



# Teaching Faculty Handbook

2011-2012

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## INTRODUCTION and HISTORY

### Mission

#### *Board for State Academic Awards & Charter Oak State College*

The Board for State Academic Awards provides diverse and alternative opportunities for adults to earn degrees. The Board accomplishes its mission through Charter Oak State College and the Connecticut Distance Learning Consortium. Relying on the judgment of professional educators, the Board validates learning acquired through examinations, independent study, work experience, non-collegiate-sponsored instruction, technology-mediated learning, and traditional study. The Board seeks to:

1. offer coherent, college-level curricula and degree programs which incorporate transfer credit, examinations, and other methods of credit and competency validation;
2. develop valid and reliable tests and other methods to evaluate and assess experiential and extra-collegiate learning as alternatives to classroom study;
3. provide access to educationally sound learning through a variety of means including video, computer-mediated and other electronically mediated technologies;
4. inform and guide the public about opportunities for earning credentials by alternative means;
5. provide testing and credit registry services, and information regarding such services, to the public;
6. extend access to higher education to all adults who demonstrate the ability to perform on the collegiate level and to foster the enrollment and graduation of diverse populations; and
7. encourage innovation in meeting the needs of adult learners and to serve as an advocate for adult learners in higher education.

In all of its activities, the Board for State Academic Awards rigorously upholds standards of high quality and seeks to inspire adults with the self-enrichment potential of nontraditional higher education.

### Role and Scope

The Board for State Academic Awards, established in 1973, grants degrees through Charter Oak State College. As a nontraditional college, Charter Oak is designed to provide adults with an alternate means to earn degrees that are of equivalent quality and rigor to those earned at other accredited institutions of higher learning. The College, therefore, collaborates with and complements the missions of other Connecticut colleges and universities.

Charter Oak State College awards four undergraduate degrees: the Associate in Arts, the Associate in Science, the Bachelor of Arts and the Bachelor of Science and is authorized by the state to offer master's level graduate programs. These degree programs enable students to meet career and personal goals. The content of the bachelor's degree programs is structured to provide the foundations needed for advanced study since a large number of Charter Oak State College alumni continue their education in graduate school. In addition, the college offers a number of credit certificate and non-credit programs. Enrollment is open to any adult who demonstrates college-level achievement. The College endeavors to recognize the diversity and achievements of its entire community.

Recognizing that learning takes place in many forms, Charter Oak State College provides a flexible approach to higher education. Academic credit may be awarded for course work completed successfully at other accredited institutions, academic instruction sponsored by non-collegiate organizations, military training evaluations, and online courses offered by Charter Oak, testing, portfolio assessment, contract learning, and for learning acquired through many licensure and certification programs.

Charter Oak State College has no campus and offers no classroom instruction, but assists its students through a variety of academic support services including program planning, testing, and evaluation. The College also delivers online courses, serves as a testing center and provides credit registry services, as well as, information regarding other educational opportunities. The College identifies qualified faculty from regionally accredited colleges and universities and other experts to assess academic achievement in areas not measured by standardized tests for programs such as online courses, contract learning, and practica. In recruiting these faculty and experts, the College actively seeks to identify educators who value the impact of broad and diverse experience acquired by students.

Charter Oak State College also assists other Connecticut colleges and universities seeking to provide their students with alternate ways to validate college-level learning; develops partnerships with the corporate and non-profit community to meet the state's workforce needs; and through its Connecticut Credit Assessment Program and special assessments, evaluates and formally recognizes non-collegiate learning regardless of how or where such learning is acquired.

Charter Oak State College conducts institutional research and assessment to monitor and evaluate the progress and success of its students, graduates, and programs. The College uses the results of these assessments to evaluate its effectiveness and to make changes that respond to student, institutional, and societal needs. As part of its assessment process and to ensure that its students succeed academically, the college instituted a six credit residency requirement in the form of a cornerstone course for new students and a capstone course for seniors.

## **ONLINE COURSES**

The College began developing its own asynchronous online courses in Fall 1998. As of spring 2011, the College offered approximately 200 online courses on the BlackBoard® Learn platform. The courses are developed and facilitated based on NEASC's "Statement of Best Practices for Electronically Offered Degrees and Certificates"

### **Course Development/Intellectual Property**

#### ***Statement on Online Instruction Intellectual Property Rights***

##### **Nature of an Online Course:**

An online course implemented in the BlackBoard® Learn platform course-management system at Charter Oak State College, is an organized collection of articles, notes, media, assignments, online communications, tests, and similar materials. Some of the materials posted and used in the course may be previously authored and copyrighted work. Some learning resources may exist as links to other copyrighted materials existing on the Internet. Some materials may have been specifically developed for this course with the college's support. Thus, the course exists as a specific configuration or collection of teaching artifacts, some of which are separately copyrighted and some of which originate from the college's supported development.

##### **Copyright Ownership:**

A new course (as a designed collection of assembled and authored material) produced under Charter Oak State College, where the college provides the specific authorization or supervision for the preparation of the course, is work made for hire. A re-developed course specially requested by the College and for which the College has agreed to specially compensate or provide other support to the developer(s) is work made for hire. In both cases, the copyright to the course(s) will be held and exercised by Charter Oak State College.

## **Faculty Responsibilities:**

The responsibilities include:

- ◆ Designing a syllabus;
- ◆ Giving exams or quizzes, if required;
- ◆ Facilitating a threaded discussion concerning course topics;
- ◆ Issuing a midterm grade or progress report;
- ◆ Writing and correcting a final exam or assigning and correcting a final project;
- ◆ Assigning relevant projects or research papers;
- ◆ Responding to students' telephone calls and emails within 48 hours to answer questions and clarify course content;
- ◆ Issuing a final grade and submitting grades through the ACORN portal within 48 hours of the final up to one week of the completion of the course and;
- ◆ Completing a course evaluation and submitting it to the Undergraduate Programs Learning Administrator.

In addition, faculty must contact the Undergraduate Programs Learning Administrator if they have an emergency that prevents them from running their course.

The College will order most desk copies of course materials for instructors, but they are responsible for checking with the publishers to determine if their textbooks and other materials have gone to the next edition. If so, the Undergraduate Programs Learning Office will order a desk copy of the correct edition and send it to the instructor.

### ◆ **The Syllabus**

Instructors are required to email their syllabi to the Instructional Design Associate, Karen Severino, no later than 2½ months prior to the start of the semester. The Registrar's Office will post the course syllabus in the ACORN portal for students to access as they enroll in their courses and places it onto the CTDLC website (Appendix A). Faculty should include the following information in their syllabus:

### ◆ **Netiquette**

Just as students taking "on-ground" courses should treat each other with thoughtfulness, respect and common courtesy in a classroom, so should students in the online "classroom." Faculty should include netiquette guidelines in their syllabi. "An Incomplete Guide to the Internet" lists general "netiquette" rules (Appendix I).

### ◆ **Technical Assistance**

The Connecticut Distance Learning Consortium (CTDLC) was created by the BSAA in 1997. Its mission is to provide technical assistance to its 40 member institutions, including Charter Oak, in order to deliver the highest quality online courses based on "Best Practices". The CTDLC offers computer training and trouble-shooting for students and for faculty course developers and instructors. Many of the College's online courses were developed with grants from the CTDLC. Faculty can get support from the CTDLC by emailing them at [support@ctdlc.org](mailto:support@ctdlc.org), calling 860-832-3887 or (800-GO-CTDLC from outside the Hartford area). They also have info for online faculty at [www.ctdlc.org](http://www.ctdlc.org).

### ◆ **BlackBoard Learn Training**

Instructors who have never offered a course using BlackBoard software must take the BlackBoard online asynchronous training course or the "on-ground" course prior to teaching a BlackBoard course. After the Undergraduate Programs Learning Administrator has given an instructor a Username and Password, he or she can access the online course at <http://bb.charteroak.edu/>.

◆ **Threaded Discussions**

In addition to writing a syllabus, developing and grading assignments and determining final grades, the online instructor is expected to design and participate in an asynchronous “threaded discussion.” This type of discussion takes the place of a classroom discussion in a typical “on-ground” course where faculty and students discuss the course content face to face. Because online courses are more about learning than teaching, the instructor’s responsibility is to “facilitate” learning. Much of this can be accomplished through the threaded discussion where the instructor offers the topic of discussion and students respond by “posting” weekly comments onto the platform. Instructors should closely monitor these “discussions” to ensure that students are staying on topic and that all students participate.

- ◆ At the end of a discussion on a particular topic, the instructor or a student should summarize the basic ideas derived from the postings. A threaded discussion grade should be part of a final grade and instructors must clearly state in their syllabus the method for grading the students’ postings and the number of weekly postings required. Instructors should develop a rubric for grading on-line discussions (Appendix E). The Undergraduate Programs Learning Office will provide resources to all new instructors to help them learn strategies to run effective threaded discussions.

◆ **Group Conferencing**

In addition to the threaded discussions, some online courses and all “team-dependent” courses require group work that utilizes a chat room that enables students to chat in real time, or “synchronously.” Instructors are expected to set up their groups at the beginning of their course. The course syllabus needs to clearly explain how group assignments will be graded.

◆ **Web Links**

Instructors should include web links to primary and secondary sources and check the links before their course(s) begin and periodically to ensure that they are “alive.”

◆ **Examinations**

Instructors should develop multiple methods to assess student learning, including on-line quizzes and/or examinations and papers. Examinations can be developed by the instructor or textbook publisher.

## **Academic Honesty**

### **Introduction**

A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect and acknowledgement of the research and ideas of others. Because Charter Oak State College is a nontraditional college, and because some of the student’s work may be done at a distance, upholding academic integrity is of utmost importance. Charter Oak expects students and its faculty to uphold high standards of academic honesty in their scholarship and learning.

To this end, Charter Oak provides information about various web sites that will help students write research papers, provides free tutoring for those who need assistance in writing research papers, and offers a one-credit research writing course. Faculty make it clear on their course syllabi what constitutes academic dishonesty and the Charter Oak staff make it clear in publications and on the web site.

When an instructor receives academic work from a student, the instructor expects the work to be that of the student, therefore:

1. A student shall not receive credit for work that is not the result of the student’s own effort or for work that is falsified. A student who is in doubt regarding standards of academic honesty in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student’s lack of understanding is not a valid defense to a charge of academic dishonesty.

2. A student's name on any written assignment (e.g., examination, report, thesis, project, computer program, laboratory report, etc.) or in association with an oral presentation constitutes a representation that the work is the result of that student's own thought and study, stated in the student's own words, and produced without the assistance of others, except as quotation marks and references accurately acknowledge the use of other sources, including sources found on the internet.
3. Since many of Charter Oak's courses require group projects, it is important to clarify with the instructor which assignments can be turned in by the group and which must be the work of the individual student.
4. Unless permission is received in advance from the faculty member in charge of the course involved, a student may not submit, in identical or similar form, work for one course that has been used to fulfill any academic requirement in another course at Charter Oak or any other institution. If a student perceives the possibility of overlapping assignments, the student should consult with the appropriate faculty. At Charter Oak, faculty are encouraged to use a software package that checks for plagiarism. This software package becomes a database for all papers ever turned in. Therefore if a student's paper has been submitted to the data base for checking, if it or a similar paper had been turned in before, the results of the review of the new paper will show that a previous similar or identical paper had been submitted for another course.

