Exploring Your Institution's Policies: Policy Exploration 1: Classroom Behavior and Learner Discipline

Identify the information below for the institution for which you currently teach or work. Use your institution's website as a starting point. If the information is not available on your institution's website, look at any hard copy documents you may have received, ask a colleague, or call the department you think may be able to provide the information needed.

If you are not currently associated with an institution, select any institution you would like to use for this assignment. For instance, you might select an institution at which you would like to teach or work. Use that institution's website to find as much information as you possibly can. If the information is not available on the website, answer the questions by explaining what you would do if you were employed at the institution and had access to additional information not available to the general public. For instance, would you call a specific office related to the topic at hand and ask them for the information?

Please write your responses in complete sentences.

1. What is the link to your institution's learner handbook or code of conduct?
   The link to Appalachian State University's student code of conduct is found on the Student Conduct page: https://studentconduct.appstate.edu/.

2. In what ways does your institution's learner handbook or code of conduct specifically address behavior and discipline in the context of online courses? **On first glance, I could not find much that addressed online behavior and discipline other than a notation of online courses included in other sanctions and a little on Cyberbullying. If I assume the Appstate Code of Student Conduct addressed both face2face and online courses, then it provides guidance for Acts of Harm (including cyberbullying), harassment, hazing, sexual misconduct, stalking, unauthorized entry or access, and violation of laws. While many of these are not explicitly written for online classes, the language does appear to work regardless of in or online classroom. I did find a separate document titled Policy on Internet/web-based courses which does address online courses but specifically to faculty:** https://policy.appstate.edu/Policy_on_Internet/Web-Based_Courses

   If your institution's learner handbook or code of conduct does not specifically address behavior and discipline in the context of online courses

   a. What information would you recommend your institution add to address these issues?
      I like the examples from other universities provided specifically for online courses. I would recommend that Appstate develop a section to our Student Code of Conduct providing specific guidelines for online classes. Specific topics might include dealing with non-threatening disruptive behavior, threatening behavior, appropriate use of

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capital letters, use of humor, polices for reporting procedures, and appropriate use of language. I agree that this would be helpful, though I don't feel quite as strongly about avoiding writing in all caps ☺

b. Why would you recommend adding this information? How would it help your learners and you as an instructor? I suggest creating a specific section for the student code of conduct for online courses, as it would lay the foundation of expectations from both students and instructors in the course dialogue. This helps the learners in providing a framework of expectations, understanding policy as well as demonstrates the university expectations of quality and treatment of its students with dignity. Yes, this could be a really helpful resource to be able to point to in orienting students to your online course.

3. Other than a learner handbook or code of conduct, what does your institution provide as guidelines or resources to help instructors deal with classroom behavior and learner discipline issues, especially in the context of online courses? In the policy manual, there is Policy on Internet/Web-Based Courses https://policy.appstate.edu/Policy_on_Internet/Web-Based_Courses. However, this seems to deal with definitions, credit hours, expectations for ensuring student who signs up for the course is the same person who completes the course. This document was updated in 2015. I could not find other guidelines or resources other than professional development courses (https://cae.appstate.edu/learning-technologies/professional-development-online-teaching) that would address classroom behavior and learner discipline issues.
   If nothing is provided,

   a. What other guidelines or resources do you think would be helpful?
      I think guidelines for expectations of classroom behavior and learner discipline would be appropriate for both face2face and online classrooms. In particular, how to design the online course so that it both fits into the policies and scaffolds the students' ability to navigate appropriate behavior in the course. One other item, I would find helpful is actual case studies or scenarios of actual online classroom challenges from students and then strategies for managing in your course when the situation appears. Good idea! Kind of like the situations we are discussing in the forums in this workshop?
   b. Why would these guidelines or resources be helpful to you?
      As in any situation, having guidelines and practices will help the instructor better design the class as well as nip things in the bud if they begin to happen. I think it would also make me more comfortable knowing there are guidelines and resources that would help me through these situations.
4. Who should you contact if you need assistance dealing with a behavior and discipline situation?
   a. Name: Dean of Students: The contact information provided has been removed to maintain privacy
   b. Office Location:

c. Phone Number:
d. Email Address:

For Facilitator Use
Your Facilitator will use the following rubric to rate your assignment as "Met" or "Revise." To receive a "Met" rating overall, you must receive a "Met" rating for each criteria.

Criteria	**Description**	**Rating ("Met" or "Revise")**
Answers are complete.	Questions are answered completely.	Met

Overall Rating ("Met" or "Revise"): Met

Overall Feedback: Thanks for this exploration of your institution's policies about online classroom behavior. It looks like you've got access to some helpful resources, but there is also some room for improvement.

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Exploring Your Institution's Policies: Policy Exploration 2: Academic Integrity

Identify the information below for the institution for which you currently teach or work. Use your institution's website as a starting point. If the information is not available on your institution's website, look at any hard copy documents you may have received, ask a colleague, or call the department you think may be able to provide the information needed.

If you are not currently associated with an institution, select any institution you would like to use for this assignment. For instance, you might select an institution at which you would like to teach or work. Use that institution's website to find as much information as you possibly can. If the information is not available on the website, answer the questions by explaining what you would do if you were employed at the institution and had access to additional information not available to the general public. For instance, would you call a specific office related to the topic at hand and ask them for the information?

Please write your responses in complete sentences.

