

# Thank you

If you have any questions, please contact the Human  
Resources Office at

[hr@rnu.edu](mailto:hr@rnu.edu)

# Professionalism in the Workplace

Reagan National University

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PROFESSIONAL DEVELOPMENT TRAINING



**Professional  
Development**

02-2019

# Professionalism by the Books

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## PROFESSIONALISM DEFINED

the conduct or qualities that characterize or mark an individual holding an occupation

the skill level, of course, but also good judgment and polite behavior that is expected from a person who is trained to do a job well (Quantitative vs Qualitative)

# Agenda

- ✓ Student, Faculty and Staff Customer Service
- ✓ The Importance of First Impressions
- ✓ Listening Skills Concepts
- ✓ Positive and Effective Communication
- ✓ The Importance of Effective and Efficient E-mail Communication
- ✓ Action Plan and Follow-up
- ✓ Evaluation Forms

Agenda

- 1.
- 2.
- 3.



“It takes years to build a reputation and five minutes to ruin it. If you think about that, you’ll do things differently.”

- <sup>(b)(6)</sup> [REDACTED], CEO of Berkshire Hathaway

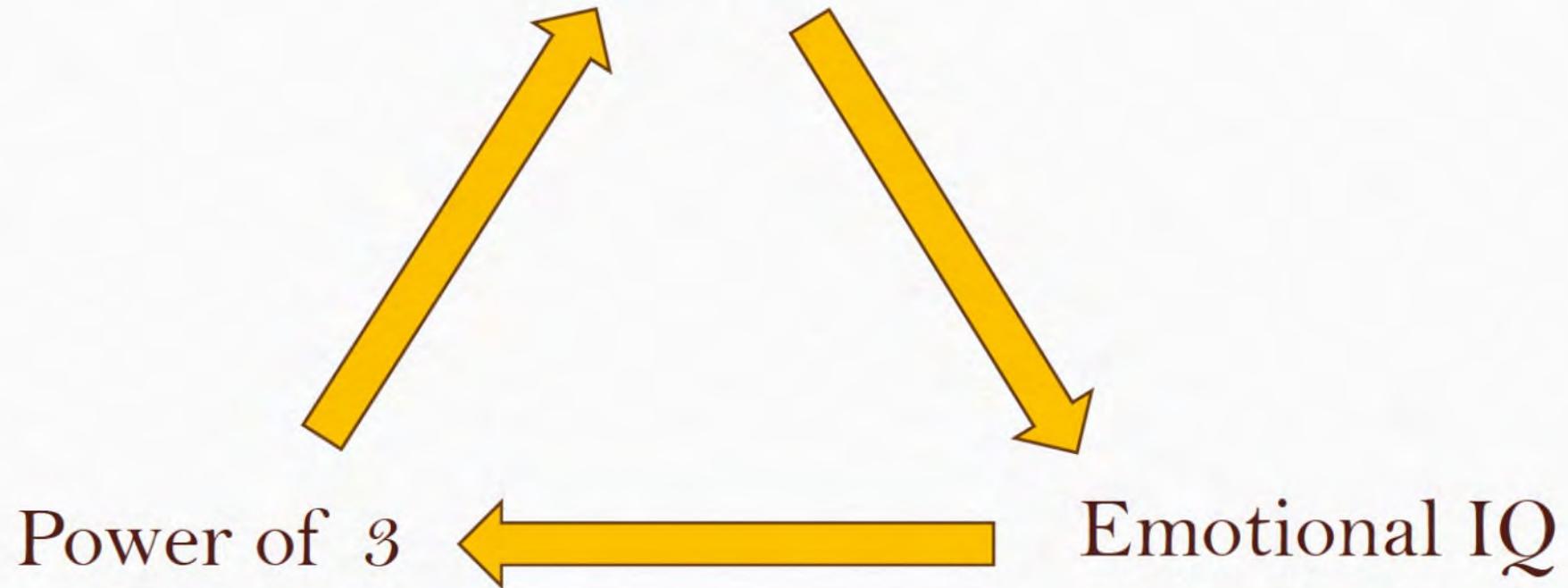
# Customer Service

## Tricks of the Trade

- ❖ Ask open ended questions
- ❖ Ask what medium is preferred: email, phone, in person
- ❖ Be mindful of your tone of voice, your demeanor and body language when delivering bad news in person. You have to get the message across, but use as empathetic approach in order to show support. Keeping calm will help them remain calm and allow you both to work efficiently toward a solution
- ❖ Follow up
  - How did you make out with your class project, lecture, etc?
  - How was that meeting?

# Professionalism

Altitude



# The Importance of First Impressions

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**55%** *Body Language*

**38%** *Tone of Voice*

**7%** *Words we use*



# ***First up: Body Language***

Most people are familiar with the typical tips including maintain eye contact, don't cross your arms, don't fidget, etc.

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- Lesser known tip: The Hand Jive
  - Did you know people remember twice as much information due to gestures? It's true. Effective use of gestures makes a big impact. Don't use random wasted gestures.
  - For example: Take a look at the palms of your hands. Did you know that the palm immediately relaxes your eyes? It's true. Be sure to keep your palms open when gesturing, don't show the back of your hands. This shows you are open to the discussion.

## ***Second: Tone of Voice***



### ***"Pass The Butter"***

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- When conversing with others, use the same tone you would use if you asked someone to pass you the butter at dinner. (Which means to speak in a calm, soothing, and polite tone of voice).
- It's not what you say, it's how you say it.
- Don't allow personal matters to negatively impact service level (in this case, tone of voice).

## ***Third: Words we use***



### ***"Did I say that?"***

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- Try to avoid University Lingo (Examples: CEP, TR, MIS, etc. Extreme words like "never" or "always" are usually better left unsaid.
- Use positive messaging (using words that are laced with optimism – more impactful)
- Communicating in this way will change the way your listeners receive your feedback
- It should be personal, encouraging, passionate, and empowering.

***What do you think are the keys to a strong first impression?***

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# ***The Essentials of Effective Listening***

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Most people do not listen with the intent to understand; they listen with the intent to reply.

(b)(6)



# Negative Listening Habits to Avoid

- **The Faker** – All the outward signs are there: nodding, making eye contact, and giving the occasional “uh huh”
- **The Interrupter** – Doesn’t allow the speaker to finish, ask clarifying questions, or seek more information from the speaker; too anxious to talk him or herself
- **The Quick Switch** – Favorite lines are, “Oh, that’s nothing, here’s what happened to me...” “I remember when I was...”
- **The Rebuttal Maker** – Only listens long enough to form a rebuttal; at their worst, they are argumentative and want to prove you wrong; at minimum, the person wants to make the speaker see the other point of view.
- **The Advice Giver** – Giving advice is sometimes helpful; however, at other times, this interferes with good listening because it does not allow the speaker to fully articulate their feelings or thoughts; it doesn’t help the speaker solve their own problems; it prohibits venting; it could also belittle the speaker by minimizing his/her concern with a quick solution.

# Effective Listening Techniques

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- Give your full attention. Clear your mind, desk, and hands. Face the speaker and maintain eye contact. Concentrate!
- Have an open mind.
- Avoid interrupting; suggesting “solutions” too soon can be frustrating to the speaker.
- Ask questions.
- Acknowledge that you understand the student/co-worker.





## Effective Listening Techniques

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- Wait for the speaker to pause to ask clarifying questions.
- Ask questions only to ensure understanding. Asking questions for other reasons often leads to getting off topic and an inefficient use of time.
- Try to feel what the speaker is feeling (joy, sadness, fearful, etc.) – facilitates empathy and better communication.
- Give the speaker regular feedback (i.e. “You must be thrilled” or “I can see how that could be confusing”)
- Pay attention to what isn’t said – to nonverbal cues (body language)

# Positive and Effective Verbal Communication

- **Complex Words vs. Simple Words** (ex. abbreviate vs. shorten, aggregate vs. total, feasible vs. possible, optimum vs. best, etc.)
- **Avoiding Wordy Phrases** (ex. As a general rule vs. generally, as a matter of fact vs. in fact, as you may or may not know vs. as you may know, due to the fact that vs. because, etc.)
- Keep it simple, direct, understandable, and know your listener.
- Better communication = increased efficiency (less back and forth)



# E-mail Tips

- **Courtesy E-mail** – When busy, send a short E-mail to let the individual know that you received it and that you plan to address it with a rough timeframe for completion – much better than not responding because you don't have time to complete!!
- **Don't E-mail angry** – remember that e-mail correspondence lasts forever.

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- **Use exclamation points sparingly** – Maximum number – 1!
- **Avoid using shortcuts to real words, emoticons, jargon, or slang** – it's not a text!
- **Be clear in your subject line** – With inboxes being clogged by hundreds of e-mails a day, it's crucial that your subject line gets to the point. It should be reasonably simple and descriptive of what you have written about.
- **Send or copy others only on a need to know basis** – Before you click Reply All or put names on the Cc or Bcc lines, ask yourself if all the recipients need the information in your message.
- **Pick up the phone** – When a topic has lots of parameters that need to be explained or negotiated and will generate too many questions and confusion, don't handle it via e-mail.

# E-Mail Tips



- **Maintain privacy** – If you're sending a message to a group of people and you need to protect the privacy of your list, you should use "Bcc". Additionally, avoid giving out e-mail addresses to a third party.
- **Know your audience** – Your e-mail greeting and sign-off should be consistent with the level of respect and formality of the person you're communicating with.
- **Keep it short and get to the point** – Long e-mails are typically inefficient. Write concisely so as to not overwhelm the recipient. Make sure when you look at what you're sending it doesn't look like a burden to read – feel free to use bullet points.
- **Your e-mail is a reflection of you** – Every e-mail you send adds to, or detracts from your reputation. If your e-mail is scattered, disorganized, and filled with mistakes, the recipient will be inclined to think of you as a scattered, careless, and disorganized person.
- **The message is as unique as the recipient** – The message should be tailored to best fit your target audience or addressee. Take the time to personalize a mass email message based on the recipient(s).

