



Distance Education Handbook

2020

Table of Contents

Table of Contents.....	2
Introduction.....	5
Mission.....	5
Core Values	5
Learning Outcomes.....	5
Distance Education at Chatfield College.....	6
Definitions.....	6
Office of Instructional Technology.....	7
Distance Education Website.....	7
Instructional Technology Advisory Group.....	8
Email Accounts.....	8
Limits to LMS Course Site Access.....	8
Learning Management System Course Removal.....	9
Distance Education Course Development.....	9
Making LMS Courses Available and Unavailable.....	9
LMS Naming Conventions for Courses.....	9
Faculty.....	9
General Criteria.....	9
Steps for Becoming Approved to Teach Online/Hybrid Courses.....	9
Steps for Distance-Delivered Course Development.....	10
Steps for Continuous Course and Teaching Improvement.....	11
Standards.....	12
Course Design.....	12
Teaching/Learning Benchmarks.....	12
Instructional Design.....	13
Universal Design and Accessibility.....	14
Adult Learners.....	15
Course Design.....	15
Course Templates.....	16
Course Content.....	16
Discussion Forum and Chat Rooms.....	16
Quizzes, Exams and Assignments.....	17

Accessibility of Distance-Delivered Courses	17
Good Practices and Minimum Standards.....	18
Evaluating Online/Hybrid Courses	18
Copyright Infringement Policy.....	19
Other Consideration for Instructors.....	20
Course Management	20
Attendance	20
Students Who Don't Attend the First Two Weeks	21
Students Who Stop Attending.....	21
Process of Adding/Changing Instructors After the Start of the Semester	21
Student Course Status After the Start of the Semester.....	21
Frequency of Instructor Contact.....	22
Effective Contact for Distance Learning at Chatfield College	22
Common Materials.....	23
Institution, Program and Course Assessments.....	23
Students.....	24
Considerations for Students.....	24
Services for Students	24
Student Orientation	25
Recommended Communication from Faculty.....	25
Proctored Exams.....	25
Appendix A	30
Readiness Self-Assessment	30
Appendix B	33
Distance Course Proposal Form.....	33
Appendix C	41
Distance-Delivered Course Compliance Rubric	41
Appendix D	42
Credit Hour Policy and Equivalency.....	47
Appendix E.....	51
Student Identity Verification in Distance Learning	51
Appendix F.....	53
Protection of Student Privacy.....	53

Appendix G 55
Proctor Registration Form..... 55

Introduction

The policies and guidelines in this Handbook are updated regularly. Faculty and employees who deliver or support the delivery of distance education are expected to remain aware of the policies and guidelines summarized in this and additional handbooks.

Mission

Chatfield College is an open-enrollment Catholic college, rooted in the Legacy of the Ursuline Sisters, believing in the potential of every person, and accepting of people of all faiths. We offer a small collaborative learning environment with a deep sense of community, and personalized support. Chatfield meets students where they are and empowers individuals to better themselves, their employability, and their futures.

Core Values

Faith & Community

Create an academic community that fosters moral and spiritual development, along with educational success.

Empowerment & Accountability

Empower students to rely on their own skills and abilities to build productive, successful lives.

Learning & Growing

Inspire a lifelong commitment to learning, growing and succeeding in a changing world.

Learning Outcomes

Through an education at Chatfield, graduates will be able to achieve the following learning outcomes:

1. **Analyze and Synthesize** by examining and distinguishing constituent elements and combining parts of elements into a whole.
2. **Communicate Effectively** by exchanging ideas, thoughts, opinions or feelings among multiple cultural groups, including one's own, using language, symbols, signs or gestures appropriate for everyday living.
3. **Demonstrate Intercultural Knowledge** by engaging in behavior that encourages effective relationships in both one-to-one and group situations while respecting intercultural and cultural differences.

4. **Make Decisions Based on Values** by discerning what the individual prizes as ethical, socially worthwhile, good, beautiful and true.
5. **Cultivate Understanding of Human Expression** by integrating individual spiritual, cognitive, and affective responses to experience of the arts.
6. **Solve Problems** by finding solutions to complex questions or situations that present uncertainty or difficulty.

Distance Education at Chatfield College

Distance education at Chatfield College is a formal educational process in which students and instructors interact remotely. The instruction may be synchronous or asynchronous. Various methods such as print-based material, audio-visual resources, video conferencing, and computer technologies may be used, either independently or in blended modalities, to serve students.

Definitions

Distance education – Education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

- The internet.
- One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices.
- Audio conferencing.
- DVDs and CD-ROMs, digital publisher content, 3rd party websites.

Distance-delivered courses – Courses in which 50 percent or more of the instruction and interaction occurs via electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other.

Online courses – Distance-delivered courses in which the Internet serves as the medium of instruction.

Distance-delivered programs – Certificate or degree programs in which 50 percent or more of the required courses may be taken as distance-delivered courses.

Hybrid courses – Also termed blended courses. Courses in which less than 50 percent of the instruction and interaction occurs via electronic communication, correspondence or equivalent mechanisms, with the faculty and students physically separated from each other.

Synchronous Instruction – A mode of instruction in which instructor-delivered content and student learning take place simultaneously.

Asynchronous Instruction – A form of instruction in which instructor-delivered content and student learning take place separately, typically at a distance and through electronic communication.

Attendance - The U.S. Department of Education provides the following definition of attendance for financial aid purposes:

Attendance must be "academic attendance" or "attendance at an academically-related activity".

Attendance procedures are outlined in the Chatfield College Student Handbook and the Chatfield College Faculty Handbook. Regular and timely reporting of student attendance by faculty is the cornerstone of the policy. Faculty are required to report attendance within 24 hours of the end of a scheduled course session.

Attendance requirements for distance courses are addressed in the Course Management section of this manual.

LMS – Learning Management System. From Spring 2018 through Summer 2020 Chatfield College used Schoology as its LMS. Canvas was selected as Chatfield's LMS beginning in Fall 2020.

Office of Instructional Technology

The Office of Instructional Technology is located on the first floor of Chatfield Hall on the St. Martin campus. We are committed to providing instruction and support to faculty for developing courses and teaching in our online programs. You can contact the Office of Instructional Technology:

Kristi Hall, Manager of Instructional Technology and Application Support

kristi.hall@chatfield.edu

Phone #: 513-875-3344 ext. 155

Teams #: 513-401-9633

Distance Education Website

The [Instructional Technology website](#) is our primary means of sharing information with faculty, staff and students. It is recommended that you regularly

review the site. You can make suggestions for additions or enhancements by contacting the Office of Instructional Technology.

Instructional Technology Advisory Group

The Instructional Technology Advisory Group is made up of people from various groups within the college community. Their purpose is to advise the office of instructional technology and to assist in developing policies and procedures to enhance the distance education program at Chatfield College.

Email Accounts

Faculty

Faculty are assigned a Chatfield email account upon being hired. To learn how to access faculty email and reset your password, visit the [Chatfield Instructional Technology website](#). Your account is required to access Chatfield College messages and resources.

Students

Students are assigned a Chatfield student email account once their student application has been processed. Students can learn how to access their student email and reset their password in orientation, during their Cornerstone class, or by visiting the [Chatfield Instructional Technology website](#).

For additional assistance with faculty or student emails, contact the Office of Instructional Technology.

Limits to LMS Course Site Access

There are limits to who can access an LMS course site. Assigned instructors and enrolled students are to be registered users in LMS course sites. Additional users are allowed LMS course access when appropriate and approved by the supervising dean and/or the Chief Academic Officer. All others are not permitted access to the LMS course sites to preserve student privacy and academic integrity.

