



Student Handbook for Distance Education
2019

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WELCOME!

Dear Student,

The Distance Education Team at Ivy Christian College would like to welcome you to Online Learning at IVY CHRISTIAN COLLEGE! Our courses offer an alternative approach to traditional learning. Students who are unable to attend on-campus classes are given the opportunity to pursue their education via distance learning.

It is very important that all students carefully read the material presented in this handbook. You will find information on how to retrieve your course syllabus using a web-based course management system called Populi. You will also be instructed on how to submit homework, when and where to take your exams, and other important information about your course.

Distance Education Team's primary function is to assist departments in the delivery of distance learning courses. It is important for you to know that while our group plays a role in administering courses, we do not play a role in deciding the content of courses, nor do we play a role in teaching courses. Those latter responsibilities are fully assumed by your IVY CHRISTIAN COLLEGE faculty instructor.

Knowing this difference is important because it means that you will contact your instructor for some things, while you will contact us for others. If you have any questions about the information in your syllabus, questions regarding your course work, or questions regarding your course grade, please contact your instructor directly (contact information will be listed in your syllabus). If, however, you have questions about Populi, questions about proctored exams, or questions about any of the information in this handbook, please contact us at it@ivy.edu

Have a good quarter!

Distance Education Team

Mission Statement

Ivy Christian College exists to integrate academic excellence and Christian values, providing a community where its students are educated to think and act as ethical leaders and responsible citizens.

Philosophy of Education

1. Ivy Christian College is a Bible College; the Bible is the heart of the curriculum, in contrast to a program that is essentially philosophical or sociological. The absolute inerrancy and authority of the Scripture are paramount. Because we emphasize the primacy of the Word of God, we believe that the tools of exegesis are essential in preparing students for the ministry, so that they may become capable expositors of the Word of God.
2. We are aware that teaching sound doctrine alone is not enough. This doctrine must be translated into practical Christian service. Therefore, our faculty must not only be highly qualified in academics and instructional methodologies, but they also must be excellent spiritual and moral examples.
3. Recognizing the limitations of a primarily academic setting, we seek to instill within the student a deep love for God and His Word, a heart for evangelism and missions, and the integration of biblical teaching and values into every aspect of life. We also believe that it is imperative for students to be involved in practical "hands-on" ministry and mission to complement their College studies.
4. The primary mission of Ivy Christian College is to provide quality collegiate education. The Ivy Christian College is a Christian academic community in the tradition of evangelical institutions of higher education. As such, Ivy Christian College continues the philosophy of education which first gave rise to the College, summarized in the following proposition:
 - a. God, the infinite source of all things, has shown us truth through Christ in nature, history, and, above all, in Scripture. Persons are spiritual, rational, moral, social and physical, created in the image of God. They are, therefore, able to know and to value themselves and other persons, the universe and God.
 - b. Education as the process of teaching and learning, involves the whole person, developing the knowledge, values, and skills that enable the individual to change freely.

IS DISTANCE LEARNING FOR YOU?

WHAT IS DISTANCE LEARNING?

Distance learning is any learning that takes place with the instructor and student separated from each other geographically or in terms of time. For example, an instructor may record a video tape or make a streaming media file with learning objectives and planned activities months or weeks before a student accesses the tape or the file to learn from it.

DISTANCE EDUCATION MISSION

The mission of IVY CHRISTIAN COLLEGE's distance learning courses is to provide increased access to education for busy people to accomplish educational goals. They enable students with demanding work hours, hectic schedules, or childcare difficulties the freedom and flexibility to obtain an education at their convenience at any time or any place.

DELIVERY METHODS

Distance Education at IVY CHRISTIAN COLLEGE is available through the Populi Learning Management System

Internet courses give students access to their classes 24 hours a day, seven days a week. Once logged in, students are able to view their syllabus, course documents, assignments, and materials. The majority of tests are taken online. Some instructors, however, require that tests be taken on campus. Requirements include access to a personal computer capable of providing graphical access to the Web, as well as appropriate Web and email software.

THE SUCCESSFUL DISTANCE LEARNER

Based on advice from experienced distance instructors and students, tips are provided to help you get the most out of distance learning.

GOOD STUDY HABITS AND ABILITIES

One way to be a successful distance learner is to develop good habits and abilities early. These habits and abilities are:

- send copies of all project-related e-mail to the whole group (when working on a group project)
- depend on yourself as much as possible
- use resources available to you, including online help, tutorials, manuals, course syllabi, assignment directions, and the Internet
- monitor your own progress by noting where you are in the course, which assignments you have completed and which lie ahead
- communicate with your instructor and peers
- reach out when you need someone to talk to, feel frustrated or need help remember you are not alone
- contribute advice or ideas about the real-world as it applies to the subject matter you are studying

Learners who have good learning self-awareness usually have good strategies for better understanding new information and may be more successful in a distance learning environment. Learning self-awareness (metacognition) is your ability to be aware of how well you are learning; in other words, to know when you understand or don't understand new information when you read it or it is presented.

SELF-DISCIPLINE AND MOTIVATION

Another characteristic shared by successful distance learners is self-discipline. This characteristic is usually seen in the learner's ability to stay current with class assignments, participate on a regular basis in online discussions, and develop and adhere to a schedule for class activities.

Distance learners must have self-motivation. Unlike traditional courses in which the students and instructor meet face-to-face once or several times a week, most learning activities and communication in distance courses are asynchronous, meaning that class members participate and complete their assignments at different times throughout the day or week. This arrangement can allow you to do class work when it's most convenient for you. However, with this increased freedom and flexibility comes responsibility. It will be up to you to motivate yourself to keep up with assignments.

TIME MANAGEMENT

Set aside a significant amount of time each week for class work. Distance education classes require as much time and effort as instructor-led classes, if not more. Develop a schedule and stick to it. Without the structure of weekly class meetings, you may be tempted to put off class work until the last minute. Instead, you should give yourself extra time to do your work, because technological difficulties and asynchronous communication can slow down the process.

To be prepared, read the syllabus and other course materials carefully to understand:

- class requirements assignment due dates
- the proper form assignments should take
- the time it will take to get assignments in the proper form, and
- contact information for your instructor and classmates in case you need help.
- Once you have the big picture, mark important dates on your calendar.

Technology is not all that we might expect and problems occur that are beyond our control. Servers go down, computers crash, programs freeze and work may be lost.

There are, however, things that are very much in your control. Plan ahead; allow time for downloading and installing software (such as plug-ins) that you need for class. Your instructor will often list these in your course syllabus. Download and install this software early, then practice using it. Software programs take time to learn, and the night before an assignment is due is not the time.

Expect and plan for glitches and delays by starting assignments early, backing up your work regularly and making contingency plans for chats or online exams. Don't wait until the last minute!

TIME COMMITMENT

Along with time management goes time commitment and perhaps creating your own study space away from outside distractions as mentioned above.

Completing course assignments and other learning activities can take from five to fifteen hours or more per week. And you may find that you need to be online almost every day.

CLASS COMMUNICATION

Distance classes require a great deal of communication with the instructor and fellow students for assignments and class activities. But without regular face-to-face meetings, it's hard to develop personal relationships. In fact, it's easy to get isolated and feel lonely. Get to know your instructor and classmates by sending e-mail, participating in discussions, and joining chat rooms. You'll find that just like in regular classes, people are your greatest resource. They can give you help, advice and support when you need it, and help get you through the rough spots. You'll also have a richer, more rewarding learning experience if you reach out.

Good communication skills for distance course participation include:

- Clearly expressing yourself in writing
- Thinking ideas through before responding
- Observing "netiquette," remaining polite and respectful in your communications
- Asking for help when you need it

In distance courses, nearly all communication is written, so it is critical that you feel comfortable expressing yourself in writing. If you feel that you are weak in this area, try to brush up on your writing skills and find out how much writing is required for the course before enrolling.

Communicating clearly on the Internet without creating misunderstandings is a challenge. One problem is that you haven't any facial expressions, body language, or environment to help you express yourself.

