

Bethune-Cookman University Distance Learning Handbook



5th Edition

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PREFACE

Overview/Purpose

The purpose of the Bethune-Cookman University Distance Education Policy and Procedures Manual is to assure a quality distance education program and to establish distance education as an effective method for extending educational opportunities while keeping within the [mission](#) of the university

This Manual addresses such issues as procedures for correspondence and distance education courses, web-enhanced courses, the Learning Management System, faculty resources and support, student resources and support, and institutional effectiveness and emergency preparedness.

This document was developed from “*Best Practices for Electronically Offered Degree and Certificate Programs*” (<http://www.sacscoc.org/pdf/081705/commadap.pdf>) and “*Distance Education and the Principles of Accreditation*” by Southern Association of Colleges and Schools (SACS) and the Quality Standards of Distance Learning by the United States Distance Learning Association (USDLA) <https://usdla.org>.

Adherence to these principles will lead to the development of strong standards with the same academic integrity high expectations in web-based courses as is expected in traditional campus courses.

Annual Review of the Distance Education Policy Manual

Distance Learning, Accreditation, Quality Control, Compliance and Institutional Effectiveness and the Center for Information Technology will review and/or revise the Manual annually, as needed, or as required by changes in technology, organizational structure, or administrative procedures.

PART I - ADMINISTRATIVE STRUCTURE

Overview

Distance Learning at Bethune Cookman University is supported by a collection of personnel, administrative, and technical resources assembled to facilitate the development, marketing, and delivery of distance learning. Distance Learning offers extensive resources and assistance for faculty and specialized support services for distance learning students.

It is important to view each one as the result of a collaborative team partnership between the Academy and the Center for Information Technology, and the Office of the Provost. It is appropriate and accurate, then, to speak of each such course as “approved by,” “housed in,” and “offered by” a specific academic department and University.

Administrative Roles and Responsibilities

Academic Dean

The Academic Dean is involved in the approval process for new online courses, certificates and degree programs, and supports strategic planning for appropriate growth of school-wide online courses, certificates and degree programs. Additionally, the school dean should encourage departments to develop their web pages on the B-CU website and have these pages provide clearly identified distance learning course information. The Department Chairs/Directors are responsible for initiating the approval new distance learning. The faculty member serves as the “subject matter expert” and “course developer” for their assigned distance learning course. All faculty assigned to a remote, online, blended or hyflex courses must complete the Online Faculty Certification Training Program.

Administrative Systems Director

The primary role of the Administrative Systems Director is to provide expertise and leadership in the systematic development of instructional specifications using learning and instructional best practices to implement high-quality instruction; analyze learning needs, and identify appropriate tools and materials for effective delivery of instruction that ensures active learning and produces measurable and appropriate outcomes for all key stakeholders. This person serves as the software architect responsible for designing database tables, processes, and integrations with other existing applications. This person will design and implement multiple overnight processes designed to optimize hardware and software efficiencies by implementing store procedures, triggers, and automated notifications. He or she will analyze current university operations and develop new applications to enhance employee production and improve student services and administrative capabilities.

eLearning Administrator

The primary role of the eLearning Administrator is to maintain the “front-end” of the institution’s LMS, Canvas. The LMS Administrator is instrumental in the course management phase of the Distance Learning Course Lifecycle. Responsibilities include tracking course scheduling and registrations, timely and consistent creation of distance learning course shells, faculty and student communication associated with the LMS, and course wrap-up procedures. This person partners with a member of Network Support and Administrative Computing, who is responsible for the “back-end” of the LMS including the application database and servers, to ensure efficient, reliable, and secure operation. This position provides learning management system (LMS) administration and support, LMS training for faculty, staff, and students, and LMS Help Desk administration and support. The LMS Administrator collaborates with Dean of the Online College and the information technology staff to coordinate course development manage courses and conduct evaluations. The eLearning Administrator also works closely with academic departments to develop programs to train and support faculty and students in the successful navigation of the LMS.

Course Designer

The LMS Course Designer is responsible for facilitating the design and development of quality online courses and instructional content at Bethune-Cookman University. This position reports to the Dean of the Online College. The course designer provides analysis of course and lesson learning objectives and desired outcomes to construct quality aligned online structures. The Course Designer operates effectively with general instructions and guidance in an open and collegial manner and is fully knowledgeable in online learning pedagogy, strategies, and technologies. The course designer works independently and collaboratively with the team and other departments to perform various duties as needed or assigned. The LMS Course Designer serves as the university’s QM Coordinator, has completed Quality Matters courses and is certified to deliver the QM Applying the Quality Matters Rubric face-to-face and online workshops for B-CU online faculty.

PART II - DISTANCE LEARNING

Learning Management Software

The Canvas Learning Management System software is employed at Bethune-Cookman University for online and web-enhanced classes. Canvas use by an instructor can be as uncomplicated as posting just a few things for a class such as syllabus and assignments, or as intricate as a totally online course with discussion boards, online chats, online tests and group collaborations.

System Administration

The Center for Information Technology shall be responsible for the administration of Canvas for all distance education courses and programs. The Center for Information Technology shall be

responsible for all Canvas software updates. Every course that is listed in the Wildcat Web system shall have a course shell created. The integration process between the Jenzabar Registration System and Canvas will create new user accounts automatically. The Jenzabar databases are backed up daily, and, if necessary, will be used to restore the information in the database. The Canvas course Gradebook is not intended to be the official record for student grades. The Canvas Gradebook allows students to view their grades in real-time from their Canvas account and is intended only as an added convenience. Official grades must be posted to the Wildcat Web system. Laws and Regulations Related to Confidentiality – As with all B-CU records, faculty and staff should follow the Family Educational Rights and Privacy Act (FERPA) [<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>], Gramm-Leach Bliley Act [<http://www.ftc.gov/privacy/privacyinitiatives/glbact.html>] and Health Insurance Portability and Accountability Act (HIPAA) [<http://www.hhs.gov/ocr/privacy/>] guidelines relating to access to student information and records.

B-CU's Learning Management System (LMS), Canvas, is used in conjunction with numerous software tools such as Respondus, Online Meetings, Turnitin and others to provide a seamlessly integrated delivery system for effective teaching and learning in web-based environments. B-CU, through The Center for Information Technology (CIT), has licensed all distance learning software, with the exception of content-specialized software. The LMS is administered through the Center for Information Technology (CIT).

The LMS provides:

- an interface that provides a customized design and look for each type of course (online/blended, and web-enhanced) including content organization, navigation, and page layout
- a set of educational tools to facilitate learning, communication, collaboration, and assessment
- a set of administrative tools to assist the instructor in course diversity, design, and continual improvement.

Distance Education Courses

Distance Learning Courses at Bethune-Cookman University can be grouped into one or more of the following: Distance Education, and Web-Enhanced Courses.

Definition of Distance Education (Remote, Blended, Online or Hyflex Courses)

“For the purposes of the Commission’s accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD’s, and CD-ROMs if used as part of the distance learning course or program.” [Taken from The Commission on Colleges Southern Association of Colleges and Schools Distance and Correspondence Education Policy Statement - <https://www.sacscoc.org/pdf/DistanceCorrespondenceEducation.pdf>]

Definition of Web-Enhanced

In a web-enhanced course, the class meets just like a traditional class, in a classroom, with an instructor at the regularly scheduled day, time and location. Seat time is **not** replaced but components of your course will be accessible to you 24/7. Students are able to complete homework assignments, take quizzes, participate in group work, and interact with the instructor and fellow students online.

Academic Standards for Distance Education

- All distance education courses offered by the Bethune-Cookman University will be consistent with the level, nature and the [mission](#) of the institution.
- When a course is delivered through distance education, it will carry the same course number, title and credit as other traditional sections of that course at B-CU. It will be designated with the letter “O” for online. Courses that are part of an online degree program will be designated with the letters “ON”. Blended courses will be designated with the letter “Z”.
- All distance education courses must meet the eight (8) standards as identified by Quality Matters Rubric.
- Each student enrolled in a distance education course shall have access to all the academic support services, instructional equipment, campus events and other non-academic activities that B-CU provides to other students. Support services may include but are not limited to academic advising, counseling, library services, bookstore, other learning resources, computer access, tutoring services and financial aid.

Accessibility

To be in compliance with Section 504 of the Rehabilitation Act of 1973 [<http://www.hhs.gov/sites/default/files/ocr/civilrights/resources/factsheets/504.pdf>] and the Americans with Disabilities Act of 1990 [<http://www.ada.gov/pubs/adastatute08.htm>], all programs, services, and activities offered by Bethune- Cookman University must be accessible to and usable by persons with documented disabilities who have met the technical and academic standards for admission.

Course Credit

Unit of Credit - Bethune-Cookman University awards semester credit hours. A three-hour course will meet for a total of 2,250 minutes.

Students will receive credit only for those courses for which they are officially registered in the computer, for which they pay the necessary tuition at the time of registration, and for which they earn required minimum passing grades.

Class Lists

Class lists will be available to each instructor through the Wildcat Web via the B-CU website at <https://wildcat.cookman.edu/ics>

Class Hours and Office Hours

Each faculty member is required to work a 40-hour workweek to include a minimum of 10 office hours (including virtual office) for consultation and advisement of students. The 10 hours should be apportioned throughout the week rather than clustered within two or three days. Office hours should be posted.

Holiday

Distance education courses observe canceled campus closings and holiday schedules.