### **Plagiarism**

Plagiarism is a serious offense. Faculty should report any suspected acts of plagiarism to the College.

Students are expected to follow the proper method of writing and citing a research paper. The College offers a 5-week one-credit course, "ENG 102A: Research Paper Writing Techniques" for those students who have forgotten or never learned how to write a proper research paper.

All faculty should run their students' research papers through TURNITIN.com licensed by the College and available to all faculty. The DL Administrator will send each faculty directions and a password to access the software.

If a mentor believes that a student has plagiarized work and decides to fail the student because of it, the mentor must inform the student and the DL Administrator by sending an "F" grade to both of them. If the student wants to appeal this decision, the student must do so within 30 days by writing to the Academic Vice President. The "F" grade would remain until the matter was resolved.

### **Grading**

The "semester hour" is the unit by which academic credit is earned. A "typical" online course semester is 14-16 weeks except for eight-week sessions that may be offered. As of July 1, 2004, the college began giving pluses (+) or minuses (-) in its final grades. Faculty should develop grading rubrics that tie into student outcomes (Appendix F, page 13 for samples).

The grading policy is:

A	4.0	D-	0.7
A-	3.7	F	0.0
B+	3.3	I	Inc.
B	3.0	AU	Audit
B-	2.7	W	WD
C+	2.3		
C	2.0		
C-	1.7		
D+	1.3		
D	1.0		

- W **Withdrawal:** Students who want to withdraw from a course must complete the online course withdrawal form found in ACORN and submit it to the Registrar's Office. If they do not withdraw "officially" the instructor will grade them on the work they did in the course. (If the student did not take the final exam, he/she will not pass the course.)
- AU **Audit.** Audits will be allowed if the instructor of the course grants permission prior to registration. An audit grade cannot be changed to a letter grade.
- I **Incomplete:** This designation is given in an online course if a student has been granted an extension due to "special circumstances." It is replaced with a final grade upon completion of the course.

### **Request for Incomplete with a Two Week Extension**

Under "special circumstances," including serious illness or death in the family, and at the instructor's discretion, a student may be given a week or two to complete a final paper or project. The instructor and student must both contact the Dean of Undergraduate Programs who will then grant the student an "Incomplete" in the course while the work is being made up during those few weeks. If the student does not make up the Incomplete in the allotted time, the student will receive an "F" grade for the assignment. Students will not be able to make up any missed postings. Because online courses require weekly participation by each student, the instructor may want to recommend that the student withdraw from the course if the student falls too far behind. (Appendix)

### **Grade Appeals**

**GRADE APPEAL POLICY:** The instructor is responsible for assessing student performance and assigning final grades for student's course work. Such responsibility by its nature is both subjective and objective. If a student feels an error has been made by the instructor in assigning the final course grade, the student may appeal by completing the grade appeal form. Before appealing to the Dean of Undergraduate Programs, the student should exhaust all administrative remedies through the instructor within 15 working days after the last day of the course. Any student pursuing a grade appeal must follow the process outlined on the form. (Appendix)

### **Grade Changes**

If a change of grade is recommended by the instructor for an grade appeal or calculation error, the instructor must complete the Change of Grade form and submit it to the Registrar's Office for processing. This form will facilitate the process for changing a grade. (Appendix)

### **Withdrawals**

All withdrawals **must be made in writing to the Registrar's Office through the ACORN portal**. Students should use the withdrawal form in the course schedule. Students have until the last day of the course to withdraw from a course. A grade of "W" will appear on the student's permanent record.

### **Starfish Retention Solutions/Midterm Progress Reports**

Students want to know how they are doing in their courses and instructors should give them feedback. Therefore instructors must respond to the Starfish Retention Solutions, Midterm Flag survey within Blackboard.

## **Evaluations**

***Student evaluations:*** Faculty should encourage students to complete the anonymous course evaluation. A link to the final evaluation will be emailed to students during the last two weeks of the course.

***Faculty evaluations:*** Each instructor is required to complete a faculty evaluation of his or her course(s) at the conclusion of the course(s). The evaluation is located in ACORN.

## **Monitoring of New Courses**

To ensure high quality online courses, the College developed a new course review process. It assigns experienced Charter Oak online instructors as “monitors” who “visit” all new courses three times during a semester; at the beginning, at midpoint and towards the end. New instructors will be given the monitor’s name and are encouraged to seek help from the monitor if they are experiencing difficulty running their course the first time.

## **Appendix A: The Course Syllabus**

### **Syllabi Requirements**

**All course syllabi need the following components:**

#### **Title and number of course**

#### **Semester offered with semester dates**

#### **Name & Title of instructor**

- How to contact instructor: email; phone; fax
- When will you respond to emails & phone calls (we require a 24 to 48 hour response)
- Office hours (Instructors should schedule 2 hours per week, preferably in the evening, when students can reach them.)
- Brief instructor biography

#### **Course description**

#### **Pre-requisites, if any.**

#### **Course outcomes**

Main objectives:

Learning objectives: “By the end of the course, the student will be able to: (use any of these: )

“Understand how ...”

“Will have the ability to ...”

“Identify and describe ...”

“Describe the role of ...”

“Define and discuss ...”

“Illustrate the process of ...”

“Discuss and evaluate ...”

“Analyze the role of ...”

**Required course materials** including textbooks, lab kits, inventory instruments, CDROMS, etc.

#### **Course Schedule**

- Assignments: (i.e. readings, video-tape lessons, research paper, projects, museum visits, etc.) when they are due and what percent they will count toward the final grade.
- Examinations: Dates and how administered. If proctored by the College, tell students and tell DL Office before the semester’s course schedule is printed.

Research paper requirements (if required): Style desired. List link to “A Guide for Writing Research Papers” at <http://webster.comnet.edu/mla.htm>). Use appropriate link for help with history papers.

#### **Grading**

- Grading Rubric(s)- Use the rubrics provided by the Undergraduate Program Administrator
- Group assignments, if any, and how will they be graded
- Late work policy: if accepted and will students lose points and how many

**Academic Support offered by Charter Oak including current information concerning:**

- Free online tutoring (specifics given each semester). Students should email Sue Israel at [sisrael@charteroak.edu](mailto:sisrael@charteroak.edu) for a log-in to Smarthinking.com
- Online assistance with research papers (see link above)

**Detecting Plagiarism: Charter Oak has licensed Turnitin.com . Please use it in your courses and tell your students that you are using it. The Distance Learning Administrator will send you information as to how to access it.**

**Policy on Multiple Submissions of the Same Paper**

A student can neither submit substantially the same research paper, term paper, or project, nor submit a paper or project that contains significant portions of the same paper or project, for credit in the same course or more than one course.

Exceptions to this policy can be made with approval from the instructor of the course and for students taking the 1 credit research course offered by COSC. In a course where students are required to submit drafts of a paper, the policy applies only to the final paper.

Violation of this policy would minimally result in a grade of F for the paper. If the paper is being given in lieu of a mid-term or a final, it would result in a grade of F for the course.

Charter Oak uses electronic monitoring to check students' papers for plagiarism. Currently Charter Oak is using Turnitin.com. When a paper is submitted to Turnitin.com for review, the paper becomes part of the Turnitin.com database. Therefore if the paper has already been submitted to Turnitin.com, when the second rendition of the paper is submitted, it will check the second paper against the first paper and it will show line by line the similarities in the two papers and it will calculate the percentage of similarity.

**Additional online information**

- Post a downloadable syllabus which can be printed easily;
- Provide a weekly overview explaining what students should do each week;
- Provide a schedule that lists the start and stop dates of each module;
- Explain online course conference (threaded discussion) expectations (use a rubric to explain how many postings are required and how they will be graded);
- Explain how to submit assignments;
- Links to online resources;
- Timetable to take online quizzes and exams;
- State when assignments will be returned;
- Number of learning units. What are students required to do? ( i.e. Complete exercises, participate in threaded discussions, readings, exams, etc.) and;
- Online netiquette guidelines
- Include a detailed description of the course layout. What can students expect in each area of the course?
- Clarify your preferred method of communicating (students can use the discussion board for any message that is not private.)

**Appendix B: Request for an Incomplete and Two Week Extension Form**

**REQUEST FOR INCOMPLETE GRADE**

- ❖ Incompletes ("I" grades) are generally given only in cases of illness, emergency or extraordinary circumstance and are arranged through the Academic Dean (**request must be submitted prior to final grade submissions**).
- ❖ If applicable, medical documentation must be faxed at 860-832-3999 to Linda Larkin, Director of Student Academic Services for review.
- ❖ Coursework must be completed two weeks from the last day of class.
- ❖ Failure to complete the course work within this time frame will result in an automatic grade of F.

---

Student Name \_\_\_\_\_ Student ID Number \_\_\_\_\_

---

Student Address / City / State / Zip \_\_\_\_\_

---

Primary email address \_\_\_\_\_ Primary Phone Contact Number \_\_\_\_\_

**Course Requesting Incomplete Grade For:**

---

Course Code & No. \_\_\_\_\_ Course Title \_\_\_\_\_  
Term/Year \_\_\_\_\_

**Reason for Requesting Incomplete Grade:**

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**Student Signature (Click "Save As", "Rename doc" and Email this form to the instructor)**  
Date \_\_\_/\_\_\_/\_\_\_

**THIS SECTION FOR COMPLETION BY COURSE INSTRUCTOR AND ACADEMIC DEAN**

**Date of Completion for the Course (date cannot exceed 2 weeks from the last day of class)**  
\_\_\_/\_\_\_/\_\_\_

**Instructor requirements for completion of course:**

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**Instructor Signature (Click "Save As", "Rename doc" and Email this form) to,**  
[dwillkie@charteroak.edu](mailto:dwillkie@charteroak.edu)

Date \_\_\_/\_\_\_/\_\_\_  
\_\_\_\_\_ Approved      \_\_\_\_\_ Denied

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**Dean of Undergraduate Programs Signature \_\_\_\_\_ Date \_\_\_\_\_**

Appendix C  
Student Grade Appeal Form



**STUDENT GRADE APPEAL FORM**

**INSTRUCTIONS:** The COSC policy for grade appeals is stated below and can be found on page 30 of the 2010-2011 Official Catalog. Before appealing to the Academic Dean, the student should exhaust all administrative remedies through the instructor within 15 working days after the last day of the course. Any student pursuing a grade appeal must follow the process outlined by this form.

**GRADE APPEAL POLICY:** The instructor is responsible for assessing student performance and assigning final grades for student's course work. Such responsibility by its nature is both subjective and objective. If a student feels an error has been made by the instructor in assigning the final course grade, the student may appeal as provided below.

**Student Name:** [Click here to enter text](#) \_\_\_\_\_

**Course # and Title:** [Click here to enter text](#) \_\_\_\_\_

**Instructor Name:** [Click here to enter text](#) **Semester/Term:** [Click here to enter text](#)

**Step one:** The student must understand the policy and compose a short letter on a separate document stating the exact nature of the appeal and the reason for asking. Forward this appeal request form and the short letter to the instructor via COSC email.

