

Faculty & Student Handbook for KWU Online

**Guidelines, Policies, and
Procedures**

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GENERAL INFORMATION

Mission of Kansas Wesleyan University

The mission of Kansas Wesleyan University is to promote and integrate academic excellence, spiritual development, personal well-being, and social responsibility.

Kansas Wesleyan provides an educational program characterized by excellence, within a caring community, rooted in the liberal arts tradition. The call of the University is to develop both intellect and character, to stimulate creativity and discovery, to nurture the whole person - body, mind, and spirit. Diversity is embraced in curriculum, faculty, staff, and students.

Kansas Wesleyan University prepares students not only for careers and professions but also for lifelong learning. The university equips its students for responsible leadership in their communities, for useful service in and to the world, and for stewardship of the earth.

Kansas Wesleyan University provides a setting in which faith and learning are integrated; encounters with the Christian proclamation is an integral part of the life of the university. The university fosters the lively discussion of faith and values, encouraging students to develop a thoughtful personal world view informed by Christian tradition.

Kansas Wesleyan University serves the church, community and the world by providing a variety of resources for educational, cultural and spiritual enrichment. The aim of the university is to discover, to build and to share a higher quality of life and a broader vision of the world.

Distance Education Mission Statement

The mission of Kansas Wesleyan University's (KWU) Distance Education offerings is focused on maximizing student access to academic coursework through the use of one or more technologies in order to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s) either synchronously or asynchronously. Furthermore, KWU's Distance Education:

- Promotes student success through curriculum and instruction and addressing student learning needs,
- Provides student support services and programs that complements distance learning and addresses student needs, and
- Provides distance learning support services to faculty, staff, and administrators.

Institutional Accreditation

Kansas Wesleyan University is accredited by The Higher Learning Commission (HLC). The Commission's website is <http://www.hlcommission.org> and its telephone number is (800) 621-7440. In 2015, the Higher Learning Commission approved Kansas Wesleyan University to offer online degrees in Criminal Justice, Emergency Management, and Masters of Business Administration (MBA).

The baccalaureate degree, major in nursing program at Kansas Wesleyan University, is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). The Kansas Wesleyan University baccalaureate nursing program is on conditional approval by the Kansas State Board of Nursing (Landon State Office Building, 900 SW Jackson, Suite 1051, Topeka, Kansas 66612-1230, Phone: 785-296-4929, Fax: 785-2963929, ksbn.org).

If an educational program offered by Kansas Wesleyan University (KWU) is designed to meet educational requirements for a specific professional license or certification that is required for employment in an occupation, or is advertised as meeting such requirements, information regarding whether completing that program would be sufficient to meet licensure requirements in a state for the occupation is provided by Kansas Wesleyan University on the consumer information page (under “Professional Licensure”) as well as on the academic program’s web page. The U.S. Code of Federal Regulations, specifically 34 CFR 668.43(a)(5)(v) and 34 CFR 668.43(c), require disclosures by institutions regarding educational requirement for programs leading to professional licensure or certification regardless of instructional modality. Kansas Wesleyan University meets said federal requirements through established policy and procedure for academic programs requiring professional licensure or certification for employment.

STUDENT INFORMATION

Overview of Responsibilities

In order to ensure success in an online course, students must be aware of the following essential responsibilities needed to facilitate success. Students must be able:

- To assure regular access to a computer with consistent internet connectivity.
- To ascertain if they possess the appropriate skills, competency levels, course prerequisites (co-requisites), and equipment (including browser, operating system, and software) required for online courses.
- To determine that the course meets individual degree requirements.
- To assume responsibility for contacting their assigned advisor and online instructor, including regular monitoring of the student’s KWU email account.
- To complete all assigned coursework by all deadlines and before end of semester.
- To participate in the evaluation of the course content and presentation as well as the online program as a whole.
- To return course materials, as required, according to the established schedule.
- To follow all relevant university guidelines, including KWU’s Student Code of Conduct and Discipline Process, computer use policy, as well as other related university policies regarding online education.
- To observe copyright laws and guidelines as they pertain to the Internet, World Wide Web, software, and the use and reproduction of materials.

Getting Started

Admissions

The application process and admissions requirements for online degrees are identical to the application process for on-campus degrees. All students, including non-degree seeking students, must complete an application for admission, available at www.kwu.edu/admissions or in the Office of Admissions (contact information found in [Appendix M](#)).

Enrollment

New Students:

- Degree seeking students who are newly admitted to an online program at KWU will be contacted by their academic advisor to begin the enrollment process.
- Non-degree seeking online students should contact the Office of Admissions.

Continuing Students:

- All continuing students will receive an email from the Office of the Registrar containing information about when enrollment will open for the following academic year and instructions on how to enroll.
- All degree seeking students must meet with or have contact with their advisor prior to enrollment. You will not have access to enroll until your advisor has cleared you to register for the term(s).

Communication and MyKWU

The official and required means of communicating with students, faculty, staff, and academic advisors is through KWU email (a.k.a. campus email) or direct telephone conversations. Many faculty also utilize electronic means such as Teams and GoToMeeting for communication purposes. Many university offices routinely make use of email for general information purposes. The institutional website is also an excellent source of updated information.

Students will find information about where and how to begin their college career with KWU at the KWU Online website (<https://www.kwu.edu/academics/online-options/>). This site offers a list of offerings, contact information, a link to the up-to-date schedule of classes and every other step of the process right down to ordering their course materials and ensuring that they have adequate computer equipment at their disposal.

MyKWU provides students with access to view their course schedule, financial statements, ability to register for classes, and more.

Students will access all of their courses through Canvas. Courses will become available in Canvas two weeks before the first day of class to give students the opportunity to review the syllabus, handouts, coursework, and bookmark sections before the course begins.

Student's will need to follow these steps to access Canvas for the first time:

- Go to kwu.instructure.com
- Click "create/forgot password"
- Use your entire KWU email address as your login
- Click "request password"
- Check your KWU email for a message with a password set link
- Your Canvas password must be at least 8 characters
- 24/7 Canvas Support for students contact information on [Appendix M](#).
- Email problems? Contact Information Systems (I.S)– See [Appendix M](#).

Students' MyKWU Username and Password were sent to them with their acceptance packet. If a student needs to reset his/her password:

- Enter your User Name - your username is either:
 - If you first came to KWU during or after Fall 2015 your user name will be your student or employee ID number
 - If you first came to KWU before fall 2015 your user name will most likely be `firstname.lastname`.
- Then click "I forgot my Password" in the upper right hand corner of the page.
- For assistance with this process email I.S. (see [Appendix M](#)) with your name, student ID number, and a description of the issue.

Financial Assistance Information

Students enrolled in an online program of study at Kansas Wesleyan University may be eligible for Federal financial aid programs. To explore this eligibility further, please call the Financial Aid office see [Appendix M](#). You may also visit the Kansas Wesleyan University financial assistance web page for detailed information on eligibility and process.

Student Payment/Fiscal Matters

Students are encouraged to make payments via check to the Business Office, or they can login to their MyKWU portal and submit payment via credit card under the student accounts section.

Student may mail a check or money order to:

Business Office
Kansas Wesleyan University
100 East Claflin Ave
Salina, KS 67401

*Please make sure to provide your student ID# when submitting your payment. This will ensure your payment is processed in a timely manner. If chosen as an option, after the student has registered for classes, the student will have the opportunity to complete a payment selection form in order to make payments on the outstanding bill. Students may also pay their bill in full at any time as well.

Refunds of tuition, room, and board charges may be made to students officially withdrawing from all classes by the last day to withdraw according to the academic calendar. No adjustment is made to a student's charges, including room and board charges, for those students who withdraw from some but not all courses after the last day to add classes according to the academic calendar. A withdrawal administrative fee of 5% of original charges (up to \$100) is charged to all students who withdraw from all classes at any point in the term after the first day of classes for the term.

Technical Requirements

The following are the minimum technical requirements to take Internet-based courses from KWU Online:

Minimum Technical Requirements for KWU Courses

To ensure seamless participation in KWU online courses, students are required to meet the following technical specifications:

- **Note: Chromebooks do not meet the minimum specifications.**
 - **Processor:** Dual Core processor with a clock speed of at least 2 GHz or higher.
 - **RAM:** 8 GB (16 GB recommended for smoother performance).
 - **Storage:** Minimum 256 GB SSD (Solid State Drive) or equivalent.
 - **Operating System:** Latest version of Windows or MacOS.
 - **Display:** 13-inch screen or larger with a minimum resolution of 1920 x 1080 pixels.
 - **Network Connectivity:** Wireless (WLAN) and Network (LAN) NICs for reliable internet access.
 - **Internet Access:** Reliable high-speed internet connection for online research and coursework, if Off-Campus.
 - **Web Camera:** Integrated or external webcam for virtual classes and meetings.
 - **Software:** Standard office productivity suite (Microsoft Office 365 is Provided to all Students)
 - **Security Software:** Up-to-date antivirus and malware protection. (Malwarebytes Provided to Students upon request)
 - **Browser:** Latest versions of popular browsers (Google Chrome, Mozilla Firefox, or Safari).
 - **Media Player:** VLC Media Player or equivalent for multimedia playback.

Minimum Technical Skills for KWU Courses

To excel in KWU courses, students should possess the following technical skills:

1. Proficiency in navigating the Canvas learning management system (LMS) for communication with instructors, discussions, assignments, and tests.
2. Ability to compose, send, and receive emails, both with and without attachments.
3. Competency in creating, editing, and submitting word processing and presentation files, and in some cases, spreadsheet documents.
4. Familiarity with basic copy and paste functions.

5. Capability to download, locate, and install software applications and plug-ins as required for KWU courses.
6. Some courses may necessitate the use of headsets, microphones, or other course-specific software or peripherals.

Netiquette Guidelines

Netiquette, a fusion of "net" and "etiquette," encompasses the manners and conventions of electronic communication. Adhering to netiquette is crucial for maintaining respectful and effective online interactions. Below are key netiquette practices:

1. **Respect Others' Privacy:** Do not forward emails from others without their consent.
2. **Clear Subject Lines:** Use informative subject lines to convey the content of your messages.
3. **Targeted Communication:** Send messages only to those who need to receive them and reply accordingly.
4. **Use Emphasis Sparingly:** Avoid excessive use of ALL CAPITALS, bold, italics, or other text enhancements.
5. **Exercise Caution with Sensitive Information:** Be mindful of sharing confidential or sensitive content via email.
6. **Review Before Sending:** Ensure your messages are clear, free of errors, and convey the intended tone.
7. **Utilize Emoticons:** Emoticons can help convey tone and emotions that may be lost in text-only communication.
8. **Effective Communication:** Use proper spelling, grammar, and punctuation. Keep messages concise and on-topic.
9. **Assume Limited Privacy:** Understand that online communication may not always be entirely private.

Adhering to these guidelines promotes a positive and respectful online community, enhancing the overall learning experience at KWU.

Other Devices

The Canvas Student mobile app can be downloaded on mobile devices. There may be some features or assignments that CANNOT be done with a mobile device and will require a "full" Desktop/Laptop computing system. If your mobile device is your primary computing device, make sure you have access to a full computer system if needed. Before classes begin, please check with your instructors for any other special technical requirements they may have.

Lockdown Respondus & Turn-it-In

If your computer meets the minimum specifications for KWU's technical requirements, you will far surpass what is required for both Lockdown Respondus and Turn-it-In.

Tuition and Fees

Students applying for admission for the first time at KWU must pay a one-time, nonrefundable

application fee of \$20 for undergraduates and \$30 for graduates. International student fees are \$30 (U.S. funds). No action will be taken pertaining admission until this application fee is paid. Tuition and fees are posted online in the Academic Catalog (<https://www.kwu.edu/academics/registrar/course-catalogs/>) under “Educational Expenses”.

Student Responsibilities and Verification

Student Responsibilities

All forms of academic dishonesty, including cheating, plagiarism, and facilitating academic dishonesty of others are violations of Kansas Wesleyan’s Code of Conduct.

Academic dishonesty is the act of wrongfully using or attempting to use unauthorized materials, information, study aids, or the ideas and work of another in order to gain an unfair academic advantage. Plagiarism is the use of another’s works or ideas, verbatim or paraphrased, consciously or unconsciously, without giving credit to the creator of the work. Cheating is the unauthorized use or exchange of information before or during an examination, unauthorized collaboration on an assignment, submitting the same work for more than one course, or buying or selling work for a course. Academic dishonesty includes, but is not limited to:

- Use of any Artificial Intelligence Content Generator on any assignment.
- Plagiarism on any assignment;
- Giving unauthorized aid to another student or receiving unauthorized aid from another person on tests, quizzes, assignments, projects or examinations;
- Using or consulting unauthorized materials or using unauthorized equipment or devices on tests, quizzes, assignments, projects or examinations;
- Altering or falsifying any information on tests, quizzes, assignments, projects or examinations;
- Using any material portion of a paper or project to fulfill the requirements of more than one course, unless the student has received prior faculty permission to do so.

When penalties for cheating or plagiarism that involve failure of an assignment or course are given by a faculty member, the faculty member will inform the provost of the occurrence in writing. That faculty member will also provide the student with a copy of the report. Based on the severity of the situation, the faculty member may, independently and without prior notice, take any of the following actions:

- Re-do work, retake examination with penalty
- Fail work, fail examination
- Fail course

Student Verification Policy

Commission Policy FDCR.A.10.090: An institution has a responsibility to remain in good standing with each state in which it is authorized or licensed as well as with any other institutional or programmatic accrediting agency recognized by the U.S. Department of Education by which it is accredited or pre-accredited up to the point that it voluntarily withdraws from such relationships. An institution shall fairly represent to the Commission and to

the public its history or current or previous status with other institutional or programmatic accrediting bodies and with each state in which it is authorized or licensed. An institution shall disclose to the Commission any pending or final state actions that affects the institution's legal status or authority to grant degrees or offer programs and any pending or final actions by an accrediting agency to withdraw accredited or pre-accredited status, impose a sanction or deny an application for such status. Such disclosure shall take place at the time of the action by the other entity and on the Commission's Institutional Update as well as in preparation for a comprehensive evaluation by the Commission.

The United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, requires Kansas Wesleyan University put processes in place through which we establish that the student who registers in an online course is the same student who participates in and completes the course and receives the academic credit. Kansas Wesleyan University fulfills this requirement by restricting student access to online courses through the university portal which requires a secure login and password. Some of the online courses offered at KWU correspondingly require that students take their exams in a proctored environment. This policy applies to all credit-bearing distance education courses or programs offered by Kansas Wesleyan University, beginning with the application for admission and continuing through to a student's graduation, transfer, or withdrawal from study.

Policy Procedures:

Verification of a student's identity begins at the time of admission or initial course registration. Procedures related to student identity verification include registration, advising and transcript procedures as well as generation of a unique Jenzabar ID for each student. To authenticate identities, Kansas Wesleyan University will use one or more of the following methods for verification:

- A secure login with username and password
- Proctored examinations
- New or emerging technologies and practices that are effective in verifying student identification

When a student is initially registered, a unique login and password is created that provides access to the secure university intranet (MyKWU) and that information is communicated to the student. Data transmission of login information is secured using standard encryption technology. Students are given information regarding best practices related to setting up and maintaining the security of the passwords on the MyKWU login screen. Students will still need to login to MyKWU to access information regarding registration, final grades, and financial aid.

Students who cannot retrieve their password electronically may contact the KWU Help Desk (Kdubhub@kwu.edu) for assistance. Personally identifiable information collected by the University may be used, at the institution's discretion, as the basis for identity verification. For instance, a student requesting that their MyKWU login password be reset may be asked to provide two or more pieces of information for comparison with data in our records.

General Course Information and Policies

Academic Content

Academic content, including course syllabi and assignments, are loaded and accessible in online courses two weeks before the start of class. The syllabus will provide you with the contact information for your instructor and articulate all key course expectations, such as learning outcomes, assessment measures, etc.

Attendance

Class attendance is expected in all courses including online courses. Online attendance is measured by assignments submitted on canvas throughout the course. Faculty will record attendance through Canvas.

On the fifth business day of the term students will be dropped from any course that they have not either “attended” by submitting an assignment or contacted the instructor regarding the absence. Courses that are administratively dropped will not appear on students’ academic transcripts and will not be counted toward students’ credit hour load (see the full attendance policy in the Academic Catalog for more information).

Complaint Process

If students complain of lack of contact/response from instructor, the Division Chair or Department Head of the academic area offering the course needs to be notified and he/she needs to investigate the situation. The instructor can be asked to provide documentation of instructor/student interaction to determine the amount, the regularity, and the type of meaningful contact that took place.

Multiple complaints regarding lack of regular meaningful contact should be forwarded to the appropriate Division Chair or Department Head. If there is substantial evidence of multiple absences and lack of meaningful contact, the instructor can be removed from the list of approved online instructors.

