



Online Policies and Procedures Handbook

2017- 2019



BLUEFIELD COLLEGE

3000 College Drive
Bluefield, VA 24605
800.872.0176
bluefield@bluefield.edu

Bluefield College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bluefield College. The College is also approved by the Council on Higher Education of the Commonwealth of Virginia.

Bluefield College's Teacher Education Program, which is designed to prepare competent, caring and qualified teachers who are reflective practitioners, was awarded Teacher Education Accreditation Council (TEAC) accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 24, 2016, to December 31, 2023. The accreditation does not include individual education courses that the Educator Preparation Provider (EPP) offers to P-12 educators for professional development, re-licensure, or other purposes. The teacher preparation program is also approved by the Department of Education, Commonwealth of Virginia.

The Bluefield College School of Nursing RN-to-BSN and MSN programs were granted accreditation by the Commission on Collegiate Nursing Education (CCNE) for a period of five years, from November 2018 until November 2023. CCNE is recognized by the Department of Education and is a specialized/professional accrediting agency that strives to ensure the quality and integrity of baccalaureate and graduate nursing programs. CCNE accreditation evaluation reviews the program mission, goals, and expected outcomes; and an assessment of the performance of the program.

advance

Contact Information & Quick Links

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MyBC (Bluefield College portal) - https://mybc.bluefield.edu/ics	
E-Learning (Bluefield College LMS) - https://mybc.bluefield.edu/ICS/Academics/	
Bluefield College Library - http://www.bluefield.edu/library/ . Phone – 276.326.4237	
Academic Center for Excellence (tutoring) - https://mybc.bluefield.edu/ics/Resources/ACE/ Office: 326.326.4220	
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SECTION A: INTRODUCTION TO BLUEFIELD COLLEGE

Welcome to Bluefield College!

We are delighted to welcome you to the online faculty at Bluefield College. This handbook has been prepared by the Instructional Technology Committee (ITC) to provide you with helpful information on developing and teaching online courses as well as participating in the Bluefield College Community. Please note that the handbook acts as a guide for online faculty. The policies and procedures outlined in the handbook are subject to change. If you have questions about online policies or procedures, please contact the Dean of Online and Distance Education at 276.326.4477 or the Office of Academic Affairs at Bluefield College at 276.326.4203.

Purpose of the Handbook

The purpose of the Online Faculty Handbook is to provide online faculty members, particularly those who are new to Bluefield College, with a summary of policies, regulations, practices, and expectations. The goals of the handbook include:

- Articulating the mission and goals of the online programs at Bluefield College.
- Providing technical and pedagogical support and resources for faculty teaching online and hybrid courses.
- Informing faculty of mandatory policies and procedures that relate to online and distance education courses.
- Defining best practices in online education and how to incorporate those practices into course design and delivery.

Faculty members should also consult the Bluefield College Academic Catalog for information on academic programs and policies.

BCOnline Mission Statement

The mission of online education at Bluefield College is to support student learning and develop transformational servant leaders by building and delivering high quality, Christ-centered educational programs and support services.

To achieve its mission, Bluefield College will:

- Provide technological services to support faculty and students
- Ensure that services are in place to support accessibility needs
- Support the development and evaluation of online, hybrid, off-campus, and hybrid courses
- Create opportunities for faculty training in best practices in online learning
- Act as a liaison between the colleges, departments, academic affairs and other campus stakeholders in the development and implementation of online policies and procedures.

SECTION B: ADMINISTRATIVE POLICIES

Definitions

“Distance education,” “distance learning,” and “online learning” refer to a formal educational process in which all, or the majority, of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence studies, audio, video, or computer techniques. In this policy manual, this educational process, also known at Bluefield College as online courses, will be referred to as “online.”

Curriculum and Instruction

Programs and courses provide for timely and appropriate interaction between students and faculty and among students.

- The faculty assumes responsibility for and exercises oversight of distance education, ensuring both the rigor of programs and the quality of instruction.
- The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of such technology are clearly communicated to students.
- There is currency, as well as breadth and depth, of materials, programs, and courses.
- Online education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, distance courses, or other media products.
- Faculty support services are appropriate and specifically related to online education.
- Faculty who teach in online education programs and courses receive appropriate training.
- Admission and recruitment policies and decisions take into account the capability of students to succeed in online education programs.
- Comparability of online education programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.
- Class sizes for online learning are dependent upon the demand of the course subject and curriculum, but course enrollment should be capped at a maximum of 32.

Library and Learning Resources

- Students have access to and can effectively use appropriate library resources.
- Course requirements ensure that students make appropriate use of learning resources.
- Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs on the Bluefield College main campus in Bluefield, VA.

Student Services

- Students have adequate access to the range of services appropriate to support the programs, including admissions, financial aid, academic advising, and delivery of course materials, and placement and counseling.
- Students have an adequate procedure for resolving their complaints.
- Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.
- Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

Facilities and Finances

- Equipment and technical expertise required for distance education are available.
- Technical support for faculty and students will be available in a combination of web-based self-help tutorials and videos, self-paced orientation, email, and telephone.
- Long-range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment, and other resources essential to the viability and effectiveness of the distance education program.

Implementation of Online Policies and Procedures

The Instructional Technology Committee with the Dean of Online Programs will collaboratively establish guidelines for online courses that meet and/or exceed the minimum standards established by accrediting guidelines.

Complaint resolution process for students in distance education:

Students are encouraged to communicate directly with the institutional department for which they have a concern. All Academic concerns, including grade appeals, should follow the procedures listed in the current Academic Catalog on pages 67-68. Only if a student feels his or her complaint has not been resolved through this procedure and has sufficient evidence supporting this claim, he or she may submit a Student Complaint Form to the State Council of Higher Education for Virginia (SCHEV). More details on the SCHEV student complaints procedure can be found on the SCHEV agency page at www.schev.edu. SCHEV provides oversight in Virginia for resolving institution complaints from students taking distance education under the aegis of SARA. In the event that the student's complaint or residency location does not fall under the aegis of SARA, the institution will serve as the final overseer in the complaint resolution process. SHEV's contact information for these circumstances can be obtained from the Vice President for Academic Affairs and Athletics: Dr. Marshall Flowers, mflowers@bluefield.edu, 276-326-4355.