5. What is your institution's academic integrity policy?
   "Students attending Appalachian State University agree to abide by the following Code:
   - **Students will not lie, cheat, or steal to gain academic advantage.**
   - **Students will oppose and report every instance of academic dishonesty.**
   - **Students will not unfairly further their own academic performance (https://academicintegrity.appstate.edu/)."**

6. In what ways does your institution's academic integrity policy specifically address academic integrity in the context of online courses?
   Upon reviewing Appstate's Academic Integrity Policy, I was unable to locate specific policy related to online courses. Article V – Prohibited Academic Conduct seem to best cover expectations for face2face and online courses. Specific to communication online is "5.02 False Information Providing false academic information in any form, regardless of communication method (e.g., e-mail or other electronic communication), with the intent to deceive or mislead." Additionally I was able to find further clarification of use of email in "6.01 Notification and Written Communication Pursuant to Policy 915 – E-Mail as the Official Means of Communication, all forms of written communication shall be delivered via the student's official ASU e-mail. Special circumstances may require that written communication be through personal delivery or mail. Written communication shall be considered delivered on the date e-mailed, hand-delivered, or three (3) days after the communication is mailed."

   If your institution's academic integrity policy does not specifically address academic integrity in the context of online courses,

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a. What do you think your institution's policy should say about academic integrity in online courses? **I thought San Bernardino Valley College did a nice job with a specific page with description and examples of academic integrity policy that I think would be appropriate for Appstate to consider. Specifically they addressed: Verification of student identity, plagiarism and student responsibility for technology.**

b. How would this specific information about academic integrity in online courses help you and your learners? **Reviewing all the examples provided some insight into how universities are creating policies and navigating the world of online instruction. The first component Appstate should address is verification of student identity. In fact while reviewing Appstate's website I found a document regarding distance ed where the committee made a recommendation…"When faculty use the standard course management system (ASULearn and related tools such as Zoom, Google Drive), we recommend that the syllabus include a specific reminder that access to campus IT resources may be revoked if students share login information" (Report of the Distance Education Task Force 2017). If we addressed verification, it would help the instructor to ensure student doing own work as well as provide a guideline for the student to know how they are being held accountable for producing their own work. The second component that Appstate needs to address is plagiarism specific to online courses. While Appstate does a good job of defining and providing guidelines for plagiarism, I liked how San Bernardino Valley College listed out examples that could tempt students online. For both the instructor and student, having this explicitly stated for online, would also enhance the learning environment to ensure student doing own work. Lastly, the third component that Appstate should address is student responsibility for technology issues that might occur while participating in online course. Again, our ability to be explicit with students might encourage them to ensure they have access to needed technology and plan accordingly for completing their coursework.**

7. Does your institution provide an official academic integrity policy statement to be included in your course syllabus?

   a. If yes, copy and paste it here. **Yes but they require the link: https://academicaffairs.appstate.edu/resources/syllabi-policy-and-statement-information which takes the students to a webpage that shares not only the Academic Integrity Policy but other resources.**

   b. If no, will you include a statement of your own? If so, what will it say?

8. Other than an official academic integrity policy, what does your institution provide as guidelines or resources to help **learners** understand academic integrity, especially in the context of online courses? **I could not easily locate a resource or guideline specific to online courses.**

If no other guidelines or resources for learners are provided,

a. What other guidelines or resources do you think would be helpful?
In addition to San Barnardino Valley College's Academic Honesty and Intellectual Integrity page, I thought Napa Valley's page on Academic Honesty In Online Courses would be useful for Appstate. Both of these webpages provide examples for faculty and students. Napa Valley provided types of and how to avoid plagiarism.
b. Why do you think these guidelines or resources would be helpful? **I think these guidelines would be helpful because they are explicit. Both the faculty and student understand expectations of the policy. Also, for the learner by providing ways to avoid being tempted, allows the students to make informed choices.**

9. Other than an official academic integrity policy, what does your institution provide as guidelines or resources to help **instructors** deal with academic integrity issues, especially in the context of online courses? **Upon digging around Appstate website, I found more than I thought we had available as faculty. There is a resource page titled Appstate Online Faculty that provided some resources to starting online course and logistics of Appstate Online. One other resource I have accessed is the Hubbard Center for Teaching Excellence, a professional development support for faculty. Often I have started with them for guidance and pointing me in the direction to go for issues I might have in face2face and online courses. One other resource is the Policy on Internet/Web-Based Courses**

   If no other guidelines or resources are provided,

   a. What other guidelines or resources do you think would be helpful?

   b. Why do you think these guidelines or resources would be helpful?

10. In what ways does your institution verify that the learner who registers for an online course and receives credit for it is the one who actually completes the course? **"4.10 Student Identity Verification and Privacy Protection: 4.10.1 Student identity will be established at the time of admission via required official transcripts and other supporting documentation and will be verified for the purpose of examinations and assessments, when needed, via the official University-issued Student ID. A unique identification number (SID) is assigned to each student to protect information and privacy. The assigned SID must be entered to set up the log-in and password required to access University information and instructional systems. No fees will be charged to students to verify identity" (**Verfication: policy on Internet/Web-Based Courses, 2012).