Further, should a student have a complaint relative to the specifics of a course, including the instructor, the usual institutional policy should be followed, including attempts at resolution with the instructor, the unit head and the Provost. For matters related to the broader online and hybrid experience, complaints should be directed to the Provost’s office.

For information regarding the Academic Appeal process, students should visit the section on Student Complaints and Appeals on the KWU Online web site. Before filing an Academic Appeal please review the Kansas Wesleyan University policy regarding the Student Complaint Procedures (see APPENDIX N) and Academic Appeal process.

Grading Policy⁺⁺

Letter Grade	Meaning	Grade Points per Credit Hour	Counts as an Attempted Credit toward Pace	Earned Credit toward Graduation	Used to Calculate GPA
A		4.0	Y	Y	Y
A-		3.7	Y	Y	Y
B+		3.3	Y	Y	Y
B		3.0	Y	Y	Y
B-		2.7	Y	Y	Y
C+		2.3	Y	Y	Y
C		2.0	Y	Y	Y
C-		1.7	Y	Y	Y
D+		1.3	Y	Y	Y
D		1.0	Y	Y	Y
D-		0.7	Y	Y	Y
F		0.0	Y	N	Y
XF	The student has earned a grade of "F" for reasons of academic dishonesty	0.0	Y	N	Y
I	Work is incomplete. An "I" is accompanied by a tentative grade based on work completed by the student in relation to total requirements. An "I" must be removed by the dates listed in the Academic Calendar. If it is not removed by this stipulated date, the tentative grade becomes the final grade	0.0	Y	Y	Y
W	A grade has not been given as a result of student initiative to withdraw from the course or the university in accordance with the add/drop policy.	0.0	Y	N	N
XW	Indicates the student has withdrawn from the course to avoid receiving a grade of XF for reasons of academic dishonesty.	0.0	Y	N	N
P/CR	Credit towards graduation requirements has been granted without a letter grade.	0.0	Y	Y	N

S	Satisfactory performance. It is usually reserved for courses wherein letter grades are not utilized.	0.0	Y	Y	N
U	Unsatisfactory performance. It is usually reserved for courses wherein letter grades are not utilized.	0.0	Y	N	N
AU	Audited	0.0	N	N	N
NC	The course was taken but does not count as credit toward graduation requirements.	0.0	Y	N	N

* Remedial Courses are NOT included in the GPA calculation.

* Repeated courses are included in the cumulative attempted credit hours. The course, however, with the highest grade is included in the cumulative grade point average.

++ Grading Policy regarding A, A-, B+, B, B-, C+, C, C-, D+, D, D-, & F letter grades will vary pending the online program of study. Check with your online instructor and course syllabus for further details.

Services and Support

English as a Second Language (ESL)

For students who speak English as a second language (ESL) and who believe that receiving academic assistance is necessary for their success at Kansas Wesleyan University, the following resource guidelines are offered:

1. Meet with your professor at the beginning of the semester to identify yourself as an ESL student. Types of support that may be provided but not required by professors are extended time on assignments and tests, a non-distracting testing environment, use of English language technology, etc.
2. Seek tutoring assistance at the Student Success Center.
3. Manage your time so that you can sufficiently understand the coursework and assignments.

Enrollment Services

Monday thru Friday, between the hours of 8am to 5pm (excluding holidays and campus closings), students should contact the K-Dub Hub with questions related to enrollment (see [Appendix M](#)).

Library Services

The Memorial Library provides research material and learning tools for all students. See Library website for library resources. <https://www.kwu.edu/academics/academic-resources/memorial-library/>

Librarians are available to help students with research Monday thru Friday, between the hours of 8 a.m. to 5 p.m. (excluding holidays and campus closings). They are also available by appointment in the evening and on the weekend. Simply email them and they'll find time to help you! Your primary contact is the Director of Library Services, See [Appendix M](#).

Start your research on the main library homepage at kwu.libguides.com/home. Most library policies are at <https://kwu.libguides.com/home>.

Instructional Technology Services

KWU offers assistance to all students taking online courses. If you experience problems using features in your online course, contact your instructor first, who is the best person to explain how to access assignments and exams. But don't hesitate to contact the information systems (I.S) team see [Appendix M](#) if you need more help.

Your primary contact for help with troubleshooting problems is the I.S. team. They are available Monday-Friday, 8:00 a.m. to 5:00 p.m. when classes are in session. They are also available via email over the weekends. Contact the information systems team see Appendix M. For trouble with your Canvas account contact the Instructional Technology director (see [Appendix M](#)). Having trouble accessing your KWU email? Contact I.S. (see [Appendix M](#)).

Tutoring Services

Kansas Wesleyan University offers online tutoring for all enrolled students. This service is in addition to existing, in-person tutoring currently available in the Albert Nelson Student Success Center, located in the Memorial Library. Online tutoring allows students both off and on campus to interact with tutors from their computer desktops, and it alleviates the need for travel to campus in order to receive tutoring services. All services provided are free.

To utilize tutoring supports and services, students can receive help by email Tutoring (see [Appendix M](#)). Emails will be answered within 24 hours.

Students with Special Needs and Disabilities

It is the policy of Kansas Wesleyan University to provide all students with access to the benefits of services in admission, registration, counseling, and instruction. Students requesting accommodations should contact Career Services (see [Appendix M](#)). Appropriate documentation must be provided, per KWU's [Student Disabilities Services Handbook](#).

FACULTY INFORMATION

Academic Requirements

All instructors must work with the Educational Technology team (or alternately a department faculty member) before teaching their first course to confirm basic LMS skills. Training may take place individually with an LMS support team member, in a face-to-face workshop, or with online training modules.

The following additional standards represent important guiding principles for developing, conducting, and evaluating online instruction activities at KWU. The course or program being proposed as a degree related KWU online activity shall:

- Meet at least the same quality standards applicable to on-campus instruction as well as quality standards specifically applicable to online instruction.
- Allow for direct instruction from the faculty (multiple times per week) and collaboration among students.
- Be offered according to the posted semester schedule.
- Provide for planned interaction and timely feedback between students and the instructor(s) teaching the course.
- Ensure that the instructor is responsible for the delivery of instruction and for evaluating student progress.
- Be compliant with federal definitions and standards for credit hour(s).
- Support and uphold recent HLC mandates regarding the provision of qualified faculty in all institutional learning environments, as stated in HLC's Assumed Practice B.2.:
 - "Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching at at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established."
 - "In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process."
 - "Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield."
 - "If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach."

- “Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.”
- As a result of these guidelines, Kansas Wesleyan University will conduct faculty credential audits to ensure HLC expectations are met. These audits will be conducted by the Provost’s Office before faculty approval is granted. Once the audit has been complete, the Provost’s Office will ensure online faculty members have a skill set conducive to a high-quality online delivery format inclusive of KWU’s Learning Management System (LMS), online instructional design, and online pedagogical/andragogical technology practices. All online instructors must be approved by the Provost’s Office.
- It is strongly recommended online instructors possess the following knowledge and/or capabilities:
 - Learning theory as it applies to online students
 - Online pedagogy and andragogy
 - Use of standard LMS tools to foster a positive learning environment within the institutions Learning Management System
 - Ability to communicate consistently with online students (responding to emails within 48 hours) and provide timely feedback to online students regarding graded assignments, activities, portfolios, quizzes, tests, examinations, discussion board contributions, writing exercises, etc. Grades should be entered no later than one week.
- Are regularly monitored and evaluated in accordance to institutional policy by the respective department/division chair, Provost, Provost’s designate. Evaluation results will be used for continuous program and instructional improvement (in accordance with institutional procedures for on-campus, on-ground, or face-to-face courses).
- Are capped at twenty (20) students per online course section, unless compelling circumstances exist which allow for an enrollment cap extension. All enrollment cap extensions must be approved by the Provost’s Office prior to an enrollment cap change. Alternatively, instructors can allow for individual overrides at their discretion.

Academic Expectations

KWU Online faculty will provide the online student with the same high-quality academic learning environment provided to on-campus students in a face-to-face learning environment.

Online courses at KWU are not email-correspondence courses nor merely lecture/test courses. Online instructors are expected to use direct instruction and collaborative elements throughout the course. KWU is responsible for updating instructors on changes in policies or the LMS environment.

Review of all online courses will be conducted by the Online and Educational Technology Committee.

Credit Hour Compliance

KWU Online adheres to the federal definition of a credit hour:

Federal Credit Hour Definition: *A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:*

- (1) *one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010)*
- (2)

Direct faculty interaction can be achieved in many ways in an online environment. Examples include: use of online meeting tools, online journaling or blogs, discussion-forum posts, online exams/quizzes, recorded lectures or use of voiceover Microsoft PowerPoint presentations, online collaborative study or project-based learning groups, etc.

The following* time estimates will help to ensure credit-hour compliance:

Pedagogical Technique	Average Time Per Instance
Quiz	20 minutes each
Exam	50 minutes each
Midterm or Final	60 minutes each
Informal Writing Assignment	15 minutes per page (250 words)
Formal Writing Assignment	30 minutes per page (250 words)
Textbook Reading	8 minutes per page (250 words)
Reading of Linked Article/Paper	10 minutes per page (250 words)
Listen To or Watch Linked Audio/Video	15 minutes each
Listen To or Watch Webinar	50 minutes each
Complete a Guided Lab Exercise	50 minutes each
Complete a Virtual Field Observation	30 minutes each
Complete a Guided Field Observation	60 minutes each
Complete a Game/Simulation	30 minutes each
Complete a Tutorial/Module	30 minutes each
Watch/Make Synchronous Presentations	30 minutes each
Make a Blog Entry	10 minutes each
Participate in a Chat Room or Forum Discussion	20 minutes each
Study or Assignment Group Participation	40 minutes each
Online Meeting or Office Hours with Instructor	20 minutes each

*chart quoted from Dickinson State University, 2016 HLC Conference

Online instructors are encouraged to utilize the above table to ensure credit-hour compliance, and explicitly noting time expectations will also provide clarity and guidance to students.

Faculty Responsibilities

Advising

Academic advising to assist with degree and career planning, enrollment, and general university questions is provided for all degree seeking students at KWU. Advisor information is provided to students in their admission letter of acceptance. Advisors can access academic information for their advisees, including admission status, enrollment, degree progress, and unofficial transcripts, through MyKWU.

Academic Advising is an ongoing process that will continue throughout the student's academic career at KWU. Advisors for online programs are responsible to:

1. Contact new online advisees within three business days of their admission to KWU (contact Admissions for clarification).
2. Meet with or have contact with each advisee at least twice during the academic year (before the start of fall and spring semesters) to discuss the student's proposed course of study and any procedural or personal issues relevant to the student's academic experience.
3. Be familiar with the Academic Catalog and Online Student Handbook and have them readily available for reference.

Attendance

Online attendance is measured by assignments submitted on canvas throughout the course. Faculty are expected to list the attendance standards necessary for passing the course in the syllabus.

Faculty are also required to record attendance via Canvas by the third business day of the term and at the end of every week thereafter. On the fifth business day of the term students who have not "attended" class by submitting an assignment or contacted the instructor regarding their absence will be dropped from the course by the Office of the Registrar (see the full attendance policy in the Academic Catalog for more information).

Copyright Processes

All instructors at KWU are required to follow copyright rules and fair use guidelines for the material they use in their courses. A quick guide to the most-often asked questions about copyright is available at kwu.libguides.com/faculty/copy. The librarians at Memorial Library are available to help you work through the copyright guidelines and use them accurately. Most

copyright permission for material that is central to a course should be obtained during the course development process, well before the course begins.

Syllabus Use

All faculty teaching online courses at Kansas Wesleyan University will produce a syllabus for their course that meets campus requirements. The syllabus must be present on the course site at least 72 hours before the course start date and submitted to the Provost Office. Several of the elements listed below will be loaded into the course within the online course template, but it is the instructor's job to make sure all elements are included and are up-to-date. The elements include, but are not necessarily restricted to, the following:

- Course name
- Faculty name
- Contact information
- Virtual office hours (and mode of delivery with access information, such as Skype)
- Instructor's time zone (CST)
- Required materials with ISBN numbers
- Optional materials
- Course objective
- Study hours/week beyond class time
- Assignment time expectation (see pedagogical technique time chart, p. 18)
- Student Learning Outcomes (SLO)
- Plagiarism policy
- Participation policy
- Late policy
- Title IX statement
- Disabilities policies and services
- Faculty expectations, such as discussions and posting requirements, late policy
- Assignment categories, such as quizzes/exams, projects, discussions, and research papers
- Points for all graded assignments
- Specific chapter reading assignments
- Specific deadline dates for each week as outlined in the course format
- Drop/Add/Withdraw deadlines
- Recommended minimal technology requirements (such as high-speed internet)

Overview of Responsibilities

- To utilize KWU's designated Learning Management System platform for all online instruction.
- To follow university, division, and departmental guidelines for development, scheduling, and presentation of online courses.

- To design and/or adapt course instruction to meet same standards and criteria set for traditional campus-based, on-ground, or face-to-face courses.
- To participate in curriculum development, the coordination of syllabi, and the preparation of any comprehensive examinations, as required.
- To provide a course syllabus with appropriate student learning outcomes (SLO).
- To order any textbooks and supplementary materials as needed.
- To design and grade student projects, assignments, and tests in accordance with department expectations (e.g., rubric use) as well a schedule which has been communicated to students.
- To specify assignments designed to enhance learning through discussions, web-conferencing, online chat, team projects, forums or any other tool to engage the student.
- To develop processes to ensure the integrity of student work.
- To provide for and maintain regular, appropriate interaction with online students.
- To support and adhere to KWU's code of conduct policy, computer use policy, as well as other related university policies.
- To observe copyright laws and guidelines as they pertain to the Internet, the World Wide Web, software, and the use and reproduction of materials.
- To secure copyright clearances on any copyright-protected materials used in online course development.
- To participate in the University's ongoing evaluation of the distance education (online) program.
- To remain current with subject matter and technology.
- To implement updated content into the course template as appropriate.
- To participate in annual sexual harassment training opportunities.

Reaching At-Risk Students and/or Students with Documented Disabilities

Recognize that at-risk students often follow these patterns:

- Do not check in within a week
- Score low on assessments
- Do not participate in forums, i.e. discussions, assignments, etc.
- Do not respond to emails
- Express a need, i.e. stress, emotional, circumstances, etc.
- Do not take advantage of office hours
- Have difficulty with understanding assignments and requirements

To contact at-risk students and/or students with documented disabilities consider using the following:

- Email reminders of virtual office hours
- Individual emails to encourage student participation, for example:

- “I see that you are struggling in this class, but please continue to try your best. If you need any assistance, please contact me as soon as possible. I want to ensure you are successful in this course.”
- “I noticed that you did not participate this week. Please remember that it is essential that you are an active online student throughout the duration of the course. My goal is for you to succeed, but to achieve that you should do your part by participating, and I am confident you can do that.”
- Methods to engage at-risk students and/or students with documented disabilities:
 - Ask engaging questions related to the course content
 - Encourage collaborative learning
 - Encourage use of online tutoring
 - Produce, record and upload orientation/course assistance tutoring video
 - Notify KWU Cares (see [Appendix M](#) for contact information) if there are concerns about student well-being.
 - Utilize Navigate or Dropout Detective to provide concerns about student well-being.

The following checklist can be used to ensure that your course is ADA compliant:

Checklist for ADA Compliance in Online Courses

Yes	No	N/A
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Links	a. Provides wordings for the links. Avoids using “click here” for the links.			
	b. Uses text descriptions for the links.			
Text	a. Uses serif fonts for easy readability			
	b. Uses dark font colors on light backgrounds (preferably use black text on a white background)			
	c. Avoids extremely bright colors as a background colors.			
	d. Uses one font throughout the site.			
	e. Avoids overuse of all CAPS, bold or italics			
	f. Avoids underlining words, as the screen reader can mistake it for a navigation link.			
Images	a. Images are clear.			
	b. Image files are optimized for efficient loading.			
	c. Use of animated images is limited to only those that contribute to the learning experience – supporting the course content.			
	d. Avoids animated or blinking images, text or cursors. These can cause seizures for some people.			
	e. All Images have alt texts/long descriptions attached to them.			
Audio	a. Audio quality is clear.			
	b. Audio file length is adequate to meet the goals of the activity without being too large to restrict users’ ability to download the file on computers with lower bandwidths.			
	c. A written transcript is provided with all audio files.			
	d. Audio file length is adequate to meet the goals of the activity without adding unnecessary information.			
	e. Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in.			
Video	a. Video quality is clear.			
	b. Video file length is adequate to meet the goals of the activity without being too large to restrict users’ ability to download the file on computers with lower bandwidths.			
	c. Provides closed-captioning or has accompanying text-based scripts for all videos.			
	d. Video file lengths are adequate to meet the goals of the activity without adding unnecessary information.			
	e. Video player required is compatible with multiple operating systems and requires only a standard, free plug-in.			

