Middle Georgia State University

SCHOOL OF INFORMATION TECHNOLOGY

Full-Time Faculty Handbook

2015-2016

Table of Contents

I. INTRODUCTION

Message from the Dean

This Faculty Handbook has been created to provide you with essential information about faculty responsibilities specific to the School of Information Technology. The information contained in this handbook is current as of August 2015. Information in the handbook may be superseded by changes in policy or programs that occur after its publication. Revisions of the handbook content will be made as required and disseminated to the faculty. Please familiarize yourselves with the contents of this handbook.

The faculty handbook has been prepared for the convenience of the faculty. The handbook is an important document, which contains a general overview and collection of the School's policies and procedures. It should also answer questions regarding faculty responsibilities.

Additionally, it is expected that each faculty member will be familiar with the information contained in the following documents available on the MGA Web site:

1) The BOR-USG Policy Manual
2) The MIDDLE GEORGIA STATE UNIVERSITY faculty statutes, bylaws, and handbook
3) The MIDDLE GEORGIA STATE UNIVERSITY HR Policies & Procedures Manual
4) The MIDDLE GEORGIA STATE UNIVERSITY Catalog
5) The MIDDLE GEORGIA STATE UNIVERSITY Student Handbook
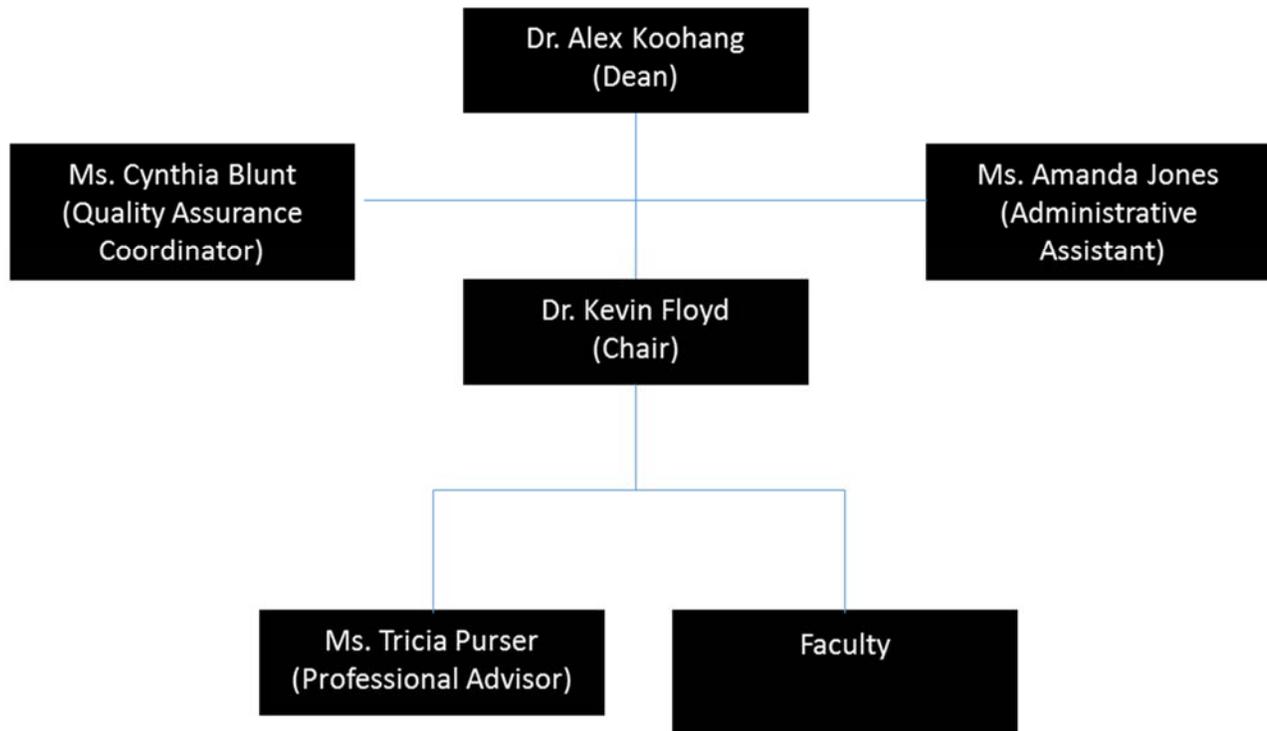
I look forward to working with you.

Best wishes,

Alex Koohang, PhD
Dean, School of Information Technology
Peyton Anderson Eminent Scholar & Professor of Information Technology

School of Information Technology Organizational Chart

School of Information Technology (IT) Mission Statement

The mission of the School of Information Technology is to educate students in information technology in ways that lead to fulfilling careers and enhance the economic vitality of Central Georgia. The School prepares its graduates to solve problems and apply new technologies within an increasingly interconnected and changing global environment. The School pursues this mission as an educational leader in teaching excellence, scholarship, professional service, and community outreach

IT Program Educational Objectives

The program provides students with knowledge in the core information technologies and builds on that knowledge to create professionals who meet the business and economic needs of Central Georgia. The program is designed to produce graduates with a diversified set of skills, roles, and experiences including knowledge in Network/network administration, information assurance, media design, and application development. These knowledge areas will prepare our graduates for careers in a range of organizations, from small to large.

