

Cherry Hill Seminary Faculty Handbook 2020

The administration of Cherry Hill Seminary extends a warm welcome to both new and returning faculty. We are deeply grateful for the expertise and passion that you all bring to the process of building this unique institution, the first graduate-level seminary to offer ministry training in a contemporary Pagan context. Cherry Hill Seminary would not exist if faculty members past and present had not given so generously of their time and energy.

We gratefully acknowledge the individuals who originally authored most of the material in this document. Wendy Griffin, Academic Dean Emerita, composed our original Faculty Handbook. Christine Hoff Kraemer wrote the Teaching Manual, a rich supplemental resource. This year we update and combine these two essential documents.

Note that work continues on this document (particularly in the section on curriculum development). New revisions will be posted as available. *June 22, 2020*

Table of Contents

Cherry Hill Seminary Faculty Handbook 2020	1
General Information	3
Our Mission	3
Our Vision	3
Our Values	3
Guardian Ancestor	3
About the Seminary	3
Unique Culture	4
About Our Students	4
Faculty Governance	5
Committees	5
Organizational Chart	5
Faculty Personnel Policies	7
Faculty Application Procedure	7
Qualifications, Responsibilities, Development, and Employment	7
Faculty Performance Evaluation	8
Faculty Salaries	9
Fee Waivers	9
Grievance Procedure	10
Dismissal of Faculty	10
Faculty Assignments and Responsibilities	11
Academic Freedom	11

Scheduling of Work Assignments	11
Outside Employment.....	11
Student Handbook and Course Catalog	12
Moodle Tutorial	12
Teaching: Administrative Procedures.....	12
Curriculum Development	12
Developing Course Objectives and Evaluation Criteria.....	13
Your Moodle Classroom	13
Cancelling a Class.....	13
Course Syllabus	14
Accessibility.....	15
Grading Policies	15
Teaching: The Classroom.....	17
Prohibited Discrimination.....	17
Classroom Meetings and Attendance	17
Classroom Environment	18
Technical Competency and Preparedness.....	18
Online Etiquette.....	19
Cheating and Plagiarism	19
Student Rights	19
Students with Disabilities	19
Problems with Students	20
Teaching: Resources.....	20
More About Teaching at Cherry Hill Seminary	20
Expectations for Students and Instructors	21
Grading.....	26
Using Moodle.....	28
Using Web-Based Meeting Platforms.....	28
Organizing the Classroom	29
General Classroom Management Strategies.....	30
Electronic Resources	33
A Last Word	35

General Information

This faculty handbook has been designed with you in mind. It was created in the belief that faculty, both experienced teachers and those who are fairly new to the profession, would appreciate a resource that would help them better navigate their way through an innovative, online institution of higher learning. Like our honored guardian ancestor Hypatia of Alexandria, you are teaching a challenging subject in challenging times. What we are doing together with our students in this joint venture is developing new voices and practices to enter the public arena. This is an exciting time for all of us.

Our Mission

Cherry Hill Seminary: Education in Pagan and Nature Spiritualities to transform the world.

Our Vision

Cherry Hill Seminary empowers spiritual leadership, scholarship, and ethics through theological and pastoral education to nurture interfaith engagement in a diverse society.

Our Values

To live our Mission we:

- Honor the Sacredness of the Earth
- Embrace Diversity
- Value Scholarship
- Advocate Service to Our Communities
- Diversity of Spiritual Expression in Pagan and Nature Spiritualities

Guardian Ancestor

Cherry Hill Seminary honors Hypatia of Alexandria, a woman of extraordinary accomplishments who was martyred in 415 CE, as we pursue our vision of providing professional Pagan ministry education. Hypatia was ritually installed in June 2004 as Guardian Ancestor using the formal name Despoina Hypatia Polumathes. *Despoina* is “Lady, Mistress”; *Polumathes* means “much learned.” Visit “About CHS” on our web site to read more about Hypatia.

About the Seminary

The seed that became Cherry Hill Seminary was planted in the early 1990s by a group of Vermont Pagans. Classes were conducted first by mail, and then brought online in 2000. The Seminary was granted 501(c)3 tax-exempt status by the Internal Revenue Service in March of 2007. Business operations were moved to South Carolina in 2008, and the first master’s program was announced in July 2009. By January 2020 we have awarded five Master of Divinity degrees, eight Community Ministry Certificates, and numerous former certificates; hundreds have taken one or more courses.

Unique Culture

The culture of Cherry Hill Seminary differs significantly from that of a university. Seminary training is inherently practical, with classes situated in a context of community ministry and personal spiritual growth. Although the critical thinking skills so central to university culture are also essential in a seminary environment, seminary training requires deep reflection and the willingness to bring personal experience into dialogue with the material. Students must constantly ask themselves: How might my community benefit from this material? What new light does this class shine on my spiritual practice? What big questions about human nature, religious communities in general, or contemporary Paganism in particular are being raised or answered? As adult learners who are often already serving as clergy in their communities, CHS students require a pragmatic curriculum that does not shy away from theory or scholarly research, but harnesses these materials in the service of students' work in the world.

Cherry Hill Seminary is also a largely volunteer-run organization. We use free software almost exclusively, and students are expected to provide their own computer equipment and to use library services local to their area. This structure allows CHS to provide graduate-level education at a very low tuition rate. However, it also requires both students and faculty to embrace a very proactive, self-responsible, and collaborative attitude toward study at CHS.

About Our Students

The students at Cherry Hill Seminary are a wonderfully-mixed group. Some are professionals seeking to learn to serve the Pagan community through counseling, chaplaincy and ministry, others seek to enhance skills they have previously developed, and still others come to enrich their own personal spiritual journeys. What they all have in common is a hunger for knowledge, training, and the dynamics of the classroom educational experience. Depending on the class you are teaching, you may find all these students in your classroom.

Cherry Hill Seminary students are often deeply involved in their local communities and have already been serving in leadership positions for several years before coming to Cherry Hill Seminary. Although some have aspirations to paid ministry positions, such as hospital, prison, or military chaplaincy, most are realistic about the limited availability of such jobs and have come to CHS for the development of practical leadership skills. Although some CHS students have a scholarly orientation, for most this is secondary to their community work.

We offer several ways to pursue learning through Cherry Hill Seminary:

- Our **Master's degree** classes are graduate-level study, demanding intellectual rigor and commitment on the part of the student. Applications to a master's degree program are competitive, requiring baccalaureate transcripts or the equivalent, and a rigorous admissions process.

- Our **Insights** courses are open to all, including the general public. A significant number of Insights students will be taking courses for the first time. Faculty teaching Insights courses will encounter students with a wide variety of educational background and level of maturity.
- The **Community Ministry Certificate** is a non-graduate-level 15-month program of self-study, guided by an assigned faculty-mentor. The CMC is designed to prepare individuals to offer leadership to their local communities.

For more information on the requirements our students must meet for admission, please see the latest Student Handbook and Course Catalog posted on our website under *For Students/Materials*.

Faculty Governance

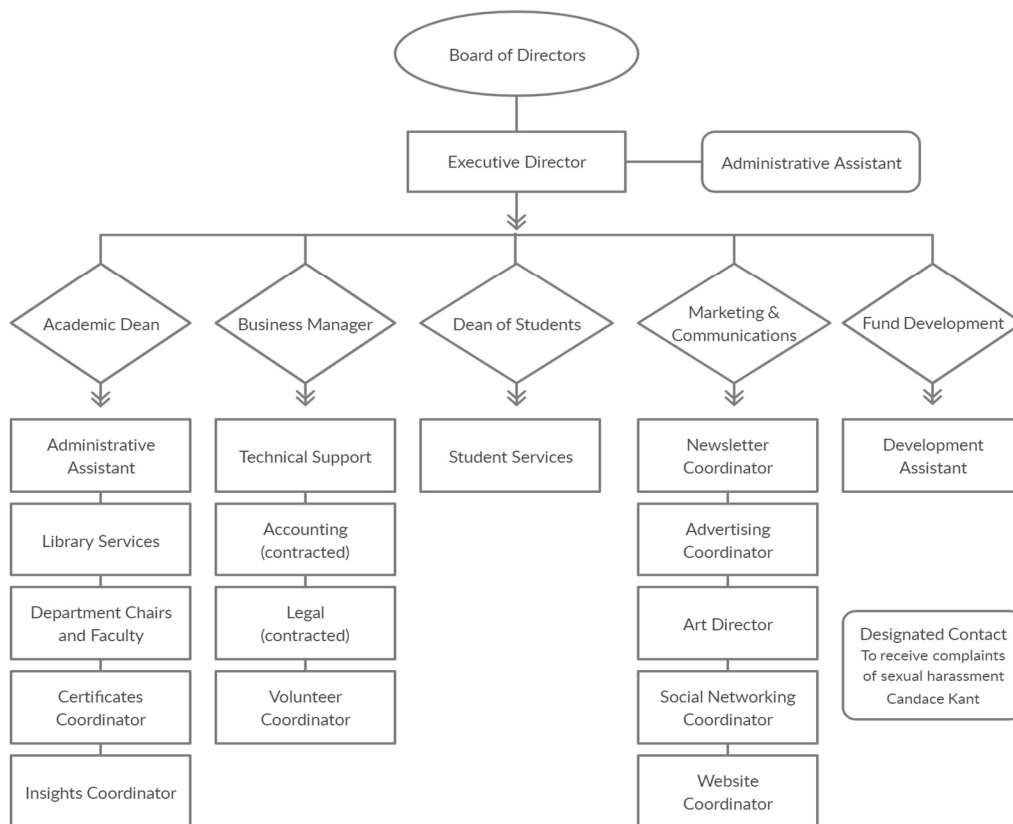
A supportive community was an integral part of the way Cherry Hill Seminary developed and continues to play an important role in the form of faculty governance. Faculty members are part of the consultative process for many kinds of decision-making. Collegial governance allows the academic community (students, staff, administrators, and faculty) to work together to find the best answers to the issues we face. Faculty members are supervised by their department chair, but are likely also to find themselves interacting with the academic dean or others on the faculty or staff.