# Action Plan



- What will you do to implement a concept from today's session?
- When will you do this?
- What results do you expect and how will they be measured?
- What assistance will you need to implement your plan?

# Thank You

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Resources Office at

[hr@rnu.edu](mailto:hr@rnu.edu)

## Faculty Development Plan

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

Dept. Chair: \_\_\_\_\_

Department: General Education (English)

Date: October 1, 2019 (Revised October 20, 2019)

I. Statement of general deficiencies warranting the Extensive Review and the Development Plan:

The primary objective of this Development Plan is to enhance the overall performance and reputation of RNU faculty. This document provides general guidelines to assist the faculty achieve this objective. The long-term objective is to help each faculty member make tangible and significant contributions to his/her discipline and institution.

II. Specific deficiencies (list for each area, if applicable):

- Research/creative work:

Attending professional conferences to network, to develop research ideas and focus, and/or to present research papers.

- Teaching:

Consistently analyzes student assessment results in order to plan and adjust instruction and to plan intervention strategies; assessments are broken down by specific unit objectives.

- Leadership and service:

To create a forum for thoughtful examination and reflection on the role and responsibilities of faculty/department chairs.

- Clinical work:

N/A.

- Other areas of professional responsibility:

Contributes meaningfully to university-wide activities (e.g. committees, special programs, student activities), participates actively and constructively in university-wide, or department meetings.

III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, clinical activities, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

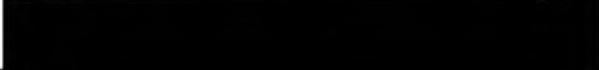
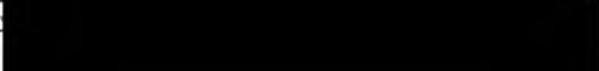
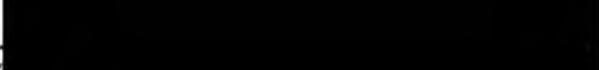
Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	Intermountain TESOL Annual Conference, "Engaged Teaching and Engaged Learning"	10/11/2019 to 10/12/2019 Salt Lake City, UT	Conference certificate of attendance.	June 30, 2020
	TESOL 2020 International Convention & English Language Expo	3/31 – 4/3, 2020 Denver, CO		
In-Service Training to provide the best possible learning environment for the students.	Tutorial – Professionalism in the Workplace	November 1, 2019.	Certificate of Completion	June 30, 2020
	Tutorial – Strategies for Managing Communication & Conflict	November 1, 2019.	Certificate of Completion	
	Tutorial – A Well-Rounded Approach to Student Centeredness	November 1, 2019.	Certificate of Completion	

IV. Timeframe for the Development Plan:

- Start date: 10-1-2019
- Duration (one or two years?): One
- Date for assessment of progress: June 30, 2020

V. Routing: The original, signed copy of the Development Plan should be kept in the Academic Dean's office. Copies of the signed Development Plan go to: the faculty member, the Professional Development Committee and the Head of the Department.

VI. Signatures:

	<u>10/29/2019</u>
Fac	Date
	<u>10-30-2019</u>
Hea	Date
	<u>10-30-2019</u>
Academic Dean	Date

## Faculty Development Plan

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

Dept. Chair: \_\_\_\_\_

Department: IT

Date: October 1, 2019 (Revised October 20, 2019)

I. Statement of general deficiencies warranting the Extensive Review and the Development Plan:

The primary objective of this Development Plan is to enhance the overall performance and reputation of RNU faculty. This document provides general guidelines to assist the faculty achieve this objective. The long-term objective is to help each faculty member make tangible and significant contributions to his/her discipline and institution.

II. Specific deficiencies (list for each area, if applicable):

- Research/creative work:

Attending professional conferences to network, to develop research ideas and focus, and/or to present research papers.

- Teaching:

To identify individual strengths and development of needs based on a variety of assessment tools and feedback from colleagues.

- Leadership and service:

Attending college-related activities such as online teaching initiatives and university graduation ceremonies.

- Clinical work:

N/A.

- Other areas of professional responsibility:

To acquire knowledge about ways in which mentoring may support individuals in their department or discipline by exploring mentoring traits, and understanding the gaps in current mentoring models as they apply to faculty.

- III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, clinical activities, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	ACM CHI – Conference on Human Factors in Computing Systems	May 6, 2020, Denver, CO.	Conference certificate of attendance.	June 30, 2020
In-Service Training to provide the best possible learning environment for the students.	Tutorial – Professionalism in the Workplace	November 1, 2019.	Certificate of Completion	June 30, 2020
	Tutorial – Strategies for Managing Communication & Conflict	November 1, 2019.	Certificate of Completion	
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- Date for assessment of progress: June 30, 2020

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VI. Signatures:



10-27-19

Date

10-29-19

Date

10-29-19

Date

## Faculty Development Plan

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

Dept. Chair: \_\_\_\_\_

Department: Management

Date: October 1, 2019 (Revised October 20, 2019)

I. Statement of general deficiencies warranting the Extensive Review and the Development Plan:

The primary objective of this Development Plan is to enhance the overall performance and reputation of RNU faculty. This document provides general guidelines to assist the faculty achieve this objective. The long-term objective is to help each faculty member make tangible and significant contributions to his/her discipline and institution.

II. Specific deficiencies (list for each area, if applicable):

- Research/creative work:

Attending professional conferences to network, to develop research ideas and focus, and/or to present research papers.

- Teaching:

Keeping abreast of the constant changes and innovations in educational technology is essential for faculty development and can be used to enhance student-centered learning.

- Leadership and service:

Attending college-related activities such as online teaching initiatives and university graduation ceremonies.

- Clinical work:

N/A.

- Other areas of professional responsibility:

To acquire knowledge about ways in which mentoring may support individuals in their department or discipline by exploring mentoring traits,

and understanding the gaps in current mentoring models as they apply to faculty.

- III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, clinical activities, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	29 <sup>th</sup> Annual Quest for Excellence Conference	April 2-5, 2020, Baltimore, MD.	Conference certificate of attendance.	June 30, 2020
In-Service Training to provide the best possible learning environment for the students.	Tutorial – Professionalism in the Workplace	November 1, 2019.	Certificate of Completion	June 30, 2020
	Tutorial – Strategies for Managing Communication & Conflict	November 1, 2019.	Certificate of Completion	
	Tutorial – A Well-Rounded Approach to Student Centeredness	November 1, 2019.	Certificate of Completion	

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- Date for assessment of progress: June 30, 2020

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VI. Signatures:



10-25-2019

Date

10-27-19

Date

10-27-19

Date



## Faculty Development Plan

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

Dept. Chair: \_\_\_\_\_

Department: IT

Date: October 1, 2019 (Revised October 20, 2019)

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The primary objective of this Development Plan is to enhance the overall performance and reputation of RNU faculty. This document provides general guidelines to assist the faculty achieve this objective. The long-term objective is to help each faculty member make tangible and significant contributions to his/her discipline and institution.

II. Specific deficiencies (list for each area, if applicable):

- Research/creative work:

Attending professional conferences to network, to develop research ideas and focus, and/or to present research papers.

- Teaching:

Structures questioning techniques to assess student mastery of material and encourage higher level thinking, encourages student questioning and productive discussion; questions are consistently open-ended; students display ownership of the inquiry process without prompting by teacher; uses wait time effectively both after posing a question and before responding to student answers.

- Leadership and service:

Able to provide evidence of consistent student progress toward ambitious and objective-driven school and classroom goals; students can clearly articulate those goals.

- Clinical work:

N/A.

- Other areas of professional responsibility:

Classroom is arranged to allow varied interactions between students and teacher and among students, space is rearranged as necessary to meet curricular goals.

- III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, clinical activities, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	28 <sup>th</sup> International Conference on Tools with Artificial Intelligence	November 6-8, 2019, San Jose, CA.	Conference certificate of attendance.	June 30, 2020
In-Service Training to provide the best possible learning environment for the students.	Tutorial – Professionalism in the Workplace	November 1, 2019.	Certificate of Completion	June 30, 2020
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VI. Signatures:



11/1/2019  
Date

11/2/2019  
Date

11/2/2019  
Date

## Faculty Development Plan

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

Dept. Chair: \_\_\_\_\_

Department: \_\_ Finance \_\_

Date: \_\_\_\_\_ October 1, 2019 \_\_\_\_\_ (Revised October 20, 2019) \_\_\_\_\_

I. Statement of general deficiencies warranting the Extensive Review and the Development Plan:

The primary objective of this Development Plan is to enhance the overall performance and reputation of RNU faculty. This document provides general guidelines to assist the faculty achieve this objective. The long-term objective is to help each faculty member make tangible and significant contributions to his/her discipline and institution.

II. Specific deficiencies (list for each area, if applicable):

- Research/creative work:

Conduct research project to evaluate community college academic advising for completion of four-year degrees.

- Teaching:

Enhance ability to deliver instruction via interactive television and computer audio graphics.

- Leadership and service:

Attending college-related activities such as online teaching initiatives and university graduation ceremonies.

- Clinical work:

N/A.

- Other areas of professional responsibility:

Attend several grant-writing workshops in preparation for completion of major grant on “internationalizing the curriculum.”

- III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, clinical activities, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	2019 Financial Management Association (FMA) Annual Meeting	19 - 22 November 2019, Las Vegas, NV.	Conference certificate of attendance.	June 30, 2020
In-Service Training to provide the best possible learning environment for the students.	Tutorial – Professionalism in the Workplace	November 1, 2019.	Certificate of Completion	June 30, 2020
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VI. Signatures:



10/25/2019

Date

10-27-2019

Date

10-27-2019

Date

10/27/19  
10/27/19

Small

## Faculty Development Plan

Name: [REDACTED]

Dept. Chair: [REDACTED]

Department: \_\_ Statistics \_\_

Date: \_\_\_\_ October 1, 2019 \_\_\_\_ (Revised October 20, 2019) \_\_\_\_\_

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II. Specific deficiencies (list for each area, if applicable):

- Research/creative work:

Review school policies and procedures for delivery of various courses (e.g., student failures, academic honesty policy).