I have read and understand the policy and have attached to this form a copy of my written appeal:

**Student's E-Signature:** [Click here to enter text](#) **Date:** [Click here to enter text](#)

**Step two:** The instructor must read the attached statement appeal, discuss with the student, and grant or deny the student's request. Upon completion, the instructor will forward this form to the student and copy the Academic Dean at [dwilkie@charteroak.edu](mailto:dwilkie@charteroak.edu).

**Instructor's Decision: (Check one)**  Grant the appeal \_\_\_\_\_  Deny the appeal \_\_\_\_\_

**Date:** [Click here to enter text](#)

**Instructor Comments:** [Click here to enter text](#) \_\_\_\_\_

[Click here to enter text](#) \_\_\_\_\_

[Click here to enter text](#) \_\_\_\_\_

[Click here to enter text](#) \_\_\_\_\_

**Step three:** If the student is not satisfied with the instructor's decision above, the student must forward this completed grade appeal form with the instructor's decision to the Academic Dean to review for resolution to the problem. I have exhausted all administrative solutions at this level and am forwarding the students appeal to the Academic Dean.

**Student's Electronic Signature:** [Click here to enter text](#) **Date:** [Click here to enter text](#) \_\_\_\_\_

**Academic Dean's Decision: (Check one)**  Grant the appeal \_\_\_\_\_  Deny the appeal \_\_\_\_\_

**Academic Dean's Comments:** [Click here to enter text](#) \_\_\_\_\_

Appendix D - Official Change of Grade Form



**Official Change of Grade**

**Student Name:** \_\_\_\_\_ **ID Number:** \_\_\_\_\_

**Course Code & Number** \_\_\_\_\_ **Course Section** \_\_\_\_\_

**Course Title:** \_\_\_\_\_

**Semester & Year Taken:** \_\_\_\_\_ **Credit Hours:** \_\_\_\_\_

**Grade Issued:** \_\_\_\_\_ **Grade Change to:** \_\_\_\_\_

**Reason for Change:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

_____ <b>Instructor Signature</b>	_____ <b>Date</b>
_____ <b>Academic Dean Signature</b>	_____ <b>Date</b>

<b>To Be Completed by Office of the Registrar</b>	
<b>Processed By:</b> _____	
<b>Date:</b> _____	

## Appendix E: Rubrics

<b>Grading RUBRIC FOR ESSAY</b>					
<b>Category</b>	<b>0-4 points</b>	<b>5-8 points</b>	<b>9-12 points</b>	<b>13-16 points</b>	<b>17-20 points</b>
Technical requirements (grammar, punctuation, spelling, typed, double-spaced, min. Length; font size no larger than 12	Grammar, punctuation, spelling errors are frequent and distracting; not typed; or d-spaced or not min length	Grammar, punctuation, & spelling errors are frequent and distracting(>3 but <10); typed d-spaced, and at least 3 pp. long.	Major grammar, punctuation, & spelling errors (>3 but <10); typed, d-spaced, and min length	Minor (<3) grammar, punctuation, & spelling errors; typed, d-spaced, and at least 3 pp long.	Essay is technically flawless; typed, d-spaced, and at least 3 pp long.
Documentation: valid sources; signal phrases; quotes, paraphrases, and summaries are appropriately documented; adequate original ideas. Works are cited plagiarism is avoided.*	Sources are not appropriate; no signal phrases; inadequate documentation;	Sources not appropriate; no signal phrases; research is somewhat documented but not well integrated; paper overly dependent on outside sources.	Sources appropriate. No signal phrases. Research is documented but not well integrated; too dependent on outside sources.	Sources appropriate; use of signal phrases; research is fairly well integrated and fairly well documented. Works not cited properly.	Sources are appropriate; signal phrases are used to introduce research which is properly documented; works cited.
Thesis is debatable point. Opposing viewpoint considered; specific supporting evidence. Sensitivity to audience.	Thesis is not clear or is a fact; opposing views ignored. Lacks specific evidence; writer not sensitive to audience.	Thesis is clear but weak; evidence is weak or very general. Opposition ignored. no sensitivity to audience.	Thesis is debatable point; inadequate evidence. Opposition considered; some sensitivity to audience.	Thesis is debatable point; supporting evidence is moderate. Some sensitivity to audience.	Thesis is a debatable point; opposing points recognized; specific supporting evidence; sensitive to audience.
Demonstrates understanding of theories or methods or concepts discussed in class.	Does not demonstrate understanding of topics discussed in class.	Demonstrates lack of understanding of 3 or more topics.	Demonstrates fair understanding of 1-2 topics.	Demonstrates good understanding of 3-4 topics.	Demonstrates good understanding of 4-5 topics.
Critical thinking and analysis	Shows no effort and/or analysis.	Shows minimal effort and analysis.	Shows adequate effort and analysis.	Shows excellent effort and analysis.	Shows exceptional effort and analysis.

<b>Grading Rubric for Written Activity Assignments</b>				
	<b>10 (Excellent)</b>	<b>9 (Good)</b>	<b>8 (Fair)</b>	<b>7 (Poor)</b>
Thoroughness	Answered all questions in the exercise completely and in the appropriate order.	Answered all questions in the exercise but not completely and/or not in the appropriate order.	Answered most of the questions in the exercise but not completely and/or not in the appropriate order.	Did not answer an adequate number of the questions in the exercise.
Supporting Details	Answered all questions in the exercise and provided a substantial amount of relevant details.	Answered all questions in the exercise and provided an adequate amount of relevant details.	Answered most of the questions in the exercise and provided an adequate amount of relevant details.	Answered some of the questions in the exercise and provided an inadequate amount of relevant details.
Demonstrated Understanding of the Assignment	Response demonstrates a thorough understanding of the exercise and is substantiated by several examples from the textbook and/or companion website.	Response demonstrates understanding of the exercise and is substantiated by at least one example from the textbook and/or companion website.	Response demonstrates some understanding of the exercise but is not substantiated by any examples from the textbook and/or companion website.	Response demonstrates very little understanding of the exercise.
Grammar, Mechanics, Spelling, and Sentence Structure	Response is highly polished; no grammar or spelling errors.	Response is polished; maximum of one grammar or spelling error.	Response is adequate; maximum of two grammar or spelling errors.	Inadequate response; more than two spelling or grammar errors.

**GRADING RUBRIC FOR COURSE CONFERENCE**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Criteria</b>	<b>Needs Improvement</b>	<b>Developing</b>	<b>Accomplished</b>	<b>Exemplary</b>
Contribution to the learning of class	Posting presents no new ideas and shallow analysis of concept.	Posting presents at least one new idea and some analysis.	Posting presents some insights and includes new ideas/application or insight/analysis.	Comments supplemented with web/library research; critical evaluation.
Inspires reply postings from other students	No effort is made to encourage others to contribute or reply.	Some effort made to encourage others to contribute or reply.	Serious effort made to frame the discussion in such a way as to encourage others to reply.	Serious effort made to encourage others to reply. Generates questions and opens up new avenues for discussion.
Demonstrated understanding of the assigned reading	Demonstrates very little understanding of the assigned reading.	Posting demonstrates understanding of the assigned reading but is not substantiated by examples from the text and/or companion website.	Posting demonstrates an understanding of the reading and is substantiated by at least one example from the textbook and/or companion website.	Demonstrates thorough understanding of the assigned reading and is substantiated by several examples from the text and/or companion website.
Clarity, sentence structure; grammar, mechanics spelling	Lacks clarity. More than two spelling or grammar errors.	Adequately clear; maximum of two grammar or spelling errors.	Posting is polished; maximum of one grammar or spelling error.	Posting is highly polished; no grammar or spelling errors.
Total score				

### Grading Rubric for Discussion Postings

	<b>10 (Excellent)</b>	<b>9 (Good)</b>	<b>8 (Fair)</b>	<b>7 (Poor)</b>
Contribution to the Classroom	Posting is insightful, thorough, and interesting.	Posting is thorough and interesting.	Posting is interesting but lacks insight and depth.	Posting is uninteresting and/or too brief for the assignment.
Inspires Reply Postings from Other Students	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.	Some effort is made to frame the discussion posting in such a way as to encourage others to reply.	No effort is made to frame the discussion posting in such a way as to encourage others to reply.
Demonstrated Understanding of the Reading Assignment	Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion website.	Posting demonstrates an understanding of the reading assignment and is substantiated by at least one example from the textbook and/or companion website.	Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook and/or companion website.	Posting demonstrates very little understanding of the reading assignment.
Grammar, Mechanics, Spelling, and Sentence Structure	Posting is highly polished; no grammar or spelling errors.	Posting is polished; maximum of one grammar or spelling error.	Posting is adequate; maximum of two grammar or spelling errors.	Inadequate posting; more than two spelling or grammar errors.

## Appendix F: Student Code of Conduct

### Student Code of Conduct

Charter Oak State College recognizes its responsibility to the principles of affirmative action and equal opportunity and is committed to carrying out these principles with diligence and conviction.

Charter Oak State College shall ensure that no person is excluded from participating in, denied benefits of, or otherwise be discriminated against under any program because of race, color, gender, sexual orientation, national origin, religion, age, disability or marital status.

### Section 1: Policy Statement

The Board for State Academic Awards adopts this policy on student discipline for Charter Oak State College in recognition of the need to preserve the orderly process of the College, as well as to observe the student's procedural and substantive rights.

Affirmative action grievances are administered by the College's Affirmative Action Officer.

The Student Code of Conduct applies to matriculated and non-matriculated students, including those taking distance learning courses, and those participating in portfolio assessment, credential evaluation, testing, or contract learning.

### Section 2: Proscribed Conduct

Conduct Rules and Regulations: As members of the College community, students have an obligation to uphold The Student Code of Conduct as well as to obey federal, state, and local laws.

The following list of behaviors is intended to represent the types of acts that constitute violations of The Student Code of Conduct. This list should not be regarded as all-inclusive. Charter Oak State College may discipline a student in the following situations:

- A. For knowingly making a false statement, either orally or in writing, including e-mail transmission, to any employee or agent of the Board or the College with regard to a College-related matter, including using a faked identification or failing to provide identification upon request by security or College officials, or providing false information on the admissions application.
- B. For forging, altering, or otherwise misusing any College document or record.
- C. For academic dishonesty, which shall in general mean conduct, which has as its intent or effect the false representation of a student's academic performance including but not limited to: (a) cheating on an examination; (b) plagiarizing, including the submission of another's ideas or papers as one's own; (c) stealing or having unauthorized access to examinations; (d) falsifying records, transcripts, test scores or other data; or (e) being represented by another individual for all or part of a distance learning course or examination. (*See Academic Appeals and Academic Honesty Policy*)
- D. For the theft, misuse, abuse or unauthorized use of computers, computer programs or files; unauthorized alteration of computer programs or files; unauthorized duplication of computer programs or files; or other deliberate action which disrupts the operation of computer systems servicing the College community.
- E. For conduct that damages or destroys, or attempts to damage or destroy, College property or property of others on college or college-related premises.
- F. For unauthorized possession or attempted possession of College property or property of a member of the College community.