Department Chairs – for the process of academic appeals with approval of the instructor and the Chief Academic Officer.

Teaching Colleagues – for the purpose of assistance with curriculum and/or course design with the approval of the instructor and department chair.

Embedded Librarians – for the purpose of assisting students with academic research with the approval of the instructor.

Manager of Instructional Technology – for the purpose of assistance with course design with the approval of the instructor.

Course Review – Online courses at Chatfield are periodically evaluated in the same way that seated courses are. This process is outlined in the Faculty Handbook.

Learning Management System Course Removal

In the event that a course needs to be removed from the LMS after the term and classes have been uploaded to the LMS, contact the LMS administrator with the information about the class that needs to be removed. The Office of Instructional Technology will receive approval from the Chief Academic Officer and remove the class.

Distance Education Course Development

The Office of Instructional Technology is available for assistance in distance course development. Contact the office to schedule an appointment. All courses offered at distance must be approved prior to the first offering.

Making LMS Courses Available and Unavailable

Courses will be made available in the LMS approximately one month prior to the start of the next term.

Courses will be archived approximately one week after the end of a term. Instructors will be able to access the course content, but will not be able to make changes once a course is archived.

LMS Naming Conventions for Courses

At the time of writing this manual, the college is transitioning between LMSs. The Registrar and Manager of Instructional Technology will be working with the SIS and LMS systems to create a standard and functional naming scheme for LMS course sites.

Faculty

General Criteria

Instructors who teach courses that are in high demand and typically experience waitlists and instructors who typically teach core educational courses are encouraged to develop those courses for distance delivery.

Steps for Becoming Approved to Teach Online/Hybrid Courses

Step 1: Consider if you are ready to teach a distance education course. Answer the questions in the Readiness Self-Assessment document (Appendix A) to see if you are ready to move your course to a distance education format.

Step 2: Inform your Department Chair that you wish to become eligible to teach online classes at Chatfield.

Step 3: The Department Chair should notify the Chief Academic Officer and the Manager of Instructional Technology.

Step 4: Chatfield College regularly offers training to faculty through coursework based on best practices, and which aligns with widely-recognized standards of distance and online education (for example, see:

<https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric>)

Even if you have taught a distance-delivered classes previously, training may still be required by Chatfield College. This training will serve as an instance of professional development.

All faculty at Chatfield will be required to complete the following 2 training courses:

Learning Canvas and the Chatfield LMS – 2 weeks to complete.

Learning to Use Portfolium – 1 week to complete.

To teach online, faculty will additionally be required to take a 3-week training entitled Online Teaching Pedagogy. It is recommended that faculty complete this third training prior to developing a course for distance offering.

The Manger of Instructional Technology will schedule the training courses.

All faculty must complete all training prior to teaching at a distance. This training is offered multiple times a year at the college. This training counts toward your professional development.

Steps for Distance-Delivered Course Development

The process is summarized below. Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved.

The following will be considered in the approval process for distance delivery:

1. Completed Distance Course Proposal form (Appendix B) and Distance-Delivered Course Compliance Rubric (Appendix C). (Appendix C will be completed by an assigned, experienced reviewer, and the completed form will be used as part of course approval.)
2. Request approval of the course. The Curriculum Committee, in conjunction with the Office of Assessment and academic administration, will use the completed form included in Appendix B and the Rubric in Appendix C, policies related to ALL courses offered at the College (regardless of modality), and a review of the proposed distance-delivery course in the

LMS to conduct the evaluation. Revision may be requested. As with all courses final approval prior to the registration period for the semester or session in which the course is to be offered will be needed.

3. The course content and the objectives are the same as those on record.
4. The methods of instruction and evaluation are well-developed and plausible.
5. A variety of pedagogical methods are used and link back to the course objectives.
6. Appropriate evaluation methodology has been incorporated.
7. Compliance with accessibility guidelines has been adhered to.
8. The official course description as it appears in the Course Catalog should be revised as follows: "This course may be offered in a distance-learning format, including online or hybrid. The course delivery mode will be indicated in the course listing available during the registration period. Students registering to the course when offered at distance must be able to use the Internet and have access to a computer." This requires separate approval from the CC.
9. A completed and compliant syllabus, including the anticipated course schedule.
10. Prior to developing the course, the instructor must have a completed distance-delivery course environment.

Prior to developing a course for distance delivery, the instructor should examine potential future offerings of course work with the department chair(s) first, and then the Chatfield College Office of Assessment. Several factors including lab work, enrollment trends, course sequencing and others need discussion prior to planning courses for distance delivery. A course may not be offered at a distance until all approvals and processes have been completed, including approval for development. All courses offered in a mode that utilizes distance learning may only be taught by trained instructors.

Steps for Continuous Course and Teaching Improvement

12Step 3: Have students complete a Faculty Evaluation in addition to a Course Evaluation for each online/hybrid course they teach.

Step 4: Each semester a random selection of 20% of distance courses will be selected for evaluation. Complete this evaluation in conjunction with the evaluator for your course.

Step 5: To ensure the academic quality of online and hybrid courses offered by Chatfield College, it is critical that faculty teaching these courses engage in continuous quality improvement. To that end, faculty who wish to teach online/hybrid courses at Chatfield must once a year complete one of the Teaching with Technology professional development workshops offered throughout the year by the college.

Standards

Faculty members teaching distance education courses follow the same college policies, procedures, and administrative rules as faculty members teaching on-campus courses, including abiding by US Copyright Law.

The principal purpose of education is to provide the most effective learning experience for the student. This purpose should be the goal of all instruction, no matter the mode of instruction, and best practices apply to all courses. Effective instructor-student interaction is a universal requirement for instruction. This requirement necessitates additional consideration by faculty as they design and implement their distance-delivered courses.

Traditional ideas of good teaching practices are important, regardless of methodology: they simply need to be extended to new situations. Instructor-student contact and interaction is a key component in the teaching and learning process. Pure content can, for example, be conveyed by a lecture, text, a video, etc. But, it is the instructor who conveys the relevance of information and sets the context. Making the information come alive takes a dynamic interaction between teacher and learner.

The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses.

Course Design

Teaching/Learning Benchmarks

The following is a sample list of recognized benchmarks for quality online courses:

- Guidelines regarding minimum standards are used for course development, design, and delivery, while learning outcomes – not the availability of existing technology – determine the technology being used to deliver course content.

- Courses are designed with a consistent structure, easily discernable to students of varying learning styles.
- Instructional materials are reviewed periodically to ensure they meet program standards.
- Active learning techniques are incorporated into the course.
- Communicate high expectations.
- Before starting a distance-delivered course, students are advised to determine
 - (1) if they possess the self-motivation and commitment to learn at a distance, and
 - (2) if they have access to the minimal technology required by the course design.
- Faculty will set completion deadlines for student assignments and communicate those expectations to students. Feedback to student assignments and questions is constructive and provided in a timely manner.
- Student interaction with faculty and other students is an essential characteristic and is facilitated through a variety of ways
- Course materials promote collaboration among students.
- Courses are separated into self-contained segments (modules of varying lengths determined by the complexity of the learning outcomes) that can be used to assess student mastery
- Students are instructed in the proper methods of effective research, including assessment of the validity of resources.
- The program's educational effectiveness and teaching/learning process is assessed through an evaluation process that uses several methods and applies specific standards.
- Student learning outcomes are reviewed regularly to ensure clarity, utility, and appropriateness.
- Diverse talents and ways of learning are respected.

