

**Alcorn State University**  
**Policies and Procedures**  
**Online/Distance Learning**

Alcorn State University is committed to providing students from diverse backgrounds high quality distance education opportunities that are consistent with its role and mission. These policies and procedures adhere to the best established practices in distance education, practices that have been proved through continuous evaluation at Alcorn and in the higher education community at large. Its values are quality, integrity and student-centeredness. Following these best practices, Alcorn will employ appropriate learning technologies and delivery formats to offer a variety of courses and programs to its students. The following elements of best practices inform student preparation and orientation, faculty orientation and development, deployment of the Alcorn curricula at a distance, and evaluation of both students and faculty in their respective review processes.

As the rapidly changing world of distance education evolves, so, too, will the Alcorn State University best practices. This set of guidelines is a living document, intended to be continuously reviewed, updated, and revised in order to maintain the highest standard of best practices in distance education.

**University Mission Statement:** Alcorn State University, a Historically Black College and University, is a comprehensive land-grant institution that celebrates a rich heritage with a diverse student and faculty population. The University emphasizes intellectual development and lifelong learning through the integration of diverse pedagogies, applied and basic research, cultural and professional programs, public service and outreach, while providing access to globally competitive academic and research programs. Alcorn strives to prepare graduates to be well-rounded future leaders of high character and to be successful in the global marketplace of the 21st century (Approved 2009).

**University Vision Statement:** Alcorn State University will become a premier comprehensive land-grant university. It will develop diverse students into globally competitive leaders and apply scientific research, through collaborative partnerships that benefit the surrounding communities, states, nation, and world (Approved 2009).

**DEFINITIONS:**

**Distance Learning** – a formal synchronous or asynchronous educational event in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place.

**Distance Learning Course** – an individual course in which a proportion of instruction occurs when the student and the instructor are not in the same physical setting. The course is considered distance learning if the student receives a significant portion of their instruction at a distance.

**Hybrid Course/Blended Instruction** – an individual course which includes a combination of online and face-to-face meetings and instruction.

**Online Course** – an individual course in which the majority of instruction is delivered via distance learning. Some online courses may require proctored testing at approved testing sites and/or other course activities such as practicum experiences.

**Traditional Course** – a course is considered traditional when instruction is delivered on-site with face-to-face interaction between the instructor and the student. The traditional course may be web-enhanced.

**Distance Learning Program** – an approved collection of courses or course of study where a student can earn 50% or more credits necessary to qualify for a degree through distance learning.

**Online Program** – a fully online program is one where 100% of the courses are delivered online. For accreditation purposes, some programs may have attendance requirements for program completion such as proctored examinations or practicum experiences.

**Synchronous Instruction** – instructional activities that require instructors and students to be engaged at the same time.

**Asynchronous Instruction** – instructional activities that do not require instructors and students to be engaged at the same time.

**Course Design Template** – a university approved template with common components, criteria, and guidelines that faculty can adapt to their needs and requirements for all online courses.

**Course Evaluation Rubric** – a set of standards used to determine the quality of an online course.

**Course Instructional Design** – Instructional Design refers to the analysis of learning needs and the systematic approach to developing an online course in a manner that facilitates the transfer of knowledge and skills to the learner through the use of a variety of instructional methods, which cater to multiple learning styles, strategies, and preferences. The four basic steps in instructional design include analysis, definition of goals and learning objectives, design of learning activities, and evaluation of course and student performance.

## **PROCEDURES AND RESPONSIBILITIES**

### **Goals/Guiding Principles**

1. All distance education courses are taught by faculty with the same standards, prerequisites, and requirements as on-campus sections of similar courses.
2. All Alcorn policies and procedures, standards, and guidelines for on-campus programs and instruction are applicable to distance education instruction, unless otherwise noted in the University policy manual or student handbook.
3. Distance education courses are comparable to on-campus courses in terms of course descriptions, academic expectations, and student learning outcomes.
4. Faculty members teaching online courses have the same teaching course load limitations and restrictions as faculty teaching face-to-face on-campus courses.
5. Faculty members teaching online courses have the same student enrollment course load limitations and restrictions as faculty teaching face-to-face on-campus courses.
6. In general, faculty teaching loads are fully face-to-face or a mixture of face-to-face and distance learning. On some occasions, faculty teaching loads may be fully comprised of distance learning courses; in all cases, however, faculty teaching distance education courses are not excused from keeping reasonable face-to-face office hours and participating in required campus-based events and service to the university.
7. Student enrollment for fully online courses are capped at 30 students per section.

### **Curriculum & Instruction**

Provide access to high quality programs to meet the educational and training needs among a diverse populace within and beyond the typical geographic service region of Alcorn State University.

Evaluate student learning outcomes and conduct continuous evaluation of distance education programs and courses.

Distance education courses are designed to meet the same learning outcomes and level of rigor as traditional courses. All online courses are delivered through the university approved Center for Information Technology Services (CITS). Faculty utilize the university approved Online Education Course Development or Redevelopment Rubric (Exhibit A) to develop and teach online courses. The approved Online Education Course Development or Redevelopment Rubric consists of common components, criteria, and guidelines that faculty can adapt to the needs and requirements of each College or School department. In addition, the College or School department guidelines are followed to ensure course content is organized in a logical system that meets other required standards, such as accreditation, and to ensure course content is easily accessible to the student.

### **Students**

Attract, retain, and graduate an engaged and success-oriented distance learner population.

Provide tools to assess student readiness for the distance education learning environment.

Provide appropriate library resources, reference services, and information literacy instruction to meet the needs of the distance learner.

### **Faculty**

Recruit, support, and enable faculty members to effectively design, develop, and teach distance education courses.

Maintain the human and technical resources and network infrastructure necessary to reliably support and deliver distance education.

Assess emerging methods and new technological avenues for providing and delivering efficient and effective distance education.

### **Approval and Review Process for Online Courses**

All online and hybrid courses must follow the same approval procedures as traditional face-to-face course including Program and University Curriculum Committee review and approval.

### **Department Chair Responsibilities to Faculty Teaching Online Courses**

1. The Department Chair ensures departmental governance is adhered to for new and revised online courses.
2. The Department Chair ensures all faculty teaching online courses are aware of the Policies and Procedures for Planning and Conducting Distance Learning.
3. The Department Chair ensures that faculty teaching online courses receive appropriate training from the Office of Online Education.
4. Department Chairs are granted observational access to faculty teaching online within their departments. As with face-to-face classes, chairs and senior colleagues exercise respect for each faculty's online classroom. Department Chairs should not change, add to, or delete any content or setting within an online

classroom under their observation. Instead, they will email, or consult with faculty outside the online classroom environment regarding any concerns.

### **Faculty Qualifications, Rights, and Evaluation**

1. Faculty who teach in distance education programs and online courses must meet the same qualifications as faculty who teach in traditional courses at Alcorn State University.
2. Faculty who want to teach online courses are required to be certified by the Alcorn Office of Online Education and are required to take the online faculty certification course which was previously offered through Florida State College at Jacksonville, FL. This course is now provided through the Alcorn State University Office of Online Education. If the faculty was previously approved and has documentation where her/she passed the Florida State certification, then it is not necessary to take the ASU certification at this point although changes may occasionally arise and there may be a need to be updated on online programs.
3. Faculty who teach in distance education programs and online courses have the same Faculty Rights and Responsibilities as faculty who teach in traditional, on-campus courses, and have the same limitations and restrictions on teaching course loads and student enrollment in each course.
4. Faculty teaching in distance education programs and online courses are evaluated using the Alcorn State University Office of Online Education evaluation procedures and instruments.