11. Does your institution require online learners to take proctored exams? **From what I reviewed, it is not required but an option available for face2face and online courses: "Exams in Online**

Courses Exams are a major area of concern for professors who teach online courses. Professors teaching online courses in Face-to-Face or Hybrid App State Online programs may schedule a space at the site to give proctored exams by contacting Linda Hampton (hamptonlc1@appstate.edu) to schedule the time/date. Professors who are teaching online courses in App State Online programs should use the UNC General Administration UNC Online Academic Services Exam Proctoring System. The service provides for the use of Face-to-Face proctoring and the online (video camera required) proctoring service ProctorU via a system-wide contract. Faculty teaching online courses for main campus students should make arrangements for space to accommodate seated exams through their college/department or the Registrar's Office" (https://onlinefaculty.appstate.edu/online-courses).

a. If proctored testing is not required, is it available for you to use if you choose to do so? Appstate Online Faculty **indicates that it is available to faculty.**
b. If proctored testing is required or available, are learners required to take the proctored exams at a specific location, or is the proctoring done online? **The best I can tell is the faculty member using the UNC General Administration UNC Online Academic Services Exam Proctoring System can provide nearby locale for student and have an online proctoring service.**

12. Other than proctoring, what special policies does your institution have related to testing in online courses? **I could not find any information about special policies at Appstate.**

13. Does your institution require learners to submit assignments through a plagiarism-detection system? **It is not required as far as I can tell but we do have the option to use Turnitin software.**

    a. If yes, which system does your institution use, and what, if any information does it provide to instructors and learners for using the system?

    b. If no, would it be useful to you to have access to such a system in the courses you teach? Why or why not? If such a system would be useful to you, is there someone at your institution you could talk to about getting access to such a system? **While Appstate does not require plagiarism-detection system, we have access as faculty to Turnitin software. It is quite useful in determining originality of student work as well as helping students better understand providing credit for other's work.**

14. Who should you contact if you need assistance dealing with an academic integrity situation?
    a. Name: **The contact information provided has been removed to maintain privacy**
    b. Office Location: **Rm. 324, Plemmons Student Union**
    c. Phone Number:
    d. Email Address:

For Facilitator Use
Your Facilitator will use the following rubric to rate your assignment as "Met" or "Revise." To receive a "Met" rating overall, you must receive a "Met" rating for each criteria.

Criteria	**Description**	**Rating ("Met" or "Revise")**
Answers are complete.	All questions are answered completely.	

Overall Rating ("Met" or "Revise"):

Overall Feedback:

Exploring Your Institution's Policies: Policy Exploration 3: Academic Reporting and Learner Privacy

Identify the information below for the institution for which you currently teach or work. Use your institution's website as a starting point. If the information is not available on your institution's website, look at any hard copy documents you may have received, ask a colleague, or call the department you think may be able to provide the information needed.

If you are not currently associated with an institution, select any institution you would like to use for this assignment. For instance, you might select an institution at which you would like to teach or work. Use that institution's website to find as much information as you possibly can. If the information is not available on the website, answer the questions by explaining what you would do if you were employed at the institution and had access to additional information not available to the general public. For instance, would you call a specific office related to the topic at hand and ask them for the information?

Please write your responses in complete sentences.

1. What is the link to your institution's academic reporting and learner privacy policy? **https://registrar.appstate.edu/resources/ferpa-faculty-staff**
    a. If your institution is governed by the Family Educational Rights and Privacy Act (FERPA), what does it designate as "education records"? Or, if your institution is governed by the Freedom of Information and Protection of Privacy Act (FIPPA), what does it designate as "records"? **Appstate is governed by FERPA and defines education records as "any records maintained by the University from which a student can be personally identified. As a result, almost all of the information that Appalachian State University maintains on students is considered a part of the education record, regardless of the format in which the information is kept. This means that education records include, but are not limited to: grades, transcripts, class schedules, personal information, course management (WebCT) information, advising information, financial aid information, individual student information found in reports, and student photos" (https://registrar.appstate.edu/resources/ferpa-faculty-staff).**
    b. If your institution is governed by FERPA, what does it designate as "directory information"? Or, if your institution is governed by FIPPA, what does it designate as "personal information"? "**Under FERPA, Appalachian State University may disclose student information defined as directory information by the university without the student's written consent: Student Name, Permanent Address, Local and Permanent Telephone Listing, University Post Office Box Number, University E-Mail Address, Academic Classification (i.e., senior, junior, sophomore, freshman), Enrollment Status (i.e., part-time or full-time), Field(s) of Study, Dates of Attendance, Degrees, Honors and Awards Received, Participation in officially recognized activities and sports, Weight, height, athletic statistics and photographic representations of members of athletic teams. Disclosure of other information (e.g., student identification number, grade point average, etc.) requires a signed consent from the student. Students may choose to grant parents or guardians access to their information via AppalNet. Students may also choose to restrict disclosure of directory information by contacting the Registrar's Office (https://registrar.appstate.edu/resources/ferpa-directory-information)**

2. How does your institution's academic reporting and learner privacy policy specifically address academic reporting and learner privacy in the context of online courses? **While Appstate addresses privacy in the context of FERPA, it seems to encompass both face2face and online**

courses rather than a specific policy related to online classes. I was able to find the following statement "Information on computer systems Non-directory student information on a computer system should be treated in the same way as printed material. This information should not be left accessible, unattended or stored in an unsecured environment´ (https://registrar.appstate.edu/resources/ferpa-faculty-staff). However, this does not address online courses just access to non-directory student info on computers.