Instructional Design

There are four main areas to be considered:

1. Determination of goals, objectives, and learning outcomes
 - a. What do I want my students to know?
 - b. What do I want my students to be able to do?

- c. What do I want my students to think as a result of the instruction?
2. Analysis of the
 - a. Learner characteristics
 - b. Context of the learner
 - c. Problem and the accompanying needed knowledge
 - d. Instructor variables
3. Selection of
 - a. Teaching strategies
 - b. Content
 - c. Assessment procedures
4. Evaluation by the
 - a. Instructor
 - b. Institution

The principles of Universal Design for Learning should be considered throughout the course development process, including for each of the components listed below.

Universal Design and Accessibility

What is Universal Design for Learning?

Universal Design for Learning (UDL) is a conscious process of designing learning in order to achieve the highest level of functionality and positive user experience for the widest audience. In order for UDL to be effective, it requires purposeful consideration and strategy in all areas of course planning and design. The end result will be online learning that allows students to access, interact, and learn in a variety of ways, addressing the learning styles and learning needs of a wide variety of students.

Why is UDL used?

The brain learns in complex and varied ways. According to research conducted by CAST, a nonprofit research organization, learning occurs as a result of the workings of three brain networks: recognition networks, strategic networks, and affective networks. In order to activate and address these three networks in the process of learning (and knowing that these systems don't work alike in any two people), it makes sense to provide for multiple means of representation,

expression, and engagement (<https://odee.osu.edu/universal-design-and-accessibility>).

For more information on Universal Design for Learning (UDL) visit [Cast.org](#).

Adult Learners

Keep in mind that your students, by and large, are adults whose orientation to learning is problem centered. They may have a self-concept of being responsible for their own learning even though they may need some help with this initially.

Some suggestions for course development include:

- Design for interaction to include a balance of the dialogues between faculty and student, student and student, and student and learning resources.
- The role of the faculty as mentor, manager, and facilitator is dominant. The students prefer a focus on problem-based learning, with help as needed.
- Design for continuity of learning.

To learn more about adult learning theory, see [Teaching Excellence in Adult Literacy](#).

Additional information regarding adult learners appears later in this Handbook.

Course Design

- Students are provided with course information that outlines course objectives, concepts, and ideas, and student learning outcomes for the course are summarized in a clearly written, straightforward manner.
- The course is designed to require students to engage in analysis, synthesis, and evaluation, or skill building as part of their course requirements. Students are encouraged to reflect and re-evaluate their learning.
- Interactive course components are included, such as e-mail discussions, online threaded discussion, field trips, meetings, or other interactive components.
 - Activities require student-to-student and/or student-instructor interaction.
 - Course is designed using the principles of adult learning.
- Assignments move from simple to complex and are clearly aligned with expected learning outcomes; included are appropriate required and recommended readings, assignments, and projects.
- Assignments are required as well as tests or other means of gathering evidence of learning outcomes.

- Evaluation and/or feedback to student assignments, tests, and questions are constructive and provided in a timely manner.
- Assignments are varied to provide alternatives to meet different learning styles of the students.
- Activities may include visual, auditory, or kinesthetic components.
- Any substantive change in the course such as substituting commercially developed content in place of previously approved content is approved before being incorporated into the course.
- Instructional materials and intended learning outcomes are reviewed periodically, at least yearly, to ensure clarity, utility and appropriateness, and to ensure that they meet program standards.

Course Templates

One of the goals of the Chatfield College online program is to offer students a consistent platform that makes their online learning experience easy and enjoyable. Students should only have to learn the content of their course work, and not a new learning environment each time they take an online course.

To that end, the college has developed a course template that is applied to all courses in the LMS. This template consists of:

- Best practice design standards that are important for all courses.
- Content that is important for students to have access to that cannot be removed from the course.
- Placeholders for faculty to add their content and course materials.

This template is applied to all courses in the LMS prior to those courses being opened to faculty members.

Course Content

The LMS system provides faculty with tools to add their course content to the LMS classroom. Faculty are able to create pages, embed media, insert hyperlinks, and add publisher content to their courses. Faculty can contact the Office of Instructional Technology for assistance with design and adding content.

Discussion Forum and Chat Rooms

Discussion forums are used for asynchronous student discussions. Discussion forums offer faculty and students a way to hold discussion and debate about important course content, and they have the added benefit of allowing students time to reflect on questions and respond thoughtfully. Faculty using discussion forums in their courses need to communicate the requirements of the discussion thoroughly to students. It is important for students to understand requirements

such as length of posts, minimum number of posts, the date the discussion closes, etc. A discussion forum rubric is an excellent tool to use to communicate those requirements to students.

Chat rooms are tools used for synchronous communication between faculty and students. Chat rooms work well for student-faculty interaction such as online office hours and tutoring.

Faculty who would like assistance with these tools can contact the Office of Instructional Technology.

Quizzes, Exams and Assignments

The LMS offers several tools to assess student learning. Faculty can incorporate assignments, quizzes and exams into their courses using the tools provided in the LMS. For assistance in learning how to use these tools, contact the Office of Instructional Technology. Chatfield College also offers an online proctoring tool and in person proctoring for exams. See Proctoring Exams in the Student section of this manual for more information.

Accessibility of Distance-Delivered Courses

Federal law requires that distance learning courses be accessible to all students. All Chatfield College distance-delivered courses must follow these laws. Chatfield College provides resources as well as support services for instructors.

What does this mean for your course? The following apply:

Accessibility

The following items should be considered and checked to ensure that content is accessible to all visitors:

1. Identify the presence of page titles. Page titles should be unique as appropriate to the page content and/or task.
2. A “Skip Navigation” solution is present for pages with repeated navigational elements.
3. Information is marked using appropriate semantic structure (headings, lists, paragraphs, tables, etc.). Data tables contain appropriate row and column structural markup.
4. Form input fields have an explicit label. Instructions and/or input details are programmatically associated with the respective form field.
5. Alternate text is provided for all images. Alternate text describes the content and/or purpose of the image.

6. Hyperlinks offer descriptive link text or are associated with descriptive link text.
7. Videos have captions.
8. Text and images (except logos) meet color contrast requirements of 4.5:1 (foreground/background).
9. Page content is still perceivable when Windows High Contrast Mode is enabled.

Media and Accessibility

Any faculty using media, such as images, audio, and video can contact the Office of Instructional Technology for assistance in making their media content accessible.

Good Practices and Minimum Standards

It must be understood that teaching methods that are highly effective in the classroom may not carry over to distance learning. Different methods may need to be employed in order to have the same learning outcomes. Student profiles may be different as well. The following guidelines can be used to guide the development of distance learning courses as well as provide a structure for course evaluation.

The purpose of these guidelines is threefold:

- Guide the development of distance-delivered, especially online and hybrid courses, programs and student services to ensure that they exhibit characteristics of quality teaching and learning;
- Ensure that student learning in distance-delivered courses is comparable to student learning in traditional on-campus courses, and;
- Provide a standard for reviewing the quality of a program, course, or related student service offered at a distance in accordance with the Chatfield College Mission and Values.
- Other resources: Web Accessibility Initiative (<http://www.w3.org/WAI/>) and Center for Applied Special Technology (<http://www.cast.org/>).

Evaluating Online/Hybrid Courses

To ensure high quality course offerings, all distance education classes will be periodically evaluated by students and by the college.