Committees

Individual membership in standing committees often depends on who is available when the work needs to be done. We understand that when faculty only teach on average one or two classes a year, their time commitments and availability may be limited. However, the following standing committees should always include faculty: Accreditation, Admissions, Grade Appeals, Grievances, Hiring, Curriculum, Academic Standards, Program Review.

Organizational Chart

Like any other educational institution, Cherry Hill Seminary is structured to permit its various aspects to function optimally. Although hierarchies are not integral to all Pagan traditions, they can be used to facilitate communication and refine and delineate areas of responsibility. Cherry Hill Seminary's structure is hierarchical. In practice, few important decisions are made by one individual without wider consultation. Several of these positions are filled by volunteers. Vacant positions can be discerned on the CHS website on the *Faculty and Staff* page. If you are interested in volunteering for one of these positions, please contact the Seminary office.



Faculty Personnel Policies

Faculty Application Procedure

All persons seeking to teach at Cherry Hill Seminary must complete the online application, which can be found on the *Faculty* page of the CHS website. No application will be reviewed until all required components of the application have been received. The completed application will be reviewed by the Academic Dean and passed on to the appropriate Department Chair, who will then call together and chair a Faculty Hiring Committee. Each member of the committee will review the candidate's submitted material. If the committee's response to the materials is positive, the Chair will contact the candidate, conduct an interview and report back to the committee with a recommendation regarding hiring. Members of the committee will then vote on the recommendation and forward the result to the Academic Dean, who will then make the final recommendation regarding the candidate.

Qualifications, Responsibilities, Development, and Employment

Faculty members must have the appropriate credentials and competencies for teaching master's level courses and Insights courses. These credentials are demonstrated by the attainment of a research doctorate, other earned doctoral degrees, and/or master's degrees in theological studies and related fields. Additionally, qualified teachers without a research doctorate or a Master of Divinity may have special expertise in skills relating to administration, media, and cross-cultural studies for teaching, learning, and research.

Upon commitment to Cherry Hill Seminary, faculty members are free to seek knowledge and communicate their findings.

All faculty are guided by the Mission, Vision, and Values of Cherry Hill Seminary, which are integral components for long-range planning.

Faculty must be diverse in meeting the demands of teaching, learning, and research in an online environment.

Faculty who teach in the graduate programs are responsible for the planning, design, and oversight of the program's curriculum, ensuring at all times that it is aligned with Seminary Mission, Vision and Values. These responsibilities include aligning the curriculum with the requirements of recruitment, matriculation, graduation, and service to communities as directed by the school administration.

Each faculty member has the responsibility to be aware of the policies concerning their rights and responsibilities and how they relate to their appointment, retention, and dismissal; criteria for faculty evaluation; compensation; and other conditions of employment. These policies are posted within the Faculty Handbook & Teaching Guide under Policies and Procedures.

Faculty Performance Evaluation

Learning, teaching, and working at Cherry Hill Seminary should all be seen as part of a continuous improvement cycle. An essential part of that cycle is performance evaluation, which allows each member of the Seminary to reflect on their goals and integrate lessons learned into future performance. Each member of faculty must complete a course self-evaluation at the end of each course taught. The Faculty Course Self-Evaluation form is found on our web site under For Faculty/Materials. In addition, periodic faculty evaluations will be conducted by the faculty member's Department Chair.

Instructor Evaluation Requirements

Faculty who have taught for two or more semesters must be evaluated every three years at minimum. This evaluation will include student evaluations of teaching performance, a review by the Academic Dean, the Chair of the department or the Chair's designee and evaluations by appropriate administrators. It will most often include a classroom visit.

A faculty member who has taught only one semester will be evaluated at the discretion of the Department Chair or the appropriate administrator. The faculty member may request that an evaluation be performed. A faculty member who has received an evaluation of "does not consistently meet requirements" or "does not meet requirements" may be reviewed again at the Department Chair's or Academic Dean's discretion.

Classroom Observation Evaluation

Classroom visits can be a useful tool in the evaluation process and are required by the Cherry Hill Seminary as part of the evaluation process. This visitation may be done by the Academic Dean, the Chair or the Chair's faculty designee. The evaluator will complete the Faculty Classroom Observation Evaluation Form found on our web site under For Faculty/Materials. A copy of the report on the classroom visitation will be provided to the faculty member being evaluated, the Department Chair, and placed in the faculty member's permanent file.

Full Evaluation

All faculty who are being evaluated must submit syllabi for every class they have taught or are teaching since their last evaluation. In addition, they may submit additional materials such as a current curriculum vitae, a brief list of professional or appropriate community accomplishments or contributions over the past year, and a reflective narrative.

All materials considered by the department will be made available to the Academic Dean. The dean's evaluation and any of the following materials, if submitted, must go into the faculty member's permanent file: C.V.; reflective narrative; list of professional or community accomplishments and contributions; written peer evaluation, and report of the classroom visitation.

The faculty member being evaluated will be given a copy of their evaluation and may submit a response or rebuttal within ten days of receipt of the evaluation. The response or rebuttal is then forwarded with the evaluation to the Academic Dean.

A written record of the periodic evaluation will be placed in the faculty member's permanent file. At the completion of the evaluation process, the faculty member will be provided a copy of the written record of the evaluation.

Student Course Evaluation

Students complete an anonymous evaluation of the course in which they are enrolled at the end of the semester. These are summarized by the office of the Academic Dean, then shared with the appropriate Department Chair and the individual instructor. Copies are placed in the faculty member's permanent file. In addition, the Department Chair and the Deans may sit in on a class at any time. In some cases, a written assessment of the class visitation will be provided to the instructor and placed in the permanent file. When done, these assessments are intended to be an aid to the faculty, pointing out what was done well and providing teaching tips if appropriate.

Faculty Course Self-Evaluation

In addition, faculty are required to complete a self-evaluation for each class taught at the end of the semester. These evaluations are used to strengthen our course offerings and the flow of communication between faculty and staff at the Seminary, and to provide information to be used in program assessment and Program Reviews. Upon receipt of evaluations and grades a check for the semester's teaching will be mailed.

Faculty Salaries

Faculty members are paid a lump sum after grades have been turned in for the semester. The amount depends upon the number of paid students who were enrolled in the class. Currently, Cherry Hill Seminary pays the following (current as of September 1, 2020):

- Insights courses: \$45 per enrolled, paid student
- Master's degree courses - \$200, per enrolled, paid student for a 3-credit hour course (or \$66 per credit hour per student). Note: Most Master's classes are 3 units.

When a faculty member serves as the Chair of a Praxis (1 credit) or Master's (3 credits) Project/Thesis Committee, he or she will receive the equivalent salary for one student. Other faculty committee members, who do significantly less work, are deeply appreciated but not financially compensated at this time.

Fee Waivers

Intrigued about the connection between physics and magick? Want to sit in on a fellow scholar's signature class? Or delve into the joys of sacred gardening? Sign up and be a student for a change. One perk of teaching for CHS is that you may take one class per semester at no charge if you have proposed a course that was offered in the previous three years (or at the discretion of the director). Questions or to register for a free course, email

the office at CHS@cherryhillseminary.org.