College guidelines for online courses and programs apply to both those being developed for delivery via distance learning and already existing distance learning courses and programs.

- Departments will review courses and programs being developed for offering via online delivery to ensure courses are developed and delivered in accordance with established guidelines.
- Existing online courses and programs will be reviewed as part of the normal Institutional Effectiveness Review Process to ensure they are delivered in accordance with established guidelines and in keeping with best practices.

Bluefield College will provide appropriate faculty professional development as well as appropriate support to faculty, staff, and students to allow effective implementation of online learning guidelines.

SECTION C: ACADEMIC & INSTRUCTIONAL POLICIES AND PROCEDURES

Bluefield College's Credit Hours Policy, as stated in the Academic Catalog (<http://www.bluefield.edu/academics/academic-resources/academic-catalog/>):

"Bluefield College defines a semester credit hour based on the traditional "Carnegie Unit" which stipulates that one semester credit hour be awarded for fifteen sessions of 50-minutes duration in classroom lecture-recitation each requiring two hours of outside preparation by the student. The College identifies this unit as the primary academic measure by which progress toward a degree is gauged. However, the College also recognizes that such a unit measures only a part, albeit a major part, of a composite learning experience, based upon formally structured and informal interactions among faculty and students. Due to this understanding, Bluefield College has adopted a variant of the "Carnegie Unit" which is consistent with innovative practices such as online education, competency-based credit, and academic activities that do not rely on "seat time."

Asynchronous learning experiences offer challenges in overseeing the required contact time. Thus, the institution has adopted the following guidelines as the means and measures to substantiate conferring credit hours:

- Course syllabi will provide guarantee through printed documentation to the student that expectations, outcomes, course objectives, materials, and content are subjected to the same requirements as traditional courses.
- Academic Departments in collaboration with the Office of Academic Affairs will be responsible for adhering to and in plain means communicating the requirements.
- Each online learning tool used, (including but not exclusively limiting to: PowerPoints, guidebooks, videos, tutorials, lectures, and assigned readings, synchronous elements) is allocated a completion and/or duration time. In addition, the course work and assignments (again including but not exclusively limiting to: written essays, creative projects, examinations, collaborative studies, reflections, and responses) are also allocated a completion time.
- The completion times are listed in the syllabi so students will be aware of the effort and timing that must take place to prepare and complete assigned work. The times are set from the perspective of the student, not the time it would take an expert or instructor to complete the assigned work.
- Each term students will be asked to provide course feedback, in an anonymous survey. The data from the survey is used for ongoing course improvement.
- Time spent preparing for coursework, major assignments (papers/projects) study-sessions...etc., ought to be considered out of the scope of contact time and will be applied to preparatory hours. A chart has been adopted and will be used as the base guideline for creation of asynchronous programs to ensure consistency in assigning credit hours.

- Attendance should be assessed by completion of assignments that promote interaction with instructor led assignments, rather than pulling a report of time students have been logged into the learning management system. Academic performance will constitute as a sufficient measurement of student input.
- Each course created or offered for online asynchronous learning must follow the same policies and procedures as a traditional course.

Contact Time Calculations (Carnegie Units)

Contact time for asynchronous learning should be gauged by the duration that a student is interactively participating with instructor lead tasks. Homework, research, and other traditional preparatory work should not count toward the contact hour requirements.

Contact hours are applied at Bluefield College using the Carnegie Unit. A required minimum of 15-50 minute sessions (750 minutes or 12.5 hours) determine the contact hours needed to assign one credit hour to a course. The remaining minute requirements used to determine assignment of credit hours are considered independent work and preparatory time. The rubric below has been adopted to assist Bluefield College in creating and justifying course work in the asynchronous learning environment.

Task	Time on Task Estimates	Examples
<i>Start/Submission Tasks</i>	10 minutes per assignment	Each submission will require the start-up of the computer, software and internet log-ins and submission to the LMS.
<i>Reading</i>	4 minutes per page	Virtual and printed textbooks as well as other assigned reading materials: PowerPoint, Slide Shows, Syllabus, Announcements, Case Studies, Journals, Multimedia, Tutorials...etc.
<i>Video</i>	As recorded	Instructor's Video Guidance/ Unit Overview and others as assigned
<i>Audio</i>	As recorded	Sounds of music, nature, voice (multimedia on-the-go learning including Podcasts), ...etc.
<i>Simulations and Gaming.</i>	15 minutes per simulation	Labs, Real-world applied learning, artificial events, virtual tours or trips, etc.
<i>Practice Problems</i>	20 minutes per problem	Critical thinking, numerical based, technology based, Case Studies, surveys...etc.
<i>Writing Assignments</i>	1.5 hour per page	Writing, critical thinking, editing, reflection, revision
<i>Discussion Forum</i>	1.5 hours per session & responses	Collaborative studies and events (chats, conferencing, wikis/blogs, online office hours)
<i>Quizzes</i>	20 minutes per quiz	Virtual or print and submit.

<i>Exams</i>	1-3 hours per exam	Virtual or print and submit.
<i>Coursework/assignment preparatory time</i>	Determined per assignment requirements	Research/preliminary procedures: brainstorming, outlining and determining bibliography/resources...etc.

In addition to the above learning tasks, graduate classes should demonstrate additional rigor and student work at a higher level of Bloom's Taxonomy. To that end, additional learning tasks for the graduate level are listed below. An audit of the graduate courses will be conducted by randomly choosing one week from every course to calculate credit hour by the rubric.

<i>Research: Literature</i>	30 minutes-1 hour per source	Using database, search, locate, and read. Preparing an annotated bibliography.
<i>Research: Data Collection and Analysis</i>	Dependent upon time-line, whether using human subjects, and type of data collected.	Developing data collection instrument, collecting data, analyzing data
<i>Research: Writing</i>	2 hours per page	Includes citing courses in APA format
<i>Authentic Project</i>	Dependent upon time-line, number and age of human subjects, and type of project	School Improvement Plans, Classroom Management Plans, Annotated Lesson Plans, Field Tests of Learning Strategies, etc.
<i>Creative Project</i>	Dependent upon use of media and technology, type of project, amount of planning required.	Creating Lesson plans, video recordings, PowerPoint or Smart board files, games, activities for learning, etc.
<i>Presentations</i>	30 minutes to plan/prepare for each 5 minutes of presentation	PowerPoint presentations, video presentations

Course Requirements

All Bluefield College courses will use the learning management system, eLearning, for electronic access to their course syllabi.