These guidelines should help you:

- Be clear. Make sure that the subject line or title matches your content.
- Always include a subject line with an e-mail message. The subject line should include, at the very least, the course ID as well as a description of what the e-mail is about. Include your first and last name.
- Think two or three times before responding to a posting in anger. Try writing out what you have to say, editing it and setting it aside for a few hours before rereading it again 10 and deciding to post it. Think to yourself, am I sure this is what the other person really meant with their posting? Could I have misinterpreted it? Better to ask for clarification before launching

- Do not use ALL CAPITAL LETTERS--it's equal to screaming. Avoid offensive language.
- Make a good impression. Your words and content represent you. Review and edit your words and images before sending.
- Be selective on what information you put in an e-mail. Information on the Internet is public and can be seen by anyone in the world, including future employers.
- Remember you are not anonymous. What you write in an e-mail can be traced back to you.
- Be brief. If your message is short, people will be more likely to read it.
- Be careful with humor and sarcasm. They come across differently online and can easily be misinterpreted. This does not mean to avoid humor. Humor has its place in any classroom, on-ground or online. Just be sure to identify humor as such to avoid misinterpretation.

TECHNICAL REQUIREMENTS

It will be essential for you to have access to a computer if you take a course delivered via the internet. Students are expected to check their e-mail on at least a weekly basis for communication with their instructors.

COMPUTER SKILLS

Students are required to have the computer operation skills as listed:

- Start up and shut down your computer system and peripherals
- Identify and use icons, windows and menus
- Download and install helper applications such as Real Media players, etc.
- Point, click, double-click and click and drag with mouse
- Use pull-down menus
- Select, open, move and close a window
- Scroll up/down and left/right
- Start an application and create a document
- Name, save, retrieve and revise a document
- Name a document
- Save a document using the save and save as command
- Use printing options
- Cut and paste between applications
- Use and correctly size graphics for use on the Internet (including PowerPoint files uploaded to the Internet)

Students are required to have the basic internet skills as listed:

- Connect to the Internet through an Internet Service Provider
- Access and use resources on the World Wide Web. Use browser software and set appropriate Options for Popups, Cookie access, etc.
- Navigate to a specific Web site
- Navigate to a search engine site and perform a specific search using Boolean techniques
- Complete and submit online forms

- Utilize email effectively
- Send, open, reply to and forward messages
- Send, open, and save attachments
- Use signatures
- Utilize search engines
- finding websites
- online research
- Participate in online discussions and forums

HARDWARE

These requirements refer specifically to your computer hardware. Remember, it is okay if you satisfy or exceed the "Recommended" settings. "Minimum requirements" are meant for basic use of Populi. If you require any additional plug-in software applications, always check with the appropriate vendors as the "minimum requirements" may change.

You should also check with your instructor for any other hardware/software requirements specific to your course. Remember, always be prepared for your online class before it begins for the best learning experience!

Minimum System Requirements: Windows

Operating System - Windows XP SP 2 Home or Professional Processor - 1 GHz

RAM - 256 MB

Free Hard Disk Space - 100 MB

Minimum System Requirements: Macintosh

Operating System - OS X (10.2)

Processor - G3 800 MHz

RAM - 256 MB

Free Hard Disk Space - 100 MB

Recommended System Requirements: Windows

Operating System Windows XP SP 2 (Home or Pro) or Windows Vista

Processor 2 GHz or higher

RAM 768 MB or more

Free Hard Disk Space - 500 MB or greater

Recommended System Requirements - Macintosh

Operating System OS X (10.4) or OS X (10.5)

Processor G4 1.25 GHz or higher

RAM 768 MB or more

Free Hard Disk Space - 500 MB or greater

BROWSERS AND REQUIREMENTS

Microsoft® Windows® Operating System

	Internet Explorer 8	Internet Explorer 7	Firefox 3.6	Firefox 3.5
Windows® XP (32-bit)	Compatible	Compatible	Compatible	Compatible
Windows Vista® (32-bit)	Certified	Compatible	Certified	Compatible
Windows Vista (64-bit)	Compatible	Compatible	Compatible	Compatible
Windows 7 (32-bit)	Certified	Unsupported	Certified	Compatible
Windows 7 (64-bit)	Compatible	Unsupported	Compatible	Compatible

Apple® Mac OS® Operating System

	Safari® 5.0	Safari 4.0	Safari 3.2	Firefox 3.6	Firefox 3.5
Mac OSX 10.5 "Leopard®"	Provisional	Compatible	Compatible	Compatible	Compatible
Mac OSX 10.6 "Snow Leopard®"	Provisional	Certified	Unsupported	Certified	Compatible

Key to Support Levels

Certified: fully tested and supported.

Compatible: partially tested but should function properly.

Provisional: future technologies considered supported by Blackboard Support.

Unsupported: either impossible or not tested.

STUDENT RESPONSIBILITIES

In the distance learning environment, some responsibilities shift from the instructor to the student, given the independent nature of the learning experience. In addition to setting and sticking to your own schedule, reading all the assigned chapters and keeping up with due dates, you must do a few things to make the distance learning process work:

- Do not procrastinate!
- Make sure you keep a copy of every assignment you submit.
- Check with your instructor for the file format for assignments and how to submit them. Identify yourself in all e-mail messages using your actual name, as your e-mail address may not identify who you are.
- Evaluate the course delivery method as well as the course. Ask for help when you need it.

ACADEMIC DISHONESTY

Given the lack of face-to-face contact in the distance learning environment, instructors invest a great deal of trust in distance learning students. High expectations are held for the level of maturity and integrity in the distance student.

The following is taken from the IVY CHRISTIAN COLLEGE Plagiarism Policy:

Whether intentional or unintentional, plagiarism is “the wrongful act of taking the product of another person's mind and presenting it as one's own” (Alexander Lindey, Plagiarism and Originality, 1952).

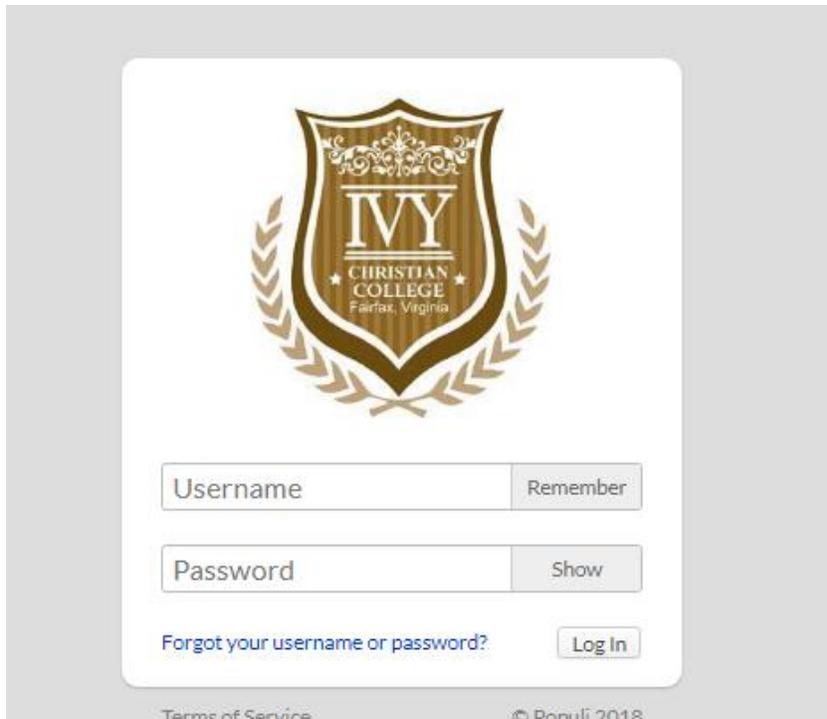
To view the entire Plagiarism Policy, including definitions of academic dishonesty, refer to your instructor’s syllabus.

IMPORTANT INFORMATION FOR DISTANCE LEARNERS

As a distance learning student, you will likely have many questions about how to proceed once you have registered for your course(s). Information is provided here on completing assignments and turning them in, communicating with your fellow students and your instructor, and other important issues.

