Exploring Your Institution's Policies: Policy Exploration 1

Classroom Behavior and Learner Discipline

The purpose of this worksheet is to help you gather information related to classroom behavior and learner discipline policies for online learning and use it to discuss with your classmates the classroom behavior scenario presented in this module's forum.

Directions

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 answer the questions by explaining what you would do.

What if I am not associated with any institution?

Do not call any institution staff member regarding their policies if you are not associated with their institution. People may be suspicious and will certainly dislike receiving many calls.

Select any institution you would like to use for this assignment. Use that institution's website to find as much information as you possibly can. You can also access the following demo course and review the policies included in the course syllabus or explore the institution's website (Please don't call any of its staff members.):

> URL: https://clayton.view.usg.edu/d2l/home/1697274
> Username: qm_student2
> Password: qm_student2
> Note: Once you access the course, select "Content" from the top navigation bar, then select "Lesson Zero"

Write your responses in complete sentences under each section *(Key questions have been provided to help you complete each section)*.

Note: All policy exploration in this document took place through Clayton State University's public website and access to the CSU demo course. Other CSU policy explanations, resources, trainings, etc. may be available in locations not accessible to the general public.

Classroom Behavior and Learner Discipline Policy Defined at Your Institution

1. What is the link to your institution's learner handbook or code of conduct? In what ways does your institution's learner handbook or code of conduct specifically address behavior and discipline in the context of online courses?

   The following are links to Clayton State University's Handbook and the Policies and Procedures, General Conduct Regulations, Investigative and Disciplinary Procedures, and

Disruptive Student Behavior subsections:

- Handbook: https://catalog.clayton.edu/student-handbook/
- Policies and Procedures: https://catalog.clayton.edu/student-handbook/student-policies/
- General Conduct Regulations: https://catalog.clayton.edu/student-handbook/student-policies/code-conduct/general-conduct/
- Investigative and Disciplinary Procedures: https://catalog.clayton.edu/student-handbook/student-policies/disciplinary-procedures/
- Disruptive Student Behavior: https://catalog.clayton.edu/student-handbook/student-policies/disciplinary-procedures/disruptive-student-behavior/

While none of these resources contains information specifically about online courses, there are two inclusions in the Misuse of Computer Equipment subsection of the General Conduct Regulations that are about online interactions:

- Users agree to not take any action considered as inappropriate behavior including, but not limited to the following:
  - Sending harassing messages to other computer users either at CSU or through external networks
  - Using inappropriate, offensive, or abusive language to other users within the CSU network, or through external networks

2. If your institution's learner handbook or code of conduct does not specifically address behavior and discipline in the context of online courses, what information would you recommend your institution add to address these issues?

At the very least, a discussion of university-wide netiquette practices would be helpful so that online learners knew exactly what would be expected of them in their interactions with faculty and other students. This would also emphasize the university's support for these practices and give faculty a definitive school policy to which they can refer students.

I think including a separate section about online learning policies in the Student Policies or General Conduct Regulations would be advisable. Right now, the application of Clayton State's policies and conduct regulations to online learning are made by inference and not directly stated. This leaves openings for misinterpretation by students and faculty alike. Examples of acceptable practices and conduct breeches specific to the online environment would firm up everyone's understanding about online course conduct expectations. It would also be good to identify any differences in the consequences of misbehavior and the resulting disciplinary actions for online learners vs. face-to-face learners.

Classroom Behavior and Learner Discipline Resources Available at Your Institution

1. 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? If nothing is provided, what other guidelines or resources do you think would be helpful?

The Student Policies and Procedures > Investigative and Disciplinary Procedures subsection of the Student Handbook (n.d.) contains detailed information about processes and consequences related to infractions of Clayton State policies. The Student Policies and Procedures > Investigative and Disciplinary Procedures > Disruptive Student Behavior subsection of the Handbook mentions Clayton State's Student Behavior Consultation Team, Public Safety Division, and Office of Community Standards as supporting entities for faculty in dealing with student behavior. Problems specifically in the online context are not mentioned. If the Student Behavior Consultation Team and Office of Community Standards deal with online issues well, then perhaps these supports are sufficient. But if they do not, a subdivision or separate entity working with online issues would be beneficial.

Reference

Clayton State University. (n.d.). *Student Handbook*. https://catalog.clayton.edu/student-handbook/

QUALITY MATTERS
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Exploring Your Institution's Policies:
Policy Exploration 2

Academic Integrity

The purpose of this worksheet is to help you gather information related to academic integrity policies for online learning and use it to discuss with your classmates the academic integrity scenario presented in this module's forum.

Directions

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 answer the questions by explaining what you would do.

What if I am not associated with any institution?

Do not call any staff member of any institution regarding their policies if you are not associated with their institution. People may be suspicious and will certainly dislike receiving many calls.

Select any institution you would like to use for this assignment. Use that institution's website to find as much information as you possibly can. You can also access the following demo course and review the policies included in the course syllabus or explore the institution's website (Please don't call any of its staff members.):

   URL: https://clayton.view.usg.edu/d2l/home/1697274
   Username: qm_student2
   Password: qm_student2
   Note: Once you access the course, select "Content" from the top navigation bar, then select "Lesson Zero"

Write your responses in complete sentences under each section *(Key questions have been provided to help you complete each section)*.

Note: All policy exploration in this document took place through Clayton State University's public website and access to the CSU demo course. Other CSU policy explanations, resources, trainings, etc. may be available in locations not accessible to the general public.

Academic Integrity Policies Defined at Your Institution

1. What is your institution's academic integrity policy and is there an official statement that must be included in your course syllabus?

   The following is Clayton State University's Academic Honesty Policy from the Student Handbook (n.d.):

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community — students, faculty, and staff — are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the Dean of Students, and the Office of the Provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisers, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the University's Counseling Center.

The examples and definitions provided are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

While I could not find a university-wide academic integrity statement to be included in syllabi, Clayton State's Faculty Handbook (2020) insists that faculty include academic dishonesty information:

Explicitly state the penalty for instances of academic dishonesty in the syllabus. If Judicial Affairs is called upon to make a decision involving academic dishonesty (student requests adjudication by Judicial Affairs or on appeal), any penalty applied is at their discretion unless the syllabus provides guidance. Include the link which describes the details of the judicial procedure: http://adminservices.clayton.edu/judicial/

As an example, Antoinette Miller, instructor of the Clayton State demo course for this Quality Matters workshop, put the following in her syllabus (2018):

Academic Dishonesty

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described in the section of the Academic Catalog and Student Handbook titled, Adjudicating Alleged Academic Conduct Infractions.

2. If your institution's academic integrity policy does not specifically address academic integrity in the context of online courses, what do you think your institution's policy should say about academic integrity in online courses?

The following statements are found in the Academic Conduct Regulations (n.d.) of Clayton State's Student Handbook. I've added example online-specific scenarios in red that could be addressed in this section. These suggestions could also constitute their own section or subsection in the Student Handbook and/or be presented at other locations on Clayton State's site targeted at online learners.