- Teaching:

Overview of curriculum philosophy and structure.

- Leadership and service:

Increase interactivity with financial professionals and other public sector agencies in Sioux Falls.

- Clinical work:

N/A.

- Other areas of professional responsibility:

Student advising and mentoring program and responsibilities (advisee's intellectual growth, goals, self-esteem, self-assessment, career choices, behaviors, relationships, etc., and referral for academic or psychological problems)."

III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, clinical activities, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	2020 American Statistical Association Conference on Statistical Practice	23-25 February, 2020, Jacksonville, FL	Conference certificate of attendance.	June 30, 2020
In-Service Training to provide the best possible learning environment for the students.	Tutorial – Professionalism in the Workplace	November 1, 2019.	Certificate of Completion	June 30, 2020
	Tutorial – Strategies for Managing Communication & Conflict	November 1, 2019.	Certificate of Completion	
	Tutorial – A Well-Rounded Approach to Student Centeredness	November 1, 2019.	Certificate of Completion	

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VI. Signatures:



11-01-2019

Date

10-30-19

Date

11-30-19

Date

## Faculty Development Plan

Name: [REDACTED]

Dept. Chair: [REDACTED]

Department: \_\_ Management (Law) \_\_

Date: \_\_\_\_\_ October 1, 2019\_ (Revised October 20, 2019) \_\_\_\_\_

I. Statement of general deficiencies warranting the Extensive Review and the Development Plan:

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- Research/creative work:

Attending professional conferences to network, to develop research ideas and focus, and/or to present research papers.

- Teaching:

Keeping abreast of the constant changes and innovations in educational technology is essential for faculty development and can be used to enhance student-centered learning.

- Leadership and service:

Attending college-related activities such as online teaching initiatives and university graduation ceremonies.

- Clinical work:

N/A.

- Other areas of professional responsibility:

Assist the department chair in working with the new faculty member to create an appropriate development plan for the faculty member. Meet with their mentee on a regular basis to serve as a sounding board and to discuss

the mentee's progress on teaching and research. Work with junior faculty as a mutually beneficial relationship that also serves to foster collegiality and enhance departmental and teaching effectiveness.

III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

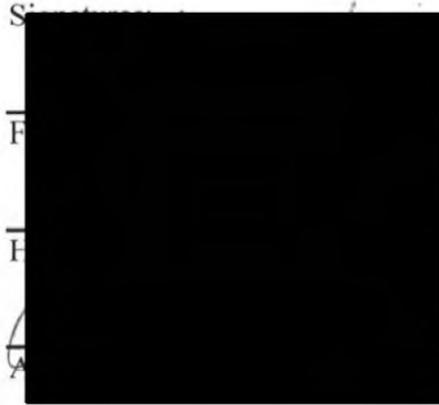
Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	Association for the study of Law, Culture, and the Humanities – Twelfth Annual Conference	March 31 – April 1, 2020, Palo Alto, CA, Stanford University.	Conference certificate of attendance.	June 30, 2020
In-Service Training to provide the best possible learning environment for the students.	Tutorial – Professionalism in the Workplace	November 1, 2019.	Certificate of Completion	June 30, 2020
	Tutorial – Strategies for Managing Communication & Conflict	November 1, 2019.	Certificate of Completion	
	Tutorial – A Well-Rounded Approach to Student Centeredness	November 1, 2019.	Certificate of Completion	

IV. Timeframe for the Development Plan:

- Start date: 10-1-2019
- Duration (one or two years?): One
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V. Routing: The original, signed copy of the Development Plan should be kept in the faculty file in the Academic Dean's office. Copies of the signed Development Plan go to: the faculty member, the Professional Development Committee and the Head of the Department.

VI.



11/7/2019  
Date

11/2/2019  
Date

11/2/2019  
Date

## Faculty Development Plan

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

Dept. Chair: \_\_\_\_\_

Department: \_\_ Finance \_\_

Date: \_\_\_\_\_ October 1, 2019 \_\_\_\_\_ (Revised October 20, 2019) \_\_\_\_\_

I. Statement of general deficiencies warranting the Extensive Review and the Development Plan:

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II. Specific deficiencies (list for each area, if applicable):

- Research/creative work:

Attending seminars focusing on topics such as preparing manuscripts for publication; dealing with reviewers and editors; interdisciplinary research collaboration; seeking external funding; networking through professional conferences; grant writing, etc.

- Teaching:

Assist the department chair in working with the new faculty member to create an appropriate development plan for the faculty member.

- Leadership and service:

Attending college-related activities such as Business Week and college graduation ceremonies.

- Clinical work:

N/A.

- Other areas of professional responsibility:

Communicates developmental opportunities available across campus to all faculty.

- III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, clinical activities, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	2019 Financial Management Association (FMA) Annual Meeting	19 - 22 October 2019, Las Vegas, NV.	Conference certificate of attendance.	June 30, 2020
In-Service Training to provide the best possible learning environment for the students.	Tutorial – Professionalism in the Workplace	November 1, 2019.	Certificate of Completion	June 30, 2020
	Tutorial – Strategies for Managing Communication & Conflict	November 1, 2019.	Certificate of Completion	
	Tutorial – A Well-Rounded Approach to Student Centeredness	November 1, 2019.	Certificate of Completion	

IV. Timeframe for the Development Plan:

- Start date: 10-1-2019
- Duration (one or two years?): One
- Date for assessment of progress: June 30, 2020

- V. Routing: The original, signed copy of the Development Plan should be kept in the Academic Dean's office. Copies of the signed Development Plan go to: the faculty member, the Professional Development Committee and the Head of the Department.

VI. Signatures:



11/01/2019  
Date

10-30-19  
Date

10-31-2019  
Date

## Staff Development Plan

Name: [REDACTED]

Dept. Chair: [REDACTED]

Department: \_\_ Academic Dean

Date: \_\_\_\_\_ October 1, 2019 \_\_\_\_\_

I. Statement of general deficiencies warranting the Extensive Review and the Development Plan:

The primary objective of this Development Plan is to enhance the overall performance and reputation of RNU academic dean who is to create, maintain, certify, and protect University academic issues. This document provides general guidelines to assist the Academic Dean provides leadership in recruiting, retaining, and developing an outstanding faculty and promotes a dynamic learning community by working closely with faculty members to foster high levels of effective teaching, productive scholarship, and meaningful service.

II. Specific deficiencies (list for each area, if applicable):

- Leadership:
  - Demonstrate a strong commitment to and effectiveness in advancing excellent educational (both undergraduate and graduate) and research, scholarship, and/or creative arts programs.
  - Develop goals and strategic plans in collaboration with faculty and other academic leaders. Ensure effective communication and implementation.
  - Appoint and provide effective mentoring of high quality for faculty, deputy, associate and assistant deans, department chairs and other staff.
  - Enhance the quality of faculty, staff and programs in the University by establishing excellent hiring plans, and rigorous reviews.

- University Citizenship:

Contribute to the university's mission and strategic goals and enhance the excellence of the university. In particular, how has the dean advanced the diversity of goals of the institution? How has the dean enhanced interdisciplinary research and education in areas of strategic importance to the university, the region, and the nation?

- Communications:
  - Communicate efficaciously information and decisions to faculty, staff and students.
  - Communicate efficaciously the goals of the university mission to internal and external constituencies.
  - Foster effective shared governance.
- Budget and Use of Resources:
  - Make budget decisions consistent with college goals.
  - Generate and use resources effectively.
  - Maintain fiscal responsibility. Develop strategies for greater efficiency and for generating revenue.
  - Work with other colleges and units of the university to design budget sharing strategies.
  - Encourage entrepreneurship throughout the university.
- Other areas of professional responsibility:

The compliance officer develops, initiates, maintains, and revises policies and procedures for the university accreditation of the compliance program and its related activities to prevent illegal or improper conduct.

III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, clinical activities, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	National Conference of Academic Deans  AMERICAN CONFERENCE OF ACADEMIC DEANS 75th Annual Meeting	June 15 – 17, 2020, Conway, AR  January 23-26, 2020, Atlanta, GA	Conference certificate of attendance.	June 30, 2020

Record and analyze the staff member's progress.	Observations of enhanced skills or knowledge and how they were applied.	Ongoing.	Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.)	June 30, 2020
Assess the department and organization's needs.	In order for professional development to be successful, the staff member's needs and interests must be applied to address organizational objectives. The staff member's career path must align with the organization's workforce needs	Ongoing.	Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.)	June 30, 2020

IV. Timeframe for the Development Plan:

- Start date: October 1, 2019
- Duration (one or two years?): One
- Date for assessment of progress: June 30, 2020

V. Routing: The original, signed copy of the Development Plan should be kept in the Academic Dean's office. Copies of the signed Development Plan go to: the faculty member, the Professional Development Committee and the Head of the Department.

VI. Signatures:



9-17-19

Date

9-20-2019

Date

9-17-19

Date

## Staff Development Plan

Name: [REDACTED]

Dept. Chair: [REDACTED]

Department: \_\_ Department Chair (IT)\_

Date: \_\_\_\_\_ October 1, 2019 \_\_\_\_\_

I. Statement of general deficiencies warranting the Extensive Review and the Development Plan:

The primary objective of this Development Plan is to enhance the overall performance and reputation of RNU Department Chair who is disciplinary and departmental representation, communicating and coordinating among faculty, staff and students, and maintaining an environment conducive to scholarship and academic accomplishment. This document provides general guidelines to assist the Department Chair achieve this objective.