- G. For acts which violate regulations of the Board or College rules.
- H. For actual or threatened physical assault or intentional or reckless injury to COSC staff, faculty, and students or college property or oneself.
- I. For offensive or disorderly conduct which causes interference, annoyance, or alarm, or recklessly creates a risk thereof on College or College-related premises, College web or social media sites, at a College sponsored activity or in college courses; including cyber bullying. This offense does not apply to speech or other forms of constitutionally protected expression.
- J. For interfering with the freedom of any person, including invited speaker, to express his/her views.
- K. For lewd, obscene conduct or expression. That which is obscene shall be defined under Connecticut General Statute Section 53a-193.
- L. For possession, sale, use, transfer, purchase or delivery of illegal or controlled substances on College or College-related premises except as expressly permitted by law.
- M. For possession or use of firearms, fireworks, dangerous weapons, or possession of dangerous chemicals on College or College-related premises when not authorized.
- N. For starting fires, and/or explosions, and/or false reporting of a fire, bomb, incendiary device, or other explosive or any false reporting of an emergency on College or College-related premises.
- O. Violation of any restrictions, conditions, or terms of a sanction resulting from prior disciplinary actions.
- P. Abuse of the College disciplinary system, including but not limited to:
  - a. Interference with the conduct of a disciplinary proceeding
  - b. Intentionally providing false or misleading information to a disciplinary body
  - c. Influencing or attempting to influence another person to commit an abuse of the disciplinary system
  - d. Failure to comply with a sanction or with an administrative agreement.

### **Section 3: Rights and Responsibilities of Hearing Participants**

Hearing participants may include the accused student(s), a complainant, witnesses, support person(s), and the members of the hearing body.

The complaining party, any alleged victim and the student who has been charged shall each have the right to:

- 5. Be notified of all charges.
- 6. Review any written complaint(s) submitted in support of the charge(s).
- 7. Be informed of the hearing process.
- 8. Request a delay of a hearing due to extenuating circumstances.
- 9. Be accompanied by a support person during the hearing.
- 10. Be present at all stages of the hearing process except during the private deliberations of the hearing body.
- 11. Submit a written statement regarding the incident.
- 12. Give a personal statement.

13. Question all statements and other information presented at the hearing.
14. Present information and witnesses when deemed appropriate and relevant by the hearing body.
15. Be informed of the finding(s) as well as any sanctions imposed.
16. Present a personal or community impact statement to the hearing body upon a finding of “Violation.”

In addition to the above-mentioned rights, a student who has been charged with a violation of the Student Code of Conduct shall have the right to:

17. Be notified of the proposed information to be presented and to know the identity of witnesses who have been called to speak at the hearing when the Chair of the disciplinary hearing knows such information.
18. Request an alternate hearing panel member when there is reasonable cause to believe that the hearing panel will be unable to conduct an impartial hearing.
19. Be presumed not to be in “violation” of the code unless the facts presented at the hearing prove otherwise.
20. Deny or admit violating the Code of Conduct.
21. Decline to give a personal statement.
22. Present Character Witnesses, if appropriate.
23. Receive a written notice of the sanction(s) imposed.

#### **Section 4: Disciplinary Procedures**

The Board for State Academic Awards and the Faculty of Charter Oak State College believe that all members of the academic community are entitled to expect compliance with Section 2: Proscribed Conduct. Accordingly, any student or employee of the College may initiate a disciplinary process in the manner specified by this section. Once the process has been initiated, as provided in paragraph A below, all subsequent decisions concerning possible discipline of a student or students rest with the appropriate College officials. The President shall designate the Provost or another College official to have responsibility for the disciplinary procedures detailed in subsections (A) through (E), inclusive.

- A. A statement of possible violation must be filed in writing with the Provost within thirty (30) business days of the date of the alleged violation or within thirty (30) business days of the date the alleged violation was known. Said statement must specify the student conduct in question and the part or parts of Section 2: Proscribed Conduct, which it is alleged said conduct violates, if applicable.
- B. If the Provost determines that the alleged conduct may violate the provisions of the Section 2: Proscribed Conduct or otherwise threatens the safety or order of the College, the Provost shall, within ten (10) business days of receiving a written statement under section 4 A above, provide written notice to the student of the statement of possible violation(s) and the fact that the allegations will be investigated. The investigation shall be conducted by the Provost and/or his or her designee(s), and may include but not be limited to interviews with witnesses, the complainant(s), and review of any pertinent materials and information, and shall include an interview with the student suspected in engaging in the proscribed conduct unless the student suspected declines to be interviewed. The investigation shall be completed within thirty (30) business days of the Provost’s receipt of the written statement of possible violation under Section 4 A. A record of the investigations will be maintained.

- C. Following completion of the informal investigation specified above, the Provost will (a) determine that there is insufficient basis in fact and dismiss the matter or (b) conclude that there is a sufficient factual basis for discipline.
- D. If the Provost determines there is a sufficient factual basis for moving forward with disciplinary proceedings, he or she shall cause a written statement of charges to be provided to the student. Said statement shall contain (a) a concise statement of the facts on which the charge is based; (b) a citation of the rule or rules alleged to have been violated; (c) a statement of the maximum penalty sought; (d) a statement that the student may request a hearing by responding in writing to the Provost within thirty (30) business days requesting such hearing; and (e) a statement that failure to request a hearing may result in imposition of the penalty sought.
- E. If the student requests a formal hearing under Section 4 D, the student is entitled to the following: (a) a hearing be conducted within thirty (30) business days after receipt by Provost of a written request for a hearing; (b) to be heard by an impartial panel chaired by the Dean of the Faculty or his/her designee and composed of no fewer than two members of the Charter Oak State College Faculty appointed by the Dean of the Faculty and one student appointed by the Student Association; (c) to appear in person or through a conference call or other mutually agreed upon electronic means, or to have a representative attend on his/her behalf; (d) be accompanied by a support person during the hearing; (e) to hear and have a reasonable opportunity to question adverse witnesses and to present evidence and testimony in his/her behalf; and (f) to receive a written decision within ten (10) business days following the hearing specifying the panel's findings and the penalty assessed, if any. The hearing shall be taped and a record shall be maintained of this hearing. See Section 7.
- F. Hearing: A hearing shall be conducted following the guidelines specified below:

***On-site:***

- 1. A hearing shall be conducted in private.
- 2. Admission of any person into the hearing room shall be at the discretion of the chair of the hearing body. The chair, who is the Dean of the Faculty or his/her designee, shall have the authority to discharge or to remove any person whose presence is deemed unnecessary or obstructive to the proceeding.
- 3. Except as directed by the chair, support persons shall limit their role in a hearing to that of a consultant to the accused, to the complainant or to the victim.
- 4. The complainant and the accused are responsible for presenting their respective witnesses, any additional information, and any concluding statements regarding the charges and the information.
- 5. In a manner deemed appropriate by the chair, the complainant and/or the accused may question the statements of any person who testifies.
- 6. The hearing panel may question any witness presented by the accused and the complainant, including the complainant and the accused as well as any other witnesses the chair may choose to call.
- 7. Pertinent records, exhibits, and written statements may be accepted as information for consideration by the hearing body at the discretion of the chair.
- 8. All procedural questions are subject to the final decision of the chair or the Provost.
- 9. After the hearing has concluded, the hearing panel, in private, will decide whether the student charged with misconduct is in violation of the Student Code of Conduct. The Dean of the Faculty or his/her designee may participate in the discussion, but is a non-voting member. Only evidence introduced at the hearing shall be considered in the determination of the decision. Each decision shall be made on the basis of whether or not the information presented at the hearing substantiates the charges in a clear and convincing manner.

10. If the panel finds that the student violated the Student Conduct Code, the panel, in private, shall review the student's academic transcript and disciplinary record, hear character witness, if appropriate, and impose the appropriate sanction (s). The decision of the panel will be provided in writing to the Provost. The decision and sanction will be sent to the student in writing by the Provost.
11. A taped record of the hearing will be maintained. See Section 7. The record shall be the property of the College.

***Via the Phone:***

1. For the accused or complainant who cannot attend in person, COSC will set up a conference call.
  2. Twenty-one (21) business days before the hearing, the Provost must receive all materials to be presented by the accused and by the complainant, including the names and relationships of the character witnesses and support persons. The Provost will send copies of the materials to the hearing panel, the accused, and the complainant at least seven (7) business days before the hearing. The Provost will arrange for the conference call.
  3. The procedures outlined in the "on- site" section will be followed, unless they specifically apply only to the on-site hearing.
- G. Within ten (10) business days of the conclusion of the formal hearing, a student may appeal the decision, in writing, to the President. During this time the sanctions will not be in effect. An appeal shall be limited to a consideration of the verbatim record of the hearing and supporting documents for one or more of the following: a.) the process set forth in the guidelines was not followed and resulted in prejudice to the student; b.) the evidence presented was insufficient to justify the decision; and c.) sanction(s) imposed was/were disproportionate to the gravity of the offense. The President may accept the decision of the hearing panel, overturn their decision, return the matter to the original hearing panel, or appoint a new hearing panel. The hearing procedures outlined in Sections 4E and F will be followed. The decision of the original hearing panel or the new hearing panel or the President will be sent to the student in writing by the President and will be final and not subject to appeal, except in cases of expulsion. In cases of expulsion, the student may appeal, one time, to the BSAA. See Section 4 I.
- H. If any written statement of charges states that the disciplinary penalty sought is expulsion, the President shall inform the Board at the next official meeting of the Board for State Academic Awards so it may act in accordance with subsection C of Section V of Article III of the Charter Oak State College Bylaws.
- I. In cases of expulsion, within ten (10) business days of receipt of the decision of the appeal, the student may request a review by the BSAA. Such requests must be in writing directed to the President. The Board shall review the record at its next official meeting, and may, if needed, postpone action until the next official meeting. The Board, based on its review of the record, may reduce or eliminate the penalty specified, or remand the matter back to the panel if further information is needed.

The student shall be informed of the Board's decision, in writing, within ten (10) business days following the regularly scheduled meeting of the Board for State Academic Awards at which the review was completed. There shall be no appeal of the Board's decision. Any time remaining in the student's period of active matriculation shall be forfeited.

- J. During any appeal period, any sanctions will remain in place and the student will not be allowed to participate in a graduation ceremony nor graduate until the review process has been completed and a final decision rendered.

### **Section 5: Interim Administrative Action**

The President or his/her designee may impose an interim “College Suspension” and/or other necessary restrictions on a student prior to a hearing on the student’s alleged violation. Such action may be taken when, in the professional judgment of the President or his/her designee, a threat of imminent harm to persons or property exists.

Interim Administrative Action is not a sanction. It is rather action to protect the safety and well-being of an accused student, or other members of the College community or greater community or to protect property. Such action is in effect only until a hearing is completed.

### **Section 6: Disciplinary Penalties**

Disciplinary penalty shall mean any action affecting the status of an individual as a student taken by the College in response to a student’s proscribed conduct in violation of Section 2 above, which penalties shall include but not be limited to:

- A. Warning--A written notice that the student has violated College policy and a warning that another violation will likely result in a more severe sanction.
- B. Restitution--Compensation for loss of or damage to property.
- C. Academic Sanctions: Outlined in Section 4.
- D. Suspension. Suspension is a temporary disciplinary separation from the College involving denial of all student privileges, including entrance to College premises. A notation of “suspension” will be placed in the student database but will not be placed on the student transcript. COSC will not accept credits earned at another institution or through any other means during a period of suspension. Suspensions shall range from one semester to two years.
- E. Students who are suspended will receive no refund of tuition or fees.
- F. A student who has been suspended must apply for re-matriculation if he/she plans to return.
- G. Expulsion. Expulsion is mandatory separation from the College involving denial of all student privileges, including entrance to college premises for a minimum of 5 years. After the length of the term for expulsion has expired, the student may request in writing directed to the Provost permission to re-matriculate. That permission must indicate why COSC should allow the student to return.
- H. COSC will not accept credits earned at another institution or through any other means during a period of expulsion. A permanent notation of “Dismissed” shall be placed on the student’s transcript.