Assessment

Assessment and Effectiveness

The purpose of assessment of KWU Online programming at Kansas Wesleyan University is to evaluate the stated goals, delivery systems, instructional design, student-learning outcomes, instructional quality, evidenced learning strategies, and support of the overall mission of the institution. The assessment of online programming at Kansas Wesleyan University takes place through five avenues: student course evaluations, formative evaluations, team and peer evaluations, self-assessment, and program assessment.

- Student Course Evaluations:
Prior to the conclusion of each KWU Online course, an online student course evaluation will be conducted. The student evaluations will include (but are not limited to) questions regarding course overview and introduction, learning objectives and competencies, assessment and measurement, instructional materials, student interaction and engagement, course technology, and student support.
- Formative Evaluations:
KWU Online courses will be formatively evaluated by Online and Educational Technology Committee for course design and structure prior to the start of the course. The formative evaluation with the instructor will utilize guided feedback (from the Online and Educational Technology Committee) as well as set expectations provided in KWU's Checklist for Online Instructors (see [Appendix J](#)) and *Quality Matters* rubric (see [Appendix I](#)). The results of these formative evaluations may be shared with the Online and Educational Technology Committee.
- Team and Peer Evaluations:
Evaluation and assessment of teaching effectiveness in KWU Online courses shall occur during regular peer evaluations of tenured, non-tenure-track, and adjunct faculty. Normal topics covered in peer evaluations include course design, delivery, effectiveness, and opportunities for improvement and course enhancement.
- Self-Assessment:
All faculty teaching KWU Online courses are expected to engage in a self-assessment of course design, delivery, and effectiveness. Such self-assessment is meant to provide opportunities for improvement and course enhancement. Student course evaluations, response to assignments, and overall student performance are some of the measures used during self-assessment.
- Program Assessment:
Each academic program, including the Liberal Studies component, are formerly reviewed every five (5) years by the Provost's office and appropriate academic department. All programs who provide online instruction are expected to include those courses as part of the assessment/review.

Assessment Strategies

In order to meet accreditation standards and to improve student learning, all online courses should be part of the college's regular assessment cycle in which student learning outcomes for classes are assessed, evaluated and results discussed in order to improve the student learning process.

The Online Committee is in the process of creating various mechanisms to gather evidence about the effectiveness of online programming at Kansas Wesleyan University in order to meet Council of Regional Accrediting Commissions (C-RAC) *Interregional guidelines for the Evaluation of Distance Education* (see [Appendix H](#)), KWU's Checklist for Online Instructors (see [Appendix J](#)), and *Quality Matters* rubric (see [Appendix I](#)) in the provision of best practice standards. The following list is a methods sampling from the aforementioned documents:

Indirect Measures

- End-of-course surveys for students evaluating learning experience, student services and instructor support
- Distribute student feedback to online faculty
- Annual student focus groups
- Annual instructor feedback of the online program through surveys or focus groups
- Random telephone surveys to online students
- Mailings to online students to indicate how KWU can improve its online services and programs

Services and Support

Disability Services

It is the policy of Kansas Wesleyan University to provide all students with access to the benefits of services in admission, registration, counseling, and instruction. Students requesting accommodations should contact Career Services (see [Appendix M](#)). Appropriate documentation must be provided, per KWU's Student Disabilities Services Handbook.

Library Services

The Memorial Library provides research material and learning tools for all students. Library services include the physical location, as well as a detailed and comprehensive collection of academic databases and research guides that are available 24/7 to all Kansas Wesleyan University students.

Librarians are available to help students with research Monday thru Friday, between the hours of 8 a.m. to 5 p.m. (excluding holidays and campus closings). They are also available by appointment in the evening and on the weekend. Simply email them and they'll find a time to help you! Your primary contact is Library Services, see [Appendix M](#).

Start your research on the main library homepage at kwu.libguides.com/home.

Most library policies are at <https://kwu.libguides.com/home>.

Instructional Technology Services & Technical Support

KWU offers assistance to all instructors in designing and conducting their courses in Canvas. Instructors new to KWU or new to Canvas are required to take online or face-to-face training courses with the instructional technology team before their first course begins. Online and face-to-face workshops are offered on a regular basis for experienced instructors. Check your KWU email for regular announcements of required training and optional workshops about online teaching.

Online courses and syllabi will be reviewed for required elements by the instructional technology team or departmental mentors.

Your primary contact for help with developing, designing, or troubleshooting problems is the instructional technology team: (see [Appendix M](#)). However, if you are having trouble accessing your KWU email, contact Information Systems team (see [Appendix M](#)). If you are having trouble accessing your courses in Canvas, contact the Instructional Technology team (see [Appendix M](#)).

Veteran Enrollment Certification

Kansas Wesleyan University's VA Certifying Official within the Registrar's Office. The contact information is located in [Appendix M](#). The VA Certifying Official may be reached during normal office hours and is available to assist and/or answer questions for veterans and their dependents who wish to become or are a KWU Online student.

Compensation for teaching for KWU Online

KWU Online instruction conducted during any academic term will be compensated at a rate of \$800 per credit hour for undergraduate online courses and \$1,000 per credit hour for graduate online courses. Per the judgment of the Provost and the agreement of the course instructor, under-enrolled courses may be allowed to be held as scheduled with the instructor being compensated at a pro-rated rate.

Course Development Payments

Course approval forms that explain development responsibilities and remuneration processes must be completed. The Provost's Office will manage this process of approvals and information regarding course development with respective faculty members. Faculty course developers will be compensated in accordance with Phase I and Phase II Agreement and Understanding documentation (see [Appendix D](#) and [Appendix E](#)) for new course development (pathway 1), redevelopment of an existing course (pathway 2), and non-KWU or existing course previously developed (pathway 3). Compensation will be determined by the Payment and Copyright

Consideration tracks in Section VI of the Phase II Agreement and Understanding (see Appendix E) document. The rate of compensation will be determined by the Provost’s Office. The course development payment will be made during the semester the course is first successfully offered. All developed courses receiving development remuneration from the institution are the intellectual property of Kansas Wesleyan University.

Course Development Process

KWU is proud of its high-quality, on-ground classes, and the institution is committed to ensuring that its online classes meet the same standards. Therefore, all new KWU Online courses will go through a thorough review process using Quality Matters metrics. The process is described in more detail below:

1. Twelve weeks before a new course is set to run, the course author must load two full weeks of course materials into the LMS, in addition to a completed main page.
2. Three members of the Online and Educational Technology Committee will review the initial materials, utilizing the online course evaluation rubric and provide written feedback within seven days of submission.
3. The course author will revise accordingly, based on Council feedback, and will submit a completed course to the Online and Educational Technology Committee no later than six weeks prior to the semester in which the proposed online course will run.
4. Within one week of final submission, the Online and Educational Technology Committee will provide final feedback regarding required revisions.
5. All course materials are to be uploaded to the LMS two weeks before classes start. The Online and Educational Technology Committee will ensure the full development of the course and send confirmation to the course author and the Provost’s Office.

Additionally, the course author is responsible for delivering signed Phase I ([Appendix D](#)) and Phase II ([Appendix E](#)) contracts to the Provost’s Office.

√	Online Course Review Process Checklist	Dates
	Twelve weeks prior to course start date: course author loads two full weeks of course materials to the LMS, to include a completed main page.	
	One week later: three members of the Online Advisory Council review the first two weeks of materials, to include the main page, and send written feedback to the course author.	
	Six weeks prior to course start date: course author makes revisions and submits a completed course to the Online Advisory Council.	
	One week later: the Online and Educational Technology Committee provides final feedback to the course author.	
	Two weeks prior to course start date: The Online Advisory Council ensures the full development of the course sending confirmation to the course author and the Provost’s Office	

Course Development Resources

Course development instructional tools have been created. Canvas help documents are available at [community.Canvaslms.com/community/answers/guides/](https://community.canvaslms.com/community/answers/guides/); 24/7 support for instructors is available at 1(833) 750-0028. There are more resources available by self-enrolling in “Canvas Resources for Faculty” by logging into kwu.instructure.com and then accessing this URL: <https://kwu.instructure.com/enroll/M9LT6Y>

Online Course Development Forms

Online course development forms (Phase I and Phase 2) are found in [APPENDIX D](#) & [APPENDIX E](#), respectively.

APPENDIX A: INTELLECTUAL PROPERTY POLICY

1. Background

The University has a responsibility for and an interest in the advancement of scientific knowledge and creative work that will enhance its educational, research and service missions and benefit the public it serves. The purpose of this policy is to encourage the development of Intellectual Property for the best interest of the public, the creator of the Intellectual Property, the University, and the research sponsor; to provide timely disclosure and protection of Intellectual Property whether by development, commercialization, or publication, or any combination thereof; to allow employees of the University maximum scientific and professional freedom with respect to the method of disclosure and publication of their findings, consistent with any contractual obligations of employment or sponsored research; to provide procedures for the protection of University Intellectual Property through patents, copyrights and trademarks, and for the licensing of University Intellectual Property for commercial application, for the benefit of the public.

2. Policy

The Office of Human Resources will assist with all legal matters relating to intellectual property, will help secure protection for the University's intellectual property when appropriate, and will monitor infringements. The Office of Human Resources will maintain central databases and files of patent applications, issued patents, copyrights, licenses and agreements; coordinate in negotiating and preparing license and other agreements. The Office of Human Resources will review and approve all agreements relating to intellectual property.

This policy is applicable to all persons employed by the University and any persons using the University facilities under the supervision of University personnel, including but not limited to visiting faculty and adjunct faculty, unless special terms for management of the work of such individuals are negotiated by the University.

3. Definitions

3.1 Intellectual Property: Collectively, all forms of intellectual property including but not limited to Inventions, Copyrightable Works, Trademarks, and Tangible Research Property.

3.2 Invention: A process, method, discovery, device, plant, or composition of matter, or other invention that reasonably appears to qualify for protection under the United States patent law, whether or not actually patentable. An Invention may be the product of a single inventor or a group of inventors who have collaborated on a project.

3.3 Copyrightable Work: An original work of authorship which has been fixed in any tangible medium of expression from which it can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device, such as books, journals, software, computer programs, musical works, dramatic works, videos, multimedia products, sound recordings, pictorial and graphical works, etc. A Copyrightable Work may be the product of a single author or a group of authors who have collaborated on a project.

3.4 Trademark: A graphic symbol, distinctive word, word combination, or design that distinguishes and identifies the goods and services of one party from those of another, such as names or symbols used in conjunction with plant varieties or computer programs.

3.5 Tangible Research Property: Tangible items produced in the course of research including such items as biological materials, engineering drawings, integrated circuit chips, computer databases, prototype devices, circuit diagrams, and equipment. Individual items of Tangible Research Property may be associated with one or more intangible properties, such as Inventions, Copyrightable Works and Trademarks. An item of Tangible Research Property may be the product of a single creator or a group of individuals who have collaborated on a project.

3.6 University: Kansas Wesleyan University and any of its auxiliary components.

4. Management of Inventions

Inventors shall be permitted maximum freedom with respect to their Inventions, consistent with any obligations to the University. All University employees are required to abide by their obligations and those of the University under research agreements with sponsors.

4.1 An Invention resulting from activities related to an individual's employment responsibilities and/or with support from University-administered funds, facilities or personnel shall be owned by the University.

4.2 An Invention unrelated to an individual's employment responsibilities that is developed on his or her own time without University support or use of University facilities is not owned by the University.

4.3 Ownership of an Invention developed in the course of or resulting from research supported by a grant or contract with the federal government (or an agency thereof) or a nonprofit or for-profit nongovernmental entity, shall be determined in accordance with the terms of the sponsored grant or contract, or in the absence of such terms, shall be owned by the University.

5. Management of Copyrightable Works

Kansas Wesleyan University encourages the preparation and publication of Copyrightable Works that result from teaching, research, scholarly and artistic endeavors by members of the faculty, staff, and student body of the University. Authors shall be permitted maximum freedom with respect to their Copyrightable Works, consistent with the obligations to the University. Copyrightable works may be created under a variety of circumstances and conditions which impact the ownership and subsequent management.

Intellectual property unrelated to the individual's employment responsibility that is developed on an individual's own time and without university support or use of university facilities is the exclusive property of the creator and the university has no interest in any such property and no claim to any profits resulting from that.

5.1 Books, Articles and Similar Works: In keeping with academic tradition, and except to the extent required by the terms of any funding agreement, the University does not claim ownership to pedagogical, scholarly or artistic works, regardless of their form of expression. Such works include but are not limited to faculty-prepared works such as textbooks, course materials and refereed literature. Such works include those of students created in the course of their education, such as dissertations, papers, and journal articles. Furthermore, the University claims no ownership in popular nonfiction, novels, poems, musical compositions or other works of artistic imagination that are not works for hire (see 5.2 below). If title to copyright in works defined within this section vests in the University by law, the University will, upon request and to the extent consistent with its legal obligations, convey copyright to the authors of such Copyrightable Works. If a faculty member retains title to copyright in teaching or course materials that are not works for hire (see 5.2 below), such as class notes, curriculum guides and laboratory notebooks, the University shall retain a royalty-free right to use the materials for educational purposes.

5.2 Institutional Works: The University shall retain ownership of Copyrightable Works created as institutional rather than personal efforts that is, created for institutional purposes in the course of the creator's employment including but not limited to simultaneous or sequential contributions over time by numerous faculty, staff or students. For instance, work assigned to programmers is Institutional Work or "work for hire" as defined by law, as is software developed for University purposes by staff working collaboratively. Brochures, training programs, CD-ROMs, videos, and manuals for which staff members are hired to develop are other examples of Institutional Works, or work for hire. The University owns all right, title and interest in such Institutional Works.

5.3 Works Developed with Significant Use of Resources: Copyrightable Works that are not works for hire (see 5.2 above) but are works that are developed with integral and significant use of funds, space, hardware, or facilities administered by the University, where use was essential and substantial rather than incidental, shall be owned by the University. Furthermore, Copyrightable Works that are not works for hire (see 5.2 above) but are works that are developed in the course of or resulting from research supported by a grant or contract with the federal government (or an agency thereof) or a nonprofit or for-profit nongovernmental entity, or by a private gift or grant to the University, shall be determined in accordance with the terms of the sponsored grant or contract, or in the absence of such terms and to the extent consistent with copyright law, shall be owned by the University as the administrator of the grant or contract. The University recognizes and affirms the traditional academic freedom of its faculty and staff to publish pedagogical, scholarly or artistic works without restriction. In keeping with the traditional notions of academic freedom, the University will not construe the provision of offices or library facilities as constituting significant use of University resources, except for those instances where the resources were furnished specifically to support the development of such Copyrightable Works. The works created during a sabbatical leave are the property of the creator.

5.4 Authors of Copyrightable Works that are not owned by the University, or any of its components, own the copyrights in their works and are free to publish them, register the copyright, and to receive any revenues which may result there from.

5.5 Authors of Copyrightable Works that are not works for hire (see 5.2 above) but are works that are owned by the University under paragraph 5.3 shall promptly disclose to the President any work of authorship covered by this regulation (including those made under sponsored research or cooperative arrangements). Disclosure shall be made in writing to the president.

5.6 If the University wants to commercialize and/or license intellectual property, a separate legal agreement will be drawn up between all parties involved regarding the distribution of income generated from it.

5.7 Inventors and authors may receive up to fifty percent (50%) of any equity or other non-monetary consideration in which the University has a legal claim.

6. Trademarks

In most situations, a Trademark identifies an item of intellectual property, such as a computer program or a plant variety. In other situations, a Trademark identifies an educational, service, public relations, research or training program of the University. The University owns all right, title and interest in Trademarks related to an item of Intellectual Property owned by the University, or to a program of education, service, public relations, research or training program of the University. All income from the licensing of a Trademark shall belong to the University as applicable.

7. Tangible Research Property

7.1 The University owns all right, title and interest in Tangible Research Property related to an individual's employment responsibilities and/or developed with support from University-administered funds, facilities, equipment or personnel.

7.2 For purposes of management of the asset, Tangible Research Property shall be managed as an Invention under section 4, with distribution of income from the distribution or commercialization of such Tangible Research Property made in accordance with paragraph 5.

APPENDIX B: BILL OF RIGHTS AND PRINCIPLES FOR LEARNING IN THE DIGITAL AGE

Kansas Wesleyan University ascribes to the principles as stated below:

I. The Bill of Rights

We believe that our culture is increasingly one in which learning, unlearning and relearning are as fundamental to our survival and prosperity as breathing. To that end, we believe that all students have inalienable rights which transfer to new and emerging digital environments. They include:

The right to access

Everyone should have the right to learn: traditional students, non-traditional students, adults, children, and teachers, independent of age, gender, race, social status, sexual orientation, economic status, national origin, bodily ability, and environment anywhere and everywhere in the world. To ensure the right to access, learning should be affordable and available, offered in myriad formats, to students located in a specific place and students working remotely, adapting itself to people's different lifestyles, mobility needs, and schedules. Online learning has the potential to ensure that this right is a reality for a greater percentage of the world's population than has ever been realizable before.