### **Faculty Responsibilities**

1. Faculty will follow university, college, and departmental guidelines for development, scheduling, and presentation of distance learning courses.
2. Faculty will ensure that the rigor of programs and quality of instruction are maintained within online courses (e.g., course design, course content, delivery of instruction, evaluating student progress, assessing learning outcomes, and timely communication with students), and that they meet the same standards and criteria set for traditional campus-based courses.
3. Faculty will develop and maintain currency with the latest technologies and pedagogical techniques by participating in group professional development activities, in one-on-one support sessions, or through self-study.
4. Faculty will participate in curriculum development, coordinating of syllabi, and preparation of any comprehensive examinations, as required.
5. Faculty will assist in ordering any textbooks and/or supplementary materials necessary for the course ([www.alcorn.edu/academics/library/](http://www.alcorn.edu/academics/library/)).
6. Faculty will provide for and maintain regular, appropriate interaction with distance learning students.
7. Faculty will grade student assignments, projects, and tests in accordance with a schedule that has been communicated to students. Standards range from 5-7 days after a deadline for grading and returning student work with feedback.
8. Faculty will assist in developing processes to ensure the integrity of student work. that plagiarism checking software is included in the Alcorn Blackboard configuration. Faculty are responsible for learning how to interpret plagiarism software reports.
9. Faculty will review online courses every semester in which a particular course is taught to determine currency of materials and content.
10. Faculty will identify computer literacy prerequisites needed for students to participate successfully, so students may be properly advised about skill level that is required for the successful completion of the course.
11. Faculty will ensure that external links to third party materials, resources, and educational applications that are embedded in the online classroom can be used to enhance course instruction. External learning

management systems that are used in place of the University approved Center for Information Technology Services (CITS) system are in violation of this policy.

12. Faculty will support and adhere to Alcorn State University Information Technologies Acceptable Use Statement and other related university policies.
13. Faculty will observe copyright laws and guidelines as they pertain to the Internet, the World Wide Web, software, and the use and reproduction of materials.
14. Faculty will secure copyright clearances on any copyright-protected materials used in online course development.

### **Office of Online Education Support**

1. New (full-time, part-time, or adjunct) faculty members are required to attend the New Faculty Orientation training for the Center for Information Technology Services (CITS) and the orientation to Best Practices/Basic Template Elements for a Blackboard Online Classroom.
2. All first-time online instructors will be offered mentoring for the duration of their first distance learning course by the Office of Online Education.
3. Ongoing professional development opportunities in distance education strategies and technology tools are offered through the Office of Online Education (OOE) to ensure best practices are integrated in distance education courses.
4. Faculty are required to work with the Office of Online Education when developing new or revising distance education after the approval of the online courses.

### **Student Responsibilities**

1. To ascertain possession of the appropriate skills, competency levels, course prerequisites, and equipment (including browser, operating system, and software) required for the distance learning course.
2. To determine that the course meets individual degree requirements.
3. To assume responsibility for contacting assigned advisor/instructor as needed.
4. To complete all assigned coursework by deadlines and before the end of the term.
5. To participate in the evaluation of the course content and presentation as well as the distance learning program as a whole.
6. To follow all relevant university guidelines, including the code of conduct and academic honesty policy.
7. To read and adhere to Alcorn State University's Information Technologies Acceptable Use Statement and other related university policies for all courses requiring computer usage.
8. To observe copyright laws and guidelines as they pertain to the Internet, the World Wide Web, software, and the use and reproduction of materials.
9. To observe mutual respect in all classroom interactions, recognizing that opinions and positions don't always have to agree, but respect should be shown at all times.
10. Department Chairs, Deans and instructors will be responsible for ensuring that all distance learning program materials clearly and accurately represent the program, including detailed program completion requirements, the nature of the learning experience, programs, faculty responsibilities, and the nature of faculty-student, student-faculty, and student-student interaction opportunities, techniques, and requirements. In the case of hybrid courses, information regarding the percentage of the course to be done at a distance and the nature of that experience will be provided to students during course registration and will accurately represent the expectations.
11. Instructors and Department Chairs will be responsible for ensuring that all distance learning course materials clearly and accurately represent the course, including the nature of the learning experience, faculty responsibilities, and the nature of faculty-student, student-faculty, and student-student interaction

opportunities, techniques, and requirements. Alcorn State University students enrolled in distance learning will have access to academic support, advising, course registration, and financial aid assistance, appropriate for distance learning students (i.e., distance learning students will not be required to come to campus in order to obtain these services). Technology assistance is available through the University's 24-hour helpdesk.

12. Students may obtain academic advising and other support services by phone, e-mail, or in-person. Program materials clearly describe how students obtain these support services.
13. Alcorn provides library and information resources, services, and support for academic programs, including training in information literacy. These resources and services are accessible at a distance on a timely basis. Through Alcorn State University's library web pages, access is maintained to scholarly databases and to the online catalog of materials owned by the libraries. Interlibrary loan service is accessible to distance learning students via the web page to borrow materials from our libraries. Resource material is available electronically through this system and also via postal delivery for items that cannot be transmitted electronically. Personal assistance is available from the librarians and staff via email and telephone.
14. Administrative processes such as admissions and registration are readily accessible to distance students via the [alcorn.edu](http://alcorn.edu) web site. Students will be provided with e-mail accounts and access to the university's portal. Students can register online and access course schedules, grades, degree audits, financial aid and billing information. Tuition payments can be made online. Additionally, the book store is available via the web, and all books and course materials can be purchased online. Program materials clearly describe how access is obtained.

## **Student Support**

Students enrolled in distance education programs and courses shall have access to the range of student services to support their learning comparable to that of the student enrolled in a traditional course. Students taking distance education courses will be held to the same requirements of academic integrity as students enrolled in traditional courses. The Center for Information Technology Services (CITS) provides orientation opportunities and resources for students enrolled in online courses that are appropriate to the technologies used, the content, and the learner.

## **Outcomes Assessment**

1. Distance learning programs are expected to produce the same learning outcomes as comparable classroom-based programs. The procedure for assessing and evaluating these outcomes will be similar to the procedures used for other programs at Alcorn State University.
2. All programs at Alcorn State University are designed to be coherent; the components each serve a purpose and build on one another (whether sequentially or in parallel) to achieve predetermined, measurable learning outcomes. Sometimes specific courses are identified as the means of achieving specific program goals and objectives (such as writing in the discipline). It is up to each department to establish a plan for how each course fits into programs, how courses build on one another, and in which courses each program goal is addressed.
3. The means chosen for assessing student learning are appropriate to the program content, course learning design, available technologies, and characteristics of the learners. The instruments used for assessing student learning online may be different from those used for assessing learning in the traditional classroom.

Online course activities generate more written records of student thinking (in discussion boards, for example), which distance learning instructors may archive and analyze later in detail (looking for timely appearance in discussions of key words and phrases, for example). In keeping this extensive course "paper trail," security is paramount and student privacy is always protected. To further ensure academic integrity, the

Office of Online Education has put in place BioSig in each Blackboard which is a program designed to provide authentication for students at Alcorn State University.

### **Program Evaluation**

1. The institution has processes in place to monitor and evaluate the effectiveness of all aspects of its programs, including distance learning programs on a regular basis, both at the course and program level. An example would be the Student Course Evaluation.
2. Every online and hybrid course will make the Alcorn State University Student Course Evaluation available through the Center for Information Technology Services (CITS) two weeks prior to the conclusion of full-semester courses and one week prior to intensive courses. Students and faculty will be notified via email when the surveys have been deployed. Survey results will be anonymous.
3. Student Course Evaluations will be reviewed in a timely manner by the Chairs and will be shared with the Department Deans and Provost.
4. The evaluation results are used for continuous program improvement. Chairs and instructors monitor student progress and student complaints and develop intervention strategies utilizing academic support staff (e.g., Academic Advising, tutors, the Writing Center) where needed.
5. Program evaluation procedures include a determination that distance learning programs result in learning outcomes appropriate to the rigor and breadth of the college degree or certificate awarded. All graduate and undergraduate programs (traditional and online) demonstrate that students achieve deep learning. Program Evaluation Surveys will be administered apart from Student Course Evaluations.