II. Specific deficiencies (list for each area, if applicable):

- Research/creative work:

Organization of the Proficiencies:

1. Administrative ability
2. Assessment and evaluation skills
3. Communication skills
4. Curriculum knowledge
5. Information literacy integration skills

- Staff and faculty:

Developing effective interpersonal relationships and developing a comfortable and productive departmental culture.

- Leadership and service:

Adopting a broader and longer-term perspective, establishing priorities and developing and communicating a vision and strategic plan.

- Clinical work:

N/A.

- Other areas of professional responsibility:

Actively support the ethical development of other professionals as well as developing and supporting an ethical organizational culture within the workplace.

III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, clinical activities, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	ACM CHI – Conference on Human Factors in Computing Systems	May 6, 2020, Denver, CO.	Conference certificate of attendance.	June 30, 2020
Communicating Across Differences.	Provide consultation to other units, divisions or institutions on strategies to increase support and opportunities for faculty and students.	Ongoing.	Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.)	June 30, 2020
Improvement of existing annual review processes remains a primary method of ensuring faculty success and professional growth.	Department chair training programs may improve annual review processes and support the development of faculty within each department.	Ongoing.	Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.)	June 30, 2020

IV. Timeframe for the Development Plan:

- Start date: \_\_\_October 1, 2019\_\_\_\_\_
- Duration (one or two years?): \_\_\_One\_\_\_\_\_
- Date for assessment of progress: \_\_\_June 30, 2020\_\_\_

V. Routing: The original, signed copy of the Development Plan should be kept in the Academic Dean's office. Copies of the signed Development Plan go to: the faculty member, the Professional Development Committee and the Head of the Department.

VI. Signatures:



9/18/19  
Date

9-20-2019  
Date

9-20-2019  
Date

## Faculty Development Plan

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

Dept. Chair: \_\_\_\_\_

Department: IT

Date: October 1, 2019 (Revised October 20, 2019)

I. Statement of general deficiencies warranting the Extensive Review and the Development Plan:

The primary objective of this Development Plan is to enhance the overall performance and reputation of RNU faculty. This document provides general guidelines to assist the faculty achieve this objective. The long-term objective is to help each faculty member make tangible and significant contributions to his/her discipline and institution.

II. Specific deficiencies (list for each area, if applicable):

- Research/creative work:

Attending professional conferences to network, to develop research ideas and focus, and/or to present research papers.

- Teaching:

Plans units by “beginning with the end in mind,” articulating central questions for each unit of study and identifying essential knowledge and skills that students will master.

- Leadership and service:

Able to provide evidence of consistent student progress toward ambitious and objective-driven school and classroom goals; students can clearly articulate those goals.

- Clinical work:

N/A.

- Other areas of professional responsibility:

To acquire knowledge about ways in which mentoring may support individuals in their department or discipline by exploring mentoring traits,

and understanding the gaps in current mentoring models as they apply to faculty.

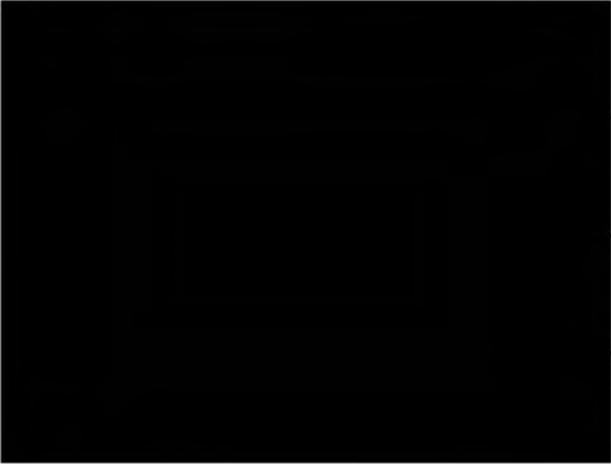
- III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, clinical activities, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	Association for Information Systems Conference ICIS 2019	December 11-14, 2019, Dublin, Ireland.	Conference certificate of attendance.	June 30, 2020
In-Service Training to provide the best possible learning environment for the students.	Tutorial – Professionalism in the Workplace	November 1, 2019.	Certificate of Completion	June 30, 2020
	Tutorial – Strategies for Managing Communication & Conflict	November 1, 2019.	Certificate of Completion	
	Tutorial – A Well-Rounded Approach to Student Centeredness	November 1, 2019.	Certificate of Completion	

IV. Timeframe for the Development Plan:

- Start date: \_\_10-1-2019\_\_\_\_\_
- Duration (one or two years?): \_\_\_\_\_ One \_\_\_\_\_
- Date for assessment of progress: \_\_\_\_\_ June 30, 2020 \_\_\_\_\_

- V. Routing: The original, signed copy of the Development Plan should be kept in the Academic Dean’s office. Copies of the signed Development Plan go to: the faculty member, the Professional Development Committee and the Head of the Department.



10-25-19

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Date

10-26-19

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Date

10-27-19

---

Date

## 19<sup>th</sup> Citation Narrative

### Section 3-1-703 and Appendix C

The University logo has been modified and President Reagan's signature was removed from the University logo. All documents, advertisement and signs with University logos have been replaced with the new version logo. Evidence is attached.

Under citation 19, the committee also referenced page 32 under general comments. At approximately 2:15PM on October 16, 2019, (b)(6) and (b)(6) began to give us an update of the team's findings. And at approximately 3:30PM, per our notes, they began to cover the following three observations listed on page 32 of their report that I will comment on:

1. We did revise page 20 of the catalog and gave them the revised page, per their request, prior to their 11:30AM deadline on October 17, 2019. They had told us we only need to revise the page(s) They mentioned and not the total catalog at this time. They said we could send the total revision when we responded to their report. When the team arrived on October 16, 2019 we provided each with a full printed copy of the catalog. We followed their instructions.
2. Currently career services are limited and handled by student services. Job listings for the local area are kept in a notebook. We have deleted from the catalog on page 32 any reference to an employer resource library and career search counseling. All of our students have jobs and not many wish to seek out a new company after they graduate. They wish to move up in the same company. If this changes, we will offer more job placement assistance.
3. Reference to online programs on page 11. We do not offer an on-line program and have deleted that from the revised catalog. See page 11 of the revised catalog as evidence.
4. We have deleted any reference to Veterans as we have never applied for permission to offer a Veterans program and at this time have not had a request for it. See page 30 of the revised catalog as evidence. Al, please check the online catalog as evidende.



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Suite 220

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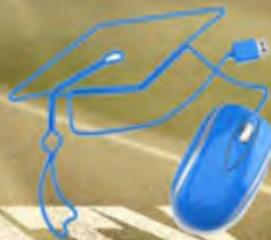
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## 20<sup>th</sup> Citation Narrative

### Section 1-704 and Appendix C

The following disclosure statement is included in RNU student achievement data. Web page copy is attached.

“These are the data reported to ACICS by the institution in its most recent Campus Accountability Report.”

- Home
- Profile**
- Admissions
- Academics
- Student Services
- Online Library
- Contact Us

## Accreditation



## Navigation

- Welcome
- About Reagan National University
- Accreditation
- Mission Statement
- Goals and Objectives
- Board of Directors
- Faculty
- Staff
- Vision Statement
- Ownership of Documents

## Consumer Information

2018 Reagan National University:

Campus Retention Rate: 100%  
 Campus Placement Rate: 65%

Program Retention Rate:

Bachelor of Business Administration in Finance: 100%  
 Bachelor of Business Administration in Management: 100%  
 Bachelor of Information Technology in Computer Science: 100%  
 Bachelor of Information Technology in Management Information Systems: 100%  
 Master of Business Administration in Finance: 100%  
 Master of Business Administration in Management: 100%  
 Master of Science in Computer Science: 100%

Program Placement Rate:

Bachelor of Business Administration in Finance: 100%  
 Bachelor of Business Administration in Management: 0%  
 Bachelor of Information Technology in Computer Science: 50%  
 Bachelor of Information Technology in Management Information Systems: 50%  
 Master of Business Administration in Finance: 67%  
 Master of Business Administration in Management: 80%  
 Master of Science in Computer Science: 67%

These are the data reported to ACICS by the institution in its most recent Campus Accountability Report.

## Short Cut

- Admissions
- Registration
- Business Office

## 21<sup>st</sup> Citation Narrative

### Section 3-1-800(c)

RNU faculty always has a role in the determination of learning resources of the University. In the Faculty Handbook, there is a **Reagan National University Library Resources Evaluation Form** (Faculty Handbook p. 40). With this form, faculty can recommend to the RNU librarian any learning resources they would like purchased. As an effort to get faculty and staff more involved in the library strategic planning, a Library Evaluation survey was sent to RNU faculty and staff. This survey was completed on October 28, 2019 and the return rate is 85%. It provides valuable information about RNU library assessments. After the results of the current survey were reviewed, a decision was made to do this survey after the fall and spring terms. The business and computer faculty and students will have a session with the librarian and his staff to come up with a plan to for RNU to provide more specific resources in the library for their programs. The Board will be asked to provide more funds for library resources for the business and computer programs. A summary of this survey is attached.

In an attempt to maximize the usage of LIRN – the University online library and to provide better services to our faculty and students, the Learning Resources Director (b)(6) and his two assistants, (b)(6) and (b)(6) will take a LIRN training seminar. The training webinar is scheduled on November 12, 2019.

----- Original Message -----

**Subject:**LIRN Orientation Training Webinar

**Date:** 2019-11-08 11:41

**From:** (b)(6)@lirn.net>

**To:** [REDACTED]

Good Morning, (b)(6)

I am following up with you for your request for a training. I know this is an urgent request and can set up the webinar for next Tuesday, Nov. 12th, anywhere between 11am EST and 4pm EST. The webinar can last up to 1 hour.

Please give me a time, and I will send you a webinar link to log in to from after I get the time.