Faculty teaching an online hybrid or online course should also:

Give a Course Welcome/Introduction which includes:

- An introduction to the delivery system course tools and how they will be used in this particular course.

- Instructor's contact information including: accepted modes of communication (at least two), accepted times for communication, times of "black-out" or no expected communication. (Include which time zone the instructor is in.)
- The course "attendance" policy.
- Instructions for obtaining any special software, textbooks, or other tools needed to complete the online course.

How Faculty Obtain Books

Online faculty should check with their chair to ensure they are ordering the assigned instructor's-copy textbook for the online courses they will be teaching. Those faculty members hired to teach hybrid or web-enhanced online courses should confer with their Chair for suggested and current textbook practices. Faculty will need to contact the publishing company and request an exam or review copy. There should be no charge. The company may wish to verify employment. The textbook should be directly shipped to the Faculty member's address and not to the College unless the faculty member has an office on the College campus. Each publishing company has a different process associated with ordering exam or review copies. For projected class size, please ask the Department Chair.

Faculty Responsibilities

Preparation

Bluefield College recommends all faculty members who teach and develop courses attend an Online Learning Orientation Course prior to teaching their first 100% Online Learning course. A waiver can be requested by the hiring committee to the Vice President for Academic Affairs & Athletics, only if the prospective faculty member has demonstrated a comprehensive knowledge of online delivery through past work experience and/or letters of recommendation. Faculty who have had prior experience in the Bluefield College delivery system are not required to take this course; however, courses will be continually offered through the Office of Academic Affairs and in conjunction with the Instructional Technology Committee. Each faculty member is strongly encouraged to participate.

Conduct

All faculty and staff members are expected to relate collegially with students and colleagues. Please refer to the Faculty Handbook. See Faculty Handbook section **4.7.1 TEACHING FACULTY PERFORMANCE STANDARDS** <http://www.bluefield.edu/mediafiles/2012hr-faculty-handbook.pdf> for more information.

Faculty Availability

A faculty member teaching an Online Learning course should schedule time in his or her schedule to meet with students on an as-needed basis. A majority of students are working adults and meetings outside of office hours should be setup by appointment by the instructor.

Reporting and Tracking Student Participation

Faculty should require students to complete the Participation Assignment during the first few days of class. Completion of the Participation Assignment finalizes the official roster for the class. Faculty will be responsible for tracking students' participation throughout the course for federal reporting and financial aid purposes. The Registrar will contact you to verify students who have not participated in the course within the first week of the term.

A student has participated if he or she has attended a class session, completed an assignment, and/or communicated in writing reasons for his or her excused absence before and up to the end of the first week of the course. The Registrar's office will be registering students until the last day to add a course. These students may not have participated in a class activity during the first week. It is the student's responsibility to communicate any late registration directly to his or her instructor(s).

Continuous tracking of student participation is required. If a student stops participating an early alert should be submitted about the student. Also if a student fails a course, federal financial aid requires the last date of attendance be reported.

Grades

All faculty members should keep a hard copy of their grades to ensure proper reporting in the case of technical difficulties or errors. Faculty will keep careful records of these grades and use the MyBC portal to report the grades following the guidelines in the Faculty Handbook.

A sample grading rubric is provided in Appendix C.

FERPA Requirements

The Family Educational Rights and Privacy Act of 1974 (FERPA) requirements remain the same as traditional class. (See Appendix D.)

Intellectual Property

Please refer to the Faculty Handbook section **4.16 INTELLECTUAL PROPERTY POLICY**
<http://www.bluefield.edu/mediafiles/2012hr-faculty-handbook.pdf>.

The Academic Center for Excellence (ACE)

The Academic Center for Excellence (ACE) exists to further Bluefield College's goal of providing a liberal arts education that will develop the whole person. This Center encourages students to take responsibility for academic choices and achievements and to understand that academic planning and development occur not only during undergraduate years, but also throughout a lifetime. Tutoring services, disability services, and the testing center for CLEP and DSST are housed in the ACE. The ACE Online Writing Lab is available for all students as a means of writing improvement. Students may submit written assignments online through the ACE Online Writing Lab link. This link is found under the ACE quick link on MyBC. Within the span of 24 to 48 hours after submission, students will receive a notification to download their work with suggestions for improving their writing skill. This is not a proofreading service, but a tool by which students may become better writers.

Academic Responsibilities

Academic Standards – General Policy

The maintenance of high academic standards is a common concern of the faculty and administration and is the individual responsibility of each online faculty member. The procedures described in this handbook provide a reasonable degree of order and uniformity to the College's instructional activity. Within this pattern, each online faculty member has the privilege and duty to use those instructional methods and teaching materials most likely to accomplish to the maximum extent possible the purpose of each course and the learning outcomes for each course. Students should be challenged to aspire for the highest mastery possible and should be expected to bring to the online classroom the results of considerable

studious preparation. The letter grade scale must be consistent with the catalog grading scale. Realistically, the final student grade should objectively reflect the ability of the student to meet previously identified, specific objectives.

Faculty Interaction

One of the critical elements for student success in online learning is the opportunity to receive prompt feedback from faculty. This is particularly true in the eight-week courses. For this reason, all online Faculty members should always:

1. Save records of course interactions, including email with all students until the grade appeal date has passed for the course. Faculty may use the LMS or Bluefield email to communicate with the entire class or individual students but should have a copy of the email sent to his/her Bluefield email account as well.
2. Respond to student emails in a timely manner. Unless there are extenuating circumstances, faculty response to a student question should take place within 24-48 hours. Grade appeals should be administered in accordance with the Academic Catalog. For online courses, all grade appeals must be made by the end of the fourth week of the next regular term—that is the next 8-week term not the next traditional semester.
3. When warranted, provide feedback on all graded assignments. Grades should be posted to an online grade book within seven days of receipt of the assignment.
4. Submit final grades for all students by the established due dates posted on the Academic Calendar.
5. Interact with the class at least four times per week via announcements, email, or discussion forums. It is suggested that faculty post any class emails to the announcements section of the course as well.
6. Check the course shell at least four times a week.
7. Actively encourage students to complete the final course evaluation.

