



Online Policies and Procedures Handbook

2023 – 2025

TABLE OF CONTENTS

	Page
SECTION A: INTRODUCTION TO BLUEFIELD UNIVERSITY.....	5
SECTION B: ADMINISTRATIVE POLICIES.....	6
SECTION C: ACADEMIC & INSTRUCTIONAL POLICIES AND PROCEDURES.....	9
SECTION D: ONLINE FACULTY POLICIES & EXPECTATIONS.....	13
SECTION E: SUPPORT FOR ONLINE STUDENTS.....	17
SECTION F: TECHNOLOGY POLICIES.....	19

APPENDICES

APPENDIX A: Online Faculty Expectations.....	22
APPENDIX B: Best Practices for Online Teaching.....	24
APPENDIX C: Sample Scoring Rubric.....	29

BLUEFIELD UNIVERSITY

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

Bluefield University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Bluefield University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org). Inquiries about Bluefield University should be addressed to our Admissions Office at 800.872.0176 or 276.326.3682 and not to the Commission. The Commission should only be contacted by one that has evidence of the University's non-compliance with the Commission's requirements and standards

The University is also approved by the State Council of Higher Education for Virginia. Bluefield is a participating member in the NC-SARA program, as well as an active member of the Council for Christian Colleges and Universities, the Council of Independent Colleges of Virginia, the International Association of Baptist Colleges and Universities, and the Appalachian College Association. Also, the University holds memberships in numerous professional and athletic organizations.

Bluefield University'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 University School of Nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE is recognized by the Department of Education and as 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.

Contact Information & Quick Links

Mailing Address: Bluefield University , 3000 College Drive, Bluefield, VA 24605

Phone: 276.326.4215

Technical Support:

Account Creation or E-mail - support@bluefield.edu or 276.326.4618

Canvas Help - Canvas Courses – 540-491-4549 or the Help menu in Canvas.

Human Resources – 276.326.4594

Judy Pedneau – jpedneau@bluefield.edu or 276.326.4461

Caroline Dixon – cdixon@bluefield.edu or 276.326. 4594

Academic Center for Excellence (tutoring) - 276.326.4220

<https://mybu.bluefield.edu/ics/Resources/ACE/>

Bluefield University Library – 276.326.4238

<http://www.bluefield.edu/library/>.

Disability Services – 276.326.4220

E-mail: wpelts@bluefield.edu

Bluefield Central – 800.872.0176

(questions about grades, reporting attendance, graduation, etc.)

<http://www.bluefield.edu/bccentral/>

Provost's Office – 276-326-4456

Dr. Michael Salmeier, Provost – msalmeier@bluefield.edu

Dr. Pat Neely, V.P. for Online & Distance Education – pneely@bluefield.edu

Burma McChesney, Director of Academic Programs – bmcchesney@bluefield.edu

Instructional Design (Course Development) – 276.326.4228

Prof. Wendy Beavers – wbeavers@bluefield.edu

Prof. Nicole Kaklis – nkaklis@bluefield.edu

Contacts for the Schools and Colleges – 800-872-0176

Dr. Kimberly Farmer, Dean for Criminal Justice – kfarmer@bluefield.edu

Dr. Angela Cline, Dean for Caudill School of Business – acline@bluefield.edu

Dr. Jessica Sharp, Dean for Nursing – jsharp@bluefield.edu

Dr. Tracey Stout, Dean for Arts & Letters – tstout@bluefield.edu

Dr. Shawn White, Dean for General Education – swhite@bluefield.edu

Dr. Darrin Martin, Interim Dean for Graduate Education – dmartin@bluefield.edu

Dr. Shellie Brown, Director of Teacher Education – sbrown@bluefield.edu

Bluefield University Catalogs & Calendars: See the Bluefield University website

[Academic Resources for Students and Faculty \(bluefield.edu\)](http://www.bluefield.edu/academic-resources)

See the Bluefield University Faculty Training Course and Faculty Communication Center in Canvas for the latest information for faculty.

SECTION A: INTRODUCTION TO BLUEFIELD UNIVERSITY

Welcome to Bluefield University!

We are delighted to welcome you to the online faculty at Bluefield University. 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 University 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 Vice President of Online and Distance Education at 276.326.4477 or the Provost at Bluefield University 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 University, 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 University.
- 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 University Academic Catalog for information on academic programs and policies. The latest undergraduate and graduate catalogs can be found at [Academic Resources for Students and Faculty \(bluefield.edu\)](https://bluefield.edu/academic-resources).