If your institution's policy does not specifically address academic reporting and learner privacy in the context of online courses,

a. What do you think it should say about academic reporting and learner privacy in online courses? **Appstate should consider clarifying how they address FERPA in online classes. From my research I found a document Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices (February 2014) that shared what was and was not covered under FERPA. Although this document may have been referring some to K-12, but I found it interesting and applicable to higher education. Using this document, Appstate might share how they use meta data from courses as well as how the software provider (moodle in our case) might be collecting data. By this I mean how Appstate interprets FERPA in these cases.**

b. How would that information help you as an instructor? **Until this assignment, I had no idea the level of ambiguity that might be involved with FERPA in online classes. I think having Appstate clarify its interpretation of the law specific to online classes would be helpful ensuring I am following policy in my online class.**

3. Does your institution provide an official academic reporting and learner privacy statement to be included in your course syllabus? **I could not find one but we do have a Syllabus Policy and Statement site.**

   a. If yes, copy and paste it here.

   b. If no, will you include a statement of your own in your course? If so, what will it say? **I would include a statement of the FERPA policy which would include a link to Appstate's FERPA information and a phone number/email contact info. I did search out other examples of possible statements and really liked the Texas A&M PRIVACY POLICY STATEMENTS OF COURSE TECHNOLOGIES statement and policies of external websites and tools.**

4. What training in academic reporting and learner privacy does your institution provide? **FERPA 101 for Staff workshops are offered throughout the year.**

a. Does your institution require you to attend this training, if provided? **It is not required training but encouraged.**

5. Other than an official academic reporting and learner privacy policy, what other guidelines or resources does your institution provide to help **learners** understand academic reporting and learner privacy, especially in the context of online courses? **I could not find any other than what I have previously mentioned above questions.**

   If no other guidelines or resources are provided,

   a. What other guidelines or resources do you think would be helpful? **I liked the tutorial offered by Bates and the video created by Grand Rapids Community College that were provided as reading or examples.**
   b. Why would these guidelines or resources be helpful? **Having the tutorial or video would help both learners and faculty better understand FERPA and the university's implementation of the law.**

6. Other than an official academic reporting and learner privacy policy, what other guidelines or resources does your institution provide to help **instructors** deal with academic reporting and learner privacy issues, especially in the context of online courses? **I found a webpage in Appstate website titled: Other FERPA resources. However not sure this addresses this question on resources specific to helping faculty online.**

   If no other guidelines or resources are provided,

   a. What other guidelines or resources do you think would be helpful? **My answer is similar to 5a – providing a tutorial or video that discusses strategies for instructors to deal with academic reporting and learner privacy issues. Maybe even an online course like how researchers are required to complete CITI training every 5 years.**

   b. Why would these guidelines or resources be helpful? **They would provide strategies that instructors could implement and if trained every 5 years keep us up to date on FERPA expectations.**

7. Who is the official responsible for issues related to academic reporting and learner privacy at your institution?
   a. Name: **University Registrar**
   b. Office Location: **John Thomas Hall, Rooms 105-134**
   c. Phone Number: **828-262-2050**
   d. Email Address: racedw@appstate.edu

8. Who should you refer someone to for an immediate response for learner information, such as in an emergency situation or request from law enforcement? ”**4.1.1 University Communications is the principal liaison for all public records requests. University Communications is delegated authority to determine whether the request is a request for information or a request for public records” (https://policy.appstate.edu/Public_Records_Requests).**
    a. Name: **The contact information provided has been removed to maintain privacy**
    b. Office Location: **141D Anne Belk Hall**
    c. Phone Number: **828-262-7983**
    d. Email Address:
9. Who should you go to and/or refer learners to if a learner voices a complaint about records/privacy?
    a. Name: **University Registrar**
    b. Office Location: **John Thomas Hall, Rooms 105-134**
    c. Phone Number: **828-262-2050**
    d. Email Address:

4.11.1 If the student believes that Appalachian State University is in error in its interpretation of FERPA, he or she may file a complaint with:

The Family Policy Compliance Office
U. S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605
Telephone Number: (202) 260-3887
FAX: (202) 260-9001
(https://policy.appstate.edu/Policy_Statement_on_the_Family_Educational_Rights_and_Privacy_Act_of_1974,_as_Amended#Disclosure_of_Education_Records)

For Facilitator Use

Your Facilitator will use the following rubric to rate your assignment as "Met" or "Revise." To receive a "Met" rating overall, you must receive a "Met" rating for each criteria.

Criteria	Description	Rating ("Met" or "Revise")
Answers are complete.	Questions are answered completely.	

Overall Rating ("Met" or "Revise"):

Overall Feedback:

Exploring Your Institution's Policies: Policy Exploration 4: Copyright

Identify the information below for the institution for which you currently teach or work. Use your institution's website as a starting point. If the information is not available on your institution's website, look at any hard copy documents you may have received, ask a colleague, or call the department you think may be able to provide the information needed.

If you are not currently associated with an institution, select any institution you would like to use for this assignment. For instance, you might select an institution at which you would like to teach or work. Use that institution's website to find as much information as you possibly can. If the information is not available on the website, answer the questions by explaining what you would do if you were employed at the institution and had access to additional information not available to the general public. For instance, would you call a specific office related to the topic at hand and ask them for the information?