Thank you,



## **22<sup>nd</sup> Citation Narrative**

### **Section 3-5-203**

A new required capstone course was added into Computer Science and MIS bachelor's programs. This course is for Computer Science and MIS seniors to take at their later part of study. Also, a lab component has been added into all computer and information system courses.

## 23<sup>rd</sup> Citation Narrative

### Section 3-5-401 and 3-6-701

All RNU syllabus have been revised and a research component is added into each syllabi. This is the result of the discussion between the University librarian, Mr. [REDACTED] and faculty. Mr. [REDACTED] staff development plan is attached. Mr. [REDACTED] and his on-site assistants, [REDACTED] has been arranged to take online LIRN seminar on November 12, 2019. The purpose of this seminar is to enhance the librarians' knowledge of referring library materials to faculty and students. (Attachment.)

## Librarian Development Plan

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

Dept. Chair: \_\_\_\_\_

Department: Library

Date: October 1, 2019

- I. Statement of general deficiencies warranting the Extensive Review and the Development Plan:

The primary objective of this Development Plan is to enhance the overall performance and reputation of RNU Librarian who is aware of current trends in librarianship. A staff development plan will work to prioritize educational opportunities for library staff to ensure a library's needs are met. This document provides general guidelines to assist the Librarian achieve this objective.

- II. Specific deficiencies (list for each area, if applicable):

- Research/creative work:

Organization of the Proficiencies:

1. Administrative ability
2. Assessment and evaluation skills
3. Communication skills
4. Curriculum knowledge
5. Information literacy integration skills

- Staff and faculty:

Opportunities to participate in essential and appropriate training and development activities should be supported at all levels.

- Leadership and service:

Develop, administer, and evaluate the Library Personnel Development Program. Meet regularly with unit heads to inform and maintain consistency of support across the Library.

- Clinical work:

N/A.

- Other areas of professional responsibility:

Opportunities to participate in appropriate training activities to the fullest extent possible.

III. Goals and actions designed to address the deficiencies identified in the Extensive Review process: Include goals for teaching, research/creative work, clinical activities, and service assignments anticipated during the period of the Development Plan. For each goal, indicate the action plan or strategies for improvement; the timeline (expected date by which the goal will be met); benchmarks or indicators of success; and date(s) for periodic progress reviews.

Goal	Action Plan or Strategies for Improvement	Timeline (by when will goal be met?)	Benchmarks/ Indicators of Success	Date(s) for Periodic Progress Reviews
I will attend workshops/conferences to improve classroom assessment techniques.	Participate the 2020 Annual Conference of the America Library Association.	June 22-27, 2020, Chicago, IL.	Conference certificate of attendance.	June 30, 2020
Enhance University information literacy integration skills.	Collaborates with institution-wide faculty development programs to support ongoing faculty training.	Ongoing.	Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.)	June 30, 2020
I collaborate with teachers and administrators to develop and teach instructional units.	Collaborates with classroom faculty to integrate appropriate information literacy competencies, concepts and skills into library instruction sessions, assignments and course content.	Ongoing.	Communication Artifacts- (meeting agendas, minutes, materials, guidance documents, etc.)	June 30, 2020

IV. Timeframe for the Development Plan:

- Start date: October 1, 2019
- Duration (one or two years?): One
- Date for assessment of progress: June 30, 2020

V. Routing: The original, signed copy of the Development Plan should be kept in the Academic Dean's office. Copies of the signed Development Plan go to: the faculty member, the Professional Development Committee and the Head of the Department.

VI. Signatures:



Sept 12, 2019  
Date

9-17-19  
Date

9-17-19  
Date

**Attachment 2**

----- Original Message -----

**Subject:**LIRN Orientation Training Webinar

**Date:** 2019-11-08 11:41

**From:** (b)(6)@lirn.net>

**To:** [REDACTED]

Good Morning, (b)(6).

I am following up with you for your request for a training. I know this is an urgent request and can set up the webinar for next Tuesday, Nov. 12th, anywhere between 11am EST and 4pm EST. The webinar can last up to 1 hour.

Please give me a time, and I will send you a webinar link to log in to from after I get the time.

Thank you,



## 24<sup>th</sup> Citation Narrative

### **Section 3-5-404 and 3-6-704**

All RNU syllabus have been revised. In the update version syllabus, we will be requiring faculty to put on each syllabus an e-library assignment (research component) which they will be completed by the end of the course. We will also require the instructors to put a notice on their syllabi encouraging students to use the e-library. We will ask the vendor if there is a way to measure how many times our e-library is used each month so we can determine if it is worth the cost. These requirements for the syllabi will be on the check list previously mentioned. Evidence to follow.

## 25<sup>th</sup> Citation Narrative

### Section 3-5-406 and 3-6-706

Library assessment and evaluation is a set of comprehensive processes to measure a library's contributions and values for an academic institutional accreditation, effectiveness, excellence in teaching and learning, improvements, student learning outcomes, and so on in service-oriented and student-centered academic learning environments. Reagan National University budgeted at a minimum 6% of its revenue into library resources. Faculty's involvement into purchase of learning resources is welcome. There is a Reagan National University Library Resources Evaluation Form in the Faculty Handbook (Faculty Handbook p. 40). The evaluation of resources available in the RNU library to support a proposed degree program is an essential component of the review process. A Library Evaluation Form was sent to RNU faculty (24) who have been teaching for the University at least one term in the last four quadmesters and staff. A report of the Library Evaluation is attached. The University has decided to do a survey every quadmester.

# RNU Library Evaluation Form

Thank you for taking time to evaluate and make comments on this electronic resource. Your comments are important and help us make decisions on current and future resources.

View a [list of databases](#) currently being considered.

Please rate the following:

	1 (poor)	2	3	4	5 (excellent)
General features of this database or resource:	<input type="checkbox"/>				
Relevance to the curriculum:	<input type="checkbox"/>				
Scope, comprehensiveness and quality of the content:	<input type="checkbox"/>				
Search functionality (easy to use, advanced or focused searching, wildcards, sorting):	<input type="checkbox"/>				
Convenience features, such as online help, printing, marking, saving and emailing information:	<input type="checkbox"/>				

Comments

---

---

---

Have you used similar resources? Which is preferable, and why?

---

---

How important to your teaching and research is this product likely to be?

- very important
- moderately important
- of some interest
- not crucial

Overall recommendation that RNU purchase this resource:

- highly recommended
- recommended
- not recommended

\*Required

### **Recommend a Purchase**

Suggest a book, journal, or license for an electronic resource for purchase by the Library.

Type \* \_\_\_\_\_

Title \* \_\_\_\_\_

Publisher \_\_\_\_\_

Cost \_\_\_\_\_

URL link to additional information \_\_\_\_\_

Note \_\_\_\_\_

Your name \* \_\_\_\_\_

Email \* \_\_\_\_\_

Department or unit \_\_\_\_\_

RNU affiliation \*

- undergraduate
- graduate
- faculty
- staff
- other

## Library Evaluation Form Result Summary

The survey form sent to University faculty and staff on 10/21/2019 and the due date of form collection was 10/28/2019. Out of 34 forms sent, 29 have been returned for a return rate of 85+%. The following is the summary of the 29 returned surveys.

1. General features of this database or resource: 4.1
2. Relevance to the curriculum: 4.2
3. Scope, comprehensiveness and quality of the content: 4.5
4. Search functionality (easy to use, advanced or focused searching, wildcards, sorting): 3.8
5. Convenience features, such as online help, printing, marking, saving and emailing information: 4.2

### Comments:

*Dedicated faculty liaison, ability to be more embedded in research and research interests.*

*Enhanced scholarly communications resources.*

*Online technology learning services.*

*Suggesting resources to faculty.*

*We offer many resources and our faculty are pleased with the level and amount of service they receive.*

*More research support tailored to the needs of specific classes.*

*To sit with each student and discuss their upcoming and future projects to give them suggestions on resources.*

*Individual research consultations monthly on projects and other needs. More contact in general.*

*To provide more research assistance to faculty.*

*More electronic resources, and introducing/training on new technologies.*

*Just more of everything. Probably more empirical and data-driven services.*

*None! We do a lot with a little.*

**How important to your teaching and research is this product likely to be?**

very important 23

moderately important 4

of some interest 0

not crucial 0

**Overall recommendation that RNU purchase this resource:**

highly recommended 25

recommended 3

not recommended 1

**RNU affiliation:**

Undergraduate 10

Graduate 11

Faculty 21

Staff 8

Other 0

## **26<sup>th</sup> Citation Narrative**

The Graduate School Committee has been divided into two committees – IT and Management. This action has been approved by the Board of Directors on November 4, 2019. The first Graduate IT Program Advisory Board Meeting was held on November 6, 2019. Meeting minutes and sign-in sheet are attached.

### **Section 3-6-301**

The RNU Graduate Information Technology Program Advisory Board shall serve to advise the Academic Dean, IT Department chair and other senior officers as appropriate, on resources and priorities concerning all aspects of computing, information management, course curriculum and communication technology. The Graduate IT Program Advisory Board shall review and make recommendations concerning the University's planning and implementation of plans for current and proposed computing and information technologies as well as graduate IT course development.

The members shall consist of the IT Department chair, IT faculty members, staff members, graduate students, alumni from RNU IT programs, and members from local business and employers.

Faculty members will be appointed by the Academic Dean, in consultation with the IT chair, from the IT department. Student members and alumni will be appointed by the IT Department chair.



Sponsors of project proposals or requests will submit those requests to the committee chair, who will forward them to the TRB as necessary. The TRB chair may consult with sponsors of proposals or requests to ensure completeness and accuracy; the TRB chair will then route the proposals or requests to the full committee for review and assessment. The TRB may ask additional stakeholders or experts to participate in their evaluation.

### **Angela Nunez Vaca - Technology Training Committee**

Technology Training Committee is a critical component of an institution's success and provide community members with the skills needed to leverage workplace tools and keep business processes efficient and effective.