BU Online Mission Statement

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

To achieve its mission, Bluefield University 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, and off-campus courses
- Create opportunities for faculty training in best practices in online learning
- Act as a liaison between the schools, 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 audio, video, or computer techniques. Instruction may be synchronous, asynchronous, or blended. In this policy manual, this educational process, also known at Bluefield University as online education, 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.

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, telephone and video conferencing.
- 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 Vice President of Online Programs will collaboratively establish guidelines for online courses that meet and/or exceed the minimum standards established by accrediting guidelines.

Online Grievance Resolution

Bluefield University supports the right of students to present complaints, file grievances, and appeal outcomes in an environment free of fear, retaliation, or other adverse consequences. The University has in place standardized procedures for addressing formal complaints made by all students, including graduate students. No matter the origin of the complaint, every care is taken to address concerns about the University, its programs, and its processes.

Grievance Resolution Process for Online Students

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**. In the event that institutional department leadership is unable to provide complaint resolution, the Director of Online Programs will serve as the next level facilitator in online student complaint resolution; as necessary, this will include partnership with Vice-Presidents and the President.

Only if a student feels his or her complaint has not been resolved satisfactorily 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 formal 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.

For more information regarding the above-posted policy, please contact the Bluefield University Provost's Office at 276.326.4203.

Enrollment

Online Enrollment Learning Policy:

Bluefield University offers online education as a method for increasing educational opportunities for students. The University 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, other commitments, and preferred learning style.

- 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 University or have been accepted in transfer by the University.
- 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 online courses without being admitted to an academic degree program.
- Students enrolled in an academic program should consult their advisor or student success coach prior to selecting a course schedule.

Who May Enroll in Online Classes?

- Students enrolled in online academic programs at the undergraduate or master's level
- On-campus students may enroll in online courses with approval of their advisor
- Early College (dual enrollment) students
- Non-degree students who are interested taking a class to meet personal learning goals or to transfer

Online Orientation for Students Taking Online Courses

Prior to the start of a student's first online class, Bluefield University enrolls students in a required orientation course. This orientation course will be provided in the Canvas Learning System and includes information on resources for students. The Online Orientation Class typically begins 10 days before the start of the term. The course includes a variety of resources as well as practice assignments and quizzes. The online orientation course is designed in eight modules using the same course template used in 8-week online courses.

SECTION C: ACADEMIC & INSTRUCTIONAL POLICIES AND PROCEDURES

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 University'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.

Bluefield University's Credit Hours Policy, as stated in the Academic Catalog:

“Bluefield University 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 University identifies this unit as the primary academic measure by which progress toward a degree is gauged. However, the University 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 University 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 to the student expectations, outcomes, course objectives, materials, and content that are aligned with 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.
- 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.
- 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.

Contact Time Calculations (Carnegie Units)

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

Contact hours are applied at Bluefield University 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 University 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

Grading Rubrics

Grading rubrics are an important tool for assessing student learning. Online courses may include scoring rubrics for the discussions as well as papers and projects. A sample grading rubric is provided in Appendix C. Also, information on how to create rubrics is provided in the Online Faculty Training Course.

FERPA Requirements

The Family Educational Rights and Privacy Act of 1974 (FERPA) requirements remain the same for all classes regardless of the delivery modality. (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>.

SECTION D: ONLINE FACULTY POLICIES & EXPECTATIONS

Online Classroom

Learning Management System - -Canvas

Bluefield University uses the Canvas Learning Management System (LMS) for delivery of online courses. Faculty and students may access Canvas from the Bluefield University Homepage or MyBU (<https://bluefield.instructure.com/login/saml>). Faculty who need assistance with accessing Canvas should contact IT Support at support@bluefield.edu. Canvas provides 24/7 support to Bluefield University faculty. Faculty can access that support by clicking on the Help link in the Canvas platform.

How Faculty Obtain Books

Bluefield University uses e-texts for all of its online courses. The faculty member can access the assigned textbook on the Course Resources tab in the course in Canvas. A faculty member who is a subject matter expert (SME) is assigned to each course. The SME selects the textbook for the course. If a faculty member would like a hard copy of the textbook, they should 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 University unless the faculty member has an office on the University campus. Each publishing company has a different process associated with ordering exam or review copies. For projected class size, please ask the Department Chair.