Class Cancellation

Classes will be canceled only in emergency situations and with as much advance notice as possible. Distance education courses are subject to the same regulations as stated for traditional courses. In the event that the university closes for inclement weather, all distance education courses are canceled as well.

Examination/Grading

Examination/Grading will follow the same policies and procedures as all other B-CU courses.

Evaluation for Online Instruction Rationale

At Bethune-Cookman University, one of the strategic priorities is to create and enhance high-quality learning environments. Instructional technologies, especially online or web-enhanced courses, have a significant role in the creation of the learning environments. Therefore, faculty will design courses using the Quality Matters rubric. In addition, faculty will be required to submit their course to the Course Designer for final approval. Our priority is to challenge faculty and staff to use instructional technologies to create and enhance high-quality learning environments in a demonstrable matter.

Student Rating of Instruction (SRI)

Bethune-Cookman University will evaluate the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.

Intellectual Property Rights

The preparation of distance education instructional materials differs from the preparation of materials for the traditional classroom setting, raising questions about ownership, and copyright and fair use.

Faculty and administrative personnel will need to develop policies that do not undermine faculty rights or the learning/teaching process and that address issues of copyright, ownership, and faculty compensation.

Copyright and Fair Use

It is the faculty member's responsibility to ensure that written copyright permissions are obtained where needed. Copyright Clearance Center <http://www.copyright.com/>

PART III - STUDENT SUPPORT SERVICES

Support Services

Recruitment/Admission

- At Bethune-Cookman University the undergraduate and graduate admissions offices produce a wide array of recruitment materials.
- Recruitment of the students is guided by the admissions policies outlined in the undergraduate and graduate catalogs.
- Advertising, recruiting and admissions information adequately and accurately represent the programs, requirements, and services available to students.
- The undergraduate admissions office and the graduate admissions office serve as the points of contact between potential students regarding recruitment.

Enrollment/Registration

The enrollment process for a student enrolled in distance education courses is equivalent to the procedures used for traditional classroom courses. All established policies and procedures pertaining to registration, drop/add, withdrawal, etc. are applicable to distance education courses. The Wildcat Web is available for student registration 24x7.

Wildcat Web

Bethune-Cookman University utilizes the Wildcat Web to record all student information for grades, advisement and more. All instructors shall be assigned a user account on the Wildcat Web to manage their courses. Instructors are expected to keep their attendance and grades current. Any faculty who has not received an account shall contact the Academic Dean's office.

Email

B-CU email is the official communication vehicle for the University as well as for the distance education programs.

Student ID Cards

Once the online student has been admitted, the Program Chair/Director will send the following via email to the CIT Helpdesk at helpdesk@cookman.edu.

- Student's complete name
- Student's ID number
- Jpeg picture
- Photo identification card, i.e., driver's license

The Program Chair will pick up the card and send to the student. Please allow 48-72 hours for cards to be processed. These ID cards will also enable students to log in to the library's website.

Textbooks

The Bethune-Cookman University bookstore is located on campus. Students may also purchase books online. Several courses have been identified as Open Educational Resources (OER). [https://wildcat.cookman.edu/ICS/Current_Students/ADVISING and REGISTRATION.jnz?portlet=Free-form_Content_2018-04-16T15-58-31-182](https://wildcat.cookman.edu/ICS/Current_Students/ADVISING_and_REGISTRATION.jnz?portlet=Free-form_Content_2018-04-16T15-58-31-182)

Advising for online degree seeking students

Online degree seeking students will be assigned an academic advisor.

Student placement in Online Courses

Students enrolled in face to face courses cannot be moved to an online course without adviser approval and confirmation of student notification. Online degree seeking students must take all required courses online.

Library Resources

A wide range of electronic resources are available from the Bethune-Cookman University Library for use by faculty and students. These include electronic access to the Library's catalog, reference resources and databases. For more information, faculty and students may refer to the Library's website at <https://www.cookman.edu/academics/library/index.html> or contact the Reference Department.

PART IV - COURSE MANAGEMENT AND DELIVERY METHODS

Course Management

Introduction

Numerous technical support and computer software issues need to be taken into consideration when developing and implementing a quality, user-friendly online and/or web-enhanced course. Although it is recognized that some faculty have already developed their own structures and templates (Appendix 6) for teaching courses over the Internet, every course is provided a template with a wide range of attractive features which will be helpful to both faculty and students (chat rooms, virtual classrooms, discussion boards, systems which track student participation, grading systems, etc.).

Several criteria were used in determining which LMS template is most beneficial for faculty and student use. Based on student and instructor feedback, two of the most important factors are:

1. Whenever possible, it is desirable for online students who may take more than one online course to be able to avoid having to learn a completely new organizational structure for each course they take. Consistency of appearance and method of use has its advantages.
2. Secondly, to provide training, design, and technical support for faculty, as well as ongoing technical support for students, it is necessary to have consistency in the look and feel of the course.

LMS Course Template Menu

Menu Item	Description	Quality Matter Standard(s) Addressed
Home	Starting point in the course; Add your contact information, a picture, an introduction/welcome, and getting started instructions. Upload important documents such as the schedule, course syllabus, instructor bio, etc.	1.1, 1.8 (<i>could also be an announcement or discussion board posting</i>).
Syllabus	Introduction: Introduce the purpose and structure of the course. Provide a brief overview of the syllabus and its importance. Syllabus Files: Upload a downloadable version of your course syllabus here. You may also add other important course files such as the calendar/schedule.	1.1, 1.2, 2.3, 3.2, 4.3, 5.3, 5.4, 8.6
Announcements	Post course announcements here. A welcome message with information to start the course should be posted on Day 1. Announcements will appear on this page as well as the overview page.	5.3, 6.1
Modules	Create and manage assignments. This is where you build the course and grade student work. Note: You will find two existing assignments in the course, one is the Attendance Policy, the other is the Participation agreement. You can change the points assigned to these assignments and the due dates; however, all online learners are expected to read and accept these policies. <i>In the future we would like to make this part of an orientation</i>	2.1, 2.2, 2.3, 2.4, 3.1, 3.4, 4.1, 4.3, 5.1, 6.1

	<i>course/module, however, at this time, it is to be completed in all online courses.</i>	
Grades	Here you will select the appropriate grading weighting method, add evaluations, configure letter-grade scale, post personalized feedback to students, view students' overall progress in the course, and submit final grades.	3.2, 3.3, 3.5, 5.3, 6.1
Attendance	Track student attendance (active participation) here.	3.3, 5.4
People	Use this page to view the class list This feature is on way to promote student-to-student and student-to-instructor communication.	5.1, 5.2, 5.3, 5.4, 6.1
Canvas Student Orientation	Orientation to Canvas LMS. Provides overview of Canvas, tips for success, and information about technical support and supplemental course resources.	6.4, 7.1, 7.2, 7.3, 7.4, 8.6
Library Database	Technical Support and supplemental course resources are placed in this area. This page will include any links or files added as a bookmark/handout. You can assign resources to specific modules as well.	6.4, 7.1, 7.2, 7.3, 7.4, 8.6

Unless a specific exception has been granted, adjunct faculty employed to teach or develop Distance Education courses will be required to adhere to the same guidelines as regular faculty regarding the selection and use of Learning Management Systems as well as minimum computer and connectivity requirements.

The training focuses on the use of the learning management system (LMS), currently Canvas, and associated instructional resources. Utilizing a multi-faceted, three-tiered approach, training comprises LMS instruction that ranges from introducing and familiarizing faculty with Canvas basics to specialized, advanced training targeting specific Canvas features and supplemental instructional tools. Most important, the training *meets faculty where they are, allowing them to select the mode of instruction they are most comfortable with, whether large group, small group, or individualized training. In addition, this robust, multi-faceted training approach allows faculty to select the type of training they deem necessary when they need it, then advance to the next level of instruction as their knowledge and Canvas skills increase. Further, since it is offered both in person and virtually, training can be customized to meet the needs of all faculty, whether in person or at a distance, teaching web enhanced, remote, blended, online, or hyflex courses. Thus, regardless of their teaching venue or teaching status (full-time or adjunct), faculty receive high-quality Canvas instruction designed to equip them with the skills necessary for success in the online or on-campus classroom environment.