### **Essential Elements for a Blackboard Online Classroom (Many or most of these elements should be separate tabs within the Blackboard platform.)**

1. Syllabus—The same information conveyed in your syllabus for a face-to-face class should be conveyed here. It is best to keep the syllabus concise and to provide supplemental information elsewhere.
2. Course Introduction—This tab provides a short, engaging description of the course and its major objectives. Often, it can be drawn from the syllabus.
3. Course Information—This tab provides such information as grading rubric(s), links to eBooks for the course if available, and supplemental resources such as information about and links to the library, writing center, or similar information.
4. Doc Sharing—This tab serves two functions, first as a place where the faculty member can post written lectures or notes, if desired, and any specific guidance documents for the course, and second as a place where students can post drafts for instructor feedback or peer editing.
5. Submission Links—These links provide the location for students to submit all graded assignments and are generally directly linked to the online gradebook for ease in grading and record keeping.
6. Class Café—This forum provides a “safe place” for students to interact with the faculty member and each other in a non-graded, non-judgmental manner. For instance, the faculty member might provide a warm, non-academic greeting before the course begins and invite students to do the same during Week One. The faculty member should respond to all student introductions during the first week and then, generally, leave the Class Café as a student-to-student forum for the rest of the term.
7. Contact the Instructor—While each instructor will determine how he or she prefers to be contacted by students and conform to the university’s policy (telephone, email, etc.), this forum is embedded within the

classroom shell. It contains a short academic biography of the instructor. Students should be strongly encouraged to ask all non-personal questions about the course within this forum, and the faculty member should answer questions here so that all students can benefit from the answers. Personal student concerns such as issues regarding grades should not be discussed in the public Contact the Instructor area to comply with FERPA policies. [https://docs.google.com/document/d/1mEP\\_mcgwnQcYsL0yQoOzwxKY\\_irFtuUskc9\\_HOEkm1Q/edit](https://docs.google.com/document/d/1mEP_mcgwnQcYsL0yQoOzwxKY_irFtuUskc9_HOEkm1Q/edit). Contact the Instructor posts should be responded to within 24 hours when possible.

8. **Announcements**—This tab provides the instructor with space before and during the course to post important information specific to this course (specific grading expectations, expectations regarding class participation, general feedback on assignments appropriate for the entire class, etc.). It is important to communicate the same information to students in multiple ways, so it does not matter if announcements include repeated information from the syllabus.

9. **Weekly Assignments Section**—A separate tab for each week of the course should highlight assignments due each week and provide instructions for those assignments. Additionally, each weekly tab should include a link to the Discussion area for that week.

### Optional Elements for a Blackboard Online Classroom

1. **Calendar**—This tab may repeat information from the syllabus, but is usually presented in a graphical format highlighting the dates when each assignment will be due.

2. **Webliography**—This tab provides a space for the instructor to provide links to supplemental reading materials.

3. **Academic Integrity**—This tab should be developed in keeping with Alcorn’s specific policies regarding academic integrity. It is best for students to know these policies in advance, so posting an announcement leading students to this link during Week One is a good practice.

4. **Blogs**—Blackboard provides the option for faculty members or students to write a blog during the course. Unless there is a specific pedagogical reason to implement this technology, it is generally unnecessary.

5. **Live Chat**—The main purpose of asynchronous online learning is to provide students with other commitments a chance to learn at their own pace and in their own time without requiring them to be present at specific time intervals; however, optional live chat sessions with the faculty member (usually no more than once per week) can take the place of keeping “office hours” and can enrich the discussion experience for students. It is generally best to vary the times for the chats or to hold all of them in the evening hours. Better still, consider polling your students about the times most convenient for them.

6. **Groups**—Blackboard gives you the option to keep all students enrolled in the course in one group or to divide students into smaller groups. For courses with enrollment of 10 or fewer students, unless students are doing group projects, it is generally best not to break students into groups. For large enrollment courses (20 plus), it is often best to divide students into smaller groups, especially for discussion purposes, so that the number of posts each student has to review does not become overwhelming. The instructor does more or less the same amount of work either way, and this is a personal choice of the instructor based on the course being taught.

7. **Video and Audio**—Blackboard supports including audio and video technology such as Jing, YouTube, or SoftChalk. As long as audio and video are enhancements to the course rather than an unnecessary level of complexity, then they can be effective instructional tools. For instance, a nursing student needs to hear a heart murmur to understand what it sounds like rather than simply reading about it in a book.

### General Guidelines for Assignments



The basic rule is that an online course should include the same amount of academic rigor and the same essential activities as a face-to-face course of the same duration. Having said that, it is generally best to keep the reading and writing expectations to the maximum they must be, but the minimum they can be, to sufficiently cover the learning objectives. It is also important as when designing any course to consider the level of the course—beginning undergraduate, advanced undergraduate, or graduate. The number and type of assignments vary considerably based on the content being taught, so these are general guidelines that should be broadly considered and sometimes even overruled by content-based considerations of each discipline. Having said that, it is a best practice in online education to keep course shells as similar as possible throughout the learning experience of the students, and it is also a best practice for multiple sections of the same course to be built with exactly the same course shells, including assignments. Regarding the determination of point values for each assignment, this is best done through individual consultation with each department or faculty member and should be specific to each course.

1. Discussion—Students should be required to participate each week, early and often, in discussion with the instructor and with classmates. Consider starting each week with a “discussion spark” which is an open-ended question relating the major learning outcomes of the week to some aspect of the professional lives of the students. Students should be able to respond to the spark from their own experience without doing any reading or research. In some undergraduate courses in which most students are not working adults, the spark should relate to their personal lives or current events. The purpose is to engage students from day one each week. Additionally, students should be required to post one more detailed “main” post by mid-week each week (based on reading and/or research) and to respond to the main post of at least one classmate by the end of each week (total of three weekly posts minimum with more posts expected). For the most part, discussions should not be accepted as late work, because when each week is over, there is really no way to engage with classmates in discussion. When facilitated diligently and creatively by the faculty member, online discussion threads can be just as engaging and useful to students as face-to-face learning and are often where the best learning takes place online.

2. Group Projects—The same pros and cons surrounding group projects exist online as in face-to-face classrooms—imbalance of participation among students, difficulty scheduling group work time (cons), and simulation of real workplace teams (pro). Generally, group projects should be considered when they serve the content being taught. One way to effectively include group work, but to keep it manageable for students, is to engage them in peer editing of each other’s assignments. For example, require each student to post a draft in Doc Sharing, and require each student to peer edit the draft of one classmate.

3. Final Projects and Weekly Milestones—Final or capstone projects are often the largest and most time-consuming elements of many courses. Help students to overcome the tendency to procrastinate, and help them begin to see learning as a process rather than a destination, by dividing the final projects into weekly milestones. Require one small element of the final project to be due each week, and tie a small number of points to each milestone assignment. Each week’s milestone builds on the ones already completed, and by the time the final project is due, students have a big head start on it. It is also generally best to require final projects due in the next-to-last rather than last week of the course in case students are late getting them done and to allow more time for grading.

4. Quizzes and Exams—Like group work, there are many schools of thought about the validity and necessity of quizzes and exams. Generally, if you are a faculty member who relies heavily on these tools in other classroom settings, you will probably rely on them in online settings. If you believe that student learning is best measured in other ways, such as the evaluation of student writing, then you will probably rely on quizzes and exams less. They can be embedded directly into the classroom shells, and like other elements, they can be “hidden” from student view until their time in the course arrives. Keep in mind, regardless of honor code or other safeguards, it is difficult if not impossible to monitor academic integrity in online courses when it comes to quizzes and objective exams. It is easier to monitor academic integrity of written assignments through programs such as Turnitin or SafeAssign.