Giving or Receiving Unauthorized Assistance

No student will give or receive assistance in the preparation or completion of any assignment, essay, laboratory report, or examination to be submitted as a requirement for an academic course when not authorized by the instructor.

No online student will participate in unauthorized collaboration of any kind with other online or on-campus students in a current, previous, or future semester.

Unauthorized Materials or Equipment

No student will take or attempt to take, steal, solicit, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment and grade books.

No student will make use of any materials, aids, tools, or electronic devices not specifically condoned by the instructor in preparing academic assignments or while taking an examination.

No online student will allow anyone else access to class or other materials of any kind through their online learning management system or university credentials.

Furnishing Unauthorized Exam Information or Material

No student will sell, give, lend or otherwise furnish to anyone material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the instructor.

No online student will allow anyone else access to class or other materials of any kind through their online learning management system or university credentials or send electronic or physical copies of course resources to anyone else without authorization from the instructor.

Plagiarism and Misrepresentation of Work
No student will represent the work of others as his or her own. Themes, essays, term papers, tests, presentations and other similar assignments must be the work of the student submitting them. When direct quotations are used, they must be indicated with quotation marks and when the ideas of another are incorporated, they must be appropriately cited.

No student will submit the same assignment for two courses without the prior consent of the instructor.

No online student will allow others to submit work for them. No online student will submit work for others.

Violating Testing Rules and Procedures

No student will give or receive assistance, or attempt to give or receive assistance; take, steal or otherwise procure any unauthorized materials; or otherwise commit an infraction of the established rules and procedures governing the administration of tests or exams, including for national or local testing programs.

No online student will attempt to falsify their identity, allow others to take assessments in their place, or coordinate any kind of virtual sharing of testing materials or answers. No online student will take assessments for others.

Falsification & Fabrication

No student will provide unauthorized or false information, citation, or documentation in any academic exercise.

No online student will attempt to falsify or perform unauthorized edits to any digital submission.

Academic Integrity of Assessments

1. If proctored testing is not required, is it available for you to use if you choose to do so? If proctored testing is required, are students required to be proctored in person or online?

   Clayton State's Online Instruction page (n.d.) indicates that online students may be required to take tests on campus, and proctored testing is available at the on-campus testing center (Testing Center, n.d.). Clayton State's College of Business Proctored Exams Information

page (n.d.) gives instructions about online proctoring through ProctorU for its online courses; however, I'm not sure if this practice is specific to this college and/or program or if other departments with online classes use this type of online proctoring, as well. The instructor of the demo course uses online tests that are timed and not proctored (2018).

2. Other than proctoring, what special policies does your institution have related to testing in online courses?

As mentioned for the previous question, online students may need to take tests on campus. Both the Testing Center page and the College of Business Proctored Exams Information page emphasize the need for photo I.D. The CSU Standards for Online Courses document (2017) also directs instructors to use "multiple types of assessment that enable the instructor to become familiar with an individual learner's work and that discourage 'proxy cheating' (someone other than the learner completing and submitting work)."

Academic Integrity Resources Available at Your Institution

1. What does your institution provide as guidelines or resources to help **learners** understand academic integrity, especially in the context of online courses? If no other guidelines or resources for learners are provided, what other guidelines or resources do you think would be helpful to include in your course syllabus?

The aforementioned admonition to faculty to include academic dishonesty information in syllabi and the definitions in the Academic Conduct Regulations listed above help students to understand academic integrity. The process for dealing with academic integrity issues is available on the Adjudicating Alleged Academic Conduct Infractions page (n.d.). None of these resources is specific to online learners, so additions like the examples I provided above for the academic misconduct definitions, a separate section or subsection in the Student Handbook, or information included on a page geared toward online learners would be valuable additions.

2. What kind of guidelines or resources does your institution provide to help **instructors** deal with academic integrity issues, especially in the context of online courses? If no other guidelines or resources are provided, what other guidelines or resources do you think would be helpful?

On the Adjudicating Alleged Academic Conduct Infractions page (n.d.), faculty are instructed to report alleged infractions to the Office of Community Standards (n.d.), whose mission is as follows:

The Office of Community Standards supports the academic mission by promoting a safe, respectful, and ethical University environment through set behavior standards which are outlined in the Student Code of Conduct.

The Department works to educate students on their rights and responsibilities in the University Community, and through its processes and procedures, ensures

accountability for improper behavior, upholds the requirements of due process, and applies fair, appropriate, and educational disciplinary sanctions for conduct violations.

Again, this information is not online-course specific, and I'm sure that online instructors would appreciate more clarification on academic integrity issues and procedures specific to their classes.

3. 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? In what ways?

Yes, Clayton State employs the use of photo identification as previously mentioned to verify student identifies.

4. Is there any plagiarism-detection system available at your institution, which system does your institution use? What information is provided (if any) to instructors and learners on how to use the system?

Clayton State's Approved Instructional Software page (n.d.) lists TurnItIn as available for all faculty members. The Technology Resources page (n.d.) has links to several faculty guides for this software, along with a few guides for students.

References

Clayton State University. (2017). *Standards for online courses*. https://www.clayton.edu/celt/docs/CSUStandards-0417.pdf

Clayton State University. (2020). *Faculty handbook*. https://www.clayton.edu/about/docs/academic-affairs/faculty-handbook.pdf

Clayton State University. (n.d.). *Academic conduct regulations*. https://catalog.clayton.edu/student-handbook/student-policies/code-conduct/academic-conduct/

Clayton State University. (n.d.). *Adjudicating alleged academic conduct infractions*. https://catalog.clayton.edu/student-handbook/student-policies/disciplinary-procedures/procedures-adjudicating-alleged-academic-conduct-infractions/

Clayton State University. (n.d.). *Approved instructional software*. https://www.clayton.edu/celt/approved-software

Clayton State University. (n.d.). *College of Business: Proctored exams information*. https://www.clayton.edu/business/current-students/proctored-exams-information

Clayton State University. (n.d.). *Community standards*. https://www.clayton.edu/community-standards/

Clayton State University. (n.d.). *Online instruction*. https://catalog.clayton.edu/rules-regulations/online-instruction/

Clayton State University. (n.d.). *Student handbook*. https://catalog.clayton.edu/student-handbook/

Clayton State University. (n.d.). *Technology resources*. https://www.clayton.edu/celt/tech-resources/index

Clayton State University. (n.d.). *Testing center*. https://www.clayton.edu/testing/index

Miller, A. (2018, September). *Intro to cognitive psychology* [Syllabus]. Morrow, GA. Psychology Department: Clayton State University.

QUALITY MATTERS QM

Exploring Your Institution's Policies:
Policy Exploration 3

Academic Reporting and Learner Privacy

The purpose of this worksheet is to help you gather information related to academic reporting and learner privacy policies for online learning and use it to discuss with your classmates the academic reporting and learner privacy scenario presented in this module's forum.