Student Evaluations – students are asked to evaluate all courses they are enrolled in each semester. Those evaluation results will be provided to the faculty by the department chairs.

College Evaluations – Each semester a sampling of distance education courses will be selected for evaluation (approximately 20%). The MITAS will provide the results of the evaluations back to the appropriate faculty members.

Please note that the college evaluations will be evaluating course layout, design, accessibility and other best practices only. Teaching styles and content are not evaluated.

Copyright Infringement Policy

In compliance with the reauthorization of the Higher Education Opportunity Act (2008), and the Digital Millennium Copyright Act (1998), Chatfield College is providing the following information on copyright law and campus policies and federal penalties regarding its infringement.

Copyright law gives the creators of art works, authors, publishers and inventors the right to control how their work is used or distributed. This includes the right to limit how their materials are reproduced, distributed, publicly performed or displayed, or incorporated into new versions of the original work. Copyright protection is extended to both published and unpublished works. A work may no longer be subject to copyright restrictions under certain terms and conditions depending upon its initial date of creation or publication. More guidance on the terms of copyright can be accessed at <https://www.copyright.gov/>.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). Fair use policies describe how copyright material may be used without violating copyright law. An index of fair use practices can be accessed at <http://copyright.gov/fair-use/more-info.html>. All other unauthorized reproduction, distribution, file-sharing, downloading, or uploading substantial parts of a copyrighted work without specific permission constitutes an infringement and is subject to the following civil and criminal penalties:

- If copyright was unknowingly or mistakenly violated, you may be ordered to pay either actual or “statutory” damages between \$750 and \$30,000 per work.
- If copyright was knowingly violated (“willful infringement”) a court may award up to \$150,000 per work and may also assess court costs and attorney fees.
- Willful copyright infringement can also result in criminal penalties including imprisonment up to five years and fines up to \$250,000 per work.

In order to combat either inadvertent or willful infringement of copyright, Chatfield College has implemented the following practices and policies that guide our students in the appropriate use of copyrighted materials:

- All members of the Chatfield College community agree to the provisions of the Responsible Use of Information Technology policy (above) which describes penalties and guidelines for appropriate use of on-line resources.
- The unauthorized transfer, via peer-to-peer (p2p) or other means, of copyrighted material is subject to disciplinary procedures outlined in this Handbook.
- To discourage illegal file sharing, signage is in student computer labs to discourage illegal file sharing. A list of Legitimate Download Services can be found at <http://www.educause.edu/>.
- Computing and Library staff are trained on the college's position with respect to copyright issues.
- All members of the Chatfield College community agree to the provisions of the Code of Academic Integrity which describes penalties and guidelines for appropriate use of source materials.
- When using copyrighted materials either in whole or in part, students and staff agree to consult the Copyright Clearance Center <http://www.copyright.com/>, to obtain appropriate permissions for Revised March 2020 55 republication of illustrations and other printed materials, as well as for distribution or broadcast of written, audio and visual materials within the academic setting.

Other Consideration for Instructors

- The instructor relays to the students the required texts and/or course packs and how students can purchase them.
- The course has received full Curriculum Committee approval.
- The course adheres to the Chatfield College Code of Academic Integrity.

Course Management

Attendance

Attendance in an online class is defined as active participation in the course each week. Online classes require as much (if not more) student time and dedication as face-to-face classes. In order to be successful in this course, students should set aside time 2-3 days a week to spend on the coursework, just as you would for a face-to-face class. Many online students find it beneficial to block out specific hours on particular days and adhere to a regular schedule for logging in and working on assignments. Faculty need to have some kind of graded activities

each week that requires students to login multiple times during the week to be active in the course.

Attendance for distance education courses will be submitted to the registrar's office every Friday at 3:00 pm EST. If a student has not participated in any graded activities for the week by this deadline, they will be marked absent for that particular week, and their attendance for the week will not be altered even if they participate in the graded activities after the attendance deadline. The assignments students complete late will be graded at the discretion of the instructor. Make sure to post your policy in the Late Work policy section of the syllabus.

Students Who Don't Attend the First Two Weeks

Students who don't attend during the two weeks of class need to be reported in the first week's attendance report. The Registrar will provide a list to the Manager of Instructional Technology and Application Support at the end of the first week of all non-attending students. The MITAS will make those students "inactive" in their courses.

Note: Faculty are not to remove students from courses for any reason. If a student needs to be removed from a course, contact the Registrar's office.

Students Who Stop Attending

Faculty should submit an Early Alert whenever they have a student who has stopped participating in a course. Chatfield College student services will contact the student. If the student continues to not participate ("attend") The MITAS will verify the student's status with the registrar and change that student to "inactive" in the course so they no longer have access to the course, but their work will be retained.

Note: Faculty are not to remove students from courses for any reason. If a student needs to be removed from a course, contact the MITAS.

Process of Adding/Changing Instructors After the Start of the Semester

Changes to the status of faculty after the start of a semester should go through the Chief Academic Officer. The CAO will then notify the Manager of Instructional Technology and Application Support. The MITAS will then add/remove the faculty member.

Student Course Status After the Start of the Semester

If for any reason a student must be added or removed from a course after the start of the semester, contact the Registrar's office.

Note: Faculty students from courses for any reason.

Frequency of Instructor Contact

All approved courses offered as distance education should include regular, effective contact between instructor and students, through group or individual meetings, orientation or review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voicemail, e-mail, or other activities.

1. Synchronous meetings may be required.
2. Discussion groups, e-mail, telephone, or chat are the common ways in which instructor-student communication is maintained. The instructor monitors discussion forums or chat sessions.
3. Other interactivity will include student-to-student and student with the content. Establishing a community of learners is the ultimate goal.
4. The instructor is in contact with each individual student at least weekly.
5. The instructor replies to student inquiries within 24 hours.

Effective Contact for Distance Learning at Chatfield College

Effective Contact is demonstrated by:

- Weekly individual contact with each student including e-mail, messages, chat rooms, conversations, office hours, phone calls, texts, video conversations or messages, in addition to personalized grading feedback.
- Maintaining a 24-hour response time (excluding weekends and holidays and excluding technical problems that prevent response).
- Acknowledging receipt of student e-mail even if you need additional time to solve the problem.
- Differentiating for your students' different types of response time – assignment feedback, receipt of message, personal question, content question.
- Providing for alternative modes of communication that may include: FAX, e-mail, phone, face-to-face, chat room, etc.
- Keeping regular 'office hours' (or virtual office hours via chat room).
- Encouraging replies and responses (or discussion) as important values.
- Following up on students who are not participating.
- Getting to know your students and referring to them by name.
- Letting students get to know you.

Common Materials

It is important that students who are enrolled in your class have adequate information about the class, including college policies and resources. Note that students expect to be able to access the class syllabus before a class begins. Once the class begins, students expect to be able to download and print syllabi, class handouts, view their current grades, and other course materials from the course site.

Onboarding and college resource materials are a part of each LMS. Students are expected to take a self-paced online course prior to being able to register for online courses. Together, these provide important and required access to College resources and policies to students in your course and prepare them to succeed in the delivery environment.

Institution, Program and Course Assessments

Chatfield College requires the tracking and assessment of all institution, program and course outcomes. These are all added to the college's LMS. When creating assignments and assessments in the LMS, instructors are required to attach the appropriate outcomes to those activities.