5. Research Papers, Weekly Writing Assignments, or Practice Assignments—Research papers, journals, weekly short essays, book reviews, literature reviews, mathematical problems, etc., can all be incorporated into your asynchronous online courses just as they can be incorporated into your face-to-face and synchronous online courses. The content being taught, as well as the level of the course, should largely dictate the number, length, and type of written assignments. Refrain, however, from the assumption that significantly more or less work should be assigned in online courses.

## **EXHIBIT A- Pre Course Checklist**

**ALCORN  
STATE  
UNIVERSITY**

**Online Courses**

**Pre Course Set Up Check List**

## Introduction

The purpose of this course evaluation checklist is to ensure that all professors have properly set up their course shells for the online course prior to the beginning of the course. If you are given feedback with any “no” responses by evaluator, you are required to go back and complete them within 24 hours of receiving feedback. Although there is no point scale a copy of evaluation will be provided to the Dean/Chair prior to begin date of class.

## Course Information

Use this space to provide general information about the course being evaluated.

## Introduction

Course Title:

Instructor:

Description:

## Reviewer

Name:

**Review Date:**


<b>1. Professor Information</b>	<b>The professor has clearly provided students with office hours, phone number and email address.</b>  Yes___ No___
<b>2. Course Description</b>	<b>A full description of the course is available for view for students.</b>  Yes__ No___
<b>3. Required Texts</b>	<b>Provided course text as well as additional text information is listed.</b>  Yes__ No___
<b>4. Attendance Policy</b>	<b>Provided the attendance guidelines.</b>  Yes__ No___

<b>5. Exams/Make up Work</b>	<b>Provide clear details regarding when it will be possible to make up any assignments and exams.</b>  Yes__ No__
<b>6. Classroom Conduct Policy</b>	<b>Clearly communicated netiquette rules; the tone and atmosphere of discussions are conducive to learning.</b>  Yes__ No__
<b>7. Course Requirements</b>	<b>All requirements for the course are visible.</b>  Yes__ No__
<b>8. Grade Disputes</b>	<b>Provide the grade dispute process clearly.</b>  Yes__ No__

<b>9. Course Goals</b>	<b>Course goals/objectives are visible for review.</b>  Yes___ No___
<b>10. Grading Scale</b>	<b>Grading scale is visible.</b>  Yes___ No___
<b>11. Weekly Course Dates</b>	<b>Weekly dates are visible.</b>  Yes___ No___
<b>12. Academic Dishonesty Policy</b>	<b>Alcorn Policy is displayed</b>  Yes___ No___



<b>13. Americans with Disabilities Act</b>	<b>The ADA is visible.</b>  Yes___ No___
<b>14. Grade book Setup</b>	<b>Grade book is properly set up</b>  Yes___ No___
<b>15. Welcome Announcement</b>	<b>Welcome Announcement is visible in course shell.</b>  Yes___ No___
<b>16. Introduction</b>	<b>A proper introduction of the professor and course are visible.</b>  Yes___ No___

<b>17. Syllabus</b>	<b>Syllabus is attached in the course shell.</b>  Yes___ No___
<b>18. Due Dates</b>	<b>Provided due dates and assignments in the learning unit that are clear.</b>  Yes___ No___
	

[Comments]

**EXHIBIT B-Sample Syllabus**



**Alcorn**  
State University

**ALCORN STATE UNIVERSITY**

[Insert School]

[Insert Department]

[Insert Semester: (i.e. Spring 2016)]

### **1. COURSE INFORMATION**

Course Name: [Insert Course Name]  
CRN Number: [Insert CRN Number]  
Course Section: [Insert Course Section]  
Class Meeting/Schedule: [Insert Class Days, Time]  
Class Location: [Insert Location]  
Course Offering: [Insert Course Offering (i.e. Traditional/Online/Hybrid)]  
Pre-requisites or Co-requisites: [Insert Pre-requisites or Co-requisites if Any]

### **2. INSTRUCTOR INFORMATION**

Name, Title, Rank: [Insert Name, Title, Rank]  
Office Location: [Office Location]  
Office/Meeting Hours: [Insert Office/Meeting Hours (i.e. Physical/Virtual)]  
Office Telephone/Fax Number: [Insert Office Telephone/Fax Number]  
Email Address: [Insert Email Address]  
[Instructor Webpage URL (Optional) Insert Instructor Webpage URL]

### **3. COURSE DESCRIPTION**

Provide a description of the course, which aligns with the catalog description.

#### **Pre-requisite**

- Enter prerequisite information

### **COURSE RELATION TO PROGRAM AND PROFESSIONAL STANDARDS**

[Provide details on how this course is related to your core professional standards.]

#### **Ex. NAEYC Accreditation Standards**

##### **Standard 1. Promoting Child Development and Learning**

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

##### **Standard 2. Observing, Documenting, and Assessing to Support Young Children and Families**

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

##### **Standard 3. Teaching and Learning**

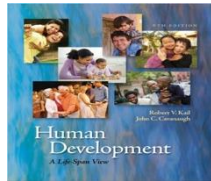
Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

### **4. REQUIRED TEXTBOOK**

Required Texts/Resources/Materials: [Insert Required Texts/Resources/Materials (i.e. Primary reading with details of availability and formats, supplemental reading materials, web resources, other materials like lab equipment, supplies, software, etc. in relevance to the course.)]

State whether they are required or optional. You might want to describe how the textbook or readings will be used in the course. List any lab supplies, equipment or other materials that will be required for the course.

**Ex.**



**Human Development: A Life-Span View, 7<sup>th</sup> Edition by Robert V. Kail & John C. Cavanaugh ISBN-10: 1-305-11664-X | ISBN-13: 978-1-305-11664-1**

## **ADDITIONAL REQUIRED COURSE READINGS**

**[Insert Additional Required Course Reading (i.e. Title, Edition, Year, URL, etc.)]**

## **5. LEARNING OUTCOMES/OBJECTIVES**

**[Insert Learning Outcomes/Objectives]**

Learning outcomes are a description of what a student will be able to do upon completion of the course. See appendix for an overview of Bloom's Taxonomy of Cognitive Learning for examples of active verbs associated with the various levels of cognition. List outcomes using measureable and observable action verbs. **Avoid** terms such as "know," "understand," "appreciate" or "become familiar with."

### **Ex. What are the objectives of the course?**

What do you want your students to leave with in terms of knowledge, skills and/or attitudes?

They could be written as:

- 1) To provide information about ...
- 2) To enhance skills in ...
- 3) To promote the values of ...

## **6. BLACKBOARD ACCOUNT**

**Information and course content will be available on blackboard, which may be assessed as follows:**

- On the student menu of the Alcorn website, you will find the blackboard option. Another option to access blackboard is using the web address "blackboard.alcorn.edu."
- Click on Login and you will be prompted to your username and password. [Your username will be the Alcorn e-mail address that the university assigned to you at registration. The password will be the password to the Alcorn e-mail account.]
- Once you are logged into Blackboard, a listing of Blackboard courses will appear. When you click on the course, you will first see the announcements. Listed on the left-hand side is a menu of options available for the course. Options such as announcements, syllabus, course documents, discussion, assignments, tests and/or course handouts.
- Specific details on accessing Collaborate may be included. Specific instructions for students in terms of time to log in before class and any other updates will be helpful. This serves as a visual guide for the students as they navigate through Blackboard.
- For assistance with Blackboard, please contact via phone (855) 671-6898.

## **7. COURSE WORK/ASSIGNMENTS**

**[Insert Course Work/Assignments]**

Provide a short summary of the different components of your assignments. For example, a short description of exams, assignments, etc. Specify the number of points for each and the relative value given to each activity in the calculation of the course grade.

## **8. GRADING POLICY**

**Ex.**

All assignments are due on the date & time prescribed by the instructor.  
 Before assignments are submitted, the instructor will provide explicit instructions about the assignment to ensure clarity.

## 9. EVALUATION/ASSESSMENT

[Insert Evaluation/Assessment details for tests, exams, projects, rubric etc.]