Please write your responses in complete sentences.

10. What is the link to your institution's copyright policy? **I found a couple of links: Appstate Library Guide: Copyright**, Belk Library and Information Commons & Intellectual Property Transfer Policy Manual & Policy on Internet/Web-Based Courses: **4.3 Statement on Copyright**
    4.3.1 Faculty teaching web-based courses are expected to be familiar with and abide by all applicable copyright laws. See the University of North Carolina's policy on copyright.
11. How does your institution's copyright policy specifically address copyright in the context of online courses? **I viewed two resources addressing copyright for online courses: 1) policy for ASULearn (moodle) platform. This policy provides guidelines for learning materials (books, articles, images, audio & video) that can be posted to ASULearn by instructor. http://guides.library.appstate.edu/copyright/asulearn. 2) Policy on Internet/Web-based courses 4.3 which indicates faculty are responsible for copyright and follow laws.**

If your institution's policy does not specifically address copyright in the context of online courses,

a. What do you think it should say?
   I found it difficult to find an actual copyright policy – more examples of what the copyright law is but not necessarily Appstate's copy right policy. Although the library guide pointed me in the director of UNC Code. What I did find seemed to be housed in library and the library guide was great in providing information.
b. How would this help you as an instructor?
   The guide was helpful in my understanding of my legal responsibility and rights.

12. Does your institution provide an official copyright statement to be included in your course syllabus? **I could not find an official copyright statement. Although I found suggestions in the Freshman seminar "COPYRIGHT STATEMENT: It's your syllabus. Consider a copyright statement such as "copyright Your Name [year]" (**https://firstyearseminar.appstate.edu/other-requirements-your-syllabus)

    a. If yes, copy and paste it here.

    b. If no, will you include a statement of your own? If so, what will it say? **I like what the Kansas State provides for their faculty (**https://www.k-state.edu/provost/resources/teaching/course.html).

       I looked up a few other samples I might pull from: "Copyright Statement: The materials provided by the instructor in this course are for the use of the students enrolled in the course. Copyrighted course materials may not be further disseminated. Learn more about copyright law and restrictions at: http://libguides.richmond.edu/copyright" (University of Richmond).

       "Notice of Copyright
       Materials in this course—unless otherwise indicated—are protected by United States copyright law [Title 17, U.S. Code]. Materials are presented in an educational context for personal use and study and should not be shared, distributed, or sold in print—or digitally—outside the course without permission.

       As a student your ability to post or link to copyrighted material is also governed by United States copyright law. The law allows for students to post or link to copyrighted materials within the course environment when the materials are pertinent to course work. Instructors—or other staff of the institution—reserve the right to delete or disable your post or link if in their judgment it would involve violation of copyright law" (Moraine Valley Community College).

13. What training in copyright does your institution provide? I found a workshop provided by library titled Copyright and Fair Use in the Classroom. Also, the library provides a library guide that I found useful.

    a. Does your institution require you to attend this training, if provided? **No**

14. Other than an official copyright policy, what other guidelines or resources does your institution provide to help instructors understand copyright issues, especially in the context of online courses? **Library guide (mentioned above) provides examples and breaks down Copyright law, fair use, public domain, copyright & asulearn, permissions and scholarship communication.**

    If no other guidelines or resources are provided,

    a. What other guidelines or resources do you think would be helpful?

    b. How would these other guidelines and resources help you as an instructor?

15. Who is the official responsible for issues related to copyright at your institution? There seem to be two contacts:
    a. Name: Intellectual Property
    b. Office Location: **John E. Thomas Building, 287 Rivers Street**
    c. Phone Number: **262-2692**
    d. Email Address: The contact information provided has been removed to maintain privacy

    e. Name: **Council through the Vice Provost for Research: Darrell Kruger - Provost and Executive Vice Chancellor**
    f. Office Location: **B.B. Dougherty Administration Building**
    g. Phone Number: **828-262-2070**
    h. Email Address: The contact information provided has been removed to maintain privacy

For Facilitator Use

Your Facilitator will use the following rubric to rate your assignment as "Met" or "Revise." To receive a "Met" rating overall, you must receive a "Met" rating for each criteria.

Criteria	**Description**	**Rating ("Met" or "Revise")**
Answers are complete.	Questions are answered completely.	

Overall Rating ("Met" or "Revise"):

Overall Feedback:

Exploring Your Institution's Policies: Policy Exploration 5: Accessibility

Identify the information below for the institution for which you currently teach or work. Use your institution's website as a starting point. If the information is not available on your institution's website, look at any hard copy documents you may have received, ask a colleague, or call the department you think may be able to provide the information needed.

If you are not currently associated with an institution, select any institution you would like to use for this assignment. For instance, you might select an institution at which you would like to teach or work. Use that institution's website to find as much information as you possibly can. If the information is not available on the website, answer the questions by explaining what you would do if you were employed at the institution and had access to additional information not available to the general public. For instance, would you call a specific office related to the topic at hand and ask them for the information?

Please write your responses in complete sentences.

