

Memorandum

Date: June 17, 2011

To: Provost Jack Maynard

From: Ken Brauchle, Chairperson Distance Education Task Force



Subject: Distance Education Task Force Report

The Distance Education Taskforce was charged with "To examine best practice at peer institutions, current practice at Indiana State University and draft a set of proposed guidelines for conducting distance education classes and programs at ISU." The taskforce met several times during the spring semester and reached a very strong consensus on the standards detailed in the attached guidelines.

The taskforce members are:

Shelly Arvin, Library
Ken Brauchle, Extended Learning
Robin Burden, Education
Lea Hall, NHHS
Susan Kiger, CAAC
Chris MacDonald, Grad Council
Bruce McLaren, Assoc Dean
Paul Schikora, Business
Kelly Wilkinson, CIRT/OIT
DeVere Woods, A&S
Carol Yaw, Technology

We recommend that these guidelines be adopted by Indiana State University and be communicated widely to faculty, students and staff.

Guidelines for Administering Distance Education Indiana State University

1. The environment of distance education poses unique challenges. The lack of both informal and formal face-to-face communication can and does result in miscommunications between students and faculty. To reduce these miscommunications and help advance student success in the online environment, the following guidelines for distance education at Indiana State University have been developed drawing heavily upon best practice as well as existing University policy and procedures.
2. Responding to Student Inquiries:
 - a. Student inquiries on a number of topics may be directed to the distance faculty member. Faculty members are not expected to be experts in all areas and should refer the student to the appropriate person/office on campus. The best practice is to provide the student with the appropriate contact information such as email address, phone number or web link to the referral unit. While each situation is unique, the following guidelines apply:
 - i. Pre-enrollment questions should be referred as follows:
 1. General admission questions to Admissions or the College of Graduate and Professional Studies.
 2. Questions about specific degrees or admissions to specific programs to the appropriate department
 3. Questions specific to the distance environment such as technical requirements, fees, etc to Extended Learning.
 - ii. Student Services inquiries
 1. Technical problems are best referred to the Help Desk
 2. Library online service and access problems to the Reference Desk of the Library
 3. Other student service issues can be referred to Extended Learning.
 - iii. Course Communications constitute the bulk of student inquiries. The nature of distance education increases the need for clear and frequent communication. Questions or misunderstandings that are easily corrected in a short classroom interchange can create major issues in the online environment because of the leanness of the communication medium. To contribute to student success the following procedures have been adopted:
 1. Student emails should be answered promptly, normally within one business day but certainly within two business days. (Note: faculty should be sensitive to the urgent need for communication

if problems arise during short exam windows and plan accordingly)

2. A faculty member should clearly define his/her preferred method of contact and normal response time in the course syllabus. Any conditions attached to communication, i.e. "*I only respond to ISU email addresses to ensure confidentiality,*" should be spelled out in the syllabus.
 3. Without classroom interaction, a distance student knows whether he or she is meeting the faculty member's expectations primarily through electronic communication. The timely grading of exams and assignments, faculty input on discussion boards, etc. all provide essential formative feedback that is unavailable to distance students from more informal communication. Expected turnaround times for these items should be communicated to the student in the syllabus or assignment instructions.
 4. Anticipating student questions, especially about assignments and providing FAQs or other detailed instructions, can significantly reduce the number of inquiries. Another pre-emptive strategy is to send a group email or make a course announcement if you receive the same or similar questions from multiple students.
 5. Inquiring students who do not receive a response from their instructor within two business days will be advised to send a second email with a clear subject line such as "Question Math 105." If they still don't get a response they will be referred to the department chair or program liaison, if one has been established.
- iv. Complaints about instructors or advisors shall be referred to the department chair or program liaison for resolution. Complaints about the chair/liaison shall be referred to the associate dean of the college involved.
 - b. Other items: Complaints or problems not covered above may be referred to the office of the Dean of Extended Learning.
3. Course Evaluation:
- a. Course evaluation remains the responsibility of the academic department responsible for the course. Extended Learning can assist in resolving any technical issues that arise.
 - b. Distance education courses will be evaluated in the same manner and frequency as on-campus classes following the protocols of the owning department. An electronic version of the SIR is available to those departments which use SIRs. Questions about the electronic SIR should be referred to the University Testing Office. Other departmental evaluation forms can be converted for electronic delivery with assistance from CIRT.

- c. Questions that are unique to the mode of delivery should be added or modified for distance courses but should provide data that is comparable between on-campus and distance courses for comparison purposes where appropriate.

4. Advising

- a. High quality advising is critical to student success. Distance students must have access to advising services that are comparable to those provided to on-campus students. At a minimum, the offices responsible for the following advising services shall make provisions to service distance student students through an alternative method such as telephone appointments, live chat, etc. Keep in mind that distance students have less exposure to many on-campus communications, such as the student newspaper, flyers, posters, etc.
 - i. Admissions advising through the admissions office
 - ii. Academic advising shall be delivered in a manner similar to the services delivered to on-campus students. For example, if faculty members are the primary advisors for on-campus students they shall be available to the distance student as well. Likewise, if professional advisors are used, they should be available to all.
 - iii. Library/reference services. Some provision for distance students to obtain reference librarian assistance shall be made.
 - iv. Career advising: Provision will be made to provide career advising services to the distance students from the Career Center. If a college provides additional services to some or all of its majors, distance students also shall be accommodated.

5. Program Assessment:

- a. Program assessment is a responsibility of the academic department responsible for a program. Online programs shall be part of the larger assessment plan already in place for the department. As the program effectiveness may be impacted by the delivery methods, technology, etc., academic departments are encouraged to collaborate with Extended Learning where appropriate, to better understand the distance environment and its impact upon student learning.
- b. Online programs come with additional complicating factors that must to be assessed such as:
 - i. Should/do those students have the same outcomes as on-campus students?
 - ii. Do distance students seek employment in the same manner? If so, are they successful with the distance degree?
 - iii. Is the distance program successful? Should it be reviewed separately (or in addition to) the campus program?

6. Administrative Oversight:

- a. Distance education programs are delivered through a partnership between Extended Learning and the academic department involved. The academic

department is the owner of the academic program. Extended Learning's primary role is to facilitate the development and delivery of distance programming. As there are unique aspects to the distance environment, the responsibilities are defined below:

- i. The Academic Department is responsible for:
 1. All curricular decisions.
 2. Scheduling classes and assigning faculty.
 3. Developing new courses and programs with the assistance of Extended Learning and CIRT.
 4. Academic advising of distance students.
 5. In partnership with Extended Learning, crafting distance specific strategies for student success.
- ii. Extended Learning is responsible for:
 1. Establishing strategic goals and targets for distance education in collaboration with the colleges.
 2. In partnership with OIT, planning and supporting the technological infrastructure needed for distance education.
 3. Coordinating student services for distance students.
 4. Scanning the environment for distance opportunities and making the academic units aware of them.
 5. In collaboration with CIRT providing assistance and direction for distance faculty development.
 6. Support and strategic direction in the development of new online courses and programs.
 7. Assisting the student service and academic units in the assessment of distance education.
 8. Managing the distance technology specific classrooms with the assistance of CIRT.
- b. The regulatory environment of distance education is complex because it reaches across state lines. Extended Studies will act as the clearinghouse for new distance offerings, insuring the university complies with the requirements of the state, federal, and accrediting agencies. All proposals for new distance education programs will be reviewed by Extended Learning.

7. Expectations of Students.

- a. **Workload and Time Commitments:** Learning in a distance education environment brings challenges that students may not be used to in a classroom environment. Without a fixed class schedule and regular direct interaction with instructor and classmates, students often have difficulty understanding how much time to spend on course activities, when to spend that time, and how best to spend it. The [attached guide](#) is intended to help students set expectations and manage their time in a distance education environment.
- b. **Academic Integrity:** It is expected that students will behave honestly, ethically, and with integrity. This applies regardless of the format of the courses in which

they enroll. Students are responsible for their own behavior, as well as for reporting behavior of others that constitutes a violation of the Student Code of Conduct. The complete ISU Code of Conduct can be found at <http://www.indstate.edu/sci/docs/CodeConduct.pdf> . Portions of the code and other guidance on academic integrity are attached. Bear in mind that lack of intent is not an excuse for academic misconduct. It is the student's responsibility to know the rules and comply.

- c. Standards of Behavior: An online classroom is still a classroom. Although the courses may be online, appropriate classroom behavior is still mandatory. Respect for classmates and instructor is important. Electronic communication can sometimes be cold and is lacking the non-verbal signals of face-to-face communication. Consequently attention to courtesy is even more important. The attached [guide to online etiquette](#) is a good starting point for proper and productive communication.
 - d. Other Responsibilities: The online learner is not a passive participant in the process. It is incumbent for the student to take equal responsibility for communication, clarification of ambiguity, completing assignments, etc. The attached [Student Responsibilities](#) document spells out many of those responsibilities. The course syllabus will contain additional guidance and information.
8. Expectations of Faculty: It is imperative in any teaching and learning environment that quality be an important priority. As course design is even more critical in the online environment, Indiana State University subscribes to Chickering's Seven Principles of Good Practice for Undergraduate Education, the North America Council for Online Learning's (NACOL) National Standards for Quality Online Teaching, and a peer-based course assessment process for online courses and teaching. Based on these principles the following responsibilities for faculty are established as a baseline on which to build. Faculty will:
- a. Respond to student e-mails within two business days.
 - b. Notify students in a timely manner when they will be unavailable due to other university business. Absence from the virtual classroom environment is the same as absence from a traditional classroom and students and department should receive adequate notification.
 - c. Provide prompt and adequate feedback to students. If students won't receive feedback within two weeks of assessment or test due dates they should be told ahead of time when to expect the feedback.
 - d. Consider using the LMS (Blackboard) grade book feature as a way to provide clear and timely feedback to students.
 - e. Upload the course syllabus by the first day of the term.
 - i. Syllabi for online classes should clearly detail your expectations of students.
 - ii. In addition to the usual class information, provide instructions on your preferred method of communication and any restrictions should be

detailed. For example, "To insure your privacy I only respond to emails from your ISU email account."

- iii. Use of detailed assessment instructions and FAQs for major assignments can ease student angst and save the instructor from answering multiple emails on the same topic.
- f. Respond to student questions and concerns with respect.
- g. It is within the purview of the individual instructor to decide when homework assignments and materials should be made available to the student. Be mindful that student take distance classes because they need flexibility in their educational life, often because of job or family responsibilities. Synchronous sessions, proctored exams, short testing windows, short turn-around times between assignments and their due dates, all take away from that flexibility.
- h. Engage in professional developmental activities focused on good teaching practice in the online environment.

Distance Education Guidelines

Student Expectations

Workload and Time Commitments

Learning in a distance education environment brings challenges that you may not be used to in a classroom environment. Without a fixed class schedule and regular direct interaction with your instructor and classmates, students often have difficulty understanding how much time to spend on course activities, when to spend that time, and how best to spend it. This guide is intended to help you to set expectations and manage your time in a distance education environment.

How Much Time Should I Expect to Spend on a Course?

There is no single answer to this question for all courses. It will depend on the course subject matter, specific assignments required of you, your personal skills, your background of the material, and how the faculty member has structured the course. We can get a general idea, though, by looking at the equivalent course in a classroom setting. For each credit hour, you would meet for 50 minutes a week in a 15-week semester. So the typical 3-credit-hour course will meet in the classroom for 2.5 hours every week in a standard 15-week semester. Typically you would be expected to spend 2-3 times that on activities outside the classroom: reading, doing homework, researching topics, working on group projects, etc. That works out to 7.5-10 hours per week you can expect to spend, on average, in a 3-credit-hour course in a 15-week semester. Some courses will require more of you, some less. Keep in mind if you are taking the course in a shortened time frame (e.g. a summer course), the time per week needed to succeed in the class will increase. In a 5-week summer session that weekly commitment of 7.5-10 hours gets tripled to 22.5-30 hours! Time management obviously becomes crucial in those shorter courses.

Those time estimates above are based on traditional classroom courses. Because you do not get the advantage of direct interaction with your fellow students and your instructor, that time typically increases in a distance class. Again, there is no one number that will apply in all situations, but the University of Houston estimates that for success in a distance course students should be “willing and able to commit 9 to 15 hours per week per course.” If you are new to distance education you should expect your distance course to take more time than you would typically spend in a traditional classroom setting.

How Should I Schedule Time in a Distance Course?

It should come as no surprise that students typically do not spend the same amount of time every week in a traditional course, and the same applies in most distance courses. It's not unusual that some weeks require more of your time than others. For example, when you are working on the research for a term paper, you'll likely spend more time in a week than other weeks. In either traditional or distance courses, the class schedule will drive your time management. When attending class three times a week, the structure of that schedule, and

regular interaction with your peers and instructor will tend to keep reminding you of upcoming assignments and the need to schedule time for them. In a distance class, you are missing that regular and scheduled *external* reinforcement of course requirements. Therefore you must manage and schedule your time *internally*. The next section will list tips and strategies for managing the workload in a distance class. The keys will be understanding all of the course requirements, their timing (due dates), and keeping and adhering to a schedule for the semester. Your success is your responsibility. You may need to learn to be more proactive and self-motivated than you are used to.

Strategies and Tips for Workload Management

Connect Early: If possible make contact with your instructor and the course website *before* the semester begins. Typically your instructor will have the course syllabus and other materials available then, and you can start developing a schedule before the coursework begins.

Connect Often: Plan to check the website on a regular and frequent basis. The shorter the term, the more frequently you should check. Many instructors specify minimum frequencies in the syllabus.

Understand What's Expected: Use that time before the start of the semester to study up on what's expected for the course. You cannot successfully meet all expectations if you don't know what they are. Develop a list of assignments, their due dates, and their importance (points). Find out if you are required to participate in online discussions, and if so, what are the rules? If there are quizzes or tests online, find out the *time window* that each is open. If tests are *proctored* (supervised), you will need to make arrangements for a suitable proctor and that takes time. So get started early. Your instructor should make the rules clear – if not, ask.

Build a Calendar and Use It: Some of you are used to doing this in your traditional courses and some of you have never done this. **In a distance course this is crucial.** Remember you won't have that comfortable routine of going to class on a regular basis. Your instructor may or may not send out reminders of assignments. You won't have your fellow students all around you chatting about what's coming up so you're reminded. Build a course calendar and use it daily. For major assignments like term papers, build key steps of the project into the calendar. For example: 1) research possible topics, 2) get instructor approval of topic, 3) focused research into topic, 4) assimilate what's been found, 5) create rough draft of paper, 6) submit rough draft, 7) revise rough draft to final version, 8) submit final version. If you do this you will see how much work is really involved and can better schedule each step. Compare that to just putting "term paper due" into the calendar. Which way do you think you'll be more successful?

Develop a Routine: Allocate a certain amount of time each week to work on each course. Make it the same times each week and get used to working on the course during those times. If it becomes habit, you're much more likely to do it without having to be reminded. And remember – there's no one here to remind you anyway. If you're successful here, you greatly increase the likelihood of being successful on the next tip.

Keep Up With the Course: The best calendar in the world is worthless if you don't match your activities to the calendar. This is so simple but so hard for some people to do: **Don't ... Fall ... Behind.** When your calendar says you should be reading some material, do so. When you should be researching a paper you should be in the library or online doing that research. Yes,

there are plenty of things vying for your attention. Give your course work first priority, stay on track, and you will find plenty of time for other activities.

Distance Education Student Guidelines Expectations for Students Regarding Academic Integrity

Expectations for Student Behavior

It is expected that students will behave honestly, ethically, and with integrity. This applies regardless of the format of the courses they enroll in. Students are responsible for their own behavior, as well as for reporting behavior of others that constitutes a violation of the Student Code of Conduct (see below).

Student Code of Conduct

It is the student's responsibility to be aware of and abide by the University's policy on Academic Integrity, as laid out in the Student Code of Conduct (<http://www.indstate.edu/sci/docs/CodeConduct.pdf> , p. 3-9), and included here below:

A. Policy on Academic Integrity

(Approved by the Indiana State University Board of Trustees on April 27, 2007 for implementation at the beginning of the 2007 Fall Semester on August 22, 2007)

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards in research, writing, assessment, and ethics. In the academic community the high value of honesty mandates a corresponding intolerance of dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.

A summary of behaviors that constitute academic dishonesty appears below. The definitions and clarifications provide additional information and examples of prohibited behaviors. They are not all-inclusive. Questions regarding this policy or requests for additional clarification should be directed to the Office of the Provost, Student Affairs, or to Student Judicial Programs. The types of academic dishonesty described include:

- Cheating on examinations
- Plagiarism
- Falsification, forgery, and obstruction
- Multiple submission
- Facilitating academic dishonesty
- Misconduct in research and creative endeavors
- Misuse of academic resources
- Misuse of intellectual property
- Violation of ethical and professional standards

Academic dishonesty includes:

1. Cheating on Examinations

Definition

Cheating is using or attempting to use materials, information, notes, study aids, or other assistance not authorized by the instructor during an examination or evaluation.

Clarification

- a. While taking an examination or being evaluated, students are prohibited from looking at other students' materials and from using external aids (e.g., books, notes, computers, calculators, electronic devices, and conversation with others) unless the instructor has specifically indicated in advance that this will be allowed.
- b. Students are prohibited from taking examinations, undergoing evaluations, or completing any assignments for others. Students shall not allow other persons to take examinations or participate in evaluations or complete any assignments for them.
- c. Students shall not acquire unauthorized information about an examination or evaluation and shall not use such information acquired by others.

2. Plagiarism

Definition

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult instructors for clarification in any situation in which documentation is an issue. **Students will be considered to have plagiarized whenever their work is not properly documented without regard to intent.**

Clarification

- a. Information, quoted or paraphrased, gained in reading or research that is not common professional knowledge must be acknowledged in a footnote, endnote, or by parenthetical citation in the text.
- b. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in a footnote, endnote, or by parenthetical citation in the text.
- c. When source material is paraphrased or summarize in whole or in part in one's own words, that source must be acknowledged in a footnote, endnote, or by parenthetical citation in the text.
- d. The prohibition of plagiarism applies, but is not limited to, papers, reports, projects, and other work submitted to fulfill course requirements.
- e. "Turnitin" is a plagiarism prevention program which analyzes papers, reports, and other documents for indications of plagiarism. Questions should be directed to the Turnitin coordinator at extension 7685.

3. Falsification, Forgery, and Obstruction

Definition

Falsification is the intentional and unauthorized fabrication or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that the resulting process or product is different from what actually occurred.

Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.

Obstruction is any behavior that limits the academic opportunities of other students by:

- improperly impeding their work or their access to educational resources
- disrupting instruction.

Clarification

a. Fabricated or forged information shall not be used in any laboratory experiment, report of research, research paper, or academic exercise. Invention for artistic or creative purposes is legitimate under circumstances explicitly authorized by an instructor.

b. Students shall not furnish or attempt to furnish fabricated, forged, or misleading information to University officials on University records, or on records of agencies in which students are fulfilling academic assignments.

c. Students shall not steal, change, or destroy other students' work. Students shall not impede the work of others by theft, defacement, or mutilation of resources so as to deprive others of their use.

d. Students shall not falsely report meeting responsibilities of attendance or participation in classes, practica, internships, or other field work experiences, or submit falsified excuses for attendance or participation in such experiences.

e. Students shall not engage in conduct that obstructs or disrupts any instructional activity. Prohibited conduct includes, but is not limited to:

- Conversation with others during lectures or instructional exercises.
- Unauthorized or inappropriate use of computing resources.
- Operating electrical or communication devices in a disruptive manner.
- Engaging in verbal or physical conflict.
- Failing to enter class on time and remain during the entire scheduled period.
- Failing to comply with directions from an instructor to cease disrupting any instructional activity.

4. Multiple Submission

Definition

Multiple submissions are the submission of all or part of the same or substantially the same work for credit in two or more courses.

Multiple submissions include the use of any academic work previously submitted for academic credit at this or another institution, including high school work.

Multiple submissions shall not include those academic exercises when written approval by the current course instructor authorizes use of prior academic work.

When multiple submissions are allowed, instructors will specify the expected academic effort applicable to their courses.

Clarification

- a. Students may not normally submit any work for academic credit in more than one course. This will apply to submissions of the same or substantially the same work whether in the same or in different semesters.
- b. Students may not normally submit all or part of the same or substantially the same work for academic credit in two different courses even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).
- c. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it **prior** to the submission of the current endeavor.
- d. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission. This authorization is required whether the courses occur in the same or in different terms.
- e. Collaboration on any academic exercise is forbidden unless specifically authorized by the instructor for a specific exercise. Students should not assume that collaboration is authorized unless the course instructor gives approval. Students authorized to engage in collaboration shall be required to demonstrate that the work submitted reflects an appropriate level of the student's individual work.

5. Facilitating Academic Dishonesty

Definition

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Facilitating academic dishonesty includes behavior that may not directly benefit the accused but assists another student in violating the policy.

Clarification

- a. Students shall not allow others to copy from their papers during any examination, or on any paper or other assignment.
- b. Students shall not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other University official.
- c. Students shall not provide information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor.

6. Violation of Professional Standards in Research and Creative Endeavors

Definition

Misconduct in research is serious deviation from accepted professional practice within a discipline or from the policies of the University in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes:

- Plagiarism.
- Fabrication or falsification of data.
- Misrepresentation of scientific or creative works.

Misconduct in research does not include honest error or honest disagreement about interpretation of data.

Clarification

- a. Students shall not invent or counterfeit information.
- b. Students shall not report results dishonestly, whether by dishonest or selective reporting of data, altering or improperly revising data, selective reporting or analysis of data, or negligence in the collection or analysis of data.
- c. Students shall not represent another person's ideas, writing, or data as their own.
- d. Students shall not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
- e. Students shall not publish, exhibit, or perform work in circumstances that will mislead others. They shall not misrepresent the nature of material or its origin, and they shall not add or delete names of authors without permission. Student artists produce works under artistic license and have great liberty in artistic expression; however, they are still accountable for inappropriate practices that are not within the professional norm of a given discipline.
- f. Students shall adhere to all federal, state, municipal, and University regulations as outlined in the policies of the Institutional Review Board (www.indstate.edu/osp/irb/home.html) for the protection of human subjects, and the Institutional Animal Care and Use Committee (www.indstate.edu/ecology/IACUC.htm) for studies involving animals, and adhere to the standards of professional conduct prescribed by the Indiana State University Handbook (www.indstate.edu/osp/re_admin/index.html).
- g. Students authorized to access the institutional record system (BANNER) shall utilize the system in accord with University policy and any other pertinent regulations (for example the Family Education Rights and Privacy Act/FERPA).

7. Misuse of Academic Resources

Definition

Misuse of academic resources involves the intentional use, misuse, or alteration of University materials or resources to make them inaccessible to others. Such misuse includes the unauthorized or inappropriate use of computer accounts, alteration of passwords, violation of library procedures, or other intentional misuse or destruction of educational materials.

Clarification

- a. Students shall not use the University computer system to support plagiarism.
- b. Students shall not monitor or tamper with another person's electronic communications.
- c. Students shall not use University computer resources to engage in illegal activity, including but not limited to: illegally accessing other computer systems, exchanging stolen information, or violating copyright agreements.
- e. The ISU computing policies are at the following web address:
http://www.indstate.edu/oit/official_docs/computing_policy_procedures.html

8. Misuse of Intellectual Property

Definition

Misuse of intellectual property is the improper use of copyright materials, trademarks, trade secrets, or intellectual property.

Clarification

Students shall not violate University policy concerning fair use. This policy appears in Appendix J of the Indiana State University Handbook and at <http://web.indstate.edu/adminaff/handbook/AppendixJ.pdf>

9. Violation of Ethical and Professional Standards

Definition

Students shall adhere to the standards, guidelines, and/or codes associated with the ethics and conduct established for academic programs and courses.

Clarification

Such standards generally are communicated by instructors and are available in professional publications. Assistance in accessing these standards is available through the appropriate academic department.

Unethical or unprofessional behavior is a violation of the Policy on Academic Integrity.

Special acknowledgement is given to Central Michigan University for allowing Indiana State University to utilize its Policy on Academic Integrity for Off-Campus Students as a model in developing this document.

This policy applies to all student experiences involving academic credit (e.g., on-campus and distance education courses, internships, practica, theses) and is one of the regulations for student ethical behavior referenced in the Indiana State University Code of Student Conduct.

Online Etiquette

1. Keep writing to a point and stay on topic. Online courses require a lot of reading. When writing, keep sentences brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Using Descriptive Subject Lines or titles can hint to your classmates whether the posting is essential reading or just a fun comment.
2. Read first, write later. It is important to read all posts or comments of students and instructors within the course discussion before personally commenting or you may ask questions that have already been answered.
3. Include the relevant portion of a classmate's posting when replying. Because postings may often be read out of order, this helps your classmates follow the conversation. Don't include long posts in their entirety or readers may be distracted by the irrelevant portions.
4. Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended, and then post the statement. Humor and sarcasm can be difficult to detect in writings and may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
5. Think before you take offense at a statement. Language can be easily misinterpreted in written communication. A post that upset you may not have been intended to upset you. It may have been meant to have another meaning. It is good practice to ask the author for more information.
6. Review, review, and then send. There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.
7. Writing in all capital letters appears as "shouting" and is considered impolite. Your course syllabus may specify class requirements for grammar, spelling, etc. in your email communications and discussion board.
8. Internet slang is commonly used in text messaging but may not be understood by all classmates and may be perceived as unprofessional or inappropriate in your class. Many classes consider themselves training grounds for your career and professional behavior is expected. Ask your professor about the admissibility of Internet slang.
Examples LOL BFF EMA F2F IC
9. Emoticons can be helpful when used to convey nonverbal feelings but avoid overusing them. They may be considered unprofessional. Ask your professor about the admissibility of emoticons.
Examples :-) :-(

10. Consider the privacy of others. Ask permission prior to giving out a classmate's email address or other personal information.
11. If possible, keep attachments small. If it is necessary to send pictures, change the size to an acceptable 100k.
12. No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc. to classmates or instructors. The sharing of pornographic material is forbidden.
13. Add a greeting or signature to your request.

Based upon <http://www.kent.edu/dl/technology/etiquette.cfm>

Distance Education Guidelines Student Responsibilities

For students who are not able to pursue the traditional path to an undergraduate or graduate degree, a distance education program will allow for completion of a degree from one's own location. That being said, successful completion of this program is dependent upon an agreeable reciprocal relationship between both faculty and students. These guidelines are meant to encourage meaningful participation in distance education by both parties. They further establish some of the expectations and requirements for both faculty and students.

Student Responsibilities:

The following information serves as the basic guidelines for student participation in distance education courses at Indiana State University. Be aware that these are guidelines. The individual instructor may choose to enhance these requirements on a class by class basis. All concerns should be directed to the Departmental Chairperson or department Distance Education Representative.

- Students are responsible for checking the course web site to download the current course syllabus within by the first day of classes and frequently thereafter.
- Students are responsible for checking their ISU email frequently as this is the University's primary communications medium. As only your ISU email authenticates your identity and status as a student, many instructors will not respond to other email addresses.
- Students should review the syllabus and course requirements and try to communicate any anticipated difficulties to the instructor during the first week of class so that solutions may be proposed.
- Students are expected to check the course web site frequently to ensure they are getting access to the most recent postings and materials. Shorter classes require more frequent visits.
- Students are expected to communicate with faculty members, staff, and classmates in a respectful manner. Although this is a digital medium, students are expected to address faculty members by their appropriate title (doctor, professor, etc.) unless otherwise instructed or given permission. When in doubt, ask. You should be mindful that meaningful communication is dependent upon reciprocity by both parties.
- Students are expected to know how to communicate using e-mail. When contacting the faculty member/instructor in charge of the course, be sure to include a topic relevant to your question in the subject line. Because of IT Administration rules and efforts to ensure the reduction in the spreading of viruses and spam, the e-mail system will place unusual subject line indicators in the junk mail box. Therefore, if you have not received a response from the faculty member within two business days, we encourage you to send another request for response with a different subject line. If you still do not receive any

response from the instructor, you are encouraged to contact the departmental chairperson or distance liaison for information on how to get in touch with the faculty member or to resolve any other concerns regarding the course.

- Students are responsible for learning how to communicate in the Blackboard methods required for the course. These options may include Blackboard-based e-mail, messages, wikis, blogs, journals, virtual classrooms, chat sessions, discussion board, groups, and Elluminate Live! Blackboard tutorials are available at <http://www.indstate.edu/cirt/facdev/blackboard/blackboard9student/>
- Additional forms of communications may be required in individual distance education courses. These may involve new technologies and software such as Facebook or other Web 2.0 technologies. If you experience any difficulty or barriers to using these media contact your instructor immediately.
- Students with disabilities are provided equal educational opportunities at Indiana State University. It is the responsibility of individual students to identify themselves as individuals with a disability when seeking an accommodation or adjustment. To request accommodations, contact the Student Academic Services Center.
- Students are encouraged to communicate with other students about course topics using course-related communication media. Unless a specific forum is provided in the course, personal communications with other students are best performed using media external to the course. Students should check their University email account frequently as this is the primary communication media between faculty and student.
- Your instructor may specify a minimum amount of communication or an expected level of quality to the course communication. ("Students must post least two thoughtful comments in the discussion forum per week for credit.") Please follow those guidelines.
- Questions regarding the course, student grades, or concerns are required to follow the process outlines by the college or university. Refer to your syllabus for college specific processes. The University appeals process is outlined at the following site: <http://www.indstate.edu/saa/appeals.htm>. In sum, complaints or concerns regarding the course, the instructor, or the process should be made directly to the instructor first. Should no resolution occur, the student is **required** to contact the distance education departmental liaison or department chairperson before contacting any other administrators or offices within the University. Should no resolution be met, the student may choose to engage in the formal process of appeal or to contact the Dean of the College (undergraduate students) or the Dean of the College of Graduate and Professional Studies (graduate students) with the concerns. Should no resolution occur at this level, students may choose to contact the Provost/ Vice President for Academic Affairs.

Hannan, A. (2009). Language at a distance: Sharpening a communication tool in the online classroom. *College Quarterly*, 12 (2): 1-13.

Here are some sources from other institutions that provide strategies for success:

<http://www.csu.edu.au/distance-education/starting-at-csu/academic-expectations>

Whether you are studying on campus or by distance education, for each 8 point subject at CSU, you should normally expect to spend between 140-160 hours per subject (around 10 - 12 hours per week) engaged in the specified learning and assessment activities (such as attending lectures or residential schools, assigned readings, tutorial assistance, individual or group research/study, forum activity, workplace learning, completing assignments or undertaking examinations).

The student workload for some subjects may vary from these norms as a result of approved course design.

<http://www.mcgill.ca/gps/policies/delivery/>

The students' workload in distance-education courses should be comparable to the prescribed workloads for on-campus courses, recognizing that distance-education students will generally not spend time in a classroom

http://distance.unc.edu/prospective_faqs.htm

Online classes are just as demanding as their on-campus counterparts. In fact, it often takes more self-discipline to succeed in an online learning environment due to the absence of face-to-face interaction and mandatory physical attendance that you have in on-campus courses.

There is no "typical" online course or program at UNC. Each school and program sets its own requirements and expectations which influence the way their courses are designed and taught. In general, however, most courses are taught on Blackboard and involve some combination of individual work and group discussion.

<http://www.las.uh.edu/lss/handouts/College%20Success/Qualities%20Of%20A%20Successful%20Distance%20Education%20Student.pdf>

(Successful DE Students) Are willing and able to commit 9 to 15 hours per week per course. Distance education is not easier than the traditional educational process! Many students say that it requires much more time and commitment.

http://kd.iu.edu/resources/de_student_primer.pdf

This is an overall student guide from the Kelley School's Kelley Direct program. Nothing earth shattering though.

http://www.goodwin.edu/DistanceEducation_Successful_Student.asp

Be self-motivated and self-disciplined:

Seven Principles of Good Practice.

1. Encourages Contact Between Students and Faculty

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. Develops Reciprocity and Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

3. Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

6. Communicates High Expectations

Expect more and you will get more. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts.

7. Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

*Arthur W. Chickering and Zelda F. Gamson
AAHE Bulletin, March 1987*

**North American Council for Online Learning (NACOL)
National Standards for Quality Online Teaching**

- A. The teacher meets the professional teaching standards established by a state-licensing agency or the teacher has academic credentials in the field in which he or she is teaching.
- B. The teacher has the prerequisite technology skills to teach online
- C. The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.
- D. The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations
- E. The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.
- F. The teacher has experienced online learning from the perspective of a student
- G. The teacher understands and is responsive to students with special needs in the online classroom.
- H. The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.
- I. The teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of learning goals.
- J. The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.
- K. The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self- and pre-assessments.
- L. The teacher collaborates with colleagues.

Instructional Design (skills – considered optional by NACOL)

- M. The teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.