The courses in the program also emphasize critical thinking, problem solving, decision-making, and interpersonal and communication skills. Career success through lifelong learning and professional

development is emphasized at all levels of the curriculum.

We anticipated that, a few years after graduation, our graduates will

1. Assume productive roles in IT-related positions, such as network administrator, software developer, web master, systems analyst, information security officer, multimedia designer, and database administrator; and
2. Pursue life-long learning enabling them to adapt and grow as organizational responsibilities change

IT Student Outcomes

1. Identify and apply current technical concepts in the core information technologies
2. Define, analyze, and apply information system requirements in local and global environments
3. Design, implement, and administer effective IT solutions based on user needs
4. Demonstrate and use appropriate project management methods in the creation of an effective IT project plan
5. Describe and apply best practices and standards in IT applications
6. Identify and apply IT methods used to protect the confidentiality, integrity, and availability of information and its delivery systems
7. Identify and incorporate relevant ethical, legal, security, and social issues in a technology environment
8. Work effectively in teams to develop IT based solutions
9. Communicate effectively both orally and in writing
10. Recognize the need for lifelong professional development and learning

II. FACULTY PERFORMANCE: EXPECTATIONS & EVALUATION

Expectations: Teaching, Advising, Service, &Research/Scholarly Activities

Teaching is the primary focus. Advising, mentoring, and building (and sustaining) relationships with students are essential in students' retention, progression, and graduation. Research and scholarly activities shall complement teaching and contribute to knowledge. Service to the School, the University, the community, and the profession are necessary for being good citizens.

Allocated amount of faculty's time (based on 100%)

Teaching/Advising/Mentoring	80%
Service to the School, the University, and the Community	10%
Research/Scholarly Activities& Professional Development	10%

Teaching

Meeting Expectation
- High assessment from students (this includes both quantitative and students' written comments)
- Evidence of continual modification for improving of courses – the subject and delivery method Evidence of new method(s) of teaching (Constantly improving method of instructional delivery, face-to-face, online, and/or blended)
- Evidence of student retention and progression in courses taught
- Constantly fulfilling normal faculty expectations/responsibilities for ABET course assessments
- Any other significant achievement(s) determined by the Dean to constitute meeting expectation in this area.

Exceeding Expectation (Achievements beyond meeting expectation)
- Major revision of a course or courses
- Evidence of teaching scholarship
- More than 4 new course preparations in an academic year (excludes summer teaching and overload courses)
- New course and/or curricular design
- Submission and/or receipt of a teaching grant
- Receiving a teaching award (awarded by the School, University and/or Profession)
- Any other significant achievement(s) determined by the Dean to exceed expectations in this area.
Three or more of the above shall constitute "exceeding expectations"

Advising/Mentoring
The following lists the activities essential to advising and mentoring students.

- Assisting students in progression, retention and graduation
- Maintaining weekly office hours for the purpose of advising, mentoring, and building relationships with students
- Providing accurate information about institutional policies, procedures, resources, and programs of study
- Assisting students in consideration of life goals, including how their personal strengths align with possible career options and the demands of the workplace,
- Assisting students in developing decision-making skills,
- Making referrals to other institutional or community support services when necessary
- Assisting students in evaluation or re-evaluation of progress toward establishing goals and educational plans
- Any other significant achievement(s) determined by the Dean to constitute meeting expectation in this area.

Service to the School, University, and the Community

Meeting Expectation
- Active membership and participation in one of the School's committees
- Active membership and participation in at least one University committee
- Involvement in special school/university ad hoc or other committees (as required)
- Evidence of community service using your expertise (i.e., Judge for K-12 IT Fair, speaker, etc.)

Exceeding Expectation (Achievements beyond meeting expectation)
- Active membership and participation in more than one School committee
- Active membership and participation in more than one University committee
- Serving on a University level taskforce
- Receiving a service award (awarded by the School, University or Profession)
- Any other significant achievement(s) determined by the Dean to exceed expectation.

Three or more of the above shall constitute "exceeding expectations"

Research/Scholarly Activities and Professional Development
Publications, Presentations

Meeting Expectation
- At least two refereed articles in scholarly/professional journals every 5 years or one refereed article in a scholarly/professional journal plus two refereed published articles in conference proceedings every 5 years
- At least one presentation (regional, national, or international) at refereed scholarly/professional conference every two years

- Evidence of two or more on-going appropriate Scholarly Activities (listed below) in a given year.