The right to privacy

Student privacy is an inalienable right regardless of whether learning takes place in a brick-and-mortar institution or online. Students have a right to know how data collected about their participation in the online system will be used by the organization and made available to others. The provider should offer clear explanations of the privacy implications of students' choices.

The right to create public knowledge

Learners within a global, digital commons have the right to work, network, and contribute to knowledge in public; to share their ideas and their learning in visible and connected ways if they so choose. Courses should encourage open participation and meaningful engagement with real audiences where possible, including peers and the broader public.

The right to own one's personal data and intellectual property

Students also have the right to create and own intellectual property and data associated with their participation in online courses. Online programs should encourage openness and sharing, while working to educate students about the various ways they can protect and license their data and creative work. Any changes in terms of service should be clearly communicated by the provider, and they should never erode the original terms of privacy or the intellectual property rights to which the student agreed.

The right to financial transparency

Students have a right to know how their participation supports the financial health of the online system in which they are participating. They have a right to fairness, honesty, and transparent financial accounting. This is also true of courses that are "free." The provider should offer clear explanations of the financial implications of students' choices.

The right to pedagogical transparency

Students have the right to understand the intended outcomes--educational, vocational, even philosophical--of an online program or initiative. If a credential or badge or certification is promised by the provider, its authenticity, meaning, and intended or historical recognition by others (such as employers or academic institutions) should be clearly established and explained.

The right to quality and care

Students have the right to care, diligence, commitment, honesty and innovation. They are not being sold a product--nor are they the product being sold. They are not just consumers. Education is also about trust. Learning--not corporate profit--is the principal purpose of all education.

The right to have great teachers

All students need thoughtful teachers, facilitators, mentors and partners in learning, and learning environments that are attentive to their specific learning goals and needs. While some of us favor peer learning communities, all of us recognize that, in formal educational settings, students should expect--indeed demand--that the people arranging, mentoring and facilitating their learning online be financially, intellectually and pedagogically valued and supported by institutions of higher learning and by society. Teachers' know-how and working conditions are students' learning conditions.

The right to be teachers

In an online environment, teachers no longer need to be sole authority figures but instead should share responsibility with learners at almost every turn. Students can participate and shape one another's learning through peer interaction, new content, enhancement of learning materials and by forming virtual and real-world networks. Students have the right to engaged participation in the construction of their own learning. Students are makers, doers, thinkers, contributors, not just passive recipients of someone else's lecture notes or methods. They are critical contributors to their disciplines, fields, and to the larger enterprise of education.

II. Principles

The following are principles to which the best online learning should aspire. We believe the merit of specific courses, programs, or initiatives can be judged on the strength of their adherence to

these principles and encourage students and professors to seek out and create digital learning environments that follow and embody them.

Global contribution

Online learning should originate from everywhere on the globe, not just from the U.S. and other technologically advantaged countries. The best courses will be global in design and contribution, offering multiple and multinational perspectives. They should maximize opportunities for students from different countries to collaborate with one another, to contribute local knowledge and histories and to learn one another's methods, assumptions, values, knowledge and points of view.

Value

The function of learning is to allow students to equip themselves to address the challenges and requirements of life and work. Online learning can serve as a vehicle for skills development, retraining, and marketable expertise. It can also support self-improvement, community engagement, intellectual challenge, or play. All of these functions are valid. The best programs and initiatives should clearly state the potential contexts in which they offer value.

Flexibility

Students should have many options for online learning, not simply a digitized replication of the majors, minors, requirements, courses, schedules and institutional arrangements of conventional universities. The best online learning programs will not simply mirror existing forms of university teaching but offer students a range of flexible learning opportunities that take advantage of new digital tools and pedagogies to widen these traditional horizons, thereby better addressing 21st-century learner interests, styles and lifelong learning needs. Ideally, they will also suggest and support new forms of interdisciplinary and cross-disciplinary inquiry that are independent of old gatekeepers such as academic institutions or disciplines, certification agencies, time-to-degree measurements, etc.

Hybrid learning

Freed from time and place, online learning should nonetheless be connected back to multiple locations around the world and not tethered exclusively to the digital realm. This can happen by building in apprenticeships, internships and real-world applications of online problem sets. Problem sets might be rooted in real-world dilemmas or comparative historical and cultural perspectives. (Examples might include: "Organizing Disaster Response and Relief for Hurricane Sandy" or "Women's Rights, Rape, and Culture" or "Designing and Implementing Gun Control: A Global Perspective.")

Persistence

Learning is emergent, a lifelong pursuit, not relegated to the brick walls of an institution or to a narrow window of time during life; it has no specific end point. The artificial divisions of work, play and education cease to be relevant in the 21st century. Learning begins on a playground and

continues perpetually in other playgrounds, individual and shared workspaces, communities and more. Learning can be assessed but doesn't aim itself exclusively toward assessment.

Innovation

Both technical and pedagogical innovation should be hallmarks of the best learning environments. A wide variety of pedagogical approaches, learning tools, methods and practices should support students' diverse learning modes. Online learning should be flexible, dynamic, and individualized rather than canned or standardized. One size or approach does not fit all.

Formative assessment

Students should have the opportunity to revise and relearn until they achieve the level of mastery they desire in a subject or a skill. Online learning programs or initiatives should strive to transform assessment into a rich, learner-oriented feedback system where students are constantly receiving information aimed at guiding their learning paths. In pedagogical terms, this means emphasizing individualized and timely (formative) rather than end-of-learning (summative) assessment. Similarly, instructors should use such feedback to improve their teaching practices. Assessment is only useful insofar as it helps to foster a culture of success and enjoyment in learning.

Experimentation

Experimentation should be an acknowledged affordance and benefit of online learning. Students should be able to try a course and drop it without incurring derogatory labels such as failure (for either the student or the institution offering the course). Through open discussion of the strengths and weaknesses of programs, the industry should develop crowd-sourced evaluative guides to help learners choose the online learning that best fits their needs.

Civility

Courses should encourage interaction and collaboration between students wherever it enhances the learning experience. Such programs should encourage student contributions of content, perspectives, methods, reflecting their own cultural and individual perspectives. Online learning programs or initiatives have a responsibility to share those contributions in an atmosphere of integrity and respect. Students have the right and responsibility to promote and participate in generous, kind, constructive communication within their learning environment.

Play

Open online education should inspire the unexpected, experimentation, and questioning--in other words, encourage play. Play allows us to make new things familiar, to perfect new skills, to experiment with moves and crucially to embrace change--a key disposition for succeeding in the 21st century. We must cultivate the imagination and the dispositions of questing, tinkering and connecting. We must remember that the best learning, above all, imparts the gift of curiosity, the wonder of accomplishment, and the passion to know and learn even more.

APPENDIX C: GLOSSARY OF TERMS

Classifications and Definitions

- **Canvas**: Standard LMS for KWU students for their course delivery platform
- **Distance Education**: As stated in Chapter 34 of the *Code of Federal Regulations*, section 600.2, and for the purposes of KWU’s *Faculty & Student Handbook for KWU Online*, “Distance Education” is defined as provided below:
 - (1) Education that uses one or more of the technologies listed in paragraphs (2)(i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors, and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.
 - (2) The technologies that may be used to offer distance education include —
 - i. The internet;
 - ii. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
 - iii. Audio conferencing; or
 - iv. Other media used in a course in conjunction with any of the technologies listed in paragraphs (1)(i) through (1)(iii) of this definition.
 - (3) For purposes of this definition, an instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by the institution’s accrediting agency.
 - (4) For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following -
 - i. Providing direct instruction;
 - ii. Assessing or providing feedback on a student’s coursework;
 - iii. Providing information or responding to questions about the content of a course or competency;
 - iv. Facilitating a group discussion regarding the content of a course or competency; or,
 - v. Other instructional activities approved by the institution’s or program’s accrediting agency.
 - (5) An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student’s completion of a course or competency -

- i. Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and
 - ii. Monitoring the student’s academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.
- **Distance Education Course**: an individual course in which a significant portion of the instruction occurs when the student and the instructor are not in the same physical location.
- **Hybrid Course/Blended Instruction**: Instructor and students meet for the course at least once in the same geographic location while other class time is replaced with online activities. The geographic location can be a main-campus location or an off-campus location; for military financial aid “the predominance of the instruction takes place through a non-face-to-face modality”
- **Online Courses**: These are asynchronous courses where students are not required to log-in at specific times. However, assignments are due on a schedule set by the instructor, and the instructor guides the class through the course work, just like main-campus classes. Students within the course often interact with each other, as well as with the instructor. The courses can be offered during a traditional semester or a shorter time period.
- **SME**: a Subject Matter Expert. An individual with a high level of expertise in the subject matter that can serve in a support and/or training role for others.
- **Distance Education Program**: an approved collection of courses or course of study where a student can earn 50% or more credits necessary to qualify for a degree through distance learning.
- **LMS**: a Learning Management System. A software system that allows for online access of course materials by students.
- **eLearning** : A learning management system (MyKWU) used by KWU, hosted by Jenzabar/ACCK/KICA
- **MyKWU** : Student web portal for Kansas Wesleyan University
- **Lecture Capture**: A system that records, or captures, classroom-based activities and/or lectures in a digital format that is then available for download or consumption over the internet outside of the class period.
- **Video Conferences**: The holding of a conference among people at remote locations by means of transmitted audio and video signals.

**APPENDIX D: DISTANCE LEARNING COURSE DEVELOPMENT
(PHASE I)**

Kansas Wesleyan University

Phase I
Distance Education Course Development
Agreement and Understanding

Course Developer(s):
Course Prefix and Number:
Course Title:
Proposed Semester for Initial Offering:

Type of Course Development:

- Pathway I: New Development
- Pathway II: Redevelopment of Existing KWU Course
- Pathway III: Non-KWU Produced Course or Existing Previously Developed KWU Course

New Development: A course that has not been previously developed for online delivery.

Redevelopment of an Existing Course: Redevelopment of an existing course (e.g. delivery method changed, modifying current course content and/or adding new lectures.) A course must be 3 years or older or 50% of the content has changed to be eligible for redevelopment.

Non-KWU or Existing Course Previously Developed: Any course not developed at KWU or a previously developed KWU course that needs validation. The course must be submitted for quality assurance and any exceptions must be approved by the Provost and the respective unit head.

By signing this form, I am stating that I understand this process is not to be formally initiated until approvals are received from the academic unit head and the Executive Vice President / Provost.

I understand I must meet with the LMS coordinator and any assigned development mentor prior to signing any Work-for-Hire contract.

I understand the course cannot be scheduled for delivery (not added to the class schedule) until final endorsement of completion and quality assurance is issued by the academic unit head. This applies to courses in all three pathways.

I understand if the course development is not completed within 16 weeks (about 3 and a half months) as required for any type of course development, the Work-for-Hire contract will become null and void. Course developers must meet the timeline or request an exception five business days before the established deadline.

I understand my program faculty and academic unit head have ultimate responsibility to review the quality of the course, the appropriateness of instructional materials and its consistency with all other sections of the same course that may be taught in the program. I agree to use the official KWU digital syllabus.

Approved by:

Course Developer(s)

Date

Division Chair

Date

Provost

Date

**THIS IS NOT A CONTRACT.
THIS IS THE PRELIMINARY FIRST PHASE IN A COURSE DEVELOPMENT
APPROVAL FOR ONLINE INSTRUCTION. ONCE COMPLETED AND APPROVED,
THE PHASE TWO DOCUMENT WILL BE FORWARDED BY THE COURSE
DEVELOPER(S) FOR INFORMATION RELATING TO SPECIFIC DEVELOPMENT
DETAILS AND DEVELOPMENT PAYMENT ISSUES.**

**APPENDIX E: DISTANCE LEARNING COURSE DEVELOPMENT
(PHASE II)**

Kansas Wesleyan University

Phase II

Preliminary Planning of the Course

(Do not submit this form until the Agreement and Understanding is approved)

SECTION I: Course Developer(s)

Name of Course Developer:

Name of Co-Developer (if applicable):

Academic Unit:

Phone Number:

E-mail Address:

Are you planning to teach this course? Yes No (If not going to be an instructor of record)

Have you previously developed an online course? Yes No

Have you previously taught an online course? Yes No

Intended course length: 16 weeks 8 weeks (accelerated) 4 weeks (accelerated)

SECTION II: Course Development

Type of Course Development:

Pathway I: New Development

Pathway II: Redevelopment of Existing KWU Course

Pathway III: Non-KWU Produced Course or Existing Previously Developed KWU Course

New Development: A course that has not been previously developed for online delivery.

Redevelopment of an Existing Course: Redevelopment of an existing course (e.g. delivery method changed, modifying current course content and/or adding new lectures.) A course must be 3 years or older or 50% of the content has changed to be eligible for redevelopment.

Non-KWU or Existing Course Previously Developed: Any course not developed at KWU or a previously developed KWU course that needs validation. The course must be submitted for quality assurance and any exceptions must be approved by the Provost as well as the respective unit head.

SECTION III: Course Information

Course Prefix and Number:

Credit Hours:

Course Title:

Course Level: ___ Undergraduate ___ Graduate _____ Other
(specify)

Proposed semester for initial offering of course after development: _____ Semester _____
Year

Will this course require the University to secure copyrights or Creative Commons licensing for any resources? _____ Yes _____ No

If yes, please note the specific licensing likely to be needed:

SECTION IV: Course Information Continued

For this course, what are the:

- Program Learning Outcomes?
- Course Learning Outcomes?
- Liberal Studies Learning Outcomes?
- Institutional Learning Outcomes?
- DEI Learning Outcomes?

If the course is being redeveloped (Pathway II), how are you going to improve this course (e.g., new delivery methods, new course content, better teaching techniques, etc.)?

Do you require video production assistance? _____ Yes _____ No _____ Uncertain

Do you plan to make use of guest lecturers? _____ Yes _____ No _____ Uncertain

Will you be assigning a DVD for this class? ___ Yes ___ No ___ Uncertain

SECTION V: Menu of Considerations/Elements for Developing the Course Proposal

Check all that apply.

Audio/Podcasting:

- Audacity
- Net Vibes
- Web-based Interactive Whiteboards
- Other, specify _____

Cultivating Interactive Communities:

- Discussion Boards/Chat Rooms
- Frequently Asked Questions Page
- Journals
- Problem-based Learning
- Service Learning/Civic Engagement Projects
- Threaded Discussions
- Other, specify _____

Presentation Tools/Technologies:

- Jing
- Powerpoint
- Prezi
- Screencast-O-Matic
- SlideShare
- Voice Thread
- Other, specify _____

Video Streaming/Video/Image Sharing:

- Flickr
- Canvas Studio
- Khan Academy
- Skype
- TeacherTube

- _____ TED Talks
- _____ YouTube
- _____ Other, specify _____

Web Conferencing/Video Conferencing:

- _____ Adobe Connect
- _____ SKYPE
- _____ Web EX
- _____ Other, specify _____

SECTION VI: Payment and Copyright Considerations

_____ Track 1: A Pathway I development with substantial use of media/streaming video of lecture materials self-developed. Payment of \$2,000 during the first semester the course is successfully offered.

_____ Track 2: A Pathway I development not utilizing a substantial use of self-developed lecture content or other substantial use of media. Payment of \$1,000 during the first semester the course is successfully offered.

_____ Track 3: A Pathway II redevelopment with substantial use of media/streaming video of lecture materials self-developed. Payment of \$2,000 during the first semester the course is successfully offered.

_____ Track 4: A Pathway II redevelopment not utilizing a substantial use of self-developed lecture content or other substantial use of media. Payment of \$1,000 during the first semester the course is successfully offered.

_____ Track 5: A Pathway III use of an existing course development. Payment of \$500 during the first semester the course is successfully offered.

- In each case, copyright ownership of the materials is shared between the developer of record and Kansas Wesleyan University. As always, Kansas Wesleyan University administration retains the right to assign any faculty member deemed appropriate to teach section(s) of any developed course.

Approved by:

Course Developer(s)

Date

Division Chair

Date

Provost

Date

APPENDIX F: EMPLOYEE TUITION REMISSION BENEFIT POLICY

Employee Tuition Remission Benefit

The employee tuition remission benefit for faculty and staff and their dependents, until the age of 24 and is considered of dependent status on FAFSA, will be extended to include online course offerings given capacity exists in the course section in question. Approval of exceptions is made at the discretion of the Provost.

APPENDIX G: KWU SYLLABUS MINIMUM EXPECTATIONS

See Faculty Handbook for Syllabus Requirements - Requirements are from the Provost office...