See Appendix B - Weekly Faculty Course Checklist

SECTION D: ONLINE PERSONNEL POLICIES

See the Bluefield College Faculty Handbook for personnel policies at https://mybc.bluefield.edu/ICS/icsfs/Faculty_Handbook_-August_2015-FINAL_with_Table_of_.pdf?target=88f2b420-8c2e-4a49-bef0-f38c768eda0d.

Faculty Personnel Issues

This handbook applies to all Bluefield College employees including staff, full-time faculty, and adjunct faculty. General policies and procedures that pertain to faculty are found in the Bluefield College Faculty Handbook.

Use of the term “faculty” or “instructor” in this handbook means members of the full-time and the adjunct faculty, unless otherwise specified.

Adjunct online faculty will comply with all applicable college policies and procedures.

Academic Freedom

This process remains the same as on the main campus. See Faculty Handbook, section 4.3. https://mybc.bluefield.edu/ICS/icsfs/Faculty_Handbook_-August_2015-FINAL_with_Table_of_.pdf?target=88f2b420-8c2e-4a49-bef0-f38c768eda0d

Appointment of Online Adjunct Faculty

The same criteria for appointment are maintained as in a traditional classroom. Consideration should also be given to those who have experience in online delivery or exhibit the ability to instruct at a distance.

Department chairs will ensure that only qualified faculty teach in a given program and more specifically in courses they are qualified to teach. A Faculty Roster Form will be completed and kept on file for instructors and for each course they teach.

Adjunct Teaching Load

Adjunct faculty may teach a maximum of 3 classes at any given time not to exceed 12 credit hours. This is consistent with the Human Resource’s defined formula which regulates part-time employee work hours. Chairs who wish to have an adjunct exceed this number must request such exemption in writing to the Vice President for Academic Affairs & Athletics.

Online Adjunct Faculty Supervision

Department chairs supervise online faculty. Chairs will keep adjuncts advised of applicable administrative issues. Adjuncts are required keep Chairs advised of any concerns or potential problems taking place within a course.

Adjunct Faculty Communications

Adjunct faculty will provide their department chair with current contact information including current email addresses, phone numbers, and mailing addresses.

Adjunct faculty will routinely check their Bluefield email when teaching classes in accordance with aforementioned course requirements. Future teaching assignments may be sent to your Bluefield College email account, so it is important to regularly check your Bluefield email account.

Qualifications and Currency in Academic Expertise

Adjuncts will provide their respective Chair with a current Curriculum Vitae, which should detail educational achievement, applicable work experience, applicable training, a listing of all graduate courses completed, a listing of courses taught at the college level, a listing of professional training or seminars, and a listing of committees or honors which relate to the discipline in which they are teaching. A listing of academic or professional writing that is relevant to the teaching discipline might also be requested.

Online Adjunct Evaluations

Online faculty will be evaluated by the established faculty evaluation process currently in use by Bluefield College. See Faculty Handbook, section **4.7.3 PROCEDURE FOR EVALUATIONS**.

https://mybc.bluefield.edu/ICS/icsfs/Faculty_Handbook_-August_2015-FINAL_with_Table_of_.pdf?target=88f2b420-8c2e-4a49-bef0-f38c768eda0d.

SECTION E: ADMINISTRATIVE POLICIES, PROCEDURES, AND SERVICES

Enrollment

Online Enrollment Learning Policy:

Bluefield College offers online education as a method for increasing educational opportunities for students. The College encourages active learning by engaging contact between students and faculty which can be accomplished through diverse methods of learning. We are committed to providing a challenging, invigorating learning environment and to graduating students who adapt readily to a changing world. We believe online coursework enables us to further our global impact while maintaining small, personal classes with committed faculty.

Enrollment in online courses is based upon certain assumptions:

Traditional classroom learning does not suit the needs of all learners due to work schedules, family obligations, and other commitments.

Online and in-class courses may be used interchangeably to meet the school's graduation requirements, provided that the courses have either been taken with the College or have been accepted in transfer by the College.

Online student learning outcomes are equivalent to those of the same course taught on campus in a classroom and will be assessed as such.

Faculty are responsible for publishing in course syllabi acceptable standards of learning, use of resources, limits of collaboration, and appropriate forms of online and/or proctored testing.

Any course designed for online delivery must fit the online learning format, should have a defensible rationale for using such materials, and must maintain the integrity and quality as anticipated from an in-class offering.

Students may enroll in an online course without being admitted to an academic degree program, but are encouraged to consider selecting an academic program because financial aid is not available to non-degree seeking students. Those enrolled in an academic program should first consult their advisor prior to selecting a course schedule.

Who May Enroll in Online Classes in General?

- Students who are in the online academic program
- For online only courses, traditional students must obtain the approval of their advisor and the department chair for content area
- Full-time/part-time students
- Students from other colleges and universities who need to fulfill credit requirements
- High school students seeking college credit through dual-enrollment
- Students enrolled in our online Associate of General Studies degree.

Student Enrollment Process for Online Classes

Prior to the start of a student's first online class, Bluefield College will provide an orientation. This orientation could include PowerPoint, handouts, virtual meetings, and any other learning/meeting tool the College has adopted.

Procedures for Informing Students of Username and Password

1. The student's MyBC username and password is automatically created when a student's record reaches the application stage. Students will receive their information via generated email.
2. An application letter is mailed to the student's home address. This letter reiterates the importance of the MyBC login information sent to the student's personal email address.

Class Size for Online Courses

The minimum enrollment for a new online course is eight students. Any course with an enrollment number less than eight students requires the approval of the Vice President for Academic Affairs & Athletics. The maximum class size varies based upon the class and program requirements. Course maximums could range up to 32 students. If the class size reaches 32 students, the class will be split and a new section will be started. The students will be equally distributed between the two sections.

Administrative Requirements:

Training will be available for all new hires which will be scheduled with the instructional technologist. New instructors will need to contact the Dean of Online Programs and/or e-Learning Technologist for training opportunities. Other useful video tutorials can be found on MyBC. As the training sessions are costly, new instructors should refer to the tutorial videos and internal training options prior to scheduling training with Jenzabar.