The RNU Technology Training Committee is asked to create and propose a technology training and consultation program that will improve technology skills for staff and faculty through training in the use of existing and new software, resulting in improved productivity with University applications and increased technology awareness University-wide.

### **Roger Morris - Careers Committee**

New employees lack specific area skills. Networking basics and virtualization are his top two, with system administration. Many have never installed Linux before. Encourage people to use virtual box. Many haven't opened a machine to replace memory. Madison noted that the market trend is going to commoditizing hardware. While it's good to understand the technology, larger companies like Google and Facebook just replace servers rather than fixing them. Understanding how software fits together is more a trend. Hill: most people are moving towards virtualization. Miller asked about network administration; Morris said that is distinct from system admin. Madison said that Linux is a base operating system. Keep OpenStack in mind. Focus should be on the outcome we're trying to achieve. We're focusing on the end result. Students need to understand what outcome they're working towards. Nunez Vaca said that Linux was absolutely necessary unless you went to a small Windows-only shop. Hands-on command line experience with Linux is absolutely essential. Miller also asked what languages to teach. Cisco uses Python, Puppet, with IoT it's probably C. Madison said he can't predict; it's nice to be able to know a lot of languages. Groupings are assembly, C-compiled, Object-oriented (Java, C++), scripting languages, C#. Williams (LinkedIn): their data can help.

**In closing the President suggested the next meeting** would be in the spring 2020. In the meantime, each committee chair should contact each of their members for a status report each month. There was no further business.

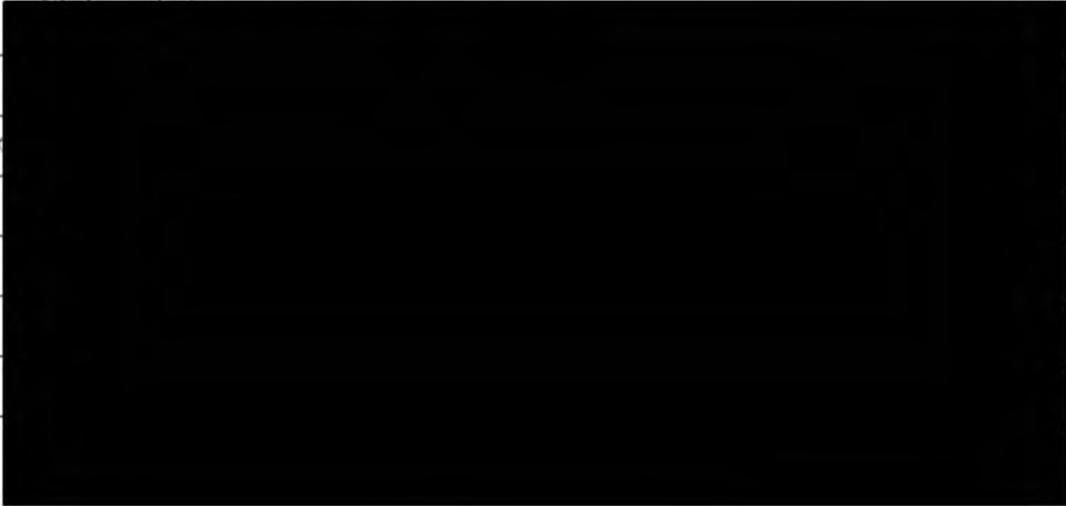
**Chairman Hill adjourned the meeting at 12:44 pm.**

Reagan National University

IT Graduate Program Advisory Board Meeting

Sign-in Sheet

Date/Time: November 6, 2019 10:00 am



## 27<sup>th</sup> Citation Narrative

### Section 3-6-705

In order to provide a vast array of electronic resources to RNU faculty and students, the library subscribes to commercial library services that provide online resources: LIRN. Each is described below.

We recognize that graduate students have needs that are different from other members of the RNU community. The libraries provide students with access to hundreds of databases, a catalog containing millions of items, as well as unique digital and special collections for unique research with primary source materials. An extensive annotated listing of searchable research tools is available from the main “research” page, linked in the top-most black bar of every library webpage. Within the LIRN online services the following resources are available.

In every syllabus, there is a section about academic honesty. But when faculty go over the syllabus with their students in the first meeting, undergraduate or graduate, they will refer to the Student Hand about academic integrity.

#### “Academic Integrity

Work assigned to be completed such as projects (group or individual), essays, research papers, or programming projects play a particularly important role in the learning and knowledge retention process. In recognition and reinforcement of this importance, instructors place significant weight in the grading process to this aspect of class work. It is thus essential that each student's work reflect his or her own capability. RNU has consistently taken a strong stand on cheating, plagiarism, and other forms of dishonesty. Instructors retain considerable latitude in the penalties they may invoke for dishonesty. Usually, the first time, the student will receive a 0 grade for that individual assignment. The second time, the student will receive an ‘F’ for that course. The third time, the student will be dismissed from the University. Consequences are determined on a case-by-case basis by the University. Students involved in research must give proper credit for other people's ideas when presenting those ideas in their own writing. Research deals in ideas, just as banking deals in dollars, and it is equally vital to give an accurate accounting of each. Any student undertaking research must thoughtfully consider the University's policy on ethics in research. Utilizing another individual's work without giving proper credit or citation to the individual is considered plagiarism. The University has many methods and processes for detecting plagiarism. Students who plagiarize may be subject to remedial plagiarism avoidance trainings or expulsion from RNU.

In order to constantly improve the standards of academic quality at RNU, students must understand that they play an integral role in this process. If a student should witness dishonest behavior, he or she is expected to report that behavior to university officials. Failure to do so makes the witness as culpable as those committing acts of dishonesty.” (Student Handbook p. 11.)



# REAGAN NATIONAL UNIVERSITY

(b)(6)

## Reagan National University

2018-2020 Student Handbook

July 9, 2019

(Revised)

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## **A Message from the President...**

Welcome to Reagan National University!

Whether you are seeking to improve your career potential or enrich your life through education, Reagan National University is the right choice for you. From the moment you step on campus, your success is our goal and we will work with you to make it happen.

Today, the call emanates from a world that has experienced an explosion of knowledge. As an institution of higher education, Reagan National University is committed to the discovery and transmission of knowledge.

While the academic program is rigorous, students will find tremendous support provided by professors. At Reagan National University, professors are focused on teaching and using research as a tool to show concepts in action.

Also, as you read through the university catalog, you will find complete information about the university's programs, courses, requirements and policies. You will find information about the university's other services for students: counseling, library and media services and tutorial services. The University counselors will answer any questions you may have about programs and services and will assist you in making your educational plans.

Once again, we are dedicated to making your Reagan National University experience a memorable and rewarding one and to help you have a productive and enjoyable experience in realizing your educational goals. Remember, your success is our success. We look forward to presenting you your diploma.

Please feel free to contact us with any questions you may have.

Warm Regards,

(b)(6)

Harold Harris

President

## **Purpose of the Student Handbook**

This Handbook provides guidance and information to students attending the Reagan National University (RNU). It includes information about services and programs available as well as policies and procedures that should be followed by students. In conjunction with the University's catalog, this book is a valuable resource, use it to enhance your educational experience at RNU.

Please note, however, that the provisions in this Handbook do not constitute a contract, express or implied, between RNU and any applicant, student, student's family, or faculty or staff member. RNU reserves the right to change the policies, procedures, rules, regulations, and information in this Handbook at any time. Changes will become effective at the time the proper authorities determine and the changes will apply to both prospective students and those already enrolled. This handbook is a general information publication only, and it is not intended to nor does it contain all regulations that relate to students.

RNU rules, regulations, and policies applicable to students are published in this Handbook and other related-student publications. Students should bear in mind that the Handbook and other student-related publications may be revised periodically and it is the responsibility of the student to request and obtain up-to-date copies of these publications.

## **Maintenance of the Student Handbook**

This Handbook is maintained and updated by the Office of the Academic Dean. Any reports of inaccuracies, errors, suggestions, comments, corrections, and the like should be directed to this office. The University sincerely appreciates receiving such reports and information. Such changes will be reviewed and may be implemented in the next edition, subject to approval by the RNU Board of Directors.

## **Mission, Vision, Goals, and Objectives of the University**

### **Mission Statement**

The Board of Directors has established the mission of Reagan National University as follows:

*Reagan National University prepares committed students for successful employment in a rewarding profession through high-level training, real world experience and student-centered support that develops the knowledge, skills, and professionalism required in today's workplace.*

-Board Action (Reapproved January 2018)

### **Vision Statement**

The Board of Directors developed a Vision Statement in order to focus the strategic planning process.

*The Reagan National University aspires to be a nationally recognized, comprehensive university that nurtures an environment of intellectual vitality.*

-Board Action (Reapproved January 2018)

### **Institutional Goals**

In accomplishing our mission, we are guided by the following basic goals and objectives:

- To help students achieve a superior level of professional skills in business and information technologies.
- To provide programs that meet the needs of the community while consistently reviewing the curriculum ensuring that the applicable skills and knowledge acquired result in employment.
- To offer graduates viable career options by providing quality educational programs based on employer-driven requirements.
- To provide job placement and maintain healthy relationship with students and employers.
- To instill, through knowledge, the ability to contribute to society in a professional and successful manner.
- To provide variable and accessible training opportunities that stays current with the most recent technologies.
- To hire faculty members who are industry experts and demonstrate expertise in their respective fields both professionally and academically.
- To provide our students with a facility that offers technologies and equipment relevant to the field of study.

- To develop within students a desire for life-long learning and education.

-Board Action (Reapproved January 2018)

## **Part I: About Reagan National University**

### **Certifications**

Reagan National University is authorized to offer post-secondary education by the Secretary of State of the State of South Dakota. Reagan National University is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS). ACICS is a non-profit education corporation that is recognized by the United States Department of Education as an independent and autonomous national accrediting body.