APPENDIX H: NC SARA INFORMATION AND FAQs ABOUT THE 21ST CENTURY DISTANCE EDUCATION GUIDELINES APRIL 6, 2021



Information and FAQs about the *21st Century Distance Education Guidelines* **April 6, 2021**

The Council of Regional Accrediting Commissions (C-RAC) has posted 21st Century Distance Education Guidelines [on its website](#) along with its statement about them.

Key Information for SARA Purposes

Adherence to C-RAC's *2011 Interregional Guidelines for the Evaluation of Distance Education* is a requirement for institutions to participate in SARA.

NC-SARA commissioned NCHEMS to undertake a review of accreditors' use of the *2011 C-RAC Guidelines* and then, based on the findings of that review, to develop the *21st Century Distance Education Guidelines* in service to the field and accreditors. The guidelines are not NC-SARA's; NC-SARA will post the guidelines on its website upon NC-SARA board's approval to incorporate them into the *SARA Policy Manual*.

The *21st Century Guidelines* are not in draft form; they were finalized by NCHEMS along with the numerous expert participants in the project. NC-SARA "proposed" them to C-RAC for its consideration of acceptance. C-RAC, with its statement on its website, has indicated its support for them. C-RAC has informed NC-SARA that C-RAC has retired the *2011 C-RAC Guidelines*.

Given C-RAC's acceptance of the guidelines, the NC-SARA board now needs to vote to replace language that references the *2011 C-RAC Guidelines* in the *SARA Policy Manual*. This vote will take place in the May NC-SARA board meeting.

NC-SARA staff will be recommending an implementation / transition period for SARA institutions and states needing to use these guidelines for the review of SARA institutions.

During April, through compacts', states', and institutions' input, we will determine an appropriate transition timeline to recommend to the NC-SARA board.

SARA institutions may directly contribute their preference of the implementation timeline through a brief survey that will be emailed.

Regional compacts will be seeking input from states in their respective regions to gather this information.

Until the implementation / transition period is complete, the *SARA Policy Manual* and SARA administrative forms will reference both the *2011 C-RAC Guidelines* and the *21st Century Guidelines*.

NC-SARA will share details of the implementation and transition plan after its May board meeting.

General FAQs about the 21st Century Distance Education Guidelines

What are the *21st Century Distance Education Guidelines*?

The *21st Century Distance Education Guidelines* are designed to help support accreditors' reviews of distance education programs. They are not accreditation standards; instead, they are a collection of elements designed to inform, but not limit, accreditors and states in their judgment of satisfactory levels of quality in the offering of programs through distance education.

The guidelines are organized into six categories:

- Institutional Capacity addresses institutional investments in student supports, technology, professional development, and online program management (OPM).
- Institutional Transparency and Disclosures outlines information that institutions should be proactively prepared to provide students.
- Academic Programs addresses academic quality expectations, including the collection and use of meaningful assessment data for program improvement.
- Support for Students details effective practices to engage and assist distance education students.
- Program Review describes expectations for the regular review of programs, including feedback from a variety of stakeholders as well as graduate success measures.
- Academic and Instructional Integrity, which addresses ensuring adequate oversight and accountability.

What is the difference between these guidelines and accreditors' standards?

These guidelines are not accreditation standards; instead, accreditors may use them to inform their standards and/or processes for the review of distance education. It is important to note that the previous *2011 C-RAC Guidelines* were also guidelines and not accreditation standards. As C-RAC's statement confirms, "Each Commission within C-RAC has adopted its own standards, policies, and procedures for evaluating distance education delivered by their institutional members and will independently determine how to use the new Guidelines. Adherence to the guidelines is a requirement for institutions to participate in SARA.

Why do we need *21st Century Distance Education Guidelines*?

Guidelines previously developed by the Council of Regional Accrediting Commissions (C-RAC) have been the primary source of quality assurance for distance education since 2001.

Adherence to the guidelines is a requirement for institutions to participate in SARA. The guidelines were last updated in 2011, yet institutions' and accreditors' practices around distance education quality have been continually and rapidly evolving.

Given the numerous advancements in technology, learning sciences, competency-based programs, and distance learning pedagogy, along with the increase in distance education programs, the need for high quality credentials, and the economic realities facing families and states, distance education leaders, accreditors, and NC-SARA believed that it was time for a new set of guidelines. NC-SARA assumed a leadership role in supporting the development of this proposed new set of guidelines for institutional accreditors reviewing distance education. Who was involved in creating the *21st Century Distance Education Guidelines*?

NC-SARA commissioned the National Center for Higher Education Management Systems (NCHEMS) to develop the guidelines, which were crafted with input from a wide array of postsecondary distance education experts, as well as accreditors, university presidents, and higher education association leaders. The extensive list of expert participants is listed in Appendix A.

When do SARA states and institutions need to start using the *21st Century Guidelines*?

NC-SARA and its regional compact partners are researching what it will take for states and institutions to implement the use of these guidelines. NC-SARA staff will use this insight to propose an implementation timeline to the NC-SARA board in its May meeting.

Where do I go for additional information?

NC-SARA will be sharing more information about the implementation timeline, resources to help states and institutions, and process details after the May NC-SARA board meeting. For additional questions, you may contact info@nc-sara.org.

APPENDIX I: COUNCIL OF REGIONAL ACCREDITING COMMISSIONS (C-RAC) INTERREGIONAL GUIDELINES FOR THE EVALUATION OF DISTANCE EDUCATION

Interregional Guidelines for the Evaluation of Distance Education

Council of Regional Accrediting Commissions (C-RAC) (2011)

1. Online learning is appropriate to the institution's mission and purposes.

Analysis/Evidence: 1

1 These bulleted points illustrate actions, processes and facts that institutions may use to demonstrate that they meet SARA requirements.

- The mission statement explains the role of online learning within the range of the institution's programs and services;
- Institutional and program statements of vision and values inform how the online learning environment is created and supported;
- As appropriate, the institution incorporates into its online learning programs methods of meeting the stated institutional goals for the student experience at the institution;
- The recruitment and admissions programs supporting the online learning courses and programs appropriately target the student populations to be served;
- The students enrolled in the institution's online learning courses and programs fit the admissions requirements for the students the institution intends to serve;
- Senior administrators and staff can articulate how online learning is consonant with the institution's mission and goals.

2. The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

Analysis/Evidence:

- Development and ownership of plans for online learning extend beyond the administrators directly responsible for it and the programs directly using it;
- Planning documents are explicit about any goals to increase numbers of programs provided through online learning courses and programs and/or numbers of students to be enrolled in them;
- Plans for online learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings;
- Plans for expanding online learning demonstrate the institution's capacity to assure an appropriate level of quality;
- The institution and its online learning programs have a record of accomplishment of conducting needs analysis and of supporting programs.

3. Online learning is incorporated into the institution's systems of governance and academic oversight.

Analysis/Evidence:

- The institution's faculty have a designated role in the design and implementation of its online learning offerings;
- The institution ensures the rigor of the offerings and the quality of the instruction;
- Approval of online courses and programs follows standard processes used in the college or university;
- Online learning courses and programs are evaluated on a periodic basis;
- Contractual relationships and arrangements with consortia partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name.

4. Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

Analysis/Evidence:

- The curricular goals and course objectives show that the institution or program has knowledge of the best uses of online learning in different disciplines and settings;
- Curricula delivered through online learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions;
- The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions;
- Scheduling of online learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees;
- The institution or program has established and enforces a policy on online learning course enrollments to ensure faculty capacity to work appropriately with students;
- Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly;
- Course design and delivery supports student-student and faculty-student interaction;
- Curriculum design and the course management system enable active faculty contribution to the learning environment;
- Course and program structures provide schedule and support known to be effective in helping online learning students persist and succeed.

5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Analysis/Evidence:

- Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods;
- Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements;
- Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning;
- The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement;
- The institution demonstrates the appropriate use of technology to support its assessment strategies;
- The institution documents its successes in implementing changes informed by its programs of assessment and evaluation;
- The institution provides examples of student work and student interactions among themselves and with faculty;
- The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement.

6. Faculty responsible for delivering the online learning curricula and evaluating the students' success in achieving the online learning goals are appropriately qualified and effectively supported.

Analysis/Evidence:

- Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover;
- The institution's training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution;
- Faculty are proficient and effectively supported in using the course management system;
- The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery;
- Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution;
- Students express satisfaction with the quality of the instruction provided by online learning faculty members.

7. The institution provides effective student and academic services to support students enrolled in online learning offerings.

Analysis/Evidence:

- The institution's admissions program for online learning provides good web-based information to students about the nature of the online learning environment, and assists them in determining if they possess the skills important to success in online learning;

- The institution provides an online learning orientation program;
- The institution provides support services to students in formats appropriate to the delivery of the online learning program;
- Students in online learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling;
- Students in online learning programs have ready access to 24/7 tech support;
- Students using online learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems;
- Students using online learning demonstrate proficiency in the use of electronic forms of learning resources;
- Student complaint processes are clearly defined and can be used electronically;
- Publications and advertising for online learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty;
- Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication.

8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

Analysis/Evidence:

- The institution prepares a multi-year budget for online learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure;
- The institution provides evidence of a multi-year technology plan that addresses its goals for online learning and includes provision for a robust and scalable technical infrastructure.

9. The institution assures the integrity of its online offerings.

Analysis/Evidence:

- The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures. (Note: This is a federal requirement. All institutions that offer distance education programs must demonstrate compliance with this requirement.);
- The institution's policies on academic integrity include explicit references to online learning;
- Issues of academic integrity are discussed during the orientation for online students;
- Training for faculty members engaged in online learning includes consideration of issues of academic integrity, including ways to reduce cheating.

APPENDIX J: KWU ONLINE AND ON GROUND COURSE REVIEW RUBRICS

Kansas Wesleyan Online Course Review Form

Course under review: Insert course code and name here

Semester course was offered: Fall Spring Summer

Year course was offered: Insert year the course was offered

Instructor of the course: Insert the name of the primary instructor of the course

Reviewer name: Insert the name of the person conducting the course review

Notes: If revisions are necessary consider the following: minor revisions will take under 30 minutes, moderate revisions will take between 30 minutes and 2 hours and major revisions will take over two hours.

Course Overview Section		
Reviewed Content	Content present or revisions needed	Comments (where necessary)
1. Course includes Welcome and Getting Started Content	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
2. A printable syllabus is available to all learners (.pdf, .docx, .html)	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
3. Course includes links to relevant campus policies (plagiarism, accommodations, etc.)	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
4. Course information states duration of the course	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
5. Course objectives are clearly defined, measurable, and aligned to student learning activities and assessments	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
6. Course provides contact information for the instructor as well as response time.	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	

Course Design Section		
Reviewed Content	Content present or revisions needed	Comments (where necessary)
7. Course is easy to navigate	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
8. Instructions are provided and well written for all assignments	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
9. Designed for accessibility (ample white space, large font, etc.)	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	

Course Technology and Tools		
Reviewed Content	Content present or revisions needed	Comments (where necessary)
10. Technical skills required for participation are clearly stated and supported	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
11. Course includes links to any technology tools and privacy policies	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
12. Any technology tools meet accessibility standards	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	

Course Content and Activities		
Reviewed Content	Content present or revisions needed	Comments (where necessary)
13. Course provides activities for student to develop higher order thinking skills	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
14. Course offers access to a variety of resources to encourage	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/>	

communication, collaboration, and support student learning and engagement	Major revision needed <input type="checkbox"/>	
15. Course materials and resources include copyright and licensing where applicable	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	

Interaction		
Reviewed Content	Content present or revisions needed	Comments (where necessary)
16. Students have an opportunity to get to know the instructor and classmates	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
17. Expectations for student interaction are clearly stated (netiquette, due dates)	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
18. Expectation for instructor feedback on assignments are clearly stated (graded assignments, discussions feedback etc.)	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
19. Students are encouraged to shared resources, inject knowledge from other areas, and be diverse within course interactions	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	

Assessment		
Reviewed Content	Content present or revisions needed	Comments (where necessary)
20. Course grading policies are clearly stated in syllabus and course information area	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
21. Course includes frequent and appropriate methods to assess students	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	
22. Criteria used for the assessment of items is clearly articulated (rubrics etc.)	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	

23. Students have access to an up-to-date gradebook	Present <input type="checkbox"/> Minor revision needed <input type="checkbox"/> Moderate revision needed <input type="checkbox"/> Major revision needed <input type="checkbox"/>	

On Ground Course Review Form

Course under review: Insert course code and name here

Semester course was offered: Fall Spring Summer

Year course was offered: Insert year the course was offered

Instructor of the course: Insert the name of the primary instructor of the course

Reviewer name: Insert the name of the person conducting the course review

Are all pre-installed liquid syllabi materials present, completed by the instructor and accessible to students through pages or modules?

Is the content present and accessible to the students?	Present	Accessible	Are revisions needed? Please make comments where necessary.
1. Meet the professor and contact information.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2. Getting started and Navigating the Course.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3. Course Prerequisites, introduction, and Expectations.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
4. Course Objectives.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5. Course Grading Policy.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6. Course Tech Requirements & Tech Skills & Netiquette.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

7. Important KWU information.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
8. Downloadable Syllabus.	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	

APPENDIX K: KWU CHECKLIST FOR ONLINE INSTRUCTORS

Checklist for Online Instructors -Draft

Before Week One

2-4 months prior to start of course

Get textbook requisitions to the provost office at jill.koster@kwu.edu.

Consider open-access resources for course materials.

Request library materials, databases, and journal articles access needed for students.

Refer to Hazen Center for LMS training opportunities.

Observe online course development deadlines for the upcoming term.

Four weeks prior to start of class

Access the LMS Faculty Tutorial* to review use of the specific LMS features and to discover new features and LMS updates since the previous semester.

Revise the course syllabus and submit it to the Office of the Provost.

Review past course evaluations to determine enhancement for instructional strategies.

One weeks prior to start of course

Meet the course development deadline one week before the course starts.

Students have access to the course one week prior to the start date. If course is not completely developed, post a notice to the main page informing students that course is still “under construction.”

Develop the Main Page and the first two weeks of the course.

Create a “Meet the Professor” video on the Main Page or post a video and brief bio as the course instructor.

Specify the online office hours (day of week/time), how to contact the instructor via email or phone, and response time (within 24 hours).

Locate the KWU essential course information on the Main Page: Academic Alert Policy, Personal Crises, Academic Honesty Policy, Students with Special Needs and Disabilities, and Netiquette.

Display at least two weeks of coursework assignments (for 4-week course) and four weeks (for 8-week course) to include online quizzes and tests.

Link coursework assignments to the Course Calendar in the LMS.

Set up Chat, Blog and Forums discussion prompts and include guidelines or rubrics for chatting, posting, and replying.

Upload the course syllabus.

Review week one of the course and update course goals and objectives, online office hours, and instructor contact information.

Include an assignment due the first day of course, such as a “scavenger hunt activity” or “Get To Know You” assignment.

One week prior to start of course

Send a welcome email to students including required textbooks and other materials needed, how to purchase or download course materials in ample time and prior to the first day of the course. If possible, provide a link to or a PDF copy of week one reading for student while they are waiting delivery of textbooks and materials. If students add late, resend the email before class starts.

Refer students to Quick Links for more information about Tutoring Services, Memorial Library Online, Yotee’s Bookstore, MyKWU Help and how to access the Student LMS Tutorial*.

Publish when the online course will be “open,” the instructor’s online office hours, email response times, the course “late policy,” and identify dates that are holidays or when the instructor will be “unavailable.”

Review all links in the courseFix broken links and remove dead links.

During the Course

Week One

Provide activity to establish course norms, protocol, and ground rules such as a “scavenger hunt activity” to review information provided in the syllabus, course calendar, or netiquette guidelines.

Provide a “Get T Know You” assignment encouraging students to share background information, personal interests, and explain how classmates can contact one another via email within the LMS.

Record attendance using the “scavenger hunt activity” or “Get To Know You” assignment.

Identify “no-shows” and contact them to determine if they are having login or LMS access difficulties or have decided to drop the course.

Identify students who are “late adds,” contact and provide these students with support information about login or gaining access to the LMS or course materials., and completing missed week one assignments.

Load the remainder of coursework assignments, including online quizzes and tests, Chats, Blogs and Forums Discussions.

Recommendations during the Course

Develop the rest of the course beyond week two.

Keep the online gradebook current after assignment due dates.

If the instructor must be off-line (unscheduled) for a day or more, announce the absence to students with guidance about whom to contact during absence.

Conduct course according to the designated calendar with any deviations communicated to students in advance.

Use Announcements or Blogs to keep class current on changes and instructor expectations.

Send weekly emails as a word of encouragement.

Provide timely and meaningful feedback for each assignment.

End of Course

2-3 weeks before end of course

Inform students about the online course evaluation, where to access it, and the deadline for submitting course feedback.