Scholarship of Teaching
- o Development of teaching materials to include the extensive use of audio, video, or software tools to enhance the classroom learning environment
- o Development or implementation of software or hardware that provides new or improved tools for supporting research, communication, teaching or learning in the field of information technology
- o Development of courses, laboratories, curricula, assessment tools, or instructional materials for teaching information technology at the college level and below
- o Organizing and conducting workshops or seminars

Member of Thesis or Dissertation Committees
- o Serving on the committee for master's thesis or doctoral dissertation

Conference and Professional Society Activities
- o Organizing professional conferences, panels, special sessions, or serving as active board member with a professional society

Students in Undergraduate Research Projects
- o Leading students in undergraduate research projects

Curriculum
- o Developing new degree programs
- o Design, development, and implementation of materials for program accreditation

Editorial
- o Editorship of a major referred journal
- o Active reviewer on an editorial board of a refereed or professional journal (reviewing at least 2 to 3 articles)

Publications - Books
- o Publication of a book
- o Publication of a chapter within a book
- o Editing a published book

Other Related Publications
- o Publication of a scholarly review of a book for a professional journal or other major publication
- o Contribution to a major professional newsletter or an editorial statement in a major professional publication

Grants
- o Writing or organizing grant proposals
- o Obtaining campus or university-wide grants

Significant Awards

o Receiving a research award (awarded by the School, Unversity or Profession)

Exceeding Expectation
- More than one refereed article in a scholarly/professional journal every year
- More than one refereed presentation (regional, national, or international) at scholarly/professional conference every year
- Evidence of two or more additional on-going appropriate scholarly Activities from the list above (not included in meeting expectation) in a given year
- Any other significant achievement(s) determined by the Dean to exceed expectation in this area.

Performance Evaluations

It is important that faculty members receive feedback regarding their performance and receive appropriate suggestions for improvement when necessary. Performance evaluations are constructive tools used to stimulate the performance, morale, and development of the faculty. The evaluations provide the Chair and the Dean an opportunity to determine individual and school needs and goals, to promote productivity, to recognize excellent performance, and to work with faculty members experiencing problems meeting the expectations of the school and the university.

The performance of all faculty members can be evaluated by using a number of methods, including student evaluation, evaluation of online course sites, through classroom observation, the analysis of student performance data, and faculty self-evaluation. The form used for faculty self-evaluation is a standard form used by all faculty members at Middle Georgia State University. The Chair or Dean may decide to ask for additional information from the faculty.

For on campus classes the process of peer evaluation involves faculty peers that review an instructor's performance though classroom observation and examination of instructional materials and course design. Through peer evaluation, faculty members receive timely feedback about course content, the appropriateness of teaching materials and techniques, and the observed interaction between the students and the instructor. It is through this observation of classroom behaviors that the relationship between teaching and learning can be evaluated against the learning outcomes established for the course. The "Peer Evaluation: Classroom Visitation Form" can be found in Appendix 1.

For online classes, the Quality Assurance Coordinator will evaluate course sites. The evaluation will include (but is not limited to) an examination of instructional materials, adherence to online policies and procedures, and to gauge the level of interaction between students and the instructor. The "Peer Evaluation: Online Courses" can be found in Appendix 2.

ABET

Faculty Responsibilities

According to the ABET (www.abet.org), "ABET accreditation is assurance that a college or university program meets the quality standards established by the profession for which it prepares its students"

Each faculty member should have a continuing commitment to continuous improvement of the program and the courses we offer. A simple, yet effective iterative process - define, communicate, assess, and implement - is therefore necessary to the continued success of our program and is an on-going faculty responsibility. The faculty will: 1) define what students need to learn; 2) make the information available to the students; 3) measure if students are learning (or not); and 4) make changes to the course or curriculum necessary to improve student learning. Fulfilling this responsibility entails defining outcome-related course learning objectives, selecting and implementing assessment methods that address all the objectives, and teaching the courses in a way that promotes positive assessment results.

It is the faculty's responsibility for assigning learning goals to our courses and implementing quantitative measurement tools which determine whether students have mastered the course content and learned what they are supposed to learn. Ultimately, faculty members must take responsibility for assuring that course outcomes are met and that course outcome assessment results are used for continuous program improvement.

School of IT's ABET Assessment Plan

The Middle Georgia State University School of Information Technology's Assessment Plan must be reviewed by all faculty members. It is available in print and via School's repository.

Faculty Meetings

Regular meetings of the faculty are held face-to-face during the academic year to conduct school's business. The faculty is required to attend faculty meetings. The minutes of the faculty meeting are made available to the faculty. The faculty meetings will be held once a month. Date and time are to be announced.

Faculty Connections

School of IT's Faculty Connections are held once a year before classes begin. Faculty Connections are to "connect" us with each other and reflect on what has been accomplished and what needs to

be accomplished each year and beyond. There will also be invited speakers and small workshops for faculty will be held during the Faculty Connection.