Here is an example of the faculty training provided:

Training Area	Description	Content (Focus)	Duration)
Canvas Basics	(Small and large group training) Overview of Canvas	Wildcat Web portal, course template, Roster (and Email) overview, taking attendance, and adding course syllabus	60 minutes
Virtual Training (Online)	Overview of Canvas, and all other training areas in training schedule covered	General introduction to Canvas LMS; in-depth coverage of specific Canvas features depending on session focus	90 minutes
Attendance	In addition to providing an overview of Attendance in Canvas session explains hidden Attendance features, including notifications option that automatically warns students and designated individuals of excessive student absences	Accessing single session and Weekly View; Taking attendance; Adding and Managing Sessions; Settings; Exporting Attendance to Excel	60 minutes
Grades	Session provides an overview of the Gradebook, and shows how to customize the grade scale, and make Gradebook work for you by setting up grade weights and evaluations	Accessing Full Gradebook; configuring Grade Weighting and alternate Grade Scale; creating Evaluations	90 minutes
Modules	Session targets on adding and grading various kinds of assignments	Adding Assignments; Grading Assignments	90 minutes

		events; adding and sharing calendars	
Discussion Forum	Session targets the Discussion Forum, showing how the asynchronous tool can promote student engagement by allowing students to participate in meaningful online discussions as their schedules permit	Creating and managing Discussion Forum categories, topics, and Discussion Forum assignments; grading Discussion Forum assignments; setting Discussion Forum parameters	60 minutes
Turnitin	Session provides an overview of Turnitin, showing how to connect the Learning Tool with an assignment, how to access a Turnitin report, and how to grade an assignment in Turnitin	Creating Turnitin account and linking with course; linking assignments with Turnitin; retrieving and grading assignments in Turnitin; activating Turnitin settings	60 minutes
SmarterProctoring I: External Proctor	Session gives an overview of SmarterProctoring, including how to connect the Learning Tool with an assignment, and how to set SmarterProctoring exam options	Creating a SmarterProctoring user account; selecting SmarterProctoring Learning Tool; configuring proctored exam options; and tracking student participation	60 minutes
SmarterProctoring II: Internal (Instructor as) Proctor	Session shows how to create and activate a SmarterProctoring proctoring account so instructors can proctor their students' exams	Creating SmarterProctoring proctor account; selecting SmarterProctoring Learning Tool; configuring proctored exam options (including instructor as proctor option); and tracking student participation	60 minutes
Respondus	Session shows how to create assessments (tests and quizzes) with Respondus for use in Canvas	Installing and activating Respondus; creating and editing assessments; exporting assessments for use in Canvas	90 minutes
Publisher Content	As needed	As needed	60 minutes

*Individualized training is available per request on an as-needed basis.

Course Development

All courses that are to be considered for web enhances, remote, blended, online or hyflex are guided by the following:

- All course builders will have completed the B-CU Faculty Online Certification Training.
- New courses that need a new course number will need the approval of the Academic Policy and Curriculum Committee (APCC) and the B-CU Registrar.
- It is the course developers' responsibility to ensure that written copyright permissions are obtained where needed for any copyrighted course materials used to develop a course.

Ownership & Use

B-CU reserves the right of ownership of all courses, electronic documents, programs, curricular, etc. developed under the auspices of the university.

Course Delivery Formats

- **Web-Enhanced** - In a web-enhanced course, the class meets just like a traditional class, in a classroom, with an instructor at the regularly scheduled day, time and location. Seat time is **not** replaced but components of your course will be accessible to you 24/7. You may also complete homework assignments, take quizzes, participate in group work, and interact with your instructor and fellow students online. Online activities vary depending on the instructor and course requirements. The instructor will clarify expectations on the first day of class.
- **Remote**- In a remote class, student interaction is provided synchronous and all course assignments are complete via the LMS
- **Blended Course** - In a blended course, the class will meet 50% face to face and 50% online.
- **Online** – In an online course all instruction is provided 100% online.
- **Hyflex**- In a hyflex course it is a combination of web-enhanced, remote, blended, and online per course per student.

Minimum Class Size for Online Courses

Minimum class size for online classes are the same as face to face classes. In the fall and spring semesters, the minimum class size is 12 students in general education and other 100-200 level courses, and 8 students in upper level courses. For the summer session, the minimum required number of students in each class is 10 for General Education and other lower division (100 and 200) levels, 6 for remedial classes, 5 for upper division (300 & 400) levels. The Provost may make exceptions, on a case-by-case basis. Faculty, department heads and deans coordinate to determine the appropriate number of distance education courses for the School or College Using the approved B-CU course coding conventions, each department is responsible for submitting their distance education courses to the Registrar's Office according to University deadlines.

Course Registration

It is the responsibility of the School or College to correctly code all distance education courses to ensure that the courses are properly created, following these guidelines:

- Online courses are coded with the additional letter in the course code of “O” after the section letter (i.e. LEAD601AO). Online courses that are part of an online degree program are coded with “ON” for the section. Blended courses will have an additional letter in the course code of “Z”.
- Correctly list course start and end dates (if different than the regular academic calendar dates.)
- Faculty should not be listed as “TBA” in the registration system at the time. While the course will be created, there will be students in a course with no instructor, and that’s a bad practice.

Course Creation

All courses must be registered and created first on Jenzabar in the registration system. Then, the daily integration process between the Jenzabar Registration System and Canvas will make all courses in the registration system show up in Canvas. Instructors will be able to access their courses for the upcoming semester in Canvas at some point during the latter half of the present semester. Students will be able to access their courses in Canvas approximately 10 days prior to the beginning of the upcoming semester.

Course Adjustment

All course adjustments, i.e., add/drop of students and instructors, change of course ID, etc. must be submitted to the Registration Office first. It usually takes 24-48 hours for course adjustments completed in the registration system to reflect in Canvas.

Course Enrollments

The department and/or school will determine the maximum enrollment limit.

End-User Management

The integration process between the Jenzabar Registration System and Canvas will create new user accounts automatically. This process creates new user accounts when students are in the “applicant” stage. Access to the student tab occurs when students are accepted, and their application credentials are pushed from admissions to the registrar. Rules governing the creation and management of Jenzabar (Wildcat Web) end-user accounts include the following:

- **Student user accounts**
 - All current B-CU students have an account in Jenzabar (Wildcat Web)
 - No student may be added or un-enrolled manually from any Canvas courses.
- **Faculty user accounts**
 - Faculty user accounts are created through Jenzabar once they are assigned as the instructor of a course.
 - Faculty accounts, once created, remain available in Jenzabar indefinitely until removed by a front-end system administrator
 - Only secondary instructors may be added or un-enrolled manually from Jenzabar by a front-end system administrator.
- **End-User Login Account Information**
 - Faculty and student user accounts use the same username and password information as the Wildcat Web. The username must contain 9 characters, so if the Wildcat Web username is not 9 characters, zeros must precede the username to make up the 9 characters (i.e. 000123456).
- **Guest Access**
 - When necessary, deans, and department chairs may be granted access to view courses in Canvas via a course adjustment
 - All student information, including personal information, work and grades will remain confidential.
 - The default set for all courses is “No” for Guest Access.

PART V DISTANCE LEARNING COMPLIANCE POLICY

Distance Education Student Access

All students receiving instruction through distance education will be provided equivalent access to student support services offered to face-to-face students.

Faculty Certification

All faculty assigned to teach online and blended courses will be required to enroll and complete the faculty online certification program.

Online and Blended Courses

The academic content and requirements for online and blended courses are equivalent to the same academic content and requirements taught in face-to-face courses. One semester credit requires 15 instructional contact hours, or 750 minutes.

Course Design

Courses delivered via distance education shall meet the requirements set forth by the academic department and must go through the usual curriculum approval processes as defined by the appropriate academic units.

Proctoring

All midterm and final exams will be proctored for all online courses and blended courses when the instructors administer the midterm and final exam online. The proctor ensures the security and integrity of the exam process. Authentic assessments do not require proctoring.

Library Services

The Carl S. Swisher Library will provide equivalent support for distance education courses and programs.

Virtual Office Hours

All faculty teaching online courses will be required to provide accommodating virtual office hours.

Faculty Response Time

Faculty will respond students' questions within 24 hours. Faculty will have a grade turnaround time no later than 7 days, and if there is a delay faculty must post in Canvas, explaining the delay and when students can view their grade.

Assessment

The effectiveness of distance education programs (including assessments of student-based learning outcomes, student retention, and student satisfaction), will be assessed with the same intent and rigor as the face-to-face programs.

PART VI STUDENT ATTENDANCE AND COURSE ACCESS

Distance Education Attendance Policy

Students enrolled in online courses must be officially enrolled by the last published day of late registration. Faculty members may establish additional attendance requirements as outlined in course syllabi. Online students are subject to the same attendance policy and procedures as traditional students. However, participation must be defined in a different manner.

Student attendance in online courses is defined as active participation in the course as described in the individual course syllabus. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented by any or all of the following methods:

- Discussion board (forum) postings
- Assignments/Exams/Quizzes
- Virtual classroom activities
- Blogs
- Chats
- Guest lecturers

Example, a three-credit course could document attendance by holding a virtual class for 1 hour during the week and additional assignments on 2 separate days during that same week. Another example would be, a virtual class could be held for 1 ½ hours during the week and an additional assignment on another day during that same week. These models would satisfy the requirements for 3 contact hours in a course for a 3-credit hour course. Academic advisement, individual consultations and telephone interviews cannot be documented as class participation.

Students are expected to attend class each week. In order for the student to receive credit for the week, they must log in and complete the required virtual class and subsequent assignment(s). Documented attendance would include active participation of at least 2 instructional methods assigned for the week.

If a student fails to complete the required assignments during the week, they will be given an absence for that week. Students are allowed three unexcused absences per course. If possible, a student may contact the instructor in advance and make arrangements to complete the required assignments. Acceptance of late work is at the discretion of the instructor. If the student fails to meet the attendance requirements, the instructor will give them a warning.

Any University-related activity necessitating an absence from class will not count as an unexcused absence when determining whether a student has attended the required class meetings.

Meeting the attendance requirements may not necessarily fulfill all course requirements. The student bears the responsibility for the effect, which absences may have upon class participation, announced and unannounced examinations, written assignments, reports, papers, and other means of evaluating performance in a course. At the same time, if a student's required participation in a University-sponsored activity causes a student to be absent from class, and if the student seeks to make arrangements prior to the absence to complete scheduled assignments, the professor is expected to work with the student to allow for the completion of class work and assignments.

Students are usually allowed to make up class work and/or tests missed because of serious illness, accident, or death in the family. Any request by the professor to verify the nature of an absence should be made to the student upon his or her return.