After the Course

Submit final grades by the deadline.

APPENDIX L: KANSAS WESLEYAN ANNUAL ONLINE COURSE REVIEW



Process

The Online Educational Technology Committee in conjunction with Department Chairs will review all online courses the institution offers over a five-year cycle. The intent is to fulfill the institutional mission which states in part that Kansas Wesleyan University will *promote and integrate academic excellence that prepares students for careers and lifelong learning*. To ensure and support our mission, a review of all online courses will be reviewed in a prescribed schedule that coincides with our Program Review process to certify that all online courses provide the optimum learning experience for students. The use of nationally recognized standards (e.g., *Quality Matters*, *Open SUNY Course Quality Review Rubric*) will be used to ensure that academic quality and rigor are maintained in online academic offerings.

Procedure

- Members from the Online and Educational Technology Committee (OC) along with appropriate Department Chairs will review all online courses offered by the institution over a five-year cycle that coincides with our institutional Program Review processes.
- Five 2-member teams (1-OC Representative and 1-Department Chair per team) will comprise each of the five teams.
- Each team will have the following duties:
 - OC Representative – to guarantee that nationally recognized standards (via *Quality Matters* or *Open SUNY Course Quality Review Rubric*) have been met.
 - Department Chair – to guarantee that academic content aligns with on-ground course equivalent.
- Approximately five courses per academic term (fall, spring) will be reviewed by each team.
- A prescribed schedule will be created to handle the current menu of online courses.
- Online courses within an academic department will not be reviewed the year prior to its Program Review.
- The initial review will begin in the fall term.
- Any recommended changes will be forwarded to the appropriate full-time faculty member, Department Chair, and Division Chair.
- Full-time faculty members will make necessary recommended changes to each course.
- The OC Chair will oversee the process.
- The online course review schedule will be updated annually.
- Notice of intent will be sent to applicable Department Chairs by the end of the academic year prior to the online course review that will occur in the next academic year.
- The online course review schedule is provided below and will be updated annually as new online course offerings become available by the institution to students:

Count: Unique Course	Course Moniker	Review Academic Year	Review Academic Year	Review Academic Year	Review Academic Year	Review Academic Year
		2024-2025	2025 - 2026	2026 - 2027	2028 - 2029	2023 - 2024
1	ARTS	PR			ARTS 295	
2	BSHS	BSHS200 (POLI200)	BSHS210		PR	
0	BUSA					PR
1	COMM	PR		COMM235		
0	COMP				PR	
15	CRIM	CRIM100 CRIM101 CRIM102 CRIM235	CRIM103 CRIM200 CRIM205CRIM300	CRIM210 CRIM230 CRIM 415		PR CRIM320 CRIM405 CRIM410 CRIM325
3	EMGT	EMGT104		EMGT 303 EMGT304		PR
2	ENGL	ENGL120			PR ENGL121	
0	ESRS				PR	
3	HIST		PR	HIST275	HIST130	HIST350
0	INDS					
2	INTD	INTD090	INTD115			
1	MUSI		PR		MUSI115	
13	NURS	NURS250 NURS302		PR NURS351 NURS360 NURS378 NURS385	NURS388 NURS409 NURS421 NURS451	NURS452 NURS461 NURS481
4	PSYC	PSYC101	PSYC120		PR PSYC260	PSYC385
1	REPH	REPH111				

1	SOCI				PR	SOCI240
1	SWOK		SWOK140			
8	SPES	SPES117 SPES120	SPES175 SPES180	SPES225 SPES286		PR SPES341 SPES443
1	SPMT			SPMT365		PR
0	THEA	PR				
2	MBA- ACCT			ACCT625		PR ACCT630
2	MBA- ECON	ECON632		ECON640		PR
14	MBA- BUSA	BUSA550 BUSA622 BUSA630 BUSA605 BUSA625	BUSA580 BUSA545 BUSA517 BUSA565 BUSA590	BUSA570 BUSA575 BUSA620 BUSA535		PR BUSA555
116		23	22	22	22	23
PR – Program Review Year						

APPENDIX M: CONTACT NUMBERS

List of important contact numbers at Kansas Wesleyan University.

Area	Contact Name	Phone	Email
Admissions	Jenna Rivers	785-833-4311	Jenna.rivers@kwu.edu
Information Systems	I.S. Team	785-833-4444	IT@kwu.edu
Registrar	Jasmin Dauner	785-833-4320	Jasmin.dauner@kwu.edu
Canvas 24/7 Support	Canvas Teir 1	1-844-805-2201	Via chat option on canvas under the help tab
Canvas On-Campus Support	Dr. Jamie Kootz	785-833-4427	Jamie.kootz@kwu.edu
Library	Sarah Zehnder	785-833-4393	Sarah.zehnder@kwu.edu
Career Services	Juan Maldonado	785-833-4326	Juan.maldonado@kwu.edu
Student Development	JD Koons	785-833-4603	Joseph.koons@kwu.edu
Financial Aid	Financial Aid Group	785-833-4315	Finaid@kwu.edu
K-Dub Hub	Kdub Hub Group	785-833-4319	Kdubhub@kwu.edu

APPENDIX N: KWU & NC-SARA STUDENT COMPLAINT PROCEDURES



POLICY ON FORMAL STUDENT COMPLAINT PROCEDURE

Administrative Division	Academics
Policy Title	Policy on Formal Student Complaint Procedures
Administrative Office	Provost's Office
Effective Date of Policy	03.13.20
	Amended Policy: January 27, 2025

Purpose

The Kansas Wesleyan University Formal Student Complaint Policy is available to students who wish to have a concern resolved regarding a university community process or person. The objective of the Kansas Wesleyan University Formal Student Complaint Policy is to resolve concerns as quickly and efficiently as possible, at the level closest to the student. A formal complaint should be filed during the semester of occurrence but no later than 60 days from the first day of the following academic semester.

Implementation

The amended policy was revised on November 15, 2024 and is effective January 27, 2025.

Policy

WHAT IS CONSIDERED AN INFORMAL COMPLAINT

Student-generated hand-written or electronically-written (e.g., email, letters, etc.) complaints signed and dated by a student and provided to the Registrar's Office will be considered to be an informal complaint. All informal complaints will not be tracked.

Informal complaints may be provided via US mail, private (personal) email, KWU email, faxed, or hand-delivered. For the purposes of this policy, a student is defined as someone who is currently enrolled full- or part-time or who has recently been enrolled in the institution. If the informal complainant is someone who has not been enrolled during the previous two semesters or academic year, (or) must reapply for admission, or an alumnus who received a KWU degree or other award two or more years ago, will not be considered a student for the purposes of this policy. Informal complaints received from non-students will not be tracked for the purposes of this policy, including non-student informal complaints that might relate to a Kansas Wesleyan University student(s) or representative(s).

WHAT IS CONSIDERED TO BE A FORMAL COMPLAINT

Kansas Wesleyan University (KWU) acknowledges any formal institutionally-recognized **petition** or **appeal** that requests a student (complainant) to set forth the facts, reasons, and evidence that is sufficient to support a claim against a KWU party or KWU parties as being a formal complaint. Formal institutionally-recognized forms are: 1) Petition to KWU Form **OR** 2) specified KWU Appeal Forms (e.g., Satisfactory Academic Progress Appeal Form, Financial Assistance Appeal Form, Grade Appeal Form, etc.). All formal complaints will be tracked.

Formal complaints may be provided via US mail, private (personal) email, KWU email, faxed, or hand-delivered. For the purposes of this policy, a student is defined as someone who is currently enrolled full- or part-time or who has recently been enrolled in the institution. If the formal complainant is someone who has not been enrolled during the previous two semesters or academic year, (or) must reapply for admission, or an alumnus who received a KWU degree or other award two or more years ago, will not be considered a student for the purposes of this policy. Formal

complaints received from non-students will not be tracked for the purposes of this policy, including non-student formal complaints that might relate to a Kansas Wesleyan University student(s) or representative(s).

At their discretion, a Reporting Official may file a formal complaint on behalf of the student due to extenuating circumstances.

Types of formal complaints would include academic, non-academic, and harassment incidents.

Academic formal complaints/grievances are reported to the Registrar who will then forward to the appropriate reporting official. Information regarding the policies and procedures for students who wish to pursue academic complaints and grievances are detailed in the Academic Catalog, The Student Handbook, Teacher Education Handbook, and Nursing Education Handbook also contain procedures. Students who wish to pursue academic complaints and grievances should follow the prescribed policies and procedures outlined in the respective publication. Academic complaints/grievances include: academic continued probation, academic suspension status, accommodation grievances, accommodation request appeals, course conflict enrollment, dual credit enrollment deadline/late registration, grades, increasing course limits, KWU Online, library, re-admittance for suspension, teaching/instructor complaint, and transfer course appeal.

Non-academic formal complaints/grievances are reported to the Registrar who will then forward to the appropriate reporting official. Non-academic formal complaint categories are provided below.

Admissions formal complaints/grievances include: admittance for suspension from another institution and admissions deadline/late acceptance.

Athletic formal complaints/grievances include: athletic-related concerns and coaching/sport complaints.

Finance and Operations formal complaints/grievances include: administrative drop for non-payment, billing/no-show billing, buildings/grounds/facilities (non-housing or non-residency).

Information Services formal complaints/grievances include: electronic information/IT conduct/misuse.

Miscellaneous non-academic formal complaints/grievances include: academic conduct, dining, electronic information/IT conduct/misuse, housing, housing and/or dining buy-out, non-academic conduct, residency, and student clubs and/or organizations (institutionally recognized).

Program formal complaints/grievances include: program admission concerns.

Registrar formal complaints/grievances include: active duty withdrawal, add/drop deadline, course conflict enrollment, graduation application deadline, increasing course limits, medical withdrawal, transfer course appeal, and withdrawal deadline.

Financial Aid Office formal complaints/grievances include: academic and financial assistance reinstatement (satisfactory academic progress – SAP).

Harassment incidents are submitted to the Registrar who will then forward to the appropriate reporting official for addressing appropriate action/resolution. Harassment complaint/grievances include: harassment, sexual assault, sexual harassment, and other forms of sexual misconduct (see KWU Policy on Sexual Assault, Harassment, & Other Forms of Sexual Misconduct at https://www.kwu.edu/wp-content/uploads/KWU-Sexual-Misconduct-and-Unlawful-Harassment-Policy-BOT-Approved-July-2020_0-1.pdf).

Formal complaints/grievances are provided in the following publications as supporting documentation:

- College Catalog
- Student Handbook
- Nursing Department Handbook
- Teacher Education Handbook

- KWU Website

Any formal complaint regarding a Reporting Official or the President of the University should be submitted to the Registrar who will then forward to the appropriate party.

Supporting KWU Documentation

Supporting Documentation	Location
KWU Website	https://www.kwu.edu/student-life/
Nursing Student Handbook	https://www.kwu.edu/academics/programs/undergraduate/nursing/
Policy on Sexual Assault, Harassment, & Other Forms of Sexual Misconduct*	https://www.kwu.edu/wp-content/uploads/KWU-Sexual-Misconduct-and-Unlawful-Harassment-Policy-BOT-Approved-July-2020_0-1.pdf
Student Code of Conduct*	https://www.kwu.edu/wp-content/uploads/Student-Dev-Student-Code-of-Conduct-Policy-Oct-2023.pdf
Student Handbook*	https://www.kwu.edu/wp-content/uploads/2024-25-KWU-Handbook.pdf
University Academic Catalog	https://www.kwu.edu/academics/registrar/course-catalogs/

*Printed copies may be obtained by contacting the Vice President for Student and Community Engagement.

Procedure

FILING A FORMAL STUDENT COMPLAINT

INFORMAL RESOLUTION

Initially, the student who is considering the submission of a complaint should attempt to resolve the concern directly with the appropriate faculty member, staff member, or student. If the complainant is not satisfied, or not willing to address the issue with the individual to whom the complaint is directed, a formal student complaint may be initiated.

FORMAL RESOLUTION

1. A student seeking a formal resolution needs to fill out all sections of the appropriate institutional form: *Petition to KWU Form* **or** *KWU Appeal Form* and send to the Registrar containing a brief narrative of the facts of the complaint. If a *Petition to KWU* form is submitted, please provide the appropriate evidence to support your claim. Please be sure to sign and date the *Petition to KWU Form* or *KWU Appeal Form* before submitting to the Registrar. Include your contact information (phone number, current mailing address: [house or apartment number, street, town, state, zip code], and email address) for future correspondence between the Reporting Official, Registrar and the complainant.
 - o Complaints can be submitted by:
 - o Mailing all required formal documentation to the appropriate Registrar at: 100 East Claflin Ave., Salina, KS 67401
 - o Emailing all required formal documentation from your private (personal) email account to the Registrar.
 - o Delivering all required formal documentation to the Office of the Registrar.
2. If the formal complaint is against a Reporting Official, it should be sent to the Registrar who will then forward to the appropriate Reporting Official's supervisor.

The Registrar will initiate the resolution process by forwarding the formal complaint to the appropriate Reporting Official who will then investigate the complaint, generally within ten business days. A 'business day,' for the purposes of this policy, is defined as Monday through Friday when the campus is officially open. The Reporting Official will act upon the appropriate actions/changes/follow-up to resolve the matter. A response to the complainant will be sent, generally, within ten business days of receipt of the complaint. If a longer time is needed to investigate

and make a decision, the Reporting Official will make a reasonable extension of the deadline and contact the complainant to notify them of the new deadline, generally within ten business days of receipt of the complaint.

If the complainant is not satisfied with a resolution, an appeal can be made to the Registrar, who will then forward to the Reporting Official's supervisor, generally within ten business days from the receipt of the decision. If the complaint concerns the Reporting Official, an appeal regarding the Reporting Official's decision should be made to the Registrar, who will then forward to the Reporting Official's supervisor. A decision regarding the appeal will be conducted generally within ten business days of receipt of the complaint appeal. The institutional decision on the appeal is final.

STUDENT APPEALS

Any student who is not satisfied with a non-academic decision made by a Reporting Official with a formal complaint should follow the appeal procedures outlined in the Student Code of Conduct at:

<https://www.kwu.edu/wp-content/uploads/Student-Dev-Student-Code-of-Conduct-Policy-Oct-2023.pdf> .

Any student who is not satisfied with an academic decision made by a Reporting Official with a formal complaint should fill out a Petition to KWU Form and file with the Office of the Registrar. The Office of the Registrar will forward to the Reporting Official's supervisor. Please be sure to follow the directions provided on the form, which is located at:

<https://www.kwu.edu/current-students/student-development/student-development-policies> .

TRACKING COMPLAINTS

Formal complaints (signed by a student and sent to the Registrar) will be tracked on a spreadsheet provided on a secure shared drive. The Reporting Official handling the complaint is responsible for submitting the required information on the spreadsheet, including appeal information. Paper files and supporting documentation will be securely kept in the respective Office of the Registrar. Tracking information will contain, but is not limited to the following information:

- A copy of the student's complaint (including student's legal name and KWU I.D.);
- The date the initial complaint was received by the Registrar;
- Student classification at KWU: first year, sophomore, junior, senior, graduate;
- Date in which KWU contacted the complainant;
- The nature of the complaint;
- Identification of complaint as formal;
- Classification of the complaint (academic, non-academic, admissions, athletics, etc.);
- Title of KWU Reporting Official;
- Nature of KWU response (email, phone, face-to-face, letter, etc.);
- Actions taken by KWU;
- A decision from the Reporting Official regarding the complaint;
- The University's resolution regarding the complaint, should an appeal occur;
- Date of resolution;
- Date of notification to student.

The annual Institutional Record of Student Complaints will be maintained on record for a period of three years. The tracking documentation and the Annual Report will be kept on file for 10 years. The Annual Report will contain the following information:

- The total number of formal complaints received by each Reporting Official;
- The nature of complaints received by generic category;
- A summary record of each complaint received, the action taken by Reporting Official and/or University;
- Date of initial complaint;
- Time allotted for determining final decision;
- Date of final decision;
- Date of notification to student;
- Complaint trends and how complaints were addressed including thematic data analysis (open coding and focused coding).

CONFIDENTIALITY

The annual Institutional Record of Student Complaints will not include the name or student I.D. of the complainant or name(s) of any individuals involved in the facts of complaint. Kansas Wesleyan University is required to share complaint information with accreditors, but individual identities students and other KWU personnel will be redacted.

INSTITUTIONAL REVIEW

The annual Institutional Record of Formal and Informal Student Complaints will be presented to the President, Provost, Vice Presidents, Directors, and when appropriate, to Division Chairs and Department Chairs no later than August following the academic year of record. The President will work with this team as needed to develop recommendations and/or additional action to ensure on-going quality service to students.