[Insert Rubric for Graded Assignments]

Ex. Grading Rubric for Thesis

<b>CATEGORY</b>	<b>Unacceptable (Below Standards)</b>	<b>Acceptable (Meets Standards)</b>	<b>Good (Occasionally Exceeds)</b>	<b>Excellent (Exceeds Standards)</b>	<b>SCORE</b>
<b>Introduction</b>	<i>Does not adequately convey topic. Does not describe subtopics to be reviewed. Lacks adequate thesis statement.</i>	<i>Conveys topic, but not key question(s). Describes subtopics to be reviewed. General thesis statement.</i>	<i>Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. General thesis statement.</i>	<i>Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. Specific thesis statement.</i>	<b>5 points</b>
<b>Focus &amp; Sequencing</b>	<i>Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.</i>	<i>Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions.</i>	<i>All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.</i>	<i>All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics and main topic.</i>	<b>15 points</b>
<b>Support</b>	<i>Few sources supporting thesis. Sources insignificant or unsubstantiated.</i>	<i>Sources generally acceptable but not peer-reviewed, research (evidence) based.</i>	<i>Sources well selected to support thesis with some research in support of thesis.</i>	<i>Strong peer-reviewed research based support for thesis.</i>	<b>15 points</b>

<b>Conclusion</b>	<i>Does not summarize evidence with respect to thesis statement. Does not discuss the impact of researched material on topic.</i>	<i>Review of key conclusions. Some integration with thesis statement. Discusses impact of researched material on topic.</i>	<i>Strong review of key conclusions. Strong integration with thesis statement. Discusses impact of researched material on topic.</i>	<i>Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the researched material on topic.</i>	<b>5 points</b>
<b>Grammar &amp; Mechanics</b>	<i>Grammatical errors or spelling &amp; punctuation substantially detract from the paper.</i>	<i>Very few grammatical, spelling or punctuation errors interfere with reading the paper.</i>	<i>Grammatical errors or spelling &amp; punctuation are rare and do not detract from the paper.</i>	<i>The paper is free of grammatical, spelling &amp; punctuation errors.</i>	<b>20 points</b>
<b>APA Style &amp; Communication</b>	<i>Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.</i>	<i>Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.</i>	<i>Rare errors in APA style that do not detract from the paper. Scholarly style. Writing has minimal number of unclear passages.</i>	<i>No errors in APA style. Scholarly style. Writing is flowing and easy to follow.</i>	<b>20 points</b>
<b>Citations &amp; References</b>	<i>Reference and citation errors detract significantly from paper.</i>	<i>Two references or citations missing or incorrectly written.</i>	<i>One reference or citation missing or incorrectly written.</i>	<i>All references and citations are correctly written and present.</i>	<b>20 points</b>

**Total Points:**

*\*(Adapted from: The Psychology Department at San José State University)*

Grades will be based on the following exams and assignments: (Sample Table)

	Assessment	Score
1.	Assessment	Score
2.	Assessment	Score
3.	Assessment	Score
4.	Assessment	Score
5.	Assessment	Score

6.	Assessment	Score
6.	Assessment	Score
7.	Assessment	Score
	<b>TOTAL</b>	Score

Course grades are assigned according to the following criteria: (Sample Table)

<b>Grading Scale</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
Percentage based grading	100-91	90-81	80-71	70-60	Below 60
Score based grading	300-273	270-243	240-213	210- 180	Below 180

## **10. EXAM MAKE UP POLICY**

**[Describe policies and procedures for missed exams, make up policy for exams and assignments]**

## **11. CLASS ATTENDANCE**

**[Insert Other (i.e. Policy regarding inclement weather)]**

Students are expected to arrive on time and stay for the length of the class. Only three (3) unexcused absences are allowed. Avoid being late to class. Instructor will adhere to all University policies pertaining to attendance.

## **12. EXTRA CREDIT (OPTIONAL)**

**[Insert Extra Credit information]**

**Ex.**

“Meaningful Student Involvement is the process of engaging students in every facet of the educational process for the purpose of strengthening their commitment to education, community and democracy.”

Adam Fletcher

You are encouraged to participate in research studies conducted in the department. This experience is to provide you with first-hand experience of research, develop an appreciation of research and also prepare you for advanced studies. For your participation, you can earn up to 15 points contributing to your final grade. Extra credit will be given only for providing evidence of your participation. Please remember to obtain my permission prior to participating in the study.

## **13. ACADEMIC POLICIES**

**I. Instructor Personal Policy:** **[Insert Instructor Personal Policy (i.e. Tardiness, classroom management procedures, class participation, cell phone, late assignments, reporting on illness and family emergencies and make up exams, etc.)]**

**Ex.**

All students are expected to adhere to the requirements of the Alcorn State University Student Handbook. Students are expected to attend class regularly, to participate in class discussions, complete class assignments on time and to participate in experiential learning opportunities. All students must have an active Alcorn email address. Students are required to silence all electronic devices (e.g. cellular phones etc.) when in the classroom. Instructor will adhere to all University policies pertaining to make-up tests, cheating/plagiarism, as well as withdrawal, incomplete and final exams.

**II. Evaluation/Grading Policy:**

**[Insert Evaluation/Grading Policy]**

**III. Academic Integrity/Plagiarism:**



Failure to comply with academic integrity, honesty, and behavior standards may result in course failure or administrative withdrawal from the class.

**IV. Americans with Disabilities Statement & Non-Discrimination Statement:**

In accordance with federal legislation, reasonable accommodations will be provided to students with a documented disability. Alcorn State University does not discriminate on the basis of race, sex, age, handicap or disability. If you need special accommodations or would like to have more information on this policy, please contact the Department of Health & Disability Service in Rowan Hall or call (601) 877-6460.

**V. Student Withdrawal Policy/Drop Date:**

**[Insert Student Withdrawal Policy]**

A withdrawal from the course is possible through the date specified in this semester’s catalog. Please review the requirements in ASU’s catalog for withdrawal dates. An incomplete will be given in the course if, for some reason beyond your control (hospitalization, death in the family, natural disaster, etc.) you cannot complete the course. Under no circumstances will you be given an incomplete because you have an undesirable grade in the course.

**VI. University Resources/Counseling Center, Writing Center, Blackboard Support, Tutoring and Math Center, Library, Etc.**

**[Insert University Resources/Counseling Center, Writing Center, Blackboard Support with web links]**

Students must also contain an Alcorn Library ID Number from the Library so that they can access the Alcorn State University online bibliographical data resources to complete class assignments.

**14. COURSE CONTENT/OUTLINE/CURRICULUM SEQUENCE**

**[Insert Course Content/Outline/Curriculum Sequence: A course schedule should include class meeting dates, topics to be covered, readings or other preparations for class, due dates for assignments and exam dates.]**

**Ex. COURSE SEQUENCE**

<b>Date</b>	<b>Course Readings</b>	<b>Assignment</b>
<b>Week 1 (Aug.24- 28)</b>	Course Readings	Assignment
<b>Week 2 (Aug. 31-Sept.4)</b>	Course Readings	Assignment
<b>Week 3 (Sept. 7-11)</b>	Course Readings	Assignment
<b>Week 4 (Sept.14-18)</b>	Course Readings	Assignment
<b>Week 5 (Sept. 21-25)</b>	Course Readings	Assignment
<b>Week 6 (Sept. 28- Oct.2)</b>	Course Readings	Assignment
<b>Week 7 (Oct.5-9)</b>	Course Readings	Assignment
<b>Week 8 (Oct. 12-16)</b>	Course Readings	Assignment
<b>Week 9 (Oct. 19-23)</b>	Course Readings	Assignment
<b>Week 10 (Oct. 26-30)</b>	Course Readings	Assignment
<b>Week 11 (Nov.2-6)</b>	Course Readings	Assignment
<b>Week 12 (Nov. 9-13)</b>	Course Readings	Assignment
<b>Week 13 (Nov. 16-20)</b>	Course Readings	Assignment
<b>Week 14 (Nov. 23-27)</b>	Course Readings	Assignment
<b>Week 15 (Nov. 30-Dec.4)</b>	Course Readings	Assignment

<b>Week 16</b> (Dec. 7-10)	Course Readings	Assignment
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## **Attachment A**

### **ALCORN STATE UNIVERSITY ONLINE TEACHING POLICY**

#### **OVERVIEW**

The Faculty Online Certification Course is developed and delivered in-house through the University Learning Management System (as of this policy's writing, Blackboard Learn). This training explores the nuts and bolts of the University Learning Management System, including how to set up your course,

communication tools, assessments, grade book, etc. This course allows instructors to experience the course from the perspective of the student/end-user. Concurrently, it affords the instructor to glean best practices in online teaching methods. It guides the instructor through exercises using different ways that the student interacts with the teacher.