The online activity determines whether a student attended distance education classes for the week. A simple log on to Canvas is not sufficient support for the attendance requirements.

The University's online attendance is documented through Canvas. Online attendance is configured by the start date of class through the end date of class. The Canvas attendance feature allows the professor to choose Present, Absent (Excused), Absent (Unexcused), or Tardy for each of the students in the class.

Denying Access

Students will be denied access for the following reasons:

- **For Non-Attendance:** Students who have not fulfilled attendance requirements.
- **For Non-Payment:** Students who have not paid (or made arrangements to pay) tuition by the published due date will be dropped from courses.
- **Lacking Prerequisites:** If it is determined that a student is lacking the required prerequisites for a course, the student will be dropped following regular B-CU procedures.
- **Offenses to the Distance Education Student Participation Agreement:** Should a student commit an offense prohibited by the "*Distance Education Student Participation Agreement*" promptly document and report the case to the Director of Instructional Technology and the student will be dropped following regular B-CU procedures.

Withdrawals: The withdrawal process follows the same guidelines as outlined in the B-CU undergraduate or graduate catalogs.

Academic Appeal for Distance Education Courses: Students follow the same guidelines as outlined in the B-CU undergraduate or graduate catalogs.

Course Wrap-up: At the end of a semester, courses will remain available in the system for faculty access and for students with "*Incompletes*". After 2.5 years, courses will be purged from the system. This serves to fulfill the three-year requirement for academic appeals

PART VII FACULTY ONLINE CERTIFICATION TRAINING PROGRAM

Canvas

Faculty will demonstrate the comprehensive skills in navigating Canvas as well as Online Meetings. Successfully completing Canvas with at least 90% is a prerequisite for registering for Quality Matters.

Components	Learning Outcomes	Method
Canvas Basics	A. Successfully demonstrate basic Canvas navigational skills. B. Successfully demonstrate application of Canvas Test Builder and/or Respondus for quizzes and exams. C. Successfully demonstrate application of Online Meetings. D. Successfully demonstrate course copy skills.	Online Or Test Out

Quality Matters

Faculty will receive a certificate for successful completion of the online or face-to-face [Applying the Quality Matters Rubric Workshop](#).

Components	Learning Outcomes	Method
Face to Face: Quality Matters Applying the Quality Matters Rubric (On Campus Faculty)	Successfully complete one 8-hour campus-based APPQMR workshop. Offered as 2 half day sessions or one full day session.	Small group OR Submission of APPQMR Certificate
Online: Quality Matters Applying the Quality Matters Rubric (Only Off Campus/At a Distance Faculty)	Successfully complete the 2-week online APPQMR workshop.	Online OR Submission of APPQMR Certificate

Course Improvement/Development

Faculty will complete Path 1 or Path 2 of Module B2, demonstrating comprehensive skills in the design, development/improvement of an online/blended course with 90% accuracy.

Components	Learning Outcomes	Method
Path 1 Course Improvement <i>(have taught online at B-CU within the last 18 months prior)</i>	<ul style="list-style-type: none"> Successfully demonstrate the ability to apply the QM Rubric using the self-review tool. Successfully apply the online/blended master syllabus. 	Online

<p><i>to current semester)</i></p>	<ul style="list-style-type: none"> ● Customize Start Here page. ● Complete Course Organization and Course Review Worksheets. ● Develop a Canvas activity using SoftChalk Create. ● Complete “Learning to Teach Online” Lynda course. 	
<p>Path 2 Course Development <i>(have not taught online at BCU within the last 18 months)</i></p>	<ul style="list-style-type: none"> ● Successfully apply the online and blended master syllabus. ● Customize default start here page. ● Create course modules. Develop measurable objectives and align with assessments. ● Develop an Canvas activity using SoftChalk Create. ● Complete “Learning to Teach Online” Lynda course. 	<p>Online</p>

Quality Matters Standards

The Quality Matters Higher Education Rubric, Sixth Edition, 2018 is a set of eight General Standards and 42 Specific Review Standards used to evaluate the design of online and blended courses. The Rubric is complete with Annotations that explain the application of the Standards and the relationship among them. A scoring system and set of online tools facilitate the review by a team of Peer Reviewers.

“Unique to the QM Rubric is the concept of Alignment. This occurs when critical course components — Learning Objectives (Competencies) (2.1, 2.2), Assessment and Measurement (3.1), Instructional Materials (4.1), Learning Activities and Learner Interaction (5.1), and Course Technology (6.1) — work together to ensure students achieve desired learning outcomes. Specific Review Standards included in Alignment are indicated in the Rubric Annotations.”

The Eight General Standards:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learner Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

(Matters, Quality, 2018) “[Course Design Rubric Standards, 6th Edition](#)”

PART VIII TECHNICAL ADMINISTRATION

Technical Requirement

Technical administration for online and for web-enhanced courses is available through Bethune-Cookman University Center for Information Technology (CIT).

Minimum Technical Requirements for Web-based Students:

Unless specific exceptions are granted, faculty will be required to develop and deliver online and web-enhanced courses that can be successfully implemented by utilizing the minimum computer requirements and minimum Internet connectivity requirements established for Distance Education students. It is important that students be informed of these minimum configurations prior to the start of class and that the published minimum configurations be accurate so that students do not purchase additional hardware, software, or connectivity that is not required. Faculty should be aware that the same policies, which apply to general university usage of the computer networks, also apply to the delivery of web-based courses.

Firewalls

Students attempting to access B-CU's courses from military installations, hospitals, public schools and other special locations should be advised that firewalls sometimes prevent them from using synchronous tools such as chat or virtual classroom. In these cases, the students will need to participate from a location/Internet Service Provider (ISP) without such a firewall.

Technical Support

Faculty, staff, and students in need of support for troubleshooting technical issues have access to help around the clock from the following sources:

- *Center for Information Technology (CIT)* – CIT staff are available during normal business hours via telephone at 386.481.2070, email at helpdesk@cookman.edu, or in-person in Faith Hall, 620 Dr. Mary McLeod Bethune Blvd., Daytona Beach, FL 32114
- *School-Based Academic/Technical Support Specialist*: provides support with localized, general technical support.
- The CIT HelpDesk: available during regular business hours for all technical support needs.

Library Support

The Bethune-Cookman University Library provides off-campus access to its academic electronic journal and ebook databases, circulation collections, and view of the print collections available on campus or through ILL, and other significant collections to all faculty and students. Faculty and students must log in remotely using their B-CU email address and network password. The Library provides programs and services to meet the needs of distance learners and faculty.

For more information see the following links.

[Faculty Teaching Online - Library Resources and Services](#)

[Online Students - Library Resources and Services](#)

PART IX INSTITUTIONAL EFFECTIVENESS

INSTITUTIONAL REPORTING

- Bethune-Cookman University documents compliance with the “*Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*” [<http://www.sacscoc.org/app/uploads/2019/08/commadap.pdf>].
- Bethune-Cookman University is committed to maintaining and enhancing the quality of its instructional programs in support of the University’s mission.
- Bethune-Cookman University evaluates the overall effectiveness of its distance education programs by assessing progress toward meeting its institutional goals.
- A major goal of the Bethune-Cookman University is to continuously strive for excellence in all its teaching endeavors.
- Bethune-Cookman University has a position responsible for distance education that is appropriate for the size of the program.
- Bethune-Cookman University admission and recruiting policies and decisions take into account the capability of students to succeed in the distance education programs.
- Undergraduate admission requirements are the same as those required of on-campus enrollees. The application process is identical as for traditional students.
- Graduate admission requirements are outlined in the Graduate Studies Catalog.
- Policies relevant to transcripts, grading and transfer credentials are in place.
- For students taking courses for Academic credit, policies regarding transcripts, grading and transfer are the responsibility of the Registrar’s Office.

Quality Assurance

As stated in Section 496 of August 14, 2008, Higher Education Opportunity Act (HEOA):

“Accrediting agencies must require institutions that offer DE or correspondence education to have processes to establish that the student who registers is the same student who participates in and completes the work and gets the academic credit.”

All students who are enrolled in distance education courses at the Bethune-Cookman University are issued a secure username and password for access to the Canvas system. The username and password are generated from the student information system registration rosters and are unique to each student.

Faculty involved in online and web-enhanced course development, work with the Center for Information Technology (CIT) personnel prior to the procurement and deployment of any electronic delivery. Both collaborative computing technology and web conferencing are available depending on the specific teaching approach.

Academic Integrity and Student Verification

- Distance education policy statement about academic integrity in their course syllabus.
- Student assignments are checked for plagiarism.
- Written work from the student (e.g. papers, online discussions, essay exam questions)
- Randomizing quizzes and exams, and also time limits on exams
- Utilization of web monitoring and web-proctored exams
- Synchronous Canvas monitoring
- Student interaction with faculty and other students (e.g. group projects and group discussion)

Faculty

- The qualifications for distance education faculty are the same as faculty teaching the same courses in traditional format.
- Bethune-Cookman University provides orientation, training and support services for faculty involved in distance education courses.
- Instructional materials must be reviewed and revised periodically.
- Procedures are in place for appropriate evaluation of faculty involved in distance education courses.
- The respective department chairs and/or dean evaluate all full-time and adjunct faculty annually.

Student Support Services

- Bethune-Cookman University provides distance education students access to appropriate student support services.
- Distance education students have access to online admissions information and application, online financial aid application, address changes and testing and assessment.
- Other services including registration, payment of tuition, academic advising, placement services and computer help desk support are all available via mail, emails fax or phone.
- Student Support Services for enrollment, campus contacts, course schedules, bookstores, online learning assistance, and much more are offered via online, email and phone.

PART IX - EMERGENCY PREPAREDNESS

Emergency Preparedness

Faculty academic emergency preparedness procedures are in place to provide faculty with targeted training and state of the art strategies for dealing with instructional issues that might arise in the case of emergencies.

Faculty will prepare alternative methods for:

- Communicating with students
- Distributing documentation
- Delivering lectures and presentations
- Collecting assignments and providing feedback
- Administering exams
- Distributing grades
- Identifying coursework critical to the learning outcomes of the course and match the coursework to technologies that provide students with alternative methods of completion.

Examples of coursework matched to technologies:

- Group work – Canvas, Google Docs, Skype, Online Meetings, Zoom
- Student Presentations – Podcasts or Narrated PowerPoint Slides
- Peer Review – Canvas
- Class Discussions – Canvas
- Papers – Library catalogs and databases
- Plagiarism Prevention – Turnitin
- Assessments (tests and quizzes) – Canvas, Respondus
- Lab Work – Supplemental online materials from textbook publishers
- Create class policies and present them to class.
- Distribute documents, assignments and readings early in the semester.
- Identify the primary method of communication and documentation for distribution. Identify how you will allow students to complete and/or make up assignments and exams.

PART X HYPERLINKS

- [Appendix 1](#) Master Course Syllabus for Online
- [Appendix 2](#) SACSCOC Distance Education Policy
- [Appendix 3](#) eLearning Policy
- [Appendix 4](#) Proctoring Approval Form and FAQ
- [Appendix 5](#) B-CU Institutional Best Practices for Distance Learning
- [Appendix 6](#) Distance Education Student Participation Agreement

Appendix 1 - Master Course Syllabus for Online & Blended Courses



BETHUNE- COOKMAN UNIVERSITY

Online and Blended Course Syllabus

The syllabus is an agreement between student and professor. It is intended to give you an outline of your course and what will be covered during the semester. Many questions that you may have are typically covered in the syllabus. You are expected to read the course syllabus in its entirety at the beginning of the semester, and reference it frequently throughout the semester. **Disclaimer:** *The syllabus will be followed as closely as possible. The professor reserves the right to make modifications as deemed necessary.*

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Course Goals and Objectives	3
Course Delivery	4
Assessment and Grading	5
Course Policies and Expectations	6
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Course Information



[Click here to enter College/School](#)

[Click here to enter Course Title](#)

[Click here to enter Course prefix, number, and section.](#)

[Click here to enter Credit Hours.](#)

[Click here to enter Semester and Year.](#)

Instructor Information

Instructor/Professor Name:

Title:

Office Location:

Office Phone:

Email:

Office Hours:

Course Description

[Click here to enter text.](#)

Prerequisite(s)

[Click here to enter text.](#)

Required Textbook(s) and Materials

[Click here to enter text.](#)

Technical Competencies

Students taking online courses should be able to:

- ✓ Perform a number of functions within an Operating System and have basic file skills.
- ✓ Navigate and use various functions of the Internet.
- ✓ Use internet-based email to perform a number of email related tasks.
- ✓ Use productivity software to create documents using various formatting options.

Minimum Technical Requirements

- ✓ A reliable computer with internet access.
- ✓ Word Processing software.
- ✓ Adobe Reader ([latest version](#)).

Course Modality

This course is delivered in the format checked:

- Online (100% Fully Online)
 Blended (50% Online & 50% Face-to-Face)

Course Goals and Objectives



Main Course Goal

Click here to enter text.

Impact on BCU Mission and Institutional Student Learning Outcomes (ISLOs)

Through the attainment of the course student learning objectives (CSLOs), students will acquire knowledge, skills, and competencies outlined in the [Institutional Student Learning Outcome](#) (ISLOs), School Student Learning Outcomes (SSLOs) and Program Student Learning Outcomes (PSLOs). The Course Student Learning Objectives fully support the University Mission and Core Values as stated in the Strategic Plan; as well as, the School Goals.

Program Student Learning Outcomes (PSLOs)

Add any PSLOs addressed in your Course Learning Objectives.

Course Student Learning Objectives(CSLOs)

Upon successful completion of this course, you will be able to:

✓

Course Delivery



The Jenzabar eLearning System

This course is managed using an online Learning Management System (LMS) known as Jenzabar eLearning. Jenzabar eLearning is accessed using a web browser over the Internet. You will log in using the [Wildcat Web](#) and find current courses listed under **My Courses** on the left sidebar. For help using eLearning, contact the Help Desk.

Table 1 - This table describes some of the main areas in your eLearning course.

Course Navigation	Description
Start Here	Starting point in the course; contact information, start-up information, and important documents.
Overview	Contains the Course Organizer which gives an overview/snapshot of a course and your status.
Coursework	Course content, weekly modules, instructional material, and assignments are located here.
Help & Resources	Technical Support and supplemental course resources are located in this area.
Syllabus	Find a downloadable version of your course syllabus.
Course Calendar	View the due dates and events for your course.
Gradebook	Use the Gradebook to review your grades throughout the semester.
Attendance	Review your attendance record.
Roster & Email	Communicate with your instructor and classmates via email.

Course Structure

Provide a statement on how the course is organized. (i.e. units, chapters, weeks, modules, etc.). "This course is organized by..."

Online Meetings

Important: This course will have three synchronous online sessions. One will be scheduled during the first week of class, midterm week, and the last week of the semester. The dates, times, and details will be announced in advance.

Methods of Instruction

Describe your instructional method. What do you use to teach/share content? Lecture Notes, PowerPoint Presentations, Video Lessons, textbook, podcasts, etc.

Course Activities

List and describe types of activities used in your course (exams, papers, quizzes, projects, presentations, reports, forum discussions, etc.)

Assessment and Grading



Methods of Evaluation

Graded Assessments	Points	Percentage
	Total:	

Letter Grade Assignment/Grading Scale

The following grading scale will be observed:

Points	Percentages	Grades	Interpretation
900 – 1000	90% to 100%	A	Excellent
800 – 899	80% to 89.99%	B	Good
700 – 799	70% to 79.99%	C	Average
600 – 699	60% to 69.99%	D	Poor
0 – 599	0% to 59.99%	F	Fail

Grading Policy

Course Policies and Expectations



Instructor Feedback/Communication

Provide your communication and feedback plan.

Student Responsibilities

Late Work Policy

How do you handle late submissions of assignments? Provide a statement on your policy.

Online Classroom Rules (Netiquette)

Just as you are expected to conduct yourself in a professional manner offline, you are expected to do the same in the online environment. It is important to remember these guidelines when communicating in your online courses:

- Do not dominate any discussion.
- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Use correct spelling and grammar in all written communications. Always proofread.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Be aware of the University's Academic Honesty Policy.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.

Adapted from "Netiquette: Make it Part of Your Syllabus" by Alma Mintu-Wimsatt, Courtney Kernek, Hector R. Lozada. Licensed under CC BY-NC-SA 3.0 US.

NOTE: Your instructor reserves the right to remove posts that are not collegial in nature and/or do not meet the and Netiquette guidelines listed above.

Disaster/Emergency Policy

In the event of a disaster, course communication, content delivery, grading procedures, and deadlines are subject to change. Communication methods may include Wildcat email, phone, or video conference. The contact information provided at the beginning of the syllabus should be kept in a safe place; it should be used to reach me in the case of an emergency. Content delivery may encompass a variety of methods such as video lessons, narrated PowerPoint presentations, podcasts, etc. Group work may use tools such as Google Docs, Google Sheets, or Google Slides which all provide opportunities for collaboration. It is imperative that you save or print a copy of your course syllabus. This will help keep you on track by using the course schedule which lists assignments, readings, and other course activities.

Institutional Policies



Academic Honesty

A student is required to maintain an honor code. As members of an academic community, which places a high value on truth and the pursuit of knowledge, students are expected to be honest in every phase of their academic life and to present, as their own work, only that which is genuinely theirs. Students have the responsibility to maintain the highest standards of academic integrity and to refrain from cheating, plagiarism or any other form of academic dishonesty. If anyone copies or paraphrases the words of another writer without acknowledgment or submits another person's work as his or her own, that person is guilty of plagiarism.

Charges of cheating on tests or examinations, plagiarism in the production of written papers, other products or processes will result in disciplinary action by the faculty and administration. This includes a reduction of grades, loss of grades, possible removal from class, or suspension. Plagiarism and cheating are major violations of the Distance Education Student Participation Agreement and Student Honor Code and may result in the student's indefinite suspension from the university. For more on this policy, reference the [B-CU Student Handbook](#). For more on Plagiarism, [visit Plagiarism.org](http://www.plagiarism.org).

Americans with Disabilities Act

B-CU is committed to accessibility and usability for all students. Online courses are delivered using the Jenzabar eLearning platform, Jenzabar Internet Campus Solution is updated to address and resolve certain Americans with Disabilities Act compliance items. You will find that documents provided in the course are fully accessible and videos are captioned or accompanied by transcripts.

If you anticipate barriers related to the format or requirements of a course, please contact the course instructor to discuss ways to ensure full participation. If disability-related accommodations are necessary, you must register with the [Office of Student Accessibility](#) located in the Charles C. Parlin Center, 635 State Street, Room 105; (386-481-2172). When you have met the eligibility requirement you will be given documents to notify the course instructor of your approval for reasonable accommodations under Section 504 of the Rehabilitation Act of 1973. The student, course instructor, and the Office of Student Accessibility will coordinate a plan for accommodations.