SECTION F: TECHNOLOGY POLICIES

Acceptable Use Policy

The hardware and software computer resources of Bluefield College are available to the students, faculty and staff in support of the educational and administrative goals of the College. It is expected that users of these resources will engage in activities such as conducting research, completing course-work, communicating with others, accessing information in the performance of normal College-related job responsibilities and exploring other information sources. Using the system on an occasional basis for personal use, such as corresponding with friends or family through electronic mail, may also be considered appropriate, but in all cases usage should defer to College-related activities. The computer system may not be used for commercial or solicitation purposes without the express written consent of appropriate school officials. The computer resources provided by the College are the sole and exclusive property of the College.

It is expected, in turn, that users must respect the rights and privacy of others and must obey school policies and state and federal laws that may apply to their activities while using the computer system. Although the College, in its official capacity, will make every effort to respect the privacy of users of the computer system, it should be understood by all users that the computer systems are owned and operated by a private and Christ-centered college. Bluefield College considers any violation of the acceptable use principles or guidelines to be a serious offense. Any or all of these systems and all files on these systems may be intercepted, monitored, recorded, copied, audited, inspected, and disclosed to Bluefield College and law enforcement personnel, as well as authorized officials of other agencies, both domestic and foreign. Bluefield College also reserves the right to protect its network from systems and events that threaten or degrade operation. Bluefield College also reserves the right to determine what is acceptable and not acceptable in the use of computer systems.

Bluefield College Department of Information Services and Technology may suspend or limit access to the College's resources for misuse of software, hardware, and/or network services. Other actions may be taken depending on the nature of any misuse including investigating any suspicious activity. Violations may result in loss of access privileges and/or prosecution under civil or criminal laws. By using these systems, users are consenting to follow and submit to all Bluefield College policies concerning appropriate network use. Administrators of individual systems such as the library or computer labs may establish policies that place additional responsibilities upon users.

Access to communication systems and networks owned or operated by Bluefield College imply certain responsibilities and obligations. Access is granted subject to college policies and local, state, and federal laws.

Acceptable use is ethical, reflects academic honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of data, system security mechanism, and individual rights to privacy and to freedom from intimidation and harassment.

Student Login

MyBC Portal

Prospective students receive a MyBC (<https://mybc.bluefield.edu>) login after their application is processed. The login information is emailed using the email provided to Bluefield College during the application process. Passwords are randomized to ensure compliance with Family Educational Rights and Privacy Act (FERPA) and Higher Education Opportunity Act of 2008 (HEOA) regulations. At this juncture, the login provides access to the Admissions area and all publicly accessible areas of the portal. After being

registered, all other features of the portal area are opened up to the student, including the Student tab and the eLearning tab.

Email

After being registered for classes, students are placed in a queue for email account creation. Email accounts will be created within 2 business days of class starts as long as the student is registered in advance of this time frame. Email accounts for late enrollments will be generated within 1 to 2 business days. Once the account has been created, the student will be notified via email of his or her login information. This is the last password notification a student may receive via email.

Resetting Lost/Forgotten Passwords

All students are provided instructions for registering with the MyID Password Manager (<https://myid.bluefield.edu/pmuser>) when their accounts are created. Once registered, users may use this site to change their password at any time, even if it has been forgotten. Also, upon registering, users will be provided notices regarding password expiration. It is imperative users change their passwords prior to expiration of they will not be able to use MyID to reset their password.

Faculty Login

Upon completing all Human Resources requirements, IST will create MyBC and Email accounts for Faculty teaching online courses. Faculty must then complete a short orientation call with IST in order to receive login information, basic cybersecurity training, and information on IST policies.

Online Learning Requirements

Internet Connection

Online Students and Faculty will need sustained, long term use of a broadband Internet connection for Bluefield College online programs. Broadband is defined as DSL, Cable Modem, Satellite Internet services, FiOS, or comparable service with a minimum 6Mbps download speed. Dialup services and/or cellular phone connections are not considered to meet connection requirements for online learning. Even with a broadband connection, there are numerous factors that can cause speed to be reduced, such as sharing with other users, streaming video/audio content, having multiple web-based applications open at one time. We recommend that while working within online courses, any applications not required should be closed down.

System Requirements

Students and Faculty must have a readily accessible computer, preferably outside of the work environment, in order to complete program work. Bluefield College cannot guarantee access from other education or corporate/business networks. Computers should meet the minimum requirements listed in the most recent Bluefield College Catalog.

Bluefield College is a member of the Dell University Program, which provides discounts to Bluefield College Faculty, Staff, and Students. Those who are interested in a new computer may check out this program at <http://www.dell.com/dellu/bluefield>.

Software Requirements

The college requires users to have up-to-date antivirus software. There are several free options available online. All course assignments will require Microsoft Office 2010 or greater. Most assignments must be submitted in Microsoft Word, Excel, or PowerPoint formats. You may download the latest version of Microsoft Office for FREE using your Bluefield College email account. Instructions are available from IST or from the Microsoft Help files in your email account.

Jenzabar e-Learning

Bluefield College uses the Jenzabar e-Learning Learning Management System (LMS) for delivery of online courses. Access e-Learning from MyBC (<https://mybc.bluefield.edu>) is gained by clicking on the e-Learning tab and clicking the link to the course.

Obtaining Support

Accounts & Login Information

Due to FERPA regulations, Bluefield College is unable to email login information to students after they are enrolled in classes. All users are expected to use the MyID Password Manager (<https://myid.bluefield.edu/ics>) for any password issues.

For all other support issues, please email support@bluefield.edu.

Appendix A: Best Practices for Online Teaching

Design and Development of Online Courses

Significant planning is required when designing and developing online courses. The online course should be complete prior to the class's starting. Some courses will be developed by content specialists or contracted agents, and the course will be provided to faculty teaching it. Other courses will be developed by current faculty in the field teaching that online course. Below are issues that should be considered when designing and developing an online course.

Online faculty members are provided with fully developed courses and are required to teach using the pre-approved format. Each of these courses has a full-time Department Chair assigned for that course. The chair is responsible for all updates and any other changes to the course. Faculty are encouraged to recommend any potential changes to the chair, but the decision to implement those changes rests with the chair and approval from the Dean.

Organization

Organization of an online course is critical. Prior to placing any material into a course shell, the organization of the course must be determined. Questions to guide course organization include: will the course be self-paced or follow a preset schedule? Where will the course material be located in the course shell? Will the course material be organized by units, chapters, or topics? What is the simplest, most intuitive way to organize course material, the course layout/design, and course assignments? Simplicity of design and use is ideal. The online program will be organized into 8 Units that will span across an 8-week class term. The mid-term should normally take place in week 4 and the final exam in week 8.