All formal complaints are holistically reviewed and tracked by Reporting Officials on a case-by-case basis as well as part of an annual review during the summer months prior to the beginning of a new academic year. As a result of said holistic review, current policies are revised based on the evidence of KWU's formal complaint system, current policies are enforced with no revision, or new policies are crafted to meet the changing needs of our students, institution, and community stakeholders.

The aim of the institution is to resolve issues of dissatisfaction as close to the initial point of contact as possible and to conduct thorough and fair investigations of complaints so that, where appropriate, we can make evidence-based decisions on the data (facts) of each individual case. Early complaint resolution saves the institution time and resources, contributes to the overall efficiency of the University, and ultimately promotes a continued positive experience of our students, faculty, staff, and community members. Our process demonstrates our commitment to valuing formal complaints.

EXAMPLES OF TYPES OF FORMAL COMPLAINTS OR APPEALS AND THE REPORTING OFFICIAL TO WHOM THE FORMAL COMPLAINT SHOULD BE FILED

FORMAL COMPLAINT TYPE	REPORTING OFFICIAL
Academic and Financial Assistance Reinstatement (Satisfactory Academic Progress – SAP)	Director of Financial Aid
Academic Conduct*	Provost/Executive Vice President for Student Success*
Academic Continued Probation*	Provost/Executive Vice President for Student Success*
Academic Suspension Status*	Provost/Executive Vice President for Student Success*
Accommodation Grievances*	Assistant Vice President of Student Engagement and Success*
Accommodation Request Appeals*	Assistant Vice President of Student Engagement and Success*
Active Duty Withdrawal	Registrar
Add/Drop Deadline	Registrar
Administrative Drop for Non-payment/Payment Deadline	Chief Financial Officer
Admissions Deadline/Late Acceptance*	Executive Vice President for Advancement & University Operations*
Admittance for Suspension from Another Institution*	Executive Vice President for Advancement & University Operations*
Athletic-related Concerns	Director of Athletics

Billing and No-show Billing	Chief Financial Officer
Buildings/Grounds/Facilities (Non-housing, Non-residential)	Chief Financial Officer
Coaching and/or Sport Complaints	Director of Athletics
Course Conflict Enrollment*	Registrar* OR Provost/Executive Vice President for Student Success*
Dining	Vice President for Student and Community Engagement
Dual Credit Enrollment Deadline/Late Registration*	Provost/Executive Vice President for Student Success*
Electronic Information/IT Conduct/Misuse	Assistant Vice President of Student Engagement and Success* OR Assistant Vice President of Information Services
Enrollment Deadline/Late Registration*	Registrar*
Grades*	Provost/Executive Vice President for Student Success*
Graduation Application Deadline	Registrar
Housing	Assistant Vice President of Student Engagement and Success
Housing/Dining Buy-out	Assistant Vice President of Student Engagement and Success
Increasing Course Limits*	Registrar* OR Provost/Executive Vice President for Student Success*
KWU Online (Distance Education) *	Director of Online Learning and Educational Technology*
Library*	Assistant Vice President of Student Engagement and Success*
Medical Withdrawal	Registrar
Non-academic Conduct	Assistant Vice President of Student Engagement and Success
Program Admission*	Director of Nursing Education* OR Director of Teacher Education* OR Director of Social Work
Re-admittance for Suspension*	Provost/Executive Vice President for Student Success*
Residency	Assistant Vice President of Student Engagement and Success
Student Clubs and/or Organizations (Institutionally Recognized)	Assistant Vice President of Student Engagement and Success
Teaching/Instructor Complaint*	Provost/Executive Vice President for Student Success*
Title IX: Sexual Assault, Harassment, & Other Forms of Sexual Misconduct* For more information regarding KWU's Title IX policy and procedures, click on this link: https://www.kwu.edu/wp-content/uploads/KWU-Sexual-Misconduct-and-Unlawful-Harassment-Policy-BOT-Approved-July-2020_0-1.pdf	Title IX Coordinator: Bridget Weiser Address: 100 East Claflin Ave; Salina, KS 67401 Phone: 785-833-4306 Email: bridget@kwu.edu See Title IX Policy*

Transfer Course Appeal*	Registrar* OR Provost/Executive Vice President for Student Success*
Withdrawal Deadline	Registrar

*Denote appeals that should use the following appeal forms, petition forms, or policy:

*Title IX Policy (Sexual Assault, Harassment, & Other Forms of Sexual Misconduct):

https://www.kwu.edu/wp-content/uploads/KWU-Sexual-Misconduct-and-Unlawful-Harassment-Policy-BOT-Approved-July-2020_0-1.pdf

Disclaimer: In the unlikely event of technical issues with links above, hard copies are available in the Office of the Registrar (PH-285).

COMPLAINTS TO THE HIGHER LEARNING COMMISSION

The Higher Learning Commission (HLC) has established a clear distinction between individual grievances and complaints that appear to involve broad institutional practices. Where a complaint does raise issues regarding the institution’s ongoing ability to meet the Criteria of Accreditation, the Commission forwards the complaint to the institution and requests a formal response. HLC Contact information:

Higher Learning Commission
 230 South LaSalle Street, Suite 7-500,
 Chicago, Illinois 60604-1413
 Phone: 800.621.7440. Fax: 312.263.7462.

info@hlcommission.org

Instructions on HLC website: <https://www.hlcommission.org/Student-Resources/complaints.html>

FILING A CIVIL RIGHTS COMPLAINT

The U.S. Attorney’s Office welcomes information from the public that brings to our attention possible violations of our nation’s civil rights laws.

Please be aware that while the scope of our civil rights practice is broad, our authority to investigate and seek relief for individual complaining parties for alleged civil rights violations is limited. We can only investigate and seek to remedy alleged unlawful conduct when authorized to do so by a specific statute and in the manner proscribed by that statute. In some instances, this means we can only investigate and seek to remedy patterns of unlawful discriminatory conduct, not individual incidents. Additionally, many civil rights claims must be investigated first by another federal agency before being referred to us for litigation. For example, criminal civil rights matters are generally investigated by the Federal Bureau of Investigation, before those matters come to our office for review. For more information about the limitations of our authority and/or required first steps, please use the links above regarding the specific type of claim you believe you may have. In the event of uncertainty, please file a complaint and we will be happy to assist you with your claim.

To file a complaint with the Department of Justice, go to the [Department of Justice - How to File a Complaint website](#) and follow the instructions.

Alternatively, you may file a complaint directly with our office. You do not need a special form to submit a complaint, but we recommend using the form below. You may also send any supporting documentation with your complaint.

- **To file a complaint electronically**, use the following link provided below:
<https://civilrights.justice.gov/>
 Once you have entered the website, click on the “Start a report” icon and complete the multi-step process
- **To file a complaint by mail**, click on the link below, complete the electronic form, print the completed form, and then mail the completed form to:

Link: [Report a civil rights violation](#)

U.S. Department of Justice
Telephone: 202-514-3847 OR 855-856-1247 (toll free)
TTY: 202-514-0716
Civil Rights Division
950 Pennsylvania Avenue, NW
Washington, D.C. 20530-0001

TDD: Telecommunications Device for the Deaf
TTY: Teletypewriter/Text Telephones

COMPLAINTS TO THE DEPARTMENT OF EDUCATION, TITLE IX BASIS

Kansas City Office (OCR Office for Kansas)
Office for Civil Rights
U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, 3rd Floor, Suite 320
Kansas City, MO 64106
Telephone: (816) 268-0550; TDD: 800-877-8339
FAX: (816) 268-0559
[Email: OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov)

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481; TDD: 800-877-8339
FAX: 202-245-6012 Email: OCR@ed.gov

To file complaints of discrimination with OCR, you may use the online complaint form available at: [Continue to Electronic Complaint Form](#) or Fillable PDF Complaint Form [PDF](#) (400.9K).

TDD: Telecommunications Device for the Deaf
TTY: Teletypewriter/Text Telephones

**COMPLAINTS TO THE DEPARTMENT OF EDUCATION AND/OR ATTORNEY GENERAL'S OFFICE,
BY STATE**

Department of Education and Attorney General Contact Information by State			
<i>State</i>	<i>Department of Education State Listing</i>	<i>Department of Education State Website</i>	<i>Attorney General State Contact</i>
Alabama	Alabama Commission on Higher Education	http://ache.edu/	Alabama
Alaska	Department of Education and Early Development	http://www.eed.state.ak.us/	Alaska
Arizona	Department of Education	http://www.azed.gov/	Arizona
Arkansas	Department of Education	Arkansas Department of Education - Home	Arkansas
California	Bureau for Private Postsecondary Education	https://www.bppe.ca.gov/	California
Colorado	Department of Higher Education	http://highered.colorado.gov/	Colorado
Connecticut	Department of Education	http://www.sde.ct.gov/	Connecticut
Delaware	Department of Education	http://www.doe.k12.de.us/	Delaware
Florida	Department of Education	http://www.fldoe.org/	Florida

Georgia	Department of Education	https://www.gadoe.org/Pages/Home.aspx	Georgia
Hawaii	State Department of Education	Hawaii DOE Home Page	Hawaii
Idaho	Department of Education	https://www.sde.idaho.gov/	Idaho
Illinois	Board of Higher Education	https://www.ibhe.org/	Illinois
Indiana	Commission for Higher Education	http://www.in.gov/che/	Indiana
Iowa	Department of Education	http://educateiowa.gov/	Iowa
Kansas	State Department of Education	http://www.ksde.org/	Kansas
Kentucky	Council on Postsecondary Education	http://cpe.ky.gov/	Kentucky
Louisiana	Board of Regents	https://regents.la.gov/	Louisiana
Maine	Department of Education	https://www1.maine.gov/doe/learning/highered	Maine
Maryland	Higher Education Commission	https://mhec.maryland.gov/Pages/default.aspx	Maryland
Massachusetts	Department of Higher Education	http://www.mass.edu/	Massachusetts
Michigan	Department of Education	http://www.michigan.gov/mde	Michigan
Minnesota	Office of Higher Education	http://www.oh.e.state.mn.us/	Minnesota
Mississippi	Department of Education	http://www.mdek12.org/	Mississippi
Missouri	Department of Higher Education & Workforce Development	http://dhe.mo.gov/	Missouri
Montana	Office of Public Instruction	Montana Office of Public Instruction	Montana
Nebraska	Department of Education	http://www.education.ne.gov/	Nebraska
Nevada	System of Higher Education	https://nshe.nevada.edu/	Nevada
New Hampshire	Department of Education	https://www.education.nh.gov/	New Hampshire
New Jersey	Office of the Secretary of Higher Education	http://www.state.nj.us/highereducation/	New Jersey
New Mexico	Public Education Department	https://webnew.ped.state.nm.us/	New Mexico
New York	State Education Department	Higher Education New York State Education Department	New York
North Carolina	Department of Public Instruction	https://stateboard.ncpublicschools.gov/	North Carolina
North Dakota	Department of Public Instruction	http://www.dpi.state.nd.us/	North Dakota
Ohio	Department of Education & Workforce	http://education.ohio.gov/	Ohio
Oklahoma	State Department of Education	https://sde.ok.gov/	Oklahoma
Oregon	Department of Education	https://www.oregon.gov/ode/pages/default.aspx	Oregon
Pennsylvania	Department of Education	https://www.education.pa.gov/Pages/default.aspx	Pennsylvania
Rhode Island	Department of Education	http://www.ride.ri.gov/	Rhode Island
South Carolina	Commission on Higher Education	http://www.che.sc.gov/	S. Carolina
South Dakota	Department of Education	SD Department of Education	S. Dakota
Tennessee	Higher Education Commission	https://www.tn.gov/thec.html	Tennessee
Texas	Texas Education Agency	Welcome to Texas Education Agency Texas Education Agency	Texas
Utah	State Board of Education	http://www.schools.utah.gov/	Utah
Vermont	Agency of Education	http://education.vermont.gov/	Vermont
Virginia	Department of Education	http://www.doe.virginia.gov/	Virginia
Washington	Student Achievement Council	https://wsac.wa.gov/	Washington
West Virginia	Department of Education	https://wvde.us/	West Virginia
Wisconsin	Higher Educational Aids Board	http://www.heab.state.wi.us/	Wisconsin
Wyoming	Department of Education	http://edu.wyoming.gov/	Wyoming
Washington DC	Office of the State Superintendent of Education	http://osse.dc.gov/	Washington DC

NC-SARA
National Council for State Authorization Reciprocity Agreements
Policy Manual: Sections 2 (Subsection 2.5), 4 & 7
Complaints
Version 24.1 • July 1, 2024

Section 2. States and Membership

2.5 Functional responsibilities of SARA States

- a. The state accepts institutional accreditation by name as a U.S.-based institution from an accreditor recognized by the U.S. Department of Education and whose scope of recognition, as specified by the Department, includes distance education. See NC-SARA website (<https://nc-sara.org/sara-policy-manual>).
- b. The state considers applications from degree-granting institutions of all sectors (i.e., public, independent not-for-profit and independent for-profit) on the same basis regardless of control or structure and approves institutions that meet institutional eligibility policies set forth in the SARA Policy Manual and agree to SARA processes and commitments without differentiating by institutional sector or structure.

EXPLANATORY NOTES

N1 - Can a SARA State Portal Entity (SPE) require a SARA applicant institution to provide additional evidence that it will meet policies for operating under SARA before allowing it to participate in SARA?

No. A state must accept an institution's self-certification that it will meet the policies set forth in the SARA Policy Manual and commitments contained in the institutional application to participate in SARA once it is allowed to participate. However, as soon as an institution is accepted into SARA, the state portal entity has a right to evaluate whether the institution in its work through SARA meets the C-RAC Guidelines or other SARA requirements and must investigate any claims that the institution does not meet these requirements. Under certain conditions, a state may approve an institution's participation in SARA on a Provisional basis. See 3.2 and 3.3 below.

- c. For independent institutions, the state accepts an institutional federal financial responsibility composite score of 1.5 as indicative of sufficient minimum financial stability to qualify for participation in SARA. An institution's financial status must be evaluated using the most recent Composite Score provided in writing by the U.S. Department of Education (ED) whether published online or provided in written form to the institution by a responsible Department of Education official. For institutions with a composite score between 1.0 and 1.5, the state shall consider additional information regarding financial stability provided by the institution. The state may, at its discretion, determine if there is sufficient evidence of financial stability to justify the institution's participation in SARA. The state shall not permit an institution with a composite score below 1.0 to participate in SARA. For institutions owned or controlled by another entity (i.e., a parent entity), the relevant composite score will be the composite score of the parent entity, as identified by the U.S. Department of Education. SARA states are to monitor the U.S. Department of Education's periodic publication of composite scores, review the scores assigned to the institutions they have approved to participate in SARA, determine whether those scores meet SARA requirements, and within 90 days of notification take appropriate action regarding the SARA participation of those institutions. If the newly published composite score falls below 1.0 and the institution is unable to provide documentation from ED of a more recent calculated score of 1.0 or above, the state must act within 90 days of notification to remove the institution from SARA participation.

In the event that an institution does not participate in federal Title IV financial aid programs and therefore has no ED-calculated composite score for Title IV purposes, the state must calculate, or have calculated by a certified, independent accountant acceptable to the state, a comparable score based on the institution's most recent audited financial statements and using the methodology prescribed by the U.S. Department of Education. See NC-SARA website (<https://nc-sara.org/sara-policy-manual>).

In the event that an institution does not participate in federal Title IV financial aid programs and therefore has no ED-calculated composite score for Title IV purposes, the state must calculate, or have calculated by a certified, independent accountant acceptable to the state, a comparable score based on the institution's most recent audited financial statements and using the methodology prescribed by the U.S. Department of Education. See NC-SARA website (<https://nc-sara.org/sara-policy-manual>).

EXPLANATORY NOTES

N1 - Can a state require a higher federal financial responsibility composite score for initial or continuing authorization of its own institutions?

Yes. SARA policy does not preclude a state from requiring a higher minimum composite score for all or certain types of nonpublic institutions operating in the state as their home state. In that case, such institutions operating from that state under SARA would have to meet a higher required score, not because of SARA policies, but because of the home state's laws or rules applicable to all such institutions.

N2 - Are states obligated to use the published federal financial responsibility composite score when considering an institution's eligibility for SARA?

Not always. A state can, if desired, require or allow an applicant institution to provide the most recent ED-calculated federal score, which may in some cases be more recent than what has been published online or in print by ED. This would be a recent Financial Responsibility composite score provided in writing by the Department of Education in letter form to the institution by a responsible Department of Education official.