How do I log in to a Populi Learning Management System (MLS)?

1. Go to <https://icc.populiweb.com/>
2. Type in your Username and Password



3. The first screen you will see is the Dashboard providing you an announcement from the school.

The screenshot shows a dashboard for a "Student Test". On the left is a sidebar with a profile icon, "Add bio", a clock showing "9:08 AM local time", "Send Email", "Email Faculty", "Roles" (with "Student" checked), "Edit roles", "Custom Tags" (with "test" selected), and "Edit tags". The main content area has a title "Student Test" and a sub-header "#2017000007 Biblical Studies · Associate of Art in Biblical Studies // E.S.L.". Below this are tabs for "Activity Feed", "Info", "Student", "Campus Life", and "Admissions". There is a text input field for "Add a note about Student Test" and a file upload area with the text "To upload a file drag & drop here or click to choose". Below that is a "Show visibility options" section with an "Add Note" button. The "Student Test's History" section has a "Show" filter set to "Notes, Emails, Text Messages, Letters, Files, To-dos" and a "from" dropdown set to "Anyone". A message is displayed: "Oct 10 12:28pm", "Email from Nicole Ardelean", "Subject: Follow up admission ABS program", "Hello Jonathan,", and "I would like to follow up with you regarding your application for admission to Associate Degree in Biblical Studies (ABS) Program." At the bottom, a taskbar shows several open files: "VACU Equipment I....xlsx", "Library Books #.PDF", "book lists.xlsx", "Library Books #.PDF", and "Manu".

How do I find my course?

4. Click "Student." You will see the courses you are taking this quarter as well as the courses you already took in the previous quarters.

 Send Email
 Email Faculty

Roles
 Student
 Edit roles

Custom Tags
 test
 Edit tags

Biblical Studies

Degree A.A.B.S.: Associate of Art in Biblical Studies - Pursuing as of 10/01/2018

Cumulative

Attempted Credits	Earned Credits	Points	Cumulative GPA
28.00	0.00	0.00	0.00

2018 Fall Quarter 2018-2019

Course	Name	Atmp. Credits	Ern. Credits	Grade	Points
BA 271	Business Law & Ethics	4.00	0.00	IP	--
Totals		4.00	0.00		
		Term GPA 0.00	Cumulative GPA 0.00		

2017 Winter Quarter 2016-2017

Course	Name	Atmp. Credits	Ern. Credits	Grade	Points
BA 201	Principles of Administration	4.00	0.00	F	0.00
BA 211	Principles of Accounting I	4.00	0.00	F (R)	--
BA 211	Principles of Accounting I	4.00	0.00	F (R)	--
BA 211	Principles of Accounting I	4.00	0.00	F	0.00
BA 212	International Business Management	4.00	0.00	F	0.00
BA 371	Strategic Management	4.00	0.00	F	0.00
Totals		24.00	0.00		

How do I engage and complete online courses?

5. Click the course name

IVY CHRISTIAN COLLEGE

Home | My Profile | My Courses | Admin | Academics | Campus Life | Communications | Advising | Admissions

BA 271: Business Law & Ethics

Email this section | Text this section | Disable student bulletin board posts

Alerts
No alerts available.

Bulletin Board

Share something with the class...

Formatting guide

There aren't any posts on BA 271: Business Law & Ethics's bulletin board yet.

- Dashboard
- Info
- Assignments
- Rubrics
- Lessons
- Discussions
- Tests
- Calendar
- Roster
- Gradebook

6. To watch the lecture video, click "Lesson"

BA 271: Business Law & Ethics

Lessons | Student Progress

BA271 WEEK1

BA271 WEEK2

BA271 WEEK3

BA271 WEEK4

BA271 WEEK5

BA271 WEEK6

BA271 WEEK7

BA271 WEEK8

BA271 WEEK9

BA271 WEEK10

- Dashboard
- Info
- Assignments
- Rubrics
- Lessons**
- Discussions
- Tests
- Calendar
- Roster
- Gradebook
- Attendance
- Reporting

7. Click the Week you are studying (Example: BA271 Week 1)

BA 271: Business Law & Ethics

< Lessons

BA271 WEEK1

View Design

Dashboard
Info
Assignments
Rubrics
Lessons
Discussions
Tests
Calendar
Roster
Gradebook
Attendance
Reporting
Chat

BA271 WEEK1
from University Vimeo

Schools of Jurisprudential Thought

Natural Law School
Historical School
Analytical School
Sociological School
Law and Economics School
Critical Legal Studies School
Command School

24:18

8. Watch the Lecture Video

9. If the professor uploaded the Lecture Note, you would also find Lecture Note below the lecture video.

Page 1 of 6

1 | LEGAL HERITAGE AND THE INFORMATION AGE

"Where there is no law, there is no freedom."

John Locke

I. Teacher to Teacher Dialogue

One of the most common dilemmas facing instructors of business law is the issue of topic choice. By the very nature of the subjects we teach, the breadth of materials is so wide that choosing what to focus on in the limited classroom time we have with our students can be a most daunting task. This problem is especially exacerbated when the topics we are dealing with are all of deep interest and can stand alone as separate courses.

In this chapter, for example, we are asked to introduce students to topics ranging from the definitions and purposes of law to how our system affects business decisions, to some of the most important provisions found in the U.S. Constitution. Any one of these subparts can provide the raw materials for an entire course at the law school level. Our job must start with a self-evident, but sometimes forgotten, point: this is not law school. We are here not to train future lawyers but

10. To take weekly Quiz, click "Test" on left side of the screen.



BA 271: Business Law & Ethics

Tests Questions

Dashboard

Info

Assignments

Rubrics

Lessons

Discussions

Tests

Calendar

Roster

Gradebook

Attendance

Reporting

Chat

Settings

BA271 - W1Q

Available from Oct 1, 2018 12:00am - Oct 5, 2018 11:59pm

Time limit: 1 hour

Retake policy: No retakes

BA271 - W2Q

Available from Oct 8, 2018 12:00am - Oct 12, 2018 11:59pm

Time limit: 1 hour

Retake policy: No retakes

BA271 - W3Q

Available from Oct 15, 2018 12:00am - Oct 19, 2018 11:59pm

Time limit: 1 hour

Retake policy: No retakes

BA271 - W4Q

Available from Oct 22, 2018 12:00am - Oct 26, 2018 11:59pm

Time limit: 1 hour

Retake policy: No retakes

BA271 - W5Q

Available from Oct 29, 2018 12:00am - Nov 2, 2018 11:59pm

Time limit: 1 hour

Retake policy: No retakes

11. Click the week you are studying; you will find the quiz questions.

BA271 - W1Q

Design Preview History Analysis

This question is used on 2 other tests. Some fields can't be edited here.

Question

Answer True False

Categories

Points (max 0.4)

Extra credit

Save Cancel

Many countries in Europe still follow the civil law system.
 Points: 0.4 | Type: True False | Category: BA271 - W1Q

12. You choose the answer and save

13. **To participate in the discussion session**, click “Discussion” on the left side of the screen.

BA 271: Business Law & Ethics

Show

Available Discussions

- Similarities and Differences of Legal System in your country and the US**
by Charlie Chi 9 minutes ago
- week 1**
by Charlie Chi 9 minutes ago
- Week 2**
by Charlie Chi 9 minutes ago
- Week 3**
by Charlie Chi 9 minutes ago
- Week 4 Discussion question**

14. Choose the week you are studying; answer to the instructor’s discussion question

TECHNICAL SUPPORT

A Help Desk is available to students enrolled in courses. You can call and speak to a support representative at 703-323-5690 Extension 112. You may also contact Technical Support via e-mail at it@ivy.edu OR cchi@ivy.edu

IVY CHRISTIAN COLLEGE CREDIT HOUR POLICY

IVY CHRISTIAN COLLEGE defines a credit hour as a reasonable approximation of the student learning outcome equivalency of an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than, at a minimum, the federal definition:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for 10 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, and other academic work leading to the award of credit hours. 34CFR 600.2 (11/1/2010)

IVY CHRISTIAN COLLEGE requires there be a certain amount of student work for a credit hour that reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a quarter.