Course Content

Deciding on course content will be defined by how the materials will be presented. There are a variety of approaches to effectively teach course content. The most pressing decision should be regarding the most effective method of delivery. This could be through texts, course material from publishers, images, PowerPoint, notes, through discussion (forums), video, audio, and other online resources such as interactive games, YouTube, reconstructions, tours, and virtual reality.

When determining content and how to most effectively present it to students, remember to consider technology limitations that students may have, such as download times, program availability, accessibility issues, and resources available to students (such as library resources). Instructors should also consider the various learning styles present in students.

Assessment

Assessment of students in the course is also a consideration when developing a course. Instructors should consider the following questions: how much time does the student need to complete the assessments, and will the instructor need to grade the assessments in a timely manner? What kind of technology issues could students encounter while completing the assessment? Is there a contingency plan to deal with these technology issues? What resources do students need access to in order to complete an assessment (for example, a video camera, a particular computer program such as Excel, research materials)? How does the assessment relate back to the course content? Will there be a rubric for grading? What kind of feedback will be provided to the students concerning their assessments?

Course Evaluation and Revision

Course evaluation and revision should be continuous. When evaluating your online course, the instructor should determine the effectiveness of the course content and instructional methods. Students complete course evaluations at the end of each term as part of the Institutional Effectiveness processes. This feedback as well as other feedback received throughout the term to evaluate the course. The instructor should use his or her teaching experience to assess the course. What worked well in the course? What did not seem to be effective in terms of design, content, and assessment? Consider these issues and others as well when revising a course.

For faculty who are using pre-designed courses, any revisions, corrections, or suggestions concerning the course should be sent to the Department Chair for that course, and the Chair will determine the next steps with the Dean.

Bluefield College Guidelines for Effective Online Courses

Below is a check sheet for developing and implementing effective online courses. These guidelines address not only content and design, but also best practices within the course that instructors can use to make the course more effective.

Introduction to the Course Checklist

Course Elements	Yes/No	Notes
<p>Introduction/welcome email is prepared and sent to the students two weeks prior to course. Include textbook information, instructor contact information, and other relevant information.</p> <p>Suggestion: Post welcome email as first announcement for the class.</p>		
Instructor Introduction (including picture, contact information, and optionally, online office hours, webpage, and video).		
Syllabus posted in the LMS (written following BC guidelines in the Faculty Handbook).		
Course/assignment schedule is posted in the LMS (preferably in the syllabus and also posted separately).		
<ul style="list-style-type: none"> Course/assignment schedule is clear, easy to follow, consistent and predictable so that students have a clear understanding of how to proceed through the course. <p>Suggestion: All assignments are due at the same time on the same day each week. Alternately, the same type of assignment is due on the same day at the same time; for example, all forum postings are due on Thursdays and all writing assignments are due on Sundays.</p>		

Policies/Rules/Guidelines are in the syllabus and are posted separately in the LMS.		
<ul style="list-style-type: none"> • Netiquette Guidelines 		
<ul style="list-style-type: none"> • Discussion Forum Rules 		
<ul style="list-style-type: none"> • Policies for Technical Problems 		
<ul style="list-style-type: none"> • Instructions about how to receive help 		
<ul style="list-style-type: none"> • Other guidelines pertinent to discipline/course 		
Introductory discussion forum for the class is posted in the LMS and instructor introduction is posted in the forum as an example.		
LMS organization is simple, clear, and easy to navigate.		
Instructions for using the LMS and any other technologies used in the course are posted in the course.		

Learning Environment and Expectations Checklist

Instructions for submitting assignments are posted in the LMS and in the assignments.		
Instructions for forums are posted and include:		
<ul style="list-style-type: none"> • Netiquette Guidelines 		
<ul style="list-style-type: none"> • Questions or instructions more detailed than a simple "discuss chapter 2." 		
<ul style="list-style-type: none"> • Deadlines for postings or policies concerning late postings 		
<ul style="list-style-type: none"> • Expectations concerning student participation such as the number of posts required 		
<ul style="list-style-type: none"> • Expectations concerning faculty participation or feedback in the forums. 		
Grading rubrics or criteria are posted.		
Feedback for students is provided, via email, feedback boxes in Coursework, file uploads for individual students in Coursework, and/or the ability to view online assessments.		
Response expectations from faculty are outlined (including how often the instructor will check and respond to email, days of the week the instructor will not monitor email, availability of online office hours, and the Questions Forum).		
Opportunities for student interaction are provided.		
A variety of learning styles are taken into account in the course design/assignments.		

Content Checklist

Course materials are easy to find and are easily accessible.		
Course materials are organized and named in a consistent way.		
Course materials appeal to a variety of learning styles.		
Course assignments are complete in terms of directions, expectations, working Internet links, due dates, etc...		
Course assignments allow for interaction among students in the course (forums, group work, etc...).		
Course materials are provided in a variety of ways (embedded materials, texts, videos, PowerPoints, audio, etc...).		
Course links, documents, audio and/or video are all working and accessible by students with a variety of technology levels (Internet connections, programs).		
Course areas not in use are removed from student view in the LMS.		

Assessment Checklist

Assessments are appropriate for an online course.		
Multiple types of assessments are used (online quizzes, tests, discussion, writing, etc...).		
Assessment instructions are clear and consistent.		
Instructions for problems with assessments are clearly stated and easy to find.		
Assessments are organized and labeled in a consistent manner.		
All assessment dates are valid and consistent with the course schedule/syllabus.		
All assessment settings in the LMS have been checked and are valid. (Check the student view in the LMS to view what the students will see).		
All grades are posted online in the LMS along with feedback where applicable.		
Use of the online grade book in the LMS is explained to students (are the grades shown in the LMS weighted and averaged, or just for students to see a record of their grades).		

APPENDIX B: RECOMMENDED FACULTY CHECKLIST

The following is to assist faculty with administrative metrics only and does not include all Faculty requirements. Check with the Chair for guidance and the exact deadlines for each semester.

