

INTERNATIONAL HOLISTIC LIFE SCIENCES INSTITUTE
DBA: INTERNATIONAL UNIVERSITY OF LIFE SCIENCES

FACULTY HANDBOOK

2026-2027 Edition

ONLINE DEGREE EDUCATION | FACULTY QUALITY | STUDENT SUCCESS

POST-APPROVAL OPERATING EDITION

BPPE approval effective July 22, 2026 | Institution Code 20260722143

Version 1.3 - August 2026

IULS is not institutionally accredited. The degree program is provisionally approved.

This handbook becomes effective when formally adopted by authorized institutional officers.

Document Control and Adoption

Item	Institutional Record
Legal institution name	International Holistic Life Sciences Institute, Inc.
Doing-business-as name	International University of Life Sciences
Document title	Faculty Handbook 2026-2027
Version	1.3 - August 2026
Status	Post-approval operating edition for formal adoption
Effective date	Upon signature and adoption by authorized institutional officers
BPPE approval	Effective July 22, 2026; expires July 22, 2031, subject to continued compliance
Institution code	20260722143
Approved degree	Master of Science in Complementary and Integrative Health (online) (provisional)
Accreditation status	Not institutionally accredited; HLC identified as intended accreditor, with no current HLC status
Review cycle	At least annually and whenever law, regulation, approval status, catalog, program, delivery method, LMS, or academic policy materially changes
Document owner	Chief Academic Officer or designated academic administrator
Primary instructional systems	Moodle Learning Management System and BigBlueButton virtual classroom

Policy hierarchy. Applicable law and regulation, the BPPE approval letter and Approved Educational Program List, approved application materials, current catalog and enrollment agreement, and formally adopted institutional policies control over this handbook. A course syllabus may add course-specific requirements but may not reduce institutional or regulatory protections.

This handbook is an academic and operational guide. Unless a separate written agreement expressly provides otherwise, it is not an employment contract, does not create tenure or a guarantee of future teaching assignments, and does not change the legal classification or at-will status established by applicable law and the faculty member's appointment or services agreement.

Approval

Approving Officer	Signature	Date
Edward Yuhsun Shih, Ph.D., President		
Chief Academic Officer / Academic Dean		
Administrative Council Representative		

Welcome from the President

Dear Faculty Colleague:

Welcome to International Holistic Life Sciences Institute, doing business as International University of Life Sciences. Our faculty are the central academic partners in fulfilling the Institute's mission and in demonstrating that our online degree programs are rigorous, interactive, accessible, ethical, and focused on measurable student learning.

This handbook establishes the standards by which faculty are selected, prepared, supported, evaluated, and engaged in academic governance. It also defines expected instructional practices in Moodle and BigBlueButton, including meaningful faculty-student interaction, timely feedback, documented learning-outcome assessment, accessible delivery, responsible use of artificial intelligence, and careful observance of professional boundaries in healthcare and holistic life sciences education.

Every faculty member is expected to use professional judgment, maintain current subject-matter expertise, model academic integrity, and place student learning and consumer protection ahead of convenience. Faculty are also expected to identify areas for improvement and participate in curriculum review, assessment, and institutional self-monitoring.

Thank you for contributing your expertise and for helping the Institute create a learning community in which adult and international learners can study responsibly, ask difficult questions, evaluate evidence, and apply knowledge ethically.

Sincerely,

Edward Yuhsun Shih, Ph.D.

President

International Holistic Life Sciences Institute

How to Use This Handbook

This handbook is organized as an operating manual. Sections 1-4 explain institutional identity, governance, faculty qualifications, and onboarding. Sections 5-10 establish course-design, online-teaching, assessment, records, accessibility, academic-integrity, and AI requirements. Sections 11-15 address healthcare boundaries, conduct, evaluation, workload, and grievance procedures. Sections 16-17 describe faculty support and institutional self-monitoring. The appendices provide implementation checklists, forms, a performance rubric, and a BPPE regulatory crosswalk.

Use current documents. Faculty must consult the current institutional catalog, approved course syllabus, appointment letter or services agreement, and written directions from the Academic Office. Do not rely on an archived handbook, old syllabus, copied course shell, or informal message when current requirements differ.

Contents

1. Institutional Identity, Mission, and Educational Model
 2. Academic Governance and Faculty Participation
 3. Faculty Roles, Qualifications, Recruitment, and Appointment
 4. Onboarding, Certification, and Professional Development
 5. Curriculum and Course Quality Assurance
 6. Online Instructional Expectations
 7. Assessment, Grading, and Academic Progress
 8. Student Engagement, Identity, Privacy, and Records
 9. Accessibility, Nondiscrimination, and Inclusive Teaching
 10. Academic Integrity and Responsible Artificial Intelligence
 11. Healthcare, Holistic Sciences, and Professional Boundaries
 12. Faculty Professional Conduct and Ethics
 13. Faculty Performance Evaluation, Coaching, and Corrective Action
 14. Workload, Scheduling, Compensation, and Separation
 15. Faculty Grievance and Complaint Resolution
 16. Institutional Resources and Faculty Support
 17. Policy Administration and Annual Self-Monitoring
- Appendices A-J

Key Definitions

Term	Meaning in This Handbook
Academic Office	The Chief Academic Officer, Academic Dean, Program Lead, or another administrator formally assigned responsibility for academic operations.
Duly qualified faculty	A faculty member who meets applicable California law and regulation, including 5 CCR section 71720, and the Institute's documented qualification standards for assigned duties.
Faculty	Instructional staff, whether employees or independent contractors, including instructors, course facilitators, curriculum developers, evaluators, capstone readers, and faculty serving on academic committees.
Meaningful interaction	Faculty-initiated and responsive academic engagement that advances learning, such as substantive feedback, guided discussion, live instruction, individualized coaching, or academic clarification.
Module	A sequenced unit of instruction, ordinarily one week in a six-module course, containing objectives, learning content, interaction, and assessment.
Moodle	The institution's learning management system used to deliver content, collect work, communicate, grade, document participation, and preserve academic records.
BigBlueButton	The integrated virtual-classroom platform used for live classes, presentations, office hours, demonstrations, and real-time faculty-student interaction.
Faculty presence	A planned pattern of faculty communication, facilitation, feedback, and monitoring that is visible in the LMS and appropriate to course level and outcomes.
Student academic engagement	Participation in an academically related activity such as submitting work, taking an assessment, contributing substantively to a discussion, attending an instructional session, or communicating with faculty about course content.

1. Institutional Identity, Mission, and Educational Model

1.1 Legal Identity and Approval Status

International Holistic Life Sciences Institute, Inc. (IHLSI), doing business as International University of Life Sciences (IULS), is a California private nonprofit public benefit institution approved by the Bureau for Private Postsecondary Education to operate through online delivery. BPPE approval is effective July 22, 2026 and expires July 22, 2031, subject to continued compliance and earlier termination under applicable law. The institution code is 20260722143.

The approval includes provisional authorization to offer one degree program: the Master of Science in Complementary and Integrative Health (online), 40 semester units, delivered through asynchronous distance education. IULS is not institutionally accredited. State approval does not constitute accreditation or BPPE endorsement.

Accreditation deadlines. IULS must show by July 22, 2028 that a completed application for initial accreditation, with the required fee, was submitted to and accepted by the accreditor, and must achieve full accreditation by July 22, 2031. IULS has identified HLC as its intended accreditor but holds no candidacy, accreditation, membership, or other HLC status.

Mandatory representation standard. Faculty may describe only programs, credentials, delivery methods, approval status, licensure relationships, and employment outcomes that are authorized and accurately stated in the current catalog.

- Do not call IULS or the degree accredited unless the specific accreditation becomes current and is documented.
- Do not promise licensure, certification, transferability, employment, salary, immigration benefits, federal financial aid, or acceptance by another institution.
- Use the full required prospective-degree notice and exact dates in the catalog, enrollment process, and approved marketing materials.
- Refer approval, tuition, refund, enrollment, consumer-disclosure, or accreditation questions to the appropriate administrative office.

1.2 Mission

Institutional mission. The mission of IHLSI is to elevate life to its fullest potential through integral and holistic scientific approaches.

The Institute carries out this mission through accessible online education intended to develop disciplined inquiry, evidence-informed reasoning, ethical judgment, professional communication, and lifelong learning.

1.3 Educational Objectives and Values

- Student learning and completion. Measurable outcomes, sequenced activities, timely evaluation, and persistence support.
- Academic integrity. Evidence is distinguished from opinion; sources and assistance are disclosed; misleading claims are prohibited.
- Scientific and holistic inquiry. Conventional, complementary, and integrative approaches are examined critically without treating unverified claims as established fact.
- Accessibility, inclusion, professional relevance, and continuous improvement. Instruction reduces barriers, supports diverse learners, connects theory to responsible professional contexts, and uses evidence to improve quality.

1.4 Online Learning Model

IULS uses a structured, fully online, asynchronous model delivered primarily through Moodle. BigBlueButton supports faculty-recorded instruction and optional virtual interaction. Each course includes current syllabi and outcomes, required readings and resources, faculty-created presentations and transcripts, interactive activities, faculty-guided discussion, written assignments, journals, assessments, and culminating work.

- Interactive learning activities, including H5P activities or low-stakes knowledge checks where appropriate.
- Faculty-guided discussion, written application assignments, and reflective journals or learning diaries.
- A final examination, project, capstone component, or paper appropriate to the course.
- A Further Studies module with professional communities, current conferences or events, a shared board, and resources supporting lifelong learning.
- Links to the Online Library, accessibility resources, policies, technology guidance, helpdesk, mobile access, and the institution's AI-supported student assistance.

1.5 Instructional Design Frameworks

Framework	Required Application
Community of Inquiry	Course design and teaching demonstrate teaching presence, social presence, and cognitive presence through organization, facilitation, interaction, reflection, analysis, and synthesis.
Universal Design for Learning	Faculty provide multiple means of engagement, representation, and action/expression while maintaining equivalent academic standards.
Mobile learning	Essential content, communications, and learning activities are usable on supported mobile devices when pedagogically appropriate.
Evidence-informed healthcare learning	Students use credible library, scientific, professional, and regulatory sources; claims are evaluated for quality, limitations, and applicability.
Adult learning	Instruction recognizes prior experience, promotes relevance and self-direction, and gives timely, actionable feedback without reducing rigor.