Assessment of Progress and Learning Outcomes

- Assessment is conducted to collect evidence that meets criteria established for the stated learning objectives. Outcomes are linked to assignments within the LMS.
- Instructor monitors assignment completion on required dates and communicates with students falling behind. Instructor evaluates assignments and provides feedback in a timely manner (i.e., within one week of submittal) assessing student progress throughout the course.
- Instructor assesses progress by collecting evidence of learning through various means:
 - Assessment may occur in various formats including online.
 - At-home or open book formats may be used for testing.
 - Knowledge/skill levels are assessed primarily through evidence collected, i.e. work submitted.
 - Threaded discussions or e-mail discussions, if available, are summarized (by a student or instructor) and assessed by the instructor. Feedback is offered.

- Level of knowledge/skill attainment is comparable to the level achieved by students in on-campus classes.
- Protocols are established to ensure student identification for purposes of assessment.
- Students are asked to complete an end-of-course evaluation (form may be updated to elicit information specific to distance learning).
- Student information is held to be confidential.

Students

Considerations for Students

- Before starting the distance course, students are advised to determine if they possess the self-motivation and commitment to learn at a distance and if they have access to the minimal technology, if any, required by the course design.
- Students must successfully complete the mandatory self-paced online student training course prior to being able to access any distance education coursework.
- Students must have the means to successfully participate in a distance education course (i.e. computer, internet access, etc.)
- Students have access to sufficient library resources.
- Enrolled students have reasonable access to appropriate student services and resources to support their learning.

Services for Students

All services that are guaranteed to traditional on-campus, classroom students must also be guaranteed to students in distance learning. Services for students can be divided into those directly related to the class they are taking, and those general services all students are entitled to like counseling and access to information about financial aid. The course template has information on and links to college services students need to have access to. In addition, each department chair or program director is responsible for having a course in the LMS that instructors in their department have access to that provides information that instructors can use in their courses.

Additionally, all students are enrolled in an online Library course within the LMS that provides access to library materials; citation, plagiarism and copyright education; training in the use of databases accessed through our consortia membership.

Online tutoring is provided through the Tutoring LMS page environment. Additionally, work is ongoing to ensure that services and information needed by online students help to assure successful student outcomes. Specifically, the following plan to assure online student access to student services has been developed:

- Review existing and new college services offered to on-ground students and evaluate the propriety of offering them online.
- Ensure that any new services are designed for both on-ground and distance, as appropriate.
- Review and update all program and student service web pages annually for accuracy and the ability for online students to easily access their offerings.
- Provide direct links from the Chatfield College webpage to online advising/counseling.
- Provide direct links to all Student Services tailored to the online learner.
- Review the Readiness Assessment to assess technology skills, access to technology and study habits for the online learner.
- Develop online student handbook addressing necessary information and skills for student success in an online course environment.

Student Orientation

Many distance students will need some level of orientation, and the orientation may be ongoing. Orientation may take place on campus, through the LMS class site, by a telephone call, or through written instructions. Students are required to take an online self-paced training course, prior to being able to register for other distance education courses. This course will provide them with information on how to use the LMS.

For online classes, it may be desirable to offer orientation in a way that the student does not need to travel to campus. You may want to work with the Office of Assessment to work out an orientation plan.

Recommended Communication from Faculty

Students must have access to a computer and be familiar with using the Internet and common software applications. For course information students should call or email their instructor.

Proctored Exams

Chatfield is serious about the academic integrity of the exam process. Proctors ensure credibility and integrity. To that end, Chatfield uses an online proctoring

service to proctor online exams. Faculty can contact the Manager of Instructional Technology and Application Support for assistance in setting up the proctoring service for their exams.

For faculty members who prefer to have their students use a proctor in person, proctor registration and verification for remote exams is required by the college. The proctor is responsible for supervising the exam process on behalf of Chatfield College. **It is the student's responsibility to secure a proctor/site in order to take exams.**

In-person Proctoring

An acceptable proctor is someone with no conflict of interest. A test proctor must be an objective observer who can attest to the integrity of the student's academic conduct and the testing environment.

Students have several options for securing a proctor.

Option A) Arrange to have your exam proctored by your course instructor.

Option B) Arrange to have your exam proctored in the Tutoring Center or other suitable Chatfield College location.

Option C) If you do not take the exam on site at Chatfield, you will need to arrange to have your exam(s) supervised by a qualified and approved proctor.

A suitable proctor is assigned with the consent of the instructor and student. If the proctored assignment must take place off site, the proctor must be registered with Chatfield College. The registration process can take as long as 21 days. An exam proctor may be:

- A university or college testing center
- A national testing center (Sylvan, Prometric)
- An online proctoring service
- A high school principal, guidance counselor or teacher
- A public or academic librarian
- A Chatfield academic employee (contingent upon approval)

Students are responsible for scheduling the proctored exam time, and for any fees associated with proctoring at off-site locations. It should be kept in mind that a proctor is frequently volunteering their service, and that exam times should therefore be scheduled in advance with the proctor. Most proctoring services take place in business locations, and the student is additionally responsible for ensuring that the exam can take place during the hours of operation. For

questions regarding the Proctor registration form in Appendix G, contact the Office of Assessment.

Please note: While many proctors will serve on a voluntary basis, the student is responsible for paying any expenses incurred in retaining a test site/proctor. There may be a fee involved to secure a proctor if the exam is not taken on-site at Chatfield College. This is the responsibility of the student to pay. This cost is NOT included in the course fees.

Regardless of where the student takes required exams, **ALL** students must show a photo ID (such as a driver's license) to the proctor before being permitted to take the exam.

Steps to Secure an Exam Proctor

All proctors, other than the course instructor, even if Chatfield College academic employees, must be approved by Chatfield College using the Proctor Registration form in Appendix G. A proctor will not automatically be assigned; rather, the student must make the necessary contacts to secure a professional who will serve in this capacity. Proctors must be approved **before** any exams can be taken.

Applicants/students should identify and obtain approval for an exam proctor no later than one week after the add/drop period and at least two weeks prior to the proctored exam. Once approved, the proctor/site is valid for two years.

Step 1: Locate an acceptable test site/proctor. Complete the Proctor Registration form with the proctor and return to the Office of Assessment.

Step 2: Submit the Proctor Registration form at least two (2) weeks prior to the exam date.

- If your proctor does not meet the required specifications, you will be notified within 7 to 10 business days. At that time, you will be required to submit a new request for a different exam proctor.

Step 3: Once approved, you will need to contact your test site/proctor to confirm the date, time, and location of your exam(s).

Other Considerations

- If you need to change test sites/proctors at any time, you must complete this entire process at least 2 weeks prior to any exams that may be administered.
- You are responsible to provide updated contact information on your exam proctor, including any change to the business email address. If your exam

proctor information changes, it is your responsibility to obtain approval of a new proctor.

Requirements for Serving as a Proctor

NOTE: To maintain academic integrity a test proctor cannot be a co-worker, classmate, Chatfield student, spouse, relative, friend, or neighbor.

The proctor is responsible for maintaining the academic integrity of the exam process on behalf of Chatfield College. If the proctor believes the academic integrity of the exam process has been compromised, he/she has the right to stop the exam. Whether or not the proctor stops the exam, he/she will report the incident to Chatfield College and will share the information with the instructor of the course, who will decide on the appropriate action, consistent with the college's policy on academic integrity.