Pre-Session	<input type="checkbox"/>	Faculty should order books for upcoming session – directions will be provided in the notification email.
Zero Week	<input type="checkbox"/>	Access course and review course materials, i.e. assignments discussion boards, course community center, etc. Submit help desk ticket or contact IST regarding any problems with the course (tests missing or do not have questions loaded, grade book not loaded properly, etc). Notify chair of submission of IST help.
	<input type="checkbox"/>	Post welcome announcement, course expectations, and policies
	<input type="checkbox"/>	Post faculty information and make available to students
	<input type="checkbox"/>	Enable Course Settings if needed to become active @ 12:01 AM on the first day of class
Week 1	<input type="checkbox"/>	Check emails from chair or other Bluefield Staff at least five days a week
	<input type="checkbox"/>	Post weekly announcement and email to students no later than midnight (ET) the first class day
	<input type="checkbox"/>	Respond to emails from chair or other Bluefield staff and students within 24 hours
	<input type="checkbox"/>	Post any additional policies/clarifications on assignments
	<input type="checkbox"/>	Actively work with students to resolve problems such as textbooks, access, understanding, and anxiety
	<input type="checkbox"/>	Notify depart. chair of student Issues that are not immediately resolved or extended absence of students
Week 2	<input type="checkbox"/>	Complete Roster Verification by the fifth day of class and notify the registrar's office
	<input type="checkbox"/>	Grades, along with substantial feedback, posted for previous week's assignments due within four days of the deadline for the assignment.
	<input type="checkbox"/>	Must have a presence in each class taught (5 times per week).
	<input type="checkbox"/>	Post weekly announcement and email to students no later than Monday at midnight (ET)
Week 3	<input type="checkbox"/>	Check emails from chair or other Bluefield staff at least four days a week
	<input type="checkbox"/>	Grades, along with substantial feedback, posted for previous week's assignments due within 1 week of the deadline for the assignment.
	<input type="checkbox"/>	Must have a presence in each section taught (5 times per week).
	<input type="checkbox"/>	Post weekly announcement and email to students no later than Monday at midnight (ET)
Week 4	<input type="checkbox"/>	Check emails from chair or other Bluefield staff at least four days a week
	<input type="checkbox"/>	Grades, along with substantial feedback, posted for previous week's assignments due within four days of the deadline for the assignment.
	<input type="checkbox"/>	Must have a presence in each section taught (5 times per week).
	<input type="checkbox"/>	Post weekly announcement and email to students no later than Monday at midnight (ET)
Week 5	<input type="checkbox"/>	Check emails from chair or other Bluefield staff at least four days a week
	<input type="checkbox"/>	Must have a presence in each section taught (5 times per week).
	<input type="checkbox"/>	Grades, along with substantial feedback, posted for previous week's assignments due within 1 week of the deadline for the assignment.
	<input type="checkbox"/>	Post weekly announcement and email to students no later than Monday at midnight (ET)
Week 6	<input type="checkbox"/>	Check emails from chair or other Bluefield staff at least four days a week
	<input type="checkbox"/>	Grades, along with substantial feedback, posted for previous week's assignments due within four days of the deadline for the assignment.
	<input type="checkbox"/>	Must have a presence in each section taught (5 times per week).
	<input type="checkbox"/>	Post weekly announcement and email to students no later than Monday at midnight (ET)
Week 7	<input type="checkbox"/>	Check emails from chair or other Bluefield staff at least four days a week
	<input type="checkbox"/>	Grades, along with substantial feedback, posted for previous week's assignments due within four days of the deadline for the assignment.
	<input type="checkbox"/>	Remind students to complete the End of Course Survey
	<input type="checkbox"/>	Must have a presence in each section taught (5 times per week).
Week 8	<input type="checkbox"/>	Post weekly announcement and email to students no later than Monday at midnight (ET)
	<input type="checkbox"/>	Remind students to complete the End of Course Survey
	<input type="checkbox"/>	Check emails from chair or other Bluefield staff at least four days a week
	<input type="checkbox"/>	Grades, along with substantial feedback, posted for previous week's assignments due within four days of the deadline for the assignment.
Post Session	<input type="checkbox"/>	Must have a presence in each section taught (5 times per week).
	<input type="checkbox"/>	Post ending announcement and email to students
	<input type="checkbox"/>	Evaluate the success of the course. Advise the chair of any significant issues, either positive or negative.
	<input type="checkbox"/>	Final grades posted by Academic Calendar deadline.

APPENDIX C: SAMPLE SCORING RUBRIC FOR PAPERS & PROJECTS

Criteria for Student Assignments & Work-products	Grade Range				
	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Unsatisfactory</i>
	100 to 93	92 to 90	89 to 80	79 to 70	69 & Under
	A	A-	B+, B, B-	C+, C, C-	D, F
			B+ 87- 89 B 83-86 B- 80-82	C+ 77-79 C 73-76 C- 70-72	D+ 67-69 D 63-66 D- 60-62
<p>Accuracy Scholarly preparation & presentation, quality content (i.e., the accurate, concise, logical, supported framing of properly documented ideas, using analytical, comparative, & evaluative methods), containing citations in text & references following APA Style.</p>	<p>No mistakes, scholarly and accurate including citations & references. Excellent knowledge of topic shown</p>	<p>Few if any mistakes, any mistake must be minor in nature, very good knowledge of topic demonstrated</p>	<p>Some, but not many mistakes; good quality of content knowledge demonstrated.</p>	<p>Several mistakes, fair knowledge of content demonstrated.</p>	<p>Many mistakes, demonstrates inadequate knowledge of topic. Makes factual errors.</p>
<p>Background Use of background, conceptual, contextual, or historical details (e.g., methods, participants, purposes, rationale, apparatus & procedures, results and conclusions).</p>	<p>Uses many details in a thorough and expert manner.</p>	<p>Uses many details to illustrate topic.</p>	<p>Uses some details to illustrate topic.</p>	<p>Uses one or two details, alludes to details vaguely.</p>	<p>Uses no background or historical details. Errors in details presented.</p>
<p>Learning Demonstrates learning and understanding by contextual illustration application discussing implications for practice.</p>	<p>Applies integrated concepts; makes connections between facts & ideas.</p>	<p>Clearly understands topic well and can apply concepts to practice.</p>	<p>Understands topic.</p>	<p>Follows directions. Shows a basic knowledge of topic.</p>	<p>Thinking and assertions not justified. Little or no evidence that knowledge was acquired.</p>
<p>Mechanics Mechanics, grammar, and the quality of artwork (e.g., appendixes, figures, & tables). The orderly expression, clarity, & smoothness of ideas following APA style considerations for formatting & pagination.</p>	<p>Mechanics, grammar and/or artwork, and other APA style considerations, presented without flaws, and with a polished appearance.</p>	<p>Mechanics, grammar and/or artwork & other APA style considerations presented without flaws and/or are of a quality nature.</p>	<p>Occasional error in mechanics (i.e., grammar and/or artwork & other APA style considerations), but not enough to distract.</p>	<p>Distracting errors, difficult to read. Many errors in grammar and/or artwork & other APA style considerations.</p>	<p>Fragmented sentences and grammar. Artwork completed in a haphazard or rough manner. Very difficult to understand. Shows little attention to APA style.</p>