Online Faculty Training

Training will be available for all new hires which will be scheduled with the Coordinator of Instructional Technology and/or the Faculty Support Coordinator. The Department Chair will notify the Registrar's Office, the Vice President of Online and Distance Education, and the Coordinator of Instructional Technology when a new faculty member is hired.

All new online faculty are required to complete the Online Faculty Training Course located in the Canvas learning management system. In addition to the online training course, new online faculty have opportunities to meet individually with the Coordinator of Instructional Technology or the Faculty Support Coordinator for individual training. Training workshops are provided throughout academic year for online faculty.

Course Welcome/Introduction

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.

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 Canvas announcements 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.

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 by the due date. 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

Final grades must be submitted in MyBU by the due date posted in the Online Academic Calendar which can be found on the Bluefield Homepage under Academics and Academic Resources.. 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 MyBU portal to report the grades following the guidelines in the Faculty Handbook. If the faculty member experiences problems submitting grades, he or she should contact the Registrar's Office on or before the grading due date.

Online Adjunct Evaluations

Online faculty will be evaluated by the established faculty evaluation process currently in use by Bluefield University. See Faculty Handbook, section **4.7.3 PROCEDURE FOR EVALUATIONS**. https://mybu.bluefield.edu/ICS/icsfs/Faculty_Handbook_-August_2015-FINAL_with_Table_of_.pdf?target=88f2b420-8c2e-4a49-bef0-f38c768edaod

Personnel Policies

Faculty Personnel Issues

See the Bluefield University Faculty Handbook for personnel policies at https://mybu.bluefield.edu/ICS/icsfs/Faculty_Handbook_-August_2015-FINAL_with_Table_of_.pdf?target=88f2b420-8c2e-4a49-bef0-f38c768edaod.

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

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

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

Academic Freedom

This process remains the same as on the main campus. See Faculty Handbook, section 4.3. https://mybu.bluefield.edu/ICS/icsfs/Faculty_Handbook_-August_2015-FINAL_with_Table_of_.pdf?target=88f2b420-8c2e-4a49-bef0-f38c768edaod

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

Part-time and 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 Dean and Vice President for Academic Affairs & Athletics.

Online Adjunct Faculty Supervision

Department chairs/deans 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

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

When teaching classes, faculty are expected to check their Bluefield email a minimum of once every 48 hours. Future teaching assignments may be sent to your Bluefield University email account, so it is important to regularly check your Bluefield email account.

Qualifications and Currency in Academic Expertise

Faculty will provide their respective Dean and 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.

SECTION E: SUPPORT FOR ONLINE STUDENTS

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.
- 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.

How do Students Obtain Textbooks?

Online students will access ebooks through Canvas. Some graduate programs use ebooks while others may require a physical textbook which the students purchase themselves. Early College students purchase textbooks online. Students who register late may not have their books during the first week of class. Students are expected to notify faculty if textbooks are delayed. Questions about textbooks should be addressed to Jessy Mounts or by contacting Bluefield Central.

Library and Learning Resources

- Students and faculty have access to and can effectively use appropriate library resources.
- Course requirements ensure that students make appropriate use of learning resources.
- The Bluefield University Library can be accessed at <http://www.bluefield.edu/library/>.
- For instructor support, call the library staff at 276.326.4238 or by e-mailing pbeasley@bluefield.edu.

Disability Services

A faculty member may be contacted by a student requesting accommodations for a disability. Students should be referred to the Assistant Director of the ACE Center Wayne Pelts at wpelts@bluefield.edu to submit a request for accommodations. Also, a faculty member may receive an approved request for accommodations from a student. Please contact Wayne Pelts at wpelts@bluefield.edu if you have questions about disability services and accommodations.

IT Support

For support issues other than Canvas, please email support@bluefield.edu.

The Academic Center for Excellence (ACE)

The Academic Center for Excellence (ACE) exists to further Bluefield University'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. Online writing support is provided through Grammarly and Smarthinking. Students can submit written assignments online through the ACE Center at https://mybu.bluefield.edu/ICS/Resources/ACE/ACE_Writing_Help.jnz. The link for the ACE can be found under Quick Links on MyBU. Grammarly and Smarthinking can be used to help students become better writers.

SECTION F: TECHNOLOGY POLICIES

Acceptable Use Policy

The hardware and software computer resources of Bluefield University are available to the students, faculty and staff in support of the educational and administrative goals of the University. 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 University-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 University-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 University are the sole and exclusive property of the University.