1. The proctor must ensure that all necessary technologies are available and working.
 - At a minimum, the proctor must have a valid, working **business e-mail address** and telephone number so that Chatfield College may communicate with them.
 - The proctor **must** have access to a computer at his/her location. The proctor should have permission/authority to download software to a designated computer.
 - It is highly recommended that high-speed (broadband) Internet connections- (such as cable, DSL, T1 or faster) be utilized for proper system response.
 - Proctors and students should review the list of minimal technical computer requirements for exam proctoring.
2. Only the proctor may provide the exam to the student. This usually takes place in previously printed material, or in the form of an access code that the instructor has shared with the exam proctor in advance.
3. No copies, prints or photographs of the exam are to be made at any time.
4. No person other than the proctor and student may view the exam. The student may have access to the exam only during the time period allowed by the instructor.
5. The proctor must follow the instructor's requirements for administering the exam.

6. These may include a time limit, specific allowable equipment, such as a calculator and inclusion or exclusion of books, notes, etc.
7. Some exams may require listening to audio files which will require working speakers on the computer or a simple headset to listen to the clips.
8. The student is responsible for understanding and adhering to the scheduled time for the exam. If the student arrives late, exam time may be shortened by the regular scheduled closing of the exam location.

Appendix A

Readiness Self-Assessment

Readiness Self-Assessment

Communicating and Conducting Work Remotely

- I have access to a computer with software and Internet.
- I have access to a mobile device with software and Internet.
- I have tested my laptop webcam and microphone.
- I know how to access files using One Drive.
- My students have access to a computer or mobile device with software and Internet.

Students can Access Course Materials

- Syllabus
- Schedule of course activities
- Information about and/or access to readings, videos and other content
- Assignments

How I will Communicate with Students Remotely

- I am ready to send an announcement to students to communicate the College's decision regarding canceled classes and directing them to watch for further instructions.
- I will check student discussion posts and assignments at least once daily.
- I have downloaded Schoology to my mobile device to have easy access to student messages.
- My students know to check Schoology updates and messages daily.
- My students know how to contact me if they have a question.

Plans to Conduct Remote Class

- I have alternatives ways for students to access content (reading, viewing other online videos, etc.).
- I will create discussion boards to facilitate class discussions.
- I will deliver planned lectures and conduct discussions during scheduled class times using video conferencing.
- I will record planned lectures and share them with students.
- I will collect assignments and conduct quizzes or tests using Schoology.
- I will respond to student work and provide feedback and grades using Schoology.
- Other:

My Technology Skills

- My course is available to students in Schoology
- I can send updates to students.

- I can upload files.
- I can create a page to organize readings, videos or other content.
- I can create a discussion board.
- I can create groups for discussions and assignments.
- I can create an assignment.
- I can create a quiz or test.
- I can enter grades in the Schoology grade book.
- I can provide feedback on student work and quizzes submitted in Schoology.
- I can create a video.
- I can conduct virtual office hours or class sessions using video conferencing like Zoom.

Appendix B

Distance Course Proposal Form

Distance Course Proposal Form

I. Distance Education Format (Check one only.)

_____ **A. Online** – This course uses technology 50% or more of the time to deliver instruction where student and instructor are separated by distance.

1. Describe what type of instructional tasks will be delivered online.

2. Describe the instructional tasks that will be delivered in face-to-face class meetings and the reason(s) for the face-to-face class meetings.

_____ **B. Hybrid** – This course uses technology 50% or less of the time to deliver instruction and has regularly scheduled face-to-face meetings.

1. Describe instructional tasks that will be delivered online.

2. Describe the instructional tasks that will be delivered in face-to-face class meetings.

_____ **C. Other** - Please describe below.

Course Methods – Describe how each will be adapted for the distance education method selected on the previous page:

A. Methods of Instruction

B. Methods of Communication

C. Methods of Evaluation

A. Methods of Instruction – Distance-delivered courses should support an active learning environment. Chatfield College expects the same standards of course quality in distance education courses, including regular and effective contact between students and instructors, as would be applied in a traditional classroom setting.

1. Check all methods of instruction identified in the course outline.

- Lectures (Prepared by instructor)
- Discussions
- Case Studies
- Team Projects/Cooperative Learning
- Simulations
- Role Play
- Debate
- Demonstration
- Discovery Learning
- Journals
- Problem-based Learning
- Other: _____

2. Specify any adaptations in instructional methodology resulting from offering this course at distance.

3. Describe how the methods of instruction identified will be adapted to a distance-delivery setting.

Traditional	Distance-Delivery
Example: Lecture and Discussion will be used to analyze and synthesize major trends in history.	Example: Lecture will be accomplished using instructor prepared screencast lectures and links to appropriate reference sites. Discussions will take place using the course management system discussion board.

B. Methods of Communication/Interaction – In traditional face-to-face courses interactions such as teacher to student and student to student occur during class time or scheduled office hours. How will this course meet the communication/interaction component necessary for effective learning and instruction online?

1. Select the following Distance Education Communication Methods that may apply:

- _____ In-Person Student Collaboration
- _____ Synchronous Online Meetings/Classes
- _____ Telephone
- _____ LMS messaging
- _____ Discussion Boards
- _____ Email
- _____ LMS Announcements
- _____ On-Campus Meetings
- _____ Office Hours
- _____ Collaborative Software
- _____ Other _____

2. Describe how each method selected above will be used for effective student to student communication and interaction.

Communication Method (Complete for each method selected above)	Communication outcome
Example: Discussion Board	Example: Students will need to respond to a discussion question and to each other's responses.

3. Communication plan. Define how you will use each communication method to provide regular effective contact between instructor and students.

Communication Method (Complete for each method selected above)	Plan
Example: Email	Example: Instructor will contact the students via email on a weekly basis to update them on course requirements

C. Methods of Evaluation – Evaluation is guided by the intended course objectives and learning outcomes of the curriculum. A variety of assessment strategies (multiple measures) need to be used as components of every distance-delivered course, just as they are in face-to-face courses. Grades are based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency.

1. Check all methods of evaluation identified in the course outline.

_____ objective exams

_____ exams

- _____ essays
- _____ term projects
- _____ research papers
- _____ presentations/ oral assignments
- _____ portfolios
- _____ quizzes
- _____ observation
- _____ process assessment
- _____ contracts
- _____ self-assessment
- _____ peer assessment
- _____ Other: _____

2. Describe how describe how these methods will be adapted for use in an online environment.

Evaluation of Learning	Response to Evaluation
Example: Research paper on a specified topic.	Example: Send back instructor comments in the margin, provide an online model answer and lastly, include a discussion board on the project

--	--

3. Describe how you will track student progress and participation in online course activities.

Example: Students must show progress and participation through submission of homework, participation on discussion forums, and completion of tests and quizzes. A weekly review of the student's grade book and activity logs will provide the evidence for tracking student progress and participation.

II. Accessibility – Accommodations regarding special needs student accessibility to distance-delivered content must be made. Please describe how this course will meet this requirement.

Example: Closed captioning is used in all video cases.

For Information Purposes Only.
Forms can be found on the Instructional Technology website.

Appendix C

Distance-Delivered Course Compliance Rubric

Distance-Delivered Course Rubric

Course:

Instructor:

Date:

Reviewer:

	Course Evaluation
I.	INSTRUCTIONAL DESIGN
	Course Information
	A syllabus including all of the information in Chatfield's syllabus template is provided
	A calendar of due dates and other time-sensitive events is provided.
	Academic integrity expectations are provided.
	Information about academic support is provided. (Learning Labs, Math Lab, Studio, Supplemental Instruction, Library, etc.)
	(If required) Information about special hardware and software requirements is provided.
	(If required) Requirements for synchronous assignments, meetings, and any proctored testing are explained.
	Course Design
	Content is structured and sequenced in an organized, logical format.
	Course content is described for purpose and/or course objectives.
	Instructional delivery methods accommodate multiple learning styles. (Visual, Kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic, Logical)
	Course has no broken links.
	Font type, size, and color are readable.