1. What legal requirements govern the accessibility of courses at your institution? **Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA) found https://titleix.appstate.edu/policies.**
   4.1.1 Appalachian State University is required by Federal law to provide access to its programs and services to all qualified individuals. A U.S. Department of Justice Policy Ruling on September 9, 1996 confirmed that the ADA applies to Internet web pages. Most recently, Section 508 of the Rehabilitation Act, as amended by the Workforce Investment Act of 1998, established federally recognized standards on web accessibility – see www.section508.gov (https://policy.appstate.edu/Web_Accessibility_Standards)
2. Which office is primarily responsible for accessibility at your institution?
   a. Office Name: Office of Disability Resources
   b. Office Location: **Suite 112 Anne Belk Hall**
   c. Office Website: https://odr.appstate.edu/
   d. Office Phone Number (Voice): **828-262-3056**
   e. Office Phone Number (TTY): **None Listed but had link for email as well as a contact us that could be filled out by computer.**
   f. Office Email Address: maxeymr@appstate.edu

   g. Does your institution have an official accessibility policy? **Yes, "Appalachian State has a number of policies regarding accessibility"**

   h. If yes, what is the link to that policy? **https://accessibility.appstate.edu/support-and-contacts/campus-policies**

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i. If yes, does your institution's accessibility policy specifically address accessibility in the context of online courses and if so, what does it say about accessibility in online courses? **4.1.2 These laws prevent state institutions from constructing buildings with no wheelchair access, and similarly, they require universities to create web sites that are accessible to persons who utilize screen readers to navigate the internet, cannot hear audio content, are unable to use a mouse, etc. (https://policy.appstate.edu/Web_Accessibility_Standards)**

3. Does your institution have an official accommodation policy? **No I was unable to find a policy. Did find that ODS had procedures for requesting temporary accommodations.**

   a. If yes, what is the link to that policy?

   b. If yes, does your institution provide an official accommodation statement to be included in your course syllabus? If so, copy and paste it here.

4. Are learners required to register with your institution's office of accessibility prior to receiving accommodations? **Yes**

5. What does your institution's office of accessibility recommend instructors do regarding provision of accommodations to learners prior to that office determining eligibility to receive accommodations? https://odr.appstate.edu/about/quick-links/faculty-staff-resources/accommodating-students. **They provided a website with General Info for faculty that share what to do once received an accommodation plan as well as testing accommodations & classroom accommodation Guidance resources.**

6. How are instructors notified that a learner is eligible for specific accommodations that must be provided? **Notified by email. Then instructor can access a site with specific letter for accommodation.** How will you know what the specific accommodations to be provided are? "**Viewing the Accommodation Plan -To access the Accommodation Plan for any student who has made that request login into the ODR instructor online module. The Accommodation Plan is viewable via PDF. Only students who have requested their instructors view their Accommodation Plan will appear for a course within the module" (https://odr.appstate.edu/node/70).**

   a. If the process typically involves face-to-face contact, what online alternatives are available? For example, if learners typically bring paperwork to you in person to be signed and returned, will your institution enable online learners to transmit that paperwork to you by email or secure portal to be signed, scanned, and returned the same way? **N/A**

7. What does your institution's office of accessibility recommend instructors do if a learner "self identifies" as being disabled? **I could not find any recommendations only information on process for students requesting accomodations.**

8. What training in accessibility does your institution provide, and does your institution require you to attend this training? **Found a webpage with resources on accessibility https://accessibility.appstate.edu/. There it shared how to find professional development opportunities on campus and online classes. The university does not require attendance.**

9. What makes it important to comply with policies related to accessibility at your institution? **Learners have different needs as students. Understanding accessibility as well as accomodations help the instructor with ensuring student learning is happening. Why should we comply – well, it is the law and university policy.**

For Facilitator Use

Your Facilitator will use the following rubric to rate your assignment as "Met" or "Revise." To receive a "Met" rating overall, you must receive a "Met" rating for each criteria.

Criteria	Description	Rating ("Met" or "Revise")
Answers are complete.	Questions are answered completely.	

Overall Rating ("Met" or "Revise"):

Overall Feedback:

QUALITY MATTERS

QM

Exploring Your Institution's Policies: Policy Exploration

6: Instructor Evaluation

Identify the information below for the institution for which you currently teach or work. Use your institution's website as a starting point. If the information is not available on your institution's website, look at any hard copy documents you may have received, ask a colleague, or call the department you think may be able to provide the information needed.

If you are not currently associated with an institution, select any institution you would like to use for this assignment. For instance, you might select an institution at which you would like to teach or work. Use that institution's website to find as much information as you possibly can. If the information is not available on the website, answer the questions by explaining what you would do if you were employed at the institution and had access to additional information not available to the general public. For instance, would you call a specific office related to the topic at hand and ask them for the information?

Please write your responses in complete sentences.

1. Do learners formally evaluate your delivery of online courses? **Yes**

    a. If yes, when and how do learners complete the evaluation? **Appstate uses online course evaluations for face2face and online courses called CourseEval which opens to students in the last week of classes (https://irap.appstate.edu/institutional-effectiveness/online-course-evaluations).**

    b. If yes, when and how do you obtain access to the results? **After grades are posted, CourseEval sends out results for current semester as well as allows instructors access to past course evaluations.**

    c. If yes, how are the results used? **Depends on the department Promotion and Tenure Policies. In my case, RMPE department uses the course evaluations scores in conjunction with peer teaching reviews as a part of P&T. Also, the results are use as a part of yearly faculty evaluation meeting with the department chair.**

    d. If no, do you plan to ask your learners for feedback yourself? If so, how will you do this (using a survey of your own creation, etc.)?