Failure to comply with requirements of B and C of this Section will result in dismissal from the institution. The student must complete the requirements of the sanction before he/she would be allowed to apply for readmission and/or graduate.

### **Section 7: Maintenance and Review of Disciplinary Records**

A student’s disciplinary record will be maintained by the Provost separately from any other academic or official files. Disciplinary actions will not be a part of the student’s academic transcript, unless the student is expelled. Generally information from the disciplinary record is not released without the written consent of the student. However, certain information may be provided to individuals within or outside the College who have a legitimate legal or educational interest in obtaining it (Family Educational Rights and Privacy Act of 1974, as amended).

Disciplinary records will be destroyed 7 years after the student graduates or 7 years after the student ceases attending. The disciplinary record of an expelled student shall be retained indefinitely.

### **Section 8: Definitions**

This list is not intended to be all inclusive. If there are other terms in the Student Code of Conduct that require interpretation or clarification, the Provost shall make the final determination.

1. “College” means Charter Oak State College.
2. “Student” means any matriculated student or student using the services provided by the College.
3. “Instructor” means any person providing education services for COSC (teaching, tutoring, evaluating portfolios, program proposals, etc.)
4. “Staff” means any non-faculty employed by the College.
5. “Board” means the governing board of the College, the Board for State Academic Awards.
6. “College official” means any person employed by the College to perform administrative, instructional, or professional duties.
7. “College premises” means all land, buildings, facilities and other property in the possession of or owned, used, or controlled by the College, either solely or in conjunction with another entity.
8. “Designee” means a staff or faculty member who has been delegated responsibility for implementing the disciplinary process, in part or whole.
9. “Hearing panel” means the committee that has been assigned to determine whether a student has violated The Student Code of Conduct.
10. “Support person” means any person who accompanies an accused student, a complainant, or a victim to a hearing for the limited purpose of providing individual consultation. A support person may not directly address the hearing body, question witnesses, or otherwise actively participate in the hearing process.
11. “Business Day” means any day, Monday through Friday, that the College is open.
12. “Shall” and “Will” are used in the imperative sense.
13. “May” is used in the permissive sense.
14. “Policy” is defined as the written regulations, standards, and the student conduct expectations adopted by the College and found in, but not limited to The Student Handbook and College website.

Adopted: September 13, 1990

Amended: November 16, 2000

Amended: May 20, 2004

Amended: July 26, 2007

## Appendix G: Dual Employment Form

### DUAL EMPLOYMENT REQUEST PER-DE-1 Rev 7/99

### STATE OF CONNECTICUT

Instructions for **SECONDARY AGENCY**: Complete this form when an employee provides services under 1) an authorized PER-301 for a second position; 2) a Personal Services Agreement (CO-802a); 3) a Purchase Order (CO-94, CO-94P or CO-95). Keep a copy of the form in a suspense file and forward the original to the primary agency. When certification from both the primary and secondary agency is complete, process the employee according to the guidelines in General Letter 204.

Employee		Social Security Number		Today's Date			
Employee Address		Present Position Title		FLSA <input type="checkbox"/> Exempt <input type="checkbox"/> Non-Exempt			
Primary Agency							
<b>SECONDARY AGENCY – Agency where employee is being considered for a second job</b>							
Facility of Secondary Employment				Title of Position Sought			
Duties to be performed:							
<b>Dates duties will be performed: (A new dual employment form must be completed and placed in the employee's personnel file for each new period of employment.)</b>							
Start Date:				End Date:			
The work schedule will be as follows:							
Day	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Time In:							
Time Out:							
<b>SECONDARY AGENCY CERTIFICATION</b>							
I certify that the duties are being performed outside the responsibility of the agency of principal employment, the hours worked at this agency are documented and reviewed to preclude duplicate payment, and that no conflicts of interest exist between services performed.							
SIGNED (Agency head or authorized designee)				TITLE		DATE	
Instructions for <b>PRIMARY AGENCY</b> – Complete and return to secondary agency for documentation. Retain a copy for your files.							
Position Title:				POTENTIAL CONFLICT OF INTEREST: <input type="checkbox"/> YES <input type="checkbox"/> NO			
Duties Performed:							
Current Work Schedule:							
Day	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday
Time In:							
Time Out:							
<b>Primary Agency Certification:</b>							
I certify that the duties are being performed outside the responsibility of the agency of principal employment, the hours worked at this agency are documented and reviewed to preclude duplicate payment, and that no conflicts of interest exist between services performed. If for any reason there should be a change in the hours and/or days of work as originally indicated, an amended request with the required justification will be submitted.							
RECOMMEND <input type="checkbox"/> YES <input type="checkbox"/> NO		SIGNED		TITLE		DATE	

## Appendix H

### NEASC's "Statement of Best Practices for Electronically Offered Degrees and Certificates"

#### Commission on Institutions of Higher Education

#### Best Practices for Electronically Offered Degree and Certificate Programs

##### Introduction

These *Best Practices* have been developed by the eight regional accrediting commissions in response to the emergence of technologically mediated instruction offered at a distance as an important component of higher education. Expressing in detail what currently constitutes best practice in distance education they seek to address concerns that regional accreditation standards are not relevant to the new distributed learning environments, especially when those environments are experienced by off-campus students. The *Best Practices*, however, are not new evaluative criteria. Rather they explicate how the well-established essentials of institutional quality found in regional accreditation standards are applicable to the emergent forms of learning; much of the detail of their content would find application any learning environment. Taken together those essentials reflect the values which the regional commissions foster among their affiliated colleges and universities:

- ◆ that education is best experienced within a community of learning where competent professionals are actively and cooperatively involved with creating, providing, and improving the instructional program;
- ◆ that learning is dynamic and interactive, regardless of the setting in which it occurs;
- ◆ that instructional programs leading to degrees having integrity are organized around substantive and coherent curricula which define expected learning outcomes;
- ◆ that institutions accept the obligation to address student needs related to, and to provide the resources necessary for, their academic success;
- ◆ that institutions are responsible for the education provided in their name;
- ◆ that institutions undertake the assessment and improvement of their quality, giving particular emphasis to student learning;
- ◆ that institutions voluntarily subject themselves to peer review.

These *Best Practices* are meant to assist institutions in planning distance education activities and to provide a self-assessment framework for those already involved. For the regional accrediting associations they constitute a common understanding of those elements which reflect quality distance education programming. As such they are intended to inform and facilitate the evaluation policies and processes of each region.

Developed to reflect current best practice in electronically offered programming, these *Best Practices* were initially drafted by the Western Cooperative for Educational Telecommunications ([www.wiche.edu/telecom/](http://www.wiche.edu/telecom/)), an organization recognized for its substantial expertise in this field. Given the rapid pace of change in distance education, these *Best Practices* are necessarily a work in progress. They will be subject to periodic review by the regionals, individually and collectively, who welcome comments and suggestions for their improvement.

## Overview to the *Best Practices*

These *Best Practices* are divided into five separate components, each of which addresses a particular area of institutional activity relevant to distance education. They are:

1. Institutional Context and Commitment
2. Curriculum and Instruction
3. Faculty Support
4. Student Support
5. Evaluation and Assessment.

Each component begins with a general statement followed by individual numbered paragraphs addressing specific matters describing those elements essential to quality distance education programming. These in turn are followed by protocols in the form of questions designed to assist in determining the existence of those elements when reviewing either internally or externally distance education activities.

- \* Commission on Higher Education, Middle States Association of Colleges and Schools; Commission on Institutions of Higher Education, New England Association of Schools and Colleges; Commission on Technical and Career Institutions, New England Association of Schools and Colleges; Commission on Institutions of Higher Education, North Central Association of Colleges and Schools; Commission on Colleges, The Northwest Association of Schools and Colleges; Commission on Colleges, Southern Association of Colleges and Schools; Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges; Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges.

### The Best Practices and Protocols

#### 1. Institutional Context and Commitment

**Electronically offered programs both support and extend the roles of educational institutions. Increasingly they are integral to academic organization, with growing implications for institutional infrastructure.**

- 1a.** In its content, purposes, organization, and enrollment history if applicable, the program is consistent with the institution's role and mission.
  - ◆ What is the evidence that the program is consistent with the role and mission of the institution including its goals with regard to student access?
  - ◆ Is the institution fulfilling its stated role as it offers the program to students at a distance, or is the role being changed?
- 1b.** It is recognized that a healthy institution's purposes change over time. The institution is aware of accreditation requirements and complies with them. Each accrediting commission has established definitions of what activities constitute a substantive change that will trigger prior review and approval processes. The appropriate accreditation commission should be notified and consulted whether an electronically offered program represents a major change. The offering of distributed programs can affect the institution's educational goals, intended student population, curriculum, modes or venue of instruction, and can thus have an impact on both the institution and its accreditation status.
  - ◆ Does the program represent a change to the institution's stated mission and objectives?
  - ◆ Does the program take the college or university beyond its "institutional boundaries," e.g., students to be served, geographic service area, locus of instruction, curriculum to be offered, or comparable formally stated definitions of institutional purpose?

- ◆ Is the change truly significant?
- 1c.** The institution's budgets and policy statements reflect its commitment to the students for whom its electronically offered programs are designed.
- ◆ How is the student assured that the program will be sustained long enough for the cohort to complete it?
  - ◆ How are electronically offered programs included in the institution's overall budget structure?
  - ◆ What are the institution's policies concerning the establishment, organization, funding, and management of electronically offered programs? Do they reflect ongoing commitment to such programs? (See also item 1e below.)
- 1d. The institution assures adequacy of technical and physical plant facilities including appropriate staffing and technical assistance, to support its electronically offered programs.**
- ◆ Do technical and physical plant facilities accommodate the curricular commitments reviewed below, e.g., instructor and student interaction (2e), and appropriateness to the curriculum (2a)?
  - ◆ Whether facilities are provided directly by the institution or through contractual arrangements, what are the provisions for reliability, privacy, safety and security?
  - ◆ Does the institution's budget plan provide for appropriate updating of the technologies employed?
  - ◆ Is the staffing structure appropriate (and fully qualified) to support the programs now operational and envisioned in the near term?
- 1e.** The internal organizational structure which enables the development, coordination, support, and oversight of electronically offered programs will vary from institution to institution. Ordinarily, however, this will include capability to:  
Facilitate the associated instructional and technical support relationships.
- ◆ Provide (or draw upon) the required information technologies and related support services.
  - ◆ Develop and implement a marketing plan that takes into account the target student population, the technologies available, and the factors required to meet institutional goals.
  - ◆ Provide training and support to participating instructors and students.
  - ◆ Assure compliance with copyright law.
  - ◆ Contract for products and outsourced services.
  - ◆ Assess and assign priorities to potential future projects.
  - ◆ Assure that electronically offered programs and courses meet institution-wide standards, both to provide consistent quality and to provide a coherent framework for students who may enroll in both electronically offered and traditional on-campus courses.
  - ◆ Maintain appropriate academic oversight.
  - ◆ Maintain consistency with the institution's academic planning and oversight functions, to assure congruence with the institution's mission and allocation of required resources.
  - ◆ Assure the integrity of student work and faculty instruction.