	Course Evaluation
	Image, audio, and/or video files are good quality, file size is manageable by the user. Course abides by copyright and fair use laws.
	Course design indicates a conscious effort to comply with or exceed accessibility standards.
II.	COMMUNICATION, INTERACTION, & COLLABORATION
	The class begins with information and instructions on how to get started.
	Instructor contact and availability information is provided.
	Instructor preferred communication modes are explained with expected response timelines.
	Instructor communication, responses, and feedback model good practices for students.
	Communication, interaction, and collaboration code of conduct/netiquette standards are explained.
	Students and the instructor have opportunities to introduce themselves to each other.
	There are opportunities for student-to-student communication and interaction.
	Discussions are organized. The instructor's role in discussion activities is defined.
	Instructor-to-student interaction is regular, substantive, and initiated by both instructor and student.
	The instructor is regularly "present" in the class. (Regular/regularly: Models interaction from a F2F class, which is typically throughout each week of the semester. Substantive: is timely, relevant, instructional, directive, clarifying, and/or content-based)
III.	STUDENT EVALUATION & ASSESSMENT
	Assessment of student learning is aligned with course goals, conducted throughout the duration of the course, and uses multiple methods. (Assessment: Feedback from the student to the instructor used for improvement of teaching and learning.)
	Evaluation of student achievement is aligned with course goals, conducted throughout the duration of the course, and uses multiple methods. (Evaluation: Methods used to judge student learning for the purposes of grading and reporting.)
	Date, time, and instructions for assessments and evaluations are provided.

	Course Evaluation
	A rubric or grading rationale is provided for each graded assignment.
	Assessments and evaluations are designed and administered to uphold academic integrity.
	Surveys or other methods are used to solicit student feedback and feedback is used to improve the course.
	(If applicable) Testing parameters such as limited timing and repeat attempts are explained.
	Feedback and Grading
	The course grading policy, including grading scale and weights (if applicable), is provided.
	A grade book provides timely, accurate grade information.
	Feedback and grades are provided to students before subsequent assignments are due.
	Procedures for reporting grade information complies with FERPA and institutional regulations.
	(If applicable) Penalties assessed to grades are described.
	(If applicable) Extra credit opportunities are described.
IV.	ACCREDITATION COMPLIANCE
	This course is not delivered as an online correspondence course.
	<p>Correspondence courses are not distance education. Chatfield College is not accredited to deliver online correspondence courses per the Higher Learning Commission's Definitions for Distance or Correspondence Education Courses and Programs.</p> <p>This may be an online correspondence class if the class exhibits these four characteristics.</p> <ol style="list-style-type: none"> 1. Course content is all available at the start of the term; 2. Regular/substantive interaction between the instructor and students does not occur; 3. Student-to-student interaction does not occur; 4. Students can complete the full class self-paced, at any time before or by the end of the term.

	Comments on Course Design
--	---------------------------

Faculty Evaluation

5 4 3 2 1
Excellent Above Average Average Below Average Poor NA

Expertise: The professor displayed expertise in the subject.	5	4	3	2	1	NA
Respect: The professor treated all students respectfully.	5	4	3	2	1	NA
Online Class Management: The professor demonstrated appropriate technical skills necessary for managing an online class.	5	4	3	2	1	NA
Observation Process: The professor participated in the observation process in a professional and timely manner.	5	4	3	2	1	NA
Professional Obligations: The professor meets professional obligations outside of class (e.g. submits rosters and grades on time, participates in dialog about student learning outcomes assessment results, etc.	5	4	3	2	1	NA
Comments on Faculty Evaluation:						

Additional Comments:

Signatures:

Faculty Member

Date

Observer

Date

Dean

Date

A copy will be sent to the faculty member after signed by all parties, and the original will be placed in the faculty member's personnel folder. Upon completion of the recommendations, the Dean will note completion dates on this form and send a final copy to the faculty member.

*For Information Purposes Only.
Forms can be found on the Instructional Technology website.*

Appendix D

Credit Hour Policy and Equivalency

Credit Hour Policy and Equivalency

The Chatfield College Credit Hour Policy: In accordance with the Higher Learning Commission's Policy FDCR.A.10.020 and as an institution participating in Title IV federal financial aid, Chatfield's assignment of credit hours conforms to the federally mandated definition of the credit hour:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates no less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

This statement is also in compliance with the Ohio Department of Higher Education more specific definition:

One semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction that typically requires students to work at out-of-class assignments an average of twice the amount of time as the amount of formalized instruction (1,500 minutes). It is acknowledged that formalized instruction may take place in a variety of modes.

In general, formalized instruction is a learning-oriented activity with defined and assessable learning outcomes that is initiated and guided by a qualified member of the faculty.

Calculating number of hours per week required for credit hour equivalency

37.5 hours of coursework = 1 credit hour

$37.5 \times \# \text{ credit hours} = \text{total hours per credit hour} / \text{number of weeks in term} = \text{hours of coursework per week}$

For example, the following minimum per week is:

For a 3-credit course offered in a 15-week semester:

$37.5 \text{ hours} \times 3 \text{ credit hours} = 112.5 \text{ hours} / 15 \text{ weeks} = 7.5 \text{ hours of coursework} / \text{week}$

For a 3-credit course offered in an 8-week accelerated term:

$37.5 \text{ hours} \times 3 \text{ credit hours} = 112.5 \text{ hours} / 8 \text{ weeks} = 14.06 \text{ hours of coursework} / \text{week}$

For a 1-credit course offered in a 15-week semester

37.5 hours x 1 credit hours = 37.5 hours / 12 weeks = 3.12 hours of coursework / week For a 4-credit course offered in a 15 week semester:

37.5 hours x 4 credit hours = 150 hours / 15 weeks = 10 hours of coursework / week

Calculate the required weekly hours of coursework required for credit hour equivalency in this class: $37.5 \times \underline{\hspace{1cm}}$ (# credit hours) = $\underline{\hspace{1cm}}$ (total hours per credit hour) / $\underline{\hspace{1cm}}$ (# of weeks in term) = $\underline{\hspace{1cm}}$ (hours of coursework/week)

Does the course meet the credit hour policy? Yes No

Use the Credit Hour Equivalency Worksheet to help determine credit hour equivalency.