Note. The Guide to Grading Student Papers & Projects, Revised 2010, updates grading criteria to meet the new grading scale. It is based upon *Guidelines for Grading Student Papers and Projects*, extracted from Bluefield College (1997), *Organizational Management & Development* curriculum, Semester 1 Student Handbook, 1997-1998.

APPENDIX D: FERPA 101

What is FERPA?

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, helps protect the privacy of student records. FERPA is sometimes also referred to as the student records confidentiality policy.

With certain exceptions, officials of Bluefield College will not disclose personally identifiable information from a student's education records without the student's prior written consent. "Directory information" will be disclosed without the student's prior written consent unless the student has notified the Office of the Registrar in writing to restrict release of that information.

What are Educational Records?

Any record maintained by the college that is related to the student with some narrowly defined exceptions:

- Records in the "sole possession of the maker" (e.g., private advising notes).
- Law enforcement records created by a law enforcement agency for that purpose.
- Employment records (unless the employment is based on student status). The employment records of student employees (e.g., work-study and wages) are part of their education records.
- Medical/psychological treatment records (e.g., from a health or counseling center).
- Alumni records (i.e., those created after the student has graduated) maintained by Bluefield College or an authorized party

As a College Employee, What do I Need to Know?

College employees are permitted to release the following information referred to as "Directory Information" without prior written consent from the student (except in cases in which the student restricts access to this information).

- Name
- * Jenzabar ID
- Local Address
- Local Telephone Listing
- Grade/Billing (permanent) address
- Grade/Billing (permanent) telephone listing
- Photograph & Video clips
- Quotes
- Date and place of birth
- County, state, or U.S. territory from which student originally enrolled
- Major field of study
- Class (junior, senior, etc.)
- Enrollment status (full-time, half-time, part-time)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Anticipated date of graduation
- Degrees and awards received
- Most recent previous educational agency or institution attended by the student

- Campus electronic mail address

*Because the Jenzabar ID Number (JIN) is public information, posting non-directory information such as grades using any part of the JIN as an identifier is not permitted.

"Directory Information" does NOT include parent information (names, address, phone number), nor does it include country of origin, if other than the U.S.

Access to Student Data

College officials requesting other than directory information will be given such information if they have a legitimate educational interest. College officials have a legitimate educational interest if it is necessary or desirable for them to have access in order to carry out their official duties and/or to implement the policies of the College, or if it is in the educational interest of the student in question for such officials to have the information. Persons receiving this information (or directory information prior to its publication) are responsible for protecting the confidentiality of the students involved. They are not permitted to re-release this data to persons, other than College officials with a legitimate educational interest, without the prior written consent of the students involved.

Parents of a dependent student as defined by the Internal Revenue Code may have access to the students' educational records. Parents' must provide the Office of the Registrar a copy of their most recent federal income tax form, indicating that they declared the student as a dependent in order to document dependency.

Important DOs and DON'Ts (in a nutshell)

- **DO** keep course records for a minimum of one year after the course ends.
- **DO** keep any personal and professional records relating to individual students separate from their educational records.
- **DO NOT** share student educational record information, including grades or grade point averages, with other faculty or staff members of the College unless their official responsibilities identify their "legitimate educational interest" in that information for that student.
- **DO NOT** share by phone, email or fax information from student educational records without first verifying the identity of the requester. A combination of student Jenzabar identification number, date of birth and email account password is required for identification purposes.
- **DO NOT** display student scores or grades publicly in association with names, student ID numbers or other personal identifiers. Because the Jenzabar ID number is public information, posting non-directory information such as grades using any part of the JIN as an identifier is not permitted.
- **DO NOT** put papers or lab reports containing student names and grades in publicly accessible places. Students may not have access to the scores and grades of others in the class.
- **DO NOT** share by phone or correspondence information from student educational records, including grades or grade point averages, with parents or others outside the institution, including letters of recommendation, without written permission of the student.
- **DO NOT** provide anyone with lists of students enrolled in your classes for any commercial purpose.

- **DO NOT** provide anyone with student schedules or assist anyone other than College employees in finding a student on campus.

Letters of Recommendation

Statements made by a person making a recommendation that are made from that person's personal observation or knowledge does not require a written release from the student. However, if personally identifiable information obtained from a student's educational record is included in the letter of recommendation (grades, GPA, etc.), the writer is required to obtain a signed release from the student which (1) specifies the records that may be disclosed, (2) states the purpose of the disclosure, and (3) identifies the party or class of parties to whom the disclosure can be made.

If the person writing the recommendation keeps this letter on file, then the letter is considered part of the student's education record and a copy should be forwarded to the Registrar. A student has the right to read the recommendation(s) unless he/she has waived his/her right to access.

Penalties for Violating FERPA Regulations

The Family Policy Compliance Office reviews and investigates complaints of violations of FERPA. If the Office finds that there has been a failure to comply with FERPA, it will notify the institution about the corrections that need to be made to bring the institution into compliance. The Office will establish a reasonable period of time for the institution to voluntarily accomplish the specified changes.

If the Secretary of Education finds, after this reasonable period of time, that an institution has failed to comply with FERPA and determines that compliance cannot be secured by any means, can, among other options, direct that no federal funds under his/her administrative control (financial aid, education grants, etc.) be made available to that institution.

Reminder

Remember—it is everyone's responsibility to maintain the confidentiality of student records, whether you are faculty, staff, or student. If you are unsure whether you should release information—then don't. Please call the Registrar's Office for any needed clarification.