Organizational structure varies greatly, but it is fundamental to the success of an institution's programs. The points above can be evaluated by variations of the following procedure and inquiries:  
Is there a clear, well-understood process by which an electronically offered program evolves from conception to administrative authorization to implementation? How is the need for the program

determined? How is it assigned a priority among the other potential programs? Has the development of the program incorporated appropriate internal consultation and integration with existing planning efforts?

- ◆ Track the history of a representative project from idea through implementation, noting the links among the participants including those responsible for curriculum, those responsible for deciding to offer the program electronically, those responsible for program/course design, those responsible for the technologies applied, those responsible for faculty and student support, those responsible for marketing, those responsible for legal issues, those responsible for budgeting, those responsible for administrative and student services, and those responsible for program evaluation. Does this review reveal a coherent set of relationships?
  - ◆ In the institution's organizational documentation, is there a clear and integral relationship between those responsible for electronically offered programs and the mainstream academic structure?
  - ◆ How is the organizational structure reflected in the institution's overall budget?
  - ◆ How are the integrity, reliability, and security of outsourced services assured?
  - ◆ Are training and technical support programs considered adequate by those for whom they are intended?
  - ◆ What are the policies and procedures concerning compliance with copyright law?
  - ◆ How does program evaluation relate to this organizational and decision-making structure?
- 1f.** In its articulation and transfer policies the institution judges courses and programs on their learning outcomes, and the resources brought to bear for their achievement, not on modes of delivery.
- ◆ What are the institution's policies concerning articulation and transfer? What are decisions regarding transfer of academic credit based upon?
  - ◆ Is the institutions internally consistent in its handling of articulation and transfer issues, or do different divisions have different policies and procedures?
- 1g.** The institution strives to assure a consistent and coherent technical framework for students and faculty. When a change in technologies is necessary, it is introduced in a way that minimizes the impact on students and faculty.
- ◆ When a student or instructor proceeds from one course or program to another, is it necessary to learn another software program or set of technical procedures?
  - ◆ When new software or systems are adopted, what programs/processes are used to acquaint instructors and students with them?
- 1h.** The institution provides students with reasonable technical support for each educational technology hardware, software, and delivery system required in a program.
- ◆ Is a help desk function realistically available to students during hours when it is likely to be needed?
  - ◆ Is help available for all hardware, software, and delivery systems specified by the institution as required for the program?
  - ◆ Does the help desk involve person-to-person contact for the student? By what means, e.g., email, phone, fax?
  - ◆ Is there a well-designed FAQ (Frequently Asked Questions) service, online and/or by phone menu or on-demand fax?

- 1i. The selection of technologies is based on appropriateness for the students and the curriculum. It is recognized that availability, cost, and other issues are often involved, but program documentation should include specific consideration of the match between technology and program.
- ◆ How were the technologies chosen for this institution’s programs?
  - ◆ Are the technologies judged to be appropriate (or inappropriate) to the program(s) in which they are used?
  - ◆ Are the intended students likely to find their technology costs reasonable?
  - ◆ What provisions have been made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty?
  - ◆ Given the rapid pace of change in modern information technology, what policies or procedures are in place to keep the infrastructure reasonably up-to-date?
- 1j. The institution seeks to understand the legal and regulatory requirements of the jurisdictions in which it operates, e.g., requirements for service to those with disabilities, copyright law, state and national requirements for institutions offering educational programs, international restrictions such as export of sensitive information or technologies, etc.
- ◆ Does institutional documentation indicate an awareness of these requirements and that it has made an appropriate response to them?

## 2. Curriculum and Instruction

**Methods change, but standards of quality endure. The important issues are not technical but curriculum-driven and pedagogical. Decisions about such matters are made by qualified professionals and focus on learning outcomes for an increasingly diverse student population**

- 2a. As with all curriculum development and review, the institution assures that each program of study results in collegiate level learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded by the institution, that the electronically offered degree or certificate program is coherent and complete, and that such programs leading to undergraduate degrees include general education requirements.
- ◆ What process resulted in the decision to offer the program?
  - ◆ By what process was the program developed? Were academically qualified persons responsible for curricular decisions?
  - ◆ How were “learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded” established? Does the program design involve the demonstration of such skills as analysis, comprehension, communication, and effective research?
  - ◆ Is the program “coherent and complete?”
  - ◆ Are related instructional materials appropriate and readily accessible to students?
- 2b. Academically qualified persons participate fully in the decisions concerning program curricula and program oversight. It is recognized that traditional faculty roles may be unbundled and/or supplemented as electronically offered programs are developed and presented, but the substance of the program, including its presentation, management, and assessment are the responsibility of people with appropriate academic qualifications.
- ◆ What were the academic qualifications of those responsible for curricular decisions, assessment, and program oversight?
  - ◆ What are the academic qualifications of those presenting and managing the program?

- ◆ If the principal instructor is assisted by tutors or student mentors, what are their qualifications?
  - ◆ Are these qualifications considered appropriate to the responsibilities of these persons?
- 2c.** In designing an electronically offered degree or certificate program, the institution provides a coherent plan for the student to access all courses necessary to complete the program, or clearly notifies students of requirements not included in the electronic offering. Hybrid programs or courses, mixing electronic and on-campus elements, are designed to assure that all students have access to appropriate services. (See also **2d** below, concerning program elements from consortia or contract services.)
- ◆ How are students notified of program requirements?
  - ◆ If the institution relies on other providers to offer program-related courses, what is the process by which students learn of these courses?
  - ◆ Is the total program realistically available to students for whom it is intended? For example, is the chosen technology likely to be accessible by the target student population? Can target students meet the parameters of program scheduling?
- 2d.** Although important elements of a program may be supplied by consortial partners or outsourced to other organizations, including contractors who may not be accredited, the responsibility for performance remains with the institution awarding the degree or certificate. It is the institution in which the student is enrolled, not its suppliers or partners, that has a contract with the student. Therefore, the criteria for selecting consortial partners and contractors, and the means to monitor and evaluate their work, are important aspects of the program plan. In considering consortial agreements, attention is given to issues such as assuring that enhancing service to students is a primary consideration and that incentives do not compromise the integrity of the institution or of the educational program. Consideration is also given to the effect of administrative arrangements and cost-sharing on an institution's decision-making regarding curriculum.

Current examples of consortial and contractual relationships include:

Faculty qualifications and support.

Course material:

- ◆ Courses or course elements acquired or licensed from other institutions.
- ◆ Courses or course elements provided by partner institutions in a consortium.
- ◆ Curricular elements from recognized industry sources, e.g., Microsoft or Novell certification programs.
- ◆ Commercially produced course materials ranging from textbooks to packaged courses or course elements.

Course management and delivery:

- ◆ WebCT, Blackboard, College, etc.

Library-related services:

- ◆ Remote access to library services, resources, and policies.
- ◆ Provision of library resources and services, e.g., online reference services, document delivery, print resources, etc.

Bookstore services.

Services providing information to students concerning the institution and its programs and courses.

Technical services:

- ◆ Server capacity.
- ◆ Technical support services, including help desk services for students and faculty.

Administrative services:

- ◆ Registration, student records, etc.

Services related to advising, counseling, or tutoring.

Online payment arrangements.

Student privacy considerations.

- ◆ Are performance expectations defined in contracts and agreements? Are conditions for contract termination defined?
- ◆ Are there adequate quality control and curriculum oversight provisions in agreements concerning courseware?
- ◆ Are there appropriate system reliability and emergency backup guarantees in agreements concerning technology services?
- ◆ What are the provisions for protection of confidentiality and privacy in services involving personal information?
- ◆ What are the assurances concerning qualifications and training of persons involved in contact with students? These services may range from help desk to tutoring or counseling.
- ◆ Consortial agreements introduce additional elements to be evaluated:
  - How are curriculum-related decisions made by the consortium, noting the requirement that “Academically qualified persons participate fully in the decisions regarding program curricula and program oversight?”
  - Is the institution fully engaged in the consortial process, recognizing the decision-making responsibilities of shared ownership?
  - What are the financial arrangements among the parties to the consortial agreement? What are the implications of these arrangements for institutional participation and management?
  - What entity awards the certificates and degrees resulting from the consortial program?
  - What articulation and transfer arrangements are applicable to courses offered via the consortium? Did these arrangements involve specific curricular decisions by the academic structures of the participating institutions? Were they prescribed in a state or system decision?
  - To what extent are the administrative and student services arrangements of the consortium focused on the practical requirements of the student?

**2e.** The importance of appropriate interaction (synchronous or asynchronous) between instructor and students and among students is reflected in the design of the program and its courses, and in the technical facilities and services provided.

- ◆ What provisions for instructor-student and student-student interaction are included in the program/course design and the course syllabus? How is appropriate interaction assured?
- ◆ Is instructor response to student assignments timely? Does it appear to be appropriately responsive?
- ◆ What technologies are used for program interaction (e.g., email, telephone office hours, phone conferences, voicemail, fax, chat rooms, Web-based discussions, computer conferences and threaded discussions, etc.)?

- ◆ How successful is the program's interactive component, as indicated by student and instructor surveys, comments, or other measures?

### **3. Faculty Support**

**As indicated above, faculty roles are becoming increasingly diverse and reorganized. For example, the same person may not perform both the tasks of course development and direct instruction to students. Regardless of who performs which of these tasks, important issues are involved.**

- 3a.** In the development of an electronically offered program, the institution and its participating faculty have a considered issues of workload, compensation, ownership of intellectual property resulting from the program, and the implications of program participation for the faculty member's professional evaluation processes. This mutual understanding is based on policies and agreements adopted by the parties.
- ◆ Have decisions regarding these matters been made in accordance with institutional or system processes customarily used to address comparable issues?
- 3b.** The institution provides an ongoing program of appropriate technical, design, and production support for participating faculty members.
- ◆ What support services are available to those responsible for preparing courses or programs to be offered electronically? What support services are available to those faculty members responsible for working directly with students?
  - ◆ Do participating faculty members consider these services to be appropriate and adequate?
  - ◆ Does the staff include qualified instructional designers? If so, do they have an appropriate role in program and course development?
- 3c.** The institution provides to those responsible for program development the orientation and training to help them become proficient in the uses of the program's technologies, including potential changes in course design and management.
- ◆ What orientation and training programs are available? Are there opportunities for ongoing professional development?
  - ◆ Is adequate attention paid to pedagogical changes made possible and desirable when information technologies are employed?
  - ◆ Given the staff available to support electronically offered programs, are the potential changes in course design and management realistically feasible?
  - ◆ Do those involved consider these orientation and training programs to be appropriate and adequate?
- 3d.** The institution provides to those responsible for working directly with students the orientation and training to help them become proficient in the uses of the technologies for these purposes, including strategies for effective interaction.
- ◆ What orientation and training programs are available? Are there opportunities for ongoing professional development? Do those involved consider these orientation and training programs to be appropriate and adequate?