Directions
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 answer the questions by explaining what you would do.

What if I am not associated with any institution?
Do not call any staff member of any institution regarding their policies if you are not associated with their institution. People may be suspicious and will certainly dislike receiving many calls.

Select any institution you would like to use for this assignment. 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. (Note: You could also review the resources provided by Clayton State University to its **faculty and staff** [https://www.clayton.edu/faculty-staff/].)

Write your responses in complete sentences under each section *(Key questions have been provided to help you complete each section)*.

Note: All policy exploration in this document took place through Clayton State University's public website. Other CSU policy explanations, resources, trainings, etc. may be available in locations not accessible to the general public.

Academic Reporting and Learner Privacy Policy Defined at Your Institution

1. What is the link to your institution's academic reporting and learner privacy policy?
   If your institution is governed by the Family Educational Rights and Privacy Act (FERPA) or any other learner privacy law, what does it designate as "educational records, directory information, or personal information"?

   Clayton State University's FERPA details are found in the Confidentiality of Education Records (FERPA) document (n.d.) at https://www.clayton.edu/registrar/docs/FERPA-Notification-9-10-13.pdf.

   In this document, CSU defines educational records in the following terms:

Education Records at Clayton State University are defined as any portion of the educational history of a student that is maintained by the University for the purpose of sharing by other academic officials and is intended to support the academic degree progress of the student. Typical examples are the academic files maintained in a department or university administrative office. These records include: files, documents and materials in multiple mediums (handwritten, tape, disks, microfilm, CD-ROM, etc.) which contain information directly related to the academic educational efforts of the student. Academic records do not include law enforcement unit records, medical records (vis-à-vis doctor patient privilege), alumni records, or human resource records.

The document contains these details about directory information:

Directory information will be withheld if requested by the student. To withhold directory information, the student must complete the Request to Prevent Disclosure of Directory Information. Completed request forms should be submitted to the Office of the Registrar.

The items below are designated as "Directory Information" at Clayton State University and may be released for any purpose at the discretion of Clayton State University.
> *Name*
> *Mailing Address*
> *Clayton State Student email address*
> *Telephone Number*
> *Major Dates of Attendance*
> *Degrees Awarded*
> *Honors and Awards*
> *Participation in Recognized Activities and Sports*
> *Date and Place of Birth*
> *Weight and Height of Athletic Participants*

About personal information, the document merely states that students have "the right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent."

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? If the policy does not specifically address learner privacy in the context of online courses, then what do you think it should include related to online courses?

Clayton State's academic reporting and learner privacy policy does not address issues for online courses. However, I found an excellent resource for this in the FERPA-Virtual Learning page (n.d.) of the Colorado School of Mines. It covered situations I hadn't even begun to think about with FERPA and online learning, so I am including this information

below. Clayton State faculty would benefit from the inclusion of something similar in CSU's FERPA and/or online learning information.

Privacy laws and regulations such as FERPA, still apply in virtual learning environments.

This document has been put together to help set up online courses to adhere to these requirements.

FERPA is the federal law that protects the privacy of personally identifiable information (PII) in students' education records. "Education records" are those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. FERPA provides parents and eligible students the right to access a student's education records, the right to seek to have the records amended, and the right to protect the PII in students' education records. (An "eligible student" is a student who has turned 18 or is attending college at any age.) ***Under FERPA, Mines may not disclose PII from students' education records, without consent, unless the disclosure meets an exception under our FERPA policy.***

Common examples of disclosures of student's personally identifiable information that would violate FERPA:
- *Releasing grades for other students to see;*
- *Allowing access to Canvas courses to those not deemed a 'school official' (volunteers or non-Mines affiliates);*
- *Spouses overhearing a student's information while working remotely; or*
- *Using unapproved/unsupported software that hasn't been vetted for privacy and security.*

Disclosure requirements also apply to any personally identifiable student information that has been taken home while working remotely. Student information should be kept securely and not disclosed to non-Mines individuals.

Reminder: *Email is not a secure method for communicating sensitive information.*

Videoconferencing, generally:

A. *With the exception of lectures, avoid video or audio recording unless absolutely necessary. Recordings should never be saved on personal devices (e., non-university-issued). Zoom has the capability to disallow recordings by anyone who is not the host (Settings → Recordings → Local Recording).*

B. *If you will be recording, individuals will automatically be given notice through Zoom before recording begins. Be aware not all participants may be running the latest version of Zoom that implements this feature. Students should be informed that when cheating is suspected, the recording may become part of an administrative disciplinary record.*

Recordings should be retained no longer than necessary. Below is sample notification language that can be used by instructors in their course and/or added to their syllabus:

"This class is being conducted over Zoom. As the host, I will be recording this session. The recording feature for others is disabled so that no one else will be able to record this session through Zoom. No recording by other means is permitted. If you have privacy concerns and do not wish to appear in the recording, do not turn on your video. If you also prefer to use a pseudonym instead of your name, please let me know what name you will be using so that I know who you are during the session. If you would like to ask a question, you may do so privately through the Zoom chat by addressing your chat question to me only (and not to "everyone"), or you may contact me by another private method. If you have questions or concerns about this, please contact me. Pursuant to the terms of the agreement between the vendor and Mines, the data is used solely for this purpose and the vendor is prohibited from redisclosing this information. Mines also does not use the data for any other purpose. Recordings will be deleted when no longer necessary. However, the recording may become part of an administrative disciplinary record if misconduct occurs during a videoconference."

C. Recordings should only be stored on university-approved services (g., Zoom cloud, Canvas, OneDrive, shared drive, MS Streams for pre-recorded lectures, not in one's personal accounts).

D. Individuals can use Zoom's virtual background feature if they do not want to have their surroundings visible. Be mindful of others who may not wish to be visible or recorded in the background. (See note below as to how this applies to proctoring.) Contact the ITS Helpdesk for assistance, if needed.

E. "Zoombombing" is the practice of uninvited individuals entering a video call, often to voice hateful and racist views. Professors utilizing Zoom should monitor participants on teleconference calls to reduce the chance of unauthorized persons on the calls. Consider using a unique meeting ID for each gathering or class or requiring authentication and a passcode for participants (Settings → Profile → Personal Meeting ID; Meetings → Authenticate, Password). You may also uncheck the "join before host" option. See the "Best Practices for Securing your Virtual Classroom" webpage for more information.

F. Zoom's Privacy Policy and their Privacy Shield certification reflect that Zoom does not access data files not specifically authorized by the user (e.g. if you give Zoom access to your calendar then it will be able to read your calendar events only). Zoom does collect user data and utilizes cookies to store information on preferences. In the event you record a Zoom session, a file folder is created so that the recording can be saved and made available for class use. The campus has turned off file sharing to prevent sharing of any files on your computer. As a user of Zoom if you give Zoom access to any files or programs you need to manage cookies through your browser settings in the way you do with other applications. Remember that Mines policy and Security Standards do apply to

any computer you use for your Zoom session.

Online class and content delivery, in addition to videoconferencing guidance above:

A. Instructors (and staff should) use the platform(s) selected and <u>approved by the University</u>. Platforms that have not been vetted by the university should not be used.

B. Instructors are encouraged to provide other means of participation for students who do not want to be recorded (e.g., submitting questions and comments online through the learning management system or via email to the instructor).

C. Instructors should not require students who have placed a FERPA block on their directory information to use their name or their camera during online classes. Posting a lecture to public platforms, like YouTube, that identifies a student who has a block on their directory information would be a violation of the student's FERPA rights.

D. Instructors or Teaching Assistants should never ask for Confidential and Secure Information (e.g., date of birth, social security number) through the platforms above.

Online exams and <u>proctoring</u>, in addition to videoconferencing guidance above:

A. When not using proctoring software (preferred for exams and quizzes):
   1. Requiring students to turn on their camera to be watched or recorded at home during an exam poses significant privacy concerns and should not be undertaken lightly. Instructors are encouraged to work with the Trefny Center to discuss privacy-protective alternatives (e.g., how to use question banks in Canvas) that will uphold <u>integrity and good assessment design</u>.
   2. During classes, students should be encouraged to use the virtual background feature of Zoom if they do not want their surroundings to be visible. However, it's important to ensure that students are completing their exams independently and without assistance so students are encouraged to take their exam in a room that has no one else present.

B. When using proctoring software (for high-stake exams, as determined by the instructor):
   1. Proctoring services use machine learning, AI, eye-tracking, key-logging, and other technologies to detect potential cheating. If instructors are using one of these services, they must provide explicit notice to the students before the exam. Below is sample notification language:
      "Proctorio, an online proctoring tool, will be used during this course. Proctorio offers you flexibility to take your exams at the time and in the location of your choosing. Students are required to have a webcam (USB or internal) with a microphone and a stable internet connection. During the course of an exam, Proctorio will record the testing environment,

therefore students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Proctorio use will be provided. To use Proctorio you must be over 18 years of age. If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative."

2. *Instructors are encouraged to consider other options that are privacy-protective and still preserve academic integrity, where possible (as discussed in section A.1. above).*

Online advising & tutoring

A. *Online advising and tutoring can occur via chat, audio, or videoconferencing but should be done using services approved by the university (e.g., email, Zoom, TutorOcean) or by phone. Sessions should not be recorded; rather, the advisor should log notes as they do now. The advisor should always be logged in on campus or through a VPN when advising.*

B. *Advisors should not hold advising sessions in public spaces or where sessions can be overheard by others (e.g., spouses or roommates also working from home).*

C. *Take extra time to verify the identities of students. Verify and double-check identities, email addresses, or phone numbers prior to the discussion.*

3. Copy and paste any official academic reporting and learner privacy statement provided by your institutions that should be included in your course syllabus. If no statement is provided, will you include a statement of your own? If so, what will it say?

I have not been able to find an official academic reporting and learner privacy statement for syllabi from Clayton State University. If I were to write my own, I would give a FERPA overview with a link to more detailed information.

I compiled this example overview from pieces of Clayton State's Confidentiality of Education Records (FERPA) document (n.d.) with a few original additions:

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Third party disclosures are prohibited by FERPA without the written consent of the student, except for the limited cases in which FERPA authorizes disclosure without consent. Directory information (such as name, mailing address, student email address, telephone number, major dates of attendance, degrees awarded, honors and awards, participation in recognized activities and sports, date and place of birth, and weight and height of athletic participants) will be withheld if requested by the student. However, choosing to prevent disclosure of your directory information will result in the exclusion of all student record information to all third party requests, which could cause issues with legitimate school functions. To understand your

FERPA rights, how to withhold directory information if you wish to do so, and other FERPA-related issues, visit https://www.clayton.edu/registrar/docs/FERPA-Notification-9-10-13.pdf. You can also visit the FERPA FAQs page at https://www.clayton.edu/registrar/docs/FERPA%20FAQ_2015_R1.pdf.

Academic Reporting and Learner Privacy Policy Resources Available at Your Institution

1. What training in academic reporting and learner privacy does your institution provide? Is it mandatory or optional?

   Clayton State's Human Resources Employee Training page (n.d.) does not list academic reporting and learner privacy as a topic of their annual mandatory training. I was unable to find any optional training for it, either.

2. 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? If no other guidelines or resources are provided, what other guidelines or resources do you think would be helpful to include in the course syllabus?

   Clayton State provides a Family Educational Rights and Privacy Act (FERPA) document (n.d.) with frequently asked questions. This document goes over FERPA-related definitions, student rights, applications of FERPA to various educational contexts, and how students can complete a one-time FERPA release form for a specific need. This document also mentions that the university somehow provides an Annual Notification of Rights under FERPA to students, but I do not know how the notification is delivered. Clayton State's FERPA documents might be enough to inform students on policy, but I believe it would be useful to have a brief, more attention-grabbing video going over the basics of FERPA from the student point of view for on-campus and online students alike. A link to this video could be included in course syllabi.

3. 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?

   CSU's Family Educational Rights and Privacy Act (FERPA) document (n.d.) with FAQs contains the following notes about faculty and staff:

   Faculty and staff (including advisors) who have a need to know are permitted access to a student's records in the course of their duties as school officials.

   The law requires employees to act in a legally specified manner as described below.

   How does FERPA apply to the following items?

- *Grades*
Students' scores or grades should not be displayed publicly. Even with names obscured, numeric student identifiers are considered personally identifiable information and must not be used. Grades, transcripts or degree audits distributed for purposes of advisement should not be placed in plain view in open mail boxes located in public places.

- *Papers*
Graded papers or tests should not be left unattended on a desk in plain view in a public area nor should students sort through them in order to retrieve their own work.

- *Class rosters/grades sheets*
These and other reports should be handled in a confidential manner and the information contained on them should not be re-disclosed to third parties.

- *Parents*
Parents, spouses and other relatives do NOT have a right to information contained in a student's education record. (Rights provided in FERPA transfer from parents to the student when he or she reaches the age of 18 or attends a school beyond the high school level.)

- *BANNER and DUCK*
Access to student information in BANNER and DUCK is not tantamount to authorization to view the data. Faculty and staff are deemed to be "school officials" and can access data if they have a "legitimate educational interest." A legitimate educational interest exists if the faculty or staff member needs to view the education record in order to fulfill his or her professional responsibility. Neither curiosity nor personal interest qualifies under the legitimate educational need to know specification

The Faculty Handbook (2020) briefly mentions FERPA in the context of releasing grades:

> *Releasing grades to any unauthorized person is a violation of the Family Educational Rights and Privacy Act (FERPA). Grades cannot be given out via telephone or email and should only be communicated to the individual student.*

The FERPA documentation I have found for faculty does not feel sufficient to my mind, so I hope that there is something not publicly available on Clayton State's website to help faculty. If not, I think it would be wise for the university to add FERPA to its annual mandatory training. And since none of the faculty resources I have found are specifically for online learning, a reference like the Colorado School of Mines statement included above would be an excellent resource for online faculty.

References

Clayton State University. (2020). *Faculty handbook*.
https://www.clayton.edu/about/docs/academic-affairs/faculty-handbook.pdf

Clayton State University. (n.d.). *Confidentiality of education records (FERPA)*.
https://www.clayton.edu/registrar/docs/FERPA-Notification-9-10-13.pdf

Clayton State University. (n.d.). *Family educational rights and privacy act (FERPA)*.
https://www.clayton.edu/registrar/docs/FERPA%20FAQ_2015_R1.pdf

Clayton State University. (n.d.). *Human resources employee training*.
https://www.clayton.edu/human-resources/current-employees/employee-training

Colorado School of Mines. (n.d.). *FERPA-virtual learning*.
https://www.mines.edu/compliance/ferpa-virtual-learning/

Copyright

The purpose of this worksheet is to help you gather information related to copyright policies for online learning and use it to discuss with your classmates the copyright scenario presented in this module's forum.

Directions
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 answer the questions by explaining what you would do.

What if I am not associated with any institution?
Do not call any staff member of any institution regarding their policies if you are not associated to their institution. People may be suspicious and will certainly dislike receiving many calls.

Select any institution you would like to use for this assignment. 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. (Note: You could also review the resources provided by Clayton State University to its **faculty and staff** [https://www.clayton.edu/faculty-staff/].)

Write your responses in complete sentences under each section *(Key questions have been provided to help you complete each section)*.

Note: All policy exploration in this document took place through Clayton State University's public website. Other CSU policy explanations, resources, trainings, etc. may be available in locations not accessible to the general public.

Copyright Policy Defined at Your Institution

1. What is the link to your institution's copyright policy? How does your institution's copyright policy specifically address copyright and fair use in the context of online courses? If your institution's policy does not specifically address copyright in the context of online courses, what do you think it should say?

   Clayton State University's copyright policy is on their CELT Copyright page (n.d.) at https://www.clayton.edu/celt/copy-right/. (CELT stands for Center for Excellence in Learning and Teaching.)

   The policy addresses use of digital media in the school's online learning management system, D2L/Brightspace. It directs faculty to obtain and submit copyright permission to any

resources to be housed on CSU servers, to only use media within the controlled environment of the learning management system, and to link to outside sources when possible instead of uploading materials to the LMS.

2. Copy and paste any official copyright statement provided by your institution that should be included in your course syllabus for students. If no copyright statement is provided, will you include a statement of your own? If so, what will it say?

I was unable to find an official Clayton State copyright statement for syllabi. If I were to include a copyright statement in a course syllabi of my own, I might write something like the following, which is inspired by the notice from Washburn University's Copyright Primer page (n.d) combined with feedback from this workshop's facilitator, Amanda Hardman:

The materials in this online course are provided to support your learning experience. They are presented here in accordance with applicable copyright laws and represent the hard work of their creators. Do not share these materials outside of the learning management system and use proper citation methods when you refer to any of them in your work for this course.

3. Does your institution provide any information regarding the intellectual property of materials developed by faculty? (Summarize the information if any.)

Yes. Section 602 of the Clayton State University Faculty Handbook (2020) addresses the production of copyrightable materials. CSU has 4 categories of developed materials: 1) individual effort, 2) university-assisted individual effort, 3) university-assigned effort, 4) sponsor-supported effort. The details of these levels are included below:

1) Individual Effort (Faculty Handbook, 2020)
   a. Copyright in materials produced by a faculty member of Clayton State vests exclusively in the faculty member under these conditions:
      i. If there is no significant support of an individual's effort by use of University personnel or facilities (library collections excluded) and
      ii. If the materials are not prepared in accordance with the terms of contract or grant or as a specific assignment.
   b. The production of scholarly and creative works stemming from a faculty member's general obligation to develop professionally does not constitute a specific assignment.
2) University-Assisted Individual Effort (Faculty Handbook, 2020)
   a. Copyright in materials produced by a Clayton State faculty member vests jointly in the University and the faculty member under these conditions:
      i. If there is significant support of an individual's effort by use of University personnel or facilities (library collections excluded) and
      ii. If the materials are not prepared in accordance with the terms of contract or grant or as a specific assignment.

b. Division of income from royalties and other use should be agreed upon in writing by the Clayton State faculty member and appropriate administrative personnel in advance of the use of University personnel or facilities.

3) University-Assigned Effort (Faculty Handbook, 2020)

a. Copyright in materials produced by a Clayton State faculty member vests in the University if the institution has assigned the employees the writing or production of the materials.

b. The originator retains revision and editing privileges.

c. Sharing of royalty income with the faculty member is authorized as an incentive to encourage further development of copyrightable materials.

4) Sponsor-Supported Effort (Faculty Handbook, 2020)

a. Rights to copyrightable materials developed as a result of work supported partially or fully by an outside agency through a contract or grant are disposed of in accordance with the terms of the contract or grant or, in the absence of such terms, in accordance with the policy governing University-assisted or University-assigned efforts.

b. If all rights are vested in the University or if royalty income is shared between the sponsor and the University, the faculty member may appropriately share in the income.

c. The nature and extent of the faculty member's participation in royalty income, however, are subject to sponsor and University regulations.

Copyright Policy Resources Available at Your Institution

1. What professional development on copyright and/or fair use does your institution provide? Is it mandatory or optional?

   Copyright and fair use do not appear to be part of Clayton State's annual mandatory professional training (Human Resources Employee Training, n.d.). I was unable to find optional training about these topics either.

2. 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? If no other guidelines or resources are provided, what other guidelines or resources do you think would be helpful?

   While not specific to online courses, the following Fair Use information appears in the Clayton State Faculty Handbook (2020):

   > *Each faculty member is responsible for maintaining familiarity with the Fair Use doctrine of the copyright law (17 U.S. Code), and to follow it carefully. A copy of Section 107 of 17 U.S. Code (Limitations on exclusive rights: Fair Use) is in each department and in the Library and is available at http://www.law.cornell.edu/uscode/17/107.shtml. All duplicating, copying, or reproduction of material must be in compliance with the copyright law. A "Fair Use Checklist" is available at http://www.usg.edu/copyright/fair_use_checklist.*

For more information, faculty may also refer to "Reproduction of Copyrighted Works by Educators and Librarians (Circular 21), United States Copyright Office": http://www.copyright.gov/circs/circ21.pdf.

Any faculty member who is uncertain about the proper interpretation of the Fair Use doctrine should discuss the matter with the department head/associate dean or with the Dean of Library Services.

Clayton State also provides guidance on software policy with the inclusion of the EDUCOM Software Initiative's statement on the subject in the Faculty Handbook (2020). Following the EDUCOM statement, CSU asserts, "It is expected that each employee of Clayton State will follow and support the above principle." This EDUCOM statement applies more directly to online courses since it deals with electronic information:

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to all works of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

These supportive resources are listed on the CELT Copyright page (n.d.) as well:

*To help you determine when you need permission, we have developed a **checklist** to guide your decision.*

*If you are not sure if a work is copyright protected, please search the **US Gov Copyright Office database**.*

Helpful Links:
Applying the TEACH Act Checklist
University System of Georgia Guide to the TEACH Act
University System of Georgia Copyright and Fair Use Information
Copyright Clearance Center's Campus Guide to Copyright Compliance

Section 4.4 of Clayton State's Standards for Online Courses document (2017) is entitled, "All resources and materials used in the course are appropriately cited and follow copyright guidelines." This section presents the following guidelines:

- *All audio, visual, pictures, articles and other materials should contain a statement like the following: This content is only for the use students in the course for the purpose associated with the course and may not be retained or further disseminated. (Include in the header or description of each link)*
- *Cite all use of graphics, video and copyrighted documents.*
- *Annotate resource links*
- *Never use content that is copyright protected without obtaining permission. The CID and the Library Staff can assist you in obtaining or identifying copyrighted materials and permissions.*
- *For more information see http://www.clayton.edu/cid/copyright*

References

Clayton State University. (2017). *Standards for online courses*. https://www.clayton.edu/celt/docs/CSUStandards-0417.pdf

Clayton State University. (2020). *Faculty handbook*. https://www.clayton.edu/about/docs/academic-affairs/faculty-handbook.pdf

Clayton State University. (n.d.). *CELT copyright*. https://www.clayton.edu/celt/copy-right/.

Washburn University. (n.d.). *Copyright primer*. https://www.washburn.edu/statements-disclosures/copyright/faculty-staff/online-courses/primer.html

Exploring Your Institution's Policies:
Policy Exploration 5

Accessibility

The purpose of this worksheet is to help you gather information related to accessibility policies for online learning and use it to discuss with your classmates the accessibility scenario presented in this module's forum.

Directions

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 answer the questions by explaining what you would do.

What if I am not associated with any institution?

Do not call any staff member of any institution regarding their policies if you are not associated with their institution. People may be suspicious and will certainly dislike receiving many calls.

Select any institution you would like to use for this assignment. 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. (Note: You could also review the resources provided by Clayton State University to its **faculty and staff** [https://www.clayton.edu/faculty-staff/].)

Write your responses in complete sentences under each section *(Key questions have been provided to help you complete each section)*.

Note: All policy exploration in this document took place through Clayton State University's public website. Other CSU policy explanations, resources, trainings, etc. may be available in locations not accessible to the general public.

Accessibility Policy Defined at Your Institution

1. What accessibility laws (or legal requirements) govern the accessibility of courses at your institution?

   According to its Accessibility page (n.d.), Clayton State University's "Disability Resource Center (DRC) works with the Clayton State community to provide support and advocacy for students with documented disabilities under the guidelines of Section 504 of the Rehabilitation Act, the Americans With Disabilities Act (ADA) and ADA Amendments."

2. Does your institution have an official accessibility policy? If yes, summarize your policy below. Share the link to your policy if any.

The policy on Clayton State's Accessibility page (n.d.) affirms the university's commitment to providing inclusivity on campus and in electronic information and resources under the applicable United States laws, outlines the responsibilities of the Accessible Technology Team, and provides links to accessibility resources and guidelines. The page is found at https://www.clayton.edu/accessibility. It does not include WCAG information.

3. Does your institution have an official accommodation policy or statement? Summarize your policy below and share the link to the policy if any.

Clayton State does not have an official accommodation policy or statement. However, the information on CSU's Disability Resource Center page (n.d.) states that the DRC has the goal of "ensuring that our students are afforded an equal opportunity to participate in all learning experiences" and "provide[s] assistance for classroom and testing accommodations, assistive technology, use of equipment, housing, sign language interpreters, alternate format media, and more."

   a. If your institution provides an official accommodation statement to be included in your course syllabus, summarize it.

   Clayton State does not have an official accommodation statement for syllabi. I found a simple example on the Oberlin College Sample Disability Statements for Course Syllabi page (n.d.) that states what I think is the necessary basic information:

   > *If you have a disability that may impact your work in this class and you may require accommodations, please see me. You should also visit Accessibility Services at the Center for Student Success so that we may arrange appropriate accommodations.*

4. Are learners required to register with your institution's office of accessibility prior to receiving accommodations? (Hint: Check the Disability Services, Disability Resources, Disability Department in your institution's web site. For example, look at the **Disability Services page for students** [http://bit.ly/CU_DSexample] from the University of Colorado Boulder.) Are there any services related to online courses?

Clayton State's Access Services at the Disability Resource Center Office page (n.d.) explains that appointments to set up accommodations only take place once eligibility for accommodations has been established and registration with the DRC has occurred.

No special services for online courses are outlined on CSU's website. However, the Assistive Technology page (n.d.) says the following:

Assistive technology is computer-based software or hardware solutions that enables students with disabilities to access information and compensates for the impact of

their disabilities. The DRC office has a limited number of programs that can be used by students in our computer lab. In addition, to make a student's laptop accessible for a course or program, the DRC office may loan software to students on a case-by-case basis. Some examples of the programs that the DRC office has are listed below:

- JAWS - Screen reading
- Zoom Text - Screen reading and text enlargement
- Kurzweil 3000 - Screen reading, optical character recognition, and study tools

5. How are instructors notified that a learner is eligible for specific accommodations that must be provided? How will you know what the specific accommodations to be provided are? Note: Some accessibility accommodations are not clearly defined as for face-to-face or online exclusively. You may need to identify accommodations that can be provided in the online classroom (e.g., extended time for assignments or testing).

Clayton State's Access Services at the Disability Resource Center Office page (n.d.) outlines this process. After submitting the required documentation to Clayton State's Disability Resource Center, the DRC verifies that the student's documentation meets CSU's criteria. The student then has a meeting with a DRC representative to set accommodations and services. The DRC subsequently provides the student with accommodation letters to take to professors.

6. What does your institution's office of accessibility recommend instructors do if a learner "self- identifies" as being disabled? If none, what would you do if a learner "self-identifies as being disabled?"

While it does not specifically mention "self-identifying" as disabled, the Clayton State Access Services at the Disability Resource Center Office page (n.d.) makes it clear that the effect of accommodation letters "are not retroactive." This implies that until students have gone through the process of approval with CSU's Disability Resources Center and received accommodation letters, they are not eligible for formal accommodations, although perhaps informal accommodations might be offered at an instructor's discretion. Additionally, the DRC policy on the Access Services (n.d.) page states that "once eligible for accommodations and registered with the DRC, students must schedule a brief accommodations appointment at the beginning of every semester enrolled" to receive accommodation letters for that semester. Additionally, the DRC policy notes that all accommodation letters "must be returned to the DRC within 10 business days of receiving them in order to ensure services are received in a timely manner." These stipulations place the responsibility on the student at the beginning of every semester to receive formal accommodations with the professors for that specific semester. Therefore, students must present documentation, have approval, and be timely in the delivery of accommodation letters to ensure that formal accommodations are in place PRIOR to the time of the assignments, tests, etc. on which they are needed.

Accessibility Resources, Guidelines, or Training Available at Your Institution

1. 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? (Hint: Check the Disability Services, Disability Resources, Disability Department in your institution's web site. For example, look at the **Disability Services (Accommodations) page** [https://bit.ly/3vm2Naf] from the University of Colorado Boulder.) Or, are there any guidelines provided by your institution related to the accessibility of course materials or how to develop accessible materials? What are those guidelines?

    ==Clayton State's website does not provide these specific instructor recommendations.==

    ==On its Accessibility page (n.d.), Clayton State displays links to the University System of Georgia Web Accessibility Guidelines, Web Content Accessibility Guidelines, World Wide Web Consortium (W3C), and Section 508 Standards for reference.==

    ==Section VIII of Clayton State's Standards for Online Courses document (2017) contains guidelines on Accessibility:==

    - *8.1 Course navigation facilitates ease of use.*
        - *Navigation refers to the process of planning, controlling, and recording the movement of a learner from one place to another in the online course. Navigation throughout the course is consistent, logical, and efficient.*
        - *Confirm that the course's navigation strategies facilitate ease of movement through the course and course activities.*
        - *As a reviewer, also consider the ownership of the design of course navigation features. Some navigation devices—"next" and "previous" links, for example—are in the LMS and cannot be modified. The Course Worksheet provides information about navigation features that cannot be changed. Other navigation devices— hypertext links, icons, and window functions, for example—may be within the control of the instructor.*
        - *Examples of strategies that facilitate ease of use:*
            - *Consistent layout and design are employed throughout, making content, instructional materials, tools, and media easy to locate from anywhere in the course. Design elements are used repetitively, increasing predictability and intuitiveness.*
            - *Course pages have links, files, and icons that are labeled with easy- to understand, self-describing, and meaningful names. Icons used as links also have HTML tags or an accompanying text link.*
            - *The course design enables learners to easily locate where they are within the course and to easily return to the home page from any location.*
            - *Tables are used to organize data and have appropriate table headers. Data cells are associated with their appropriate headers, making it easy for learners to navigate and understand the data.*

- The hierarchy of material in a page or document is clearly indicated through heading styles (Heading 1, Heading 2, etc.). A table of contents can be included that allows learners to move easily throughout documents.
- 8.2 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
  - The course provides alternatives to all non-text content so that all learners have access to equivalent information.
  - The Standard is met if the equivalent textual representations are located or linked within the course. In instances where alternative formats are provided, the general accuracy of the alternate content is verified. For example, if captions are provided for a video, the reviewer can view some of the captions to confirm that the captions correctly represent the audio content.
  - Examples of non-text content and options for equivalent textual representation:
    - Video and animations are captioned, or text transcripts are readily available. If the audio content corresponds with the visual content in a way that conveys meaning (e.g., a video demonstrating how to operate a Bunsen burner in a chemistry lab), captions provide an equivalent experience. If the audio content does not correspond with visual content (e.g., a visual of an instructor providing a lecture without visual aids), then a text transcript is sufficient.
    - Visual information, including images, graphs, and tables, are described via an alt-tag, long description, caption, or audio description.
    - Tables are set up with headings for columns and rows.
    - Document or HTML titles, headings, etc., are formatted using styles found in the word processing software (such as Word) style gallery; they do not merely utilize a larger or bold or italic font.
    - PDFs that contain text are not merely image scans; any text contained in PDFs is selectable and searchable.
    - Colors alone are not relied on to convey meaning. The meaning is also conveyed in another way that does not require perceiving different colors.
    - When alternative formats are provided, verify the general accuracy of the alternate content. Verification is important because not all attempts to provide alternate formats meet the goal of providing equivalent access for diverse learners.
- 8.3 The course design facilitates readability.
  - Course design elements maximize usability by facilitating readability and minimizing distractions.
  - For this Standard to be met, course content is clearly presented so that learners can easily read and interpret it.
  - Examples of strategies that facilitate readability and minimize distraction:

- - *Similar content is grouped together; headings are used to indicate change of topic.*
  - *Font style and size are selected to maximize on-screen legibility; simpler fonts are chosen over more ornate fonts, and the number of font families is limited to one or two.*
  - *White space or negative space is used around content to help increase comprehension and reduce eye fatigue that occurs with large blocks of text.*
  - *Content is formatted to serve specific instructional purposes. For example, for mat and text color are used purposefully to communicate key points, group like items, and emphasize relevant relationships.*
  - *Text is clearly distinguishable from the background, with thought given to color choice and providing sufficient contrast.*
  - *In all course materials, editing and proofreading errors (spelling, grammar, punctuation, word choice, syntax) are minimal.*
- *8.4 Course multimedia facilitate ease of use.*
  - *Course elements maximize usability by ensuring multimedia used as a vehicle for content or feedback (e.g., images, audio, animation, video, and interactive components) are easy to use, intelligible, and inter- operational across devices.*
  - *For this Standard to be met, course multimedia is easy to view, operate, and interpret.*
  - *Examples of strategies that ensure the usability of multimedia:*
    - *Graphics and animations are used to enhance instructional materials and illustrate ideas without causing distractions.*
    - *Images are appropriately sized and can be viewed in their entirety without scrolling*
    - *Audio quality is clear.*
    - *A video window can be resized; resolution is sufficient for comprehension*
    - *Long videos (videos longer than 15 to 20 minutes) are broken into shorter segments and/or are searchable.*
    - *Movement through presentations can be controlled*
  - *Video is viewable in a smooth stream without frequent interruptions. Note that some videos must be of high quality for content to be clearly understood. An example would be a video demonstrating sign language, in which learners need to be able to accurately discern hand shapes and movement.*
  - *Interactive elements integral to the content are cross-platform (PC, Mac) and cross browser, or guidance is provided about the best browser to use.*

2. What training in accessibility does your institution provide? Is it mandatory? If no training is offered, what training will you pursue to gain more knowledge on this topic?

It does not appear that Clayton State includes the subject of accessibility in its annual employee mandatory training (Human Resources Employee Training, n.d.), and I could not find optional training on this topic either.

I was recently hired by the State University of New York Research Fund, and I know that as part of my duties, I will be involved in creating materials for people with disabilities. I am, therefore, considering taking the Quality Matters Addressing Accessibility & Usability workshop to learn more about the design of accessible materials.

References

Clayton State University. (2017). *Standards for online courses*. https://www.clayton.edu/celt/docs/CSUStandards-0417.pdf

Clayton State University. (n.d.). *Accessibility*. https://www.clayton.edu/accessibility

Clayton State University. (n.d.). *Access services at the disability resource center office*. https://www.clayton.edu/disability/access-services

Clayton State University. (n.d.). *Disability resource center*. https://www.clayton.edu/disability/

Clayton State University. (n.d.). *Assistive technology*. https://www.clayton.edu/disability/assistive-technology/

Clayton State University. (n.d.). *Human resources employee training*. https://www.clayton.edu/human-resources/current-employees/employee-training

Oberlin College and Conservatory. (n.d.). *Sample disability statements for course syllabi*. https://www.oberlin.edu/accessibility-services/for-faculty/sample-statements

**Exploring Your Institution's Policies:
Policy Exploration 6**

Other Institutional Policies

The purpose of this worksheet is to help you gather information related to other institutional policies not addressed yet in this workshop that relate to teaching online at your institution and use it to discuss with your classmates the scenario presented in this module's forum.

Directions

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 answer the questions by explaining what you would do.

Provide as much information as you can, related to specific policies and guidelines that were not addressed in previous modules.

What if I am not associated with any institution?
Do not call any staff member of any institution regarding their policies if you are not associated to their institution. People may be suspicious and will certainly dislike receiving many calls.

Select any institution you would like to use for this assignment. 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. (Note: You may also find some information in the resources provided by Clayton State University to its **faculty and staff** [https://www.clayton.edu/faculty-staff/].)

Write your responses in complete sentences under each section *(Key questions have been provided to help you complete each section)*.

Note: All policy exploration in this document took place through Clayton State University's public website. Other CSU policy explanations, resources, trainings, etc. may be available in locations not accessible to the general public.

Other Institutional Policies Defined at Your Institution

1. Does your institution provide training or resources on the use of the learning management system or other technologies used to conduct online courses? Is it mandatory?

   Clayton State University's Center for Excellence in Learning and Teaching (CELT) has information on its Academy for Online Course Development page (n.d.) about a 9-week program to teach instructors how to create online courses in the university learning management system (Desire2Learn). However, the most recent course dates were in 2020,

so I am not sure if this training is currently being offered (which would definitely categorize it as not mandatory).

CSU has a Desire2Learn page (n.d.) with links to help documentation for a variety of tasks in the learning management system. There are also pages for Light Board (n.d.), the Light Board Build (n.d.), Videotaping (n.d.), Approved Software (n.d.), Kaltura (n.d.), Technology Resources (n.d.), and Tech Lending (n.d.).

2. Other than learning management system and technology training, what other types of training related to teaching online does your institution provide?

Clayton State's Human Resources Employee Training page (n.d.) mentions that cybersecurity is one of the topics in the annual mandatory training. As mentioned in a previous policy exploration, the CSU Center for Excellence in Learning and Teaching (CELT) has information on its Academy for Online Course Development page (n.d.) about a 9-week online course creation training for faculty. The page does not make it clear if this training is currently on offer.

3. Is there an institutional policy for activating online courses for a new term and/or closing online courses at the end of a term? Include a summary of the policy if any.

Clayton State's Scheduling Classes in Banner page (n.d.) does not put forth a specific policy, but it does contain links to training videos and other supportive materials to assist faculty in scheduling courses according to CSU conventions.

4. Is there an institutional policy for reopening online courses for learners who have an "Incomplete"? Include a summary of the policy if any.

While it does not mention online courses, Clayton State's Faculty Handbook (n.d.) states that students with satisfactory work who are unable to complete a class for non-academic reasons may be assigned an Incomplete. The expectation is that the student will complete the defined final amount of work and then receive a grade change, which must be approved by the department head/associate dean and dean of the school. Prolonged or reopened access to course material or an alternate form of material access would be necessary to accommodate further work past the end of a semester.

5. Summarize any policy or guidelines defined by your institution that applies to teaching online and/or course development.

Clayton State's Standards for Online Courses Document (2017) presents CSU's required standards for online courses in the following areas:

- Course Overview, Introduction, Content and Design
- Learning Objectives
- Assessment and Measurement
- Resources & Materials
- Learner Engagement

- Course Technology
- Learner Support
- Accessibility

Attendance Policy, Late Make up Work, Title IX (if your institution is located in the U.S.) and Others

1. Summarize your institution's attendance policy and specify if there is something in the context of online courses (e.g., how you mark attendance? will you use assignment due dates or require learners to participate in discussion forums to mark their attendance, will you use a sort of "online call roll" by emailing students at the beginning of each week and asking them to reply?)

   On Clayton State's University Attendance Policy page (n.d.), the university simply states that "students are expected to attend and participate in every class meeting" and then leaves the specifics to individual instructors. The university does reserve the right, however, to "determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades."

   Further information is found on CSU's No Show Policy page (n.d.). In-person students must attend class by the end of the second week of the semester, and online students must complete an assignment by that time. If these conditions are not met, a student's class registration will be cancelled and tuition refunded. Beyond this condition, I have not found stated requirements from the university for online attendance.

   If I were teaching an online course, I would probably use discussion forum participation to mark attendance.

2. If your institution provides any resources or training related to Title IX, is this mandatory? What guidelines does your institution provide for Title IX complaints? Are there any guidelines when a student requests an extension on assignments due to pregnancy?

   On CSU's Title IX Welcome to the Office of Institutional Equity page (n.d.), the university introduces its division for addressing Title IX policies and issues, the Office of Institutional Equity. This page also contains links to other pages with more information about the OIE; Title IX itself; sexual misconduct; policies, procedures, and reports; filing a complaint; supportive services; and pregnant and parenting students. According to CSU's Human Resources Employee Training page (n.d.), Title IX is included in the annual mandatory employee training.

   CSU's Title IX Filing a Complain Page (n.d.) instructs students, faculty, and staff to contact the Title IX Coordinator (whose contact information is provided) or use a linked online form to file a complaint. There are also links for filing a complaint with the University System of Georgia or the U.S. Department of Education Office for Civil Rights.

3. Summarize any information (or link to it) regarding instructor responsibilities, and if available, include the responsibilities for online instructors.

The Clayton State Faculty Handbook (2020), found at https://www.clayton.edu/business/docs/faculty-handbook.pdf, contains sections on Obligations and Responsibilities of Tenured Faculty, Responsibilities and Timelines in the Promotion and Tenure Process, and Academic Freedom and Responsibility (including Professional Responsibilities and Faculty Responsibilities and Protection of Student Freedoms). None of this information is specific to online instructors.

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Clayton State University. (n.d.). *Videotaping*. https://www.clayton.edu/celt/videotaping