Faculty Standing Committees

Standing Committee Structure

There are three Standing Committees:
1. Curriculum Committee
2. Scholarship Committee
3. Advising & Retention

- Committee Size: 3 to 5 faculty (or as determined by the Dean).
- Every member of faculty is expected to attend meetings and participate in governance.
- Faculty committee members are appointed by the Dean.
- Faculty members are appointed to one or two-year terms. The Dean may reappoint members of the committees at any time.
- Once the committee is formed a chair will be selected from the committee membership by the Dean.
- Each committee will meet at the call of its chair, the Dean, or at the request of two members, but at least twice a semester.
- Minutes of each meeting must be taken and submitted to the Dean's office.
- Each committee chair will report its activities at the School's faculty meeting.
- Ad hoc committees, including search and screen committees, will be appointed by the Dean.

Standing Committee Functions

Curriculum Committee
- The Dean and Chair will serve as an ex-officio members.
- Reviews, monitors, & recommends to the Dean Program Outcome Assessments.
- Reviews and recommends new courses.
- Reviews and recommends changes of existing courses.
- Any other duties as assigned by the Dean.

Scholarship Committee
- The Dean and Chair will serve as an ex-officio membesr.
- Actively mentors and assists, collaboratively and in coordinated efforts, all faculty members with research and scholarship.
- Seeks possible extramural funding.
- Any other duties as assigned by the Dean.

Advising & Retention Committee
- The Dean and Chair will serve as an ex-officio members.

- Actively review and recommend advising procedures
- Actively recommend and get involved in retention, progression and recruitment efforts
- Any other duties as assigned by the Dean.

Standing Committee Membership 2014-2015

Curriculum Committee
Dr. Terry Smith
Dr. Jennifer Breese
Dr. M. Kwak
Mr. Shannon Beasley

Scholarship Committee
Dr. John Girard
Mr. Johnathan Yerby
Dr. Yingfeng Wang

Advising & Retention

Mr. Doc St.Clair
Mr. Pedro Colon
Ms. Tina Ashford
Mr. Alan Stines
Ms. Tricia Purser

Submission of news to Inside MGA

All faculty submissions to the University's "Inside MGA" must be approved by the Dean or the Chair.
Approved submissions will be forwarded to "Inside MGA" for publication.

III. INSTRUCTION RELATED POLICIES & PROCEDURES

School of IT --Standard Course Syllabus Policy

Part 1: General Course Information
- Course CRN#
- Instructor's Information (Name, E-mail Address, Office, Office Phone Number, Tentative Office Hours, Classroom, etc.)

Part 2: Standard Course Information
- Description (**as appears in the catalog**)
- Prerequisites
- Textbook (if no textbook is required, please state on the syllabus)
- Course Outcomes (**as determined by the School of IT for ABET**)
- Topics (**as determined by the School of IT for ABET**)

Part 3: Course Assessment Information
- Graded assessments, assignments, activities, projects, and/or exams
- Grading System
- Grading Scale

Part 4: Standard Course Policies
(The following policies must appear in every syllabus)

Attendance Policy (for Face-to-Face Courses)

The classroom experience is a vital part of university education. Interaction with instructors and other students is an important element of the learning process. Students are expected to attend all class sessions. Students who do not attend classes on a regular basis are subject to reassessment of financial aid eligibility and are at risk of earning an "F" for the course. This grade will become a part of the students' permanent academic record.

Students whose number of absences is more than twice the number of class meetings per week may be assigned a failing grade for the course at the discretion of the instructor. Students who have more absences than the number of class meetings per week but less than twice the number of class meetings per week may be penalized at the discretion of the instructor. Students who have absences which are less than or equal to the number of class meetings per week will not be penalized.

Individual faculty members have the right to use the institutional policy exactly as is or to establish additional attendance policies and/or penalties. However, all faculty attendance

policies must be included in this section of the syllabus. Faculty are expected to maintain an attendance record for all classes.

For Online Courses

Students must attend class if they are to be well prepared for the workplace. Online courses are no different from on-campus classroom courses in this regard. Therefore, online students are subject to the college's attendance policy. Please see the "Attendance Policy" shown above.

For online classes, attendance/participation is defined in a different manner. Student attendance in online courses is defined as weekly active participation in the course (activity/assignment/project/exam) as prescribed in the course syllabus.

Student Withdrawal Policy

Students who wish to withdraw from the University must complete the Withdrawal Form, obtaining the required signature from the advisor, and submitting it to the Office of the Registrar at the Macon campus or the administrative offices at other campuses. Withdrawal is not complete until all withdrawal procedures have been properly executed.

Policy on Academic Misconduct

Include the link from the catalog
http://www.mga.edu/student-affairs/docs/MGSC_Student_Handbook.pdf
Instructor will check this policy every fall semester for accuracy, updates, modifications, revisions, etc.

Technical Policy (Include only if a plagiarism prevention service is used)

"A plagiarism prevention service is used in the evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions."
Instructor will check this policy every fall semester for accuracy, updates, modifications, revisions, etc.

Disability Accommodations

 "Students seeking academic accommodations for a special need must contact Middle Georgia State University Office of Disability Services in Macon at (478) 471-2985 or in Cochran at (478) 934-3023. Students may also visit the Disability Services Office in room 266 of the Student Life Center on the Macon campus or in Sanford Hall on the Cochran campus."
Instructor will check this policy every fall semester for accuracy, updates, modifications, revisions, etc.

Part 5: Instructor-specific Policies (Optional)
State NONE if there are no instructor-specific policies

Part 6: Tentative Course Schedule and Outline
- Detailed list of weekly material to be reviewed
- Assessments with due dates: For major assignments, activities, projects, exams

Online Course Policies, Expectations, and Guidelines for Faculty

Policy #1 - Delivery
- The online courses are entirely asynchronous.
- The MGA BrightSpace is the only location for the online course instruction, assessments, postings of activities/interaction, submission of assignments, creating/maintaining grade book, etc. The submission of assignments not handled by MGA BrightSpace can be
done using an approved Middle Georgia State University server.
- There are tools (not available in MGA BrightSpace) that instructors may deem valuable for use as additional part of the course (e.g., tools that create Wikis, Web sites, etc.). Normally these tools are on servers that do not belong to Middle Georgia State University. These tools may be used with permission from the dean of the School of IT. The requirements for Policy #6, Paragraph 1 above must be met. These tools cannot contain student personal data and/or information.
- Sections of the same course cannot be combined to create one stand-alone course.

Policy #2 - Syllabus
- The course syllabus will include all six parts as approved by the faculty on 4/4/2011. See above for the School of IT's Required Items for Course Syllabus.
- An electronic copy of the complete course syllabus will be made available to the school's secretary one week before a semester starts.
- The syllabus, in six separate parts, will be posted in MGA BrightSpace at least one day before the start of the course.
- Once the syllabus has been posted in MGA BrightSpace, students will be notified by MGA email and MGA BrightSpace email that the materials are posted so they can go ahead and browse through them and familiarize themselves to the course.

Policy #3 – Course Templates
- All online courses must use the School of IT's Online Template.
- All hybrid/blended courses must use the School of IT's Hybrid Template.
- If an instructor wishes to use MGA BrightSpace as a course repository for his/her face-to- face course, the School of IT's Face-to-Face course repository template must be used.
- No changes can be made to the design, layout, and graphics used in these templates.

Policy #4 – Communication & Grading
- MGA email and/or MGA BrightSpace email must be used for communication between the instructor and students. Private email accounts must not be used to communicate with students.
- Instructors will make every attempt to respond to student emails within 12 hours but no later than 24 hours, Monday through Friday. Although instructors are encouraged to do so, the requirement for answering email within 12 hours but no later than 24 hours does not apply on weekends, holidays, or during semester breaks.

- Instructors should retain copies of all emails in case student complaints are received.
- Comments/feedback and/or the grades for all graded assessments are to be communicated to the students within <u>one week</u> after the due date for the assessment.

Policy #5 – Active Learning
- It must be communicated to students that online courses are not self-paced.
- Regular and routine weekly participation in online courses is <u>required</u> and is to be <u>recorded</u> by the instructor. Active learning through graded discussions will take place in all online classes. Regular and routine course activities for all IT courses will include a combination of the following:
  1. a graded discussion activity that is integral to student engagement and learning;
  2. a graded assignment/project/examination

Policy #6 – Attendance/Participation
- Students must attend class if they are to be well prepared for the workplace. Online courses are no different from on-campus classroom courses in this regard. Therefore, online students are subject to the college's attendance policy.
- For online classes, attendance/participation is defined in a different manner. Student attendance in online courses is defined as weekly active participation in the course (activity/assignment/project/exam) as prescribed in the course syllabus.

Policy #7 – Student Engagement through Office Hours

- For each online class, it is recommended that the instructor's weekly office hours include a scheduled one hour of "online chat". The chat session must take place within the instructor's office. Chat sessions are not required.
- When a chat session is in progress, the instructor may post a note on the office door stating same.

Hybrid/Blended (combined Face-to-Face & Online)

Students are required to have access to a computer and the Internet. The class will meet face-to-face as scheduled and a portion of the course will be conducted online. Attendance and participation at all face-to-face class sessions are required. The lack of attendance may result in grade reduction. The online portion of hybrid/blended courses is conducted solely through the use of MGA Brightspace.
The same policies on online courses (described above) apply.

Policy on the Use of Faculty-Authored Textbooks & Resell of Sample Texts or Desk Copies

The practice at Middle Georgia State University is to allow the use of faculty-authored

textbooks, provided that the school, department, or program provides an appropriate third-party review process for the adoption of these texts. The review process for each school shall be kept on file in the Office of Academic Affairs. (BOR Policy Manual 310, Academic Textbooks)

Faculty members are not allowed to resell sample texts or desk copies provided by publishers or to take advantage of any financial incentives offered by publishers in the assignment of specific texts. (BOR Policy Manual 310, Academic Textbooks)

Policy on Textbook Adoption

All instructors must use the same textbook for all sections of a given course. A list of the official textbooks will be maintained by the School of IT Administrative Assistant.

Faculty who are interested in changing the standard textbook for a course should schedule a meeting or meetings to discuss the change. This meeting's) should include all faculty members that may have an interest in the discussion. Announcements about the meeting(s) time and location should go to all IT faculty in order to give everyone a chance to participate if they so desire.

Once a decision is made regarding the choice of textbook for a particular course, the new textbook's name and other pertinent information should be forwarded to the Chair, Administrative Assistant, and the Curriculum Committee.

Guidelines for Office Hours

Definition of office hours: hours that you are in your office! This does not include going out to lunch or wandering around the campus. The idea is that others can find you in your office or very near your office and meet with you. If during office hours you are out of sight of your office, such as if you are temporarily in a nearby room or meeting with someone else in the division, you must put a sign on your door indicating where you are so that anyone looking for you can find you.

Purpose of office hours: The purpose of office hours is to give students an opportunity to discuss with you any substantive issues that affect them as students in your classes. Please be empathetic to the needs and concerns of students. A secondary, but important, purpose of office hours is to provide interaction opportunities with fellow faculty.

Number and Types of Office Hours per Week: Each faculty member should have a minimum of 2 hours per course of face-to-face (physically being present in his/her office) office hours per week, spread over 3 or more days. Additional office hours may be scheduled at the discretion of the faculty member.

Office hours cannot be scheduled during faculty meetings (the scheduled faculty meetings, date/time will be announced).

Office hours during Finals Week: To be determined.

If the teaching load includes the Warner Robins Campus, you must include part of your office hours at that campus (normally 2 hours for each course).   Exceptions must be approved by the Chair or Dean.

For each online class, your weekly office hours may include a scheduled one hour of "online chat".

Notification of Missed Office Hours: Any time you are not going to be in your office during your scheduled office hours – for whatever reason – a sign or note must be posted on your office door telling visitors where you are, and if appropriate, when you will return.   If you know you are not going to be in your office during your office hours, you must announce it to your classes (e-mail is an appropriate way for your online classes), you must inform the Administrative Assistant.

Conflicts: Scheduling a college meeting, doctors' appointment, or other appointments during office hours should be avoided. However, sometimes conflicting college meetings are unavoidable. If a college meeting is called during your regularly scheduled office hours, you may attend the meeting, but you must put a note on your door describing the meeting, when you will return, and, if you can be interrupted during the meeting, a statement to that effect. If you know sufficiently in advance, also announce it either in your class or on your class web site, and/or e-mail this information to your classes. Also tell the Administrative Assistant where you are and when you will be returning.

If you don't make them up, doctors' and dentists' appointments, illness in the family, etc. during office hours are considered sick time. See the Statutes and Bylaws:

- If a faculty misses one class, meeting, or office hours, the faculty member should report one hour for each one hour missed, but not more than eight full hours (in a day).
- Faculty cannot report increments of less than one hour.

IV. STUDENT RELATED

Advising

The academic advising policy at Middle Georgia State University states: "All students are strongly encouraged to meet with advisors to assist with course selection and academic planning. Many academic programs require specific sequencing in order to reach degree completion in a timely manner. Also, students frequently benefit from guidance in exploring potential majors and coordinating career goals with education opportunities or study aboard programs."

The advising policy of the School of Information Technology supports that of the college in that students with a declared major in information technology will be advised at least annually to "… ensure they receive focused advising in their discipline of choice and have access to a trained professional they can consult regarding institutional requirements and resources.".   All students majoring in information technology will be required to work closely with the School of IT professional advisor and or faculty advisors regarding students' goals and progress toward achieving their goals.

All faculty members at the School of Information Technology are expected to advise students in the IT program. Each faculty member will be assigned and advise a preset number of students. Once a student has been accepted as a major in the school's program, the student will be assigned to a faculty advisor. Faculty members will be required to have published hours they will be available to advise during registration periods and prior to the start of each semester.

Although students are ultimately responsible for their own academic program and achievement, faculty advisors are in a unique position and can help students be successful by proactively monitoring the student's performance and progression through the program. Faculty members should recognize that advising isn't just a prescheduled activity but it is an ongoing and critical responsibility of the school's faculty, a responsibility that plays a major role in supporting our retention, progressions, and graduation plan.

At the end of every advising session with a student, the student will be given a copy of the Student Advising Survey to be completed and returned to the department secretary. The Student Advising Survey form can be found in Appendix 3.

Online Course Policies, Expectations, and Guidelines for Students

EXPECTATIONS

1. Online courses are not self-paced and regular participation in online courses is required and will be recorded by your instructor. Students are expected to complete all course assessments using MGA Brightspace.
2. Online learning assumes a high level of maturity and professionalism. It is designed to make

learning more convenient but no less rigorous. The lack of a formal meeting schedule in an online course can be liberating. It can also be demanding because you must determine when to make time for class. Self-discipline and good time management skills are necessary when taking an online course.

3. Please remember that you will spend as much or more time completing an online course as you would taking it in a traditional face-to-face/classroom format. The special circumstances of taking an online course demand regular and consistent participation. Be sure to pace yourself throughout the semester making sure your responses to communications and assignments are timely. If you are not able to participate in any assigned class activities, you must contact your instructor immediately.

4. The instructor is required to report "no-shows" or students who do not show up the first day of class. Therefore, all students enrolled in the course must verify their enrollment. This can affect financial aid and you may be dropped from the class. Your instructor will notify you as to how to verify your enrollment before the beginning of the term to ensure that you are not reported as a "no-show".

ONLINE COURSE POLICIES

1. Students are required to have access to a computer and the Internet.
2. All course materials (i.e. course syllabus, course content, the assignments and the schedule of activities, etc.) are posted in MGA Brightspace course/class web site.
3. MGA email and/or MGA Brightspace are used only for communication between the instructor and students. The instructor will endeavor to reply to your email queries within 12 hours
and no more than 24 hours of their receipt, excluding weekends and holidays or during semester breaks. Private email accounts must not be used to communicate between the instructor and students.
4. Students must immediately review the tentative course schedule (included as part of the syllabus) for the schedule of discussion activities, assignments, projects, and/or examinations.
5. Students must attend class if they are to be well prepared for the workplace. Online courses are no different from on-campus classroom courses in this regard. Therefore, online students are subject to the college's attendance policy. Please see the "Attendance Policy" in the college's catalog. For online classes, participation must be defined in a different manner. Student attendance in online courses is defined as active participation in the course as described in the course syllabus.
6. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented using any or all of the following methods:
   1. a graded discussion activity that is integral to student engagement and learning;
   2. a graded assignment/project/examination.
7. Your instructor will begin grading all assessments after the deadline and make the results available to you within one week after the due date for the assessment.

ONLINE DISCUSSIONS AND POSTINGS

Expectations for Achieving Responsible Online Discourse

One value we must share is respect for individuals - their experience and their ideas or social

positions. We also share a genuine desire to learn from one another. In order to demonstrate these shared values, you are encouraged to consider how your tone, word choice, and content may affect other readers. Some ways people achieve responsible public electronic discourse include

a) calling each other by name on the screen,
b) using smiley faces =) to clarify meaning if a writer's tone might be ambiguous,
c) clarifying with someone courteously before "flaming" back a quick response, and
d) refraining from publishing or forwarding any questionable jokes or strong language that could offend various readers.

Guidelines for Online Discussions

1. Not only respond to your instructor's questions, but carry on a dialogue with your classmates as well. This is a discussion, not just a question and answer session, and is one of the items that make a good online course and establishes community. If you only respond to your instructor's question it makes the discussion more of an "exam" rather than a dialogue.
2. Do not get caught up in "winning" the debate. We are here to learn the material, have fun, and to discuss matters of importance with others.
3. Read all postings from your classmates, not just those from the instructor. Sometimes future questions are based on the insights of your classmates.
4. When you reply to a post, don't just say "I agree". Give the person or person's name you are agreeing with and be sure to put the reply in the right thread. Also include a brief sentence or two summarizing what they said that you are agreeing with and then your views. You might also consider changing the subject line to reflect your posts. Make it easy for us to figure out who you are talking to and what you are talking about.
5. If you express an opinion, support it with material from our readings or other sources if applicable. When you quote, summarize, or paraphrase from the text, be sure to give the page number(s) -- This is important!
6. Count on checking the class website for assignments or discussions at least twice or more per week.

VI. Required Notification/Authorization/Approval

The following requires prior authorization/approval from the Chair:
1. Canceling a class session (if sick, notify the Administrative Assistant). Faculty should observe the MGA Faculty Instructional Policies (see Handbook section 5.04)
2. Changing the already assigned classrooms - requires authorization from the Chair
3. Moving students from one section of a class to another either in a face-to-face or online class - - requires authorization from the Chair
4. Changing office hours for a certain day or week, etc. - requires authorization from the Chair
5. Leaving campus for any purpose during work time – need to fill out authorization from. The form needs the signature of the Chair and Dean.
6. Travel to conferences, meetings, etc. during work time – need to fill out authorization from. Requires authorization form the Chair and Dean.
7. Outside occupational activities – requires authorization from the Dean, the VPAA, and the President.
8. Bringing children on campus - requires authorization from the Chair and Dean. Faculty should observe the HR policy on bringing children on campus.