### **4. Student Support**

**Colleges and universities have learned that the twenty-first century student is different, both demographically and geographically, from students of previous generations. These differences**

**affect everything from admissions policy to library services. Reaching these students, and serving them appropriately, are major challenges to today's institutions.**

**4a.** The institution has a commitment— administrative, financial, and technical— to continuation of the program for a period sufficient to enable all admitted students to complete a degree or certificate in a publicized timeframe.

- ◆ Do course and program schedules reflect an appropriate commitment to the program's students?
- ◆ Do budget, faculty, and facilities assignments support that commitment?

**4b.** Prior to admitting a student to the program, the institution:

- ◆ Ascertains by a review of pertinent records and/or personal review that the student is qualified by prior education or equivalent experience to be admitted to that program, including in the case of international students, English language skills.
- ◆ Informs the prospective student concerning required access to technologies used in the program.
- ◆ Informs the prospective student concerning technical competence required of students in the program.
- ◆ Informs the prospective student concerning estimated or average program costs (including costs of information access) and associated payment and refund policies.
- ◆ Informs the prospective student concerning curriculum design and the time frame in which courses are offered, and assists the student in understanding the nature of the learning objectives.
- ◆ Informs the prospective student of library and other learning services available to support learning and the skills necessary to access them.
- ◆ Informs the prospective student concerning the full array of other support services available from the institution.
- ◆ Informs the prospective student about arrangements for interaction with the faculty and fellow students.
- ◆ Assists the prospective student in understanding independent learning expectations as well as the nature and potential challenges of learning in the program's technology-based environment.
- ◆ Informs the prospective student about the estimated time for program completion.
- ◆ How do potential students learn about the electronically offered program? Is the information provided sufficient, fair, and accurate?
- ◆ How are students informed about technology requirements and required technical competence?
- ◆ How are students informed about costs and administrative arrangements?
- ◆ What information and/or advice do students receive about the nature of learning and the personal discipline required in an anytime/anywhere environment?
- ◆ What criteria are used to determine the student's eligibility for admission to the program?
- ◆ What steps are taken to retain students in the program?
- ◆ What is the history of student retention in this program?

**4c.** The institution recognizes that appropriate services must be available for students of electronically offered programs, using the working assumption that these students will not be physically present on campus. With variations for specific situations and programs, these services, which are possibly coordinated, may include:

- ◆ Accurate and timely information about the institution, its programs, courses, costs, and related policies and requirements.
  - ◆ Pre-registration advising.
  - ◆ Application for admission.
  - ◆ Placement testing.
  - ◆ Enrollment/registration in programs and courses.
  - ◆ Financial aid, including information about policies and limitations, information about available scholarships, processing of applications, and administration of financial aid and scholarship awards.
  - ◆ Secure payment arrangements.
  - ◆ Academic advising.
  - ◆ Timely intervention regarding student progress.
  - ◆ Tutoring.
  - ◆ Career counseling and placement.
  - ◆ Academic progress information, such as degree completion audits.
  - ◆ Library resources appropriate to the program, including, reference and research assistance; remote access to data bases, online journals and full-text resources; document delivery services; library user and information literacy instruction, reserve materials; and institutional agreements with local libraries.
  - ◆ Training in information literacy including research techniques.
  - ◆ Bookstore services: ordering, secure payment, and prompt delivery of books, course packs, course-related supplies and materials, and institutional memorabilia.
  - ◆ Ongoing technical support, preferably offered during evenings and weekends as well as normal institutional working hours.
  - ◆ Referrals for student learning differences, physical challenges, and personal counseling.
  - ◆ Access to grievance procedures.
  - ◆ Are the institution's policies and procedures appropriate and adequate from the standpoint of the distant student?
  - ◆ If not all appropriate resources are routinely available at a distance, what arrangements has the institution made to provide them to distant students?
  - ◆ Are these services perceived by distant students to be adequate and appropriate?
  - ◆ Are these services perceived to be adequate and appropriate by those responsible for providing them? What modifications or improvements are planned?
- 4d.** The institution recognizes that a sense of community is important to the success of many students, and that an ongoing, long-term relationship is beneficial to both student and institution. The design and administration of the program takes this factor into account as appropriate, through such actions as encouraging study groups, providing student directories (with the permission of those listed), including off-campus students in institutional publications and events, including these students in definitions of the academic community through such mechanisms as student government representation, invitations to campus events including graduation ceremonies, and similar strategies of inclusion.

- ◆ What strategies and practices are implemented by this institution to involve distant students as part of an academic community? By their statements and actions, do administrators and participating faculty members communicate a belief that a sense of academic community is important?
- ◆ How are the learning needs of students enrolled in electronically offered programs identified, addresses, and linked to educational objectives and learning outcomes, particularly within the context of the institution's definition of itself as a learning community.
- ◆ Do representative students feel that they are part of a community, or that they are entirely on their own?

## 5. Evaluation and Assessment

**Both the assessment of student achievement and evaluation of the overall program take on added importance as new techniques evolve. For example, in asynchronous programs the element of seat time is essentially removed from the equation. For these reasons, the institution conducts sustained, evidence-based and participatory inquiry as to whether distance learning programs are achieving objectives. The results of such inquiry are used to guide curriculum design and delivery, pedagogy, and educational processes, and may affect future policy and budgets perhaps have implications for the institution's roles and mission.**

- 5a.** As a component of the institution's overall assessment activities, documented assessment of student achievement is conducted in each course and at the completion of the program, by comparing student performance to the intended learning outcomes.
- ◆ How does the institution review the effectiveness of its distance education programs to assure alignment with institutional priorities and educational objectives?
  - ◆ How does evaluated student performance compare to intended learning outcomes?
  - ◆ How is student performance evaluated?
  - ◆ How are assessment activities related to distance learning integrated into the institution's broader program of assessment?
- 5b.** When examinations are employed (paper, online, demonstrations of competency, etc.), they take place in circumstances that include firm student identification. The institution otherwise seeks to assure the integrity of student work.
- ◆ If proctoring is used, what are the procedures for selecting proctors, establishing student identity, assuring security of test instruments, administering the examinations, and assuring secure and prompt evaluation?
  - ◆ If other methods are used to identify those who take the examination, how is identification firmly established? How are the conditions of the examination (security, time limits, etc.) controlled?
  - ◆ Does the institution have in place effective policies and procedures to assure the integrity of student work?
- 5c.** Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.
- ◆ What procedures assure the security of personal information?
  - ◆ How is personal information protected while providing appropriate dissemination of the evaluation results?
- 5d.** Overall program effectiveness is determined by such measures as:

- ◆ The extent to which student learning matches intended outcomes, including for degree programs both the goals of general education and the objectives of the major.
- ◆ The extent to which student intent is met.
- ◆ Student retention rates, including variations over time.
- ◆ Student satisfaction, as measured by regular surveys.
- ◆ Faculty satisfaction, as measured by regular surveys and by formal and informal peer review processes.
- ◆ The extent to which access is provided to students not previously served.
- ◆ Measures of the extent to which library and learning resources are used appropriately by the program's students.
- ◆ Measures of student competence in fundamental skills such as communication, comprehension, and analysis.
- ◆ Cost effectiveness of the program to its students, as compared to campus-based alternatives.

Evaluations of student performance (see **5a** above).

Review of student work and archive of student activities, if maintained, in the course of program reviews.

Results from students' routine end-of-course and -program evaluations.

Student surveys of overall satisfaction with the experience of electronically offered programs; surveys reflecting student cost trade-offs experienced as they pursued the program.

- ◆ Faculty surveys, peer reviews of programs, and discussion groups.
- ◆ Documentation concerning access provided to students not previously served, through a combination of enrollment records and student surveys.
- ◆ Usage records concerning use of library and learning resources, and instructor assignments that require such usage.
- ◆ Assessment of students' fundamental skills in communication, comprehension, and analysis. How have the institution's usual measures of these skills been adapted to assess distant students?
- ◆ Documentation of the institution's analyses that relate costs to goals of the program.

**5e.** The institution conducts a program of continual self-evaluation directed toward program improvement, targeting more effective uses of technology to improve pedagogy, advances in student achievement of intended outcomes, improved retention rates, effective use of resources, and demonstrated improvements in the institution's service to its internal and external constituencies. The program and its results are reflected in the institution's ongoing self-evaluation process and are used to inform the further plans of the institution and those responsible for its academic programs.

- ◆ How is the institution's ongoing program of assessment and improvement developed and conducted?
- ◆ Does it cover the essential categories of improved learning outcomes, retention, use of resources, and service to core constituencies?
- ◆ Does the program appropriately involve academically qualified persons?
- ◆ What is the institution's mechanisms for review and revision of existing programs and courses?
- ◆ How does program evaluation affect institutional planning?
- ◆ What constituencies are actively involved in the ongoing process of planning for improvement?

- ◆ Has the process had measurable results to date?
- 5f.** Institutional evaluation of electronically offered programs takes place in the context of the regular evaluation of all academic programs.
- ◆ What are the administrative and procedural links between the evaluation of electronically offered programs and the ongoing evaluation of all academic programs?
  - ◆ How are the respective characteristics of campus-based and electronically offered programs taken into account?

## Appendix I: Netiquette

"Etiquette" means "ticket" in French. On the Internet, "netiquette" is your ticket to "traveling" (by FTP, TELNET, and electronic mail) without annoying others. Here's a few tips to keep you in good standing with other users.

**Never Forget that the Person on the Other Side is Human:** Because your interaction with the network is through a computer, it is easy to forget that there are people "out there." Situations arise where emotions erupt into a verbal free-for-all that can lead to hurt feelings. Strongly critical messages on the network are called "flames." The following will help you to avoid sending or provoking flames.

- Try not to say anything to others that you would not say to them in person in a room full of people. Please remember that when you send a message to a bulletin board or mailing list, people all over the world are reading your words.
- Don't attack people--try to persuade them by presenting facts. Cursing and abuse only make people less willing to help when you need it.
- If you are upset at something or someone, wait until you have had a chance to calm down and think about it. A cup of coffee or a good night's sleep works wonders on your perspective. Hasty words create more problems than they solve.

**Be Careful What You Say About Others:** Please remember--thousands of people may read your message. They quite possibly include your boss, your friend's boss, your girlfriend's brother's best friend, and one of your father's beer buddies. Information posted on the net can come back to haunt you or the person you are talking about. Think twice before you post personal information about yourself or others.

**Be Brief:** Say what you have to say succinctly and it will have a greater impact. Remember that the longer you make your article, the fewer people will bother to read it.

**Your Postings Reflect Upon You--Be Proud of Them:** Most people will know you only by what you say and how well you say it. Take some time to make sure each posting won't embarrass you later. Minimize your spelling errors and make sure that the article is easy to read and to understand.

**Use Descriptive Titles:** The subject line of an article enables people to decide whether or not to read your article. Tell people what the article is about before they read it. A title like "Car for Sale" does not help as much as "66 MG Midget for sale: Beaverton OR." Don't expect people to read your article to find out what it's about --many won't bother. Some sites limit the length of the subject line to forty characters, so keep your subjects short and to the point.

