTICLES OF INCORPORATION

OF

International Holistic Life Sciences Institute, Inc.

I.

The name of the corporation shall be International Holistic Life Sciences Institute, Inc.

II.

The place in this state where the principal office of the Corporation is to be located is

14929 Little Bend Road, Chino Hills, CA 91709

III.

Said corporation is organized exclusively for charitable purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

This corporation is a nonprofit PUBLIC BENEFIT CORPORATION and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

The specific purpose of this corporation is

our vision is Massive Health, so that anyone who wants to study medicine, regardless of age, can have a channel to learn anytime, anywhere, and with very low tuition to enter this field.

IV.

The name and address in the State of California of this corporation's initial agent for service of process is:

Legalzoom.com, Inc.

V.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

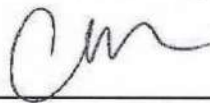
VI.

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation on the date below.

Date: 09/09/2021

LegalZoom.com, Inc., Incorporator



By: Cheyenne Moseley, Assistant Secretary

Specialized Accreditations

Apply for Master of Sciences in Complementary and Alternative Medicine



→ ↻ 🏠 ⚠ Not secure | acahm.org/mission-values-vision/

ACAHM

Accreditation Commission for
Acupuncture and Herbal Medicine

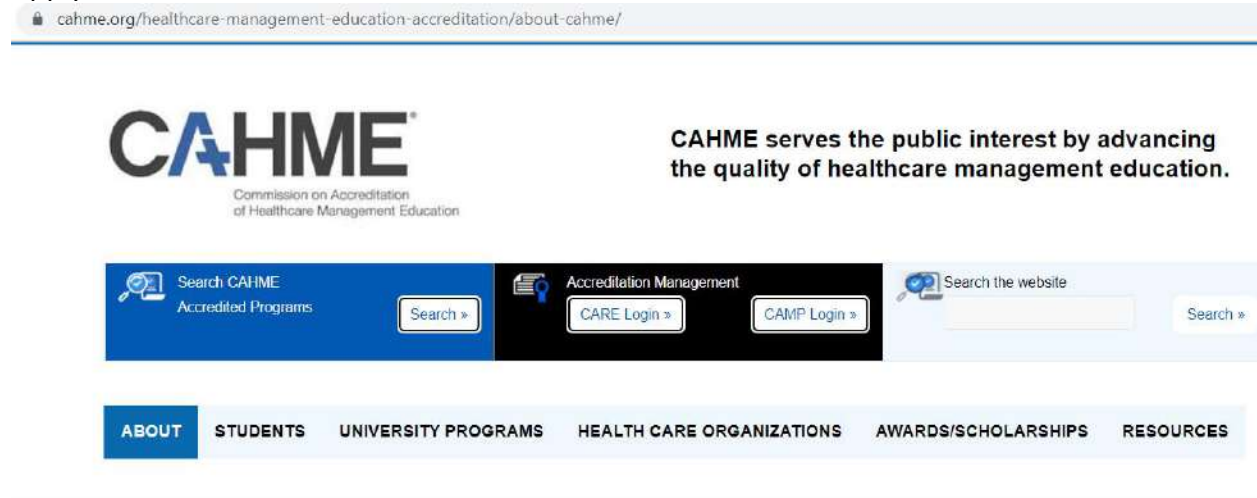
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Mission, Values and Vision*

Mission

ACAHM's mission is to serve as the nationally recognized accrediting agency of programs in acupuncture and herbal medicine (AHM) and institutions exclusively providing AOM-related programs.

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ABOUT STUDENTS UNIVERSITY PROGRAMS HEALTH CARE ORGANIZATIONS AWARDS/SCHOLARSHIPS RESOURCES

About CAHME



The Commission on Accreditation of Healthcare Management Education (CAHME) serves the public by advancing the quality of healthcare management education globally.

CAHME is an interdisciplinary group of educational, professional, clinical, and other health sector organizations devoted to quality improvement of education for healthcare management and administration professionals.

Professional Affiliations and Memberships

To offer a variety of courses and benefits to our faculty, staff, and learners, IHLSI is approved by National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) to provide continuing education PDA courses and activities. In addition, we are a member school of the American Herbalists Guild (AHG) to provide herbal remedies-making courses and a Microsoft Qualified Academic Institution to offer Microsoft 365 Education subscriptions at academic prices.

SECTION 2: Institutional and Academic Governance

Institutional Governance

An independent Board of Directors oversees IHLSI's operations, strategic direction, and institutional integrity. The Board is in charge of selecting, directing, and evaluating the president and chief executive officer. Every Board member also serves on one or more of the Board's standing governance committees. Members of the Board come from a variety of academic, policy, and business backgrounds. Dr. Shih was appointed president and chief executive officer of the Institute in 2020.

Academic Governance

The provost/chief academic officer oversees the administration and development of academic policies, programs, and processes, fostering a dynamic environment conducive to academic excellence. Additionally, deans and other administrators contribute to academic governance through faculty engagement and communication.

A comprehensive committee structure enables the Institute's Board of Directors to effectively address critical governance issues. The Academic Affairs Committee is a Board standing committee. Its responsibility is to ensure that the university's academic offerings meet the Board's standards of excellence. Furthermore, the committee reviews the findings of the university's academic program reviews, makes policy recommendations to the Board about academic affairs and issues, and supervises curriculum and program suggestions made by faculty through the university governance process. The faculty is responsible for the curriculum's content; the committee's supervision role entails observations and suggestions regarding the underlying concepts and procedures of new academic programs.

Faculty Council

The International Holistic Life Sciences Institute Faculty Council creates a formal, structured process for the Institute's Provost/Chief Academic Officer and President to collect and receive

faculty feedback. The goal is to ensure that the faculty's collective voice is heard on critical issues related to the Institute's mission.

Curriculum and Assessment Steering Committee

The International Holistic Life Sciences Institute's academic department will function as a subcommittee of the Faculty Council, providing leadership and assistance in the development and evaluation of academic programs that are consistent with the Institute's mission.

- Serves as a forum for faculty and the Office of Learning Assessment and Program Review to collaborate.
- Facilitates the curriculum and assessment work required to ensure student learning outcomes are met.
- Makes curriculum, assessment, and program review recommendations to the Faculty Council.

SECTION 3: Assessment of Student Learning

Student Learning Outcomes

Each course and program aims to help students achieve specific learning outcomes.

The Institute's academics have developed and incorporated institutional learning outcomes into the curriculum. The learning outcomes of general education are carefully integrated into the graduate program. Best practices are followed in the design of online programs and courses, which encourages student engagement with instructors, classmates, and course material.

Learning activities, course materials, media resources, course assignments, student work products, and assessment processes and resources all aim to help students achieve learning outcomes.

Institutional Learning Outcomes (ILOs)

Regardless of program of study or degree level, institutional learning outcomes define the knowledge, skills, and abilities that students are expected to gain as a result of their experiences at IHLSI. The ILOs are intended to guide the establishment of student learning outcomes and to serve as a decision-making framework for universities. A multidisciplinary group of faculty and students created the ILOs with assistance from other academic leaders.

The Institute's alumni are:

- 1) Utilize logic and critical thinking to evaluate reasoning, investigate alternative points of view, and engage in metacognition.
- 2) Identify the fundamental taxonomy and scientific method principles as they apply to the natural, physical world.
- 3) To demonstrate information literacy, access, evaluate, and use information.

- 4) Infer relationships, make predictions, and solve problems using evidence or scientific information.
- 5) Develop ethical solutions to contemporary medical issues.
- 6) Apply scientific concepts, quantitative techniques, and methods to problem solving and decision making.
- 7) As part of global citizenship, use knowledge of cultural, economic, and geographical communities' similarities and differences.

Program Learning Outcomes (PLOs)

The program learning outcomes emphasize expected student behavior as well as the specific conditions and performance standards against which students will be evaluated. PLOs are essential to the field of study and are matched with institutional learning outcomes and course learning outcomes in collaboration with external advisory boards and assessment analysts.

Master of Science in Complementary and Alternative Medicine (MSCAM)

Graduates will exhibit mastery of the following industry-specific competencies:

- 1) Collaborate with patients in developing and carrying out a health screening and management plan for disease prevention, and treatment using conventional and complementary therapies when indicated.
- 2) Demonstrate an in-depth, advanced knowledge base that maximizes the innovative use of information that reflects the current theories, best practices, and research in preparation for application in the prevention and wellness industry.
- 3) Describe common complementary and alternative medicine therapies, including their history, theory, proposed mechanisms, safety/efficacy profile, contraindications, prevalence and patterns of use.
- 4) Develop a solid knowledge base of integrative health modalities and be able to apply that knowledge by informing and assisting practitioners and consumers of wellness products.
- 5) Apply the scientific method, using appropriate theoretical and practical skills to design research studies, answer biological questions and/or solve problems.
- 6) Identify strategies for facilitating access to integrative medicine services for their patients, including low income populations.
- 7) Collaborate with community CAM practitioners and other health care specialists in the care of patients, taking into account legal implications and appropriate documentation issues.
- 8) Integrate principles of ethics, privacy, legislation, and regulation to achieve the maximum patient's satisfaction.

Master of Science in Healthcare Administration (MSHA)

Graduates will exhibit mastery of the following industry-specific competencies:

- 1) Explain and compare the organizational features and structure, healthcare delivery modes, and impediments to system and process improvement for US and international healthcare systems.
- 2) Utilize business analytics and design thinking to develop solutions-oriented and patient-centered approaches to industry challenges.
- 3) Utilize economic and data analysis tools to measure the return on investment (ROI) of change projects and evaluate proposed options for short- and long-term changes in service lines, capital expansion, talent management, and other issues facing healthcare organizations.
- 4) Design and implement wellness plans for a variety of settings including individual health coaching, community programs, healthcare systems, and corporations.
- 5) Create policies and processes, and execute choices in accordance with the legal, regulatory, and ethical issues inherent in managing healthcare systems and organizations.
- 6) Create inventive, exhaustive, and usable action plans that are based on the achievement of quantifiable outcomes, clear trails of accountability, and all applicable risk assessment.
- 7) Identify obstacles to continuous improvement treatment processes and, utilizing a variety of technologies, design and implement novel methods for measurement, analysis, and accountability in healthcare settings.
- 8) Utilize people management, organizational skills, supervision, and coaching approaches to effectively lead across organization, department, and work group units in a range of healthcare settings to accomplish varied stakeholder and corporate goals.

Course Learning Outcomes (CLOs)

CLOs created by the course's responsible faculty and academic staff members determine the curriculum of each course across all programs at IHLSI. The CLOs provide input into all aspects of course development and modification. CLOs, like the other two tiers of learning outcomes, must be approved by the college's and Faculty Council's corresponding committees. This method ensures consistency across sections of the same course. The CLOs are matched with the PLOs to ensure that courses within a program build on one another and that content is scaffolded appropriately. CLOs are accommodated by the course schedule and virtual classrooms.

SECTION 4: Faculty Recruitment, Selection, and Onboarding

There are similarities and significant differences in the recruitment, selection, and onboarding of full-time and adjunct faculty. This section explains the various procedures and distinguishes between full-time and part-time faculty.

Full-Time Faculty

Recruitment

Existing faculty members will be able to participate in the interview process. The International Holistic Life Sciences Institute will seek, evaluate, and select qualified candidates for new full-time faculty positions. The following will be included in the search and interview process for new full-time faculty members:

- Posting current open positions on the internal portal and external company careers sites;
- The IHLSI team reviewing submitted application materials to assess the candidate's qualifications based on the institution's needs;
- Initial interview via video conference with an IHLSI team member;
- Interviewing qualified candidates onsite or via video conference.

The IHLSI team will make the final hiring decision with input from the many people who participated in the interview process (including current faculty, staff, and students). The team then extends the new full-time faculty member an official job offer. Full-time faculty must complete all job duties.

Course Load Expectations

Full-time faculty members teach a variety of course types. Salary courses are required for a full-time position, whereas "extra" courses are elective courses taught under a separate associate faculty contract. The anticipated course load is evaluated on an annual basis.

- Full-time faculty assigned to graduate programs are expected to teach 8 salary courses per year.
- Lead faculty teaching expectations are reduced: 7 graduate courses.

Extra Course Policy

- In order to be eligible for additional courses, faculty members must have the approval of their superiors and meet or exceed expectations in all assigned duties. This includes:

- o Outstanding teaching performance in relation to relevant indicators and evaluation by college administration.
- o There have been no outstanding performance improvement plans/coaching or receipt of official corrective action in the last six months.
- o In addition to scholarship, service, teamwork, and work-related competencies, faculty must demonstrate excellent levels of performance in all other aspects of the profession.
- o Meeting annual course load prerequisites

- Faculty in good standing may teach additional courses alongside their paid courses throughout the year. For instance, one salary course plus one additional course 2 course loads

- Faculty may teach wage courses and additional courses at the same time, but they must complete all mandatory courses before teaching additional courses on their own. Teachers, for example, cannot teach two extra courses in January if they are still required to teach eight to ten mandatory courses later in the year.
- Each full-time faculty member is responsible for working with the Faculty Scheduler to schedule and teach the required number of salary courses per year for their position. Changes to the course calendar as a result of enrollment or course cancellations may limit the number of additional courses that can be scheduled to meet the salary course requirement.
- If there is a risk of not meeting the compensation criteria, the Faculty Scheduler will notify the full-time faculty supervisor.

System of Faculty Rank

The procedures outlined below are used to rank all full-time faculty members. Titles differ from ranks. Job titles precisely describe the duties, course load, and other official employment conditions. Ranks, on the other hand, assess teachers' experience as determined by their peers and supervisors in accordance with the academy's traditional standards.

Part-time faculty are not ranked; only full-time faculty are. The Institute appreciates the collegiality that has long distinguished its faculty members. It bases its professor ranking system on the following principles:

- The progression criteria are based on seniority (number of years of service) and the Institute's most valued characteristics.
- Academic rank for academic and administrative faculty members must be approved by the provost based on the dean's proposal.
- The academic member's program area should be included in the designation of rank.
- As a faculty member's rank increases, so do their responsibilities.

Instructor

- A master's degree or the dean's educational equivalent is required for appointment;
- Prior postsecondary teaching experience is not required.
- The candidate demonstrates an ability to contribute to the Institute.
- The candidate demonstrates a commitment to the Institute's mission in both principle and practice.

Assistant Professor

- A bachelor's degree and at least four years of full-time college teaching experience are required for appointment.

- The candidate demonstrates the ability and willingness to serve on university committees, as an advisor, in extracurricular activities, and/or in the community.
- The candidate demonstrates a principled and practical commitment to the Institute's mission.

Associate Professor

- A master's degree in the assigned program and six years of full-time college teaching experience are required for appointment.
- The candidate demonstrates teaching maturity.
- Candidate demonstrates growth in the extent and influence of service on Institute committees, as an advisor, in extracurricular activities, and/or in the community.
- Candidate demonstrates a commitment to the Institute's mission in principle and practice.

Professor

- A master's degree in the assigned program and ten years of full-time college teaching experience are required for appointment.
- The candidate demonstrates excellent teaching skills.
- Candidate demonstrates leadership in the Institute on committees, in the formulation of Institute policies, and in university-wide projects.

Emeritus Faculty

Members of the retiree's academic unit must make recommendations for emeritus status to the president for presentation to the Board of Directors.

- Candidate retired as a distinguished member of the Institute's faculty. Emeritus rank would correspond to the individual's appointed rank at the time of retirement.
- The candidate demonstrates a continuing commitment to the Institute's mission in both principle and practice.
- The candidate is eligible to participate in commencement processions and other similar ceremonies.

Appointment at the Time of Hire

Full-time faculty shall be assigned a rank of instructor, assistant professor, associate professor, or professor based on the qualifications listed above and with the dean's recommendation and approval. At that point, the faculty member is eligible for titles as defined in the following section.

Full-Time Faculty Titles

Full-time faculty are in charge of teaching online courses all year and assisting with curriculum development, assessment activities, faculty instructor quality reviews, and faculty mentoring. Full-time online faculty are assigned to one of the following roles and are given the following titles:

Core Faculty

Core faculty at IHLSI is a discipline expert who facilitates and supports student success by providing a positive learning environment in a specific academic program, emphasis, and/or discipline. The core faculty is dedicated to high-quality teaching and learning through ongoing evaluation and improvement.

A core faculty member carries a teaching load of 8-10 courses per year. Non-teaching duties are listed below:

- Participates in service (intramural, extramural, and/or public/community)
- Supports academic programs and discipline to ensure student success.
- Takes part in instructor quality review and mentoring
- Attends meetings (on-site and virtual) as needed
- Maintains consistent work hours that are coordinated with the supervisor
- Holds scheduled office hours for student assistance
- Participates in scholarly activities such as discovery, integration, application, and/or teaching
- Takes part in curriculum development, enhancement, and outcome evaluation activities.
- Assists with accreditation and assessment efforts
- Participates in Program Review and accreditation activities
- Collaborates with other university departments to ensure that all students have a positive overall experience.
- Collaborates with supervisor to develop a yearly work plan that identifies measurable and individualized goals that support the aforementioned job requirements.

Lead Faculty

The lead faculty at IHLSI is a member of the faculty who has demonstrated competence in the discipline by combining vision, leadership, and sound administrative practices to support an academic area of discipline. Through their primary responsibilities of teaching, leadership, and service, lead faculty ensure cutting-edge world-class teaching and learning.

A lead faculty member is responsible for teaching 7-8 courses per year. Non-teaching responsibilities are as follows:

- Engages in service (intramural, extramural, and/or public/community)
- Provides leadership and support to a specific course (or courses) to support student success
- Creates a learning community for faculty who teach the course(s)
- Functions as a resource and mentors designated faculty
- Participates in instructor quality review and mentoring

- Participates in meetings (onsite and virtual) as directed
- Maintains regular work hours coordinated with supervisor
- Maintains scheduled office hours for student support
- Engages in scholarly activities which may include discovery, integration, application, and/or teaching
- Participates in curriculum development, enhancement, and outcomes assessment activities
- Contributes to Program Review and accreditation activities
- Collaborates with other Institute departments to ensure a positive overall experience for all Institute students
- Works collaboratively with supervisor to develop a yearly work plan that identifies measurable and individualized goals that support the foregoing job requirements

Associate Faculty

Recruitment

Prior to recruitment and appointment, all vacant faculty or academic administration positions must be budgeted for and approved for hiring. The IHLSI team will provide an approved job description for all positions, including information about the requirements and criteria needed to ensure successful performance of the position's duties and responsibilities.

The IHLSI will conduct a search, review, and selection process for new associate faculty members, with existing faculty members invited to participate in the interview process. The following will be included in the search and interview process for new associate faculty members:

- Posting current open positions on the internal careers portal and the external company careers site;
- Conducting initial phone interviews with IHLSI team members;
- Interviewing qualified candidates via phone or video conference with the hiring manager; and
- Checking references.

The final hiring decision will be made by the president. The IHLSI team extends a formal offer of employment to the associate faculty once the decision has been made. All employment obligations must be met by associate faculty members.

Onboarding of All Faculty

Online New Faculty Experience (NFE)

The orientation of new faculty members begins with their hiring. Before being assigned to their first courses, all newly hired IHLSI faculty members must complete the New Faculty Experience (NFE).

New faculty will be able to do the following after completing NFE:

- Use the Moodle learning management system to successfully facilitate a course.
- Comply with the basic course requirements for online faculty throughout the course.
- Learn about the key characteristics of the International Holistic Life Sciences Institute student body.

New faculty members are paired with a Faculty Development and Coaching Specialist, who provides feedback and guidance during the NFE and follows the new faculty member throughout his or her first year of teaching at IHLSI. During that first year, the new faculty member's Coach serves as his or her point of contact for every live course and facilitates a full first-year orientation curriculum that includes in-depth training on topics such as specific Institute policies, helpful technological tools, student engagement techniques, key instructional best-practices, and program- or course-specific guidance.

Both the NFE and the first-year orientation curriculum are updated on a regular basis by faculty to ensure that they contain the most up-to-date, productive, and useful information for new faculty.

Faculty Scheduling

Scheduling for Faculty Administrators are involved in full-time and associate faculty course assignments. They collaborate with full-time faculty and college leaders to develop annual teaching schedules and make necessary scheduling changes throughout the year. Full-time faculty who choose to teach additional courses throughout the year do so on a contractual basis. To manage the relationship between course offerings and the associate faculty pool, FSAs collaborate with college leadership and the Registrar Operations team.

Associate faculty and full-time faculty who teach additional courses may have the following teaching contracts:

- Standard Courses
- Counseling Courses
- Methodological Reader
- Courses in Residence

Furthermore, faculty who participate in activities such as course development or committee work may be eligible for a non-teaching contract.

Discontinuation of Employment

Employment at the Institute is at the employee's discretion and with the mutual consent of the employee and the Institute.

As a result, either the employee or the Institute has the right to terminate the employment relationship at any time, with or without cause or advance notice. Nothing in this Faculty Handbook changes the status of at-will employment.

Reasons for leaving a job include, but are not limited to, the following:

- Resignation is the voluntary termination of services by an individual faculty member.
- Reasonable notice of resignation is requested.

Faculty Guidelines

Professional Behavior and Practice Guidelines

Through personal demeanor, conduct, and effective management of the learning environment, faculty members demonstrate respect for students, faculty colleagues, and Institute staff. The guidelines below apply to all Institute local campus and online faculty members and serve as the foundation for faculty requirements and the Faculty Code of Conduct outlined in this Faculty Handbook.

1. Adopt the Teaching and Learning Model of the Institute

To achieve course objectives and facilitate student learning, faculty members use the IHLSI Teaching and Learning Model as defined in the Faculty Handbook.

2. Make use of IHLSI course and faculty development materials.

Faculty members acknowledge that course and faculty workshop materials are the intellectual property of IHLSI and may only be used in Institute courses, programs, and activities.

3. Show respect for students and expect the same in return.

Faculty are expected to show students respect. Faculty members foster a professional environment of trust and respect by avoiding offensive language, humor, or materials based on race, age, religion, ethnicity, gender, gender identity, or sexual orientation. Threatening, demeaning, or intimidating others is not in the spirit of teaching, learning, or scholarly discourse. Actions or communications by students or faculty that are inconsistent with this guideline may be deemed a violation of the Institute's code of conduct.

4. Promote and Demonstrate Academic Integrity

IHLSI places a high value on academic integrity. Faculty members, like students, must always submit work that represents their original words or ideas and must always clearly and properly attribute words, ideas, and graphics of others with in-text citations and reference listings. Citations are required for hardcopy or electronic publications, whether copyrighted or not, as well as all verbal or visual communications that contain content that clearly originates from an

identifiable source. Academic honesty must be practiced by faculty members in their oral and written scholarship.

5. Use Sensitive Information With Caution

Students and faculty should not share information about current or previous employers that could be considered proprietary, confidential, company-sensitive, or a protected trade secret. Faculty should encourage students to review their organization's restrictions on sharing information with the outside world. Information shared in class or assigned work may not be used for the faculty member's or student's personal gain. Students' privacy rights should be protected by faculty in accordance with the federal Family Educational Rights and Privacy Act of 1974 (FERPA), the Americans with Disabilities Act of 1990 (ADA), and the Institute's Privacy Policy, as well as other applicable privacy laws, regulations, and internal policies and procedures. Students, the general public, or school officials who do not have a legitimate educational interest should not be given sensitive information.

6. Inform Institute Administration of Noncourse Student Concerns

Faculty members do not advise students on non-course administrative, academic, or financial issues, nor do they represent students in contacts with administration about these issues. Questions about the nature of the Institute's programs, financial charges, graduate employability, and the relationship with the Department of Education are examples of such issues. Faculty members should instead encourage students to contact their graduation team of advisors for help with administrative issue/problem resolution. When students indicate that they have not received administrative or financial assistance, faculty may use the Early Alert form to report the situation.

7. Attend Faculty Development Sessions, General Faculty Meetings, Content Area Meetings, and Commencement Ceremonies. Faculty members should take part in the Institute's academic activities.

- Faculty development opportunities, such as workshops and content area meetings, help faculty members improve their application of the Institute's Teaching and Learning Model, share ideas and best practices with colleagues, and stay current in their areas of substantive expertise.
- General faculty meetings in which faculty members receive training, receive updates on Institute policies and procedures, and participate in activities with faculty colleagues that help to improve the quality of instruction and enhance learning.
- Commencement exercises that recognize and support student academic achievement and success

8. Dress in Professional Learning Environment Appropriate Attire

Faculty members dress professionally when teaching, meeting with students, and attending Institute-sponsored meetings and events. Dress should never be an impediment to learning. As a result, the Institute requires faculty members to wear business casual attire, which includes dress slacks, chinos, skirts, dress shirts, polo shirts, blouses, dresses, and dress shoes or sandals.

9. Avoid Conflicts of Interest and Situations That May Create the Appearance of a Conflict

Faculty members are expected to avoid conflicts of interest and situations that may create the appearance of a conflict or an actual conflict. Personal interests conflict with the interests of the Institute when 1) they interfere or could interfere with the performance of duties, 2) faculty may not be effective or objective in their company duties due to personal interests, 3) faculty use the Institute's assets or their position or influence at the Institute for personal gain, or 4) there is the appearance of a conflict of interest. No faculty member may benefit personally from any purchase of goods or services by the Institute, nor should any faculty member derive personal gain (monetary or otherwise) from direct or indirect actions taken as a representative of the Institute, except for wages or other compensation paid by the Institute.

Faculty members who also hold staff or administrative positions with the Institute must also abide by the provisions IHLSI policies, procedures, and standards as well as the provisions of the IHLSI's Policies and Procedures Manual.

10. Participate in Scholarly Activities Appropriately

The Institute recognizes the importance of engaging in appropriate scholarly activities to enrich the teaching and professional experiences of faculty and students and has developed a number of scholarship supports to that end. Faculty members are encouraged to join professional organizations, publish, and give presentations in academic or professional settings. Graduate faculty members are expected to meet the scholarship requirements of the school or college where they teach.

11. Ensure the Integrity of the Student End-of-Course Survey Process

Before the last week of class, faculty members should encourage students to complete the student end-of-course survey when prompted.

12. Ensure the Integrity of the Faculty End-of-Course Survey Process

All faculty members should submit the faculty end-of-course survey. Faculty members may complete their faculty end-of-course survey by following the prompt. Feedback from faculty is critical to the curriculum development and revision process and provides insightful information for the continuous improvement of Institute services and processes.

13. Be Prudent When Responding to Students' Requests for Information Verification or for Letters of Recommendation

Students may occasionally ask faculty to verify their standing in a class for employment-related matters (such as tuition reimbursement) or may ask for letters of recommendation. When responding, faculty must keep in mind that all information pertaining to a student's class attendance and performance is confidential information, subject to FERPA (1974) restrictions, as well as other laws and policies of the Institute. Consequently, if a student asks a faculty member to verify student information, the faculty member should recommend that the student contact his or her Academic Counselor/Advisor. The Academic Counselor/Advisor in turn will help the student contact the Registrar's Office or another Institute department appropriate under the circumstances.

If a student requests a letter of recommendation from a faculty member, the faculty member may decline the request or agree to write one. Faculty may write letters of recommendation for students for graduate school, employment, and professional licensure as long as the student requests the letter in writing and identifies a specific person to whom the letter should be addressed. Letters should be written with a specific purpose in mind and should not be addressed to "to whom it may concern." Faculty letters of recommendation must present information as the faculty member's personal opinions and must not be written or presented as official IHLSI communications.

Guidelines for Effective Facilitation of Learning

1. Focus on Student Learning by Using a Variety of Teaching Techniques and Resources

The Institute's instructional emphasis is on student mastery of course content outcomes and objectives, as well as the integration of the Institute's Learning Goals across all academic programs and courses of study. Student learning styles have an impact on an important aspect of the learning environment. The use of a variety of instructional approaches and assignment options allows students to interact with other students, faculty members, and content to extend and build their knowledge. The professional experience and academic preparation of faculty members supplement students' existing knowledge and experience to broaden and deepen the learning process. The creation of a learning-friendly classroom environment further supports the learning process, as faculty members who promote diversity, equality, and inclusion build a stronger institution and increase learner engagement.

Faculty who consider student learning styles promote a culture in which students take greater ownership of their learning. When traditional methods of instruction are supplemented with rich media, learning improves significantly.

The incorporation of technology into teaching and learning processes by facilitating the use of multimedia resources enriches knowledge construction and "increases (discussion, interactivity, and communication among peers and between students and faculty members."

While some students may easily recognize the links between objectives, discussions, and assignments from week to week, others may require assistance in understanding how each week's readings, discussions, and assignments build on what was accomplished in previous weeks.

Scaffolding comments and behaviors from faculty can assist students in bridging the gap between reading about concepts and applying what they learn from week to week. Properly scaffolded instruction provides learning experiences that reflect on skills that increase incrementally.

2. Encourage Students to Take an Active Role in Their Own Learning

Adult students are capable of taking responsibility for their own learning and should be given opportunities to become self-directed.

3. Communicate High Expectations

The relationship between teacher expectations and student learning is well established in educational literature. Students tend to rise to the levels of achievement that teachers expect. Creating challenging and inspiring learning activities and assignments leads to higher levels of student learning.

4. Allow Students Adequate Time for Reflection

Students need time to process new information. When new information is presented or complex questions are asked, allow students time to reflect on previous knowledge and experience.

Online Class Participation

During online class weeks, a portion of each student's grade should be based on the quality and quantity of the contributions the student makes to class discussions 3 out of 7 days each class week.

Participation—including online class participation—should account for about 20 percent of the overall course grade, or as indicated by the college or school. Participation requirements can be found in the policies and procedures link in the classroom.

Guidelines Related to Faculty's Role in Building Collaborative Learning and Team Competence

Collaborative learning occurs in Collaborative Groups and Learning Teams, as well as in course activities and class discussions.

The following are some of the advantages of the collaborative learning model:

- Reinforce learning in the subject matter.
- Serve as laboratories for learning how to be more effective workplace team members.
- Assist students in improving their interpersonal communication skills.
- Enhance horizontal learning (the transfer of knowledge and information among students) of discipline-specific course content by collaborating on course assignment preparation.
- Encourage collaboration, which leads to the development of higher-order thinking skills.
- Assist students in successfully navigating the educational process by acting as support groups.
- Provide experience in team or group activities that reflect the 21st-century workplace.

Faculty's Role Relative to Learning Teams

The following recommendations for faculty regarding Learning Teams in their classes are based on the experiences of experienced faculty members and academic administrators, as well as empirical research in the areas of collaborative and cooperative learning:

1. Assist students in the formation and planning of learning teams.

During the first week of class in courses where students must work in Learning Teams, it is critical that the faculty member emphasize the requirement that all students join a Learning Team before the first team assignment is due, facilitate the formation of Learning Teams, and assist in the planning of team goals and outcomes. Faculty members are expected to be active participants in the team formation process if students require assistance in forming teams and to promote the use of the Learning Team Charter.

2. Monitor the Learning Team Process and Assist Teams As Needed

Faculty should provide feedback to students on the Learning Team Charter and counsel teams when they are contacted about team issues. Faculty feedback on Learning Team Charters, like all feedback and grade communications, should be provided privately. Faculty members serve as a sounding board for team discussions about learning outcomes and the group process, act as an advisor and facilitator in resolving conflicts when a team member requests it, and provide feedback on group processes, in addition to responding to questions directed specifically to the faculty member. Faculty should encourage team members to practice problem-solving skills by dealing with problems on their own.

Grading and Evaluation Guidelines

Student performance evaluation is a necessary part of academic life. While faculty members are expected to make appropriate assessments of student achievement of course objectives, evaluations and assessments can be transformed into episodes of learning. Grading should be done objectively as much as possible. Grading should reflect student mastery of course objectives and outcomes, as well as achievement of the Institute's Learning Goals.

Faculty members do not give grades; students earn grades.

Faculty Online classroom and Class Access

Faculty must not share their Moodle account username and password with anyone. Faculty members' account, Institute e-mail, and class and workshop access is provided with the understanding that faculty will use the access for their individual teaching purposes for the Institute and in accordance with the expectations set forth in the Faculty Code of Conduct. Faculty must not solicit business using their Institute e-mail accounts or through the Institute class or workshop environment.

Faculty Technological Competencies

For approval to teach, the Institute requires faculty to demonstrate competency in the use of technology. Faculty can review the Institute's technology recommendations and technological

competency requirements on this website. <https://class.lifesciences.institute/>

Faculty Code of Conduct

International Holistic Life Sciences Institute faculty accept the responsibility to conduct themselves in a way that fosters a positive learning environment that is consistent with the IHLSI's policies and philosophies as a higher education institution. Conduct determined to be a misuse of academic freedom, where the actions or behaviors of a member or members of the Institute community impair the opportunities of others to teach or learn, are unethical or illegal, or disrupt the orderly functions of the Institute, will be considered misconduct and subject to appropriate disciplinary action as prescribed in this Faculty Handbook.

Faculty members are expected to act with honesty, integrity, and the highest ethical standards.

These ethical standards include the following:

a commitment to providing world-class service to our students and each other;
embracing and supporting our diversity; and demonstrating respect for all;
and abiding by and complying with the Institute's laws, regulations, and rules in all areas.

The following are the major categories of misconduct for which corrective or disciplinary action may be taken:

1. Forgery, alteration, or misuse of Institute documents, records, or identification, including but not limited to:
 - Permitting unauthorized use of information in Institute files
 - Seeking personal benefit from confidential information
 - Unauthorized use of student assignments or student information
 - Changing one's own institutional records or the records of any relation, except as required to maintain current address information or the information contained as part of My Academic
 - Credentials, both of which are administered through Moodle
 - Exhibiting or divulging the contents of any record or report to any person except in the conduct of his or her regular work assignment
 - Making copies of or removing official records or reports, unless such action is in the performance of regular duties and prior authorization has been obtained
 - Operating or requesting others to operate any Institute data equipment for purely personal business
 - Making unauthorized alterations of any kind to any documents submitted by students, faculty, or employees

2. Failure to uphold standards of academic integrity, including but not limited to:
 - Plagiarism and other forms of academic dishonesty
 - Fabrication or falsification of any information, citation, data, or document
 - Acquisition or use of copyrighted works without appropriate legal license or permission

3. Violation of any applicable professional ethics and behavior codes (e.g., education, counseling, and nursing)
4. Unprofessional behavior during Institute activities, such as teaching, administration, disciplinary procedures, or public service functions, or obstruction or willful disruption of Institute activities
5. Physical or mental abuse, or conduct that threatens or endangers the health or safety of any Institute community member, any person on Institute property, or at an Institute-sponsored or Institute-supervised activity or function.
6. Theft or damage to Institute property or the property of an Institute community member or visitor on Institute property
7. Unauthorized use of Institute assets, personnel, or facilities
8. Ignorance or violation of Institute policies, laws, or regulations, including those governing student organizations, use of Institute facilities, and the time, place, and manner of public expression
9. Using, possessing, or distributing alcoholic beverages or other drugs on the premises of an Institute campus or classroom location, or while participating in Institute-sponsored activities or functions, unless expressly permitted by law or Institute policy - See the Institute's Alcohol and Drug Abuse Policy in this Handbook for more information.
10. Disorderly, lewd, indecent, or obscene conduct or expression on Institute-owned or controlled property or as an Institute representative
11. Defamatory statements, unsubstantiated allegations, attacks on personal integrity, or harassment of any kind
12. Sex discrimination/sexual harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, staff member, or visitor - This includes, but is not limited to, sex/gender discrimination (including pregnancy and childbirth, sexual orientation, gender identity, gender expression, gender transition, transgender status, or gender variance), sexual harassment, unwelcome sexual conduct, unwelcome sexual advances, or See also the Institute's Title IX and VAWA-Gender Discrimination, Sexual Harassment, and Sexual Violence Policy.
13. Conducting personal business for profit or soliciting business while teaching or participating in other Institute activities on Institute-controlled property or facilities.

14. Failure to uphold the highest ethical standards in interactions with students, faculty, and peers.
15. Breach of any student's, faculty member's, or Institute employee's confidentiality and/or personal privacy
16. Weapons or firearms on campus, at campus-sponsored events, or when meeting with campus personnel - This policy does not apply to law enforcement personnel who are required to carry a firearm as a condition of employment by local, state, or federal law enforcement agencies. Any exceptions should be requested by these personnel through their local campus security authority.
17. Approving or processing one's own Content Area Requests (CARs), contracts, and payments, as well as those of family members' CARs, contracts, and payments
18. Assisting or collaborating with others to violate any provision of this Code or any other Institute policy, procedure, or standard

This Faculty Code of Conduct may be modified from time to time in accordance with Institute governance procedures, including between the publication dates of the Faculty Handbook. Such changes must be communicated to faculty in a timely manner, and they must then apply to all members of the Institute's faculty.

SECTION 5: Faculty Evaluation, Development, And Engagement

Transparency in Faculty Evaluation

By making the evaluation process and results transparent to the faculty, IHLSI faculty and academic staff have collaborated to ensure that the Institute continues to provide the best instruction to its students. Faculty evaluation includes three key components: an instructional quality review (IQR) conducted by full-time faculty, student end-of-course surveys (EOCS), and feedback from the Faculty Support and Development team on the fulfillment of contractual course requirements. The Institute's efforts to raise faculty awareness of these evaluation processes continue. Faculty can review performance feedback with their full-time faculty supervisor or their Faculty Support and Development contact at any time.

Priority scheduling, the institution's commitment to ensuring that faculty members identified as most effective at facilitating student learning have more opportunities for future teaching assignments, is an important component of this feedback and related training.

Faculty support begins early in a faculty member's career, as each new faculty member is assigned a coach with whom he or she will collaborate during their first year of teaching at Global Campus. After the first year, each faculty member is assigned a consultant who will

prepare, leverage, and deliver just-in-time feedback and resource materials based on college, course, and faculty needs.

When a consultant discovers that an instructor's performance is not meeting expectations, they contact that instructor by phone or email and provide specific feedback as well as additional support materials.

The materials shared with faculty enable instructors to adjust their performance in IHLSI classrooms to meet the required levels of quality.

Coaching and Mentoring of Associate Faculty

Full-time faculty at the Institute manage coaching and mentoring processes that are unique to their programs and are tailored to the needs of their associate faculty. To supplement consultants' and coaches' feedback on contractual course requirements during and after the Instructional Quality Review, Institute leadership may provide individualized mentoring on content expertise, course-specific instructional best practices, and serving the Institute's student body.

General Expectations for All Faculty Members

Support for the Mission

Faculty members shall support, in principle and practice, the Institute's mission and values in the performance of their duties and responsibilities for the Institute.

Professionalism and Service to Students

All Institute faculty members are expected to be professional and helpful to IHLSI students both in and out of the classroom. This professionalism and service takes many forms, including the obligation to treat students fairly, protect the confidentiality of students' personal information, interact with students in a positive and appropriate manner, and adhere to course requirements outlined in course instructional policies. Faculty members are also expected to provide contact information for the Institute, allowing students direct access to their instructors.

Faculty and students are encouraged to interact in a friendly and supportive manner at IHLSI. Faculty should assist students in any way that is always appropriate, while remaining mindful of their responsibility to be professional, exhibit the highest scholarly standards of their disciplines, and respect each individual student. They must refrain from exploiting students for personal gain and maintain student confidentiality.

Responsibility for Positive Learning Community

The Institute's mission is to teach, learn, discuss, research, and serve. The Institute's Board of Directors, administration, faculty, staff, students, alumni, and citizens all share the same goal for it: to be a stable and peaceful center of education and inquiry, free of all forms of unlawful harassment and discrimination. IHLSI strictly prohibits unlawful harassment and discrimination (see the Employee Handbook's Anti-Harassment/Non-Discrimination/Anti-Retaliation Policy). As a learning and teaching institution, IHLSI promotes a culture of mutual respect, civil discourse, and idea exploration. Faculty and administrators are expected to act responsibly, to use their words carefully, and to respect the rights of others.

Public Relations Responsibility

To elevate International Holistic Life Sciences Institute's regard and recognition, the IHLSI Communications team takes the lead in showcasing and promoting faculty research, expertise, and commentary in the news media and other mediums.

Faculty members are strongly encouraged to collaborate with members of the communication team. Based on the appeal of faculty research to mainstream and/or targeted audiences, members of the Communications team will collaborate to develop an external communications plan that includes, but is not limited to, news releases, by-lined articles, and proactive media relations initiated by the Communications team and its representatives.

Furthermore, the Communications team is interested in faculty events, books, speeches, and areas of special knowledge and expertise that are relevant to the news media. Faculty members interested in serving as Institute media spokespersons on specific topics should contact support@lifesciences.institute.

The faculty member accepts responsibility for positive relationships with both internal and external Institute constituencies in order to build a strong and effective community.

Teaching

Effective teaching is at the heart of an exceptional learning experience at IHLSI. It happens when the instructor articulates and supports relevant student learning outcomes using student-centered practices such as:

- **Building Relationships:** Uses available tools and strategies creatively to strengthen relationships, resulting in a community of learners willing to take risks and actively engage with one another.
- **Critical Thinking:** Encourages critical thinking throughout the course by challenging students to elaborate on their ideas, question their assumptions, examine biases, communicate in a clear and concise manner, and defend their positions.
- **Instructive Feedback to Students:** Gives students instructive feedback that challenges and inspires them while also making specific suggestions to help them improve the quality of their work and thinking.

- High Expectations: Effectively demonstrates high expectations throughout the course, holding students accountable for insightful exchanges and successful assignment performance, and encouraging active participation in their own learning.
- Demonstrating Instructor Expertise: Uses subject matter expertise effectively and consistently by sharing personal experiences and connecting course knowledge to real-world examples. Improves course content and resources in order to increase student comprehension and application of course learning outcomes.

The primary responsibility of an Institute faculty member is to teach. Teaching is defined as providing effective instruction in the online classroom and may include (but is not limited to) the development of new courses or curricula, student assessment, and supervision of independent studies and courses. The quality of teaching is an important factor in evaluating faculty members.

Institutional Service

The service is divided into the following categories:

- Internal service (participation in meaningful organized university activities other than teaching or research). Serving on faculty council or college-level committees, participating in work groups or task forces, engaging in peer discussion via media, leading student organizations, advising students, and collaborating with administrators on relevant tasks are all examples of this.
- Extramural service (for example, professional service to administrative agencies and professional organizations in the faculty member's field).
- Volunteering or public/community service (such as serving in community organizations).
- Recruiting and student retention efforts
- Assistance with Institute activities such as co-curricular activities, special events, and lectures, among others.
- Assisting with co- and extra-curricular activities by serving as moderators of student clubs or organizations as needed.

SECTION 6: Regulatory Requirements and IHLSI Policies

Institute Policies and Procedures

All policies and procedures published in this faculty handbook, the Academic Catalog (and/or otherwise promulgated by the Board of Directors, the president, the provost, or duly constituted university authorities) must be followed by all faculty members.

The Institute reserves the right to revise, modify, delete, or add policies that apply to Institute employees in the future. If a faculty member has a question about a specific issue, they should contact the dean or a Human Resources representative.

Equal Employment Opportunity

International Holistic Life Sciences Institute is dedicated to following all applicable laws and providing equal employment opportunities. IHLSI provides equal employment opportunities to all employees and applicants, regardless of whether they are protected by federal, state, or local law. This includes, but is not limited to, hiring, job assignment, promotion, demotion, benefits, training, compensation, discipline, and termination.

Anti-Harassment/Non-Discrimination/Anti-Retaliation

IHLSI is committed to providing a work environment that promotes respectful and congenial relationships among employees and is free of unlawful harassment, discrimination, and retaliation. Harassment or unlawful discrimination against individuals based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status is illegal and prohibited by university policy. Such behavior by or towards any employee, contract worker, customer, vendor, or anyone else who does business with the Institute will not be tolerated. Any employee or contract worker who violates this policy will face disciplinary action, up to and including termination of employment or engagement. If a customer, vendor, or other person with whom the Institute does business engages in unlawful harassment or discrimination, the Institute will take appropriate corrective action.

As a result, the IHLSI leadership is committed to enforcing this policy against harassment, including but not limited to sexual harassment, at all levels of the organization. Harassment incidents, whether reported or suspected, will be thoroughly investigated.

Employees and contract workers are also protected from retaliation under the law if they report unlawful harassment or discrimination or participate in processes related to an investigation, proceeding, or hearing conducted by the Institute or a government agency in response to such complaints. Any employee who retaliated against another employee or contract worker for engaging in any of these protected activities will face disciplinary action, up to and including immediate termination. Contract employees who engage in retaliation will have their employment with the university terminated. Questions about the Anti-Harassment/Non-Discrimination/Anti-Retaliation Policy should be directed to a supervisor or the Human Resources Department.

Title IX, Gender Equality and Sexual Misconduct

As stated in the Anti-Harassment/Non-Discrimination/Anti-Retaliation policy, and in accordance with Title IX of the Education Amendments of 1972 (Title IX), the Institute prohibits sex discrimination in its educational programs and activities. Sexual harassment, gender-based discrimination (gender identity and/or expression), and sexual violence are examples of sex discrimination (including dating violence, domestic violence, sexual assault and stalking).

Employees must instruct students to immediately report any violations to the Title IX Compliance Officer. Employees can file complaints with their supervisor, the Title IX Compliance Officer, or Human Resources.

Sexual Harassment

Unwanted sexual advances, references, and overtures, as well as requests for sexual favors, are all examples of sexual harassment. All in-person and online interactions, including email, social media, texting, and sexting, are included. Sexual harassment can affect both men and women, and it can even happen between people of the same gender. When there is a power imbalance, such as between Course Instructors and students, or between Institute members of equal standing, sexual harassment can occur.

Grievants who are aware of or have experienced sexual harassment must immediately report the incident to support@lifesciences.institute, who will guide them through the process of filing a grievance with IHLSI.

The Institute will make every effort to maintain confidentiality for all parties during the course of the investigation, but cannot guarantee it. If the Institute's investigation and verification of the complaint confirms the allegation, sexual harassment offenders will face disciplinary action, including but not limited to a disciplinary warning or expulsion from the institution for students, or termination of employment or other affiliation for staff and faculty.

Grievants who knowingly file false complaints face disciplinary action, which may include a disciplinary warning, dismissal, or termination of employment.

Whistleblower Hotline

The Whistleblower Hotline can be reached via the company intranet at zovio.ethicspoint.com or by phone at 800-683-6217. Reports to the ethics officer should be sent to Zovio, Inc., 8620 Spectrum Center Boulevard, San Diego, CA 92123. Reports to the Audit Committee of the Board of Directors should be sent to the chairman of the Audit Committee of the Board of Directors at the same street address.

Drugs and Alcohol

IHLSI aims to provide a safe and healthy working environment for all employees through the Drug-Free Workplace policy.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights & Privacy Act of 1974 (FERPA) is a federal law that requires that students have access to their educational records and prohibits an institution from releasing such information to outside third parties unless certain conditions are met. Faculty members

are responsible for maintaining the privacy of student educational records and are expected to become familiar with their obligations under FERPA.

Blogs and Social Media Policy

Participation in or creation of blogging, social networking/online communities (e.g., Facebook, YouTube, Twitter, or LinkedIn) including, but not limited to, wikis, online discussion forums, and any other published form of user-generated media is defined as social networking activity for the purposes of this policy. All IHLSI policies, including but not limited to this policy and the Faculty Handbook, apply to faculty members who engage in social networking activities.

Faculty members are personally liable for their actions and ensuring compliance with all applicable laws, including copyright rules, as well as the terms of use and other policies of the site(s) visited.

When creating a user profile for participation in social networking activities, faculty members must state that any opinions expressed are those of the individual user and not those of International Holistic Life Sciences Institute.

International Holistic Life Sciences Institute logos, brands, or marketing materials may not be used in personal profiles or social networking interactions by faculty members.

Faculty members are not permitted to contact students via social networking sites for personal or educational reasons.

After receiving permission from the site owner or International Holistic Life Sciences Institute, faculty members may participate in discussions on external International Holistic Life Sciences Institute social networking sites.

Letters of Recommendation

Article I. Purpose

The goal of this policy is to provide guidance for faculty colleagues and academic administrators who want to express their personal qualitative reflections on faculty members' intellectual and professional abilities.

Article II. Work Knowledge

- The recommender must have worked with the peer directly at IHLSI.
- The recommender must be familiar with the peer's academic abilities as demonstrated at IHLSI.
- At the time of writing the letter of recommendation, the recommender must be a current faculty member and/or academic administrator at IHLSI.
- The recommender must disclose the professional relationship he/she has with the peer.

Article III. Form and Format

- The recommendation letter should be written on approved IHLSI letterhead and include all of the recommender's contact information.
- The recommender must state whether he or she is a faculty member or an academic administrator at IHLSI.
- In the letter of recommendation, the recommender must include the following disclaimer: "The views expressed herein are my own and do not represent the views of IHLSI."
- The letter of recommendation must be signed and dated by the recommender.

Article IV. Discontinuation of Employment

This policy is subject to the Faculty Handbook's Discontinuation of Employment section, subsection - Dismissal.

- The recommender shall not falsify or misrepresent the content of the letter of recommendation written on IHLSI approved letterhead if he or she knowingly writes anything other than accurate and truthful information.

Faculty Grievance Procedure

No employee or faculty member shall be discriminated against, retaliated against, or treated unfairly for filing a grievance, testifying, or assisting in the investigation process in accordance with the grievance procedure. However, an employee or faculty member who abuses the grievance procedure, such as knowingly misrepresenting facts in a grievance or during an investigation, may face disciplinary action.

Avoidance of Conflicts of Interest

When interacting with students in their classes before, during, and after IHLSI classes and workshops, faculty members must avoid conflicts of interest—or the appearance of a conflict of interest.

Examples of conflicts of interest include promoting one's business services or products to students, pursuing employment opportunities with a student, and accepting gifts from students.

Faculty members must complete and file the Conflict of Interest Disclosure Form to report any interest in a competitor, supplier, or customer, as well as any transactions or relationships that may pose a conflict of interest. A faculty member's role as Adjunct Faculty at another institution is not a conflict of interest. To request a Conflict of Interest Disclosure Form, please contact the Institute's leadership, who will route the form for the necessary approvals.

Employees of IHLSI who are also faculty members must follow not only the provisions of the Faculty Handbook, but also the Code of Ethics, and must avoid situations that create a conflict

of interest between an employee's non-faculty job duties and opportunities for additional compensation for a faculty member. Ethics conflicts, potential conflicts, and business opportunities encountered during a staff or faculty member's work and/or position must be reported for review and advice. The Institute's Ethics and Compliance office will assist in the review of these issues, advising on potential conflicts of interest, appropriate resolution, and expectations.

Processes and Guidelines for Faculty Seeking Approval to Share Information or Engage in External Accreditation or Regulatory Activity

Staff and faculty members who present at academic, regulatory, accreditation, community, or other types of meetings must submit a request and receive approval before presenting IHLSI information to ensure proprietary information is not shared and the Institute is not negatively represented.

Disability Services & the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, & ADA Amendments Act of 2008

IHLSI recognizes and accepts its responsibilities under the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008. These acts prohibit disability discrimination and require the Institute to ensure that applicants, students, and members of the public can independently obtain the same information, engage in the same interactions, and enjoy the same benefits and services as their nondisabled peers, with substantially equivalent ease of use.

No one shall face retaliation for seeking accommodation under this policy or for participating in any grievance procedures brought against the Institute due to alleged policy noncompliance.

Accessibility in Your Classroom

The U.S. Department of Education's Office of Civil Rights (OCR) recently established clearer standards to assist institutions of higher learning in ensuring that all students, including students with disabilities, are able to participate equally in classroom learning opportunities. There are technologies that can help all students access the full range of course content, and at IHLSI, we are committed to providing equal access in all of our classes. Faculty are required to consider accessibility when adding content to their classroom and should follow the IHLSI Accessibility Policy posted at IHLSI Accessibility and should consult the faculty resource titled Accessibility Resource Guide on the faculty e-campus page for accessibility guidance, in-depth training, and links to a number of useful resources that can help you make sure that the learning opportunities in your classroom are accessible to all of our learners.

Intellectual Property

Online Courses

Open educational resources are teaching or learning materials that are either in the public domain or distributed under a license, such as the Creative Commons license, that allows them to be freely used, altered, or shared with others. IHLSI is an OER school, and we do our best to use OER materials to help our students save money.

Copyright

1. Faculty Creations.

a. The faculty owns the intellectual property rights to their scholarly and creative publications. The Institute's equity stake is determined by the following conditions.

b. If the Institute contributes exceptional resources to the development of copyrightable property, the faculty will control the copyright, but the Institute will be entitled to an equity interest in the income resulting from the commercialization of the intellectual property, under section A.1.d.

c. If the Institute initiates a creative project, solicits faculty participation voluntarily, and provides funding for the project, possibly including compensation/release time for the faculty member, the Institute will own the intellectual property rights created through the project, unless the Institute agrees to share ownership.

d. If the Institute and an external sponsor enter into an agreement to conduct research or other creative activity involving faculty, the faculty who participate in the project must comply with the agreement's conditions regarding ownership, protection, and licensing of intellectual property developed under the agreement, and may be required to sign a written agreement to do so.

2. Staff Inventions.

a. The Institute shall co-own all intellectual property rights in works developed by Institute employees throughout the course of their employment.

b. The Institute has no equity interest in any earnings obtained from intellectual property produced by workers without Institute resources and outside the scope of employment.

c. The Institute may hire or engage persons under particular contractual conditions that apportion intellectual property rights between the parties in a manner different from that outlined in the preceding section.

d. On occasion, Institute staff members may also serve as Institute professors. Prior to engaging in any research or creative work, formal agreements should be executed under these conditions to specify whether the person is functioning as staff or faculty.

3. Student Inventions.

Students enrolled at the Institute may generate a valuable intellectual property while completing course requirements, working for the Institute, or using Institute resources. The ownership rights in such intellectual property vary depending on the specific circumstances surrounding the creation. Therefore, students must be especially cautious to distinguish their original contributions from those of their lecturers and mentors. The accompanying conditions apply:

- a. The student is not compensated for the labor that resulted in the production, nor is the Institute's support of the work substantial. In such a case, the student is the owner of the creation's intellectual property rights. This is true even if the intellectual property was developed in fulfillment of course or other academic requirements.
- b. The invention comes within the scope of the student's job at the Institute. The Institute or the supervising faculty holds the intellectual property in certain instances.
- c. The student obtains exceptional Institute resources that facilitate the production or development of the intellectual property. Under these conditions, the student is the intellectual property owner, but the Institute maintains an equity stake.
- d. If the student is working on a sponsored project or under a specific intellectual property agreement, and the production falls within the scope of that activity, the student is obligated by the written arrangements controlling the transfer of intellectual property rights.
- e. The student is hired by a third party, and the invention comes within the scope of his or her job. Under these conditions, the student will often be bound by a contract with the external organization, which includes terms designed to safeguard and assign intellectual property rights, and the Institute will have no rights to the intellectual property created. Unless a formal intellectual property agreement is in place, institute resources may not be used.

Classroom Recording Policy

Students are not permitted to record audio or video recordings of IHLSI class presentations, activities, or discussions. Faculty who wish to record audio or video of class presentations, activities, and/or discussions must obtain prior written permission from the campus' Director of Academic Affairs as well as all students in the class at the time of the recording.

Unless there is clear and unambiguous prior written approval to the contrary, a class recording made with appropriate authorization must not be copied or shared with others, posted on a website to which others have access, or disseminated in any other way, but must be used for personal class-related study purposes only by the individual who made the recording.

Exception: This policy does not apply to courses where there are explicit curriculum requirements to track students as they work toward degree program completion.

Academic Policies and Procedures

Grading Policies and Procedures

IHLSI students receive letter grades on a four-point scale for all coursework (A-F). Grades are based on students demonstrating proficiency in criteria defined by the faculty and assessment teams at the institution. As a result, faculty grading must reflect appropriate evaluation of student work based on assignment guidelines and learning outcomes specific to each course, which are housed within each course shell in the learning management system.

The Online Faculty Course Requirements on the IHLSI website outline general grading requirements and deadlines for both weekly assignment grades and final grades.

Student Withdrawal from Courses

Students may request a waiver of an academic policy when they have exceptional circumstances or experiences. Petitions must be filed 45 days before the start of the term for which they are intended. Students must submit a written petition to the Student Affairs Committee that includes a detailed statement of the grounds for the petition as well as any supporting documentation or mitigating circumstances.

All petitions must be sent to the student's Academic Advisor, who will then forward them to support@lifesciences.institute. After submitting their petition, students will receive a confirmation email from the Office of Student Services within one week and a final decision on their appeal within six weeks. The decisions of the Committee are final and binding. The petition will be approved, and the Office of Student Services will take the necessary action.

Technology Expectations

Faculty members teaching IHLSI online courses must have the following online competencies:

- Web-based access to course and program materials. (Please keep in mind that the IHLSI online learning management system does not support Internet Explorer, so faculty must be able to use other compatible web browsers such as Firefox or Google Chrome.)
- The ability to communicate with university staff, students, and faculty via email and the Internet.
- The ability to use appropriate antivirus software to ensure that files sent and received are virus-free.

Online Faculty Course Requirements

Online course instructors are expected to complete their responsibilities on time.

These duties include making weekly announcements, grading assignments and discussion posts, responding to student inquiries throughout the course, and recording student grades at the end of each class.

Academic Freedom

IHLSI, like the American Association of University Professors (AAUP) in 1940, recognizes that its participation in higher education is for the common good and requires academic freedom. Members of the Institute community have certain rights based on the nature of a learning community, the vitality of the educational process, and the associated pursuit of truth and free dissemination of that truth. Academic freedom entails the freedom to teach, learn, question, examine, criticize, comment, hypothesize, conduct research, and publish findings in a spirit and atmosphere consistent with the Institute's mission and policies. As a result, the Institute's mission, policies, and procedures, as outlined in this faculty handbook, ensure that administrators, faculty members, staff, and students have the same rights and expectations as members of this learning community.

Both the Institute and its members have a responsibility to protect these fundamental liberties. Academic freedom allows each member to share their ideas with others. However, such activity necessitates restraint and consideration for the opinions and rights of others.

Academic freedom does not include the right to interfere with the rights of others or with the university's educational process, and such behavior will not be tolerated. The Institute, while a haven for diverse thought, free exchange of ideas, and the pursuit of truth, is not and will not be a haven for those who use inappropriate means to achieve their goals.

Members of this community should be free from institutional censorship or discipline when speaking as individual citizens in physical or virtual venues, but they should also be aware of their institutional and professional obligations. They should label their statements as "personal," use accuracy and discretion, and state that they are not speaking on behalf of the Institute.

Faculty Relationships with Students

Faculty and students are encouraged to interact in a friendly and supportive manner at IHLSI. Faculty members should assist students in any way that is appropriate and professional regarding their educational program. Faculty members are expected to uphold the scholarly standards of their disciplines, to respect each individual student, and to fulfill their proper role as intellectual guides and counselors. Faculty members must never exploit students for personal gain and must always protect student confidentiality.

Faculty members must also avoid conflicts of interest, which arise when they take actions or enter into relationships that may interfere with their performance or independent judgment when carrying out their duties.

Going off campus with students during a non-university sponsored function; tutoring students off campus; picking up or taking students home; giving/lending students money; buying students gifts; telling inappropriate jokes; sharing pictures of a sexual nature; making verbal or written comments of a sexual nature; and dating a student are all prohibited activities for faculty members.

If a faculty member has any questions about appropriate student behavior or interactions, they should contact support@lifesciences.institute.

Residency Requirement – Associate Faculty

To teach an IHLSI course, faculty must physically reside in the United States or on a U.S. military base (if abroad), according to the IHLSI Associate Faculty contract. If a faculty member moves his/her residence outside the United States at any time during a course, excluding moves to a military base in a foreign country, his/her contract will be terminated and further employment will be denied until that faculty member physically returns to the United States.

Outside Employment – Full-Time Faculty

Full-time faculty members are expected to make the duties and responsibilities of the Institute their primary emphasis. They may engage in other businesses, private practice, or consulting work only if these activities do not encroach upon their primary responsibility and if those activities are acceptable to the Institute. Faculty should not accept full-time employment for compensation at another institution while a full-time member at IHLSI.

The following are examples of outside employment that would be unacceptable to the Institute:

- Work that is inherently opposed to the university's mission and philosophy and would harm the Institute's reputation if one of its employees were involved; and work that would create a conflict of interest for university employees or be detrimental to the Institute.

Academic Integrity

The Academic Integrity team at IHLSI strives to help students create original and meaningful academic work while also valuing academic honesty and the unique individual student voice. The Academic Integrity team takes a student-centric and collaborative approach to academic integrity support, fostering community through academic excellence practice. The team strives to create positive interdepartmental relationships and workflows that remove barriers and create new opportunities to best support student achievement.

Academic integrity issues can arise in any course and take many forms. These issues can include unattributed use of another author's text demonstrating a lack of original thought or plagiarism, recycling of previously submitted work without enhancement or refinement, cheating, and collusion.

Faculty can help students create original work by providing resources, feedback, and attribution correction. The Academic Integrity team encourages faculty to be proactive by posting announcements in each course with links to IHLSI resources, as well as timely and specific feedback on classroom issues.

Before officially reporting an incident as an academic integrity violation, faculty should educate the student on proper practices using teachable moments, especially for first-time academic integrity issues or cases where the student's honest attempt to follow academic integrity policies is clear. This action entails providing specific instructive feedback on the student's assignment, resources for improvement, and an explanation of the score deductions the student is receiving as a result of errors in his or her work. This is especially true when students attempt to properly cite a source used in their work but fail to include a required citation element (quotation marks or an in-text citation).

If a student repeats these behaviors or exhibits egregious academic integrity issues (for example, submitting work purchased from the internet or elsewhere or using another student's work), faculty should award a zero for the assignment as well as the feedback and resources provided.

Ethics Helpline

If you have any questions or concerns about the bulleted items below, please contact the Ethics Helpline at 1-909-5398260 or one of the methods outlined on Moodle.

The Helpline is available 24 hours a day, seven days a week and is toll-free. If desired, reports can be made anonymously. Use the Helpline if you have any questions or concerns about the following:

- Ethics
- Compliance with laws, regulations, or Institute policies
- Discrimination or harassment
- Fraud, bribery, or corruption
- Accounting or internal control issues or weaknesses

Callers will be given a report number and will be able to add information to the report at any time.

Callers can also use the report number to check on the status of reports after two weeks. Please provide as much information as possible in response to a question or concern. While a caller may remain anonymous, if they provide their name and contact information, an IHLSI representative will contact them to gather additional information.

Other violations and issues should be reported to the Director of Academic Affairs. Concerns or claims of violations of the Student Code of Conduct (including the Student Code of Academic Integrity) should be directed to the Institute directly.

Dispute Resolution Policy and Procedure

The following policy and procedures are to be used to settle disputes between current and former Institute faculty members. Faculty members are encouraged to bring the following concerns to the attention of the appropriate individual/department, as outlined in Steps One and Two below. These individuals/departments will investigate and address any concerns raised. If a covered dispute is not addressed or satisfactorily resolved through the prior intervention of Steps One and Two, it may be submitted to the formal Dispute Resolution Procedures set out in this section.

Purpose of Policy

This policy is intended to address workplace disputes and create a framework through which faculty members and the Institute can resolve workplace disputes in conjunction with the Institute policies and procedures identified in Step Two below. Although the Institute strongly encourages the use of informal steps to resolve workplace disputes, including Steps One through Three below, the only mandatory dispute resolution policy is Step Four - Binding Arbitration, which is a contract providing the exclusive means by which all covered disputes asserted by either a faculty member (whether current or former) or the Institute, involving justiciable (legal) personnel related disputes and/or or any justiciable.

Claims and/or disputes covered by this policy are classified into two categories:

Justiciable (legal) claims, such as employment discrimination or harassment in violation of state or federal law, any statutory or common law tort claim or alleged breach of contract claim, any dispute arising from wage and hour claims, the termination of any faculty, or any other personnel issue of a legal nature, are included in Level One disputes. Level One disputes may be processed through all four steps of the following Dispute Resolution Procedures if they are not resolved sooner.

Level Two disputes involve personnel issues of a less serious nature that do not involve justiciable disputes, such as faculty performance coaching and disciplinary actions, violations of the Faculty Code of Conduct, violations of University policy, and so on, and if not resolved sooner, may be processed only through Steps One and Two of the following Dispute Resolution Procedures.

Step One: Informal Resolution

If possible, current faculty members should try to resolve any disagreement or issue directly between the faculty member and his or her primary contact in the college or school. This can be done orally or in writing. If such a resolution is not possible, or if the faculty member is not comfortable raising the dispute with the Institute, for example, because the decision at issue

was made at a higher level, or because the dispute involves someone who supervises a faculty member, the faculty member may proceed to Step Two.

Step Two: Internal Resolution

If a dispute or issue related to the following subject matters, or similar subject matters, is not satisfactorily resolved in Step One, Faculty members should contact the following individuals/departments and follow the process outlined in the corresponding section(s) of the Faculty Handbook, as referenced below. Please keep in mind that the information provided below only represents the initial point of contact to whom such disputes should be reported. Faculty members should carefully read the Faculty Handbook to gain a better understanding of the processes involved in reporting and resolving disputes about these topics.

- Camie Pratt, Vice President and Title IX Coordinator, Office of Dispute Management ("ODM"), handles allegations of sex discrimination and/or sexual harassment. See the Faculty Handbook's Prohibition of Discrimination and Harassment Policy, as well as the Institute's Title IX and VAWA-Gender Discrimination, Sexual Harassment, and Sexual Violence Policy.
- Allegations of discrimination, harassment, or retaliation in any other form: Faculty Grievances and Appeals Director or their designee
- Faculty members may also report allegations of discrimination, harassment, or retaliation to their supervisor, an HR Business Partner, the Department Head/Chief Human Resources Officer, or the Apollo Ethics Helpline, according to the Prohibition of Discrimination and Harassment Policy in the Faculty Handbook.
- Allegations of Faculty Code of Conduct violations (other than sex discrimination or sex harassment, discrimination, harassment, or retaliation): Dean of Faculty or their designee.
- Allegations of Institute policy violations (other than sex discrimination or sex harassment, discrimination, harassment, or retaliation): Dean of Faculty or their designee

Step Three: Mediation

If a Level One dispute is not resolved in Steps One or Two, the parties may mutually agree to participate in a formal mediation session facilitated by a professional, neutral mediator before proceeding to Arbitration (Step Four). Mediation is not required, nor is it a prerequisite to arbitration under Step Four.

The parties must agree on the physical location for the mediation. If the parties choose mediation, the faculty member must pay \$100 toward the mediation costs, which must be paid directly to the mediator. If a faculty member is financially unable to pay a filing fee, he or she will be excused from paying the fee. The Institute is responsible for any additional fees charged by the mediation provider. Both the faculty member and the University must submit the name(s) of one or more professional, neutral mediators as potential mediators in the matter in writing to the other. The parties will make every effort to reach an agreement on the selection of a mediator. If the parties cannot agree on a mediator, they can refer the matter to the

American Arbitration Association ("AAA") to have a neutral mediator appointed in accordance with the AAA's employment mediation rules.

The mediator must schedule the mediation as soon as possible. All parties will be able to attend and participate in the mediation. Any party may hire counsel of his or her choice at his or her own expense. The mediator will direct how the mediation will take place. As with all mediations, the parties must mutually agree on any resulting resolution, which will constitute a final and binding resolution of the matter and will be memorialized in writing through a settlement document.

Step Four: Binding Arbitration

This Step Four: Binding Arbitration provision ("Arbitration Agreement") is a contract that is governed by the Federal Arbitration Act of 1925, 9 U.S.C. 1 et seq., and documents a commercial transaction.

This Arbitration Agreement is a requirement for faculty members' employment with the Company. The Company's and faculty members' mutual obligations to arbitrate disputes provide adequate consideration for this Arbitration Agreement. This Arbitration Agreement takes into account the faculty member's employment and/or continued employment. Unless otherwise specified in this Arbitration Agreement, this Arbitration Agreement applies to any and all disputes, past, present, or future, between you and the Company, including without limitation any dispute arising out of or related to your employment and/or separation of employment with the Company (including post-termination defamation), and it survives the termination of the employment relationship. Nothing in this Arbitration Agreement is intended to prevent or excuse a faculty member (either individually or collectively) from using the Company's existing internal procedures for complaint resolution, and this Arbitration Agreement is not intended to be a substitute for the use of such procedures.

Unless otherwise specified, this Arbitration Agreement is intended to apply to the resolution of justiciable (legal) disputes that would otherwise be resolved in a court of law or other forum other than arbitration, and as such, this Arbitration Agreement requires all such disputes to be resolved only by a single Arbitrator through final and binding arbitration, rather than by court or jury trial. Disputes arising out of or relating to the interpretation or application of this Arbitration Agreement, including the enforceability, formation, revocability, or validity of the Arbitration Agreement or any portion of the Arbitration Agreement, are examples of such disputes. The preceding sentence, however, does not apply to the Class Action Waiver described below.

Except as it otherwise provides, this Arbitration Agreement also applies, without limitation, to disputes with any entity or individual arising out of or related to the application for employment, background checks, privacy, the employment relationship, or the termination of that relationship, contracts, trade secrets, unfair competition, compensation, classification, minimum wage, seating, expense reimbursement, overtime, breaks and rest periods,

termination, retaliation, discrimination or harassment, and claims arising under the Fair Credit Reporting Act of 1970, Defend Trade Secrets Act of 2016, Title VII of the Civil Rights Act of 1964, 42 U.S.C. §1981, Rehabilitation Act of 1973, Civil Rights Acts of 1866 and 1871, the Civil Rights Act of 1991, the Pregnancy Discrimination Act of 1978, Equal Pay Act of 1963, Americans With Disabilities Act of 1990, Age Discrimination in Employment Act of 1967, Family Medical Leave Act of 1993, Fair Labor Standards Act of 1938, Employee Retirement Income Security Act of 1974 (except for claims for employee benefits under any benefit plan sponsored by the Company and (a) covered by the Employee Retirement Income Security Act of 1974 or (b) funded by insurance), Affordable Care Act of 2010, Genetic Information Non-Discrimination Act of 2008, Uniformed Services Employment and Reemployment Rights Act of 1994, Worker Adjustment and Retraining Notification Act of 1988, Older Workers Benefits Protection Act of 1990, Occupational Safety and Health Act of 1970, Consolidated Omnibus Budget Reconciliation Act of 1985, and state and local statutes or regulations, if any, addressing the same or similar subject matters, and all other federal or state legal claims arising out of or relating to your employment or the termination of employment (including without limitation torts and post-employment defamation or retaliation).

This Arbitration Agreement does not apply to the following disputes: This Arbitration Agreement does not apply to any litigation that is currently pending in a state or federal court as of the date you receive this Arbitration Agreement (a "pending claim"). If, on the other hand, a pending claim is covered by an arbitration agreement to which you are a party, that arbitration agreement will remain in full force and effect. Claims for workers' compensation benefits are also excluded (but claims for workers' compensation discrimination/retaliation are covered under this Arbitration Agreement), as are claims for state disability insurance and unemployment insurance, and claims that the Dodd-Frank Wall Street Reform and Consumer Protection Act of 2010 or other controlling federal statutes exclude from the coverage of a predispute arbitration agreement.

This Arbitration Agreement does not preclude you from filing charges with the National Labor Relations Board for unfair labor practices. The University will not punish you for filing such a charge.

Nothing in this Agreement prevents you from reporting to or filing a claim or charge with a government agency, including, but not limited to, the Equal Employment Opportunity Commission, the United States Department of Labor, the United States Securities and Exchange Commission, the National Labor Relations Board, or the Office of Federal Contract Compliance Programs. Nothing in this Agreement precludes a government agency from investigating any report, claim, or charge otherwise covered by this Agreement. This Agreement also does not preclude federal administrative agencies from adjudicating claims and awarding remedies based on those claims, even if the claims would otherwise fall under the purview of this Agreement.

Nothing in this Arbitration Agreement prevents or excuses a party from fulfilling any conditions precedent and/or exhausting administrative remedies available under applicable law prior to

bringing a claim in arbitration. The University will not retaliate against you for filing a claim with an administrative agency or exercising rights under Section 7 of the National Labor Relations Act of 1935 (individually or in concert with others).

Regardless of any other language in this Arbitration Agreement, the Faculty Handbook, or any other Company policy or practice, the Company will not unilaterally revise, modify, or eliminate this Arbitration Agreement with respect to any covered dispute after that dispute has been submitted to arbitration under this Arbitration Agreement. The Company will not revise, modify, or terminate this Arbitration Agreement unless faculty members are given at least thirty (30) days written notice.

The Institute's contractual disclaimers regarding other policies or otherwise do not apply to this Arbitration Agreement.

By mutual agreement, the parties will select the neutral arbitrator and/or arbitration sponsoring organization. If the parties cannot agree on an Arbitrator and/or arbitration sponsoring organization, the arbitration will be held under the auspices of the American Arbitration Association ("AAA"), and the Arbitrator will be selected. Unless the parties agree otherwise in writing, the arbitration will be conducted in accordance with the then-current Employment Arbitration Rules and Mediation Procedures of the AAA ("AAA Rules").

The party filing the claim must demand arbitration in writing and deliver it to the other party by hand or first class mail within the applicable statute of limitations period.

The Company will notify you of any claim at the last home address you provided in writing to the Company and/or the address of your designated attorney. All disputes regarding the timeliness or propriety of the demand for arbitration must be resolved by the Arbitrator. Both you and the Company may seek temporary or preliminary injunctive relief from a court of competent jurisdiction in connection with an arbitrable controversy, including without limitation any controversy arising from any applicable restrictive covenant(s) or confidentiality obligations entered into between you and the Company. In accordance with applicable law, the court to which the application is made is authorized to grant temporary or preliminary injunctive relief and may do so with or without addressing the merits of the underlying arbitrable dispute. However, all final relief determinations will be resolved through arbitration, and seeking temporary or preliminary injunctive relief shall not be deemed incompatible with or constitute a waiver of rights under this Arbitration Agreement. The parties will have the right to conduct adequate civil discovery, file dispositive motions, and present witnesses and evidence as needed to present their cases and defenses in arbitration, and any disputes in this regard will be resolved by the Arbitrator. A party, or the Arbitrator at the request of a party, may subpoena witnesses or documents for discovery or the arbitration hearing.

The Arbitrator may award any remedy to which a party is entitled under applicable law, but remedies are limited to those available to a party in their individual capacity for the claims presented to the Arbitrator, and no remedies that would otherwise be available to an individual under applicable law will be forfeited. The arbitrator shall apply either state substantive law or

federal law, or both, as applicable to the claims asserted. The Arbitrator lacks the authority to apply any other substantive law.

CLASS ACTION WAIVERS: Private attorney general representation actions under the California Labor Code are not arbitrable, are not covered by this Arbitration Agreement, and may be pursued in court. However, no right or authority will be granted to bring, hear, or arbitrate any dispute as a class or collective action or as a class member in any purported class or collective action or proceeding. No such dispute will be heard or arbitrated by the Arbitrator.

As a result, THE COMPANY AND YOU AGREE TO WAIVE ANY RIGHT TO HAVE ANY DISPUTE HEARD, DECIDED, OR ARBITRATED AS A CLASS AND/OR COLLECTIVE ACTION ("Class Action Waiver"). The Class Action Waiver shall be severable from this Arbitration Agreement in the event that: (a) the dispute is filed as a class and/or collective action, and (b) a final judicial determination that all or part of the Class Action Waiver is unenforceable, in which case the class and/or collective action must be litigated in a civil court of competent jurisdiction, but the portion of the Class Action Waiver that is enforceable shall be enforced. In any case where the dispute is filed as an individual action and severance is required to ensure that the individual action proceeds in arbitration, the Class Action Waiver shall be severable.

Regardless of anything else in this Arbitration Agreement and/or any rules or procedures that might otherwise be applicable by virtue of this Arbitration Agreement or any arbitration organization rules or procedures that now apply, or any amendments and/or modifications to those rules, including without limitation the AAA Rules, disputes in court or arbitration regarding the interpretation, applicability, enforceability, or formation of this Class Action Waiver shall be resolved in court or arbitration.

You will not face retaliation, discipline, or threat of retaliation as a result of filing or participating in a class or collective action in any forum. However, under the Federal Arbitration Act of 1925, the Company may lawfully seek enforcement of this Arbitration Agreement and the Class Action Waiver, as well as dismissal of such class or collective actions or claims.

(End of CLASS ACTION WAIVER provision).

Each party will pay his, her, or its own attorney fees, subject to any remedies that that party may later be entitled to under applicable law. The University will bear the administrative costs associated with the conduct of the Arbitration at first, subject to: (1) a one-time payment by you toward these costs of no more than the filing fee then required by the court of general jurisdiction in the state where you work or last worked (however, if you are financially unable to pay a filing fee, you will be relieved of the obligation to pay the filing fee); and (2) any subsequent award by the Arbitrator in accordance with the terms of this Agreement. If the law (including common law) of the jurisdiction in which the arbitration is held requires a different allocation of arbitral fees and costs in order for this Arbitration Agreement to be enforceable, the Arbitrator will follow such law. Unless the parties mutually agree otherwise in writing, the Federal Rules of Evidence apply. The Arbitrator shall have jurisdiction to hear and rule on pre-

hearing disputes and is authorized to hold pre-hearing conferences by phone or in person as necessary. Unless the parties mutually agree otherwise in writing, the parties shall have the right to file and the Arbitrator shall have the authority to entertain dispositive motions (including without limitation a motion to dismiss and/or a motion for summary judgment), and the arbitrator shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.

Within 30 days of the conclusion of the arbitration hearing, any party may prepare, serve on the other party, and file a brief with the Arbitrator. The Arbitrator will issue a written decision or award stating the essential findings of fact and legal conclusions. Unless permitted or required by law, as determined by the Arbitrator, neither a party nor an Arbitrator may disclose the existence, content, or results of any arbitration conducted under this agreement without the prior written consent of all parties. A court of competent jurisdiction shall have the authority to enter judgment on the arbitration award.

Retaliation against any faculty member who exercises his or her right to assert claims under this Arbitration Agreement is against Company policy. If you believe you have been retaliated against by anyone at the Company, please notify the Human Resources department immediately.

This section, titled "Step Four: Binding Arbitration," contains the entire agreement regarding the formal resolution of employment-related disputes through arbitration. If any part of this Arbitration Agreement is found to be unenforceable, the remainder of this Arbitration Agreement will be enforced.

Copyright Law

Copyright Ownership

IHLSI disclaims ownership of any copyrightable work prepared by Institute faculty as part of their instructional services with the Institute (which ownership is provided under the work-for-hire provisions of the Copyright Act of 1976, as amended, 17 U.S.C. 101 et seq.). Faculty prepared works for hire include, but are not limited to, case studies, course outlines, online course materials, simulations, exercises, tests, and other course materials.

Faculty Warranty

Faculty will only use legally obtained copyrighted material. Furthermore, the faculty member will defend, indemnify, and hold harmless the International Holistic Life Sciences Institute from any claims, suits, costs, damages, and expenses incurred as a result of any scandalous, libelous, or unlawful matter contained or alleged to be contained in the photocopies, or any infringement or violation caused by the photocopying of any copyrighted or property-righted material.

SECTION 7: Student Requirements and Handling Student Issues

Students' Rights and Responsibilities

Students' Rights and Responsibilities is a section of the IHLSI Catalog, which is available to students and faculty on eCampus. That section includes the Student Code of Academic Integrity, Title IX and the Violence Against Women Act of 1994, and Student Records Violations, as well as the Student Code of Conduct and the procedures for processing alleged violations. Any student who violates the requirements of the Student Code of Conduct may be charged with a violation, and the Institute may impose sanctions for the violation.

Student Code of Conduct

The IHLSI Catalog contains valuable information for students and faculty alike, including the full text of the Student Code of Conduct. IHLSI students are bound by the Student Code of Conduct in all their interactions with faculty, student colleagues, and Institute staff. The Student Code of Conduct applies to all student interactions with staff, faculty, and other students, including social media and noncredit-bearing Institute events.

Student Code of Academic Integrity

The Student Code of Academic Integrity is an important part of the Student Code of Conduct. The full text of this code appears on the home page of the Institute's Center for Writing Excellence on eCampus. The Student Code of Academic Integrity is also referenced within the Policies link on eCampus. Academic integrity applies to any submission of work for academic credit including discussion posts.

Not all violations of the Student Code of Academic Integrity call for the same sanctions. Faculty should use their best judgment to assess and address the nature and seriousness of the violation. Sanctions could range from educational coaching and assignment grade reductions to an overall course grade sanction. Faculty members' grade decisions are final and are not reviewable unless the student files a written charge of harassment or discrimination (as those terms are defined in the IHLSI Catalog).

When a formal charge of a violation of the Student Code of Academic Integrity is filed, IHLSI administration will notify the student and take appropriate actions to review the charges and impose additional sanctions if warranted. When faculty file a written charge of violation of the Student Code of Academic Integrity through the IHLSI's Academic Violations Tracker system on eCampus, faculty agree that if the investigation and committee findings warrant a sanction of a course grade lower than what faculty have reported for the student, an authorized staff member at the campus may enter the lower course grade or will provide faculty with a grade change form to submit so the grade can be changed.

Violations of Student Code of Conduct

If faculty receive an assignment or a class post that violates the Student Code of Academic Integrity while teaching an Institute course, or if they directly observe a situation that they believe violates the Student Code of Academic Integrity, they must first determine the nature and degree of the violation. Some situations, such as citation or reference list formatting errors, would warrant faculty member correction and appropriate grade reduction for incorrect formatting without the filing of a report through the Institute's Academic Violations Tracking System. Other violations, such as submitting a paper available for purchase on the Internet and written by someone other than the student, would result in severe penalties.

To report violations to administration, faculty teaching should use the Institute's Academic Violations Tracking System link within the classroom.

Plagiarism violation reports should include the following information and documentation:

1. URLs or copies of the original sources used in the plagiarized section – Each original source must be accessible in the form it is presented. Please double check URLs to ensure content access and accuracy. URLs can be obtained by the Plagiarism Checker tool in the Center for Writing Excellence.
2. Assignments the student submitted in which the violation occurred
 - a. Provide the campus with the entire student assignment as opposed to only the portion that was plagiarized.
 - b. Highlight plagiarized portions of the student assignments in a way that allows a reader to easily determine the specific source for each plagiarized section. This is especially important when there is more than one plagiarized source or section within an assignment.
3. Clarify what in-class sanction has already been applied.
4. Feedback sent to the student
5. Response from the student

If faculty need advice on how to handle a class-related situation, they can consult with appropriate Institute personnel or contact the Academic HelpDesk.

If a faculty member directly observes a situation that violates any of the other provisions of the Student Code of Conduct, he or she should immediately notify appropriate college or school personnel. If the personal safety of students, faculty, or staff is a concern, faculty should take all reasonable precautions, such as calling 911 first.

Archiving and Removal of Class Posts

All class posts are archived by the Institute. Each student and faculty member may post to the class and, if necessary, delete his or her own posts while the class is in session. It is important to note that a faculty member cannot delete his or her own post if a student has responded to it.

All faculty and students should double-check what they post to the class environment to ensure that 1) each intended post has been posted, 2) the post does not contain serious typing, spelling, or grammatical errors, and 3) the body of the post and attachments, if any, convey what the author intended to post. If a faculty member notices that a student has posted something in a class that should not have been posted, the faculty member should immediately contact the student and request that the post be deleted.

Faculty should not remove student posts without the Institute's permission in order to preserve a complete archive of the class.

Grade Disputes and Grade Corrections

No one other than the faculty member teaching a course may decide on course assignment grades or record a student's course grade. Students should raise concerns or questions about perceived assignment grade errors with faculty as soon as they receive feedback and grades for assignments, but no later than six weeks after the original grade report communication date.

Individual assignment grades may be corrected by faculty without administrative approval at any time during the course's duration. Faculty can correct and republish Gradebook entries for assignments at any time during the course, as long as the corrections are made before the overall course grades are published to the Institute records.

If students have questions about specific assignment grades or the overall course grade, they should contact the instructor.

As part of the grade dispute process, University or campus administrative staff may contact a faculty member on a student's behalf for more information about final grade questions or concerns. The appropriateness of the grade will be determined based on relevant information to confirm the accuracy of the grade.

If faculty discover they have inadvertently entered the incorrect course grade for a student, they should submit a grade change request to the Director of Classroom Operations/Director of Academic Affairs as soon as possible. A valid reason for changing grades must be provided. The following are valid reasons for approving a course grade change: 1) grade miscalculation, 2) grade data entry error, 3) discovered missing work (faculty member discovered assignments submitted prior to the course end date that were not included in the original grade determination), 4) resolution of an Incomplete agreement (faculty member received assignments submitted prior to an Incomplete deadline date), or 5) re-evaluation of work received prior to the end of the course

Requests for course grade changes based on assignment submissions after the course has ended, when no agreement for an Incomplete was entered before the last day of the course, will not be approved. If faculty have questions or need to consult about Institute policy or process matters, they should contact appropriate Institute staff or the Academic HelpDesk, just as they would with other course-related questions or concerns.

Academic Issue Resolution

Academic Issue Resolution provides an accessible venue for both students to share feedback on their academic experiences and Institute faculty and staff to understand factors in and out of the classroom that impact student success. Faculty contribute to the Academic Issue Resolution process by sharing their perspectives and documentation on student-submitted Instructor Issues and Grade Appeals. This enables Academic Issue Resolution to use faculty and student feedback to ensure that Institute processes are fair and consistent.

Instructor Issues

The informal Instructor Issues process allows students to provide feedback or criticism about their classroom experiences. This process is meant to be developmental rather than accusatory, as it allows the Institute to learn more specifically how its policies, procedures, and personal interactions affect student success. Faculty who receive notification from students that they intend to submit Instructor Issues to the Institute should try to understand the root of the problems through open and collegial dialogue with the students and, if necessary, encourage them to contact their academic advisors to show them the Instructor Issues pathway.

Students must complete an Instructor Issue form and include documentation related to their concerns in order to submit an Instructor Issue. Because faculty perspectives are not included in student submissions, the Faculty Support and Development team, which works with Academic Issue Resolution, may contact faculty directly to request their observations and documentation regarding Instructor Issues. Faculty are encouraged to participate openly in this collaboration.

The Academic Issues Liaison reviews all Instructor Issues documentation and responds to students as needed; the Institute does not disclose confidential information.

Grade Appeals

Students who believe they have been unfairly graded can appeal for course grades. It is essential for students who are appealing a grade to keep in mind that the burden of proof lies with the student. A student's request for a grade adjustment can only be approved if they can demonstrate that their initially assigned grade was unfair or unreasonable.

Students who wish to appeal a grade must do so online within fourteen days after the end of the term. As a result, the Course Instructor can explain the rationale for the grade, and the student can also point out any mistakes or misjudgments in the grading process. Course Instructor and student discussions are often enough to get things back on track.

The Office of Academic Affairs must be notified whenever a course instructor decides to modify a student's grade. To address a Grade Appeal, the Course Instructor can raise, lower, or leave the student's final grade as-is at his or her own discretion. To reflect the new grades, the Office

of Student Services will make the necessary adjustments to the student's academic record and overall grade point average.

A Grade Appeal Form can be requested from the student's Academic Advisor if the student and the Course Instructor cannot agree. Within 30 days after the term's end, the completed form must be submitted to the Academic Affairs Office at academic@lifesciences.institute. No appeals will be allowed after the deadline.

Any grade appeals submitted will be reviewed and processed by the Office of Academic Affairs and the Office of Student Services. The Student Affairs Committee's decision is communicated to students in writing by the Office of Student Services. They have the final say, and the decisions of the Committee are binding. As a result, the final judgment and any supporting documentation will be included in the student's official academic record.

Student Conduct and Community Standards

The Office of Student Conduct and Community Standards (Conduct) educates and supports the IHLSI community by providing opportunities for development that ensure members uphold the values of integrity, fairness, respect, community, and responsibility. Faculty members contribute to conduct-related processes by upholding these values and teaching their students how to embody them in their work and interpersonal interactions. Faculty may refer violations of community standards to the Conduct office if appropriate.

In their teaching experience, faculty may encounter a variety of conduct-related concerns, including: arrogant, entitled, argumentative, demanding, or rude communications from students; students who swear or "shout" by writing in all capital letters; and students who make incendiary or divisive arguments without proper academic support.

While these types of issues are frequently upsetting or insulting, they do not always necessitate a referral to the Conduct office. First, faculty should:

- Educate students on the community standards of the university;
- Articulate clear expectations of student behavior;
- Model that behavior; and
- Document all interactions related to student behavior.

Conduct investigates all referrals, determines whether a violation of the five student community standards has occurred, and renders a decision either through an informal resolution or, in cases where a separation (suspension or expulsion) from the Institute is warranted, through a formal hearing.

Behavioral Intervention

The IHLSI Team works to keep students, faculty, and staff safe by assessing threats and/or risks, determining appropriate actions, and recommending departmental processes and training opportunities.

This multidisciplinary team addresses elevated student interactions related to life stress and emotional health, as well as hostility and violence toward others.

Expressed thoughts that are hardened from a limited perspective; fixation on and/or intimidation of a single individual or group; bullying or threats of physical assault; directly communicated threats; online assaults such as hacking, sharing personal information, or posting inappropriate pictures; and conversations about weapons, killing, or death are examples of dangerous behavior.

If de-escalation attempts fail, faculty should email support@lifesciences.institute the Behavioral Intervention Team Risk to IHLSI Community Referral form. If the student in question is in a critical condition, please submit a referral and contact 911 or emergency services in the student's area.

Section 8: Resources

Writing Lab

- [APA Format Guide and Generator](#)
- [Academic Writer](#)
- [CiteFast Citation Machine](#)
- [Dupli Checker](#)
- [Effective Writing Center](#)
- [FluentExpress](#)
- [Grammarly Online Grammar Check](#)
- [ProWritingAid](#)
- [PlagScan](#)
- [QuillBot](#)
QuillBot's Grammar Checker, Paraphraser, and Summarizer help you write better and faster.
- [The Purdue Online Writing Lab](#)
- [Text Content Tools](#)

Microsoft Editor: Spelling & Grammar Checker

Intelligent writing assistance

Nail the basics with free grammar, spelling, and punctuation proofing. Get advanced grammar suggestions and style-checking for issues like clarity, conciseness, formality, vocabulary, and much more with premium (requires a Microsoft 365 subscription).

[Download](#) this add-on extension for the Microsoft Edge web browser.

[Download](#) this add-on extension for the Google Chrome web browser.

- [Writing Commons](#)

- [Wordtune](#)
Wordtune assists you in rewriting your sentences so that they are clear, compelling, and authentic.
- [Zotero: collect, organize, cite, and share research](#)

Learning Tools and Assistive Technology

The purpose of Learning Tools is to provide students with tools to improve their learning experience. All tools are very easy to use and can be accessed from a unified interface, the floating button. This design is well known and a very common choice in apps.

The plugin is built with flexibility and modularity in mind. The foundation is the local plugin, which implements the management functionality and the unified interface in the form of the floating button. On top of the local plugin, we've created a new (sub) plugin type called "ltool". In the initial release, we're publishing ltool_bookmarks and ltool_notes. In the future, we plan many more tools that improve the learning experience even more. Have a look at our roadmap to learn more!

Career Practice Platform

eShop

eShop at IHLSI provides students opportunity to open their own online stores.

EasySocial

Easysocial provides faculties and students a platform to establish own profiles, set up events, and providing services.