### **Academic Calendar**

Reagan National University utilizes a “quadmester” system instead of the traditional semester system. Each quadmester is a period of 12 weeks and there are four quadmesters in the school year. For more details regarding the University’s academic calendar, including registration dates, start dates, end dates, commencement, holidays, and other key events, students should refer to the RNU website, [www.rnu.edu](http://www.rnu.edu) and/or the back of this Handbook.

### **Departments and Staff**

All departments and offices within the Reagan National University have been assigned specific functions, duties, and responsibilities to ensure that the needs of our students are cared for. Below, is a listing of the departments and their primary responsibilities that students are likely to encounter during their time at Reagan National University.

#### ***Academic Department***

This department is responsible for creating, reviewing, improving, and maintaining all degrees programs at RNU. Students may contact this department for information regarding all RNU programs and to seek advising regarding career choices and academic programs. All student academic advisors reside in this department. We do not offer certificate programs at present & should only have listed what we currently offer.

#### ***Admissions Department***

This department is often the first point of contact for new and returning students of RNU. From here, students can see all available programs and find out the admissions requirements of the University. The friendly staff at RNU are trained to review student documents and determine whether or not requirements are met. They then process and organize admissions documents for students, assign advisors, conduct new student orientations and demonstrate the registration process and systems.

### ***Business Office***

Students may visit or contact the Business Office regarding their student accounts and balances with the University. The staff in the business office help students with making payments, processing refunds and general investigation of student account issues. This office also provides guidance to students regarding payment plans and e-payment features.

### ***Registration and Records Department***

This department is integral in Reagan National University record keeping. Students who need such documents as enrollment status letters, vacation/leave approvals, official transcripts and diplomas should contact this department. Other services rendered by this department are; assistance in course registration, course add/drop, attendance tracking, change of major or concentration and questions regarding credit transfers, graduation, and student grades.

### ***Student Services Office***

Many of the non-academic related services are provided by the Student Services Office. This includes assistance with counseling, employment, alumni affairs and other student activities. This department also plays an important role in receiving student feedback and complaints and ensuring that these issues are reviewed and investigated by the University. We are on-line not on campus thus no housing etc.

### ***Tech Support***

Students will often contact the Tech Support when they have problems accessing their various student accounts or if they have issues regarding other university technology. Various accounts that are maintained by Tech Support are Moodle, student portal, and student emails. Questions regarding appropriate usage or report of damaged or improper equipment should be sent to Tech Support.

## Academic Programs

The University offers programs in Bachelor's, and Master's degrees. Entering students may be evaluated for English placement before beginning their program of study. Refer to the catalog for a detailed description of the programs and courses. Below are the degree programs offered by the Reagan National University:

- Bachelor of Business Administration (BBA) with concentrations in Finance and Management
- Bachelor of Science in Information Technology (BSIT) with concentrations in Computer Science and Management Information Systems
- Master of Business Administration (MBA) with concentrations in Finance and Management
- Master of Science in Computer Science (MSCS)

## Prepare for a Proctored Exam

For online courses, sometimes Reagan National University has opted to rely on proctors – people who administer and supervise important examinations in an effort to verify that the person completing the test followed all the necessary guidelines and is actually the individual receiving credit for the course.

- **Finding a Proctor.** Supervisors, corporate trainers or instructors, principals of local schools, librarians, clergy and law enforcement officers, among others are good candidates for proctors. Relatives, co-workers and students in the RNU program are not eligible to service as proctors.
- **Advance Preparation.** In most cases, it will be your responsibility to communicate with your proctor. Plus, you'll need to let your proctor know in advance when exams are due, and work with that person to set up a time and place to take each test that is convenient for both of you.
- **General Study Tips.** The key really is to begin studying several days in advance, and to reserve the day or night before the exam for review of notes and materials. Start by reviewing lectures and other notes.
- **The Day of the Exam.** Bring whatever you need with you. Some things to consider:
  - Government picture ID such as driver's license, passport, etc. for proof of identification.
  - Stamped and addressed envelope for the proctor to send the completed exam to the University.

- Pens, pencils, paper, erasers, calculator, extra batteries – and any materials you might need to complete the exam.
- A watch, to keep track of your time.
- Any forms or paperwork that needs to be submitted with the test.
- **After the Test.** Always keep a copy of the completed exam just in case it does not reach the instructor. Leave the addressed and stamped envelope with the proctor for mailing, and if possible, have the completed exam faxed as well. Be sure to include any necessary paperwork that needs to accompany the completed test in order to be accepted.

## Part II: Code of Conduct

The Reagan National University is an academic community committed to fostering an environment of trust, respect and intellectual learning. All members of RNU are responsible for the consequences of all their actions, including, but not limited to, those that defame, libel, injure or sexually harass others.

### Academic Integrity

Work assigned to be completed such as projects (group or individual), essays, research papers, or programming projects play a particularly important role in the learning and knowledge retention process. In recognition and reinforcement of this importance, instructors place significant weight in the grading process to this aspect of class work. It is thus essential that each student's work reflect his or her own capability. RNU has consistently taken a strong stand on cheating, plagiarism, and other forms of dishonesty. Instructors retain considerable latitude in the penalties they may invoke for dishonesty. Usually, the **first time**, the student will receive a **0 grade** for that individual assignment. The **second time**, the student will receive an **'F' for that course**. The **third time**, the student will be **dismissed from the University**. Consequences are determined on a case-by-case basis by the University. Students involved in research must give proper credit for other people's ideas when presenting those ideas in their own writing. Research deals in ideas, just as banking deals in dollars, and it is equally vital to give an accurate accounting of each. Any student undertaking research must thoughtfully consider the University's policy on ethics in research. Utilizing another individual's work without giving proper credit or citation to the individual is considered plagiarism. The University has many methods and processes for detecting plagiarism. Students who plagiarize may be subject to remedial plagiarism avoidance trainings or expulsion from RNU.

In order to constantly improve the standards of academic quality at RNU, students must understand that they play an integral role in this process. If a student should witness dishonest behavior, he or she is expected to report that behavior to university officials. Failure to do so makes the witness as culpable as those committing acts of dishonesty.

### Enforcing the Reagan National University Code of Conduct

- Students' responsibility to enforce the RNU Code

All students observing a violation of the RNU Code are obligated to report the incident to the instructor involved, or to an appropriate faculty or staff if the alleged act is not associated with a specific class.

- Faculty and staff responsibility to enforce the RNU Code

Each faculty or staff member who discovers a violation of the University's Academic Honesty policy is obligated to follow the procedures set forth by the University. The RNU administration fully supports all faculty and staff members in adhering to these rules.

- Ethics Advocates

A group of students and faculty members shall be appointed by the President to serve as Ethics Advocates. Ethics Advocates are charged with the following responsibilities:

1. Assisting in RNU Code revisions and approval processes;
2. Facilitating distribution of the RNU Code to all segments of the RNU communities;
3. Assisting in the development and distribution of RNU business ethics programs and informational materials.

## **Harassment Policy**

All members of the university community are responsible for maintaining a cordial environment in which people are free to work and learn without fear of discrimination and/or abuse. Offensive or harassing behavior will not be tolerated against any student, employee, vendor, customer or others who enter our institution. This policy against harassment will be communicated to each employee and student of the institution through the appropriate handbook. No employee or student will be exempt from this policy.

The Reagan National University holds the conviction that interpersonal relationships in its community should be conducted in accordance with the commitment to human rights. The University reaffirms that it does not condone harassment directed toward any person or group within its community – students, employees or visitors. Every member of the University should refrain from actions that intimidate, humiliate, or demean persons or groups or that undermine their security or self-esteem.

Harassment consists of abusive behavior directed toward an individual or group because of race, ethnicity, ancestry, national origin, gender, sexual orientation, age or physical or mental disabilities, including learning disabilities, mental retardation and past/present history or perception of a mental disorder.

In implementing and enforcing this policy, the University recognizes as a primary concern the protection of personal safety, human dignity and individual self-respect, both of complainant(s) and of alleged violator(s).

Unsubstantiated harassment case records will be kept in records separate from student files within the Records Office for a minimum of three years, after which time those records will be destroyed. Substantiated case records will be kept in records separate from student files within the Registration Office while he or she remains an active student. Such case records will be retained for a minimum of three years following the day that the case was closed. Consequences may include expulsion from RNU and report of the incident to the local authorities.

## **Sexual Harassment**

Sexual discrimination or harassment is defined as discrimination of a sexual nature or unwelcomed sexual advances or conduct. Such conduct may include requests for sexual favors, display of sexually charged items, inappropriate sexually charged discussion or verbal/physical conduct of a sexual nature. Under state law, sexual harassment is a form of sex discrimination and is illegal. Such behavior may result in a sexually charged environment or a hostile work environment. Sexual harassment may be an abuse of power or authority which is demeaning and interferes with the ability to work or participate in an educational setting. Students may find themselves being harassed by other students, staff, faculty or strangers. Regardless of the harasser, RNU encourages the students to report the incident and follow through with the Compliant and Grievance Policies and Procedures.

Sexual harassment encompasses any sexual attention that is unwanted and can take many forms, but most sexual harassment falls into three categories; verbal, visual and physical. All forms of sexual harassment cause the victim to feel uncomfortable or threatened by the behavior and may cause the victim to fear retaliation such as the loss of job or poor grades. Note that sexual assaults may be criminal acts, and, as such, investigation and processing by the criminal justice system, local police, and crisis intervention centers may supersede the process developed under this policy.

Any student of the Reagan National University, who believes that he or she has been or is being harassed and/or discriminated against, should immediately review the Complaint and Grievance Policies and Procedures in this Handbook. The University recommends that students take immediate action once the offense has occurred.