Student Attendance & Participation

While a minimum weekly login to include a submission of an activity or assignment is required; we strongly encourage a daily login to include a completion of an activity or assignment. Full details of this policy are provided in the Student Attendance and Student Participation Agreements in your Jenzabar eLearning course. In each of your online courses, you are required to acknowledge both agreements.

Drop, Withdrawal, and Issuance of Incomplete

Visit the [Registrar's Withdrawal Page](#) or the [Bursar Office's Withdrawal Page](#) for the policies on dropping a course and withdrawal. Students may only receive refunds for courses that are cancelled by the University or courses that are dropped before the last day of late registration. [Academic Calendar](#) includes the "Last Day to Withdraw" for each semester. Forms to drop/withdraw from a course may also be found under forms on the [Virtual B-CU Experience](#) page.

Instructors may issue “I” or Incomplete grades to students who, for legitimate reasons, have not completed coursework at the time final grades must be submitted. At the time the request is made, the student must be passing the course with the required minimum grade for the course. At the discretion of the instructor, an “I” grade may be given to a student who is experiencing extraordinary personal challenges, but who has not formally requested an Incomplete grade.

Wildcat Email

All students are required to use Wildcat Email for all official college email communications.

Privacy Policy

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords students at Bethune-Cookman University certain rights with respect to their education records. Information about your rights as a student under FERPA can be found in the Student Handbook, Student Catalog, and on the [Registrar's webpage](#).

Proctoring

Per B-CU Distance Education Student Participation agreement, all midterm and final exams will be proctored for all online courses and blended courses when the instructor administers the midterm and final exam online. The proctor ensures the security and integrity of the exam process. Authentic assessments do not require proctoring. It is the student's responsibility to schedule proctored exams through the proctoring service. If applicable, students are responsible for any fees incurred from proctored exam. Reference the Help & Resources page in your course for more information. You can find the Proctoring FAQ and the Proctoring Approval Application on the [university's webpage](#).

Student Grievances

Bethune-Cookman University is committed to fostering mutual respect among students, faculty, staff, and administration on the campus. In the event of concerns about fairness and equity, we seek to find solutions that do not involve having to resort to formal grievance procedures. However, when such solutions are not possible, we are committed to a formal grievance process that will result in fair and reasonable resolutions. The Student Handbook details the full grievance policy and procedures.

While attending Bethune-Cookman University, students residing outside of the state of Florida who desire to resolve a grievance, should first follow the University's student grievance procedure. However, if a grievance cannot be resolved internally, students may file a grievance with their state. Find [state contact information](#).

Reference the [Academic Catalog](#) for complete policies and details: [Academic Regulations and Policies](#).

Technical Assistance



Help Desk

[Bethune-Cookman University Help Desk & Client Services](#)

For technical assistance with eLearning and your online courses contact the B-CU Help Desk.

- **Phone** - (386) 481-2070
 - You are encouraged to leave a message if no one answers. A support staff will be assigned your ticket and contact you once it's received.
- **Website** - [Helpdesk Request](#)
 - Submit a ticket online by completing a Help Desk Request using the link provided.
- **Email** - helpdesk@cookman.edu
 - Submit your request via email with your request details and a ticket will automatically be generated.
- **Visit** - Faith Hall, 620 Dr. Mary McLeod Bethune Blvd., Daytona Beach, FL 32114.

Respondus Lockdown Browser

You may be required to use **Respondus Lockdown Browser**, a custom browser that locks down the testing environment, when taking online exams. You will be able to download the eLearning installer whenever a test requires this browser. For more information, reference the Respondus Student Guide in the Help & Resources area of the course.

Bibliography

Tentative Course Schedule



2 Below is the schedule with deadlines. The “Complete?” column is there to help you keep up with what you have done.

Week Date Range Topic	Activity (w/Due Dates)	Complete?
Week 1 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 2 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 3 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 4 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 5 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 6 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 7 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 8 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 9 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 10 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 11 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 12 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 13 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>

Week Date Range Topic	Activity (w/Due Dates)	Complete?
Week 14 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 15 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>
Week 16 Enter Date Range Enter Module Name/ Week Topic		<input type="checkbox"/>

Appendix 2 - SACSCOC Distance Education Policy



Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

DISTANCE AND CORRESPONDENCE EDUCATION

Policy Statement

Definition of Distance Education

For the purposes of the Commission on College's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

Definition of Correspondence Education

Correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.

Policy Statements

1. At the time of review by the Commission, the institution demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification.
2. At the time of review by the Commission, the institution demonstrates that it has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
3. At the time of review by the Commission, the institution demonstrates that it has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.
4. An institution that offers distance or correspondence education must ensure that it reports accurate headcount enrollment on its annual Institutional Profile submitted to the Commission.

- Institutions must ensure that their distance and correspondence education courses and programs comply with the *Principles of Accreditation*. This applies to all educational programs and services, wherever located or however delivered.

Guidelines in the Application of the Principles of Accreditation to Distance and Correspondence Education

With the underlying concept that the *Principles of Accreditation* apply to all programs of the institution, regardless of mode of delivery, institutions should consider the following guideline statements in implementing and reporting on distance and correspondence education programs.

Mission

If an institution offers significant distance and correspondence education, it should be reflected in the institution's mission.

Curriculum and Instruction

The faculty assumes primary responsibility for and exercises oversight of distance and correspondence 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.

Distance and correspondence 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, telecourses, or other media products.

Academic support services are appropriate and specifically related to distance and correspondence education.

Program length is appropriate for each of the institution's educational programs, including those offered through distance education and correspondence education.

For all degree programs offered through distance or correspondence education, the programs embody a coherent course of study that is compatible with the institution's mission and is based upon fields of study appropriate to higher education.

For all courses offered through distance or correspondence education, the institution employs sound and acceptable practices for determining the amount and level of credit awarded and justifies the use of a unit other than semester credit hours by explaining it equivalency.

An institution entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered by distance or correspondence education is an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants.

Faculty

An institution offering distance or correspondence learning courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs.

The institution has clear criteria for the evaluation of faculty teaching distance education courses and programs.

Faculty who teach in distance and correspondence education programs and courses receive appropriate training.

Institutional Effectiveness

Comparability of distance and correspondence education programs to campus-based programs and courses are ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for distance or correspondence education students.

Library and Learning Resources

Students have access to and can effectively use appropriate library resources.

Access is provided to laboratories, facilities, and equipment appropriate to the courses or programs

Student Services

Students have adequate access to the range of services appropriate to support the programs offered through distance and correspondence education.

Students in distance or correspondence programs have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures.

Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.

Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.

Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

Facilities and Finances

Appropriate equipment and technical expertise required for distance and correspondence education are available.

The institution, in making distance and correspondence education courses/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology.

Document History

Adopted: Commission on Colleges, June 1997

Updated in accord with the revised Principles, December 2006

Revised: SACSCOC Board of Trustees: June 2010

Edited: January 2012

Reformatted: July 2014

Appendix 3 - eLearning Policy

eLearning Policy for Faculty

Use of Canvas

Bethune-Cookman University uses the Canvas Learning Management System (LMS).

Creation of Courses

A Canvas course shell is automatically created for each course taught at Bethune- Cookman University. Online courses will be designated with an “O” and blended courses will be designated with a “Z”. Courses that are part of an online degree program will be designated with an “ON”. Therefore, instructors do not need to request the creation of a Canvas course shell for a course listed in the current class schedule. Shells for an upcoming semester are created during the latter half of the current semester. Bethune-Cookman University faculty and staff who wish to request the creation of a Canvas course shell for purposes other than courses listed in the Bethune-Cookman University Catalog need to contact the [CIT Help Desk](#).

Creation of Student Accounts

New and returning students are added to Jenzabar throughout the academic year. Prior to the beginning of each semester, registered students are automatically brought into Canvas from Jenzabar and are added to the correct course according to the course reference number (C.R.N.). Additionally, student enrollment information is updated throughout the day from Jenzabar. Updates resulting from students dropping or adding courses will be reflected in Canvas within several hours of a change in Jenzabar. If a student needs access after the posting of final grades, they must contact the course instructor.

Canvas Account and Password Information

The Canvas username and password are the same as those for Wildcat Web. If a student or faculty member forgets their password, they should use the “I forgot my password” option on the Wildcat Web log in page. They can also contact the [CIT Help Desk](#).

Guest Access

Since Canvas is only used for Bethune-Cookman University courses, guest access has been disabled. Only current Bethune-Cookman University students are allowed to access Canvas with the use of their designated username and password. If you have a guest who needs access, contact the [CIT Help Desk](#) to discuss possible options.

Problems with Canvas Accounts or Canvas Server

For assistance with any problems encountered with Canvas and to minimize delays, please contact the CIT Help Desk.

End of Semester

Faculty and students will have access to their courses indefinitely as courses currently are not disabled or deactivated at the end of a semester. Since Canvas databases are backed up daily, faculty are not required to export their courses but may do so if they wish.