## **POLICY**

All instructors who teach Online (OL) and Hybrid (HY) courses must have proof of Online Education Certification in order to teach online course sections within the University Learning Management System. This certification is offered in-house through the Alcorn State department of Online Education. Additionally, as of this policy, if the instructor has proof of prior certification from Florida State College, they do not have to complete the in-house certification course.

In the usual case, instructors need not re-certify for online teaching save major changes to the in-house Certification Course's curriculum which is typically caused by significant changes in the University LMS and/or significant changes in University Online Education policies. However, under certain circumstances, an instructor may be required to re-certify through a re-take of the Online Faculty Certification course (i.e. gap in instruction, lack of use of LMS technology, etc.). The Director of Online Education is authorized to make this recommendation to the faculty through the department chair.

The Director of Online Education, in conjunction with CITS team members, designs, tests, validates, and deploys the online training course through the University Learning Management System. The web-based certification modules, with stated outcome-based achievement metrics, are embedded with each of the training modules. The training is offered twice per semester. The instructor must pass the test for all of the modules to be certified. Each module will be updated in consonance with updates to the Learning Management System and/or University policies that affect the teaching/offering of online course sections.

## **PROCESS**

Once the instructor has earned his/her certification or been approved by the Office of Online Education, the certification documentation will be recorded and placed in the faculty or staff member's file in the office of Online Education. Data reports relevant to certification rates are provided third-party reviewers, auditors, and accreditation reviewers on a legitimate need basis to fulfill the university's reporting requirements.

## **Attachment B**

### **FULL-TIME ONLINE TEACHING POLICY**

- Satisfactory completion and passing of Online Training Program (online faculty must obtain passing grade prior to begin teaching).
- Teaching assignments include a minimum of 4 classes per semester for Fall and Spring semesters;
- Primary assignment is teaching, but who conduct student advising and perform other duties that may be assigned by the department chair or dean in accordance with contractual requirements and time commitments;
- Required credentials to teach the courses assigned;

- Eligible to participate in the full-time employee benefit programs; and
- Annual contract which expires at the end of the calendar year, or in accordance with the specific terms of the contract.
- Faculty may be required to meet with the Department Chairs/Deans/Provost during the academic year (once in the Fall and once in the Spring) at the main campus to participate in training, course discussions and other activities within the teaching disciplines.

### **Minimum Online Qualifications to teach full time**

- Undergraduate – Master’s degree and 18 graduate credits in your teaching area
- Graduate courses – Terminal degree and 18 post-graduate credits in your area of teaching

Potential faculty should have at least two years teaching experience in an educational environment, and two to five years’ work experience.

### **Required Time Commitment**

- Log into class at least five (5) days out of seven (7) to participate in discussions, timely grading, Q&A, and general course management.
- Respond to student questions within 24-hours; 48 hours on weekends
- Complete midterm and final grading activities within a 48-hour window.
- It is strongly suggested that online courses have a maximum of 20 students to ensure an effective learning experience for the learners.

**Semester length-** 16 weeks

### **Computer/Technical Requirements**

- Have access to reliable high-speed internet and a computer with current software in the Microsoft environment.

### **Attachment C**

## **PROTOCOL FOR ONLINE COURSES**

### **Alcorn State University**

It is imperative that there be strong and active communication from the instructor teaching any online course to ensure not only that students are successful in the course, but also to ensure that students and professors are engaging in ongoing conversation.

To ensure that best online practices are deployed to achieve maximum student retention and learning outcome attainment, the following guidelines should be followed:

- Professor should provide a weekly welcome note or announcement at the beginning of each week of class.
- Timely return of assignments and feedback. This means all work should be graded and available for student view within seven days after the prior week.
- Along with announcements and welcome messages, regular course website updates and postings should be shared with students.
- Mass and personal email communications should be made with all students.
- Professor should answer all email correspondence within 24 hours of receiving questions and or concerns from students.
- Contact students who haven't logged in for over a week to inquire whether they're experiencing technical difficulties or problems with course content/activities (report such findings via grades first)

**Monitoring from Online Director/Department Chairs**

There will be consistent monitoring of the online presence by faculty which will be conducted by the Office of Online Education. Prior to the beginning of each semester, a checklist evaluation will be performed. A final evaluation will be performed at the end of each semester and a copy will be provided to all chairs and faculty which shows their effectiveness in adhering to the policies throughout the online course. Continued approval to teach online is contingent upon adherence to the tenets of this protocol.

**Attachment D**

**Faculty Evaluation Rubric - For Full Online Courses**

**Highest Possible Point-105**

**Instructor must score at least 85% to successfully complete evaluation**

Area Being Evaluated	<b>Strong (15)</b>	<b>Competent (10)</b>	<b>Marginal (5)</b>	<b>Unsatisfactory (0)</b>
Syllabus	Clearly accessible to student in the learning management system. offers fully articulated and logically sequenced course schedule, listing topics/readings/questions in chronological order along with assignment due dates.	It contains just enough information (e.g., topics, context, questions, dates) to guide students through the course.	The document is readable but the full content that should be provided in the syllabus is missing (i. e. due dates, attendance policy, ADA regulations, code of student conduct, grading scale.	Syllabus is unavailable in the LMS.

Goals and Objectives	Instructor has well-described goals, which strongly support the online course objectives.	Instructor's goals are sufficiently clear and adhere to online course objectives.	Instructor's explanation of goals is weak, missing or does not support specific online course objectives.	Instructor has no stated or perceived goals and/or objectives for the online class and activities do not support online course objectives.
Gradebook/ Feedback	Instructor utilizes every moment of student contact as a learning opportunity. Instructor response time is quick and optimal for online learning.	Instructor's response time is adequate for an online course and does not hinder student learning or progress.	Instructor's response time was somewhat slow and did not help student learning in a timely fashion.	Instructor's response time was significantly slow and hinders student learning.
Discussion/In course communication	Instructor actively manages online discussions and postings and the response time is quick and optimal for online learning.	Instructor adequately maintains the online course and monitors student postings and discussion board threads. Instructor maintains course currency sufficiently.	Instructor does not update course sufficiently and may be lax in monitoring student postings and discussion board threads. Course needs a little updating.	Instructor fails to monitor student postings and discussion board threads. Course needs a significant amount of updating in order to meet current standards.
Organization	Instructor's lesson is very well organized and builds the lesson utilizing previous online lessons to scaffold students' learning of the material.	Instructor's lesson is prepared and follows course outlines and provides learning opportunities.	Instructor has a lesson prepared but it does not support course objectives, or the lesson plan loses focus at points.	Instructor has a plan which is rambling, disjointed or did not relate to the objectives of this online course.
Weekly Welcomes/Updates/Announcements	Instructor uses the announcements section to provide weekly welcomes, updates and other pertinent information as it relates to the course.	Instructor uses the announcements section but only to provide students with information regarding when grades have been posted in gradebook or when an assignment is due.	Instructor does not provide weekly updates but does post some relative information.	Instructor does not make use of the announcements resources.
Instructional Design and Delivery	Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.	Course provides adequate visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.	Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.	Course provides no type of resources to enhance student learning and accessibility.