APPENDIX 1: PEER EVALUATION – CLASSROOM VISITATION FORM

PEER EVALUATION – FACE-TO-FACE COURSES

Instructor: _____

Peer Evaluator: _____

Course Title: _____

Method of Delivery: Face-to-face   Online   Blended/Hybrid

Date: _____

Scale
E=Excellent G=Good   S=Satisfactory   U=Unsatisfactory   NO=Not observed
        NA=Not applicable

GENERAL

_____   The syllabus contains all elements required by School of IT, i.e.; course objectives, course topics, course assessments, tentative course schedule, etc.
Comments:

_____   The course assessments are designed based on the course objectives
Comments:

INSTRUCTIONAL PROCEDURES……………………………………………………

_____   Demonstrates knowledge/mastery of subject area
Comments:

_____   Communicates clearly the objectives, guidelines, and expectations of the class and its
          activities
Comments:

_____   Uses a variety of appropriate techniques, materials, examples and equipment
Comments:

_____   Uses questions, discussion techniques, and activities to help students

improve their ability to solve problems and think critically
Comments:

_____   Has challenging and appropriate expectations for students
Comments:

_____   Establishes classroom climate that is pleasant and conducive to learning
Comments:

_____   Gives feedback and communicates effectively with students
Comments:

_____   Asks for student feedback
Comments:

_____   Utilizes active and collaborative learning strategies
Comments:

_____   Maintains classroom discipline, morale, and policies
Comments:

_____   Demonstrates respect between students and instructor
Comments:

OVERALL EVALUATION/COMMENTS

THINGS TO IMPROVE

APPENDIX 2: PEER EVALUATION – ONLINE COURSES

PEER EVALUATION – ONLINE COURSES

Instructor: _____

Peer Evaluator: _____

Course Title: _____

Semester: _____

Date: _____

Scale
Y = Yes   N = No (if No, comments will be provided)

GENERAL

1. _____ -The course is entirely asynchronous

Comments:

2. _____ -The course uses the School of IT's Online Template

Comments:

3. _____ -All course materials (course instruction, assessments, posting of activities, submission of assignments, creating/maintaining grade book, etc.) are located in MGSC D2L.

Comments:

4. _____ - The syllabus contains all elements required by the School of IT, i.e.; course objectives, course topics, course assessments, tentative course schedule, etc.

Comments:

5. _____ - Same sections of the course are not combined into one stand-alone course.

Comments:

INSTRUCTIONAL PROCEDURES

6. _____- Demonstrates knowledge/mastery of subject area

   Comments:

7. _____- Communicates clearly the objectives, guidelines, and expectations of the class and its activities

   Comments:

8. _____-Uses a variety of appropriate techniques, materials, examples

   Comments:

9. _____- Uses questions, discussion techniques, and activities to help students improve their ability to solve problems and think critically

   Comments:

10. _____- Establishes online classroom climate that is pleasant and conducive to learning.

    Comments:

11. _____- Asks for student feedback

    Comments:

12. _____-Demonstrates respect between students and instructor

    Comments:

13. _____- Instructor replies to student discussion posts within 24 hours, Monday through Friday

    Comments:

14. ___ - Instructor grades assignments/activities and/or examinations after the deadline. Feedback/grades for all graded assessments are communicated to the students within one week after the due date for the assessment.

    Comments:

15. ___ - Uses the discussion board for student-to-student and student-instructor interaction.

    Comments:

16. ___ - Has at least one weekly discussion activity or assignment or project or examination.

    Comments:

APPENDIX 3: STUDENT ADVISING SURVEY

STUDENT ADVISING SURVEY

School of Information Technology

SECTION 1

Please take a few minutes to complete this survey based on your experience during advising. We will use this information to improve the advising process.

Note*: Your participation in completing this survey is absolutely voluntary and all your responses are kept confidential. Do not put your name on this survey.*

Please answer the following questions by circling the appropriate number:

Gender: (**1**) Male   (**2**) Female

Class: (**1**) Freshman   (**2**) Sophomore (**3**) Junior   (**4**) Senior

Program: (**1**) Associate of Science   (**2**) Bachelor of Science

SECTION 2

Using the scale below, please indicate your response to each of the statements.

SCALE: **5** = Strongly Agree   **4** = Agree   **3** = Neither agree nor disagree
                2 = Disagree   **1** = Strongly Disagree

My advisor was knowledgeable about IT degree requirements.	5	4	3	2	1
My advisor provided me with accurate information about the degree requirements.	5	4	3	2	1
My advisor knew when and where to refer me for support services (i.e., Career Services, ARC, etc.) on campus.	5	4	3	2	1
My advisor seemed familiar with my background and interests and assisted me in planning my academic program.	5	4	3	2	1
My advisor allowed sufficient time to discuss issues or problems.	5	4	3	2	1
My advisor was approachable and responsive to my concerns.	5	4	3	2	1
My advisor answered questions/directed them to someone who could.	5	4	3	2	1
My advisor exhibited an appropriate and professional attitude.	5	4	3	2	1
My advisor seemed interested in my academic progress.	5	4	3	2	1
In general, I was satisfied with my advising experience.	5	4	3	2	1

**Please add any comments regarding your advisor and/or your experience
with the advising you have received.**