Canvas Data Backup

The Jenzabar databases are backed up daily. The backups are for full restoration purposes only. If for some reason the system fails, these backups will be used to restore the databases. If faculty have deleted or changed any individual items, CIT may not be able to retrieve them. Therefore, it is important that faculty maintain your own copies and archives. The following are categories of archives, exports and downloads that are available within Canvas:

- **Export Course Cartridge:** exports course into an IMS compatible file. IMS standard only supports a few of the types of content used in an Canvas course.
- **Export Grade Center:** downloads and saves the Gradebook as a comma-delimited file for use in a Microsoft Excel spreadsheet.
- **Download Assignments** enables the instructor to download student assignments and save them.

Course Content Backup

Courses will remain active in Canvas indefinitely. Courses taught more than once a year, faculty can copy the course content into next semester's course with Course Copy feature in the course context. Faculty may also back up course content locally on their personal computer or in Canvas Files. CIT will also back up all Jenzabar databases.

Student Content Backup

Faculty who wish to keep students' files after the current semester, must keep their own records of grades and assignments. Instructors can export and save the Grade Center with the Canvas export feature. This information can be saved as a Microsoft Excel spreadsheet. All student files uploaded as Assignments or Tests can be stored in the faculty's Canvas file cabinet and/or downloaded to a faculty member's computer and stored for future reference.

Account Deletion

User accounts will remain active for the duration of their affiliation with the university. Once a user's affiliation with Bethune-Cookman University ceases, their Canvas account will be removed. For students, this will normally occur after two consecutive terms of non-enrollment. For faculty and staff, cessation of affiliation normally means termination of employment.

Course Site Longevity

The Jenzabar databases are backed up daily, and currently, courses will remain active in Canvas indefinitely. At some point, however, in order to provide space for future semesters and ensure that the server performs at optimal capacity, old course sites will have to be archived and removed from the active server. Prior to that happening, instructors will be provided advance notice of the course site removal date

Retention of Student Coursework and Grade Data

CIT's data retention policy does not allow the retention of student grade data or coursework after the end of the semester. When course sites are removed from the server, student data will not be copied or retained. Therefore, prior to the removal date, it is the instructor's responsibility to export

and download a copy of their sites' Gradebook pages and any other student data that they need to retain in order to comply with the university's policies on records retention.

Course and File Size Quotas

The default course size limit for faculty and staff for each Canvas course site has not yet been established. Until such a determination is made, course content in all Canvas databases is preserved indefinitely. Meanwhile, to conserve file storage space, especially for large multimedia files, faculty and students are encouraged to utilize their Google Drive which can be linked from within the Canvas course site. In addition, the Center for Information Technology can also work with instructors and students to reduce file size with reformatting or streaming.

Canvas Help

The *B-CU Canvas Student Tutorial* course (students) and *Canvas Faculty Resources* course (faculty) offer help within Canvas. Both courses include links for video tutorials, handouts, bookmarks, and information for further assistance. In addition, the B-CU Global Online College also offers hands-on Canvas training throughout the academic year. Watch for workshops as they are announced.

Appendix 4 - Proctor Approval Application and Proctoring FAQ



Bethune-Cookman University

Proctor Approval Application

Section A. To be completed by the student	
<p>1. Student Contact Information:</p> <p>Student Name: _____ B-CU Student ID#: _____</p> <p>Student B-CU Email: _____ Phone Number: _____</p>	
<p>2. Course Number(s) and Instructors:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>3. Semester and Year: Fall 20</p> <p>_____</p> <p><input type="checkbox"/> Spring 20 _____</p> <p><input type="checkbox"/> Summer 20 _____</p> <p><input type="checkbox"/></p>
<p>4. The proctoring service or individual that I am submitting for approval is (check all that apply):</p> <p><input type="checkbox"/> An education officer or librarian at a community college; university, elementary or secondary school;</p> <p><input type="checkbox"/> A testing administrator at a college, university or private testing service;</p> <p><input type="checkbox"/> A Military Learning Center military officer of a rank higher than that of the above-named student;</p> <p><input type="checkbox"/> Other: _____</p>	<p>5. Fill in the proctor or testing center's name and organization (e.g., University, Community College):</p> <p>_____</p> <p>Proctor/Testing Center Director's Name</p> <p>_____</p> <p>Institution / Organization Name</p>
<p>6. I, the student named above, agree to the following: (1) to locate a proctor or testing center and set up an appointment for my course exam(s) according to published dates; (2) to arrange for fee payment for the proctoring service, if any; and (3) to submit this form to the proctor for completion and to provide him/her the instructions.</p> <p>The information in Section A is correct to the best of my knowledge.</p> <p>_____</p> <p>Student's Signature _____ Date</p>	
Section B. To be completed by the proctor or testing center director.	

1. Proctor/Testing Center Director's Contact Information:			
Proctor/Testing Center Director's Name	Phone Number		
Institution / Organization			
Street Address	City	State	Zip Code
E-Mail address			
2. I certify the information in <u>Section B</u> is correct to the best of my knowledge.			
Proctor/Testing Center Director's Signature		Date	
Please Fax or electronically send this form to:			
Course Instructor: _____		Course ID#: _____	
Course Instructor's email address: _____			

Bethune Cookman University
FAQ for Proctoring Exams

Q. Where are proctored exams taken?

Where and how proctored exams are taken in an online class depends on the instructor, the type of class, and other factors. Specific instructions for having an exam proctored for an online course will be stated in the instructor's syllabus. The location for proctored exams for an online course can vary depending on where the student is located, but many options are available.



Q. How do I know if I need a proctored exam?

Check your course syllabus as soon as you can access your online course. The need to take proctored exams and your exam dates will be contained there. If you can't make a determination from the syllabus, contact your instructor immediately for clarification.

Q. What are the proctored exam options?

- Find a proctor and seek prior approval from the course instructor.

Q. How do I find an approved proctor?

- Select the exam/quiz. If it says "Requires Respondus LockDown Browser+Respondus Monitor" follow the prompts.
- Select "Proctoring" in course menu. Then, select "Choose a Proctor" and follow the prompts.
- Check the National College Testing Association (NCTA), and Florida Association of Testing Administrators (FACTA). You may also contact the local community college or university or, if you are in the military, you may contact your education officer. Many of these facilities have experience in proctoring exams from various institutions.

- Some Testing Facilities will charge for proctoring services. All offsite testing proctoring fees are the responsibility of the students taking the exam/quiz.

Q. What are the proctor's responsibilities?

- The proctor must ensure that all necessary technologies are available and working.
- Only the proctor may handle the actual exam prior to and following its completion.
- No copies of the exam other than the copy used for test-taking are to be made at any time.
- No person other than the proctor may view the exam. (The student may have access to the exam only during the time period allowed by the instructor.)
- The proctor must follow the instructor's requirements for administering the exam. These may include a time limit, specific allowable equipment, such as a calculator and exclusion of books, notes, etc.
- If paper-based, the proctor must prepare the exam (and any relevant materials, e.g., scratch paper) for return by sealing it in an appropriate envelope. This will be provided by the department, immediately after the student completes it.

Q. What is the student's role in making proctoring arrangements?

- Any off-campus location must be pre-approved by your instructor. Examples of approved off-campus testing facilities include college campuses, public libraries, high schools, and government or military education offices. Examples of unacceptable proctors are relatives or direct employer supervisors.
- If you are scheduling an appointment at an off-campus location, you will need to complete the Proctor Approval Application. Once completed, please send this form to your instructor. Upon approval, the instructor will communicate with the student's proctor. Your proctor should have all the necessary materials when you arrive for your test.

Q. What is the instructor's role in making proctoring arrangements?

- Any off-campus location must be pre-approved by you, the instructor. Examples of off-campus locations include college campuses, public libraries, high schools, and government or military education offices.
- Make the proctored exam dates available to student by the end of the first week of classes.
- Do not give a proctored exam password to students.
- Include which exams can be proctored for your course and the timeframe for the assessment in your syllabus.
- Set a deadline for students to make arrangements at the appropriate testing location. If they are completing their proctored exam on campus with you, they do not need to schedule an appointment. If they plan to take the exam at an off-campus location, they will need to complete the Off-Campus Proctoring Arrangement Form.
- Provide off-campus proctors with all proctored exam materials and instructions at least 24 hours prior to the exam time. If exams require paper and pencil (e.g. MAT courses), all materials should be submitted 24 hours prior to the proctoring period.

Q. Are proctored exams online, or must they be completed on paper?

- All proctored exams for online courses will be offered online via the Canvas Learning Management System with the possible exception of proctored exams for math courses. Proctored exams for math courses may be paper-based because the nature of completing math problems requires students to show the step-by-step process for solving problems. All other exceptions must receive prior approval by the course instructor. Most off-campus proctoring locations, domestic or foreign, have computers with Internet connectivity available for students to use.

Q. How much time should instructors give students for securing an approved proctor?

- Instructors should provide at least a one-week period per a proctored exam for a student to submit the approved proctoring forms.
- If the proctored event is an exam, the same amount of time should be given as that of a student coming on campus to take the exam.

Q. Can instructors require students taking an online course to come to a class meeting to take a proctored assessment?

- No. The proctoring requirement cannot be treated like a "campus meeting" with the instructor.
- Students must be allowed to arrange for proctoring at a place and time convenient for them. Hybrid (blended) courses are exceptions to this rule.

DISABILITY RESOURCES

STUDENTS WITH DISABILITIES AS DEFINED BY THE ADA, MUST CONTACT THE OFFICE OF DISABILITIES <http://www.cookman.edu/currentstudents/studdev/disability.html>

FAQ and Proctor Application adapted from:

- Norfolk State University (2014) Proctor Approval Form Retrieved from www.nsu.edu (Norfolk State University, 2014)
- Ozarks Technical Community College. (2012). Proctored Exam FAQ. Retrieved from <http://www.otc.edu/online/otconline-proctoringfaq.php> (Ozarks Technical Community College, 2012)
- (University of West Florida Online Campus, n.d.). (2012). Proctor Approval Application. Retrieved from http://onlinecampus.uwf.edu/pdfs/UWF_Proctor_Form.pdf

Appendix 5 - eLearning Change Request Form



eLearning Change Request Form

This form facilitates requests for personnel and class data to be added to the Learning Management System

Section 1 - Course Change Request

Instructor of Record: _____ Course ID: _____ Date: _____

Department: _____ School or College: _____

Requested Action (check applicable request)

Add one of the following:

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Instructor | <input type="checkbox"/> Faculty Teaching Assistant | <input type="checkbox"/> Student |
| <input type="checkbox"/> Observer | <input type="checkbox"/> Graduate Teaching Assistant | <input type="checkbox"/> Other/Course Shell |

Enrollment Name: _____ Canvas Login ID: _____

Rationale:

Course Name:

Section 2 – Requesting Department Approval

Please obtain your departmental approval below for this request.

Department Chair Approval _____ Date _____

Please forward this form to The Dean of the Online College at mcswaina@cookman.edu

An electronic copy of this form will be forwarded to the appropriate dean.

-----**Internal Use Only**-----

Dean Online College: _____ Date Received: _____

New Course Shell ID: _____ Date Completed: _____

Appendix 6 - B-CU Institutional Best Practices for Distance Learning



B-CU Institutional Best Practices for Distance Learning

The *B-CU Institutional Best Practices for Distance Learning* informs and guides the administration of distance learning. This document was developed from the *Best Practices for Electronically Offered Degree and Certificate Programs* by the Commission on Colleges Southern Association of Universities and Schools (SACS) and the *Principles of Good Practice for Distance Learning/Web-Based Courses* from the Missouri Department of Higher Education. It serves as a guide for the development, implementation, and evaluation of distance learning courses, programs, and support services for faculty and students.

The Office of Instructional Technology bases its assessment on these guidelines. Best practices are divided into five areas, each with its own set of standards and benchmarks:

Institutional Context and Commitment

Standard and Benchmarks: Institutions involved in distance education and web-based instruction should ensure that their programs and courses are fully supported administratively, by:

- Maintaining consistency with the institution's role and mission.
- Complying with accreditation requirements.
- Assuring that institutional budgets and policy statements reflect its commitment to the distance learning program.
- Assuring the adequacy of technical and physical plant facilities including appropriate staffing and technical assistance.
- Maintaining an internal organizational structure, which enables the development, coordination, support, and oversight of the distance learning program.
- Assuring a consistent, coherent, and fully functioning technical framework for distance learning course and program delivery.
- Providing a technical support system.
- Assuring that the selection of technologies used to deliver the distance learning program is appropriate for students while considering budgetary requirements and constraints.
- Seeking to understand legal considerations, i.e., accessibility, copyright, and intellectual property.

Curriculum and Instruction

Standard and Benchmarks: Institutions involved in distance education and web-based instruction should maintain high academic integrity, by:

- Ensuring both the rigor of courses and the quality of instruction.
- Ensuring that the technology used is appropriate to the nature and objectives of each course.
- Ensuring the currency of materials, programs, and courses.
- Ensuring that the institution's distance education policies regarding ownership of materials, faculty compensation, copyright issues, and utilization of revenue derived from the creation and production of software, or other media products should be clear and in writing.
- Ensuring that distance-learning courses and web-based courses apply toward degrees and that

- there is sufficient explanation to the distance learner as to how those courses apply toward
- degrees.

Faculty Assistance

Standard and Benchmarks: Institutions involved in distance education and web-based instruction should ensure that faculty has access to adequate resources and services, by:

- Providing appropriate faculty support services specifically related to distance education.
- Providing appropriate technological and pedagogical training for faculty who teach distance education courses/web-based courses.
- Ensuring that faculty should engage in timely and adequate interaction with students and, when appropriate, should encourage interaction among students.

Student Support

Standard and Benchmarks: Institutions involved in distance education and web-based instruction should ensure that students have access to adequate resources and services, by:

- Providing students with information that adequately and accurately represents the programs, requirements, and services available.
- Ensuring, to a reasonable extent, that students have access to the software and technical expertise required for distance education.
- Providing laboratories, facilities, equipment, and software appropriate to the courses or programs and/or make clear to students the responsibilities they have to provide their own such equipment.
- Ensuring that students enrolled in courses possess the knowledge and equipment necessary to use the technology employed in the program and should provide aid to students who are experiencing difficulty using the required technology.
- Providing adequate access to a range of student services appropriate to support distance- learning courses and programs, including (but not limited to) admissions, enrollment, assessment, tutorials, special needs access, financial aid, academic advising, delivery of course materials, placement, and counseling.
- Ensuring that students have access to, and can effectively use, appropriate library resources
- (through traditional and electronic means).
 - Monitoring whether students make appropriate use of learning resources.
- Providing an adequate means for resolving student complaints.

Evaluation and Assessment

Standard and Benchmarks: Distance-learning and web-based courses and programs should be assessed and evaluated regularly. Institutions should:

- Assess student capability to succeed in distance education programs and should apply this information to admission and recruiting policies and decisions.
- Evaluate the educational effectiveness of their distance education programs and web-based courses (including assessments of student-learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.
- Ensure that the performance of distance-learning faculty and faculty involved in providing web- based courses is evaluated in a fashion that is at least as rigorous as that used to evaluate the performance of their peers who do not teach distance-learning courses.
- Ensure, to a reasonable extent, the integrity of student work.

Appendix 6 - Distance Education Student Participation Agreement



Bethune-Cookman University

Distance Education Student Participation Agreement

Commitment to ethical and collegial conduct is expected of every student in a B-CU online or blended distance learning course. This *Distance Learning Student Participation Agreement* outlines expectations for all distance learning students, and all students are required to observe and abide by the rules listed within. Depending on the severity of the offense, any violation of Agreement rules may result in being dropped from online and blended courses, removal of the user's LMS account and access privileges, and further disciplinary action as deemed appropriate by the University administration.

Student Expectations for Distance Education Courses

1. Students are responsible for their own learning. If you are unable to login, access lessons and/or complete assignments, nor receiving emails, contact the instructor, or contact the CIT Help Desk at 386-481-2070 immediately.
2. Students will use their University email account for all communication with distance education courses, instructors and peers. Students are highly advised to keep copies of all email correspondence for their records.
3. Bethune-Cookman University awards semester credit hours. One semester credit requires 15 instructional contact hours or 750 minutes. Classes run for approximately 15 weeks. Semester hour credits are also awarded for courses that are shorter than 15-weeks; however, in these instances class periods are longer in order to reach total time required in lecture, recitation or laboratory.
4. Students will receive credit only for those courses for which they are officially registered in the system, for which they pay the necessary tuition at the time of registration, and for which they earn required minimum passing grades.
5. Students will actively participate and complete all assigned work according to the course syllabus and schedule.
6. Students are highly advised to keep copies of all work submitted through their distance education course(s). This includes copies of discussion postings and assessments.
7. Students are required to complete the Student Rating of Instruction for all distance education courses.
8. Students who wish to withdraw from a course must do so in accordance with University policy.

Acceptable Use Policy

1. Students may not engage in practices that threaten the integrity of the Learning Management System (LMS) or the B-CU network (e.g. knowingly downloading or uploading files that contain a virus).
2. Students may not use B-CU's LMS or available resources for any illegal activities including the violation of copyright law and/or software piracy.
3. Students may not access anyone else's LMS account, nor may they share their LMS account passwords

with others.

4. Students will observe and adhere to all other associated IT policies as required by the B-CU Center for Information Technology.

Code of Conduct

1. Students will act in a responsible, ethical and legal manner, in accordance with school policies and in compliance with state and national laws.
2. Students will conduct themselves in a manner that facilitates learning in the online environment.
3. Students may not write, use, send, download or display deliberately hostile, insulting, obscene, threatening, harassing, discriminatory or otherwise offensive messages, postings or pictures.
4. Students may not discuss private issues about the course via the threaded discussions. If you have issues and/or concerns about the course content, amount of work, grades given, etc. contact your instructor directly.

Copyright

1. Students may not reproduce course content without explicit written permission. Unauthorized use of course content is prohibited.
2. Students may not copy another participant's work and submit as their own.

Academic Misconduct

1. Students may not engage in any acts of academic dishonesty including, but not limited to, cheating and plagiarism.
2. Students are to be aware that all submitted work may be analyzed for plagiarism through the application of a plagiarism prevention service used by distance learning instructors at B- CU.
3. Students must have all online midterm and final exams proctored.

Disclosure

1. Distance education students should be advised that in an effort to maintain system integrity and to ensure responsible use, files and communications through the LMS are monitored and recorded.
2. Under no circumstances should online participants expect that messages or discussion postings that are created, modified, transmitted, received or stored on B-CU servers are private.

Disciplinary Action

1. Distance education students who violate any of the above conditions will be subject to being dropped from the course in which the violation is committed.
2. The violator may have their LMS user account and access suspended or permanently removed, as well as any other disciplinary action as determined appropriate by the B-CU administration.

Signed _____ Date: _____

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