## **Attachment E**

### **SAFEASSIGN PAPER EVALUATION**

SafeAssign compares submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works.

SafeAssign is effective as both a deterrent and an educational tool. Use SafeAssign to review assignment submissions for originality and create opportunities to help students identify how to properly attribute sources rather than paraphrase.

SafeAssign is based on a unique text matching algorithm capable of detecting exact and inexact matching between a paper and source material. Submissions are compared against several databases:

- Internet: Comprehensive index of documents available for public access on the internet.
- ProQuest ABI/Inform database: More than 1,100 publication titles and about 2.6 million articles from 1990 to present time, updated weekly (exclusive access).
- Institutional document archives: Contains all papers submitted to SafeAssign by users in their respective institutions.
- Global Reference Database: Contains papers that were volunteered by students from Blackboard client institutions to help prevent cross-institution plagiarism.

You can use SafeAssign originality checking for any of your assignments.

1. On the Create Assignment page, expand Submission Details.
2. Select Check submissions for plagiarism using SafeAssign.
3. Optionally, select one or both options:
  1. Allow students to view the SafeAssign originality reports on their submissions.
  2. Exclude all student submissions for this assignment from the institutional or global reference databases.
4. Complete the Create Assignment page.
5. Select Submit.

When you create a SafeAssignment, a grade column is automatically created in the Grade Center. When a SafeAssignment is ready for grading, the needs grading icon appears in the Grade Center cell. Grade SafeAssignments from the Grade Center or access them from the Needs Grading page.

Please Note: SafeAssignment reports should be thoroughly checked as there can be instances where students may have sighted their source but it comes up in the percentage of uncited material. It is important to check through all material so students are not penalized by default.

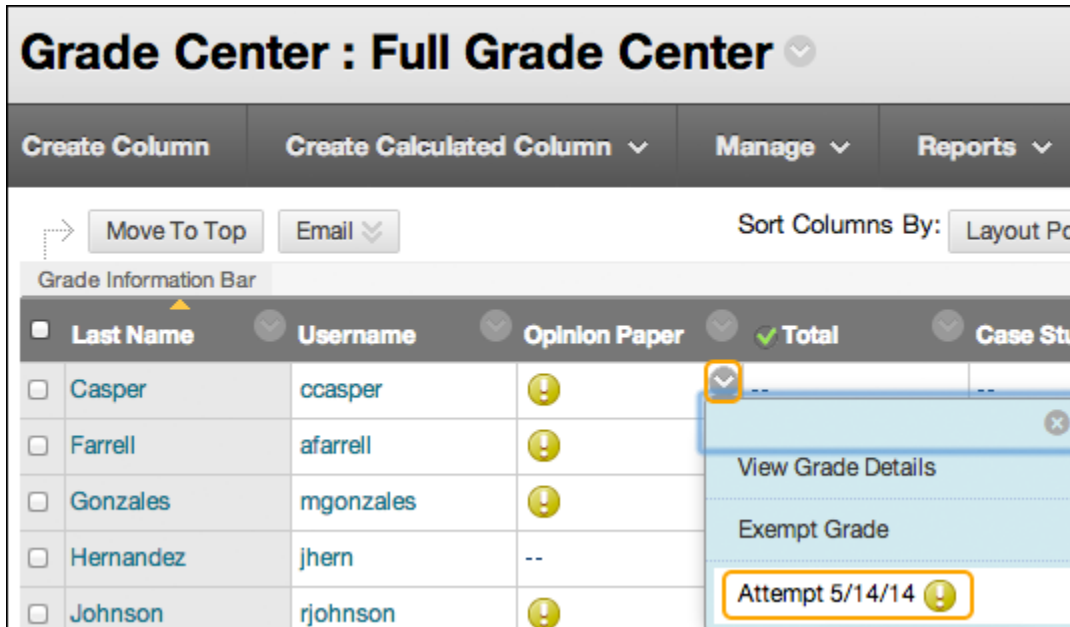
When a SafeAssign report has finished processing, you can access it on the Grade Assignment page. Access the Grade Assignment page from the Grade Center or the Needs Grading page.

In the Grade Center, locate the assignment that you enabled the SafeAssign options for. When students have made their submissions, you see the needs grading icon. Access the cell's menu and select the attempt.

On the Grade Assignment page, a SafeAssign section appears in the grading sidebar. While the report is processing, the following statement appears: Report in progress...



When the report is ready to view, a percentage appears in the grading sidebar. Expand the SafeAssign link and select View Originality Report to view the results in a new window.

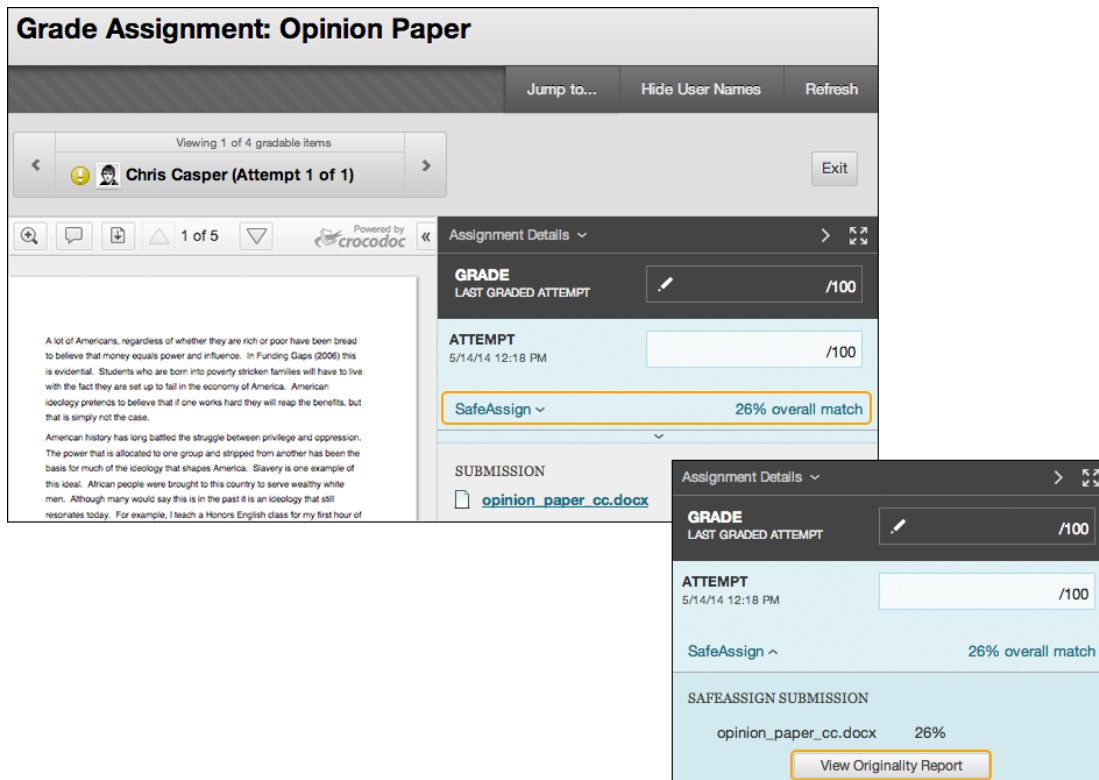


A

SafeAssign originality report is divided into three areas:

- Report information
- Citations
- Manuscript text

If you need more remove for viewing the paper's text, you can collapse the right panel with the right-pointing arrow. The highlighting colors remain in the collapsed view.