## **Hate Crimes Policy**

Hate crimes include public offenses such as assault, criminal mischief, trespass or arson when committed against a person or person's property because of a person's race, color, religion, ancestry, national origin, political affiliation, gender, sexual orientation, age, disability, or a person's association with a person of any of the above determinants.

The University will discipline any student in non-academic matters if he or she is found to have committed the following misconduct on RNU premises or functions sponsored by RNU, or participated in by the University.

- Behavior that is directed at a specific person or group of persons, and which creates an environment wherein the behavior is inherently likely to provoke a violent action whether or not it actually does so.
- Behavior in class or out of class, which for any reason, whether it stems from time, place, or type of behavior, materially disrupts the class work of others, involves substantial disorder, invades the rights of others or otherwise disrupts the regular and essential operation of the Department.
- Behavior of any kind that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment, or participation in University

sponsored extracurricular activities and causes the person to have a reasonable apprehension that such harm is about to occur.

### **Alcohol and Drug Use Policies**

The Reagan National University is committed to providing an environment for teaching and learning that is not impeded by the presence of alcohol or illicit drugs. The unlawful possession, use, and distribution of illicit drugs and alcohol on university campus, sites or locations, or during university-sponsored events or activities, are prohibited. Students who attend class under the influence of alcohol and/or illegal drugs are also subject to discipline, dismissal, and/or arrest and conviction. Possession and consumption of alcoholic beverages outside of curriculum at RNU module sites is restricted by the rules and regulations of the sites. Violations and/or complaints should be made to the Academic Dean. Complaints will be investigated and responded to promptly and equitably. Additional information can be found in the Complaint and Grievance section of this Handbook.

### **HIV/AIDS Policy**

The American College Health Association (ACHA) recommends that the primary response of colleges and universities should be education to increase awareness and prevent further spread of the disease. Medical information indicates that there is not a safety risk in allowing students infected the HIV or afflicted with AIDS to participate in normal academic activities. To remain consistent with non-discrimination policies, RNU does not require testing of students for HIV. Students who have been revealed to be infected with the virus will be treated with confidentiality and dignity. The University recognizes this condition as a private matter to be handled between the student, his or her family, and their medical professional.

### **Campus Safety and Security**

Individuals must assume responsibility for their own personal safety and the security of their personal belongings by taking simple, common sense precautions.

- Valuable items, such as stereos, cameras, and televisions, should be conspicuously marked. An engraving service is offered by the Office of Campus Safety and Security at no charge.
- Students with cars must park them in their assigned area and keep their vehicles locked at all times.
- Valuables should be locked in the trunk.

You should report any suspicious-looking individuals whom you feel do not belong at the University or any unusual incidents in and around the campus dial direct call 605-728-1941.

### **Disability Policy**

Reagan National University is committed to providing opportunities for higher education to students with disabilities and to making the programs, activities, and facilities at the university

fully accessible to students with disabilities. All accommodations for students with disabilities are handled by the Compliance Office of the Registrar. The manager of the Compliance Office shall be the designated Americans with Disabilities (ADA) compliance officer.

Reagan National University makes every effort to provide reasonable accommodations to students presenting a documented disability. In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Amendments Act of 2008 and the implementing regulations 34 CFR part 104 (barring discrimination on the basis of disability), and the Americans With Disabilities Act (ADA) of 1990 and the implementing regulations in 29 CFR part 1630 (1992), Reagan National University has established specific guidelines for students who are enrolled in our programs and are seeking accommodations.

### **The Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal law, passed in 1990, designed to protect the rights of individuals with disabilities from discrimination based on their disability.

### **Section 504 of the Rehabilitation Act**

Section 504 of the Rehabilitation Act is a federal law, passed in 1973, designed to protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education.

### **Confidentiality**

Reagan National University is obliged to maintain confidentiality regarding a student's disability. All information collected is strictly utilized for the benefit of the student. Disability-related information is collected and maintained separately from the student's university record and access is limited to staff members of the Compliance Office. Student files within the Compliance Office are maintained for a period of five (5) years after a student's last date of attendance. After five (5) years of nonattendance, a student's disability records will be destroyed in a confidential manner.

If a student has requested and is approved to receive reasonable accommodations, the student will be informed as to what information is being provided to the faculty or staff regarding the request. Except where permitted by applicable law, disability information will not be shared with non-Reagan National University employees without the student's express written permission.

### **Student Responsibility**

To benefit from the protection of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, it is the student's responsibility to self-disclose a disability to the Compliance Office and submits a Disability Accommodation Request Form. Reagan National University requires the student to provide supporting documentation, which must verify the existence of the disability and the subsequent need for an accommodation.

## **University Responsibility**

Reagan National University may not discriminate against an individual on the basis of his or her disability. Reagan National University will provide reasonable required accommodations to a student with a documented disability, in order to afford the student an equal opportunity to participate within its programs, activities, and facilities.

## **Eligibility**

Many students who may have required accommodations at fixed-facility schools find that Reagan National University's flexible format and curriculum allow them to study without special arrangements. However, if a student determines the need for an accommodation, the student must submit a Disability Accommodation Request Form and supporting documentation to Reagan National University's Compliance Division.

To be eligible for an accommodation, the student must have:

1. A disability, as defined by the ADA, that substantially limits a major life activity and subsequently necessitates a reasonable accommodation,
2. Documentation on file with Reagan National University that supports the need for the requested accommodation, and
3. Medical documentation to substantiate the disability and how the accommodation will assist the student.

## **Examples of Disability**

The ADA defines a person with a disability as a person who has a physical or mental impairment that substantially limits one (1) or more major life activity. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

## **What does not constitute a Disability**

The ADA explicitly excludes certain conditions from being disabilities: homosexuality, bisexuality, transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments, other sexual behavior disorders, compulsive gambling, kleptomania, pyromania, and psychoactive substance use disorders resulting from current illegal use of drugs.

Furthermore, "[t]emporary, non-chronic impairments that do not last for a long time and that have little or no long-term impact usually are not disabilities." Broken limbs, sprained joints,

concussions, appendicitis, influenza, common colds, spasms and "except in rare and unusual circumstances," obesity, are generally not considered disabilities.

Simple physical characteristics such as eye color and hair color are not impairments. Moreover, personality traits, "such as poor judgment, quick temper, or irresponsible behavior" are not impairments. "Environmental, cultural, or economic disadvantages, such as lack of education or a prison record also are not impairments."

Courts have found the following not to be disabilities: pregnancy; chemical hypersensitivity syndrome; average height or strength that renders a person incapable of performing particular jobs; very muscular physique which prevents an individual from complying with employer's valid weight requirement; illiteracy; violent temper; or smoking.

### **Verification of Disability**

Reagan National University cannot provide an accommodation until the student's disability has been verified by a qualified medical professional or other appropriate health care professional. A student with a learning disability must submit recent comprehensive evaluation results including cognitive and achievement test scores. The Compliance Office will be responsible for notifying the student's instructors of the specific accommodation approved by the university.

### **How to Request an Accommodation**

The Compliance Office at Reagan National University is the primary office responsible for the coordination of services for students with disabilities.

Students with disabilities are responsible for requesting an accommodation. Pursuant to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, Reagan National University will provide reasonable accommodations for students who have met the eligibility and verification requirements of the Compliance Office.

If you are a student with a disability seeking an accommodation, you may submit a request in one (1) of two (2) ways:

1. Contact your Student Affairs who will, in turn, request that the Compliance Office contact you directly via email.
2. Contact the Compliance Office by telephone or email. Reagan National University 5000 S. Broadband Lane, Suite 123, Sioux Falls, SD 57108, (605) 728-1941, [www.compliance@rnu.edu](mailto:www.compliance@rnu.edu).

### **Sanctions**

The sanction or sanctions imposed by the college upon a student may be enhanced when it is found that the student has:

- Violated the lawful regulations in the Codes of Conduct, and

- Intentionally selected the person or persons against whom the underlying violation was committed or selected the property which was damaged or otherwise affected by the Codes of Conduct, because of race, religion, color, disability, gender, age, sexual orientation, national origin, political affiliation or ancestry of that person or group of persons or the owner(s) or occupant(s) of that property.

## **Part III: Services Offered to Reagan National University Students**

### **Academic Advising**

Students are required to contact their academic advisor from time to time regarding course selection, progress review, and career planning. The Office of Admissions, in the first term, assigns all new students their academic advisors. This information can be found by logging into the Student Portal, as well. Advisors are assigned according to the student's chosen program. All RNU advisors are professionals within the industry they are advising and experienced academics.

### **English Proficiency and Placement**

Many of the goals and objectives listed near the beginning of this Handbook focus on optimizing student learning and achievement. And so, RNU must ensure that all students are able to communicate effectively in English, including both written and spoken English. Without this foundation for learning established, students will find it more difficult to participate in class discussions, understand course materials, complete assignments, and more.

English proficiency is one of the conditions for admission for all applicants whose native language is not English. They are required to submit the results of the TOEFL or IELTS as evidence of English proficiency and official scores are submitted directly to the Admissions Office. However, graduate applicants may be exempt from providing a TOEFL or IELTS score if he/she has completed of at least two years of post-secondary full-time study in a country where English is the primary language and at an institution where English is the primary medium of instruction.

Reagan National University English proficiency requirements are:

Undergraduate: A minimum score of 500 on the paper-based Test of English as a Foreign Language (TOEFL PBT), or 61 on the Internet Based Test (iBT), a 6.0 on the International English Language Test (IELTS) or 44 on the PTE\*\* Academic Score Report.

Master's Degree: A minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL PBT) or 71 on the Internet Based Test (iBT), 6.5 on the International English Language Test (IELTS) or 50 on the PTE Academic Score Report;

### **Library Services, Learning and Research Resources**

The e-library of Reagan National University offers many sources of high-quality information. The library has many resources available in electronic form. Most are available through the library's Database Page. In the e-library, students will find the following resources:

- Electronic books
- Online reference books
- Articles from magazines, journals, and newspapers