**Think About Your Audience:** When you post an article, think about the people you are trying to reach. Try to get the most appropriate audience for your message, not the widest. Avoid abbreviations and acronyms, if possible, and define the ones you use. If your message is of interest to a limited geographic area (apartments, car sales, meetings, concerts, etc....), restrict the distribution of the message to your local area. Some areas have special newsgroups with geographical limitations--check with your system administrator. If you want to try a test of something, don't use a world-wide newsgroup! There are newsgroups that are local to your computer or area, which should be used for this. Your system administrator can tell you what they are.

**Be familiar with the group you are posting to before you post.:** You shouldn't post to groups you don't read, or to groups you've only read a few articles from--you may not be familiar with the conventions and themes of the group. One normally does not join a conversation by just walking up and talking. Instead, you listen first and then join in if you have something pertinent to contribute.

**Be Careful with Humor and Sarcasm:** Without the voice inflections and body language of personal communications, it's easy for remarks meant to be funny to be misinterpreted. Subtle humor tends to get lost. Take steps to make sure that people realize you are trying to be funny. The net has developed a symbol called the smiley face, which looks like this: :-) It points out sections of articles with humorous

intent. No matter how broad the humor or satire, it is safer to remind people that you are being funny. But also be aware that frequently satire is posted without explicit indications. If an article outrages you strongly, ask yourself if it may have been unmarked satire. Several self-proclaimed connoisseurs refuse to use smiley faces, so take heed or you may make a temporary fool of yourself.

**Only Post a Message Once** Avoid posting messages to more than one group unless you are sure it is appropriate. If you do post to multiple groups, don't post to each group separately. Instead, specify all the groups on a single message. This reduces network overhead and lets people who subscribe to more than one of those groups see the message once instead of having to wade through each copy.

**Please "Rotate" Messages With Questionable Content:** Certain messages may be offensive to some people. To make sure that these messages are not read unless they are explicitly requested, they should be encrypted. The standard encryption method is to rotate each letter by thirteen characters so that an "a" becomes an "n." This is known on the network as "rot13"; when you rotate a message the word "rot13" should be in the "Subject:" line. Most of the software used to read network articles has some way of encrypting and decrypting messages. Your system administrator can tell you how the software on your system works.

**Summarize What You are Following Up:** When you are following up someone's article, please summarize the parts of the article to which you are responding. This allows readers to appreciate your comments rather than trying to remember what the original article said. It is also possible for your response to reach some sites before the original article does! Summarization is best done by including appropriate quotes from the original article. Don't include the entire article, since it will irritate the people who have already seen it. Even if you are responding to the entire article, summarize only the major points you are discussing.

**When Summarizing, Summarize!** When you request information from the network, it is common courtesy to report your findings so that others can benefit as well. The best way of doing this is to take all the responses that you received and edit them into a single article that is posted to the places where you originally posted your question. Take the time to strip headers, combine duplicate information, and write a short summary. Try to credit the information to the people that sent it to you, where possible.

**Use Mail, Don't Post a Follow-up:** One of the biggest problems we have on the network is that when someone asks a question, many people send out identical answers. When this happens, dozens of identical answers pour through the net. Mail your answer to the person and suggest that they summarize to the network. This way the net will only see a single copy of the answers, no matter how many people answer the question. If you post a question, please remind people to send you the answers by mail and at least offer to summarize them to the network.

**Read All Follow-ups and Don't Repeat What's Been Said:** Before you submit a follow-up to a message, read the rest of the messages in the newsgroup to see whether someone has already said what you want to say. If someone has, don't repeat it.

**Check the Headers When Following Up:** Some software has provisions to specify that follow-ups to an article should go to a specific set of newsgroups--possibly different from the newsgroups to which the original article was posted. Sometimes the groups chosen for follow-ups are inappropriate, especially as a thread of discussion changes with repeated postings. You should carefully check the groups and distributions given in the header and edit them as appropriate. If you change the groups named in the header, or if you direct follow-ups to a particular group, say so in the body of the message--not everyone reads the headers of postings.

**Be Careful About Copyrights and Licenses** Once something is posted onto the network, it is \*probably\* in the public domain unless you own the appropriate rights (for example, if you wrote it yourself) and you post it with a valid copyright notice; a court would have to decide the specifics and there are arguments for both sides of the issue. Now that the US has ratified the Berne convention, the

issue is even murkier. For all practical purposes, though, assume that you effectively give up the copyright if you don't put in a notice. Of course, the \*information\* becomes public, so you mustn't post trade secrets that way. Keep in mind that material that is UNIX-related may be restricted by the license you or your company signed with AT&T, so be careful not to violate it. You should also be aware that posting movie reviews, song lyrics, or anything else published under a copyright could cause you, your company, or members of the net community to be held liable for damages, so we highly recommend caution in using this material.

**Cite Appropriate References:** If you are using facts to support a cause, state where they came from. Don't take someone else's ideas and use them as your own. You don't want someone pretending that your ideas are theirs; show them the same respect.

**Mark or Rotate Answers and Spoilers:** When you post something (like a movie review that discusses a detail of the plot) that might spoil a surprise for other people, please mark your message with a warning so that they can skip the message. Another alternative would be to use the "rot13" protocol to encrypt the message so it cannot be read accidentally. When you post a message with a spoiler in it make sure the word "spoiler" is part of the "Subject:" line.

**Spelling Flames are Considered Harmful:** Every few months a plague descends on the network called the spelling flame. It starts out when someone posts an article correcting the spelling or grammar in some article. The immediate result seems to be for everyone on the net to turn into a sixth grade English teacher and pick apart each other's posting. This is not productive and tends to cause people to get angry with each other. It is important to remember that we all make mistakes, and that there are many users on the net who use English as a second language. There are also a number of people who suffer from dyslexia and who have difficulty noticing their spelling mistakes. If you feel that you must make a comment on the quality of a posting, please do so by mail, not on the network.

**Don't Overdo Signatures:** Many people can have a signature added to their postings automatically by placing it in a file called "\$HOME/.signature". Don't overdo it. Signatures can tell the world something about you, but keep them short. A signature that is longer than the message itself is considered to be in bad taste. The main purpose of a signature is to help people locate you, not to tell your life story. Every signature should include at least your return address relative to a major, known site on the network and a proper domain-format address. Your system administrator can give this to you. Some news posters attempt to enforce a four-line limit on signature files, an amount that should be more than sufficient to provide a return address and attribution.

**Limit Line Length and Avoid Control Characters:** Try to keep your text in a generic format. Many (if not most) of the people reading Usenet do so from eighty-column terminals or from workstations with eighty-column terminal windows. Try to keep your lines of text to less than eighty-characters for optimal readability. Also realize that there are many, many different forms of terminals in use. If you enter special control characters in your message, it may result in your message being unreadable on some terminal types; a character sequence that causes reverse video on your screen may result in a keyboard lock and graphics mode on someone else's terminal. You should try to avoid the use of tabs, too, since they may also be interpreted differently on terminals other than your own.

### **Summary of Things to Remember**

- Never forget that the person on the other side is human
- Be careful what you say about others
- Be brief
- Use descriptive titles
- Be careful with humor and sarcasm
- Only post a message once
- Summarize what you are following up

- Use e-mail, don't post a follow-up
- Read all follow-ups and don't repeat what has already been said
- Cite appropriate references

## Appendix J:

### Core Faculty Evaluation of New Online Course (Monitoring Review Form)

#### Core Faculty Evaluation of New Online Course

Course Title:

Course Mentor:

Course Evaluator: \_\_\_\_\_ Semester: \_\_\_\_\_

Please comment on each of the following issues:

1. How well did the mentor follow the syllabus?
2. How well did the course content/process enable students to successfully address the course objectives?
3. How well did the mentor monitor and respond to threaded discussion?
4. How well did the mentor respond to student questions/concerns?
5. What recommendations do you have to improve the course?
6. What recommendations do you have for the mentor?
7. Would you recommend that the course be continued?      Why or why not?
8. Would you recommend that this faculty continue to mentor the course?  
Why or why not?

## Appendix K: Avoiding Cheating in Online Classes

Connecticut Distance Learning Consortium

[www.ctdlc.org](http://www.ctdlc.org)



### Avoiding Cheating in Online Classes: Suggestions for Assessing Student Learning

Faculty who have not taught online often ask about cheating. Specifically, they ask how you know the person who is taking the class is the one who signed up. Faculty who have taught online report that if someone wanted to assume another's identity and take the entire course, there would be no way of knowing that. But they also point out that if Bill walked into your classroom and said he was Sam and came to every class, there also would be no way to know that.

Faculty do worry about cheating, both in online classes and on-ground. Those who have taught online have made a series of suggestions about how to make cheating less likely:

- Make it clear to your students in your introduction or syllabus that cheating and plagiarism are not tolerated in your class and what the penalties are. Have links to sites which clearly describe plagiarism and show students how to cite correctly when they use other's words or ideas.
- Embed your assessment throughout your class. Don't grade your students only on one or two tests.
- Require and grade active and frequent participation in the course conversation (threaded discussion). Faculty who have students write weekly comment that they know their online students and their work very well, in some cases better than they know their on-ground students. If students write continually, it makes it easy to spot the occasion when someone else might have written something for them. Many faculty have contributions to the course conference count for anywhere from 25% to 90% of the final grade depending how they use the conference.
- Use multiple choice, short answer, and matching tests for ungraded self-assessment. This will help students see what information and/or concepts they have learned and which they need to spend more time mastering. These tests are easy to create in most course management systems, but hard to monitor. There's no need to monitor them for cheating if they are used in this way.
- Assume all tests you create are open book tests. As one professor said, "In the real world, people are not asked to perform on the job without any available references." Open book tests ask students to use higher order thinking skills.
- Some math professors, who do use exams, send everyone the same exam, but with the numbers changed slightly on each one.
- Many online faculty use case studies, research papers, and projects as their major means of assessing learning.
- If you are assigning research papers or projects, assign them in chunks due over several weeks. Ask for the topic or thesis one week, literature search – with annotated references—the next week, then methodology and preliminary findings, a rough draft, and then a final draft. It is less likely that

students will deconstruct a paper that they find on the web to meet these requirements. It also ensures that students understand what they are being asked to do and don't wait until the last minute to do it.

- Some faculty suggestions for project based assessments that work in online classes: the student must:
  - construct a web site
  - develop a data base designed to do X
  - create a plan to end homelessness
  - find an appropriate web sites on the web which would help other students understand the context in which a writer worked (the sites must be posted and no site may be duplicated).
  - Explain how they solve a particular problem

We'd love to hear your suggestions for good online assessments. If you have suggestions, please email them to Diane Goldsmith at [Dgoldsmith@cosc.edu](mailto:Dgoldsmith@cosc.edu) and let us know if we can use your name as the originator of the idea.

Some other sites you might want to look at:

Preventing plagiarism & cheating in online courses.

<http://illinois.online.uillinois.edu/ionpointers/ionpointers1299.html>

Online student ethics: Written for Students

<http://lpc1.clpccd.cc.ca.us/lpc/vigallon/disted/webeths.shtml>

Prepared by: Diane J. Goldsmith, Ph.D.