## Report information

Report information appears in the right panel of the report. When you reduce the width of the viewing area, this information appears at the top. You can view data about the paper, such as the percent of matching text, word count, and when it was submitted. If you included multiple

The screenshot shows the 'safe assign' interface. The main area displays a student's paper with several paragraphs of text. Two paragraphs are highlighted in yellow, and two are highlighted in blue. The right-hand panel contains the following information:

- Course: EARTH\_SYS\_SCI - EARTH SYSTEM SCIENCE
- Title: Opinion Paper
- Author: Chris Casper on Wed, May 14 2014, 12:18 PM
- Match: 26% highest match
- Submission ID: e74850c1-2f07-4402-a659-32294c679ed8
- Attachment: opinion\_paper\_cc.docx
- Word Count: 1,640
- Attachment ID: 26292511
- Citations (3/3):
  - 1 Another student's p...
  - 2 http://www.discours...
  - 3 http://www.emilyjas...

attachments, they appear with the report information. You also have an option for viewing a printable version. This printable version is the most effective view of the report for users who rely on assistive technology to access Blackboard Learn. At the top of the page, select Print to view the printable version. Download the PDF to email to others.

## Citations

The sources that include text that matches the submitted paper's text are listed in the right panel of the report.

## Manuscript text

2 In the first group of countries, issues of affirmative action, integration, minority policy, and other topics related to multicultural societies are more prominent.

**Suspected Entry: 68% match**

**Uploaded - opinion\_paper\_cc.docx**  
In the first group of countries, issues of affirmative action, integration, minority policy, and other topics related to multicultural societies are more prominent

**Source -**  
[http://www.discourses.org/...](http://www.discourses.org/)  
integration, minority policy, and other topics related to multicultural societies

The submitted paper appears in the left panel of the report. All matching blocks of text are identified. Each source has a color specific to the source—up to 30 unique colors for 30 different sources. Text matching a source is highlighted in the source color and identified with a number. In the right panel, you can select Show/Hide All Highlighting to turn source highlighting off and on for all sources at one time. You can turn the highlighting off and on for only one citation. Select Remove or Show Highlighting next to a citation.

Select a matching block of text to display information about the original source and the probability that the block or sentence was copied from the source.

Sentence matching scores represent the percentage probability that two phrases have the same meaning. This number reflects the reciprocal to the probability that these two phrases are similar by chance. For example, a score of 90 percent means that there is a 90 percent probability that these two phrases are the same. There is a 10 percent probability that they are similar by chance and not because the submitted paper includes content from the existing source—whether appropriately attributed or not.

The overall SafeAssign score indicates the probability that the submitted paper contains matches to existing sources. This score is a warning indicator only. Review papers to see if the matches are properly attributed.

- Scores below 15 percent: These papers typically include some quotes and few common phrases or blocks of text that match other documents. Typically, these papers don't require further analysis as there is no evidence of plagiarism.
- Scores between 15 percent and 40 percent: These papers include extensive quoted or paraphrased material, or they include plagiarism. Review these papers to determine if the matching text is properly referenced.

- Scores over 40 percent: A very high probability exists that text in these papers was copied from other sources. These papers include quoted or paraphrased text in excess, and need to be reviewed for plagiarism.

**Attachement F**

## BIOSIG-ID SECURITY

BioSig-ID works on any device with finger, stylus or mouse. It can replace your current security or be used as an additional layer. Secures any network including Education, Financial, Healthcare, eCommerce, Enterprise and more.

Alcorn State University is currently using this security ID to assist with the accuracy of student login verification. BioSig has proven 99.97% accuracy in keeping imposters from logging in to another person's account.

User Name	Time	Signature Data	Device	Context	Action	Succ	Acc.	App
try.to.spoof @biosig-id.com	1/31/2014 5:56:01 PM	M o m	Mouse	Validate	Validate Profile	✓	98	Biosig-ID

Website <https://www.biosig-id.com/>

# INTERNATIONAL STUDENTS: DISTANCE, ONLINE & HYBRID COURSE POLICY



## INTERNATIONAL STUDENTS: DISTANCE, ON-LINE & HYBRID COURSE POLICY

The U.S. Department of Homeland Security issued important regulations, particularly as to international students with F-1 visa status and their participation in registered classes. Alcorn must ensure compliance with the federal requirements, as well as applicable IHL and university policies (See the NAFSA and CFR below). This Provost Communication provides best practices and guidelines to assist valued faculty in the instruction and advising of international students with respect to (i) enrolling/registering in the correct course load requirements; (ii) maintaining good-standing of international students' visa status; (iii) ensuring sufficient and adequate "physical presence" in the classroom; and, (iv) facilitating timely progress towards degree completion and graduation.

### *3.20.7 Distance education limits (NAFSA manual)*

*No more than the equivalent of one on-line/distance education class or 3 credits per session may count towards the "full course of study" requirement, if the course "does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class." If the student's course of study is in a language study program, no on-line or distance education classes may be counted toward the full course of study requirement.*

### *8 C.F.R. § 214.2(f)(6)(i)(G)*

*(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted if taken on-line or through distance education in a course that does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward classroom hours or credit.*

### Distance Learning/On-Line Courses

A distance learning or on-line course is one that does not require a(n international) student's physical presence for classes, exams and/or other purposes integral to course completion. At Alcorn, International students may take online classes, but only a maximum of three-credit hours of these may apply to the international student's full-time status each semester. This means only one 3 credit online course per semester may count towards the student's full-time status. Therefore, undergraduate students who are enrolled in twelve credits must take nine of those credits in regular classroom-taught classes and graduate students who are enrolled in nine credits must take six of those credits in traditional classroom-based classes. Hybrid courses are exempt from this classification.

### Hybrid Courses

A hybrid course is one that blends online and traditional instruction and requires international students to maintain "physical presence in the classroom," at least partially. At Alcorn, instructors may evidence that international students are meeting the "physical presence" threshold by (I) requiring in-class attendance (a

in the first and last classroom sessions, (b) during classroom examinations, and/or (c) in other specifically-designated classroom sessions, such as a major projects, laboratories, or presentations; or (II) physically monitoring or assigning an approved Alcorn employee to proctor the hybrid class while international students are in the classroom. Hybrid classes where students have the option to either participate online or in-class will be considered 100% online classes if students chose not to be physically present in the classroom.

Summary

- F-1 students are required take the minimum credit requirements of full-time hours each semester, except in the final semester.
- An international student's lawful F-1 status will be terminated if s/he:
  - maintains a course load that falls below 12 undergraduate or 9 graduate credit hours;
  - fails to register for all class sessions during the first registration period;
  - fails to attend a registered class for which the student receives a UW grade; or,
  - withdraws from a semester.
- Grades which count towards satisfying the full-time enrollment requirement are A, B, C, D, F, P (Pass), and I (Incomplete\* so long as completed within the Catalog-specified limitation period).
- Grades which do not count towards satisfying the "full-time enrollment requirement" are W, UW, audit, and an incomplete (I) grade which becomes an F.
- Failure to comply with the regulation [8 C.F.R. 214.2(f)(6)(i)(G)] violates a student's F-1 status.

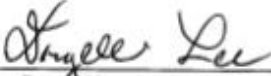
Major Take-Away: Registration and Completion is Key


International students must not only pay full-time tuition & fees and enroll in a full course of study at the beginning of each semester, but must also complete a full course of study at the end of each semester.

Alcorn State Universities offers distance-, on-line-, and hybrid-mediated courses to overcome time and geographical constraints while meeting the access, convenience, flexibility, and time demands of our ever-diversifying community of evening, weekend, working, (non)traditional, digitally-oriented, rural, first-generation, disadvantaged, and international students. Your cooperation with respect to the Homeland Security regulations is greatly appreciated. **Failure to follow the above policy will result in appropriate discipline, not limited to and including termination.**

Thank you for all you do for our students.

**APPROVED:**

  
\_\_\_\_\_  
Dr. Donnell Lee  
Provost & EVPAA

  
\_\_\_\_\_  
Dr. Alfred Rankins, Jr.  
President

Reviewed by IHL Attorney

Yes

No

10/13/15