- d. SARA member states shall hear and internally resolve appeals from institutions for which they deny initial participation or renewal of participation in SARA. During any such appeal the institution's status as a SARA participating (or non-participating) institution remains unchanged. States shall notify their regional compact within 5 business days of the initial appeal. Regional compacts shall notify NC-SARA within 5 business days of notification by the state. States must ensure that the agency designated with the responsibility for hearing appeals ensures consistent application of its process to all institutions.
- e. The state has a clearly articulated comprehensive state process for consumer protection in regard to SARA activities, both with respect to initial institutional approval and on-going oversight, including the resolution of consumer complaints in all postsecondary sectors.
- f. The problem-solving or SARA-related complaints resolution methods of SARA member states need not be identical for all institutions, as different boards or agencies may be involved depending on the nature of the problem or complaints, but the authority of the SARA member state to resolve complaints or problems related to SARA activity must be substantially the same for all institutions.
- h. The state has clear and well-documented policies and practices for addressing catastrophic events, as follows:
 - 1. The state may request assistance from the institution's accreditor as the accreditor applies its standards under 34 CFR §602.24(c) and (d) of federal requirements for catastrophic events.
 - 2. The state has laws, regulations, policies and/or processes in place to deal with the unanticipated closure of an institution and will make every reasonable effort to assure that students receive the

services for which they have paid or reasonable financial compensation for those not received. Such laws, regulations, policies and/or processes may include tuition assurance funds, surety bonds, teach-out provisions or other practices deemed sufficient to protect consumers.

3. The state requires institutions to have adequate disaster recovery plans, particularly with respect to the protection of student records, or the state provides such a plan.
 4. A SARA member state agrees to apply its policies and practices for catastrophic events consistently and equally within each sector (public, independent not-for-profit, and independent for-profit) to residents of any state.
- i. The state designates a state “SARA State Portal Entity” to coordinate SARA matters for the state and provide a principal point of contact for resolution of student complaints and other issues arising at participating institutions. The SARA State Portal Entity need not have a governance role with any institution and may work with entities that do have such a role. The SARA State Portal Entity has the following duties:
1. Serve as the point of contact for all other SARA member states and their agencies for questions about SARA within its state;
 2. Serve as initial point of contact for institutions within its state that have questions about SARA;
 3. Determine whether an institution in its state is eligible for participation in SARA;
 4. Serve as the initial contact point for complaints about any institutions in the state that are operating under SARA and lead any investigations regarding whether an institution is in compliance with SARA policies;
 5. Serve as the final decision-maker on SARA-related complaints lodged against the state’s SARA institutions; and
 6. Collect and manage any in-state fees* assessed on participating institutions to financially support state oversight of SARA.

*Member States do not collect the fees paid by Institutions directly to NC-SARA

- j. The state agrees that it will work cooperatively with other SARA states, regional compacts and NC-SARA to enable success of the SARA initiative. The state will follow up on requests for information or investigation from other SARA member states or any SARA regional or national office, providing such data or reports as are required.
- k. The state agrees that, if it has requirements, standards, fees, or procedures for the approval and authorization of non-domestic institutions of higher education providing distance education in the state, it will not apply those requirements, standards, fees or procedures to any Non-domestic (out-of-state) institution that participates in SARA; instead, the state will apply those specifically prescribed in or allowed by SARA policies.
- l. Except as precluded by Section 2.5(k) above, SARA member states continue to have authority to enforce all their general-purpose laws* against Non-domestic, out-of-state institutions (including SARA participating institutions) providing distance education in the state, including, but not limited to, those laws related to consumer protection and fraudulent activities.

*A “general-purpose law” is one that is not limited to entities delivering postsecondary education in the state but applies to a larger category of entities is one that applies to all entities doing business of any type in the state, not just institutions of higher education.

- m. Because some states may not join SARA, some institutions in SARA states may choose not to operate under SARA, and SARA does not cover offerings by non-U.S. providers, SARA states retain their own oversight rules covering distance education offerings of non-SARA institutions.
- n. SARA member states retain jurisdiction over the entirety of academic programs that are offered partly at a physical site in the state and partly by distance education. This is necessary to allow states to properly oversee complete programs, not just parts of programs.

- o. If a separate campus that operates under the accreditation of a main campus establishes physical presence (under SARA provisions) in a SARA state, the host state may regulate the online/ distance education activities of the institution, as well as activities of the separate campus. The separate campus is not considered a separate institution for purposes of SARA.

EXPLANATORY NOTE

N1 - Does SARA completely replace state authorization?

No. Any degree-granting institution in the U.S. must be authorized to issue degrees by a government. This is typically a state, but it can also be Congress or an Indian tribe. SARA pertains to approval of distance education courses and programs offered across state lines by institutions that already have degree authorization in at least one state. What SARA does is centralize the authorization process for each SARA institution's distance education authorization in a single state called the institution's "home state ." institutions in a SARA state therefore only need their home state's authorization to offer distance education to any other SARA member state, (with certain limitations, specified herein).

- p. The state agrees to require each SARA applicant institution to apply for home state approval using the standard SARA institutional application, including the institution's agreement to operate under the C-RAC Guidelines. (See Appendix B)

EXPLANATORY NOTE

N1 - If the state requires a non-public institution located within the state to accept state entity oversight for purposes of interstate activity under SARA, does the state also have authority over that college's in-state activities?

No. Such oversight only applies to SARA-related matters, and SARA only applies to interstate distance education activity by institutions that choose to participate and are approved to do so by their home state. Participation in SARA by any institution is voluntary.

- q. States shall have a process for considering applications for provisional status. A state, at its discretion, may approve an institution to participate in SARA on provisional status (See Subsections 3.2 and 3.3 below).

Section 4. Consumer Protection

4.1 Applicability

Provisions of the SARA Policy Manual, including those for consumer protection and the resolution of complaints, apply to interstate distance education offered by participating SARA institutions to students in other SARA states. Only those complaints resulting from distance education courses, activities and operations provided by SARA-participating institutions to students in other SARA states come under the coverage of SARA. complaints about a SARA institution's in-state operations are to be resolved under the state's normal provisions, not those of SARA.

EXPLANATORY NOTES

N1 - SARA member states continue to have authority to enforce all their general-purpose laws* against Non-domestic out-of-state institutions (including SARA-participating institutions) providing distance education in the state, including, but not limited to, those laws related to consumer protection and fraudulent activities.

*A "general-purpose law" is one that applies to all entities doing business of any type in the state, not just institutions of higher education.

4.2 Role of home state

SARA consumer protection provisions require the home state , through its SARA State Portal Entity, to investigate and resolve allegations of dishonest or fraudulent activity by the state’s SARA-participating institutions, including the provision of false or misleading information.

4.3 Examples of Consumer Protection Issues

Examples of issues that may arise in regard to alleged fraudulent activity, violations of SARA policies or more general complaints about improper activities include, but are not limited to:

- a. Veracity of recruitment and marketing materials;
- b. Accuracy of job placement data;
- c. Accuracy of information about tuition, fees and financial aid;
- d. Complete and accurate admission requirements for courses and programs;
- e. Accuracy of information about the institution’s accreditation and/or any programmatic/specialized accreditation held by the institution’s programs;
- f. Accuracy of information about whether course work meets any relevant Professional Licensing requirements or the requirements of specialized Accrediting Agencies;
- g. Accuracy of information about whether the institution’s course work will transfer to other institutions; and
- h. Operation of distance education programs consistent with practices expected by institutional accreditors (and, if applicable, programmatic/specialized accreditors) and/or the C-RAC Guidelines for distance education.

4.4 Responsibilities for resolving complaints.

- a. Institutions operating under SARA policies shall provide their and SARA’s complaint resolution policies and procedures to all students taking courses under SARA policies.
- b. Initial responsibility for the investigation and resolution of complaints resides with the institution against which the complaint is made. Further consideration and resolution, if necessary, is the responsibility of the SARA State Portal entity and other responsible agencies of the institution’s home state (see the following sections: Complaint Resolution Processes and Section 2.5 herein).
- c. The SARA State Portal Entity is responsible for conducting the investigation and resolution of complaints that are not resolved at the institutional level. The SARA State Portal Entity may enlist the assistance of other responsible entities in the state in carrying out the work of complaint resolution.

EXPLANATORY NOTES

N1 - If a home state does not currently handle investigations and consumer protection for all of its distance education providers, will the home state need to start doing that?

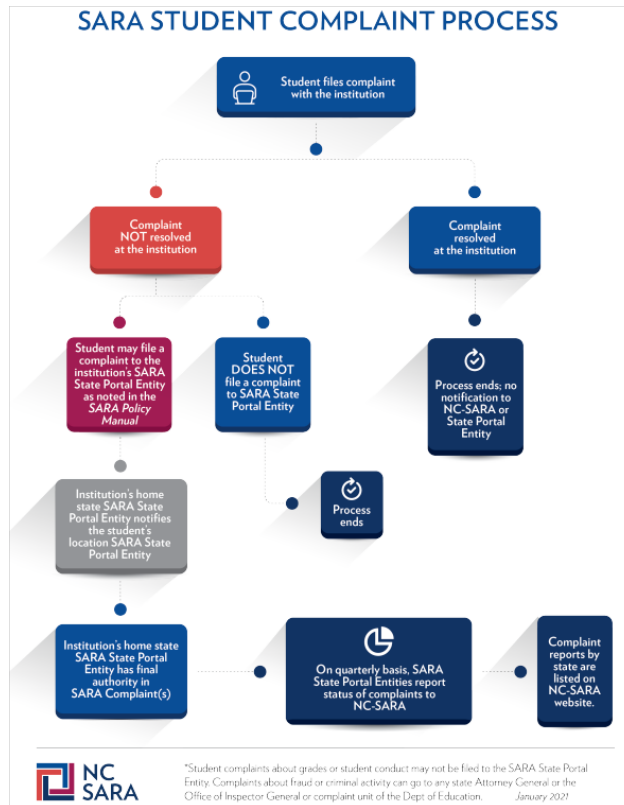
Yes. SARA centralizes primary responsibility for problem-solving in the home state , therefore the home state needs to be prepared to handle a larger volume of communication and issues for its domiciled, SARA-participating providers, even as its work with providers based in other states decreases. See federal rules for possible additional requirements.

- d. The SARA State Portal Entity is ultimately responsible for ensuring that a valid complaint results in proper redress.

The SARA State Portal Entity may delegate responsibility to investigate and resolve such complaints to another government agency (e.g., a Board of Regents) or to a special body created to handle SARA complaints for a group of institutions but must have and retain the function of hearing any appeals from decisions made by other agencies. The SARA State Portal Entity cannot merely have advisory powers; it must have the formal authority to provide final resolution of SARA-related complaints and ultimately to remove any Institution, public or independent, from the state’s list of SARA-eligible providers if that institution fails to abide by SARA policies.

- e. No SARA member state, gives up its ability to investigate misrepresentation, fraud or other illegal activity by institutions based in other states, including SARA-participating institutions.
- h. SARA member states retain the ability to use any of their general-purpose criminal or consumer protection laws against an institution that violates those laws. State oversight of distance education delivered by a SARA-participating institution to students in any SARA member state is centralized by SARA policy in the college’s home state.
- i. Mandatory arbitration agreements do not pertain to SARA policy, and, as such, SARA participating institutions are not permitted to enforce these on students enrolled under SARA provisions. Disputes between students and institutions on SARA-related matters are to be resolved by the institution’s SARA State Portal Entity following the SARA complaint process outlined in Section 4.5 or through other means. Institutions that utilize mandatory arbitration agreements for the resolution of non-SARA complaints or disputes shall provide a disclosure that such agreements must not be applied towards a complaint or dispute that falls within the scope of the SARA Policy Manual.

4.5 Process for Resolving Complaints



4.5 Process for Resolving Complaints (Continued)

- a. Complaints against an institution operating under SARA policies go first through the institution's own procedures for resolution of grievances. Allegations of criminal offenses or alleged violations of a state's general-purpose laws may be made directly to the relevant state agencies.
- b. Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution's home state.
- c. If a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA Portal Entity in the home state of the institution against which the complaint has been lodged. That SARA State Portal Entity shall notify the SARA State Portal Entity for the state in which the student is located of receipt of that appealed complaint. The resolution of the complaint by the institution's home state SARA State Portal Entity, through its SARA complaint resolution process, will be final, except for complaints that fall under the provision "g" below.
- d. While the final resolution of the complaint rests with the SARA State Portal Entity in the home state of the institution against which the complaint has been lodged, the SARA State Portal Entity in the complainant's location state may assist as needed. The final disposition of a complaint resolved by the home state shall be communicated to the SARA State Portal Entity in the state where the student lived at the time of the incident leading to the complaint, if known.
- e. While final resolution of complaints (for purposes of adjudication of the complaint and enforcement of any resultant remedies or redress) resides in certain cases with institutions (complaints about grades or student conduct violations), or more generally with the relevant institution's home state SARA State Portal Entity (all other complaints), the regional compact(s) administering SARA may consider a disputed complaint as a "case file" if concerns are raised against a SARA member state with regard to whether that state is abiding by SARA policies, as promulgated in the SARA Policy Manual. The regional compact may review such institutional concerns in determining whether a state under its SARA purview is abiding by SARA policies. Similarly, a complaint "case file" may also be reviewed by NC-SARA in considering whether a regional compact is ensuring that its SARA member states are abiding by the SARA policies required for their membership in SARA.
- f. SARA State Portal Entities shall report quarterly to NC-SARA the number and disposition of appealed complaints that are not resolved at the institutional level. NC-SARA shall make that information publicly available on its website. Such data will create transparency and can be used in determining whether a regional compact is ensuring that its SARA member states and those states' institutions are abiding by the policies required for state membership and institutional participation in SARA.
- g. Nothing in the SARA Policy Manual precludes a state from using its laws of general application to pursue action against an institution that violates those laws.

4.6 Oversight of Complaint investigation.

Investigation of a SARA-related complaint against an institution requires that a state board, agency or entity outside the institution's immediate management be available to handle complaints that are not resolved within the institution. A system board responsible for more than one separately accredited institution may serve this role under SARA provisions. A board responsible for only one accredited institution, or which lacks enforcement authority over an institution, cannot serve as the SARA external oversight agency for such an institution. In such circumstances, the institution's home-state SARA State Portal Entity may serve that function.

EXPLANATORY NOTES

N1 - Is the requirement under SARA that a state have a complaint process for all of its institutions something that SARA invented?

No. The requirement that states have such a complaint process is found in federal rules (Code of Federal Regulations) 34 CFR 600.9(a)(1). complaints handled under SARA must comply with procedures established in federal rules.

4.7 Incorporation and use of C-RAC *Guidelines*

Consumer protection within SARA, in addition to dealing with alleged fraudulent activity, also provides for the investigation and resolution of complaints that an institution is operating a course or program contrary to practices set forth in the C-RAC *Guidelines* in such a way that a student is harmed. (The *Interregional Guidelines for the Evaluation of Distance Education [Online Learning]* are referred to as “C-RAC *Guidelines*” in this document). C-RAC *Guidelines* adopted by the Council of Regional Accrediting Commissions are incorporated in the requirements of SARA as policies. states that join SARA need to base their oversight of SARA activity and their investigative actions on the following expectations.* The president or chief academic officer of each institution participating in SARA (whether accredited by a “regional” or other recognized accreditor) shall attest that their institution meets and agrees to comply with the following C-RAC provisions.

*The complete C-RAC framework and examples of good practices are a part of the institutional application process. The numbering system used in this section of the SARA Policy Manual is retained from the C-RAC framework.

1. Online learning is appropriate to the institution’s mission and purposes.
2. The institution’s plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.
3. Online learning is incorporated into the institution’s systems of governance and academic oversight.
4. Curricula for the institution’s online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
5. The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.
6. Faculty responsible for delivering the online learning curricula and evaluating the students’ success in achieving the online learning goals are appropriately qualified and effectively supported.
7. The institution provides effective student and academic services to support students enrolled in online learning offerings.
8. The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.
9. The institution assures the integrity of its online offerings.

Section 7. Complaint Resolution Reporting for SARA Member States

7.1. Duties of States

SARA member states shall report the following information to NC-SARA on a quarterly basis:

- a. The number of complaints from out-of-state students, by institution, appealed to the state’s SARA Portal Entity after the person making the complaint has completed the institution’s and/or governing board’s (if relevant) complaint resolution process.
- b. The resolution of those complaints in the aggregate, by SARA institution, reported as: number resolved in favor of the person making the complaint, number resolved in favor of the institution, number resolved by agreement, and number pending resolution.

7.2. Duties of NC-SARA

- a. The number of complaints* appealed to the SARA State Portal Entity will be placed within the context of the institution’s total out-of-state distance education enrollments, as reported to SARA, as follows:

Alabama						
Alaska						
Institution	Complaints Appealed to Portal Agency	Out Of State Distance Ed Enrollments	Resolved in Favor of the Student	Resolved in Favor of Institution	Negotiated Resolutions	Under Consideration
University of Alaska Fairbanks	0	0	0	0	0	0
University of Alaska	0	0	0	0	0	0

* After completion of the institution's full complaint resolution process.

- b. NC-SARA will not collect individually identifiable student data and will comply with the Family Educational Rights and Privacy Act (FERPA).