Grievance Procedure

Cherry Hill Seminary recognizes that from time to time conflicts arise in any organization. People sometimes find it becomes necessary to clear up miscommunication, to speak truth to power, to recognize injustice and seek redress, to negotiate boundaries and settle disputes. As a matter of policy, the members of the Cherry Hill Seminary community, whether students, faculty, staff, administrators or governors, are encouraged to begin by speaking directly to the person involved. The conversation is best begun in an informal way, naming what is true for the complainant without labeling or judging the other person. Preferably, this will be done by face-to-face or voice-to-voice communication, or perhaps by email, but it should begin with a conversation limited to those directly involved.

If this first step of speaking directly is not successful in reaching resolution, or if the situation requires third-party intervention, the second step is to speak to the next person up on the organizational ladder. For example, if a faculty member and a student have a problem that cannot be resolved, the next step would be to speak with the Department Chair. If a third step is needed, the appropriate Dean should be contacted.

A resolution to a grievance must be initiated during the semester in which it occurs. Those individuals involved are expected to keep accurate and timely notes of all relevant conversations. These notes are to be shared with CHS Senior Administrators and/or staff as appropriate if resolution is not achieved at the first step. Advocates can be appointed to assist and represent the parties to a dispute if needed. The Deans and Executive Director will act in concert and may impose a settlement if resolution cannot be worked out among the parties most immediately involved. Any appeal of such an administrative decision will require a review by a committee composed of faculty and board members as appropriate. This committee will be created by the Executive Director.

Dismissal of Faculty

Cherry Hill Seminary acknowledges that there may be rare circumstances under which a faculty member is dismissed. These include, but are not limited to the following:

1. Use of personal information obtained during tenure at CHS for solicitations, fund-raising, advertising, promotion, or any type of commercial activity without written permission from the Seminary.
2. Misrepresenting oneself, one's education, one's experience, or one's connection with Cherry Hill Seminary
3. Misrepresenting the quality or quantity of one's studies
4. Plagiarism or academic dishonesty
5. Conviction of illegal activity that is contrary to the mission of Cherry Hill Seminary

An additional consideration might be faculty conduct in the course of Seminary teaching or activities which is damaging to students, colleagues or the institution. If you have a question

about whether there might be just cause for Cherry Hill Seminary to terminate its relationship with you as faculty, we suggest that you first review our Values found in the first section of this handbook. Next, consider the recommendations of the American Association of University Professors, found at their web site (aaup.org)

Faculty Assignments and Responsibilities

Academic Freedom

Academic freedom is central to the heart of any institution of higher learning. The community of faculty, students, administrator, staff and board members at Cherry Hill Seminary are expected to be committed to and supported in the pursuit of knowledge and the expression of ideas. This includes the freedom to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research and to teach and study the substance of a given field as crucial to the integrity of an educational institution.

Academic freedom does not mean that faculty have the right to teach a class that does not meet the catalog description or the department's objectives for the class, to insist that students agree with all the faculty member's ideas, or to require assignments that put students into danger or that cannot be completed by disabled students. Cherry Hill Seminary endorses the *Academic Freedom of Professors and Institutions* statement created by the American Association of University Professors.¹

Scheduling of Work Assignments

The instructional assignments of individual faculty members will be decided by the appropriate administrator after consultation with the Department Chair and will be consistent with Department and student needs. Departments vary in the way in which they build schedules and determine individual teaching assignments, but all give faculty members some opportunity to express a preference for particular courses or times, although these preferences cannot always be accommodated. The Academic Calendar (on the Seminary web site under *For Students*) gives dates by which course proposals for each semester must be submitted, and a link to the online form for doing so.

Outside Employment

At this point in our history, CHS is unable to provide faculty with full time work. We are very aware that means that most of our faculty will need to have employment outside of CHS. Employment outside of CHS should not conflict with satisfactory and timely performance of all duties on the part of Seminary faculty.

¹ Found at aaup.org

Student Handbook and Course Catalog

You will need to be familiar with this all-important document which includes all policies, requirements, recommendations and procedures for all Cherry Hill Seminary students. The course catalog information help you see where your course or courses fit in our programs, and what student expectations will be. We ask all faculty to thoroughly familiarize themselves with the document, which can be downloaded from the Student section of the CHS website.

Moodle Tutorial

There is a Moodle tutorial linked to the *Faculty* page on the CHS website. When you have been assigned to teach a class, a Moodle classroom will be opened for you. Use this handbook to augment what you've learned in the tutorial. Once you have set up your course in the classroom, a backup should be available to you for any editing next time you teach the class for us. An exception is that some course backups were lost during our one experience of hacking a few years ago. If you hope to teach an older course, check with the office to see if the classroom is still saved.

Teaching: Administrative Procedures

Curriculum Development

At Cherry Hill Seminary, we rely on our faculty to create exciting and valuable courses. Although administrators may identify areas where we need new offerings, our faculty members are at the heart of curriculum development. If there is a topic you would like to teach, check first with the Chair of your Department to see if it is currently being covered or how it might fit in with our existing programs. With her or his agreement, fill out the proposal form linked to the *Faculty* page of the Seminary website. The Academic Calendar (on the Seminary web site under *For Students*) gives dates by which course proposals for each semester must be submitted, and a link to the online form for doing so.

When proposing a new course or requesting to teach one currently in our catalog, the Seminary gives you the authority to decide both the minimum number of paying students and the maximum number of students (including audits and non-paying) you are willing to work with in the class. We permit occasional audits, however it is your decision as to whether or not to accept them in your class. Students who are auditing pay regular fees. As explained at the end of this document, CHS faculty and staff may take classes for free. You may limit how many of these non-paying students are in your class, but not exclude them entirely.

Three-credit Master's courses should provide students with about 135 hours of work per semester (8-12 hours of work per week for 14 weeks). This time commitment includes all readings, assignments, class meetings, Moodle classroom participation, and other course activities.

Although instructors are encouraged to assign the best textbooks available for their courses, students may be reluctant to take courses where the books are very expensive. For books where only a single chapter is being used, instructors should consider making a PDF file of the relevant material to post in the online classroom, as this helps to keep students' costs low. (This practice is usually allowable under Fair Use policy.)

All syllabi, including those for Insights classes, need to be written for a pan-Pagan student body and avoid making assumptions about the practices or beliefs of individual students' traditions when framing assignments.

Developing Course Objectives and Evaluation Criteria

[in process]

Your Moodle Classroom

When you are hired as faculty, you are given a login to our online classroom system (Moodle) along with a message to go through the Moodle Tutorial found there. Each semester the Seminary office will, for each course being offered, either restore a backup of the course offered in the past, or create a new shell. The Tutorial instructs students in how to use the system.

Moodle is open-source software used by institutions around the world and maintained by a consortium of developers. At moodle.org (not .com) you will find an array of excellent instructional pages under “Documentation” on the main menu. Topics include:

- Managing Your Course
 - Set Up Your Course
 - Add Students (NOTE that the CHS office will always do this for you)
 - Add Assignments
- And lots more

Very important: please proof everything that you put into your classroom. Cherry Hill Seminary is an institution of higher education and should always reflect excellence. We also suggest that you add some graphics to your lessons to make your classroom site more attractive and interesting.

Cancelling a Class

Sometimes the enrollment in a class is so low that it is doubtful that the class will be able to pay for itself. In this case, the Executive Director of the Seminary will make a decision regarding whether or not to cancel the class. The Executive Director is the only individual with authority to cancel a class.

Course Syllabus

The best way to communicate your expectations to students is through the course syllabus. It provides them with essential information, explains the types of assignments and the basis for evaluating student performance, and gives other relevant information. Not only is a strong syllabus critical for you and your students, but it is a critical piece by which the institution may be evaluated by outside authorities. As adults, our students tend to have full lives and multiple responsibilities outside of the Seminary. They need to know in advance what kind of commitment they are making when they enroll in a class and exactly what will be expected of them. Think of the syllabus as a contract between you and the students authorized by the educational institution, and only make very minor and necessary changes during the semester.

Instructors submit their syllabi to the Department Chair for feedback no later than six weeks before the course is to begin, using the online form under *For Faculty/ Materials/ Forms*. Check the Academic Calendar for relevant dates. All syllabi must include the following elements in the following order:

1. Description of the class
2. Purpose or goal of the class (the specific point in taking this class rather than another)
3. Learning objectives for the class
4. Class expectations
 - Reading –between 40-60 pages a week.
 - Work load – between 8-12 hours a week per class
 - Writing – approximately 6000-9000 words. This may be accomplished with a term paper, two shorter papers, journaling, reports, etc. or any combination of these. There must be a substantial writing component
 - Class Behavior – online guidelines, discussions, Moodle check-ins and number of postings, etc.
5. Grading and Assignments
 - There must be a minimum of 4 assessments of student performance, which may include papers, discussions, exams, oral presentations, fieldwork, etc. The percentage of the final grade must be indicated for each assessment. The final exam, project or other form of assessment must not be worth more than 1/3 of the semester's grade.
6. Required Readings
 - Suggested optional readings (if any) These could be placed in weekly topics instead
7. Week by week topics and assignments
8. Statement referring the student to the catalogue or Seminary web for issues of policy, such as plagiarism, make-ups, etc.