Credit Hour Equivalency Worksheet Primary activities which substantiate the number of hours per week required for credit hour equivalency

Learning activity	Typical <i>minimum</i> time on task	Required/week
Reading (Will vary by type; textbook, scholarly journals, novel, slides, lecture notes, web page, etc. Faster for print; slower for electronic materials. Faster if reading, only; slower for reading and taking notes.)	3 minutes/page, 100-150 words/minute	
Watching/listening to video , listening to audio	Will vary by length of content	
Discussion (Reading prompts, peer, & instructor posts	8-10 minutes/post	
Discussion (Posting, responding; intended to replace in-class dialogue/discussion)	10-12 minutes/post, at least 3 sentences	
Research (For an assignment, paper, project, lab)	90 minutes/finished page (approximately 250 words)	
Writing/editing, researched-based (For an assignment, paper, project, or lab)	90 minutes/finished page (approximately 250 words)	
Writing/editing, response/reflection, non-research-based (For an assignment, paper, project, or lab)	30 minutes/page (approximately 250 words)	
Peer review (Providing feedback on a draft assignment, paper, project, or presentation)	10 minutes/page	

Activities (Online or offline, such as calculations, problem solving, worksheets, case studies, simulations, experiments, puzzles, games, blogging, creating a website, etc.)	Will vary by assignment requirements	
Researching, developing/preparing, practicing a presentation	120 minutes/30 seconds of presentation	
Delivering a presentation	Will vary by assignment requirements	
Contributing to a group assignment or task	Will vary by assignment requirements	
Preparing for a quiz or test Quiz	2:1, prep to duration (For example, prep 40 minutes for a 20-minute quiz. Test, 3:1, prep to duration (For example, prep 150 minutes for a 50 minute test.)	
Taking a quiz, test, midterm exam, or final	Will vary with length and format of test	
Reviewing instructor feedback	10 minutes/item	
“Studying” or other time on task not addressed above, but required to complete the class (Not optional)	Will vary	
	Typical minimum time per week in this class	
Resources <i>Houghton College Policies</i> http://www.houghton.edu/catalog/academic-information/policies/ <i>Quantifying Online Learning Contact Hours</i> http://www.swosu.edu/academics/alj/2012/v2/v2/powell-helm-layne-ice.pdf <i>Online Course Design Time on Task</i> https://www.rit.edu/academicaffairs/tls/sites/rit.edu.academicaffairs.tls/files/docs/Course%20Design_Online_Time%20on%20Task_v1.5.pdf		

Appendix E
Student Identity Verification in Distance Learning

Student Identity Verification in Distance Learning

Chatfield College is in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) concerning the verification of student identity in online education.

The HEOA requires that institutions offering online education have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The Act requires that institutions use one of the following three methods:

- A secure login and pass code;
- Proctored examinations; or
- New or other technologies and practices that are effective in verifying student identification.

Student ID and Password

All students registered for Chatfield College online courses have a secure user ID and password assigned to them by the College using a FERPA-compliant procedure. Students may change their password at any time. Access to online courses is controlled by the use of the secure User ID and password.

Learning Management System (LMS)

Chatfield College uses Canvas as its Learning Management System. This system integrates with College authentication services to ensure appropriate and secure student access to courses and other campus information systems. The unique User ID and password are used to verify that a student who registers for an online course or program is the same student who participates in and completes the course or program. All users of Schoology are responsible for maintaining the security of their IDs and passwords, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.

Because of the small class sizes at Chatfield College, faculty get to know the individual voices of each student through frequent writing assignments and discussions (utilizing audio, video, or written posts).

Students are responsible for providing complete and true information in any identity verification process.

Appendix F

Protection of Student Privacy

Protection of Student Privacy

Family Education Rights and Privacy Act (FERPA)

The privacy of students who enroll in online courses at Chatfield College is protected under the Federal government's FERPA rules and the College's FERPA policy.

Student Record Access

Employee access to student records and information in the SONIS Student Information System is restricted. Employees are granted access to student records in SONIS based on job function. Authorization of access includes approval by the respective supervisor or senior administrators.

Resetting Student Passwords

Students may change their passwords (see the Instructional Technology website for instructions) at any time and are encouraged to do so every 120 days.

Charges Associated with Student Identity Verification

Chatfield College does not charge a fee for student identity verification. Students would be notified of additional fees, if any, prior to and during the registration process through various publications such as course syllabi, the College website, or the course catalog.

Unit Responsible for Student Identity Verification

Chatfield's Office of Information Technology oversees password assignments and changes. The Office of the Registrar, in collaboration with IT, is responsible for the consistent application of student identity verification procedures as outlined in the college's FERPA policy.

Instructors teaching courses through online education methods are responsible to ensure that their individual courses comply. If necessary, the Chief Academic Officer may address non-compliance through performance reviews or other measures as appropriate.

Appendix G
Proctor Registration Form

Proctor Registration

FILL OUT THIS FORM AND RETURN TO: Chatfield College Office of Assessment, 20918 State Route 251 St. Martin, OH 45118 or to officeofassessment@chatfield.edu

To the Student: This form is due one week after the last day to add or drop a class. Please keep a copy for reference. Failure to correctly enter ALL information below may result in exams not being accepted.

To the Proctor: Thank you for helping a Chatfield College student advance their education. We would like to provide some very important information about the exam proctoring process. For most classes, exam information will be mailed to you or an access code will be sent to you approximately 2 weeks before the exam deadline, accompanied by any exam-specific instructions.

Please administer the examination as follows unless otherwise stated on or prior to the exam, as communicated by Chatfield College:

- The student is to be in full view of, and personally supervised by, the proctor at all times. The student should be accorded as much quiet and lack of distraction as is possible.
- The student is to only use materials specified. However, additional paper may be used for an essay if needed. Please provide additional paper as required.
- If the student is scheduled to take multiple exams, the student should only be given one exam at a time.
- The student is responsible for arriving to the exam location so that the exam can be completed within the time limit and prior to the close of business hours. In the event the proctor will not be available for the allotted exam time due to student tardiness, they should inform the student before the exam is administered.

The student can choose to use the remaining time available, or to seek to reschedule the exam.

- The student may not use their own device or additional devices to complete the examination, unless such use is specifically allowed by the instructor.

Students are responsible for scheduling proctoring appointments so that exams may be overseen by the registered proctor and received by the exam deadline. Exams received late may be assessed a penalty.

If you discover a student cheating on an exam, please retrieve the exam from the student and contact Chatfield College as soon as possible, providing as much detail as possible about the circumstances.

Name of Course and course number: _____

Name of Course and course number: _____

Name of Course and course number: _____

As a student, I agree to the following:

- To be responsible to locate a proctor and to set up an appointment for the midterm and final exams, which are due by the date the exams are being administered to the local students.
- To verify that my proctor lists the mailing address of the educational institution, not a home address.
- To be responsible for reimbursing the proctor for mailing expenses.
- To take the exams and have my proctor provide them to Chatfield College so they arrive by the assigned due dates.

Student Name: _____

Email: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number (____) _____

Student Signature: _____ Date: _____

(By signing this form, I, the student, agree and comply with Chatfield College's policies and procedures)

As a proctor, I agree to the following (Choose the one that applies):

I am a:

- A University or college testing center
- A National testing center (Sylvan, Prometric)
- A High school Principal, guidance counselor or teacher
- A Public or academic librarian
- A Chatfield Employee (contingent upon approval)

- I am not a current student at Chatfield College. I am not a relative of any Chatfield College student, nor do I live at the same address as any Chatfield College student.
- I will personally administer and supervise the indicated exam(s).
- I will validate the exam(s) by signing where indicated. I will personally mail or deliver the completed exam(s) back to Chatfield College immediately after the student has completed the exam(s).
- I will confirm with the student how the student will pay for the cost of returning the exam packet.

Proctor Name: _____

Title: _____

Institution: _____

Address (institution): _____

City: _____ State: _____ Zip Code: _____

Email address (institution): _____

Phone Number: _____

Employer's: (____) _____ Proctor's Daytime: (____) _____

Proctor Signature _____ Date _____

(By signing this form, I, the Proctor, agree and comply with Distance Learning Department's policies and procedures)

PLEASE KEEP A COPY FOR REFERENCE

For Information Purposes Only.
Forms can be found on the Instructional Technology website.