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 University, 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 university. Bluefield University 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 University and law enforcement personnel, as well as authorized officials of other agencies, both domestic and foreign. Bluefield University also reserves the right to protect its network from systems and events that threaten or degrade operation. Bluefield University also reserves the right to determine what is acceptable and not acceptable in the use of computer systems.

Bluefield University Department of Information Services and Technology may suspend or limit access to the University'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 University 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 University imply certain responsibilities and obligations. Access is granted subject to university 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.

Procedures for Informing Students of Username and Password

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

MyBU Portal

Prospective students receive a MyBU (<https://mybu.bluefield.edu>) login after their application is processed. The login information is emailed using the email provided to Bluefield University 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.

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.

Faculty Login

Upon completing all Human Resources requirements, IST will create MyBU 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 University 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 University cannot guarantee access from other education or corporate/business networks. Questions about whether your computer will support online courses should be addressed to the support@bluefield.edu.

Bluefield University is a member of the Dell University Program, which provides discounts to Bluefield University 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 university 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 University email account. Instructions are available from IST or from the Microsoft Help files in your email account.

Canvas

Bluefield University uses the Canvas Learning Management System for delivery of online courses. Access to Canvas is available on the Bluefield University Homepage and on the MyBU homepage (<https://mybu.bluefield.edu>).

Obtaining Support

Student Accounts & Login Information

Due to FERPA regulations, Bluefield University is unable to email login information to students after they are enrolled in classes.

For technical support, you can email support@bluefield.edu.

APPENDIX A: Online Faculty Expectations

Online faculty expectations are detailed in the checklist below. The Online Faculty Training Course in Canvas provides additional information that supports faculty successfully meeting expectations.

Bluefield University Online Faculty Core Expectations

Pre-Course Launch	
Post Welcome Announcement/Email	Focus on essential course and content specific items, not all the related policy and logistical information. Tell students to take the Course Start Here Quiz during the first week of class.
Add Faculty Information in Canvas	Set up your profile including a brief bio, contact information, email, and best contact hours, etc.
Course Review	Review the course to make it is ready to go, and all links are active and discussion boards are set up.
Live Courses	
Post Weekly Announcements/Email – Noon on First Day of the Module	The post should be meaningful, concise, cover the basic requirements for the week, and written in a professional manner.
Respond to Emails and Phone Calls within 48 Hours	Replies should address the student by name, and they should be well-crafted, thorough replies to student questions.
Help Struggling Students	Provide additional learning resources, i.e. assignment examples, live TEAMS study sessions, supplemental readings or videos, etc. Offer deadline extensions or re-takes if appropriate.
Actively Participate in Discussion Forums	Module 1 – Respond to every student’s introduction post. Modules 2 -8 – Respond to 20% of the students each week. End of each week – Post a summary post providing feedback on themes, strengths and weaknesses, redirection, and corrections where the discussion may have drifted. Keep it positive.
Provide Quality Feedback on Assignments	Explain where students succeeded and how they need to improve. Feedback is important for all students even if they did a good job with the assignment.
Grade all Assignments within 7 Days of Due Date	Assignments should be graded no later than 7 days after the due date. Late papers should be graded within 7 days of submission.
Remind Students to Complete Course Survey	In Weeks 7 and 8, post an announcement encouraging students to complete the End-of-Course Survey.
Administrative Tasks	
Meet Course Deadlines	This includes roster verification, final grades, incomplete grades, etc.

Respond to Calls & Emails from Campus Leaders & Offices	Respond to emails from campus leaders and offices within 24 hours.
Student Success and Retention Efforts	
Contact Students Who Miss Assignment Due Dates or Discussion Posts	If a student misses an assignment due date or fails to post to the discussion board, please contact them within 48 hours encouraging them to submit the missing work even if there is a late penalty. Notify the student success coach if you need assistance contacting the student. The Registrar's Office should be notified if a student is inactive for 14 days.
Use Multiple Methods to Contact Non-Participating Students	In addition to contacting students who are not participating by email, try a phone call or text message. You can also contact the student success coach to assist with contacting the student.
Integration of Biblical Worldview	
Incorporate a Christian Worldview	Integrate/provide examples of how the course content relates to a Christian Worldview.
Include Encouraging Notes/Scriptures in Weekly Announcements	Students are often stressed and need some encouragement through notes or scripture verses.
Post Course Administrative Tasks	
Review Grade Distribution	Evaluate if the course grade distribution is appropriate for the level of the course, i.e. undergraduate, graduate, etc.
Assess Areas of Concern	Assess/determine triggers of concern related to the number of students withdrawing from the course or earning F grades in the course.
Review End of Course Survey Data	Review the scores and feedback on the end of course surveys. The EOCS data will be one component in the Online Faculty Annual Assessment process.