Insights courses should also provide a syllabus which gives the above information. No grading is required, however, and no minimum assessments of student performance. You will find more discussion of Insights courses in the Resources section of this handbook. That

discussion will help you better understand the distinct character of an Insights course.

Accessibility

Cherry Hill Seminary intends our classes to be accessible to students and instructors with various abilities and disabilities. As assistive technology is a rapidly changing field, we make no claim to have a “perfectly accessible” website at any time, although we continually work to improve and enhance our system. We ask our students, faculty and staff to please make us aware of any accessibility problem, challenge, or issue in any of our web pages or classrooms. We gratefully accept suggestions for ways to make our classes more easily accessible to all.

Grading Policies

When a course is in session, instructors are expected to respond to student and administrator communications within 48 hours during the regular work week or 72 hours over the weekend, except when an absence has been planned and announced. Feedback on short assignments should be given within a week; long assignments should be responded to within two weeks. NOTE: Students have a right to be informed promptly of their scores and to review each of their demonstrations of competence with their instructors. This means assignments must be returned in a timely manner.

It is important that students have an ongoing understanding of their performance in class. Therefore, by the time approximately 1/3 of the course has been completed (5 weeks), students should have performed a minimum of one demonstration of competence and have had that graded and returned to them. This may be an examination, a paper, a report, or any other assigned activity that is evaluated. Instructors are expected to keep a record of students' scores on each of the demonstrations of competence on which the final grade is based.

Grades at Cherry Hill Seminary are standardized letter grades. For detailed information on this, please look under *Grading and Evaluation* in the current [Student Handbook & Course Catalog](#), posted on our website under *For Students/Materials*.

Grades for individual demonstrations of competence can be posted on Moodle, but may also be emailed to the student, individually. If sending these individual grades, *however – in no case may a grade be posted on a forum or sent in a group email so that anyone but the individual student who earned the grade may see it.* The only exception to this rule would be for Senior Administrators, as appropriate.

Final grades must be based on a minimum of four demonstrations of competence by the student. In no case shall the grade on the final examination of competence (exam, paper, project, etc.) count for more than one-third of the course grade.

Incompletes

In some unusual cases, a student may request an “Incomplete” instead of a grade, because the intention is to finish the work left undone. The decision to grant the request is up to the individual instructor. However, this should not be considered unless the student has completed at least 60% of the course successfully. In this case, the instructor must fill out an Incomplete form that can be found on the Cherry Hill Seminary website under *Faculty/Materials*. This form must be submitted at the same time as the final grades. There is a place on the form to write the grade the student will receive if the incomplete is not made up. The final grade in such cases is up to the instructor.

For Example: If a student has completed 60% of the semester’s coursework and received a combination of A and A- on everything done, that would still be 60% of the final grade (the equivalent of a Not Acceptable). However, if the student has done 90% of the semester’s work and received a combination of A and A- on everything, the final grade based on work completed would probably be in the B range, although the instructor might consider an A-. For questions regarding the value of specific grades, please refer to the current [Student Handbook & Course Catalog](#), under grading.

An Incomplete must be made up with one semester of being granted. In an extraordinary case, such as military deployment or death of a spouse or child, or illness, the instructor may grant an extension of one additional semester. If an Incomplete is not made-up within the time allotted, the grade will automatically become the grade listed on the incomplete form by the instructor.

Submitting Final Grades

Send a list of your final letter grades to the Seminary office (CHS @cherryhillseminary.org). Grades posted in the Moodle grades system are not received or officially recorded by the Seminary. After receiving your email submission the office will place final grades into our online secure grade system. These are considered to be official and final grades and are used to generate official student transcripts, and for student advisement.

If you have made a mistake in calculating or recording the student’s grade before submitting it, this may be corrected. In this case, you must send an email to the office (address above) explaining the error and providing the correct grade for the student. The email correction must be submitted before the grade is officially changed. Any correction must be made within one semester of the original filing.

Grade changes may not be based on additional work completed after the original grade was filed except when the original grade was “Incomplete.”

Your Semester Outline

Assuming you have been asked to teach, and you have your Moodle classrooms access, here are the things you will need to do:

1. Submit a draft syllabus of your class to your Department Chair on the first of the month in which the semester begins. Check the *Academic Calendar* for dates.
2. Begin to set up your Moodle classroom several weeks before the semester begins. Consider setting up just the first 3 weeks until you see that the class has enough students to run.
3. Teach your class.
4. Give your students feedback on an assignment by 1/3 of the way through the semester.
5. Notify your students of all remaining grades no later than one week after the close of the semester.
6. Send in your grades and any incomplete forms by email to the Seminary office (address above) within one week of the end of the semester.
7. Complete your online self-evaluation and submit it as soon as you send your grades.

Teaching: The Classroom

Prohibited Discrimination

Cherry Hill Seminary prohibits discrimination on the basis of race, color, religion, creed, sex, age, marital status, national origin, mental or physical disability, political belief or affiliation, veteran status, sexual orientation, gender identity or expression or any other class of individuals protected from discrimination under state or federal law in any aspect of the access to, admission to, or treatment of students in its programs and activities, or in employment and application for employment. Furthermore, Seminary policy includes prohibitions of harassment of students, faculty and employees, i.e., racial harassment, sexual harassment, and retaliation for filing complaints of discrimination. As faculty, you have an ethical and legal responsibility to interact with students in a manner free from all forms of unlawful discrimination.

If you have concerns or issues involving sexual harassment, please report them to Candace Kant, who currently serves as our Harassment Officer, and may be contacted at ckant@cherryhillseminary.org. For any other form of discrimination, contact the Dean of Students.

Classroom Meetings and Attendance

All classes must be held during the time listed in the announced course listings, in your Moodle classroom, and on the course syllabus. If you need to cancel a class meeting, notify your Department Chair and the students. Plan an alternate activity for your students so they do not lose out on valuable class time. Our ability to legally award credits towards a degree relies on your maintaining the standards set out in your course syllabus.

Students are expected to attend class regularly, and only miss for valid reasons, such as illness, accident, etc. The Seminary does not require you to keep records of class attendance.

However, if your syllabus says any portion of the course grade will be based on attendance, you must keep written records to use as a basis of the grade assigned.

One more thing – because the Seminary teaches all classes virtually, we are required to confirm that the student who shows up in your classroom is a real person who is actually the person doing the work and receiving a grade. This is easily confirmed by video participation. If for any reason you feel that an individual is misrepresenting themselves as a matriculated CHS student, please notify the office immediately.

As we become more international in scope, some of our classes do not have regularly scheduled meeting times. This is almost always because the time differences are too great or the internet connection not completely reliable for the instructor. In this case, it is absolutely imperative that students receive lectures, assignment feedback, and other information on a regular and timely basis by email or within Moodle to accommodate the requirement of hours per class. The Department Chair should be consulted before a class is assigned no live meeting times.

Classroom Environment

Our students bring to their education widely differing backgrounds, skills, and learning styles. It is advantageous to try a variety of teaching strategies that will give you the best chance to reach every student in your class. See the *Resources* section of this handbook for suggestions.

We recognize and respect that students and faculty sometimes use magickal names or nicknames. We ask that in classrooms and in correspondence with faculty and administration, all participants identify themselves by their legal given names, with any nicknames or magickal names appended with a hyphen or in parentheses. This may seem pedantic, but there have been problems with registration and grades recording because of this issue.

Technical Competency and Preparedness

Cherry Hill Seminary is a distance education facility. At a minimum, all members of the Seminary community must meet the technical requirements below, which are subject to change upon recommendation of our technical support staff and the agreement of management.

1. Review of the classroom training tutorial upon receiving access to the online classroom system (Moodle).
2. Proficiency in and access to an up-to-date computer with a sound card, working computer sound card and a headset/microphone which plugs into your computer.
3. Reliable internet access (high-speed access is strongly recommended).
4. Access to and responsibility for standard office software, including a word processing program which will create .doc or .rtf files, and an internet browser.

5. Access to and responsibility for protection from viruses, etc.
6. Ability to attend and participate in online video class sessions.
7. Ability and willingness to follow the instructions given by office staff when first introduced to Moodle.
8. Ability to attend and participate in online chat or conference call class sessions, as well as the willingness to adjust to these differing modes of communication.

Online Etiquette

Electronic communication has both advantages and drawbacks since everything is written down and can be saved forever. Written text can easily be misunderstood when there are no subtle facial expressions, voice tone or any kind of immediate visual feedback. Humor and sarcasm are frequently misinterpreted. The use of emoticons may help avoid these misunderstandings. If there are misunderstandings in your classroom's forum discussion, you may need to ask a student to clarify their remarks. If you note a lack of respect, or any other behavior you would not tolerate in a physical classroom, contact the student immediately by personal email, that is, not on the forum, and initiate a discussion about the behavior. If you have questions or need support, contact your Department Chair.

Cheating and Plagiarism

As with faculty, plagiarism and academic dishonesty will not be tolerated in students. Cherry Hill Seminary's zero-tolerance policy in this regards includes sanctions for violation of the policy that include rehabilitative, reparative and/or punitive aspects depending on the nature and severity of the violation, the nature and severity of the harm caused, and the interest in encouraging and promoting quality and reliable scholarship. Specific sanctions may include expulsion from Cherry Hill Seminary, probationary regulation of conditionally continued enrollment and/or reporting to appropriate law enforcement authorities. If you have questions or need support, contact your Department Chair.

Student Rights

Academic freedom gives students rights as well as faculty. Students, particularly in the United States, tend to be very familiar with and assertive about these rights. It is important to follow the guidelines for assignments and grading in order to avoid problems in this regard. In general, it is helpful to remember that students have the right to examine all sides of an issue, to question assumptions, and to come to conclusions based on the evidence, even if those conclusions are different from the faculty member's.

Students with Disabilities

Occasionally there are students who request a modification of class rules or procedures because of individual circumstances. Federal law and Cherry Hill Seminary commitment to accessibility require reasonable accommodation of the needs of students with disabilities. It is the student's responsibility to inform you of this need as soon as possible. It is useful to

remind students of this responsibility in your syllabus or your opening discussion with the class.

Students with disabilities have the right to such accommodations as are necessary for them to receive benefit from the course equal to that for students who are not disabled.

Modifications must be considered on a case-by-case basis. Modifications that substantially alter the *essential nature* of class are not required. There are some, but very few, situations where no reasonable accommodation is possible. If you have questions or need support, contact your Department Chair.

Problems with Students

Hopefully, you will not have problems with students that cannot be resolved quickly, easily and in a manner in which all parties feel respected and heard. Occasionally, however, this is not the case. Should that occur, contact the Chair of your Department immediately. Not only can a third, uninvolved party often suggest something helpful, but your Chair is probably more familiar with CHS policy and history that might apply.

Teaching: Resources

More About Teaching at Cherry Hill Seminary

The culture of Cherry Hill Seminary differs significantly from that of a university. Seminary training is inherently practical: all classes are situated in a context of community ministry and personal spiritual growth. Although the critical thinking skills so central to university culture are also essential in a seminary environment, seminary training requires deep reflection and the willingness to bring personal experience into dialogue with the material. Students must constantly ask themselves: How might my community benefit from this material? What new light does this class shine on my spiritual practice? What big questions about human nature, religious communities in general, or contemporary Paganism in particular are being raised or answered? As adult learners who are often already serving as clergy in their communities, CHS students require a pragmatic curriculum that does not shy away from theory or scholarly research, but harnesses these materials in the service of students' work in the world.

Cherry Hill Seminary is also a largely volunteer-run organization. We use free software almost exclusively, and students are expected to provide their own computer equipment and to use library services local to their area. This structure allows CHS to provide graduate-level education at a very low rate per credit hour. However, it also requires both students and faculty to embrace a very proactive, self-responsible, and collaborative attitude toward study at CHS.

We encourage students and faculty to supplement our standard Moodle and Zoom-based classrooms with other electronic resources as needed, as well as to think creatively to get the most out of the resources provided. Many apparent problems with classroom software

are actually due to unfamiliarity with it, so students and teachers are encouraged to thoroughly familiarize themselves with provided tutorials or to get help from the Seminary office or an experienced student or faculty member before the semester begins.

Expectations for Students and Instructors

Student Preparation

Cherry Hill Seminary students are often deeply involved in their local communities and have already been serving in leadership positions for several years before coming to Cherry Hill Seminary. Although some have aspirations to paid ministry positions, such as hospital, prison, or military chaplaincy, most are realistic about the limited availability of such jobs and have come to CHS for the development of practical leadership skills. While some CHS students have a scholarly orientation, for most this is secondary to their community work.

CHS Master's students vary somewhat in their preparedness for graduate-level work. In the admissions process, we look for good communication skills, clarity of vision around their work in the Pagan community, emotional maturity, and evidence of undergraduate work relevant to the student's proposed major. Applicants to the Master's programs are expected to have a Bachelor's-level education at minimum, but such degrees may have been earned decades earlier. Some students may hold graduate degrees in other fields, such as technology, the arts or science. Such students may require remediation in skills such as academic writing and discipline-specific methodologies. Faculty are encouraged to be as specific as possible about what basic skills are needed in their syllabi and to suggest supplemental resources for students who are doing graduate-level work in a field that is new to them.

Insights courses are entirely open to the public and do not require a formal admissions process. Most Insights students will be non-matriculating though occasionally a Master's student takes a course out of personal interest (but does not earn credit towards a degree with that course). A significant percentage of Insights students may be taking a CHS class for the first time. Faculty teaching these courses will encounter students with a wide variety of educational backgrounds and levels of maturity. Because every group is different, faculty may want to design flexible syllabi that can be adjusted based on the needs of an individual class. Some Insights courses may attract an entire group of students who are already on a graduate level; other groups may resemble community college freshmen, while some classes will be mixed.

Collaborative Learning

Current research into teaching and learning clearly demonstrates that students learn material more thoroughly, retain it better, and experience greater shifts in their beliefs and practices as a result when they feel in charge of their education. Cherry Hill Seminary embraces a collaborative learning model as one that respects the considerable knowledge and experience of our students, as well as helping to improve student performance.

Moodle is explicitly designed to encourage collaborative learning. As William H. Rice explains in *Moodle Teaching Techniques*, it supports a philosophy of “social constructionist pedagogy.” This pedagogy suggests that students learn not just from course activities, but from other students and their environment; that they learn the most when constructing learning activities for others; that a sense of integration into a classroom culture accelerates learning; and that students’ ability to move between objective, factual approaches and subjective ones is valuable and desirable.

Faculty should encourage students to see each other as resources. Each student brings unique life experience to the classroom that will cause them to engage differently with the course. Instructors should use their judgment and creativity to formulate provocative questions about the material based on the particular interests and needs of the students. Student contributions should be treated seriously and with respect, with the understanding that students constantly teach each other and their instructors. As facilitators, instructors should set a tone for classroom discussion that is respectful, but does not shy away from difficult or controversial topics.

Multiple Role Relationships

Like the pan-Pagan community in general, Cherry Hill Seminary is a small community, and participants tend to play many different roles. You may find administrators or board members in your classroom as students, or you may take advantage of your faculty tuition benefit to take a colleague’s class for free. We encourage faculty to ask for clarification about which of the many CHS “hats” an individual is wearing at any given time. If there is any concern that the boundaries between roles are becoming blurred in a way that damages the classroom environment or relationships between CHS participants, faculty are encouraged to contact the department chair or Academic Dean.

Setting Classroom Expectations

Regardless of whether the students are enrolled in a degree or some other kind of program, faculty will experience more success in their classes if expectations for both students and instructor are made clear at the beginning of the semester. CHS endorses the view of pedagogy researcher Ken Bain (*What the Best College Teachers Do*) that the process of introducing the syllabus should be handled more as an invitation to a feast than as a presentation of a list of demands.² CHS students are adults, often with jobs and families, who are pursuing an education at CHS out of a sense of personal calling, most often in addition to a full- or part-time job. Their participation is an informed choice. The role of the instructor is to facilitate student learning by raising provocative questions and providing structures for student thought and performance. Students of all levels are held to high standards, and instructors support student learning by consistently expressing faith in students’ ability to meet those standards. That said, the syllabus is regarded by oversight authorities as a sort of contract between the school and the student, so it is vital that you

² Bain, Ken. *What the Best College Teachers Do*. Cambridge, MA: Harvard UP, 2004.

construct a clear and detailed syllabus in accordance with the *Course Syllabus* section of this *Handbook*.

Because CHS classes are offered in a variety of disciplines, and assignments use many different methodologies, faculty should be as specific as possible about their expectations for individual assignments. Assignments at CHS can include academic writing in multiple disciplines, journalistic or popular expository writing, creative or reflective writing, visual art, sociological or anthropological fieldwork, curriculum development, oral presentations or speeches, and hybrids of these. When giving academic writing assignments, faculty should be particularly clear about to what degree the student may introduce personal experience and reflections. Faculty who wish to train students in traditional academic writing using the objective voice may ask students to produce personal reflections on the research process as a separate assignment. Whenever possible, assignments should be connected to real-world tasks in which graduates might engage.

Technological Literacy

Instructors and students are expected to be computer literate and to be able to use e-mail, Moodle, and Zoom competently. New instructors are urged to master setting up group Zoom meetings before the semester begins. Important detail on technological requirements are given in the *Student Handbook & Course Catalog*.

Because our administration and technical support are volunteer-staffed, instructors are asked to look for the answers to questions using the Moodle Tutorial (available on the CHS Moodle main page), or check online Moodle documentation (found at moodle.org), before contacting the Seminary office about non-emergency technical issues. We particularly encourage new instructors to begin experimenting with their classroom design well before the beginning of the semester to allow plenty of time for tinkering and problem-solving. For technology issues that are interfering with the successful running of a course, however, please contact your department chair or the CHS office (CHS@cherryhillseminary.org).

Models for Master's Courses

Master's courses at Cherry Hill Seminary tend to enroll between 3 and 8 students per semester, with 5 being an average enrollment. Instructors will want to design their classes in a way that makes their time spent in the classroom most efficient while maximizing the benefit to students. Instructors should expect to spend approximately 10-15 hours on classroom design and set-up. This only needs to be done once per class; once a class has been offered, the classroom is saved and can be imported for future use.

Discussion-based Classes

In discussion-based classes, instructors post readings and/or lectures to the Moodle classroom. Students are asked to post to the Moodle forums two or more times a week (usually one long post, and then responses to other students). The class also meets to discuss the materials via Zoom, usually once a week. Most student assignments are shared

with the class in the forums, and final projects are often presented to the group as a whole with a Powerpoint slideshow, video, audio, or other mechanism.

This style of classroom runs most effectively with 5-8 students, though it can be successful with 3-4 students who are extremely participatory. It is a naturally collaborative model that allows bonding between the students. Participants are given plenty of space to connect the material with their personal experience and to learn from the experiences of others. The instructor operates primarily as a facilitator and allows the class to choose what aspects of the readings are most salient to them. Intelligent and insightful engagement with the material is emphasized over learning a body of facts. Exams are not usually given. In this style of class, the heart of the classroom is the Moodle forum.

Instructors using this style should expect to spend 2-3 hours per week facilitating chat and Moodle forum discussions. Instructors may spend 1-2 hours per week giving feedback on short assignments and or 4-8 hours giving feedback on longer assignments. Many 5000-level introductory classes and some 6000-level classes are offered in this style.

Lecture-based Classes

In lecture-based classes, interaction between individual students and the instructor is emphasized more than student-to-student interaction. Instructors post weekly lectures that may guide students through synthesizing the readings, or may provide the primary material for study. Students should still have opportunities for discussion in the Moodle forums. Moodle discussions may be optional rather than required in this model. Weekly assignments focus on demonstrating a grasp of the material, and student knowledge may be periodically assessed with exams. Personal engagement with the material may be invited via journaling or other assignments, but may be shared only with the instructor rather than with the entire class. The instructor may also schedule one or two one-on-one conference calls with each student during the course of the semester.

This style of classroom works well with smaller and quieter groups of students. Even more than in the discussion-based classroom, it is essential that the instructor give prompt and substantial feedback on assignments. Here, student responses to lectures and the instructor's feedback on those responses form the heart of the classroom. Instructors are encouraged to record lectures as podcasts or even Powerpoint-based videos to maximize the sense of instructor presence in the classroom, as well as to appeal to students with different learning styles.

In addition to the time spent preparing lectures, instructors using this style should expect to spend 2-3 hours per week giving feedback on short assignments and answering questions, or 4-8 hours giving feedback on longer assignments. 5-10 hours per semester may also be spent speaking with students one-on-one. 5000- or 6000-level classes may be offered in this style.

Independent Studies

Independent directed studies are designed for 1-3 highly self-motivated students. In a directed study, the instructor mentors the students in learning a body of knowledge, often culminating in a modest original research project. This model gives both instructors and students a great deal of flexibility in terms of time commitment. Although instructors are still encouraged to use formal deadlines, students may be given more freedom to set their own schedules: for example, by allowing them a month to complete a series of assignments related to a single reading.

Students should receive at least one communication from the instructor each week. This may come as an invitation to check in via Moodle; feedback on an assignment; a one-on-one conference call; or the announcement of new classroom material, such as a lecture. Particularly if the class involves a research project, students may also work as partners or in a group to give peer feedback and become familiar with each other's work.

Instructors who are willing to offer a class for a very small number of students may wish to design both a directed study-style syllabus and a lecture- or discussion-based syllabus, then choose which to use based on enrollment. Additionally, an instructor may also work with a particular student to design a directed study in an area of that student's interest.

Instructors using this style of classroom may spend as little as 15 minutes per week during some weeks of the class, but may spend 2-8 hours per week giving feedback when long assignments are submitted. 5-10 hours per semester should be spent speaking with students in conference calls. Additionally, it is recommended that a meeting of the entire class be scheduled to begin and end the semester. Many 6000-level classes and the rare 7000-level classes can be offered in this style.

Insights Courses

Insights 4-week courses are open to students with a wide range of preparation and ability. Although instructors should expect Master's students to be capable of independent work, Insights students often desire more guidance from the instructor and may be overwhelmed by long reading assignments. Although there are no hard-and-fast guidelines for Insights classes at this time, instructors may want to think of these classes as lower-division undergraduate courses. Rather than formal academic papers, Insights classes often require reflective or creative writing. Insights courses may be graded on a pass-fail basis for non-matriculated students.

Because they are short and require less of a time commitment, prospective students often enroll in Insights courses in order to find out more about Cherry Hill Seminary. Insights classes often have a large percentage of first-time students, and students often enroll only a few days or a week before the class begins. Instructors are advised to have online readings and other resources available in the classroom, as last-minute students may be delayed in receiving their textbooks (which they often order through the mail). More than Master's

students, Insights students may also need coaching and reminding about what constitutes respectful classroom behavior.

In order to stimulate discussion in an Insights classroom, instructors are encouraged to frame discussion questions in an explicitly personal context. Rather than asking Insights students to summarize and respond to the argument in a text, the instructor might restate a key point from the reading and ask students open-ended but structured questions such as, “How does your community handle this issue? What experience have you had with this issue in the past?” The most productive questions cannot be answered with a simple “yes” or “no” and will provide students more of a springboard for thought than overly loose questions such as, “What do you think about...?”

As with Master’s courses, Insights courses can involve readings, Zoom meetings, lectures, forum discussions and more. Instructors are particularly encouraged to use videos, podcasts, and other multimedia resources, as these help to engage less academically-experienced students. Insights students can be expected to spend 3-5 hours a week on class activities. Instructors are expected to spend a minimum of 2-3 hours a week on Insights courses.

Grading

A grading rubric indicating the quality of work required to achieve various letter grades is given in the Student Handbook & Course Catalog. Note that an A+ for a course can only be given in a 6000-level class or above, not in an introductory 5000-level class. A+ work requires original research, which is generally beyond the scope of introductory courses.

Giving feedback on student work is one of the most important roles of the instructor, and faculty are asked to allot ample time for this task over the course of the semester. The book *How Learning Works*³ is recommended as a resource on giving effective feedback; the principles outlined below are taken from it.

Effective Feedback:

- is specific and goal-oriented
- refers to criteria understood by the student
- acknowledges strengths and weaknesses in a student’s work
- targets no more than 2-3 major areas for improvement in a given assignment
- is timely (returned 1-2 weeks after the assignment is submitted)
- may refer to models or examples of high-quality performance

Instructors are encouraged to be as explicit as possible about the goals for the class and for individual assignments. Grading rubrics or checklists that are shared with the class in

³ Susan A. Ambrose et al, *How Learning Works: Seven Research-based Principles for Smart Teaching* (San Francisco: Jossey-Bass, 2010), 40-42.

advance are recommended. Narrative feedback that provides specific strategies for improvement should be given whenever possible. Since student performance improves most noticeably when feedback is targeted, instructors may want to focus on how to improve a few aspects of an assignment instead of giving multi-page feedback that points out every flaw. Don't forget that students must receive feedback on at least one assignment before the semester is one-third underway (5 weeks). This is a requirement of higher education oversight bodies.

Although assignments may be used as evaluations of student ability, they should be approached primarily as learning tools; students should not be expected to perform perfectly on the first assignment of a given course. Faculty are encouraged to create assignments that build on each other so that students can practice their skills and apply what they have learned to later assignments. For example, if the final project for a class is a paper written using a particular academic methodology, students will produce better work if, earlier in the semester, they write and receive feedback on a short paper using the same methodology. Instructors may also wish to consider multi-part assignments that allow students to get feedback on their work before a final grade is assigned to the whole project. This strategy allows sensitive or anxious students to improve their work without the discouragement of a very low grade early in the semester.

Although not every assignment needs a numerical or a letter grade—faculty may give narrative feedback only, especially on drafts or assignments that are parts of a larger assignment—students should receive graded feedback at the latest by the end of the first third of the semester. This allows ample time for a student who is performing poorly in the class to ask for help in improving her or his performance.

It is up to the individual instructor as to how he or she wishes to translate narrative or qualitative feedback into letter grades. The use of a rubric, such as the one provided in the Catalog, is recommended. Participation grades in particular are inherently subjective. Instructors may wish to set a quantitative baseline for participation, such as “Students attending 8 or more of the 15 weekly meetings will receive an 85 or above on their participation grade.” The more stringently the instructor grades participation, the more specific she or he should be when explaining grading criteria in the course syllabus.

Calculating and Submitting Grades

At the end of the semester, grades should be sent via e-mail to chs@cherryhillseminary.org. Grades are confidential between the individual student, the instructor, and the seminary administration.

Moodle's grading system can be somewhat difficult to use. Some of our professors have recommended that instructors simply calculate students' grades using their usual spreadsheet program. Grade information can be exported in standard formats from Moodle, if you wish, by choosing “Grades” from the Administration menu, then choosing “Export” and the preferred format from the drop-down menu.

Instructors are expected to keep copies of all assignments with feedback and grades for a full semester after the class has concluded in case there is a dispute over grades.

Audits

Registration fees and instructor pay are the same whether a student is auditing a course or receiving credit.

Using Moodle

Cherry Hill Seminary is grateful to have access to professional-grade, free classroom software in the form of Moodle. The fact that Moodle is specifically designed for a collaborative learning environment makes it an excellent technological support for the culture of a Pagan seminary.

Moodle classrooms can be accessed through a link in the *For Students* section of the website. Contact the office at chs@cherryhillseminary.org if you do not already have your login and password. Note that if you forget your login, you should start by using the “forgot password” prompt at the classrooms login page. As Moodle is structured, the office cannot look at your password and give it to you, but can only change it, which you can do yourself at the “forgot password” prompt.

A Moodle instructor tutorial is available on the CHS Moodle main page under Faculty, as well as links to the excellent documentation (indexed by category) provided at Moodle.org. Sample classrooms are also found in the Faculty section of CHS Moodle, and only instructors have access. Finally, a full instructor tutorial is found in the same section, with a caveat that it is not updated to the latest Moodle version.

Using Web-Based Meeting Platforms

An effective distance education format necessitates some form of technology to enable periodic direct interaction between student and instructor. Cherry Hill Seminary currently uses Zoom™ for online video conferences. Zoom has an excellent selection of short video tutorials posted at their web site.

Use of Zoom is free to the student but requires compliance with some simple matters in order to best serve both the individual and the group. Students and instructors are required to use a headset which plugs into the main computer. Use of a wireless headset or simply the built-in audio will degrade the call for the entire class. Such a headset may be purchased at a nominal cost in most office supply or electronics stores.

When you are scheduled to teach a course, the CHS office will send you the login for our Zoom account, and will also create the course meeting link for you and your students. You must log in to the account, go to My Meetings, find your class meeting in the list and click “Begin” in order to start each week’s class. You may already have your own paid Zoom

account. If so, it's also fine for you to use your account to host the class. If you wish to use the CHS Zoom account at other times, it's best to check with the office to be sure you do not conflict with another course's meetings.

Organizing the Classroom

A well-organized classroom creates an effective learning environment. In an ideal online classroom, the way material is organized is itself part of what is being taught. As a specialist in her or his discipline, the instructor provides not just the material itself, but also structures for thinking about and remembering the material. An appropriate organizational structure leads students toward understanding a body of material in the way that an expert would, while an inappropriate organizational structure may hinder students' learning.

The book *How Learning Works*⁴ gives an example of an art history professor who teaches a survey class. The instructor is frustrated with her students' poor performance on exams when they are asked to identify individual pieces of art. She is unable to understand why her students do not pick up on the clusters of characteristics shared by art produced in particular periods. The class material, however, is not organized in terms of clusters of period-related characteristics; instead, it is organized chronologically. When students approach the pieces of art chronologically, as non-experts in art, the comparisons and relationships between pieces that seem obvious to the instructor do not come naturally. Instead, they end up attempting to memorize titles, artist names, and dates as isolated facts, without any contextualizing informational structure that allows them to arrange facts into groups and make meaningful connections. Pedagogy research suggests that the art history professor would help her students considerably if she organized the material in terms of the way she understands it—as clusters of works related by artistic philosophy and technique.

Instructors can use the Moodle classroom to demonstrate connections between concepts and to highlight broad questions in relation to the material. Instructors might use colors or graphics to label groups of topics; add topic titles and pair them with thought questions that link back to previous topics (either conceptually, or with literal HTML links); provide visual concept maps of the course's main ideas; and more. A thoughtfully laid out classroom gives the students a sense of having a road map with which to approach the material. This technique lessens the possibility of students feeling overwhelmed or lost, as they may when a classroom is extremely sparse.

Students should not have to search for instructor contact information, required texts, or essential course documents such as syllabi—they should be immediately obvious upon logging into the classroom. These are best placed in “Week 0,” the box at the top of the classroom.

⁴ Ibid.

General Classroom Management Strategies

Some in-person teaching strategies translate well to online education, while others are unique to the online environment. Students are most likely to thrive, however, when they understand the value of the material; when they feel supported by the instructor, their fellow students, and the classroom structure; and when they feel able to learn and then perform well at the required tasks. The instructor's ability to convey a sense of her or his engagement with the students is one important component of a supportive classroom.

Achieving a Sense of Instructor Presence

Students benefit both emotionally and intellectually from an instructor who seems engaged, present with the class, and supportive of students' work. Because the online teaching format does not allow instructors and students to be physically present with each other, instructors may need to think deliberately about how to convey a sense of their presence in the classroom.

Instructors may find it helpful to think of the various online environments (the Moodle classroom, the Zoom meetings, etc.) not as media through which participants exchange messages and other information, but rather as virtual spaces that they visit. Particularly during real-time interaction, although students may be sitting at computers thousands of miles apart, their attention and awareness is focused on their classmates and instructor. The classroom participants are projecting their consciousnesses into a non-physical space that can take on greater reality with the use of physical metaphors.

In *Life on the Screen*⁵ and other works, sociology of science researcher Sherry Turkle describes how people in virtual communities address the shortcomings of a long-distance, text-only format by introducing descriptions of body language and emoticons into their communications. Because it is often easy to misread the tone of written messages, emoticons or emotive phrases can help instructors and students to communicate clearly, especially where humor is involved (for example, one could label an ironic comment with the faux-HTML tag "<irony>," the emotive phrase "*tongue firmly in cheek*," or a smirking wink: ;>). For many students, the use of emoticons conveys friendliness, openness, and a touch of informality, all of which are often desirable in a collaborative learning environment. Written body language – such as "*nod*" – can also be used to quickly acknowledge and reward student contributions during live text chats. Specific strategies for chats will be covered later in the manual.

Nothing is more important for a sense of instructor presence, however, than the instructor's frequent interactions with the classroom. Appropriate frequency will depend partially on the style of classroom – for directed studies, students may need no more than weekly feedback from the instructor at times; for discussion-based classes, the instructor may participate in Forum discussions a few times a week. All instructors should be prepared to respond to direct student e-mails within 48 hours.

⁵ Turkle, Sherry. *Life on the Screen: Identity in the Age of the Internet*. New York: Simon & Schuster, 1995.

Zoom meetings do a great deal to let students and instructors get to know one another. Even hearing a recording of the instructor's voice, however, can increase the sense of the instructor's presence in the classroom. Particularly for classes that are not discussion-based or do not include live meetings, recorded audio or video lectures can convey a stronger sense of the instructor's personality and encourage a deeper level of student engagement. If you have access to software that can record slideshow-based lectures with audio, we strongly encourage you to use it. If you do not, however, there are lower-tech solutions that will allow anyone with a microphone to record lectures.

Strategies for Effective Forum Discussions

Forum discussions often flow better with structured prompting. When you add a Forum to the classroom, Moodle allows you to enter a description for the Forum in the box labeled "Forum Introduction." This box is an excellent place to put broad discussion questions for the week. It is much easier to understand the flow of Forum conversations if you are reading them from the classroom with threading set to "nested." Nested conversations use indentations to show the order of posts and replies.

Instructors can also reorganize message threads on the fly. In the screenshot above, note the "Split" option at the bottom of the second post. This option allows you to split off a post and all replies made directly to it and make them into a new thread. Splitting can be helpful if a discussion thread involves several different topics and the instructor wants to make sure none of them are lost in the mix.