1.6 Academic Freedom and Mission Alignment

Academic freedom protects responsible inquiry and expression within a faculty member's competence and the approved curriculum. It does not authorize material departure from learning outcomes, misrepresentation of institutional status, unlicensed practice, discriminatory conduct, academic retaliation, or disregard of consumer-protection requirements. Faculty may present competing scholarly views and may criticize institutional policies in good faith, while continuing to meet assigned duties and protect confidential information.

2. Academic Governance and Faculty Participation

2.1 Governance Principles

Academic authority is exercised through assigned administrative roles and documented faculty participation. One person may hold more than one function when permitted, but responsibilities, decision rights, conflicts, approvals, and accountability remain documented.

- Academic decisions are based on mission, approved program objectives, student-learning evidence, faculty expertise, law and regulation, and available resources.
- Faculty participate in curriculum development, academic planning, enforcement of academic quality, evaluation of learning outcomes, and other academic matters.
- Minutes, recommendations, approvals, and implementation evidence are retained as institutional records.
- No contractor or outside content provider may control academic standards, grading, faculty qualifications, or the award of credit.

2.2 Academic Roles and Responsibilities

Role	Core Responsibilities
President / Chief Executive Officer	Institutional leadership; approval of major policy; integrity of representations; resource allocation; regulatory accountability; final administrative review.
Chief Academic Officer / Academic Dean	Academic quality; faculty credential approval; faculty sufficiency; curriculum and assessment oversight; scheduling; evaluation; academic records and policy implementation.
Program Lead / Lead Faculty	Subject-matter leadership; mentoring; curriculum mapping; rubric calibration; course review; escalation of student or faculty concerns.
Faculty Council	Faculty forum for curriculum, academic standards, professional development, teaching quality, academic freedom, and recommendations to administration.
Curriculum and Assessment Committee	Review of outcomes, curriculum sequence, syllabi, assessments, changes, learning evidence, and improvement plans.
Course Faculty	Instruction, interaction, feedback, grading, referrals, accurate records, academic-integrity enforcement, and quality improvement.

2.3 Faculty Council

The Faculty Council is the primary representative body for academic faculty. Membership may include all active faculty or elected/appointed representatives as the faculty grows. The Council meets at least twice each academic year and more often when needed.

- Reviews academic policies and proposed curriculum changes.
- Advises on faculty qualification criteria, teaching standards, and professional development.
- Reviews aggregated learning-outcome and course-evaluation evidence.
- Provides a forum for academic freedom, resources, accessibility, and student-learning concerns.
- Records recommendations and administrative responses in approved minutes.

2.4 Curriculum and Assessment Committee

The Committee includes duly qualified faculty with expertise relevant to the programs under review. It may include an instructional designer, librarian or information specialist, student-support representative, or external subject-matter advisor in an advisory capacity.

1. Review the need, purpose, level, sequence, and learning outcomes of each proposed or revised course.
2. Confirm that content, activities, assessments, credit-hour expectations, and resources fit the credential level and distance-education method.
3. Verify alignment among institutional, program, course, module, and assessment outcomes.
4. Review student-learning evidence and recommend documented improvements.
5. Ensure substantive changes are not implemented before required institutional and regulatory approvals.

2.5 Faculty Participation Evidence

Participation is documented through meeting minutes, curriculum-review forms, assessment reports, rubric-calibration records, course-review checklists, professional-development attendance, and written recommendations. Faculty assigned to committees complete reviews by stated deadlines and disclose conflicts of interest.

2.6 Conflict of Interest and Recusal

A faculty member shall disclose and, when directed, recuse from a decision involving a personal, family, financial, supervisory, authorship, or business interest that could reasonably affect impartial judgment. Examples include reviewing one's own course-development payment, evaluating a close relative, selecting a vendor in which the faculty member has an interest, or hearing a complaint in which the faculty member is a material participant.

3. Faculty Roles, Qualifications, Recruitment, and Appointment

3.1 Definition and Scope of Faculty

For institutional purposes, faculty include every person assigned to design or organize course materials, provide instruction, advise students academically, evaluate learning outcomes, evaluate capstone work, or exercise academic judgment. Employee or contractor status does not reduce qualification, recordkeeping, conduct, or quality requirements.

3.2 Academic Titles and Functional Roles

Title / Role	Typical Function	Status
Instructor / Adjunct Faculty	Teaches assigned courses and evaluates learning outcomes.	Appointment by course or term; no tenure.
Assistant / Associate / Professor	Academic title reflecting documented credentials, experience, scholarship, and institutional service.	Title does not guarantee continued employment or assignments.
Lead Faculty / Program Lead	Coordinates discipline quality, mentors faculty, and supports curriculum and assessment.	Designated academic-administrative role.
Curriculum Developer	Designs or substantially revises approved course materials and assessments.	Must be qualified for the level and subject.
Capstone Chair / Reader	Guides and evaluates final graduate projects, papers, or other culminating work.	Requires documented graduate subject and research competence.
Guest Expert	Provides a limited enrichment activity under assigned-faculty supervision.	Does not independently award credit or grade unless separately qualified.

No tenure. The Institute does not confer tenure through this handbook. Academic titles, committee service, emeritus recognition, or repeated teaching assignments do not create tenure, a property interest, or a guarantee of future assignment.

3.3 Minimum Qualification Standard

Mandatory standard. Before assignment, the Academic Office must document that each faculty member is duly qualified for every duty performed.

- The faculty member possesses an earned degree from a qualifying institution, a recognized professional credential, or a documented equivalent allowed by regulation.
- The degree, license, or credential is at least equivalent to the level of instruction or evaluation assigned.
- The academic field, professional preparation, and recent experience are relevant to course content and outcomes.
- The faculty member demonstrates competence in online instruction or completes required distance-education training before teaching.
- The faculty member has no disqualifying adjudication or restriction identified by applicable law or regulation.
- Qualifications are rechecked when the assignment, credential level, subject area, or professional license changes.

3.4 Graduate Instruction Guidelines

Assignment	Expected Evidence
Master's-level instruction	A doctorate or terminal degree in the discipline or a closely related field is preferred. At minimum, an appropriate master's degree or recognized credential at the level taught, plus documented expertise and current preparation.
Graduate research methods	Graduate degree with documented research-methods preparation, research experience, and ability to evaluate scholarly work.
Capstone supervision or final project evaluation	Advanced degree and demonstrated subject and methodology competence. A doctorate or terminal credential is normally expected for primary supervision; any exception requires written academic justification.
Professionally regulated content	Current license or credential when the course represents that licensed expertise is being taught, plus verification of good standing when applicable.
Distance-education course design	Subject qualifications plus training or experience in online pedagogy, accessible design, outcome alignment, and reliable educational technology.

3.5 Foreign Degrees and Credential Verification

A degree earned outside the United States or Canada must be supported by a comprehensive evaluation from a recognized credential-evaluation service meeting applicable California requirements. Translations must be completed by a qualified independent translator. The Institute retains the evaluation, not merely a faculty member's informal statement of equivalency.

3.6 Professional Licenses, Certifications, and Current Practice

- The Academic Office verifies licenses or certifications directly through the issuing authority whenever feasible.
- Faculty notify the Institute promptly of expiration, restriction, discipline, investigation, or change in good standing that could affect an assignment.
- A professional credential does not authorize teaching outside the individual's documented expertise.
- For non-degree continuing-education instruction, the Institute documents relevant experience, education, and training consistent with applicable requirements.

3.7 Recruitment and Selection Process

1. Define the course assignment, credential level, subject expertise, delivery method, expected enrollment, and instructional duties.
2. Collect an application, curriculum vitae, verifiable transcripts, credential evaluations, licenses, professional references, and evidence of identity.
3. Conduct subject-matter and online-teaching review by the Academic Office and, when appropriate, a qualified faculty reviewer.
4. Evaluate communication, feedback, accessibility awareness, academic-integrity judgment, and ability to teach adult online learners.
5. Complete reference, license, and other lawful checks appropriate to the role.
6. Document the qualification decision, approved assignments, conditions of appointment, and required development.
7. Execute a written appointment or services agreement before assigned duties begin.

3.8 Faculty Qualification File

- Application, current curriculum vitae, contact information, and assignment history.

- Official transcripts or reliable verification; foreign credential evaluation where applicable.
- Copies and verification of relevant licenses, certifications, and continuing education.
- Credential-review and course-assignment approval forms.
- Online teaching, accessibility, privacy, academic-integrity, and AI training records.
- Appointment letters, contractor agreements, confidentiality agreements, and conflict disclosures.
- Performance evaluations, coaching records, complaints or corrective action, and separation records with appropriate access controls.

3.9 Faculty Sufficiency and Workload Planning

Before each term, the Academic Office documents that faculty are sufficient in number and expertise. The review considers student level and enrollment, expected interaction, quantity and complexity of written assessments, live meetings, advising, capstone supervision, committee duties, and required response times.

Planning Factor	Institutional Control
Section size	Graduate online sections are ordinarily planned for no more than 20 students per assigned faculty member. Any exception requires a written workload review and additional support or adjusted duties.
Written assessment volume	Courses with frequent papers, cases, or projects receive lower section limits or additional grading support under faculty supervision.
Live interaction	The schedule includes time for weekly virtual instruction or office hours and individualized follow-up.
Capstone advising	Advisee limits reflect project complexity, milestones, and required turnaround time.
Academic service	Curriculum, assessment, mentoring, and governance duties are considered in load.
Continuity	A qualified backup faculty member or academic administrator is identified for foreseeable absences and emergencies.

3.10 Appointment and Classification

The written appointment or services agreement identifies legal classification, course or role, term, compensation method, expected duties, ownership and permitted use of course materials, confidentiality, required training, and grounds for non-assignment or termination. Classification is determined under applicable law and not merely by the title used in this handbook.

4. Onboarding, Certification, and Professional Development

4.1 Pre-Teaching Clearance

No faculty member may enter a live course as instructor of record until credential approval, agreement execution, required training, and course-readiness review are complete. A guest presenter participates only under supervision and may not independently grade or exercise academic authority unless separately approved.

4.2 Required New Faculty Orientation

Orientation Area	Minimum Competency
Institution and BPPE context	Mission, approval status, accurate representations, catalog hierarchy, consumer-protection expectations, and regulatory response duties.
Moodle operations	Announcements, messaging, forums, assignments, quizzes, gradebook, completion tracking, reports, accessibility features, logs, and closeout.
BigBlueButton	Scheduling, moderation, recording, captions/transcripts, screen sharing, interactive tools, attendance evidence, and alternate access.
Online pedagogy	Community of Inquiry, adult learning, faculty presence, facilitation, feedback, and early intervention.
Assessment	Outcome alignment, rubric use, gradebook accuracy, integrity review, and documentation of feedback.
Accessibility and inclusion	Accessible documents, captions, alt text, headings, readable links, accommodations, and inclusive communication.
Privacy and security	FERPA-aligned practices, approved systems, secure devices, data minimization, phishing awareness, and AI privacy limits.
Responsible AI	Permitted/prohibited use, student disclosure, verification, bias, hallucinations, intellectual property, and student-data protection.
Professional boundaries	No medical diagnosis/treatment advice, licensure limits, evidence standards, conflicts, harassment prevention, and reporting.

4.3 Online Teaching Certification

The Academic Office may use a demonstration course, simulated grading exercise, live teaching demonstration, or supervised first course to verify readiness. Certification is assignment-specific and may be conditioned on mentoring, reduced enrollment, or completion of additional training.

4.4 Mentoring and First-Course Support

- New faculty are assigned a Lead Faculty member or academic mentor for the first course or first term.
- The mentor reviews the welcome announcement, first-week presence, discussion facilitation, feedback quality, gradebook setup, and outreach.
- Concerns are addressed promptly through coaching rather than waiting until course end.
- Orientation completion does not replace ongoing evaluation.

4.5 Ongoing Professional Development

Faculty maintain subject-matter and teaching competence. At least annually, active faculty complete or document development in areas selected by the Academic Office, such as online pedagogy, accessibility, academic

integrity, responsible AI, assessment, cultural responsiveness, library research, cybersecurity, and discipline-specific updates.

4.6 Evidence of Development

Acceptable evidence includes certificates, conference participation, professional licensure education, publications, documented communities of practice, internally approved training, curriculum work, or other activities that demonstrably improve assigned teaching. Attendance alone may be insufficient when application or reflection is required.

5. Curriculum and Course Quality Assurance

5.1 Curriculum Authority

Curriculum is an institutional academic asset developed and governed by duly qualified faculty. Faculty may enrich an approved course with current examples and supplemental resources but may not materially change the course title, objectives, credit value, required content, assessment weight, delivery method, or graduation requirement without written approval.

5.2 Required Syllabus Elements

Element	Required Content
Identity	Course title/number, program, level, term, instructor contact, and delivery method.
Purpose and outcomes	Description, prerequisites, course outcomes, and program-outcome alignment.
Length and sequence	Dates, module sequence, frequency of lessons/sessions, due dates, and expected workload.
Resources	Complete citations for required textbooks and materials; library and technology requirements.
Instructional methods	Readings, presentations, discussions, live sessions, cases, simulations where applicable, reflection, and independent work.
Assessment	Assignments, rubrics, grading weights, final assessment, integrity expectations, and outcome measurement.
Interaction and response	Faculty presence, office hours/live sessions, communication channels, and evaluation timelines.
Policies	Engagement, late work, accessibility, privacy, integrity, AI, complaint/appeal references, and professional boundaries.

5.3 Standard Moodle Course Architecture

Course Area	Minimum Design Standard
Start Here	Welcome, orientation, syllabus, schedule, instructor profile, technology help, policies, accessibility, library, integrity, AI guidance, and readiness activity.
Modules 1-6	Objectives; content; instructor guidance; interactive/knowledge-check activity; discussion; written/application assignment; reflection/journal; progress indicators.
Virtual classroom	BigBlueButton links, schedule, instructions, recordings or accessible alternatives, and office-hour access.
Final assessment	Examination, project, paper, or capstone task aligned to outcomes and supported by a rubric/scoring guide.
Further Studies	Current professional conferences/events, communities/user groups, shared board, lifelong-learning resources, and optional enrichment.
Student support	Library, helpdesk, accessibility, advising, contact information, mobile access, policies, and responsible AI support.

5.4 Outcome Alignment and Measurement

Each course demonstrates an explicit chain of alignment: institutional outcomes support program outcomes; program outcomes are developed across a sequenced curriculum; course outcomes contribute to program outcomes; module objectives contribute to course outcomes; and graded evidence measures the stated outcome at the expected level.

- Outcomes use observable verbs and identify knowledge, skill, or judgment to be demonstrated.
- Major outcomes are measured by direct evidence such as papers, projects, presentations, cases, examinations, or capstone work.
- Rubrics distinguish performance levels and are applied consistently.
- Faculty collect designated assessment artifacts without exposing student identity beyond authorized users.
- The Curriculum and Assessment Committee reviews results and documents improvement actions.

5.5 Credit-Hour and Workload Integrity

Course designers and faculty shall ensure that the quantity, level, sequence, and documented student effort are appropriate to the approved credit value and graduate credential level. The syllabus, course map, and Moodle shell must consistently distinguish (1) college- or university-level instruction and equivalent faculty-directed academic engagement from (2) outside preparation such as independent reading, study, research, drafting, and project development. The same activity shall not be counted in more than one category.

5.5.1 Institutional Credit-Hour Standard

Consistent with 5 CCR section 70000(ae), one semester unit is supported by at least fifteen hours of college- or university-level instruction during a semester, or equivalent planned learning experiences determined by duly qualified faculty, together with institutionally required outside preparation. For planning and disclosure, IULS applies a standard of approximately 15 hours of instruction/academic engagement and 30 hours of outside preparation for each semester unit.

Accordingly, a four-semester-unit course requires 60 hours of instruction/academic engagement and 120 hours of outside preparation, for an estimated total student workload of 180 hours. In a six-week accelerated course, the same total is distributed across fewer weeks; the shortened calendar does not reduce the approved credit-hour expectation.

Required clarification: the 24 hours of faculty-created lecture and instructional video are included within—not added to—the 60 hours of instruction/academic engagement. The additional 120 hours represent outside preparation.

5.5.2 Revised Course-Hour Matrix: Four-Semester-Unit, Six-Week Online Course

The following matrix is the institutional planning model for a four-semester-unit course delivered over six weeks. Course-specific activities may vary, but the approved totals and outcome alignment must be maintained and documented.

Planned learning category	Hours per week	Six-week total	Examples and required evidence
Faculty-created lecture and instructional video (40% of the 60 academic-engagement hours)	4	24	Faculty-recorded lectures, demonstrations, annotated presentations, or guided reviews released by module. Videos include captions and/or transcripts; Moodle records availability and student access.
Other faculty-directed academic engagement (60% of the 60 academic-engagement hours)	6	36	Instructor-moderated discussion; BigBlueButton instruction or equivalent asynchronous interaction; interactive quizzes/H5P; guided cases, workshops, journals, assessment conferences, feedback, revision, and final-assessment activity.
Instruction/academic-engagement subtotal	10	60	All activities are aligned to course/module outcomes and are supported by LMS records, faculty interaction, submissions, grading, or other approved evidence.
Outside preparation	20	120	Independent reading and study; source review; research; drafting; practice; preparation for discussion, quizzes, presentations, projects, or papers; revision based on feedback.
Estimated total student workload	30	180	Thirty hours per week for six weeks. The schedule is accelerated, but the total workload is not reduced.

Illustrative distribution of the six weekly hours of other faculty-directed academic engagement: one hour of live or equivalent interactive instruction; one hour of instructor-moderated discussion; one hour of quizzes or interactive knowledge checks; two hours of faculty-guided case/application work; and one hour of reflective, feedback, revision, assessment-conference, or final-assessment activity. A course may use a different approved distribution when the same total, rigor, interaction, and learning-outcome evidence are demonstrated.

5.5.3 Sample Weekly Instructional Schedule

This sample illustrates how a fully online healthcare or life-sciences course may document the required hours. It is a planning template, not a substitute for the approved course syllabus and course-specific curriculum map. Live attendance is not the sole measure of participation; when a scheduled BigBlueButton activity is optional or a student cannot attend, the course provides an approved equivalent asynchronous learning and interaction pathway.

Week	Instruction and faculty-directed academic engagement — 10 hours	Outside preparation — 20 hours	Primary documentation
1 — Orientation and foundations	4 h faculty lecture/video; 1 h orientation/readiness and faculty clarification; 1 h BigBlueButton or equivalent interactive lesson; 1 h moderated discussion; 1 h quiz/H5P; 2 h guided foundational case/application.	7 h required reading and notes; 3 h discussion/source preparation; 7 h written assignment or case development; 3 h study, reflection, and journal preparation.	Welcome/module announcement; accessible videos; readiness activity; session or alternative; discussion; quiz; assignment; journal; Moodle logs.
2 — Core concepts and evidence	4 h faculty lecture/video; 1 h interactive lesson; 1 h moderated discussion; 1 h knowledge checks; 2 h guided evidence appraisal/case work; 1 h feedback and revision activity.	6 h reading and study; 4 h library/source research; 7 h assignment drafting; 3 h discussion preparation and reflective review.	Lecture files/transcripts; library links; discussion facilitation; quiz attempts; draft/submit; rubric feedback; journal.
3 — Application and analysis	4 h faculty lecture/video; 1 h live or equivalent case conference; 1 h moderated discussion; 1 h quiz/H5P; 2 h faculty-guided applied analysis; 1 h academic progress or feedback activity.	6 h reading and study; 4 h research; 7 h case/assignment development; 3 h quiz preparation, review, and reflection.	Session/alternative record; substantive faculty replies; quiz; case artifact; progress outreach; grading and feedback timestamps.
4 — Integration and professional practice	4 h faculty lecture/video; 1 h interactive professional-practice lesson; 1 h discussion; 1 h knowledge checks; 2 h guided problem solving; 1 h feedback, revision, or project conference.	5 h reading and study; 5 h professional/library research; 7 h written or project work; 3 h discussion preparation and journal reflection.	Videos; professional resources; discussion; quiz; assignment/project milestone; conference or feedback record; journal.
5 — Synthesis and final-project development	4 h faculty lecture/video; 1 h synthesis session or equivalent; 1 h moderated discussion; 1 h knowledge checks; 2 h guided project/paper workshop; 1 h individualized or group feedback activity.	5 h reading/review; 5 h research and source verification; 8 h final-project/paper development; 2 h reflection and revision planning.	Lecture/review materials; workshop record; discussion; quiz; project milestone; draft feedback; completion and gradebook data.
6 — Demonstration of learning and course closeout	4 h faculty lecture/video and guided review; 1 h final review or equivalent interactive activity; 1 h synthesis discussion; 1 h knowledge check; 2 h final assessment/presentation/application activity; 1 h reflection and faculty feedback.	4 h cumulative review; 4 h source verification and final research; 10 h final exam/project/paper preparation and completion; 2 h final reflection and revision.	Review videos; session/alternative; discussion; assessment submission; rubric/grade; faculty feedback; final journal; completion tracking.

5.5.4 Faculty Implementation and Documentation Requirements

- Before a course is approved for release, the course developer and Academic Office document the course-hour matrix, weekly schedule, learning-outcome alignment, and estimated student workload.
- The syllabus and Moodle shell use consistent terminology and totals. Any course-specific variation must remain consistent with the approved credit value and current catalog.
- Faculty-created lecture/video content may be divided into shorter, topic-focused segments. The course shall provide approximately four hours per week, totaling 24 hours over six weeks, and shall make the weekly content available before or when the corresponding module opens.
- The course-hour matrix measures expected student instruction and academic engagement. It does not establish or limit the instructor's compensable work hours. Faculty workload must be sufficient to prepare media, facilitate interaction, hold office hours, evaluate work, provide feedback, monitor progress, maintain records, and complete course closeout.
- Prerecorded content alone does not satisfy meaningful interaction. Faculty also initiate and respond through discussion facilitation, live or equivalent interactive instruction, individualized feedback, academic clarification, progress monitoring, and outreach.

- All videos and audio-based instruction include accurate captions and, when appropriate, transcripts or an equivalent accessible format.
- The same student activity shall not be counted simultaneously as lecture/video, other academic engagement, and outside preparation. Estimated time is based on the expected effort of a reasonably prepared student at the course level.
- Moodle and approved institutional systems provide the primary evidence, including content-release records, activity logs, quiz attempts, discussion posts, session or alternative-participation records, assignment submissions, grade and feedback timestamps, journal completion, and final-assessment records.
- A material change to credit-hour expectations, delivery method, module sequence, or instructional technology requires documented academic approval and, when applicable, BPPE authorization before implementation.

5.6 Learning Resources and Library Integration

Degree courses require research appropriate to academic level and meaningful use of library and other learning resources. Faculty identify credible sources, teach students how to search and evaluate evidence, and refer students to the librarian or information specialist when needed.

- Required resources are accessible, current, lawful to use, and available throughout the course.
- Links are checked before the course and repaired promptly.
- Open resources are reviewed for authority, accuracy, accessibility, licensing, and fit.
- Faculty may not require undisclosed purchases or access fees.
- Clinical, regulatory, or safety-sensitive content is reviewed for currency before each offering.

5.7 Course Change Control and Versioning

Mandatory standard. Faculty shall not make a material change directly in an active master shell without documented review and approval.

- Minor updates include correcting an error, replacing a broken equivalent link, or adding a supplemental current example.
- Material changes include altered outcomes, assessments, grading weights, required resources, module sequence, delivery method, technology platform, credit-hour expectations, or professional/licensure claims.
- Approved changes receive an effective date, version identifier, reviewer, and implementation record.
- A significant change in instructional delivery or distance-education learning management system is referred to administration for required BPPE authorization before implementation.

5.8 Course Review Cycle

Every active course is reviewed before each offering for operational readiness and on a planned periodic cycle for comprehensive academic quality. Triggers for unscheduled review include low outcome achievement, repeated complaints, high withdrawal/failure rates, outdated content, accessibility barriers, integrity problems, technology failure, or a change in law or practice.

6. Online Instructional Expectations

6.1 Faculty Presence

Online teaching is active instruction, not merely posting content or grading at week end. Faculty establish a visible and predictable presence, initiate academic contact, monitor progress, respond to questions, facilitate interaction, and provide individualized feedback.

Weekly presence standard. During each instructional week, faculty normally enter and actively facilitate the course on at least three separate days, including an early-week and a late-week presence. More frequent activity may be required by enrollment, student need, or course design.

- Post a module announcement or guidance message.
- Participate substantively in discussion or another interactive activity.
- Review completion and gradebook data and contact missing or struggling students.
- Respond to academic questions and provide clarification.
- Evaluate submitted work and return useful feedback.

6.2 Meaningful Faculty-Student Interaction

Meaningful interaction is connected to learning outcomes and involves academic judgment. Examples include explaining a difficult concept, asking probing questions, modeling analysis, correcting misconceptions, giving individualized feedback, guiding research, facilitating a live demonstration, or advising a student how to improve performance.

Insufficient by itself. Automated reminders, generic praise, unmoderated peer discussion, a chatbot response, or posting prerecorded content without faculty engagement does not by itself satisfy the Institute's expectation for meaningful interaction.

6.3 BigBlueButton Recorded Instruction, Supplemental Sessions, and Office Hours

- Each course provides the faculty-recorded instructional media required by the approved course-hour matrix. Faculty also offer at least one scheduled optional virtual office-hour opportunity per week and may provide supplemental demonstrations or review sessions.
- Recorded presentations, demonstrations, and optional sessions are tied to module outcomes and use appropriate techniques such as guided questions, case analysis, modeling, demonstrations, polls, or review.
- Required prerecorded instruction is captioned or accompanied by an accurate transcript and is available before or when the corresponding module opens. Optional live-session attendance is not required; an accessible asynchronous pathway supports any required learning objective.
- Faculty protect privacy. Office hours or sessions involving student-specific information are not recorded or posted without appropriate notice, consent, and privacy safeguards; a non-identifying recap or separate recorded review may be provided instead.
- The approved Master's program is asynchronous. Live attendance is not a condition of participation or course completion, and optional office hours are not counted as required instructional hours.

6.4 Announcements and Communication

Communication	Standard
Pre-course welcome	Posted before or at opening with orientation, first steps, contact methods, and response expectations.
Weekly/module announcement	Explains objectives, priorities, common difficulties, due dates, and connections to prior/future learning.
Student messages	Acknowledged or answered within two business days. Urgent academic-access issues are escalated promptly.

Communication	Standard
Public forum responses	Professional, academically substantive, inclusive, and free of grade or private information.
Institutional channel	Use Moodle messaging, institutional email, BigBlueButton, or another approved system. Personal accounts are not the primary instructional record.

6.5 Discussion Facilitation

- Use prompts requiring analysis, application, comparison, evidence, or reflection rather than simple recall.
- Enter early enough to guide learning and return later to deepen or synthesize the exchange.
- Ask follow-up questions, connect contributions, correct significant misconceptions, and model respectful disagreement.
- Avoid dominating the discussion or responding identically to every student.
- Evaluate participation with the approved rubric and do not grade students on agreement with the faculty member's viewpoint.

6.6 Feedback and Grading Timelines

Work Type	Institutional Standard
Routine quiz or auto-scored knowledge check	Results available immediately or as configured for integrity; faculty review item performance and address errors.
Discussion, journal, short assignment	Graded with feedback within seven calendar days and, in all cases, within ten days after institutional receipt.
Major paper, project, or presentation	Returned within ten calendar days unless the current catalog and syllabus disclose another appropriate period.
Final project, capstone, thesis, or dissertation	Returned within the period stated in the current catalog and syllabus; milestones receive timely formative feedback.
Question about a grade	Acknowledged within two business days and resolved or referred through grade review promptly.

Moodle submission timestamps, grade timestamps, feedback, and relevant communication are the primary evidence. Faculty shall not manipulate dates or move substantive grading outside approved systems in a manner that defeats documentation.

6.7 Actionable Feedback

Feedback identifies what the student did well, what does not yet meet the criterion, why it matters, and how to improve. A score alone, checkmark, or generic phrase is not adequate for substantial written work. Faculty distinguish feedback from rewriting a student's work.

6.8 Monitoring Progress and Early Intervention

1. Review participation, completion, and grades at least weekly.
2. Contact a student promptly after an early missed activity, significant decline, or risk of not meeting satisfactory progress.
3. Use supportive and specific outreach identifying the concern, available options, and response deadline.
4. Refer nonacademic problems to advising, accessibility, technical support, or administration rather than acting outside the faculty role.
5. Document material outreach and referrals in the approved system.

6.9 Course Closeout

- Complete grading, feedback, gradebook reconciliation, and required outcome assessment.
- Resolve missing grades, approved incompletes, integrity cases, and grade corrections.
- Submit final grades by the institutional deadline.
- Return institutional records and materials; do not retain unauthorized copies of student work.
- Complete the course reflection and identify errors, broken links, accessibility issues, content updates, and recommended improvements.

6.10 Technology Outages and Continuity

Faculty report a material Moodle, BigBlueButton, library, or authentication outage immediately. The Academic Office determines deadline extensions, alternate access, and communication. Faculty may use approved temporary methods but later preserve essential instructional and grading records in the institutional system.

7. Assessment, Grading, and Academic Progress

7.1 Assessment Principles

- Assessments measure stated outcomes at the appropriate graduate level.
- Instructions and scoring criteria are clear before submission.
- Methods are reasonably accessible and provide equivalent academic challenge when accommodations are made.
- High-stakes decisions are based on sufficient evidence and qualified faculty judgment.
- Faculty use data to improve teaching and curriculum, not merely assign grades.

7.2 Rubrics and Calibration

Major written, performance, presentation, and capstone assessments use an approved rubric or scoring guide. Faculty teaching the same course participate in calibration when directed, review sample work or anchor responses, and document material scoring disagreements and resolutions.

7.3 Gradebook Requirements

Mandatory standard. The Moodle gradebook must accurately implement the grading plan in the approved syllabus.

- Categories, weights, point totals, and letter-grade calculations are verified before graded work is due.
- Every required activity has a visible grade or approved status.
- Feedback and grade changes identify the responsible faculty member and date.
- A separate personal gradebook may not be the sole record.
- Final grades are reconciled against the syllabus and reviewed for missing or impossible values.

7.4 Fair and Consistent Grading

Faculty apply the same published criteria to all students, subject to approved accommodations and documented academic exceptions. Personal beliefs, disagreement with a protected viewpoint, relationship, gift, complaint, or external pressure shall not influence grading.

7.5 Late Work, Extensions, and Incompletes

Faculty follow the current catalog and syllabus. An extension or incomplete must be documented, academically justified, time-limited, and consistent with policy. Faculty may not make a private arrangement that changes tuition, enrollment status, refund rights, satisfactory academic progress, or graduation requirements.

7.6 Final Assessments and Graduate Culminating Work

- Final work integrates or demonstrates principal course outcomes.
- Graduate research or applied projects require appropriate library use, source evaluation, citation, and ethical information handling.
- Capstone milestones, reviewers, approval criteria, and revision limits are communicated in advance.
- Where a final product is required for a graduate degree, faculty approvals and signatures are documented as required.
- A faculty member with a conflict shall not serve as sole evaluator.

7.7 Grade Changes

A final grade may be changed only to correct a documented error, implement an approved appeal, complete an authorized incomplete, or address another reason permitted by policy. The faculty member submits the reason, evidence, original grade, revised grade, and date to the Academic Office. Unauthorized bargaining or extra work after the course is prohibited.

7.8 Student Grade Questions and Appeals

1. The student first requests clarification from the faculty member within the period stated in the catalog.
2. The faculty member explains the rubric and evidence, corrects any error, and documents the response.
3. If unresolved, the student may use the formal academic appeal or complaint procedure.
4. The reviewer examines the syllabus, assignment, rubric, feedback, gradebook, communications, and comparable treatment.
5. Faculty cooperate with review and do not retaliate.

7.9 Learning-Outcome Assessment and Improvement

Evidence	Faculty Use
Course artifact scores	Determine whether outcomes were achieved and identify concepts needing redesign or additional instruction.
Program assessment samples	Evaluate performance on common program outcomes across courses and cohorts.
Grade distributions/completion	Identify unusual patterns, inconsistency, barriers, or possible grade inflation/deflation.
Discussion and engagement data	Evaluate whether interaction is meaningful and timely.
Student feedback	Identify clarity, accessibility, support, and teaching concerns while recognizing satisfaction is not identical to learning.
Faculty reflection/peer review	Document strengths, problems, and proposed improvements.

8. Student Engagement, Identity, Privacy, and Records

8.1 Academic Engagement and Attendance

In an online course, attendance is based on documented academic engagement rather than logging in, opening a page, or receiving an automated message. Faculty follow catalog and syllabus definitions and promptly identify students who cease participating.

- Submitting an assignment, quiz, exam, project, or academic journal.
- Making a substantive contribution to an assigned academic discussion.
- Participating in a live instructional activity or documented academic conference.
- Communicating with faculty about course content, an assignment, or academic progress.
- Completing another academically related activity identified in the approved course.

8.2 Student Identity and Authentication

Students access Moodle and related systems through unique credentials. Faculty shall not share accounts or knowingly permit another person to complete a student's work. When identity is reasonably in doubt, faculty report the concern and use approved verification procedures rather than conducting an intrusive personal investigation.

- Use institution-approved login, password, and authentication controls.
- Verify identity during live or proctored activities only through approved, disclosed methods.
- Protect identity documents and do not store them on personal devices.
- Do not impose an undisclosed identity-verification fee.

8.3 Privacy and FERPA-Aligned Practice

Privacy standard. Faculty access and disclose student education information only for legitimate institutional purposes.

- Do not discuss a student's grade, disability, complaint, conduct, or progress with another student or unauthorized person.
- Use blind copying or approved group tools when messaging multiple students.
- Do not post grade lists, public screenshots, or recordings exposing private information.
- Verify recipients before sending sensitive information and use institutional accounts.
- Refer third-party requests to the designated records office unless authorization is confirmed.

8.4 LMS and Instructional Records

Faculty-created records in Moodle, BigBlueButton, institutional email, and approved systems may become institutional academic records. Faculty preserve accurate grades, feedback, submission/return dates, engagement evidence, major advisories or warnings, and material complaint-related communications.

8.5 Record Retention

The Institute retains faculty qualification and institutional academic records for at least the period required by California law, including not less than five years for required institutional records. Student transcripts are retained permanently, and pertinent student records are retained for at least five years from completion or withdrawal. Faculty shall not independently destroy, alter, or remove records subject to retention.

8.6 Information Security

- Use a supported, password-protected device with current updates and malware protection.
- Use multifactor authentication when available and do not reuse institutional passwords.
- Store student information only in approved systems; avoid local downloads unless necessary and delete securely when no longer authorized.
- Do not upload identifiable student work, grades, disability information, or private communications to public AI services or unapproved tools.
- Report suspected phishing, unauthorized access, lost devices, or data disclosure immediately.

8.7 Record Accuracy and Inspection

Faculty maintain records so they can be produced for authorized institutional review, BPPE inspection, complaint investigation, or other lawful purpose. Falsification, backdating, concealment, deletion after notice of review, or creation of a misleading record is serious misconduct.

9. Accessibility, Nondiscrimination, and Inclusive Teaching

9.1 Equal Educational Opportunity

The Institute prohibits unlawful discrimination, harassment, and retaliation in education and employment. Faculty create a respectful learning environment without lowering academic standards or requiring students to disclose protected personal information.

9.2 Disability Accommodation

1. Refer a student requesting accommodation or describing a disability-related barrier to the designated accessibility contact.
2. Do not independently diagnose, deny, negotiate, or demand medical details beyond institutional procedures.
3. Implement approved accommodations promptly and confidentially.
4. Evaluate achievement of essential outcomes, not the effect of disability.
5. Report a measure that appears to fundamentally alter an essential requirement; do not refuse it unilaterally.

9.3 Accessible Course Content

Content Type	Faculty Standard
Documents	Use heading styles, readable fonts, logical reading order, descriptive links, sufficient contrast, accessible tables, and selectable text.
Images and diagrams	Provide meaningful alternative text or an equivalent description; avoid placing essential information only in an image.
Audio and video	Provide accurate captions and, when needed, transcripts or audio description.
Presentations	Use clear slide titles, readable text, meaningful visuals, and accessible source files or equivalent notes.
Tables	Use true table structure, identify header rows, keep tables simple, and avoid tables solely for visual layout.
Interactive content	Confirm keyboard access, labels, instructions, timing flexibility, and an accessible alternative when needed.
Live sessions	Describe visual material aloud, use accessible shared documents, monitor chat, and provide captions/transcripts or an equivalent alternative.

9.4 Universal Design and Equivalent Rigor

Faculty may provide choices in topic, format, or method of engagement when choices measure the same outcome. Accessibility does not mean removing essential outcomes, giving unearned credit, or applying a lower standard.

9.5 Cultural Humility and Inclusive Healthcare Education

- Avoid assumptions based on race, ethnicity, nationality, language, disability, age, sex, religion, gender identity, socioeconomic status, or health practice.
- Use open-ended questions and evidence rather than stereotypes.
- Recognize that healthcare systems and professional practices reflect cultural values and historical contexts.
- Discuss differences in communication, proximity, touch, eye contact, diet, modesty, family roles, privacy, and health beliefs without presenting any group as uniform.
- Correct demeaning, threatening, or exclusionary conduct while preserving legitimate inquiry.

9.6 Reporting Access Barriers

Faculty report inaccessible materials, captioning failures, technology barriers, or repeated accommodation delays to the Academic Office and helpdesk. A broken accessibility feature is an instructional-access issue, not merely a technical inconvenience.

10. Academic Integrity and Responsible Artificial Intelligence

10.1 Shared Responsibility

Academic integrity requires honest authorship, accurate citation, truthful representation of data and methods, and compliance with assessment rules. Faculty model these standards in lectures, materials, feedback, research, and public communication.

10.2 Examples of Academic Misconduct

- Plagiarism, including close paraphrase without attribution.
- Unauthorized collaboration, impersonation, contract cheating, or submitting another person's work.
- Fabrication or falsification of sources, data, observations, approvals, credentials, or clinical information.
- Unauthorized use of AI, translation, answer-generation, or editing tools when independent work is required.
- Obtaining or distributing secure examination content.
- Reusing prior work when disclosure or new work is required.
- Interfering with another person's work or institutional records.

10.3 Course-Level AI Rules

Each syllabus and major assignment states whether generative AI is prohibited, permitted for limited support, or required as a learning tool. The faculty member aligns the rule with the outcome and applies it consistently.

Use Category	Examples	Faculty Direction
Generally permitted with disclosure	Brainstorming, search terms, language support, or formative explanations when allowed.	Require verification, acknowledgment as directed, and protection of private information.
Permitted only when assigned	Prompt design, output critique, model comparison, or AI-assisted analysis.	Provide approved tools, outcomes, documentation requirements, and criteria.
Generally prohibited without permission	Generating substantive answers, papers, code, clinical recommendations, discussion posts, or exam responses intended to show the student's own achievement.	State the prohibition and consequences; require process evidence and reflection.
Always prohibited	Impersonation, fabricated sources/data, bypassing security, uploading private student/patient information, or making an unreviewed academic or medical decision.	Address under integrity, privacy, security, and professional-conduct procedures.

10.4 Faculty Use of AI

Human accountability. AI may assist faculty work but does not replace faculty academic judgment, grading responsibility, source verification, or interaction.

- Review and verify AI-assisted content for accuracy, bias, currency, citation, accessibility, and fit with outcomes.
- Do not use AI to issue a grade, accusation, disciplinary decision, medical recommendation, or accommodation decision without independent human review.
- Disclose material AI assistance in institutional work when required.
- Do not upload identifiable student or confidential institutional information to an unapproved AI service.
- Verify AI-generated citations, quotations, laws, clinical claims, and statistics against reliable sources.

10.5 Institutional AI Chatbot

The institution may provide a 24/7 AI chatbot to help students navigate Moodle, locate materials, understand general academic resources, and receive learning prompts outside regular business hours. It may offer ideas, clues, and questions encouraging exploration, but it is supplemental.

- The chatbot does not replace faculty teaching, feedback, grading, outcome evaluation, academic judgment, advising, or complaint resolution.
- The chatbot does not provide medical diagnosis, treatment, emergency, mental-health, legal, or financial advice.
- Faculty correct material chatbot errors reported by students and notify the designated administrator.
- Students are directed to faculty or staff when a question requires individualized judgment.

10.6 Responding to Suspected Misconduct

1. Preserve the original work, instructions, system logs, source comparison, and communication.
2. Do not rely solely on an AI detector or similarity percentage.
3. Provide a fair opportunity for the student to explain authorship, process, sources, and tool use.
4. Apply the current integrity procedure and report the case when required.
5. Use educational remedies, grade consequences, or disciplinary action consistent with policy and seriousness.
6. Maintain confidentiality and avoid public accusations.

11. Healthcare, Holistic Sciences, and Professional Boundaries

11.1 Educational Purpose; No Medical Advice

Required boundary. Courses provide academic education. Unless a separate approved clinical component and lawful professional relationship expressly apply, faculty do not diagnose, treat, prescribe, recommend individualized medical care, or establish a clinician-patient relationship with students.

Faculty may explain theories, evidence, historical practices, public-health concepts, organizational methods, and general safety considerations. When a student asks for individualized health advice, faculty provide an appropriate disclaimer and refer the student to a licensed healthcare professional or emergency service as appropriate.

11.2 Licensure and Scope of Practice

- Do not represent that an academic degree automatically qualifies a graduate for licensure, certification, or legal practice.
- Use the exact licensure disclosures in the current catalog and approved materials.
- Do not teach students to evade licensing laws or conceal unlicensed practice.
- Faculty who hold a license remain responsible for their professional board's requirements.
- California limitations applicable to unlicensed healing-arts activity, including disclosure and non-diagnosis requirements, must be respected when relevant.

11.3 Evidence and Claims

Faculty distinguish among well-established evidence, emerging evidence, professional consensus, historical or cultural practice, theoretical models, personal experience, and unsupported claims. The strength of language must match the strength of evidence.

- Use current peer-reviewed research, systematic reviews, authoritative public-health sources, and appropriate professional guidelines.
- Discuss limitations, uncertainty, adverse effects, interactions, contraindications, and populations for whom evidence may not apply.
- Do not claim a modality cures disease, replaces necessary care, or is risk-free unless supported and lawful.
- Teach students to recognize misinformation, conflicts, predatory publishing, and inappropriate extrapolation.

11.4 Case Studies and Sensitive Information

Cases must be fictional, publicly documented, or sufficiently de-identified. Faculty shall not disclose patient, client, employer, or proprietary information obtained through practice. Students are instructed to remove identifying details and comply with privacy and workplace rules.

11.5 Safety in Demonstrations and Assignments

- No assignment may require unsafe self-experimentation, ingestion, physical manipulation, diagnosis, treatment, or use of a regulated device outside an approved supervised setting.
- Demonstrations involving herbs, supplements, bodywork, exercise, energy practices, laboratory materials, or digital-health tools include appropriate limitations and safety guidance.
- Faculty report adverse incidents or credible safety concerns immediately.
- Emergency situations are referred to 911 or the appropriate local emergency service; the LMS and chatbot are not emergency services.

11.6 Research and Human Participants

Faculty and students may not begin research involving human participants, identifiable private information, or intervention without required institutional review and approval. The Institute may use an internal review process or external Institutional Review Board as designated. Classroom exercises that are not research still protect privacy, voluntariness, and safety.

11.7 Professional Marketing and Endorsements

Faculty shall not use a course to market personal clinical services, products, supplements, devices, certifications, political causes, or financial interests. A resource involving a disclosed interest may be discussed only for legitimate academic reasons and with approval when required.

12. Faculty Professional Conduct and Ethics

12.1 Code of Professional Conduct

- Act honestly, respectfully, competently, and in the best interests of student learning.
- Follow law, regulation, institutional policy, the approved syllabus, and lawful administrative direction.
- Maintain boundaries and avoid exploitation, favoritism, retaliation, or abuse of authority.
- Protect confidentiality and institutional systems.
- Identify errors, correct them promptly, and cooperate with quality/compliance review.
- Represent credentials, scholarship, experience, and institutional affiliation accurately.

12.2 Faculty-Student Relationships

Faculty occupy a position of trust and avoid relationships that impair objectivity or create a reasonable appearance of coercion or favoritism. Romantic or sexual relationships with a currently enrolled student whom the faculty member teaches, evaluates, advises, or supervises are prohibited. Faculty shall not request personal services, loans, investments, employment, or confidential information unrelated to education.

12.3 Harassment, Discrimination, and Retaliation

Threatening, demeaning, discriminatory, or harassing conduct is prohibited in classes, live sessions, messages, grading, advising, and institution-connected social media. Faculty report concerns through designated channels and shall not retaliate against a person who raises a good-faith concern, requests accommodation, participates in an investigation, or uses an appeal procedure.

12.4 Conflicts of Interest, Gifts, and Outside Activity

- Disclose financial interests, consulting, royalties, family relationships, or outside roles that could affect an academic decision.
- Do not condition academic benefit on purchasing a faculty member's product or service.
- Do not accept a gift that could reasonably influence grading or judgment.
- Outside activity must not interfere with duties, misuse resources, or disclose confidential information.
- Faculty may identify themselves accurately but may not imply institutional endorsement of a personal business or position.

12.5 Social Media and Public Communication

Faculty protect student privacy and confidential information in public communication. Personal views must not be presented as official institutional positions. Faculty use institutional channels for course requirements and disputes rather than attempting to resolve them publicly.

12.6 Intellectual Property and Course Materials

Material	General Rule
Pre-existing faculty material	Remains with the faculty member unless transferred by written agreement; only the stated license is granted.
Institution-commissioned material	Ownership and use follow the written work-for-hire, services, or development agreement.
Approved course shell	Used only for authorized institutional teaching; not copied, sold, or shared externally without permission.
Third-party content	Used under copyright, license, fair use, or open-license requirements with attribution.
Student work	Used for assessment and authorized quality review. Publication, promotion, or broader reuse requires permission or effective de-identification.

Material	General Rule
AI-assisted material	Subject to the same accuracy, copyright, privacy, and ownership review as other material.

12.7 External Regulatory, Accreditation, or Media Activity

Faculty cooperate truthfully with authorized reviews and may not conceal or falsify information. A faculty member speaking on behalf of the Institute to BPPE, an accreditor, media outlet, or external agency must be authorized. This does not prohibit lawful whistleblowing, protected academic speech, or reporting to a government agency.

12.8 Reporting Misconduct or Risk

Faculty promptly report suspected safety risks, discrimination, harassment, data incidents, falsified records, unqualified instruction, unapproved program changes, academic fraud, or misleading public claims to the designated administrator. Reports are handled as confidentially as practicable, and good-faith reporters are protected from retaliation.

13. Faculty Performance Evaluation, Coaching, and Corrective Action

13.1 Purpose and Principles

Faculty evaluation protects students, supports professional growth, confirms ongoing qualification, and provides evidence of academic quality. Evaluation uses multiple sources and focuses on observable performance rather than popularity alone.

13.2 Evaluation Evidence

- Credential and continuing-competence review.
- Course readiness and syllabus compliance.
- Moodle and BigBlueButton activity showing presence and interaction.
- Timeliness and quality of communication, feedback, grading, and records.
- Alignment and rigor of assessment.
- Student learning-outcome evidence and grade patterns.
- Accessibility and inclusive teaching.
- Student end-of-course feedback and documented complaints or commendations.
- Peer, Lead Faculty, or Academic Office observation.
- Professional development, committee participation, and course improvement.

13.3 Evaluation Cycle

Faculty Stage	Review
New faculty	Credential review and pre-teaching certification; early-course check; end-of-first-course evaluation.
Active adjunct/course faculty	Course-level monitoring plus formal review at least annually or after a defined number of courses.
Lead faculty/program leads	Annual review including leadership, mentoring, curriculum, assessment, and compliance duties.
Triggered review	Immediate or focused review after significant complaint, missed grading deadline, extended absence, integrity failure, accessibility issue, unusual grade pattern, or suspected violation.

13.4 Performance Standards

Domain	Meets Expectations When Faculty...
Qualification/currency	Remain qualified, current, and assigned within documented expertise.
Teaching presence	Initiate and sustain meaningful interaction across the course.
Feedback/grading	Apply rubrics fairly and return actionable evaluation within timelines.
Student support	Monitor progress, communicate respectfully, and make appropriate referrals.
Rigor/integrity	Protect outcome standards, address misconduct fairly, and verify sources.
Accessibility/inclusion	Provide accessible materials, implement accommodations, and maintain respect.
Records/compliance	Maintain accurate grade, participation, communication, and

Domain	Meets Expectations When Faculty...
	course records.
Improvement/service	Complete required training and contribute to quality as assigned.

13.5 Coaching and Improvement Plans

When performance can reasonably improve, the Academic Office provides specific evidence, the required standard, resources or mentoring, a correction deadline, and reassessment method. An improvement plan does not guarantee continued assignment and does not prevent immediate action when student protection or serious misconduct requires it.

13.6 Corrective Action

Depending on seriousness, history, and legal status, action may include coaching, written warning, training, monitoring, reduced or suspended assignment, course removal, non-renewal, or termination of the applicable relationship. The Institute may act without progressive steps when necessary to protect students, records, academic integrity, safety, or compliance.

13.7 Faculty Response and Review

Faculty receive a reasonable opportunity to respond to a formal evaluation or allegation unless immediate interim action is required. The response is retained with the review. A faculty member may request review under Section 15, but the request does not automatically delay a student-protection or compliance measure.

14. Workload, Scheduling, Compensation, and Separation

14.1 Teaching Assignments

Assignments are based on documented qualification, enrollment, course need, performance, availability, workload, and resources. A prior assignment or academic title does not create a right to another assignment.

14.2 Faculty Workload Components

Faculty workload is determined by the activated course, enrollment, assessment volume, interaction obligations, instructional-media production, accessibility work, and recordkeeping. An appointment agreement shall not impose an artificial weekly cap that prevents completion of required duties. Faculty report all time worked, and compensation and timekeeping comply with applicable law.

Component	Expected Work
Pre-course	Review syllabus and shell, verify links/gradebook, update profile, post welcome, identify accommodations, and report problems.
Weekly instruction	Faculty-recorded lecture/media production; module announcements; optional office hour or supplemental session; discussion facilitation; messages; clarification; and outreach.
Assessment	Review submissions, apply rubrics, give feedback, grade within timelines, and address integrity.
Advising/support	Academic guidance within role and referrals to advising, accessibility, library, helpdesk, or administration.
Quality/governance	Course reflection, assessment artifacts, meetings, calibration, curriculum review, and professional development.
Closeout	Final grades, reconciliation, records, outcome reporting, and improvement recommendations.

14.3 Availability and Absence

- Inform the Academic Office promptly of any absence likely to affect a live session, response time, grading deadline, or student support.
- Do not arrange an unauthorized substitute or share credentials.
- The Academic Office may assign qualified coverage, adjust deadlines, or remove a faculty member from a course.
- On return, complete required records and coordinate transition.

14.4 Compensation and Expenses

Compensation, payment timing, reimbursable expenses, and benefits, if any, are governed by the written appointment or services agreement and applicable law. Faculty may not promise a refund, waive tuition, collect payment, or incur an institutional expense without authorization.

14.5 Resignation, Non-Renewal, and Termination

A separating faculty member provides notice required by the agreement, protects students during transition, completes grades and records as directed, returns institutional property, and stops using systems or representing institutional affiliation when access ends. The Institute may remove access or reassign students immediately when necessary.

14.6 Post-Separation Obligations

- Maintain confidentiality and privacy.
- Return or securely delete institutional and student records as directed.
- Do not use course shells, rosters, contact lists, or proprietary materials outside authorized purposes.
- Cooperate with reasonable record, complaint, or regulatory inquiries concerning the service period.
- Use former institutional titles accurately and do not imply current authority.

15. Faculty Grievance and Complaint Resolution

15.1 Purpose and Scope

The faculty grievance procedure provides a fair internal method to raise concerns about academic administration, evaluation, workload, discrimination, retaliation, policy application, or other work-related matters. It does not replace a student complaint, grade appeal, accommodation process, emergency report, legal right, or government-agency procedure.

15.2 Step 1 - Informal Resolution

When safe and appropriate, the faculty member discusses the concern with the person most directly responsible or immediate academic supervisor. The discussion identifies the issue, policy/evidence, and requested resolution. Informal resolution is not required for harassment, retaliation, fraud, safety, data breach, or a conflict involving the supervisor.

15.3 Step 2 - Written Grievance

The faculty member submits a written grievance to the Chief Academic Officer or President ordinarily within 30 calendar days after the disputed action or discovery. It includes facts, dates, persons involved, documents, prior efforts, policy basis, and requested remedy.

15.4 Step 3 - Review and Decision

- A neutral reviewer or panel is assigned; a person with a material conflict does not decide.
- The reviewer may interview relevant persons and examine records.
- The faculty member and responding administrator receive a reasonable opportunity to provide information.
- A written decision explains findings and corrective action to the extent appropriate and lawful.
- The decision is ordinarily issued within 30 calendar days, or the parties are notified of the reason for delay.

15.5 Step 4 - Final Administrative Review

A faculty member may request final review by the President or designee within ten business days when identifying a material procedural error, new evidence not reasonably available earlier, conflict of interest, or inconsistency with policy. Final review does not substitute judgment merely because a different outcome is preferred.

15.6 Non-Retaliation and External Rights

Good-faith use of this procedure, participation in an investigation, or lawful communication with BPPE or another government agency shall not be grounds for retaliation. Nothing requires waiver of a legal right or prevents a lawful external report.

16. Institutional Resources and Faculty Support

16.1 Moodle and BigBlueButton

Moodle is the official course-delivery, communication, submission, grading, and participation-record system. BigBlueButton is the integrated virtual classroom. Faculty receive role-appropriate access, guides, and helpdesk support. Access is limited to authorized purposes and may be monitored for security, quality, and compliance.

16.2 Online Library and Information Support

The Online Library provides academic, biomedical, healthcare, professional, open-education, and research resources appropriate to the programs. Before enrollment begins, IULS shall maintain a documented appointment, employment, or service arrangement that gives students and faculty regular access to a designated professional librarian or information specialist experienced in electronic information retrieval. The specialist supports curriculum-resource identification, information literacy, search-strategy development, database navigation, source evaluation, citation practices, and access problems. Faculty remain responsible for academic instruction and evaluation.

16.3 Accessibility and Technology Support

- Accessibility resources and accommodation coordination.
- Technology-information page, supported-browser guidance, mobile access, and Moodle user help.
- Helpdesk for login, course access, submission, BigBlueButton, and system incidents.
- Faculty development and one-to-one support for accessible documents and online teaching.

16.4 Student Support Referral

Student Need	Faculty Action
Course content/feedback	Respond directly within the faculty role.
Research/source access	Refer to the Online Library or information specialist and provide academic guidance.
Moodle/BigBlueButton problem	Refer to helpdesk and report widespread instructional impact.
Accommodation/access barrier	Refer to the accessibility contact and implement approved measures.
Enrollment, tuition, refund, transcript, or catalog question	Refer to the appropriate administrative office; do not make commitments.
Personal crisis or health emergency	Encourage appropriate local professional/emergency resources; report immediate safety concerns under procedure.
Complaint or appeal	Provide the official procedure and do not discourage or retaliate.

16.5 Responsible AI and After-Hours Support

The institution's AI chatbot may provide navigation and general learning support at any time. Faculty remain the authoritative source for course interpretation, grading, academic feedback, and outcome evaluation. Chatbot use never relieves faculty of response and interaction duties.

16.6 Contact Information

Faculty should use the current contact directory in Moodle. General support contact:

Email: support@lifesci.education

Moodle: <https://class.lifesci.education>

17. Policy Administration and Annual Self-Monitoring

17.1 Policy Responsibility

The President and Chief Academic Officer are responsible for adopting, implementing, and reviewing academic policies. Faculty read current policies, complete required acknowledgments and training, and seek clarification before acting when requirements conflict or are unclear.

17.2 Annual Self-Monitoring

At least annually, the Academic Office reviews faculty qualifications and sufficiency, course readiness, meaningful interaction, grading, student records, library and accessibility support, complaints, learning outcomes, public representations, and required training. Findings, corrective actions, responsible persons, and completion dates are documented.

17.3 Approval-Specific Compliance Calendar

Requirement	Institutional Control
Initial and annual BPPE fees	Track invoice and due date; payment is required regardless of receipt of a courtesy notice.
STRF assessments and reports	File quarterly when applicable; maintain records supporting reported data.
Annual Report and SPFS data	Track required data from the first day of operation; file when due under BPPE instructions.
Compliance inspections	Maintain inspection-ready student, faculty, academic, financial, technology, and policy records; cooperate with announced or unannounced inspections.
Substantive changes	Obtain prior BPPE authorization when required, including ownership/control, business organization, location/name, significant delivery change, 25% or greater program-hour change, or LMS change.
Accreditation milestone - July 22, 2028	Maintain evidence that a completed initial-accreditation application and required fee were submitted to and accepted by the accreditor.
Full accreditation - July 22, 2031	Maintain evidence of full institutional accreditation or implement required enrollment stop and teach-out/refund obligations.

17.4 Regulatory and Inspection Cooperation

Faculty provide accurate information, preserve relevant records, cooperate with authorized audits, BPPE requests, inspections, complaint investigations, and records production, and correct mistaken statements promptly. Only authorized representatives speak for the institution, but no policy may obstruct a lawful government inquiry.

17.5 Handbook Review, Revision, and Acknowledgment

This handbook is reviewed at least annually and sooner when law, regulation, approval or accreditation status, catalog, program, instruction, LMS, staffing, or institutional structure changes. Material revisions are approved, dated, communicated, archived, and supported by training. Faculty sign Appendix J before teaching and after a material revision.

Appendix A. Faculty Qualification File Checklist

Required Item	Verified / Date	Notes
Application and current CV/resume		
Identity and contact information		
Official transcript(s) or reliable degree verification		
Foreign credential evaluation and translation, if applicable		
Professional license/certification verification, if applicable		
Subject-matter expertise and recent experience		
Course-level and duty-specific qualification review		
Distance-education competency or required training		
Accessibility, privacy, integrity, AI, and conduct training		
References and lawful checks, as applicable		
Conflict-of-interest disclosure		
Appointment/services agreement		
Approved courses and duties		
Annual continuing-competence review		

Qualification reviewer: _____ Date: _____

Academic approval: _____ Date: _____

Appendix B. Faculty Onboarding and Annual Training Checklist

Training / Demonstration	New Faculty	Annual / As Directed	Completed
Mission, approval status, catalog and policy hierarchy	Required	Update	
BPPE faculty and distance-education standards	Required	Update	
Moodle course management and gradebook	Required	As needed	
BigBlueButton live instruction and privacy	Required	As needed	
Community of Inquiry and adult online learning	Required	Development	
Outcomes, rubrics, assessment, and calibration	Required	Required	
Accessibility and accommodation implementation	Required	Required	
Privacy, records, cybersecurity, and incident reporting	Required	Required	
Academic integrity and responsible AI	Required	Required	
Healthcare scope, evidence, safety, and boundaries	Required	Required	
Harassment, nondiscrimination, conflicts, and reporting	Required	Required	
Course readiness and live teaching demonstration	Required	As directed	

Appendix C. Online Course Readiness Checklist

- ☐ Approved syllabus matches shell, dates, outcomes, gradebook, and calendar.
- ☐ Instructor contact, profile, welcome, and response expectations are current.
- ☐ Start Here includes policies, technology, accessibility, library, integrity, AI, and support.
- ☐ All six modules have measurable objectives aligned to course outcomes.
- ☐ Required readings and links are accessible, current, lawful, and available.
- ☐ Videos have captions; essential audio has transcripts; images have descriptions.
- ☐ Discussions, assignments, journals, and knowledge checks have instructions and due dates.
- ☐ Major assessments have approved rubrics and measure outcomes.
- ☐ Gradebook categories, weights, totals, and letter grades are correct.
- ☐ Required faculty-recorded instructional media are available before module release; optional BigBlueButton office hours/supplemental sessions are scheduled; no required synchronous attendance is imposed.
- ☐ Completion tracking and activity restrictions function correctly.
- ☐ Further Studies includes current professional/lifelong-learning resources.
- ☐ No unapproved medical, licensure, accreditation, transfer, or employment claim appears.
- ☐ No material change to delivery method, LMS, credit value, or curriculum has been made.

Reviewed by: _____ Date: _____

Appendix D. Weekly Faculty Engagement and Response-Time Standard

Timing	Required Faculty Action	Primary Evidence
Before module opens	Review content/dates; post guidance; identify likely challenges.	Announcement and course review.
Early in module	Initiate academic contact and answer questions.	Announcement, forum, messages, or live session.
Across at least three days	Facilitate, monitor, clarify, and support.	Moodle activity and substantive posts.
Weekly	Review progress and contact missing/at-risk students.	Completion report and outreach.
Within two business days	Respond to messages or acknowledge when a full answer needs more time.	Institutional message timestamp.
Within seven days; no later than ten days for lessons	Evaluate routine work with actionable feedback.	Moodle grade/feedback timestamp.
Per catalog/syllabus	Evaluate major project, capstone, thesis, or dissertation.	Submission and return dates.
End of module/course	Reconcile grades, summarize learning, close records, and report issues.	Gradebook and closeout checklist.

Appendix E. Course Closeout Checklist

- ☐ All submissions evaluated within required timelines.
- ☐ Gradebook contains no unexplained blanks, duplicate items, or incorrect weights.
- ☐ Approved incompletes, extensions, integrity cases, and grade corrections are documented.
- ☐ Final grades match the syllabus and are submitted by the deadline.
- ☐ Required outcome-assessment artifacts and scores are submitted securely.
- ☐ Student complaints, warnings, and material outreach records are preserved.
- ☐ BigBlueButton recordings and course records follow privacy, notice/consent, accessibility, retention, and authorized-removal requirements.
- ☐ Broken links, outdated resources, accessibility barriers, and content errors are reported.
- ☐ Course reflection and improvement recommendations are submitted.
- ☐ Institutional and student information is removed from unauthorized personal storage.

Appendix F. Faculty Performance Evaluation Rubric

Rating scale: 4 = Exemplary; 3 = Meets Expectations; 2 = Needs Improvement; 1 = Unsatisfactory; N/A = Not Observed. A serious compliance or conduct failure may require action regardless of the average.

Domain	Indicators	Rating	Evidence / Comments
Qualification/currency	Credentials verified; assignment within expertise; continuing competence.		
Course readiness	Syllabus, shell, gradebook, resources, accessibility reviewed before opening.		
Faculty presence	Visible, regular, substantive, faculty-initiated engagement.		
Communication	Professional, inclusive, accurate, timely responses.		
Feedback/grading	Fair rubric use; actionable feedback; turnaround; accurate gradebook.		
Assessment rigor	Aligned to outcomes and graduate level; integrity protected.		
Student support	Progress monitored; outreach and referrals documented.		
Accessibility/inclusion	Accessible materials; accommodations; cultural humility.		
Integrity/AI	Clear expectations; fair process; responsible faculty use; privacy.		
Records/compliance	Complete records; no misleading claims; policies followed.		
Professional conduct	Boundaries, confidentiality, conflicts, respectful behavior.		
Improvement/service	Training completed; quality evidence used; duties fulfilled.		

Overall result: ☐ Exceeds ☐ Meets ☐ Improvement Required ☐ Unsatisfactory

Evaluator: _____ Date: _____

Faculty response/acknowledgment: _____ Date: _____

Appendix G. Curriculum or Course Change Request

Field	Required Information
Course/program	
Requestor and date	
Problem/evidence supporting change	
Proposed change	
Affected outcomes/curriculum map	
Assessment/grading impact	
Credit-hour/workload impact	
Library/resource impact	
Accessibility/technology impact	
Faculty qualification/workload impact	
Licensure, regulatory, catalog, or disclosure impact	
Material delivery-method or LMS change?	☐ No ☐ Yes - refer for BPPE review before implementation
Faculty/committee recommendation	
Academic approval and effective version	

Appendix H. Incident and Concern Escalation Guide

Concern	Immediate Faculty Action	Escalation
Student academic question	Respond and document as appropriate.	Lead Faculty if unresolved.
Moodle/BigBlueButton failure	Report; provide approved temporary access if directed.	Helpdesk and Academic Office.
Accommodation/access barrier	Refer; preserve confidentiality; implement approved measure.	Accessibility contact and Academic Office.
Academic integrity concern	Preserve evidence; fair notice; follow procedure.	Academic Office.
Harassment/discrimination/retaliation	Preserve information; avoid unsafe independent confrontation.	Designated administrative contact.
Privacy/security incident	Stop disclosure if possible; do not delete evidence.	Helpdesk/security and administration immediately.
Medical/safety emergency	Direct to local emergency resources; no diagnosis/treatment.	Administration after immediate action.
Misleading approval/licensure/employment claim	Do not repeat; preserve source.	President/compliance immediately.
Unqualified faculty/unapproved course change	Do not implement; document concern.	Chief Academic Officer/President.
Complaint or BPPE inquiry	Cooperate truthfully; preserve records.	Authorized institutional representative.

Appendix I. BPPE Regulatory Crosswalk

This crosswalk is a practical compliance aid, not a substitute for the current California Private Postsecondary Education Act, Title 5 regulations, BPPE forms, the institution's approved application, or legal advice. Administration must verify citations at each annual review.

Authority / Topic	Handbook Implementation	Typical Evidence
5 CCR 71705 - Mission/objectives	Sections 1.2-1.3 require a written mission, program objectives, intended learners, and expected outcomes.	Mission, catalog, program documents.
5 CCR 71710 - Educational program	Sections 5 and 7 require faculty-designed curriculum, logical sequence, complete syllabi, specific outcomes, library research, and qualified evaluation.	Syllabi, maps, rubrics, faculty approvals.
5 CCR 71715 - Instruction/distance education	Sections 5-8 require appropriate online delivery, readiness/support, current materials, DE-qualified faculty, meaningful interaction, SAP, timely evaluation, and receipt/return records.	Moodle shell, logs, response reports, training.
5 CCR 71720 - Faculty	Sections 2-4 and 13-14 address sufficient qualified faculty, governance participation, credential standards, workload, control of academic matters, freedom, and qualification records.	Faculty files, workload plan, minutes, policy.
5 CCR 71730 - Administration	Section 2 assigns CEO, operations, and academic responsibilities and requires documented roles.	Organization chart, job descriptions, evaluations.
5 CCR 71740 - Library/resources	Sections 5.6 and 16.2 require program-appropriate resources, information support, access, and documentation.	Library agreements, resource lists, support records.
5 CCR 71760 - Self-monitoring	Section 17 establishes annual and triggered academic/compliance review.	Audit checklist, findings, corrective actions.
5 CCR 71810 - Catalog	Sections 5-8 require use of current catalog disclosures, including evaluation timing and student services.	Catalog cross-check, syllabus templates.
5 CCR 71865 - Graduate degrees	Sections 5 and 7 require graduate depth, research, culminating work, and qualified evaluation.	Curriculum, capstone records, approvals.
5 CCR 71920/71930 and Education Code 94900/94900.5 - Records	Sections 3.8, 8, 13, and 17 address faculty/student records, retention, accuracy, backup, and inspection.	Faculty files, transcripts, gradebooks, logs.
5 CCR 71600 - Delivery/LMS change	Section 5.7 prohibits material delivery or LMS changes before administrative and BPPE review.	Change request, authorization, version record.
Education Code 94909(a)(7) - Faculty qualifications in catalog	Sections 3 and 17 require accurate qualification records and alignment of public descriptions with current faculty.	Catalog disclosures, CV summaries, verification.

Regulatory and Benchmark Sources

- California Bureau for Private Postsecondary Education, Title 5, Division 7.5, California Code of Regulations (current official compilation). <https://www.bppe.ca.gov/lawsregs/regs.pdf>

- California Private Postsecondary Education Act of 2009 (current official compilation).
https://www.bppe.ca.gov/lawsregs/ppe_act.pdf
- BPPE Application for Approval to Operate for an Institution Non-Accredited, Form Application 94886.
https://www.bppe.ca.gov/forms_pubs/approval_nonaccredited.pdf
- University of Arizona Global Campus Faculty Handbook - benchmark for online-faculty governance, evaluation, and development.
- University of Phoenix Faculty Handbook - benchmark for online instructional requirements, quality assurance, and student issues.
- Cornell University Faculty Handbook structure - benchmark for governance, appointments, academic freedom, and policy organization.
- IHLSI prior Faculty Handbook, internal Instructional Methods and Online Course Design Table, and BPPE response letter - institution-specific source materials.

Appendix J. Faculty Handbook Acknowledgment

I acknowledge that I received and had access to the International Holistic Life Sciences Institute (DBA: International University of Life Sciences) Faculty Handbook 2026-2027. I understand that I am responsible for following current law, regulation, the institution's approved materials, catalog, policies, course syllabus, and lawful academic directions.

I understand that this handbook is not a contract of employment, does not create tenure or guarantee a teaching assignment, and does not alter the legal status established by applicable law and my written agreement. I agree to ask the Academic Office when a requirement is unclear or appears inconsistent with another controlling document.

I understand the requirements concerning faculty qualifications, online presence, meaningful interaction, timely feedback, accessibility, privacy, academic integrity, responsible AI, healthcare professional boundaries, records, conflicts of interest, and reporting.

Faculty name (print): _____

Signature: _____

Date: _____

Primary program/discipline: _____

Courses/roles approved: _____

Institutional representative: _____

Date received: _____

Revision Record

Version	Date	Summary	Approved By
1.0	July 2026	Comprehensive rewrite of the 2022-2023 handbook; integrated the institutional online course model, BPPE faculty and distance-education requirements, accessible design, responsible AI, healthcare boundaries, checklists, and regulatory crosswalk.	
1.1	July 2026	Added Section 5.5 institutional credit-hour standard, a revised four-semester-unit course-hour matrix, a six-week sample instructional schedule, and faculty documentation controls clarifying 24 hours of faculty-created lecture/video instruction within 60 hours of academic engagement, plus 120 hours of outside preparation.	
1.2	July 2026	Clarified fully online asynchronous delivery; distinguished student credit-hour calculations from faculty labor; strengthened faculty-recorded media, optional office-hour, privacy, and workload controls; and required documented professional librarian/information-specialist services before enrollment.	

Annual review reminder. Before each adoption, compare this handbook with current BPPE regulations, Education Code, institutional catalog, approved application, accreditation plan if applicable, enrollment agreement, and actual operating practices. Revise any commitment the institution cannot consistently document.