Appendix B: 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/SME 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. Courses are organized in an 8 or 16 week template. All courses are required to follow the standard template.

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.

The course evaluation process includes periodic reviews of courses by the dean overseeing the program along with staff from the Executive Vice President of Online and Distance Education office. The dean will then contact the faculty member who is assigned to the course. A copy of the Online Course Review Form is provided below.

Online Course Review Form

Course Number & Name: _____ Term: _____

Instructor: _____

Scores: Needs Improvement – NI, Developing – D, Accomplished – A, Exemplary – E

No	Criteria	Score	Feedback/Notes
1	The online course includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making course requirements transparent.		
2	The online course main page includes a faculty profile with contact information for the instructor including a phone numbers, e-mail address, and hours available.		
3	The online course syllabus contains information on each unit's outcomes.		
4	The course structure ensures that all online students, regardless of location, have access to library/learning resources that adequately support online courses.		
5	Expectations for student assignment completion, grade policy, and faculty response are clearly provided in the course syllabus for the entire course.		
6	Weekly announcements are posted by the first day of the module that cover the basic requirements for the module.		
7	Links or explanations of technical support are available in the course.		
8	Instructional materials are accessible to the student and easy to use.		
9	Courses follow the required Canvas template for the course delivery type, i.e. 8-week courses, 16-week courses, etc.		

10	Instructional materials are easily accessed by students with disabilities via alternate instructional strategies and/or referral to special institutional resources.		
11	Opportunities/tools are provided to encourage student-to-student collaboration (i.e. web conferencing, instant messaging, etc.) if appropriate.		
12	The discussion board is easy to find and discussion requirements are spelled out clearly.		
13	Student expectations are clearly communicated. Rules or standards for appropriate online student behavior are provided within the course.		
14	Student-to-student and faculty-to-student interaction are essential characteristics and are encouraged and facilitated. (Weekly interactions between faculty and students are easy to identify.)		
15	Feedback on student assignments and questions is constructive and offers suggestions for improvement.		
16	Assignment feedback provided within 7 days of assignment submission due date.		
17	Instructor presence in the course is easy to identify. (Announcements, blogs, introductions, videos, lectures, summaries of discussion posts, etc.)		
18	Faculty are active in their courses a minimum of 4 days per week with at least one day on the weekend.		
19	Faculty respond to 20% of their students' discussion board posts each week.		
20	Information on the ACE Center is provided in the course syllabus.		
21	Students are provided clear information for enlisting help from the institution.		
22	Faculty member models effective research and writing skills.		
23	Faculty member models professionalism and Christian ethics, as well as, welcoming diverse opinions.		

This course assessment tool was developed based on the OLC Quality Scorecard and Bluefield University's Online Faculty Expectations Document (10-2022).

APPENDIX C: Samples 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</p>	<p>Applies integrated concepts; makes connections between</p>	<p>Clearly understands topic well and can apply concepts</p>	<p>Understands topic.</p>	<p>Follows directions. Shows a basic</p>	<p>Thinking and assertions not justified. Little or no evidence that</p>

application discussing implications for practice.	facts & ideas.	to practice.		knowledge of topic.	knowledge was acquired.
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.	Mechanics, grammar and/or artwork, and other APA style considerations, presented without flaws, and with a polished appearance.	Mechanics, grammar and/or artwork & other APA style considerations presented without flaws and/or are of a quality nature.	Occasional error in mechanics (i.e., grammar and/or artwork & other APA style considerations), but not enough to distract.	Distracting errors, difficult to read. Many errors in grammar and/or artwork & other APA style considerations.	Fragmented sentences and grammar. Artwork completed in a haphazard or rough manner. Very difficult to understand. Shows little attention to APA style.

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 University (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 University 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 University 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 University or an authorized party.

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

University 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
- Billing (permanent) address
- 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

University officials requesting other than directory information will be given such information if they have a legitimate educational interest. University 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 University, 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 University 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 University 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 Student ID Number 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 University 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.