Splitting off a thread allows the instructor to retitle a thread with a relevant subject line. In order to keep discussions organized (particularly for those who are primarily participating through e-mail), instructors should encourage students to title their posts succinctly and appropriately. In Forums where students are posting their homework for general discussion, instructors may wish students to include their names and the week's topic in the subject lines to allow the instructor to easily identify the posts as assignment responses.

Instructors may also sometimes wish to manually start a new thread on a topic. For instance, suppose the instructor wants to respond to a particular student's post with a question for the whole class. If s/he replies directly to the post, the particular student may answer, but the rest of the class may not. In order to make it clear that the question is for the entire class, the instructor can start a new thread with a post something like this:

"In her post on the 'terms' thread, Christine said that she thought that soteriology (salvation theology) didn't have a place in contemporary Pagan theology. Ann gave a counterexample from feminist Wicca and suggested that the hope of returning to a matriarchal utopia was a kind of salvation theology. Is 'salvation' a Christian idea, or is it more widely applicable?"

The instructor's role in a discussion can be largely as a facilitator – drawing out important points from students' posts, diffusing potentially heated but unproductive lines of conversation, and making connections with the readings or other materials. Keeping the conversation visually organized with appropriate subject headers helps students make

distinctions between topics and provides them with knowledge structures that support information retention.

Students benefit in many ways from seeing each other's work. Instructors may want to ask students to post all or part of their weekly homework to the Forum to serve as a basis for discussion. In discussion-based classes, students are often asked for an initial post of 200-500 words a week and to make one or two thoughtful replies to other students' posts. This practice gives the classroom a feeling of being active and occupied.

Both master's and Insights students sometimes struggle to connect their reactions to the readings or lectures in meaningful ways. The syllabi found in the appendices contain summary/response exercises that can be used to help students demonstrate good reading comprehension before they react personally or analytically.

Graded Forums

Forum posts can be graded numerically or using a pre-set scale. Moodle comes with a default non-numerical scale that allows the instructor to rate the degree of integration that a student's post demonstrates. The CHS Moodle installation additionally provides scales with other options. The scale can be chosen when the Forum is set up, or by clicking the edit button on a particular Forum.

Moodle can automatically aggregate the instructor's ratings for each Forum. Instructors can also set up scales of their own devising by choosing "Grades" from the Administration menu and then "Scales / View" from the drop-down menu (see Figure 16).

Graded Forums give students concrete feedback on their participation, while non-numerical scales help to avoid the arbitrariness of giving numerical ratings to what are often relatively informal or semi-formal pieces of writing.

Assignment Feedback

Generally speaking, students won't see feedback that you give on Assignments unless they click on the "Assignments" link on the Activities menu, and then on the specific assignment. Moodle will send them notifications about your feedback, however, if you click the "Send notification e-mail" box when recording the feedback.

Monitoring Student Participation

Moodle provides some easy methods to monitor student participation. From the classroom, choose "Participants" from the People menu on the right-hand side of the classroom. Next, choose the student you would like to monitor. Click the tab labeled "Activity Reports." These reports track the number of times a student has viewed various documents, the number of posts they have made in the Forums, their grades on assignments, and more.

Instructors can also view all of the posts that a particular student has made to the classroom Forums by clicking on the "Forum posts" tab (see Figure 18, above). If the participation

grade is based on Forum participation, this feature provides an easy way to review a student's performance over the course of the semester.

Electronic Resources

The Internet abounds with resources for the study of religion. A short and partial list of resources for online research is given in the Library in Moodle.

PDFs and Electronic Documents

Instructors are encouraged to keep textbook prices down by using PDF excerpts of book chapters and articles when appropriate. Files can be uploaded to the classroom site; if you want to link to very large files, you will need to host them on a personal site. Note that students sometimes crash their browsers by attempting to download large files. If students report that they cannot download a file that works for you, advise them to right-click on the file and save it to their desktops instead of trying to download the file with a web browser.

Although Microsoft Word has become a near-universal word-processing format, avoid giving students documents in .docx format (Word 2007 and later). Students are not required to use Word 2007, and Microsoft's plug-in converter for earlier editions of Word is not entirely reliable. PDFs are recommended, as they can be read with many different free readers. If you want to ensure that every student will be able to open a word processing document, .rtf (rich text format) is a non-proprietary standard format that can be read and edited by every word processor on the market.

Blogs, podcasts and websites have become central distribution centers for information about contemporary Paganism, and portals like Patheos.com are now hosting blogs for key journalists and writers in the Pagan movement. Instructors are encouraged to include blogs, podcasts and websites as resources in their classrooms and/or to assign the creation of blogs and other collaborative media as class assignments. When assigning blogs as course reading, care should be taken to explain the difference between primary and secondary sources; most blogs should be taken as objects of study, not as authorities on their subject matter.

Moodle provides for the structured, student-paced presentation of material through the Lessons activity, an interactive alternative to lectures and readings. Zoom provides a "share screen" function which is very helpful during live class meetings if you wish to show materials, images or media presentations.

Audio Lectures

Audio lectures can be easily recorded using free audio recording software. Recordings in a non-proprietary format like .mp3 or .mp4 (video) can be listened to on a student's choice of device. Students who are primarily auditory learners benefit greatly from material presented in this format, and even those who learn best while reading may find recorded lectures to be a refreshing change of pace. In lieu of formal lectures, instructors may also use audio

recordings to conversationally comment on student homework or to synthesize ideas brought up in discussions.

For a low-tech way to add visuals to an audio lecture, create a slideshow in Powerpoint and upload it to the classroom (Powerpoint presentation readers are available free on the internet). Simply indicate verbally to the students when they should click to the next slide. If you do not have access to Microsoft Powerpoint, OpenOffice Impress is one free alternative.

Powerpoint can record audio to accompany a slideshow, and the combination can be converted to a video that students can access online. There are companies online that advertise this service for free up to a certain size limit, but we cannot comment on their reliability or privacy policies. Software is also available that will convert Powerpoint presentations with audio to upload-able video. Please let CHS know about any free or low-cost programs that you find helpful for creating video lectures.

Visuals and Video

YouTube is a surprisingly rich resource for video footage on a wide variety of topics. YouTube also can convert your Powerpoint presentation to a video posted on the YouTube site. Instructors are encouraged to search the Internet for images and video that will enhance students' experience of course material.

Designing Assignments

Seminary study is meant not just to help students develop practical skills and absorb relevant knowledge, but also to foster spiritual development. Cherry Hill Seminary expects that most assignments given in seminary courses will be qualitative rather than quantitative. The seminary does acknowledge, however, that quantitative assignments are appropriate for assessing whether students have learned specific facts or techniques. Faculty are encouraged to use exams, quizzes, and other quantitative methods when their use fulfills specific learning objectives.

Qualitative Assignments

In addition to academic essays using a variety of disciplinary methodologies, Cherry Hill Seminary students are often given the opportunity to produce creative projects that demonstrate their engagement with the material and are appropriate to the focus of their ministry.

For example, a student interested in the religious education of children might create educational curricula, write a children's book, or design games as a final project; a student with a background in the visual arts might create an art project and accompanying presentation for her community or for the public; a counseling or ministry student might create marketing and educational materials or protocols for a community center or private counseling practice; a student interested in public communication and advocacy might produce a blog or a website.

Although academic research and writing are important skills for CHS students to have, instructors are encouraged when possible to assign projects that clearly connect to the work that students do (e.g., as clergy, chaplains or group leaders) in their communities. Fieldwork in which students gather data to identify community needs and then design effective ministry programs based on the results tend to be particularly valuable for student learning.

Online technologies also offer unique structures for qualitative assignments. For example:

- Moodle provides built-in blogs that students can use to record and share reflective writing (note that student blogs are visible to all CHS Moodle users and are not appropriate for confidential material).
- Moodle supports classroom Wikis, which can be added to the classroom from the “Add an Activity” drop-down menu while in edit mode. Wikis are collections of interlinked web pages, and they are often created collaboratively. Asking students to collaboratively build a wiki that explores and explains a particular topic is an excellent way to get students teaching the material to each other, a technique that greatly enhances retention.
- Powerpoint slideshows, Prezi.com, and many websites, and collaborative blogs independent of the Moodle classroom all provide exciting opportunities for students to create materials that will be usable in their community ministries.

Quantitative Assignments

Moodle provides a Quiz activity that can be added directly to the classroom. The Quiz function provides instructors with many options for quiz questions, which can make for a somewhat overwhelming quiz creation experience when using the software for the first time. [Visit this Moodle.org page for step-by-step instructions.](#)

A Last Word

Cherry Hill celebrates the faculty who are making the first contemporary Pagan graduate-level seminary a reality. As always, we invite your feedback and welcome your ideas for growing and deepening our programs. Finally, we hope that you will find your teaching at Cherry Hill Seminary to be a richly meaningful and rewarding experience.