For distance education, academic engagement would include, but not be limited to, submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; attending a study group that was assigned by the institution; contributing to an academic online discussion; and initiating contact with a faculty member to ask a question about the academic subject studied in the course. Merely logging into the electronic classroom does not constitute academic engagement.

Following the IVY CHRISTIAN COLLEGE Credit Hour Policy, the expectations are that a 4 unit course, delivered over a 10 week term will approximately equate to 4 hours/week classroom or direct faculty instruction. In addition, out-out-class student work will approximate 8 hours/week.

CREDIT HOUR CALCULATION

Class Room:

Weekly Lecture video	2 hours
Weekly Lecture Notes	1 hour
Participation in Discussion Board	1 hour
<ul style="list-style-type: none"> • Reading Faculty DB posting • Reading Peers' DB posting • Response to Faculty DB posting • Response to Peer DB posting • Reading Instructor's Feed Back 	
Total Class Room Hours	4 Hours

Out of Class Room:

Reading Text Books and Course Materials	4 hours
Writing Assignment	1 hours
Quiz Preparation Time	2 hours
Quiz Taking	1 hours
Total Out of Class Room Hours	8 Hours

IVY CHRISTIAN COLLEGE GRADING POLICY

IVY CHRISTIAN COLLEGE's distance education grading policy is same as the grading policy of on-campus program.

IVY CHRISTIAN COLLEGE employs the following didactic course grading scale:

Letter Grade	Grade Points	Grade Scale	Description
A	4	90-100%	Superior
B	3	80 to 89%	Excellent
C	2	70 to 79%	Average
D	1	60-69%	Acceptable
F	0	lower than 60%	Failed (Undergraduate)
F	N/A	lower than 70%	Failed (E.S.L.)
P	N/A	N/A	Pass
I	N/A	N/A	Incomplete
R	N/A	N/A	Retake
WF	N/A	N/A	Withdrawn, with penalty
FN	N/A	N/A	Failure For Non-Attendance
IP	N/A	N/A	In Progress
AUD	N/A	N/A	Audit (Not offered for ESL courses)

ONLINE LIBRARY

For students attending courses in IVY CHRISTIAN COLLEGE, access to on-line research and library resources are available for the purpose of student research and assignments.

The Ivy Christian College Library consists of over 4,000 volumes, including English and Korean titles. Our collections supports the mission of the College.

Collections

- Books – Over 4,000 items, approximately 80% English and 20% Korean language
- Journals – over 57 print and online titles, some provides online full text access
- eBook – over 1,500 volumes available
- Media – includes CDs & DVDs

POPULI LIBRARY

Before the Populi Library can help you find materials, you must tell it what type of materials you need. Please type in the book title, any keywords, subject, or author's name in Search box.

The screenshot shows the Ivy Christian College Library website. The search bar contains the text "Biblical doctrine". Below the search bar, there are three search results:

- The Biblical Doctrine of Satan (Annotated)**
Book · Chafer, Lewis Sperry
Available at Ivy Christian College Library; Ask Library Staff · eBook Kindle
- How then should we work? Rediscovering the Biblical Doctrine of Work**
Book · Welcher, Hugh
Available at Ivy Christian College Library; Circulating · BT738 .5 2012
- Systematic theology : an introduction to biblical doctrine**

On the right side of the page, there is a "Welcome to Ivy Christian College Library!" message with contact information and library guidelines.

POPULI LIBRARY 24/7 Access

The Populi Library can be found at <https://icc.populiweb.com/library/catalog/index.php>. The Populi Library extends the Library's hours-of-operation. The Populi Library enables researchers to review the school's book and journal inventory (including e-journals and e-books) at any time from anywhere.

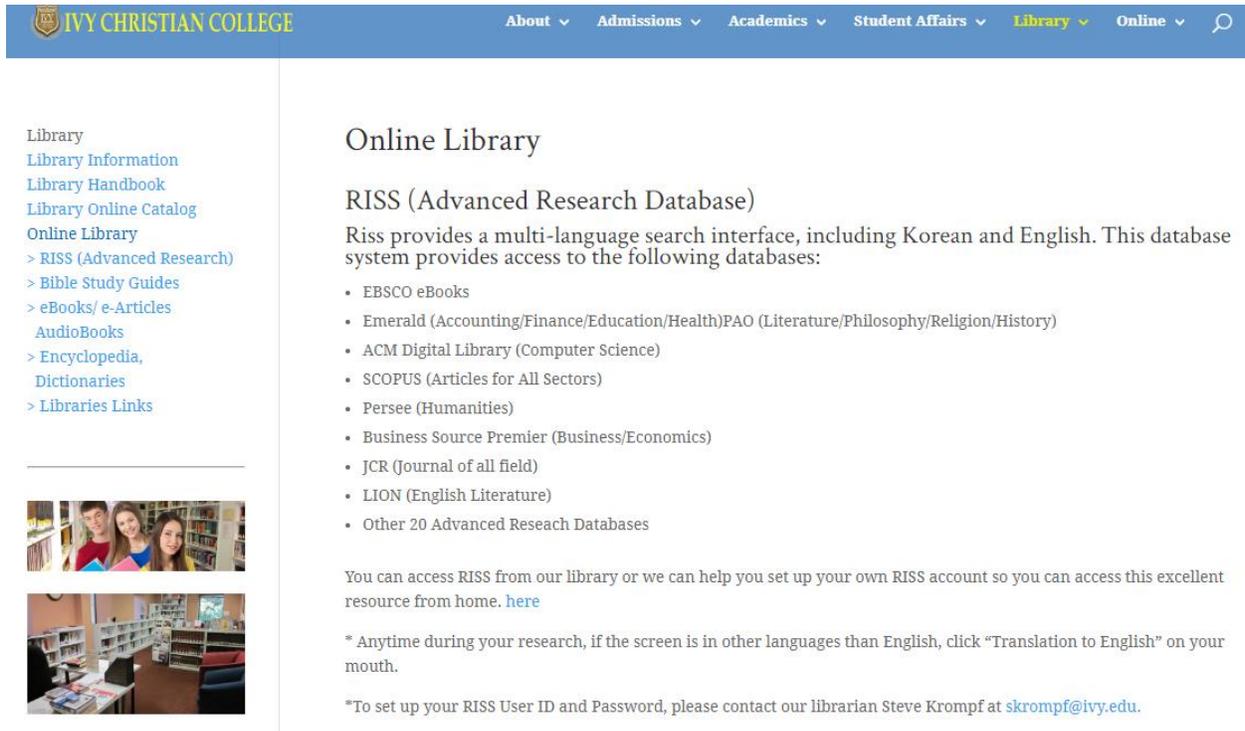
ONLINE LIBRARY RESOURCES

The screenshot shows the Ivy Christian College website. The navigation menu includes: About, Admissions, Academics, Student Life, Library, ICC Online, and Alumni. The main content area features a large group photo of students and the text "Accredited Campus and Online Biblical Studies and Business Admin Program". A sidebar on the right lists online library resources:

- Library Information
- Library Handbook
- Library Online Catalog
- Library Website

You can log in to Online Library through IVY's Web page (IVY.EDU).

- Click "Library" on IVY's web page
- Click "Online Library"
- Click "RISS (Advanced Research)"



Library
Library Information
Library Handbook
Library Online Catalog
Online Library
> RISS (Advanced Research)
> Bible Study Guides
> eBooks/ e-Articles
AudioBooks
> Encyclopedia,
Dictionaries
> Libraries Links



Online Library

RISS (Advanced Research Database)

Riss provides a multi-language search interface, including Korean and English. This database system provides access to the following databases:

- EBSCO eBooks
- Emerald (Accounting/Finance/Education/Health)PAO (Literature/Philosophy/Religion/History)
- ACM Digital Library (Computer Science)
- SCOPUS (Articles for All Sectors)
- Persee (Humanities)
- Business Source Premier (Business/Economics)
- JCR (Journal of all field)
- LION (English Literature)
- Other 20 Advanced Research Databases

You can access RISS from our library or we can help you set up your own RISS account so you can access this excellent resource from home. [here](#)

* Anytime during your research, if the screen is in other languages than English, click "Translation to English" on your mouth.