2. Does an administrator or another instructor evaluate your delivery of online courses? **No, however a team developed the course. Each year the team consults with each other on changes or adoptions we would like to do for the course.**

    a. If yes, when and how do they complete the evaluation?

    b. If yes, when and how do you obtain access to the results?

    c. If yes, how are the results used?

    d. If no, would this type of evaluation be useful to you? **Yes**

        i. Why or why not? **As an instructor, it would be good to get student feedback.**

3. Are you required to formally self-evaluate your delivery of online courses? **No**

    a. If yes, when and how do you complete the evaluation?

    b. If yes, how are the results used?

c. If no, do you plan to informally self-evaluate your delivery of the course?

   i. Why or why not? **I typically keep notes on a course on changes to make as well as review the student evaluations. In addition, each week in the course we have students provide feedback on the modules completed to provide insight into student time put into the course, comprehension and quickness of response of instructor. This is important as it is a fast paced 5 week summer course and helps us to determine student progress and effort.**

4. What type of mentoring or other professional development opportunities does your institution provide to help you improve your online teaching? **Appstate Center for Academic Excellence offers courses, workshops and support for online teaching (https://cae.appstate.edu/). In fact, I am taking this course as a part of the university's support for my improving my online teaching.**

   If no other opportunities are provided,

   a. What type of opportunities do you think would be helpful? **N/A**

   b. Why do you think these type of opportunities would be helpful to you and other instructors? **N/A**

For Facilitator Use

Your Facilitator will use the following rubric to rate your assignment as "Met" or "Revise." To receive a "Met" rating overall, you must receive a "Met" rating for each criteria.

Criteria	Description	Rating ("Met" or "Revise")
Answers are complete.	Questions are answered completely.	

Overall Rating ("Met" or "Revise"):

Overall Feedback:

Exploring Your Institution's Policies: Policy Exploration 7: Other Institutional Policies

Identify the information below for the institution for which you currently teach or work. Use your institution's website as a starting point. If the information is not available on your institution's website,

look at any hard copy documents you may have received, ask a colleague, or call the department you think may be able to provide the information needed.

If you are not currently associated with an institution, select any institution you would like to use for this assignment. For instance, you might select an institution at which you would like to teach or work. Use that institution's website to find as much information as you possibly can. If the information is not available on the website, answer the questions by explaining what you would do if you were employed at the institution and had access to additional information not available to the general public. For instance, would you call a specific office related to the topic at hand and ask them for the information?

Please write your responses in complete sentences.

15. What training on the use of the learning management system or other technologies used to conduct online courses does your institution provide? **The most prevalent at Appstate is the Moodle platform we title ASULearn. However, there are additional technologies we have access too: Zoom, Turnitin, video support/captioning and more. See website for list: https://cae.appstate.edu/learning-technologies/teaching-and-learning-tools**

    Are you required to attend this training prior to teaching online? **No.**

16. Other than learning management system and technology training, what other types of training related to teaching online does your institution provide? **The Center for Academic Excellence offers workshops, one-on-one sessions, QM workshops/online courses, professional development for Online Teaching. Book groups and more (https://cae.appstate.edu/learning-technology-services/online-course-development).**

    Are you required to attend this training? **Not required to attend this training but encouraged.**

17. What is your institution's policy for activating online courses for a new term? **No policy for approving online instruction but policy for how to make it online based on amount of time web-based. "3.3 Course-building All web-based courses must be created in Banner in the University-adopted student information system with an appropriate activity code. The activity types are:**
    WEB (Entirely Web-Based) – This course is 100 percent online. Formal presentation and interaction occurs only through online communication of information via the internet. Presentations may incorporate elements of lecture, lab and other activity types. Flexibility of time and location for delivery are key factors that distinguish entirely web-based courses from traditional course types.
    WEM (Web-Based Majority) – This course is 90 – 99 percent online. Formal presentation and interaction occurs primarily through online communication of information via the internet. Presentations may incorporate elements of lecture, lab and other activity types. The course may on occasion meet face-to-face in a traditional classroom setting for initial organization,

testing, or other purposes; however flexibility of time and location for delivery are key factors that distinguish web-based majority courses from traditional course types.
WEH (Web-Based Hybrid) – This course is 50 – 89 percent online. Formal presentation and interaction occurs partially through online communication of information via the internet. Presentations may incorporate elements of lecture, lab and other activity types. The course meets face-to-face in a traditional classroom setting up to 50 percent of the time. A web-based hybrid course provides some flexibility of time and location for the majority of course meetings" (https://policy.appstate.edu/Policy_on_Internet/Web-Based_Courses**).**

18. What is your institution's policy for closing online courses at the end of a term? **I could not find a policy on closing online courses. However, from experience the ASULearn platform is closed automatically at the end of the semester once grades are turned into university. As an instructor, I have access to past courses as well as can save the course to import, without student information, into the next semester course site.**