*To set up your RISS User ID and Password, please contact our librarian Steve Krompf at skrompf@ivy.edu.

- Click "[here](#)"

ABC Sector DB

All topics · Open Access DB

- Academic Search Premier (all fields)
- AVON (video in all fields)
- CiNii (Journal of Japanese journals / citations)
- OECD iLibrary (all fields)
- arXiv (Mathematics / Physics / Computer Science)
- DOAJ (all fields)
- OAlster (all fields)
- Persée (Humanities)
- ARL (all fields)
- ProQuest Central (all areas)

Subject Area DB

- Cell (Life Science) **NEW**
- Business Source Premier (Business / Economics)
- CINAHL with FullText (Nursing)
- Education Source
- Emerald (Accounting Finance / Education / Health)
- MLA (Linguistics)
- PAO (Literature / Philosophy / Religion / History)
- Periodicals Archive Online (PAO)
- SocINDEX with FullText (Sociology)
- ACM Digital Library (Computer Science)
- LION (English Literature)
- PML (Medical)

Overseas theses · E-book and citation index DB

- DDOD (Original PhD thesis)
- EBSCO eBook (e-books in all fields)
- EBSCO UPC (e-books in all fields)
- GVRL (electronic reference books in all fields)
- SCOPUS (index information for all sectors)
- JCR (Journals in all fields)

[?]

- Choose the site you want to see
- Input the Log in ID and Password

ID	<input type="text" value="ivycollege"/>	
password	<input type="password" value="....."/>	

Find username and / or password Sign Up

I. RISS (Advanced Research Database)

Riss provides a multi-language search interface, including Korean and English. This database system provides access to the following databases:

- EBSCO eBooks
- Emerald (Accounting/Finance/Education/Health)PAO (Literature/Philosophy/Religion/History)
- ACM Digital Library (Computer Science)
- SCOPUS (Articles for All Sectors)
- Persee (Humanities)
- Business Source Premier (Business/Economics)

- JCR (Journal of all field)
- LION (English Literature)
- Other 20 Advanced Research Databases
- Cornell University Library Open Access in Physics, Mathematics, and Computer science

You can access RISS from our library or we can help you set up your own RISS account so you can access this excellent resource from home.

* Anytime during your research, if the screen is in other languages than English, click “Translation to English” on your mouth.

*To set up your RISS User ID and Password, please contact our librarian Steve Krompf at skrompf@ivy.edu.

A. EBSCOhost eBook Collection Database

Students have an access to all eBooks hosted by EBSCO. Students need to create the users name and passwords before having an access to this resource.

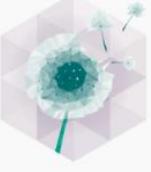
B. Emerald insight

Students have access to books and journals for all different subjects such as Accounting, Business Management, Marketing, Economics, and Sociology, etc.

Articles and Chapters

Discover new things

Journals, books and case studies - a library of real world research at your fingertips

 <p>Accounting, Finance & Economics</p>	 <p>Business, Management & Strategy</p>	 <p>Education</p>	 <p>Engineering</p>	 <p>Health & Social Care</p>
 <p>HR, Learning & Organization Studies</p>	 <p>Information & Knowledge Management</p>	 <p>Library Studies</p>	 <p>Marketing</p>	 <p>Operations, Logistics & Quality</p>
 <p>Property Management & Built Environment</p>	 <p>Public Policy & Environmental Management</p>	 <p>Sociology</p>	 <p>Tourism & Hospitality</p>	 <p>Transport</p>

C. ProQuest Databases for literature, philosophy, religion, and history.

ProQuest

All databases > Social Sciences databases > **Periodicals Archive Online** | Change databases

Periodicals Archive Online

Basic Search | Advanced Search | Publications | About

Peer reviewed ⓘ

Search tips

Periodicals Archive Online is a major archive that makes the backfiles of scholarly periodicals in the arts, humanities and social sciences available electronically, providing access to the searchable full text of hundreds of titles. The database spans more than



D. ProQuest Literature Online for English Literature

ProQuest Literature Online

Home | Authors | Texts | Criticism | Reference | About

Search

Authors

Includes authors from the eighth century to the present day.

[Search authors](#)

[Browse list of authors](#)

Texts

The full text of more than 350,000 works of poetry, drama and prose.

[Search all texts, poetry, drama and prose](#)

[Browse texts by period](#)

Criticism

Cross-search ABELL with articles from full text journals.

[Search all criticism, ABELL](#)

[Browse full text journals](#)

Reference

Print reference works, bibliographies, biographies and student guides.

[Search all reference material](#)

[Browse reference works](#)

E. Cornell University Library Open Access in Physics, Mathematics, and Computer science



Open access to 1,375,011 e-prints in Physics, Mathematics, Computer Science, Quantitative Biology, Quantitative Finance, Statistics, Electrical Engineering and Systems Science, and Economics

Subject search and browse:

26 Mar 2018: [March 26 mailing postponed due to unscheduled service outage](#)

02 Jan 2018: [1991-2017 submission rate statistics](#) are now available.

See cumulative "What's New" pages. Read [robots beware](#) before attempting any automated download

Physics

- **Astrophysics (astro-ph new, recent, find)**
includes: Astrophysics of Galaxies; Cosmology and Nongalactic Astrophysics; Earth and Planetary Astrophysics; High Energy Astrophysical Phenomena; Instrumentation and Methods for Astrophysics; Solar and Stellar Astrophysics
- **Condensed Matter (cond-mat new, recent, find)**
includes: Disordered Systems and Neural Networks; Materials Science; Mesoscale and Nanoscale Physics; Other Condensed Matter; Quantum Gases; Soft Condensed Matter; Statistical Mechanics; Strongly Correlated Electrons; Superconductivity
- **General Relativity and Quantum Cosmology (gr-qc new, recent, find)**
- **High Energy Physics - Experiment (hep-ex new, recent, find)**
- **High Energy Physics - Lattice (hep-lat new, recent, find)**
- **High Energy Physics - Phenomenology (hep-ph new, recent, find)**
- **High Energy Physics - Theory (hep-th new, recent, find)**

II. Bible Study Guides

Biblegateway.com

Provides a bible passage lookup

Bible Study Tools

This web consists many valuable resources, including commentaries, concordances, lexicons, dictionaries, encyclopedias, and more. A good resource at this web site: [Matthew Henry Commentary on the Whole Bible](#)

StudyLight.org

Free online resource for locating bible verses, commentaries, encyclopedias, etc.

The New Testament Gateway

Links to resources on the academic study of the New Testament and Christian Origin

Gutenberg Digital Bible

Contains 1282 pages of the Guttenberg Bible, plus additional information

The Holy Bible King James Version

This is a searchable publication of the American Bible Society's King James Version with a quick verse finder.

III. eBooks/e-Articles/AudioBooks

[Christian Classics Ethereal Library](#)

[Christian Commons](#)

[Google Books](#)

[Open Library](#)

[Project Gutenberg](#)

[TeacherServe](#)

[HathiTrust Digital Library](#)

[Free Christian AudioBooks](#)

[Freebookcentre.net](#)

IV. Libraries Links

[Public Library in Fairfax County](#)
[Library at the George Mason University \(GMU\)](#)
[Lancaster bible College Library](#)
[Cairn University Library](#)
[Southwestern Baptist Theological Seminary Library](#)
[National Library of Korea](#)
[WorldCat](#)

STUDENT INTEGRITY AND ACADEMIC HONESTY

IVY CHRISTIAN COLLEGE's Honor Code expects students to pursue their studies with integrity and honesty.

The guidelines for academic honesty in on-campus courses also apply to students in online courses. Plagiarism, disruptive behavior (such as improper discussion posts or poor netiquette) and taking an exam for someone else are all violations of student conduct guidelines.

Unacceptable Academic Dishonesty

- Cheating
 - Copying, in part or in whole, from someone else's writing, test, exam, project, or paper;
 - Submitting work presented previously in another course, unless approved by the instructor; or
 - Altering or interfering with grading;
 - During an exam or other class activity, using or consulting any sources, electronic equipment, including cell phones and PDAs, or materials unless approved by the instructor; or
 - Committing other acts that defraud or misrepresent.

- Plagiarism
 - Incorporating the ideas, words, phrases, sentences, paragraphs or parts of another person's writings, without giving appropriate credit, and representing the product as your own;
 - Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as your own;
 - Submitting a paper purchased from a research or term paper service, including the internet; or
 - Undocumented Web source usage.

Detecting Plagiarism

Software and procedures will be in place to assist in detecting plagiarism in order to ensure the originality and consistency of student course work. We use “Anti-Plagiarism” websites and software to detect plagiarism. The Software will check all students’ papers for possible sources of plagiarism.

Preventing plagiarism

- Raise students’ awareness by designing rules for academic honesty and classroom behavior as part of an initial class activity.
 - Provide external resources on how to avoid plagiarism (for example, Purdue OWL’s page on plagiarism).
 - Give students examples and/or provide activities describing how to properly cite sources and how to paraphrase properly.
 - Ask students to provide their source material as part of each formal writing assignment.
 - Create a range of authentic assessments in the course design that measure critical thinking skills and knowledge integration instead of relying solely on objective tests.
 - Use test banks which randomize questions and answers on objective tests.
-
- Other Specific Examples of Academic Dishonesty
 - Purposely allowing another student to copy from your paper during a test;
 - Giving or selling your homework, term paper or other academic work to another student to plagiarize;
 - Having another person submit any work in your name;
 - Lying or misrepresenting your work to an instructor or college official to improve your grade;
 - Stealing tests; or
 - Forging signatures on college documents.

In addition to violation of the Honor Code the following unacceptable conduct may result in consequences:

- The use of threatening, harassing, sexually explicit language, or discriminatory language or conduct that violates state and federal law and IVY CHRISTIAN COLLEGE policy on sexual harassment or discrimination;
- Disruptive behavior online such as use of profanity, or disrespectful language used in course communication tools such as discussion forums, email, blogs, etc.;
- Unauthorized posting or transmitting content that violates state or federal law, or IVY CHRISTIAN COLLEGE’s Academic Honor Code. This includes College policy on academic dishonesty;

- Violation of the terms of service agreement for course software, including reconfiguring the software, or gaining unauthorized access.

Communicating the Standards of Academic Integrity

The College should continuously communicate the importance of academic integrity to its students and faculty. Examples include:

- During Orientation sessions, each student receives information about the Code of Academic Integrity.
- The College provides an informative web page on academic integrity, for public access, that clearly describes the standards of academic integrity, with examples of different violations.
- Throughout the year, students are periodically sent a notice of the importance of academic integrity.
- Deans and department chairs are encouraged to discuss the Code of Academic Integrity with faculty, including the need to report violations to the Center for Student Conduct and the fact that instructors are not authorized to apply sanctions for violations of this code.
- Faculty are encouraged to refer to the Code of Academic Integrity on course syllabi and to discuss the standards of academic integrity and their expectations at the start of the semester in each of their courses. Advisors, student services offices, and other staff should discuss the Code with their advisees. Academic Integrity should become an integral part of College culture.

Procedures

A. Reporting Violations of Academic Integrity

Any student, member of the College staff, or faculty may report any perceived violation of this Code to the Center for Student Conduct. Upon receipt of a report from any source, the Center for Student Conduct will determine whether the report, if true, would constitute a violation of this Code. If so, then the procedures of this Code apply.

B. Reporting Violations that are Technical in Nature

Technical violations are those violations that occur without any perceived intent to achieve an unfair academic advantage. An instructor may not impose any sanction for a suspected violation, whether technical or not. However, an instructor may report a suspected technical violation to the the Director of Student Affairs who also serve as the Compliance Designee.

The Coordinator of Academic Integrity will send a follow-up letter to the student, establishing communication and acknowledging the referral of the technical violation. Teaching assistants and proctors must report observed violations, including technical violations, to their faculty supervisors.

C. Reporting Violations that are Deliberate in Nature

All suspected deliberate violations of academic integrity (plagiarism, fabrication, collusion, or cheating) must be reported to the Compliance Designee within two weeks of discovery.

The instructor is also encouraged to provide a copy of the report to each implicated student. The instructor must submit all evidence and relevant information to the Compliance Designee.

In submitting the report, the instructor may recommend a sanction.

Student Conduct and Discipline Policies

The College and its staff of faculty and administration rely on students to conduct themselves in a manner that upholds the College's student code of professional and academic conduct. Students who act in a manner that violates this code will be subject to disciplinary actions. Under no circumstances will any of the following be tolerated or excused.

Academic Dishonesty

Academic dishonesty includes providing or receiving answers from other students during an examination, plagiarizing the works of others, using informational aids such as "crib sheets" or other types of notes during examination, or anything else that might be construed as cheating. The use of any technology in an inappropriate manner is also considered cheating and will not be tolerated.

Students who are found to be academically dishonest will automatically receive "F" in that particular course and are subject to disciplinary sanctions ranging from suspension, to permanent disqualification, to revocation of degree, and/or more, at the discretion of the College. Students are hereby placed on notice of the seriousness with which Ivy Christian College treats academic dishonesty, as well as with the wide latitude of positive action(s), as set forth more fully below, which the College may take.

Inappropriate Conduct

All students are to conduct themselves in a manner that is not injurious to College's name, reputation, property or other individuals. Any act that disrupts or prevents the College staff and faculty from performing their duties will be grounds for immediate disciplinary action.

Violation of rules and regulations include, but are not limited to the following: violation of any local, state, and federal law, furnishing false and misleading information, unauthorized use of facilities, forgery, or misuse of College documents, disruption of classes or administration, theft or damage to

College property, disorderly, or offensive act, any use or threat of force, sexual harassment, use or possession of alcohol, narcotics, or being under their influence on campus.

Administration of Student Discipline

The executive council may impose discipline for violations of College policies or regulations whether or not such violations are also violations of law, and whether or not proceedings are or have been pending in the courts involving the same acts.

If an alleged violation of College policies occurs in connection with an official College function not on campus, the student accused of the violation shall be subject to the same disciplinary procedures. The loss of College employment shall not be a form of discipline under these policies. However, when student status is a condition of employment, the loss of student status will result in termination of the student's employment. In imposing discipline other than suspension or dismissal, access to housing and health services shall not be restricted unless the act that predicated the discipline is appropriately related to the restriction.

If as a result of an official appeal, it is determined that the student was improperly disciplined, the president shall, if requested by the student, have the record of the hearing sealed, and have any reference to the disciplinary process removed from the student's record. In such case, the record of the hearing may be used only in connection with legal proceedings. The president also may take other reasonable actions to ensure that the status of the student's relationship to the College shall not be adversely affected.

The results of any disciplinary action by the College that alleged a forcible or non-forcible sex offense, as defined in The Code of Virginia (Section 23-9.2:3), must be disclosed to both the alleged offender and the alleged victim, the scope of information to be provided under this section shall be: (1) the College's final determination with respect to the alleged sex offense; and (2) any sanction that is imposed against the alleged offender. It is the alleged victim's obligation to keep the results of the disciplinary action or appeal confidential, consistent with the doctrine of reasonableness.

Whether or not a hearing is conducted, the College may provide written notice to a student that his or her alleged behavior may have violated College policy or regulations and that, if repeated, such behavior will be subject to the disciplinary process. Evidence of the prior alleged behavior as detailed in the written notice may be introduced in a subsequent disciplinary action in order to enhance the penalty.

PROCTORING EXAMS

The institution affirms that the students who take the examination is the same person who enrolled in the program and that the examination results will reflect the student's own knowledge and competence in accordance with stated learning outcomes.

Testing Services for Local Students

Ivy Christian College's Testing Services provides students to take exams in a professional, secure and monitored setting. We offer local proctoring services at our main campus.

To ensure student authentication, students must present photo identification and secure login and password to access examination materials.

For Remote Proctored Exam

To facilitate remote proctoring for students who cannot come to the main campus for exams, we use Examity to monitor students' exams. Using techniques based on fraud protection and banking standards, Examity ensures the identity of the student through an authentication process. Examity uses a proprietary, multi-step process to establish a student's identity. Examity ensures the integrity of the exam using AI software. They detect any unusual behavior of student during the test through AI software technology.

Student Grievances and Grievance Procedure

Any student may file a complaint about any issue, question, problem or anything else which they reasonably believe impedes their academic studies or which they find objectively questionable about any instructor, staff member or administrator, either orally or in writing, to any Ivy Christian College administrator. Any such administrator will then transmit the concern in writing to the Student Affairs Director who also serves as the Compliance Designee. The Compliance Designee will then review the matter, and if more information is required before attempting to unilaterally recommend a resolution of the matter, the Compliance Designee will investigate the matter thoroughly, including interviewing all individuals, the reporting student, and reviewing all documents that relate or may potentially relate to the matter in question. Once the Compliance Designee has concluded his/her investigation, the Compliance Designee will report the matter to the Executive Office (The President and the Academic Dean) along with a recommendation for resolution.

If the Executive Office concurs with the Compliance Designee's recommendation, then the matter will be accordingly disposed of. If not, then further discussion will be held until a majority of the Executive Office agrees on a particular resolution of the matter.

Depending on the parties involved, the nature and seriousness of the issues concerned, and any other factors which must be taken into account in order to properly resolve the matter, a wide variety of actions or inactions may be taken. In the event the reporting student, or others involved, is displeased with the manner for disposition arrived at by the Executive Office, they may petition any member of the Executive Office

to request that the matter be re-opened and reviewed as though it had been first reported to the entire Executive Office. If no member of the Executive Office will make such a request, then the matter shall stand as originally disposed of.

Once the matter is final, written notice of the Executive Office's decision will be transmitted within a reasonable time not to exceed thirty (30) days to the reporting student and any other appropriate parties. The matter shall, however, remain a private one and no publication of the matter shall be made, even with the consent of all non-ICC parties involved, unless not doing so, would constitute a serious breach of justice. Should the reporting student, or any other affected party remain displeased with the outcome of the matter, an appeal may always be made to the:

(Students will not be subject to unfair treatment by the school as a result of initiating a complaint and the student may contact SCHEV about the school as a last resort.)

The State Council of Higher Education for Virginia
James Monroe Building, 10th Floor
101 North Fourteenth Street
Richmond, Virginia 23219
Tel: (804) 225-2600
Fax: (804) 225-2604
Website: www.schev.edu

Transnational Association of Christian Colleges and Schools (TRACS)
15935 Forest Road
Forest, Virginia 24551
Tel: (434) 525-9539
Fax: (434) 525-9538
Email: info@tracs.org

INFORMATION EXCHANGE PRIVACY AND SAFETY POLICY

IVY CHRISTIAN COLLEGE is committed to protecting student confidentiality and privacy for students enrolled in all courses regardless of the mode of instruction (on-line, hybrid, classroom). All of the College policies regarding student privacy and information security apply to distance education courses. We verify the identities of online students by verifying their students' user IDs and passwords. All staff teaching distance education courses are expected to uphold these policies and follow these procedures, including:

- Teach distance education courses using the College's learning management system, in order to ensure security of student work and grades.
- Use the school's email system for all official, confidential communication such as providing feedback on student work, releasing grade information to students, etc.
- Keep student work, scores or grades confidential. Students in the course should not have access to other students' work or grades.

- Inform students not to share your login information with anyone, give anyone unauthorized access to the Learning Management System.
- Follow the College's guidelines for sharing student educational record information with other faculty, staff, parents or others outside the College.

FERPA

Our school's procedures and the Family Educational Rights and Privacy Act (FERPA) prohibit the unauthorized release of confidential information about individual students. However, directory information is not considered to be confidential and may be published or otherwise released. Directory information includes: name; addresses, including permanent, campus, local (off-campus), email, and campus computer network (IP) address; net ID; associated telephone numbers; date and place of birth; school or college; major and/or minor fields of study; degree sought; expected date of completion of degree requirements and graduation; degrees conferred (including dates of conferral); awards and honors (e.g., dean's list); full- or part-time enrollment status; dates of attendance; previous institutions attended; participation in officially recognized activities and sports; weight and height of members of an athletic team; and photographic or videotaped images of the student. Students may opt to have their directory information withheld. To exercise this option, the appropriate form must be obtained from the Office of the Registrar, completed, and returned to that office.

Rights with Respect to Education Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. **Access to Education Records:** Students have the right to inspect and review their education records within 45 days of the day the College receives a written request for access. Students should submit their request to the Office of the Registrar and specify the record(s) they wish to inspect. Arrangements will be made for access and the student notified of the time and place where the records may be inspected.
2. **Request for Amendment of Education Records:** Students have the right to request amendment of their education records if they believe the records are inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.
3. **Disclosure of Education Records:** Students have the right to consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel

and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to students' records and PII without students consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to students' education records and PII without students consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without students' consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Upon request, the College discloses records without consent to officials of another school in which a student seeks or intends to enroll.

Right to File a Complaint: Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-4605

Learning Resources for Students

The following Learn Resources are displayed on IVY CHRISTIAN COLLEGE's website for student:

Academic Resources

[Khan Academy \(Youtube\)](#): Salman Khan covers a diverse array of subjects from art chemistry, psychology to biology.

[SparkNotes](#): this site offers more than just literature explanations; it gives answers to basically every subject you will ever encounter at school. All the information is organized, succinct, and comprehensible.

[Crash Course](#): It is created by the famous vlogbrothers, John and Hank. Their mini lectures on history (U.S., World), literature, and science (biology, ecology, chemistry) are literally crash courses on everything you learn in class, condensed in short 10 minute videos, filled with many colorful animations. It's a great resource to utilize because it makes learning a lot more interesting.

[Open Yale Courses](#): Another awesome site suggested by Elizabeth, Open Yale Courses provide online introductory college courses for a variety of subjects. The website is easy to navigate through and all the lectures for a course are labeled according to topic and posted on YouTube.

[Educreations](#): You can search for a particular concept, and a video will pop up if someone created a video lesson regarding that concept. It's even available on the app store!

[Purdue Owl](#): It provides so many great tips on the different steps when it comes to writing.

[ScienceDaily](#): This is basically the science version of NY Times. It's great for researching different topics and definitely a go to resource for science related research papers or projects.

Chemistry

[chemistNATE](#): chemistNATE explains everything slowly and clearly about Chemistry.

[MIT Fundamentals of Biology](#): MIT provides awesome lectures to introductory biology that all biology students can use.

Resources for Technical Skills

- [Digital Learn.org](#): tutorials between five and seven minutes on: email basics, web search, basics of Windows or Mac operating systems, and navigating a website
- [Teach-ease](#) (College of South Florida) how to use a web browser, and [Internet basics](#)
- [Overview of Google Drive](#): Video tutorials and basic instructions on the features of Google documents, sharing, storing and collaborating.
- [Chat and real-time collaboration](#), Google Drive

Resources for Academic Skills

- [OWL The Purdue Writing Lab](#): Purdue is the mother-of-all sources for writing help of any kind—from grammar help, to developing thesis statements, to report writing, citation help and more. The site features over 200 free resources , all of which are available to anyone.
- [Guide to Grammar and Writing](#) by Capital Community College Foundation. Very good site covering a breadth of topics to support various aspects of writing including essays, outlines and reports. Includes a section on grammar.
- [e-Tutoring.org](#) is a collaborative online tutoring program and platform for writing skills that provides one-on-one, online support to students from numerous subscribing colleges within the US.

Resources for Study Skills

- [What Makes a Successful Online Learner?](#) by [iseek education](#) with Minnesota Department of Education and Minnesota Online High School
- [Effective Habits for Effective Study](#), Study Guides and Strategies Website
- [Five-Step Strategy for Student Success with Online Learning](#), Online Learning Insights
- [HowtoStudy.com](#): A clean, clutter-free site dedicated only to study skill development, and though it's geared to college students, any student may benefit from the concise and focused information provided. The site features twelve chapters, ranging from time management, to creating a study plan, note-taking, etc.
- [My Study Life](#), a new [and free] app—an online student planner designed for students to plan and manage their learning time.

Study Tips and Resources

Students can also find the following assisting materials in the IVY CHRISTIAN COLLEGE web site.

Study tips

- [College Success Skills \(Powerpoint\)](#): College can a tough time for many students. See what we have to say about being successful in college.
- [How To Study.org](#): Provides helpful tips for a variety of subjects.
- [Academic Success Videos](#): Dartmouth College provides an innovative and interactive way to learn new study skills.

Taking notes

[Taking Good Notes / The Cornell Method](#): From Princeton's McGraw Center for Teaching and Learning

Time management

- [Time Management \(PowerPoint\)](#): Struggle with time management? Review our PowerPoint presentation to discover a better way to manage your time.
- [Weekly Academic Schedule Plan](#)
- [Weekly / Monthly appointment book](#): A great example of a planner that will help you schedule assignments, projects, exams, and meetings.
- [Monthly Assignment Planner](#): A downloadable template for Microsoft Word to help you plan your assignments ahead of time.
- [Project Management to avoid procrastination](#): From the College of Pennsylvania.
- [Weekly goals worksheet](#): Set your weekly goals on Sunday night and never miss another assignment.
- [Weekly and hourly planner](#)
- [Weekly Schedule Plan](#): Plan out your week.

Writing

- [The Purdue Online Writing Lab \(OWL\)](#): Provides more than 200 free resources, including APA / MLA formatting guides, avoiding plagiarism, researching, grammar and mechanics, and developing a resume.
- [Materials for Writers](#): Detailed information covering steps in the writing process. From Dartmouth College's Institute for Writing and Rhetoric.
- [How to Write an A+ Paper](#): A free step by step guide from AResearchGuide.com to help you write an A+ research paper.
- [Write Well Mini-Lectures](#): Macalester College has created a series of video lectures that cover each step in the writing process.

CAREER SERVICES

IVY CHRISTIAN COLLEGE's Office of Career Services offers current students and alumni easy access to career-related support and resources. The Office of Career Service offers following career services for

current students and alumni. Students and alumni can also get the information and make appointment with the career advisors at <http://Ivy Christian College.edu/career-service/>

1. Resume and Cover Letter Review

Career Services is there to help students and alumni craft the best resume and cover letter possible to convey their skills, experience, and education.

2. Job Search Resources

Students can get advice on landing a new job.

Career Service provides links to acupuncture job search website

3. Job Interview Practice Service

Career advisor provides tips how to make a great impression at a job interview.

Our career advisors will work with students and alumni to improve job interview skills.

4. Guide to Open Acupuncture Clinique

Our business and legal advisor will provide consultations on how to open acupuncture Clinique.

SUPPORTING STAFFS

The names and email addresses of responsible staffs

Student Support Team	Name	Email address
DSO	Yoomin Kim	ykim@ivy.edu
Student Adviser	John Yoo	jyoo@ivy.edu
Career Services	Byung Kim	bkim@ivy.edu
Library Service	Steven Krompf	skrompf@Ivy.edu
Distance Education Coordinator	Charlie Chi	cchi@ivy.edu
Technical Support	Chase Foster	it@ivy.edu
Interim Academic Dean	John Yoo	Jyoo@ivy.edu
Admission and Supporting Staff	Nicole Ardelean	nardelean@ivy.edu

Self-Evaluation: Online Learning Readiness Questionnaire

(The followingself-evaluation questionnaire can help students to determine if they are able to take Distance Education.)

To students: Before enrolling in an online course, you should first assess your readiness for stepping into the online learning environment. Your answers to the following questions will help you determine what you need to do to succeed at online learning

1. Are you familiar with word processing tasks such as cutting, copying, and pasting text in a document, and using editing features such as the spell checker and thesaurus?

Yes

No

2. Do you know how to save a file and create a new folder/directory on your computer?

Yes

No

3. Can you distinguish between a website URL and an email address?

Yes

No

4. Are you familiar with using Internet search engines such as Google, Bing, or Yahoo?

Yes

No

5. Do you know how to use the "Bookmark" or "Favorites" feature of your browser?

Yes

No

6. Do you know how to attach a file to an email, and open an incoming email attachment?

Yes

No

7. Can you save and retrieve files from storage devices such as a USB flash drive or external drive?

Yes

No

8. Can you download and install browser plug-ins for common software applications such as Adobe Reader, Flash, QuickTime, RealPlayer, etc.?

Yes

No

9. Are you familiar with using technology to communicate, such as through online discussion forums, instant messaging, or video chat?

Yes

No

10. Have you activated your [IVY mail](#) account?

- Yes
- No

If you scored from 8-10: Your technical skills are sufficient to make Distance Learning a good choice for you. Check the online syllabus to see if special software programs are required for the course.

If you scored from 5-7: Your familiarity with computer operations and the level of your technical skills may cause you some difficulty with Distance Learning. Check the online syllabus to find out what kind of technical skills will be required to successfully participate in the course.

If you scored 4 or fewer: You should develop your computer and electronic literacy skills to increase your chances for success in distance education courses relying on technology.

INFORMATION EXCHANGE PRIVACY AND SAFETY POLICY

ICC is committed to protecting student confidentiality and privacy for students enrolled in all courses regardless of the mode of instruction (on-line, hybrid, classroom). All of the University policies regarding student privacy and information security apply to distance education courses. We verify the identities of online students by verifying their students' user IDs and passwords. All staff teaching distance education courses are expected to uphold these policies and follow these procedures, including:

- Teach distance education courses using the University's learning management system, in order to ensure security of student work and grades.
- Use the school's email system for all official, confidential communication such as providing feedback on student work, releasing grade information to students, etc.
- Keep student work, scores or grades confidential. Students in the course should not have access to other students' work or grades.
- Inform students not to share your login information with anyone, give anyone unauthorized access to the Learning Management System.
- Follow the University's guidelines for sharing student educational record information with other faculty, staff, parents or others outside the University.

FERPA

Our school's procedures and the Family Educational Rights and Privacy Act (FERPA) prohibit the unauthorized release of confidential information about individual students. However, directory

information is not considered to be confidential and may be published or otherwise released. Directory information includes: name; addresses, including permanent, campus, local (off-campus), email, and campus computer network (IP) address; net ID; associated telephone numbers; date and place of birth; school or college; major and/or minor fields of study; degree sought; expected date of completion of degree requirements and graduation; degrees conferred (including dates of conferral); awards and honors (e.g., dean's list); full- or part-time enrollment status; dates of attendance; previous institutions attended; participation in officially recognized activities and sports; weight and height of members of an athletic team; and photographic or videotaped images of the student. Students may opt to have their directory information withheld. To exercise this option, the appropriate form must be obtained from the Office of the Registrar, completed, and returned to that office.

Rights with Respect to Education Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. Access to Education Records: Students have the right to inspect and review their education records within 45 days of the day the College receives a written request for access. Students should submit their request to the Office of the Registrar and specify the record(s) they wish to inspect. Arrangements will be made for access and the student notified of the time and place where the records may be inspected.

2. Request for Amendment of Education Records: Students have the right to request amendment of their education records if they believe the records are inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.

3. Disclosure of Education Records: Students have the right to consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interest. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access

to students' records and PII without students consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to students' education records and PII without students consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without students' consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about students that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Upon request, the College discloses records without consent to officials of another school in which a student seeks or intends to enroll.

Right to File a Complaint: Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-4605