19. What is your institution's policy for reopening online courses for learners who have an "Incomplete"? **I struggled to find a policy specific to online courses. However, I found the App State Online Faculty site which stated: "Allowing a student to take an "incomplete" is entirely at the discretion of the faculty member; however, he/she may wish to confer with the cohort's Academic Program Coordinator before reaching a decision. Faculty members contemplating allowing an incomplete should:**
    - **be aware of and follow Appalachian's policies and deadlines for awarding and grading incompletes. Different policies govern undergraduate and graduate level course incompletes.**
    - **insure that the student requesting the incomplete understands what he/she must do to receive a grade. take any steps necessary to insure that the student will have access to online course materials and can meet any web-based requirements until the grade**
    - **is awarded or the deadline is reached for clearing the incomplete (when unchanged incompletes are automatically assigned the grade of F).**
    - **Assign the grade if/when the coursework is successfully completed, so that a grade of F is not automatically assigned"**
      (https://onlinefaculty.appstate.edu/faculty/incompletes**).**

20. What is your institution's policy for copying courses from one term to another? **I could not find a specific policy on copying. However, it has been our protocol to "restore" courses to ASUlearn each semester without the student data from previous semester. Also, We have access to previous semester courses but the students do not.**

21. What is your institution's policy for copying courses from one instructor to another? **I could not find a policy on copying courses from one instructor to another. In my department, we ask the**

instructor for permission. If given we then are able to copy. Sometimes, the instructor will not give access but provide instructional materials to upload to asulearn.

22. How are official class rosters made available to instructors at your institution? **We have AppalNet which we log into and shares with faculty the official class roster.**

23. How are learners added to online course sites at your institution (i.e., automatically via an integration with a student information system, or via a manual process)? **All students (face2face and online) are automatically added to ASULearn site for the course upon registration.**

24. When are learners added to online course sites at your institution (i.e., immediately upon registration, within so many hours of registration, overnight, etc.)? **Immediately upon registration but it is up to the instructor if they want to "turn" on the course before official start day.**

25. How are learners removed from online course sites at your institution if necessary? **Faculty can remove student from online course site if the student is no longer taking the course.**

26. When are learners removed from online course sites at your institution if necessary? **Students may drop or withdraw from the course. The university then removes them from the ASULearn platform and in the official course roster.**

27. How does your institution notify you of enrollment changes such as adds, drops, late registrations, overloads, and withdraws? **An email is sent to the faculty notifying them of enrollment changes.**

28. What is your institution's attendance policy? https://academicaffairs.appstate.edu/resources/syllabi-policy-and-statement-information. **Basically, there is an expectation by the university that students is responsible and will attend each class session but gives the faculty the ability to set the attendance policy.**

29. Does your institution's attendance policy specifically address attendance in the context of online courses? https://onlinefaculty.appstate.edu/faculty/class-roster-attendance-verification **– this policy discusses verification of roster for online courses.**

    a. If yes, what does it say about attendance in the context of online courses (i.e., under what circumstances are you required or permitted to drop learners for non-attendance)? **It does not state anything regarding the instructor's ability to drop learners for non-attendance.**

30. Does your institution require learners to complete an orientation to online learning prior to enrolling in online courses? **There is a website orientation specifically to online degree**

programs but not necessarily online classes. I could not find any requirements from our university to orient students other than it was a recommended practice.

a. If your institution does not require learners to complete an orientation to online learning prior to enrolling in online courses, is such an orientation available to learners who choose to complete it? If so, how do learners access this orientation? **No.**

31. Does your institution require the use of discussion boards in online courses? **No.**

32. What is your institution's policy for turnaround time for instructor responses to learner emails, discussion board posts, phone calls, and other types of communication?
I could not find in the web-based course policy any requirements for turnaround time.
If no policy is specified, will you include a policy of your own, and what do you think a reasonable policy would be? **Yes, I include my response time in the course for students to know what to expect for a response to me. Many of the assignments are based on previous assignments and it is important to provide feedback to the students to help them be successful. As for emails, I share with the students my typical response time and if for some reason I have not responded to them, let them know they should reach out again. For an online course, during the weekdays I respond by the end of the day 6pm and on weekends my response slows unless I have a major assignment due on Monday.**

33. What is your institution's policy for turnaround time for grading of learner work? **This is up to the instructor and has no formal policy.**

    If no policy is specified, will you include a policy of your own, and what do you think a reasonable policy would be? **Turnaround of grades is dependent on the level of the assignment. Some assignments can be turned around in less than two days while others may take a week. My policy would be to inform the students of when to expect grades for each assignment to be posted.**

34. What is your institution's policy for posting official, final course grades? **Grades must be posted by the deadline set by the university.**

35. How do online instructors and learners access technical support at your institution? Provide specific information in your answer, such as a link to the technical support services website or email or phone number**. Students and faculty can go to IT Support Services:** https://support.appstate.edu/**. IT Support Services, 140 Anne Belk Hall, ASU Box 32077, Boone, NC 28608. Phone: 828-262-6266**

36. How do online instructors and learners access library resources at your institution? Provide specific information in your answer, such as a link to the library's website.
https://library.appstate.edu/

37. How do online learners access academic support services such as reading, writing, math, or science centers and tutoring? Provide specific information in your answer, such as a link to the academic support services site or email or phone number. Orientation Programs, Academic Advising, Student Learning Center, Testing Services, University Writing Center

38. How do online learners access student services such as advising, registration, financial aid, counseling, and career services? Provide specific information in your answer, such as a link to the student services site or email or phone number. https://onlinestudents.appstate.edu/new-students

For Facilitator Use

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Criteria	**Description**	**Rating ("Met" or "Revise")**
Answers are complete.	Questions are answered completely.	

Overall Rating ("Met" or "Revise"):

Overall Feedback: