
MISSISSIPPI VIRTUAL
COMMUNITY COLLEGE

**POLICIES
&
PROCEDURES**

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Goal of MSVCC

The goal of the MSVCC is to serve the online course needs of the 15 community and junior college districts in the State of Mississippi and to serve the potential community college students.

- Online courses are delivered over the Internet with no ground-base component (exclusive of proctored exams). For the purposes of this policy, courses with classroom-based components (hybrid courses) are not considered online.
- MSVCC courses are available to all community college students.
- The MSVCC home page will display a “master pick list” of all online courses offered by the colleges.
- The appropriate college dean will choose courses to offer on the local level.
- The appropriate college dean may expand the initial course list from within the master pick list.

Accounting for Audit Purposes

Students enrolled in courses where instruction is delivered via eLearning technologies will be counted for audit purposes the same as that for students enrolled via traditional methods, with the following stipulation. State appropriations will be awarded only for Internet (on-line) courses that are offered through the Mississippi Virtual Community College. Internet courses may be defined as those that are not classroom based, content is delivered online, do not require regular campus attendance, can be accomplished from a remote site, and are distinguished from hybrid courses, which are merely internet enhanced. Colleges will be compensated according to their roles as host and/or provider institutions for students and courses.

Memorandum of Agreement

All colleges participating in the MSVCC will agree to basic MSVCC operational guidelines as set forth in the MSVCC Policies and Procedures manual and will sign a Memorandum of Agreement (MOA) (APPENDIX A: Example Memorandum of Agreement) with the MCCB that outlines the primary responsibilities of the MCCB and the participating colleges. Along with the MOA, colleges will complete the Evaluation Survey for MSVCC (APPENDIX A - Attachment A). The MOA and the Evaluation Survey shall be signed/completed annually.

State Funding for Mississippi Virtual Community College

Full-Time Equivalent (FTE) Formula from the Community and Junior College Support Appropriations Bill

All MSVCC **provider** semester credit hours for the summer, fall and spring semesters of the prior year are divided by 30 to determine the number of FTEs and are included in the academic, technical and vocational categories. Academic, technical and vocational categories are weighted at **1.0**. MSVCC students must be actually enrolled and in attendance the last day of the sixth week of each semester, or its equivalent, and reside within the state of Mississippi to qualify for funding.

In addition to the above allocation, MSVCC **host and provider** hours may qualify on the basis of the prior year full-time equivalency of MSVCC hours generated during the summer, fall and spring semesters. To be considered in this separate section of the formula, the MSVCC student must be taking **less than 12 semester credit hours**. Those semester credit hours being **hosted** by one institution shall receive funding at the weight of **0.50** and those semester credit hours being **provided** by one institution shall receive funding at the weight of **0.50**. If a college hosts and provides a MSVCC student, they receive a weight of 0.50 for the semester credit hours generated in each category for a total weight of 1.0.

Criteria for State Reimbursement of Mississippi Virtual Community College Courses

A community/junior college is in compliance with the Operational Policies, Procedures and Positions for the Mississippi Virtual Community College (MSVCC) Consortium when it meets the following criteria:

1. State appropriations will be awarded for internet (on-line) courses that are offered through the MSVCC and conforming to all operational policies, procedures, and positions as approved by the Mississippi Community College Board (MCCB) in consultation with the Mississippi Association of Community/Junior Colleges (MACJC) and as interpreted by the MCCB.
2. All participating colleges will adhere to the annual statewide calendar developed with the advice of the Academic Deans' Association and approved by MACJC.
3. All participating colleges will make the MSVCC available to students each semester - fall, spring, and summer. Each college will determine the term offerings (15, 8, 4-week) that will be included in their master course schedule.
4. For the purpose of state reimbursement under Sections 1 – 4 of SB 2861, 2013 Regular Session of the Appropriation Bill, hybrid courses are defined as those courses with less than seventy-five percent (75%) of student contact hours provided on-line. All academic and technical courses with primary online delivery (75% or more of student contact hours) will be eligible for state reimbursement. Guidelines for reimbursement of vocational and workforce training courses will be determined as courses are developed.
5. All participating colleges must make 100% of all credit MSVCC courses, for which they have program approval and accreditation available for students during that college's recognized term(s) registration. Each college reserves the right to fill local offerings before offering the same course from another institution. This may be achieved by publishing the registration website of MSVCC in the college catalog and on its printed college schedules, and by adding a link of the complete course listing to the college's website.
6. All participating colleges must allow all courses listed on the MSVCC master course list to remain active until the end of the MSVCC enrollment period unless the class is full or proper notification is given to all colleges by the provider. Proper notification is defined as e-mail communication to all colleges from the provider that lists impacted courses within the master listing. Notifications about closures should be

made to eLCs and the MCCB eLearning Director as soon as possible. No deletions can be made after noon on the Friday prior to the first start day of the term or mini-term.

7. All participating colleges must agree to serve as a testing site for on-line courses, giving full faith, cooperation and credit to all other colleges. Each college is responsible for providing proctoring services for their courses hosted or provided for the duration of the course term. Colleges must agree to test MSVCC students regardless of the college's role as host, provider, or neither. Colleges will participate in any MSVCC protocols, lists, and guidelines regarding testing. Each college must publish their MSVCC testing schedule on the MSVCC website.
8. All participating colleges must provide classes through the Mississippi Virtual Community College at a tuition cost no greater or less than (the same as) that of traditional classes. A \$12.00 fee per online course, per student will be assessed to each college by the MCCB for the purpose of supporting the MSVCC budget, as approved by the MACJC.
9. All participating colleges must provide an eLearning Coordinator to promote active communications relating to the MSVCC internally and externally among all other colleges. Participation in regular statewide meetings, in student services initiatives (including transcribing and admissions records), accreditation issues, research, and planning will be required of each college.
10. Due to course integrity and security issues, the MSVCC prohibits the auditing of online courses.

Consortium Fees

A \$12.00 fee per course, per online student is to be assessed from each college through the Association.

Calendar

General

The Presidents will adopt an annual statewide calendar for the MSVCC.

- In advance of each calendar year, the MSVCC eLearning Association and the Academic Officers Association will set firm dates for the year. This will be done early enough for the colleges to include the dates into local publications.
- These dates will establish:
 - Common statewide enrollment dates for fall, spring and summer, including mini-term sessions;
 - A common statewide ending date for each semester;
 - A common statewide last date to enroll;
 - Common statewide due dates for grades; and
 - Common statewide add, drop and withdrawal dates.

- When Do MSVCC Students Enroll?
 - MSVCC student enrollment will begin and end on the common dates established within committee.
- The colleges may, at any time prior to the statewide enrollment date, enroll local students into their home online courses. Students cannot enroll into courses offered by other colleges until the statewide enrollment period begins.

Definitions:

1. **Semester:** The designation of fall, spring, and summer which encompasses multiple terms with varying lengths
2. **Full-term:** 15-week term
3. **Mini-term:** Shorter instructional periods of 4 or 8 weeks within the larger semesters of fall, spring, and summer
4. **Academic Calendar:**
 Audit Purposes – Begins in summer and ends with spring term (aligns with fiscal year)

Instructional Purposes – Begins in fall and ends with summer

5. **Term Offering Schedule:** A list of designated start and end dates for full-terms and mini-terms that will be determined a year in advance allowing colleges to decide which terms they will utilize; thus, allowing the colleges to incorporate these dates into their master calendars.
 - eLearning Coordinators Association (MELA) will develop a draft *Term Offerings Schedule* each November to be voted on in January.
 - MELA will submit proposed calendar to Chief Academic Officers Association (CAOA) in February for review.
 - CAO A will make final approval in June of each year.
 - Beginning with Spring 2015, the *Term Offering Schedule* will consist of 19 possible terms to include 15-week terms, 8-week, 4-week, and 3-week mini-terms. Additional mini-terms may be added with the approval of the MELA and the CAO A. The proposed terms and their term designation are as follows:

Fall Semester		ET Display	Spring Semester		ET Display	Summer Semester		ET Display
August 15-week	AUG15	AUG (15wks)	December 3-week	DEC03	DEC (3wks)	May 3-week	MAY03	MAY (3wks)
August 8-week	AUG08	AUG (8wks)	January 15-week	JAN15	JAN (15wks)	June 8-week	JUN08	JUN (8wks)
October 8-week	OCT08	OCT (8wks)	January 8-week	JAN08	JAN (8wks)	June 4-week	JUN04	JUN (4wks)
August 4-week	AUG04	AUG (4wks)	March 8-week	MAR08	MAR (8wks)	July 4-week	JUL04	JUL (4wks)
September 4-week	SEP04	SEP (4wks)	January 4-week	JAN04	JAN (4wks)			

October 4-week	OCT04	OCT (4wks)	February 4-week	FEB04	FEB (4wks)
November 4-week	NOV04	NOV (4wks)	March 4-week	MAR04	MAR (4wks)
			April 4-week	APR04	APR (4wks)

Drop/Add Period – Students can drop and/or add MSVCC courses only within the allowed timeframe.

- 8-week and 15-week terms – First 2 days of term
- 3-week and 4-week terms – First day of term only

Census Date

According to the Community and Junior College Appropriation bill, *Academic, Technical, Vocational, Associate Degree Nursing and Associate Degree Allied Health funds shall be disbursed on the basis of prior year full-time equivalency (FTE) of hours generated during the summer, fall and spring semester for each public community and junior college student actually enrolled and in attendance the last day of the sixth week of each semester, or its equivalent, counting only students who reside within the State of Mississippi. However, associate degree nursing students who reside outside the State of Mississippi may be counted for pay purposes.*

Courses that meet for fewer than the number of weeks in the regular, traditional semester (16-weeks) shall utilize a 33% calculation to establish the equivalent. Census date, also referred to as the cut-off date, is the date at which students must be enrolled and in attendance in order to be counted for pay purposes. The following table depicts the census date and attendance monitoring that is required for MSVCC courses.

# of Weeks in Term	Required # of Times Attendance Must Be Taken By Census Date	Allowed # of Absences	Census Date - Day of the Week (Assuming that an instructional week runs from Monday/Tuesday through Sunday)
15	5	2	Sunday of 5 th week
8	3	1	Sunday of 3 rd week
6	2	1	Sunday of 2 nd week
5	4	1	Sunday of 2 nd week
4	3	1	Wednesday of 2 nd week
3	3	1	Sunday of 1 st week
2	2	1	Sunday of 1 st week
1	1	0	Wednesday of 1 st week

Control Dates

The following control dates will be utilized to establish the agreed to MSVCC calendar and turn on/off functions in the MSVCC Enrollment Tool. For the opening and closing of items, an item will open at 12:01am on the opening display date and close at 11:59pm on the closing display date.

MAJOR FUNCTIONS			15- weeks	8- weeks	4- weeks	3- weeks
Course Build/Registration						
	Courses will be uploaded from your SIS every term					
	Registration Ends	Days	4	4	3	3
	Drop/Add/Administrative Clean-up	Days	13	13	6	6
	Census Date <i>Calculated at 33% of the term, but forced to the following Sunday or Wednesday, whichever is closest. This date will be referred to as the Adjusted Census Date.</i>	%	33%	33%	33%	33%
	Withdrawal Date <i>Calculated at 75% of the term, but forced to the closest Friday. This date will be referred to as the Adjusted Withdrawal Date.</i>	%	75%	75%	75%	75%
Surveys						
	Course Surveys					
	Surveys Open	%	53%	53%	53%	53%
	Surveys Close	%	87%	87%	87%	87%
	Student Services & Faculty Surveys	<i>These dates are set for the first & last possible days of that overall semester.</i>				
	Spring	Open – First day of DEC03 Close – Last day of MAR08				
	Fall	Open – First day of AUG15 Close – Last day of OCT08				
	Summer	Open – First day of MAY03 Close – Last day of JUN08				
Grades						
	Grades (Mid-term and Final)	<i>Due date in ET is always set to be on a Monday. 15 week terms - MT grades due Monday of 9th week 8 week terms - MT grades due Monday of 5th week Final grades are due the Monday following the last day of that term.</i>				
	Grade Window Opens	Days	5 days before due date	5 days before due date	5 days before due date	5 days before due date
	Grade Window Closes	Days	3 days after due date	3 days after due date	3 days after due date	3 days after due date
Audit						
	Audit					
	Audit Rosters Available	Days	1 day after Census date	1 day after Census date	1 day after Census date	1 day after Census date
	Audit Rosters Off	Date	Last day of term	Last day of term	Last day of term	Last day of term

Guidelines Used to Determine Agreed Upon Dates for Public Calendar

Semester Registration Begins/Public Site Opens	
Spring	1st Tuesday of November
Summer/Fall	1st Tuesday of April
Enrollments Loaded into Canvas and Blackboard	
	1pm Friday before classes begin
Drop/Add Period	
8- and 15-week terms	1st two (2) days of term
4- and 3-week terms	1st day of the term only
No Shows Due	
15-week terms	17 th day of the term (typically 3rd Wednesday)
8 -week terms	10 th day of the term (typically 2nd Wednesday)
3- and 4-week terms	5 th day of the term (typically 1 st Friday)
Pre-Verification of Course Files for Audit	
	9th week of the semester

Strategic Plan

The purpose of the MSVCC Strategic Plan is to guide the eLearning Association in achieving its vision for the current cycle period (usually four years.)

The vision for this strategic cycle is to expand opportunities for student success in online courses by utilizing emerging technologies to accommodate a variety of learning styles, creating more robust online communities, increasing focus on student services, and growing program offerings while ensuring integrity and promoting the benefits of the MSVCC. Focus will be on quality, retention, support, and growth.

MCCB Support

The MCCB will support the MSVCC by providing the following support services:

Provide a content management system or systems with software support.

Consistent with planning decisions and with the definition of MSVCC, common presentation platforms are to be used by all instructors.

The use of common platforms:

- Ensures/allows ease of communication.
- Enables global broadcast of announcement to MSVCC instructors and students.
- Provides a means of global software updates.
- Provides a predictable course look and feel.
- Facilitates the team development of online courses.
- Enables the formation of support groups for trouble-shooting and problem solving.
- Provides a “campus” look and feel for the instructor and students.
 - Common calendar
 - Common forum areas for discussion

Maintain a website with MSVCC information and college resources.

Provide a common enrollment application, which will serve all of the community college districts. The enrollment application will minimally address the following:

- Allow provider colleges to announce courses as available.
- Allow provider to set maximum number of students a course will accommodate. The appropriate dean from the provider college may authorize an “over-ride” if a change in the maximum is indicated.
- Allow provider to publish instructor information.
- Allow enrollment of online students.
- Automatically alert all colleges when a course is closed by enrollment.
- Serve to give the host and provider a means of keeping minimal enrollment records.

Provide an Assistant Executive Director for eLearning and Instructional Technology with the responsibility to:

- Ensure that a list of online college courses is published on the MSVCC web page.
- Ensure that a list of all MSVCC courses is provided to the eLC of the community colleges.
- Assist in planning policy and procedures of the MSVCC.
- Assess the effectiveness of policy and procedures of the MSVCC.
- Recommend changes in policy and procedures of the MSVCC.
- Coordinate with faculty, staff and students.

Provide a Director of Training and Professional Development with the responsibility to:

- Identify, schedule, and provide necessary statewide faculty, administrative, and or support staff training.
- Create and/or maintains all training materials that will be delivered face-to-face at the 15 colleges and online.
- Represent the State Board agency through oral and written communications and reports.
- Assist in maintaining and enhancing the learning management systems used to support the 15 community colleges and the Mississippi Virtual Community College (MSVCC) consortium.
- Assist in maintaining and enhancing the MSVCC enrollment system.
- Work closely with the colleges’ eLearning Coordinators in developing and updating all aspects of eLearning.
- Aid in managing all software applications utilized for eLearning.

College Responsibilities

It is the responsibility of each community college district to serve the online students and to support the MSVCC.

Grades

- Instructors will enter grades electronically into the MSVCC Enrollment Tool secure site.
- The appropriate personnel from the individual college will retrieve grades from MSVCC Enrollment Tool.

Mid-Term Grades

Beginning summer 2015, mid-term grades will be reported in the Enrollment Tool for all 8-week and 15-week courses. Mid-term grades will be due the Monday following the end of the 4th week for 8-week courses and the Monday following the 8th week for 15-week courses.

Grade Changes

If a grade change is necessary, the instructor must report this grade change to their ELC utilizing the *MSVCC Grade Change Form* (APPENDIX B: MSVCC Grade Change Form). If the Enrollment Tool grade portal is open (typically 3 days after grade due date), the ELC will enter the appropriate grade change and no further action is necessary. The Enrollment Tool Final Grade Listing Report will display a date in the “Date Modified” column if a change has been made alerting other ELCs of a change. If the Enrollment Tool grade portal is closed, the ELC must email the MSVCC Grade Change Form to the appropriate ELC(s).

ADA Compliance

Each college will take whatever steps it considers prudent to address ADA compliance for online courses. Courses developed through funding from the MCCB will utilize software designed to check for ADA compliance.

Athletic Eligibility

All athletes must be enrolled full-time and in attendance within fifteen (15) calendar days from the beginning date of a particular term to be eligible to participate. To be considered full-time, a student must be enrolled in 12 semester hours. Students taking on-line courses are considered full-time if registered for at least six (6) semester hours on site at the certifying institution and six (6) or more hours with the certifying institution acting as the host institution for courses taught by other MACJC member colleges.

Institutional Policies & Procedures

Each college will be responsible for the development of institutional distance education policies pertaining to intellectual property rights, exclusive of those on-line courses developed through funding provided by the

MCCB. Courses developed through MCCB funding shall become the property of the MCCB for the common use of the state's fifteen colleges.

Marketing

Colleges and MCCB will market the MSVCC. Marketing events scheduled by MACJC and MCCB will be ongoing.

PROVIDER COLLEGE

The provider college teaches the course and supports the instructor.

- The college website will provide a link to the MSVCC website.
- The Chief Academic Officer will ensure the quality of the online course(s) offered.
- The provider supports the instructor.

- Courses taught online by instructors should be considered the same as ground-based courses for pay purposes.
 - The online course could be part of the normal load for an instructor, or
 - The online course may contribute to the instructor's "overload" if such policy exists at the college.

- The provider/instructor selects the course textbook(s).
- The provider registrar maintains an enrollment list downloaded from the MSVCC enrollment application.
- The provider registrar coordinates the exact reconciliation of his/her enrollment list with the instructor grade book enrollment.
- The provider district will set the maximum number of students per course.
 - Out-of-District Student Numbers
 - Each providing college must make at least 50% of the total course seats available to other colleges in the registration system by the start of registration. Once MSVCC registration has begun all course seats can be claimed on a first-come, first-served basis.

Evaluations

- Each college should conduct annual evaluations of provided courses. The *MSVCC Core Course Evaluation Guide* (APPENDIX C: Core Course Evaluation Guide) should be used as a base for conducting evaluations. Individual colleges can customize their evaluation instruments and processes according to college policies and procedures.

- To verify quality of courses to host colleges, Chief Academic Officers must send MSVCC Quality Verification Letters to participating colleges.

- Letters must be sent annually in October.
 - These letters should verify quality in courses from the previous Fall, Spring and Summer terms. Ex: in October 2010, letters will verify quality from the previous Fall 2009, Spring 2010, and Summer 2010 terms.
 - Letter should state the following:
 - “I have reviewed the evaluations of courses and instructors as a provider of all instructors used by my institution as a member of the MSVCC for the _____, _____, and _____ terms. I further certify that the instructors have adequate academic preparation for courses offered, course content matches criteria as stated in the Uniform Course Numbering System in Mississippi Public Community and Junior Colleges, and all courses meet the minimum guidelines set in the MSVCC Core Course Evaluation Guide.”
 - ELCs should verify that letters have been sent.
- Students will be provided the opportunity to evaluate each MSVCC course in which they are enrolled for fall, spring, and summer semesters. Colleges must notify students once the link to the MSVCC Student Course Evaluation survey is available. (APPENDIX D: MSVCC Student Course Evaluation)
 - In addition, MSVCC students will be provided the opportunity to evaluate Student Services through a link in their MSVCC Student Profile. (APPENDIX E: MSVCC Student Services Survey)
 - Students should be notified when the surveys become available. Below is a sample notification message:
 - “Please take a few minutes of your time to complete the student surveys by logging in to your **MSVCC Student Profile** (<http://sbcjweb.cc.ms.us/MsvccVisitor/studentlogin.asp>). You will find a Student Services survey that lets you evaluate services at your local college and a Course Evaluation Survey for each class you are taking. These surveys are very important and provide a way for us to improve the services of the MSVCC. Please complete the surveys before (add due date here).”

Faculty Credentialing

- Each college will provide the necessary documentation certifying each instructor’s credentials to teach in a given subject area.
 - A completed Credential Certification form should be loaded for each instructor into the Faculty Profile in the Enrollment Tool (APPENDIX F: Faculty Credentials Certification).
 - In addition, a copy of the instructor’s transcripts verifying credentials should be loaded into the Faculty Profile in the Enrollment Tool.
 - The instructor’s SSN and birth date should be blocked prior to uploading into the Enrollment Tool.

Proctoring Standards Evaluation

The MSVCC Proctoring Standards Evaluation Form (APPENDIX G: MSVCC Proctoring Standards Evaluation Form) should be completed by each eLearning Coordinator on an annual basis. The results of this evaluation should be submitted to the chair of the eLearning Coordinators Association (MELA) in October each year. This information will be reviewed by the MELA and any needed recommendations will be made.

HOST COLLEGE

The host college lists the courses and enrolls the student. (Host college is where the student registers for classes.)

- The local college website will provide a link to the MSVCC website.
- The appropriate dean may select the online courses that will be listed by his/her college. Online courses are chosen only from the *MSVCC Master Course Offering List*.
- The dean may choose to increase his/her local college list by selecting additional courses from within the *MSVCC Master Course Offering List* as the demand dictates.
- Students enroll at the host college for all online courses.
- The host college communicates with the provider eLC to ensure accuracy of enrollment figures.
- The host college develops student service procedures to serve online students.
- The host college develops a service to advise and screen potential online students.
- Every college should consider itself a testing site for MSVCC courses giving full faith and credit to all other colleges.
- The host college develops a plan to implement and maintain a “testing center” to accommodate proctored testing.

Hosted Course Evaluations

- The MACJC Deans’ Association approved and implemented the eLearning “Hosted Course Evaluation” on April 8, 2003 to be uniformly applied to all institutions beginning with the next MSVCC term. The purpose of the Hosted Course Evaluation is to allow institutions to verify that courses being pulled in from other MSVCC schools are consistent with local offerings of the course. The Hosted Course Evaluation was revised by the eLearning Association Quality Sub-Committee in September of 2011 (APPENDIX H: MSVCC Hosted Course Evaluation). The revised evaluation form was approved on October 19, 2011.

eLEARNING COORDINATOR

The College presidents will identify a person to serve as the eLearning Coordinator (eLC). The duties of the eLearning Coordinator at the host or provider college where appropriate may include:

Enrollment

- Correct enrollment problems

- Answer questions about enrollment process
- Manage the enrollment of students into the MSVCC
- Facilitate communication between provider/host registrars
- Facilitate transmission of grades between provider/host registrars
- Facilitate transmission of grades from the instructors to registrar
- Facilitate Sending and Receiving Drop/Withdrawal slips to registrar

Administer MSVCC

- Answer questions about online courses
- Inform MSVCC of courses being offered by local college
- Work with department chairs to identify instructors to teach courses
- Inform local college of courses being offered by semester
- Set up development teams for courses
- Training of faculty and staff
 - Plan training process
 - Schedule training times
- Work with student services to get information to students
- Inform students of how to link with Learning Resource Center
- Inform students, instructors and staff about MELO
- Work with Contract issues
- Integrate procedures of the MSVCC with the administrative process of college to address pay issues

The eLearning Coordinator is the primary college contact

- Communicate with local instructors, staff and students
- Communicate with other eLCs from other colleges
- Answer questions from other colleges (students, staff, instructors)
- Work with students to solve problems
- Coordinate with MSVCC and college deans to maintain calendar

Student Policies & Procedures

MSVCC Student Privacy

The local host institution has established procedures for protecting personally identifiable information within the Student Information System. For the distance education portal, or Learning Management System, the Mississippi Virtual Community College utilizes https and secure FTP processes to protect student information during the transfer and storage of registration, course and grade information. A unique, college generated student ID serves as the main identifier within the system and LMS, and any password information is encrypted using MD-5 hashing technology. Students can only access the learning management system using a secured

internet portal. All information within each LMS is stored off-site in locations with firewall, network and physical security.

MSVCC Student Surveys

In 2002, the MSVCC IE Committee reviewed all institution surveys and completed a distance education Student Services Survey and a Student Course Evaluation Survey for implementation on April 1, 2002. These survey instruments were revised by the eLearning Association Quality Sub-Committee in August of 2011 (APPENDIX D: MSVCC Student Course Evaluation and APPENDIX E: MSVCC Student Services Survey), and have been incorporated into the MSVCC enrollment database so that review of student responses of all courses can be undertaken as a method of evaluation of both hosted and provided courses offered by consortium members.

MSVCC Attendance Policy

According to the MCCB Enrollment Audit and Reporting Guidelines, a student is considered IN ATTENDANCE for reimbursement purposes if they have not exceeded the maximum number of allowable absences in any given term. See Board Policy 9.2 for the *Maximum Number Of Absences Allowed Chart*.

MSVCC defines attendance in online courses as active participation in course learning activities.

- 8-week and 15-week classes:
Attendance will be measured weekly and should be based upon documentable engagement with the course content.
- 3-week and 4-week classes:
Attendance will be measured twice per week and should be based upon documentable engagement with the course content.
- **No Show:** A student is considered a “No Show” for attendance purposes if there is no documentable engagement with the course content within the timeframe allowed.
 - 3-week and 4-week terms – First 3 days of the term
 - 8-week term – First week of the term
 - 15-week term – First 2 weeks of the term

Note: The determination of exactly what constitutes a learning activity may be left to individual institutions and their instructors. However, learning activities should demonstrate participation in the course. Participation in these learning activities should be used when determining a last date of attendance that is reported to consortium members.

MSVCC Honesty Policy

A hallmark of any profession is integrity and honesty. Academic honesty is expected of all students; therefore, each student is expected to accomplish his/her own work. Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- a) plagiarizing from any source
- b) cheating in any manner on tests, papers, reports, etc.
- c) turning in work as their own when, in fact, it was not their work
- d) improperly using technology
- e) stealing, buying, or selling course materials
- f) either impersonating another student during a test or having another person
- g) assume one's identity during a test
- h) deliberately conveying false or misleading information

When academic misconduct has occurred, the instructor has the responsibility of assigning an appropriate penalty in accordance with the instructor's institutional policy. This may include failure of the assignment, failure of the course, or dismissal from the institution.

MSVCC Discipline Policy

Students who register through the MSVCC will be subject to the disciplinary policies and procedures of the student's host college. (*Host college is the institution where the student registers for class.*)

MSVCC Student Grievance Procedure

Any student who wishes to make a complaint regarding any aspect of the MSVCC must take the following steps:

1. Discuss the problem with the faculty member, staff member, or administrator involved. Direct communication between the two parties usually resolves most of the problems.
2. If informal efforts to resolve the problem are not productive, the complainant should then contact the eLearning Coordinator (eLC) at the student's host college to help in processing the complaint. (*Host college is the institution where the student registers for class.*)
3. If the complainant, at this point, wishes to file a formal complaint, he or she should express the specific nature of the complaint and the remedy sought in writing to the providing college's eLC with a copy sent to the host college's eLC (if different). The providing eLC will then refer it to the appropriate person for disposition. A response will be made to the complainant within 15 working days. (*Providing college is the institution teaching the course.*)
4. If the student is not satisfied with the resolution of the grievance, he/she must follow the procedures for appeal as prescribed by the student's providing college. The appeal must be made in writing within five (5) working days of the previous decision.
5. Students who do not submit a written appeal by the appointed date forfeit any further consideration in this matter.
6. No adverse action will be taken against a student for filing a complaint.

Proctored Exams

The growing number of students taking proctored tests creates a serious strain on institutional resources. Most institutions do not have dedicated testing labs with proctors on duty. Many students are forced to take tests in open labs and/or labs serving multiple purposes. Students are often forced into scheduling tests at

times that are less than convenient because testing labs are not available at all hours. Since there is a policy in place that requires proctored testing, it is imperative that adequate resources be in place to carry out this responsibility. Consideration was given by an eLC appointed task force committee to establish minimum standards for a proctored test environment.

Verification of Student Identity and Testing Integrity

Passwords for proctored exams are entered by faculty into a secured repository. Only instructors, proctors and eLearning administrators have access to this portal. Students are required to take proctored exams at on-campus locations, unless otherwise approved. Upon entrance into the exam, students must verify their identity using a photo ID. The proctor will then sign them into the exam and monitor student progress until exam submission. Within each LMS, a breadcrumb is established listing the student's name so the proctor can match the student's name in the LMS to the photo ID.

Fees

Students needing to use off-site or virtual proctoring may be assessed a testing fee for site utilization. No fee is assessed to students participating in the Mississippi Virtual Community College when using a proctoring site on a Mississippi community/junior college campus.

Minimum/Maximum Number of Exams

A minimum of one (1) and a maximum of three (3) proctored exam(s) per online course will be allowed, with the exception of four credit-hour courses. Four credit-hour courses may require a maximum of four proctored exams.

Repository

A proctoring repository is utilized by the MSVCC. This repository includes for each online course the instructor's name, instructor's college, course name/number/section number, test name (such as test 1, test 2, mid-term, final), uploaded file if a hard-copy test is to be given, information on returning the hard-copy test such as fax number/mailling address, listing of software programs or any special files or materials that are required to complete the test, dates of test availability, supplemental materials which the student may use during the test (open book, notes, etc.).

Grading

The grading scale **MUST** be included on the course site at the beginning of the semester. If the faculty member does not include this, the college's Vice President/Dean of Instruction will address this omission one-on-one with the faculty member. This is the same concern that we would have with an on-campus course. Grading scales are required to be on a course syllabus. If the grading scale is not included, the Dean of Instruction deals with this matter directly with the faculty member. Online courses are no different in this regard.

Time Limit

Proctored tests should be limited to a maximum of 2 hours for all online tests just as on-campus classes have test time limits. If an instructor feels that more time is needed to complete the test due to the class not meeting face-to-face for lecture time, he or she can give a longer test with the understanding that only two hours of the testing time will be **proctored** at the online test proctoring site; however, online faculty are encouraged to have similar testing times for online proctored exams as they do for in-class exams.

In addition, there are also online faculty members who require proctored exams throughout the semester that may only take 20 minutes to finish or are entirely open book and open notes. We encourage faculty members who are giving these types of tests to review their need to make all of these tests proctored.

Delivery Method

All proctored exams will be sent electronically through the appropriate content management system or via e-mail to the test proctor. The tests will be returned electronically by the test proctor to the instructor. The only exception to this would be an exam in an area such as mathematics where a student's calculations may need to be viewed by the instructor. Sometimes partial credit is given if the correct steps are followed even if the final answer is not correct. In the case where an instructor must see the actual calculations done, these calculations would be faxed to the instructor by the proctor. Prepared exams from the instructor must be sent either electronically or via U.S. Postal Service. Faxed exams will not be accepted.

Facilities

Each college that is part of the MSVCC Consortium should ensure that all proctored tests are administered in a closed lab setting. In accordance with the substantive change, each college should have one lab in which the majority of lab time will be dedicated to proctoring. Those colleges which have more than one campus should decide where the bulk of the proctored testing has taken place in the past and should use that location to establish the dedicated lab. All other branches of the college should designate a closed lab which can be used for proctored testing as needed.

Personnel

Any site designated for proctored testing should have a staff person available for proctoring when needed. This person's primary responsibility should be proctoring and overseeing the lab. Colleges with more than one campus should have a person at each location that will be available to proctor tests on an as-needed basis. The Proctor Confidentiality Agreement (APPENDIX I: Proctor Confidentiality Agreement) should be signed by all personnel who have access to the MSVCC proctored exam database. Copies of signed agreements will be housed in the eLearning Coordinator's office.

Testing Hours

Each college should ensure that proctors are on duty so that students can have greater flexibility in scheduling testing times. Each testing lab should be open adequate hours to meet student demand.

Computer Standards

Each college will be responsible for assessing the quantity of computers and duration of testing hours. Each computer should be Internet accessible. The computers should also be equipped with Microsoft Office Suite and meet the minimum requirements which have been set by MSVCC.

Network personnel from each college should monitor the network connection to and from the testing labs. If the equipment is not working properly, the network personnel should take appropriate actions.

Proctoring Standards Evaluation

The MSVCC Proctoring Standards Evaluation Form (APPENDIX G: MSVCC Proctoring Standards Evaluation Form) should be completed each October and submitted to the eLearning association chair.

Off-Site or Out-Of-State Proctoring

Students testing at a non-Mississippi Community/Junior College site must follow established procedures to ensure approval for off-site proctors and centers (APPENDIX J: Off-Site/Out-of-State Approval Form).

Virtual Proctoring

Individual colleges will determine the availability of virtual proctoring for their hosted students (students who register through that school). It is the responsibility of the student to ensure sufficient computer standards to utilize this service.

Textbooks

As members of the MSVCC, all colleges agree to abide by the following guidelines in regard to meeting the needs of our students for textbooks while enrolled in an online course:

1. Order from the publisher

If possible, the bookstore will order from the publisher, rather than the other bookstore, except where unique situations arise (i.e. instructor prepared materials, out-of-edition textbooks, etc.) Several issues make this the best solution for the majority of orders.

- a. First, ordering from the publisher usually gives the bookstore the best return policy usually up to one year,
- b. Second, all bookstores are struggling to meet the needs of the current students in the store and lack additional staff in handling numerous on-line orders between the stores,
- c. Third, bookstores make estimates of the number of books that they think they will need to meet the needs of their students. (If numerous copies are sent to other stores, they may be unable to meet the demand at their store.)

2. Order from another store

If a bookstore is unable to buy from the publisher and have the textbook delivered to the student within 14 days, the host college will place an order with the provider college. Each college will accept a

purchase order from a member of the MACJC. Each college bookstore will accept open purchase orders from other stores, if that is the procedure that they would like to use. The bookstore may call, email or fax their order to the other bookstore. Prior to placing this order, the college will verify the information on the student's profile for accuracy.

3. Communication about orders

All communication concerning any orders between stores will occur only between the stores involved. It is agreed that there will be no communication with a student about a textbook ordered from another college which involves criticism of the other college. Therefore, a student will not be asked to call the other bookstore. As the student did not place the order, only the other college bookstore will call for information on the order.

4. Discounted Cost

Textbooks and other materials will be sold to other colleges at the retail cost less a 10% discount. This allows the store who ordered, shelved, stocked the item and then, pulled the item, removed tags, and boxed the item for shipment, to retain some of the mark up to cover their direct and indirect cost. Any mark-up to the student after receipt is a matter of local policy for each college.

5. Cost of shipping

All community college bookstores agree to charge a set fee per book for shipping and handling when sending the book to a member of MACJC. That fee will be \$5 per book, with a minimum of \$10.00. Example – shipping 1 book - \$10, shipping two books \$10, shipping 3 books \$15, shipping 4 books \$20, etc.

6. Timeliness of shipment

All bookstores agree to make shipments to other colleges within 2 to 3 business days as long as the book is in stock. If the textbook being ordered is out-of-stock at that college, the bookstore who is placing the order will order directly from the publisher.

7. Timeliness of payment

All bookstores agree to make payment within 30 days of receipt of the invoice. (Note that some bookstores mail their invoice with their shipment and some bookstores prepare them at a later date.) A bookstore may deny an order if they have outstanding invoices from a store from a previous semester.

8. Website Accuracy

All eLearning coordinators agree that as much as possible, they will ensure that information for textbooks on the MSVCC Enrollment System will be accurate. In addition, they agree that as textbook changes are made, students who have registered for the class will be notified of the change(s).

As required by Higher Education Opportunities Act (HEOA), colleges will *“Disclose, on the institution’s internet course schedule and in a manner of the institution’s choosing, the ISBN (International Standard Book Number) and retail price information of required and recommended college textbooks and*

supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes.

9. Return policy

All store-to-store orders will be considered special orders. All bookstores agree to allow a 100% return between stores during the first five weeks of the semester for the fall and the spring semesters. This is five weeks from the start date of the term not the date of the order. Textbooks must be returned in new condition (shrink-wrapped, no open CD's or disk, no writing or highlighting.) All stores agree to call and notify the other store when they are preparing a shipment for return. (This phone call may assist the store personnel in making only one return shipment to a publisher. It is also a good practice and courteous to the other store in that some publishers have a short refund period. In addition, that store may be in the process of ordering the same textbook.) Whether or not a college allows a student to return a book over the same period is a local college policy issue.

If a return is needed after the first five weeks of school, the bookstore should notify the other store and discuss whether or not a return could still be made with the addition of a re-stocking fee. Returns accepted after the initial return period would depend on the need for that textbook by this store and should be a local policy issue.

As the summer terms are much shorter, bookstores agree to a two week return period during this time. All other requirements remain the same.

Note: Many stores indicated that they will handle all orders from the student as "Special orders – paid in advance and non-returnable." If this is done, there will be few returns made between colleges. Most returns would then be only due to class cancellations, students who failed to pick up books, etc.

Learning Resources

Mississippi Electronic Libraries Online (MELO)

Mississippi Electronic Libraries Online (MELO) is a virtual library developed in March 2000 to meet academic resource needs of distance learning within the Mississippi community and junior colleges. It is an electronic environment that mirrors the traditional library through online databases, electronic books and journals, and scholarly web sites. The mission of MELO is to provide equal access to information and resources for the students and instructors who are enrolled or teaching in the virtual classrooms of the 15 public community/junior colleges of Mississippi. Users of MELO can

- Search for books, journals, magazine articles, news items or reviews
- Conduct refined searches within specific database such as
 - NBC Learn
 - EBSCO Discovery Platform
 - OCLC Question Point
 - CREDO
 - PROQuest SIRS Researcher
 - LYRASIS CQ Researcher
 - Thomson/GALE Opposing Viewpoints
 - Facts News Service Issues & Controversies
- Chat live with a librarian who can answer questions and assist in finding specific resources

- Find citation guides such as MLA, APA, Chicago, APCA and others
- Have a direct link to their local college library's website to access additional resources

Online Tutoring Service

The MSVCC provides a web-based online tutoring service where the learner can choose tutoring that is either synchronous (tutor and learner live simultaneously) or asynchronous (learner submits questions and receives tutor response, similar to email). The tutoring service is seamlessly integrated with the learning management system, which allows students to access the service with single-sign-on functionality.

Online tutoring expertise is provided in the subject areas of math, science, English, business & economics, humanities, information technology, nursing, and allied health. Tutors are available to assist students 24/7/365. Faculty and administrators have access to a variety of reports to determine which students are using the service and how long they spent working with a tutor and can also view individual students' archived tutoring sessions.

MSVCC ELEARNING ASSOCIATION (MELA)

Mississippi Virtual Community College eLearning Association

Bylaws

ARTICLE I: ORGANIZATION

The name of the organization shall be the eLearning Association.

ARTICLE II: PURPOSE

The eLearning Association was formed to ensure the Mississippi Virtual Community College (MSVCC) continues to provide an effective, efficient, quality, educational experience for all MSVCC students.

ARTICLE III: MEMBERSHIP

Membership in this organization shall be granted to the Chief eLearning Officer (CeLO) appointed by the college president for each college participating in the MSVCC consortium and individuals at participating MSVCC colleges working in eLearning.

Resources from outside the group (IT, Faculty and/or Staff) may be allowed to serve on various subcommittees to support the needs of the Association.

Individuals working for the Mississippi Community College Board and/or Mississippi Association for Community and Junior Colleges designated as eLearning support staff serve as resource advisors to the Association.

There shall be three officers of the Association consisting of a President, President-Elect, and Secretary. Officers shall be elected by the Association at each May Association Meeting and begin serving their term on August 1. Their duties are as follows:

Duties of the Officers

Section I: The express duties of the President shall be as follows:

- Chief eLearning Officer (CeLO) of their local College or as approved by the CeLO
- To preside at all meetings of the Association
- To serve as Chair during eLearning Association Meetings
- To serve as an acting member of the Administrative Committee
- Represent eLearning Association at MACJC meetings as needed
- Appoint all committee members

Section II: The express duties of the President-Elect shall be as follows:

- Chief eLearning Officer (CeLO) of their local College or as approved by the CeLO
- To attend all meetings of the Association
- To plan and organize the eLearning Summer Retreat
- To discharge the duties of the President in the absence of the President
- To serve as an acting member of the Administrative Committee
- Establish and operate technologies during eLearning Association Meetings (virtual and physical)

Section III: The express duties of the Secretary shall be as follows:

- To attend all meetings of the Association
- To record the minutes of all meetings of the Association including the Summer Retreat
- To distribute the minutes to all members of the Association within one week of the meeting and distribute within the eLearning Resource Course
- To record and update all Association membership information and distribute within the eLearning Association Resource Course

All officers shall serve one-year terms, but are eligible for re-election. No officer shall serve more than two consecutive one-year terms.

When a vacancy exists, nominations for new members shall be received from Association members. These nominations will be sent to, the chair of the Administration committee to be vetted and to be voted upon at the next Association meeting. All vacancies will be filled only to the end of the particular Association member's term.

ARTICLE IV: ELECTION OF OFFICERS

As previously mentioned, the election of officers shall be conducted during the May meeting of the Association. Nominations are to be submitted to the chair of the Administration committee in April for a vetting process. Voting will take place for each position individually with one vote per school.

ARTICLE V: MEETINGS OF MEMBERS

The date, time, and place of the regular monthly meetings shall be set by the President. Notice of each meeting shall be given to each voting member, by email, not less than seven days before the meeting. A two-thirds majority of the Association must be present to conduct formal business. Special meetings may be called by the President or by a two-thirds majority of the Association.

ARTICLE VI: ORDER OF BUSINESS

Call to Order, Approval of Minutes for the preceding meeting, New Business, Action Items, Adjournment.

ARTICLE VII: VOTING

An eLearning Association member may declare motions to the group for a vote. Once the motion has been made, the motion must be seconded by a fellow eLearning association member. Each college will then cast one vote on the motioned item. No college may vote by proxy or absentee ballots.

ARTICLE VIII: AMENDMENTS

A two-thirds majority of the Association may amend these By-Laws when necessary. Proposed amendments must be submitted to the Secretary to be sent out with regular Association announcements.

ARTICLE IX: DISSOLUTION

A two-thirds majority of the Association may recommend that the Association be dissolved.

ARTICLE X: CERTIFICATION

These By-laws were adopted at the Association meeting on this day October 6, 2004.

MSVCC ELEARNING ASSOCIATION COMMITTEES 2015-2016

<u>ADMINISTRATION</u>	<u>INSTRUCTIONAL TECHNOLOGY</u>	<u>QUALITY</u>	<u>SUPPORT SERVICES</u>	<u>TRAINING</u>
Chair: Tish Stewart	Chair: Kim Harris	Chair: Jennifer Leimer	Chair: Jennifer James	Chair: Kim Ellis
Topics:	Topics:	Topics:	Topics:	Topics:
- <i>Policies & Procedures</i>	- <i>LTIs</i>	- <i>Pedagogy</i>	- <i>Enrollment Tool</i>	- <i>Faculty Development</i>
- <i>Strategic Plan</i>	- <i>Vendors/Partners</i>	- <i>Evaluation Process</i>	- <i>Website/Consortium App</i>	- <i>Student Development</i>
- <i>Calendar</i>		- <i>Instructor of the Year</i>	- <i>Proctoring</i>	
- <i>Budget</i>				
- <i>Grants</i>				
1. Keri Cole (Hinds)	1. Emily Thomas (Hinds)	1. Keri Cole (Hinds)	1. Teresa Webster (MDCC)	1. Jennifer Powell (JCJC)
2. Krista LeBrun (ECCC) (Past President)	2. Christa Whilite (ECCC)	2. Phyllis Johnson (NWCC)	2. Buffy Matthews (MGCCC)	2. Denise Gillespie (ICC)
3. Michelle Sumerel (ICC) Current President)	3. Haley Duck (MCC)	3. Michele Mitchell (PRCC)	3. Shanelle Frazier (CCC)	3. Kandace Martin (JCJC)
4 Buffy Matthews (President-Elect)	4. Stacey Smith (NWCC)		4. Vanessa Alexander (Co-Lin)	4. Chris Square (EMCC)
	5. Tequila Sunrise (ICC)		5. Melody Pennington (MCC)	

EXCEPTIONS AND ISSUES COMMITTEE

Mississippi Virtual Community College Exceptions & Issues Committee

Bylaws

ARTICLE I: THE PURPOSE OF THE EXCEPTIONS AND ISSUES COMMITTEE

- A. The Exceptions and Issues Committee exists under the direction of the Mississippi Association of Community and Junior Colleges (MACJC) to serve the distance education needs and interests of the Mississippi Virtual Community College consortium and its individual member colleges.
- B. The Committee shall exist as a standing committee.

ARTICLE II: DUTIES AND RESPONSIBILITIES

- A. Hear exceptions cases to established MSVCC policies and operational procedures.
 - 1. Participating college presidents and the Mississippi Community College Board's (MCCB) Assistant Executive Director for eLearning & Instructional Technology may submit documented exceptions. All submissions should be routed to the committee via the MCCB Office of eLearning. Submissions must be made in writing a minimum of 10 days prior to a meeting to be considered.
 - 2. Exceptions are defined as those events that make a college unable to comply with a policy statement. An example would be the refusal to host a course for reasons such as repeated poor instructor evaluations, instructor credentials, etc.
- B. Hear issues cases involving MSVCC policies, procedures, communication and other relations.
 - 1. Issues are defined as those events for which a college is able to comply with policy, or is in compliance, but desires to make an argument for a policy change. Issues are further defined as events occurring between individual colleges that demonstrate a lack of resolution without outside arbitration.
 - 2. Documented issues are to be submitted in the manner illustrated in Article II, section A.1 for documented exceptions.

ARTICLE III: MEMBERSHIP

- A. Membership shall be composed of no more than seven members, including one representative from each of the following areas, college president, chief academic officer, chief eLearning officer, student services official, MCCB staff member, financial officer, and instructor.
- B. To obtain membership, nominations must be made by the chair of the represented professional group organization, including the college president position, which will be nominated by the chair of the MACJC. Nomination for the MCCB staff member will be made by the MCCB Executive Director. Nominations will be presented to and confirmed by the MACJC. Voting rights are granted to any member upon confirmation by the MACJC.
- C. Membership rotation shall be at the rate of 2 members per 2 year period beginning at the conclusion of year 2 of committee operation. Rotation will begin with and follow the order of

positions indicated in section A of Article III. Colleges having outgoing members shall not nominate incoming members.

ARTICLE IV: VOTING

- A. A majority vote of members present is required for passage of any item. Four committee members must be present to constitute a quorum for a meeting.

ARTICLE V: ADMINISTRATION

Committee Administration shall consist of a Chair, Vice-Chair and Secretary/Coordinator. The committee Chair shall be selected by the membership as indicated in Section A of Article V. The MCCB Office of eLearning shall provide the Secretary/Coordinator. The Secretary/Coordinator may or may not be a committee member.

- A. Chair, Vice-Chair Term Dynamics
 - i. Terms of office shall be for one year.
 - ii. Officers may serve a total of 2 consecutive terms.
 - iii. Nominations of officers shall be taken from the floor.
 - iv. Elections of officers shall be by majority vote.
 - v. Officers shall assume office at the next called meeting.
 - vi. In the event of vacancy, the remainder of the term shall be filled by a vote of the membership at the meeting immediately following the announcement of vacancy.
- B. Chair Responsibilities
 - i. Officiate all committee meetings.
 - ii. Serve as the official committee spokesperson.
 - iii. Reserve the right to create subcommittees as needed.
 - iv. Reserve the right to postpone action or request additional information on any exception or issue.
 - v. Shall report to the MACJC, and the MCCB as needed. Such reporting shall be for the purpose of notifying the MACJC and the MCCB of the committee decisions, and making recommendations on procedures, policy changes, or other related events.
- C. Vice-Chair Responsibilities
 - i. The vice-chair shall fulfill all responsibilities of the chair in the event of the absence of the chair or other warranting circumstances.
- D. Secretary/Coordinator Responsibilities
 - i. Handle all committee secretarial work.
 - ii. Accept exceptions and issues cases.
 - iii. Coordinate committee activities.
 - iv. Coordinate meeting arrangements.
 - v. Coordinate meeting agendas.
 - vi. Supply meeting minutes and other documentation to the committee, MACJC, MCCB, and MSVCC colleges as needed.

ARTICLE VI: MEETINGS

Two regularly scheduled meetings per year will be held, one each in the fall and spring semesters. A college president, Assistant Executive Director for eLearning & Instructional Technology, or any committee member may request a special meeting. Such special meetings will be held at the discretion of the committee chair. Additionally, special meetings may be called by two or more committee members through the chair regardless of the chair's discretion. Meeting dates will be posted on the website of the Mississippi Virtual Community College.

ARTICLE VII: DECISIONS AND APPEALS

- A. All decisions of the Exceptions and Issues Committee are final and will be communicated by the chair to the parties directly involved. Exceptions and issues decisions will be made or continued at the regularly scheduled meeting immediately following the submission of an exception or issue. Submission must be made a minimum of 10 days prior to a meeting to be considered.
- B. Exceptions and Issues committee decisions may be appealed to the MACJC. Appeals must be submitted in writing to the MACJC chair a minimum of 10 days prior to the MACJC meeting at which appeal will be made. An appeal shall be heard, and a decision rendered by the MACJC within 60 days after an appeal has been made.

ARTICLE VIII: RATIFICATION AND AMENDMENTS

- A. Any modifications to these By-Laws must be made by the Exceptions and Issues Committee and approved for recommendation to the MACJC and MCCB by a majority of all committee members.
- B. Requests to amend these By-Laws shall be made in writing to the committee Secretary/Coordinator and may be made by any involved party.
- C. Upon committee approval, amendments or modifications shall then be submitted to the MACJC via the chair of the MACJC, and to the MCCB.
- D. Effective dates for these By-Laws and any subsequent amendments or modifications indicated in Article VIII Section A shall be immediately upon approval by the MACJC and the MCCB.

APPENDIX

APPENDIX A: Example Memorandum of Agreement

MEMORANDUM OF AGREEMENT FOR MISSISSIPPI VIRTUAL COMMUNITY COLLEGE PARTICIPATION

FY 20XX

Agreement is made this the 25th day of August 20XX between the Mississippi Community College Board (hereinafter referred to as the MCCB) and “College Name” Community College (hereinafter referred to as the College). The purpose of this Memorandum of Agreement is to describe the system through which the College and the MCCB will operate the Mississippi Virtual Community College (hereinafter referred to as the MSVCC).

The Parties Agree to the Following:

- 1) The College agrees to participate in the Mississippi Virtual Community College (MSVCC) and to adhere to the conditions and guidelines set forth in Attachment B of this Agreement.
- 2) The MCCB agrees to disburse state funds for students who are enrolled in the MSVCC as set forth in the conditions and guidelines found in Attachment A of the Agreement.
- 3) The conditions set forth in this agreement may be modified, altered, or changed only by written agreement signed by both parties hereto.

This agreement is hereby signed and dated by the Chief Executive Officer of the MCCB and the College as follows:

Deborah Gilbert, Interim Executive Director
Mississippi Community College Board

“President Name”, President
“College Name” Community College

APPENDIX A - Attachment A: Evaluation Survey for Memorandum of Agreement

**Mississippi Virtual Community College
Evaluation Survey for Memorandum of Agreement**

FY 20XX

1. The Memorandum of Agreement allows you sufficient control to maintain accreditation compliance at the local level.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree

2. The MSVCC Memorandum of Agreement is in line with your college's mission.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree

3. The Agreement allows you sufficient control over the courses/programs offered through the consortium.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree

4. The evaluation process of the Agreement was sufficient.
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree

5. You were able to evaluate adequately all aspects of the consortium before entering into this agreement. (Operating Policies, Procedures and Position documents)
____ Strongly Agree ____ Agree ____ Neutral ____ Disagree ____ Strongly Disagree

If you wish, please add any additional comments:

APPENDIX B: MSVCC Grade Change Form

MISSISSIPPI VIRTUAL COMMUNITY COLLEGE

CONNECTING. ENGAGING. EMPOWERING.

MSVCC GRADE CHANGE
Please maintain confidentiality

PROVIDER - HOST COLLEGE REPORT

(To be completed for each course reported.)

COURSE TITLE & SECTION:

COURSE NAME:

INSTRUCTOR:

INSTRUCTOR'S PROVIDING COLLEGE:

STUDENT'S HOST COLLEGE:

TERM:

RECEIVING INDIVIDUAL:

STUDENT NAME	STUDENT ID#	INCORRECT GRADE or STATUS/LDA	CORRECT GRADE

Reason for grade change:

Submitter: _____ **Date:** _____

Submit by email to DLC. DLC will disseminate to student's host college and/or process.

APPENDIX C: Core Course Evaluation Guide

These course guidelines should be the basis for each institution's evaluation process. Additional measures may be implemented according to college needs. The process for evaluating these core guidelines will be decided upon by individual colleges.

- I. Navigation and Design
 - a. Course introduction and navigation instructions are present
 - b. Course design is user friendly (easy to navigate, logical, and consistent)
- II. Course Information
 - a. MSVCC standardized syllabus components are included within the course
 - b. Instructor information is posted including contact information and office hours
 - c. Course Calendar is provided to students which includes due dates and timeline
- III. Course Content
 - a. Content is logically organized
 - b. Instructional materials are presented that support the learning objectives
- IV. Assessment
 - a. Student knowledge of learning objectives is fairly and adequately measured
 - b. Proctored exams are clearly identified and located
- V. Interaction and Support
 - a. Feedback and grading are timely and substantial
 - b. Appropriate interaction opportunities between instructor/student and student/student are provided

APPENDIX D: MSVCC Student Course Evaluation

I. General Information

Choose the appropriate answer regarding your experience with this course.

- a) This course was effective as an online course.
- b) This course would be better in a traditional face-to-face setting.
- c) This course is appropriate in an online environment but would benefit from periodic face-to-face interaction.

II. Course Evaluation

Please respond using the following scale:

4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree, 0-Not Applicable

1. This course is what you expected.
2. Course information including course goals/objectives, grading procedures, etc. was made available to me.
3. The course site was well organized and easy to navigate.
4. The course activities and assignments contributed to my learning.
5. The textbook supported the course presentations and was appropriate.
6. The supplemental materials (handouts, web links, study guides, demonstration materials) contributed to my learning experience.
7. Testing procedures were fair and supported the learning experience.

III. Interaction and Communication

Please respond using the following scale:

4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree, 0-Not Applicable

- a. I had adequate interaction with the instructor.
- b. I had adequate interaction with other students.
- c. Various opportunities for interaction were provided.
- d. Class Interactions enhanced the learning experience.
- e. I felt actively engaged with my classmates and my instructor as a part of a learning community instead of being "on my own."

IV. Instructor

Please respond using the following scale:

4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree, 0-Not Applicable

- a. The instructor conducted the course in a way that accomplished the stated course objectives.
- b. The instructor demonstrated a thorough knowledge of the subject.
- c. The instructor was effective in utilizing distance learning technology.
- d. The instructor responded to requests for assistance in a reasonable amount of time.
- e. The instructor's responses to course activities, assignments, and graded work were timely and appropriate.
- f. The instructor displayed professionalism and respect for students

V. Comments

- a. What was most effective about the course? Comments: _____

- b. What suggestions do you have for improving the course? Comments: _____

APPENDIX E: MSVCC Student Services Survey

I. General Information

1. How many previous online courses have you completed?
 - a. None
 - b. One
 - c. Two
 - d. Three or more
2. Classification
 - a. Freshman
 - b. Sophomore
 - c. Dual enrolled
 - d. Non-degree seeking
3. Ethnicity
 - a. Nonresident alien
 - b. Black, Non-Hispanic
 - c. American Indian or Alaskan Native
 - d. Asian or Pacific Islander
 - e. Hispanic
 - f. White, Non-Hispanic
 - g. Prefer not to respond
4. Gender
 - a. Female
 - b. Male
 - c. Prefer not to respond
5. Age Group
 - a. (Select box for Age Groups)
6. Marital Status
 - a. Single
 - b. Married
 - c. Divorce/Separated
 - d. Widow/Widower
 - e. Prefer not to respond
7. Curriculum/Major
 - a. Academic (University Parallel)
 - b. Technical
 - c. Career/Vocational
8. What is your primary reason for taking an online course?
 - a. Transportation Issues
 - b. Class was unavailable or a traditional section was not open
 - c. Online classes fit my job/work hours better
 - d. Family/Home (including child care)

- e. Recommendation by my advisor
 - f. Recommendation by a friend
 - g. I wanted to try taking classes this way
 - h. Online experience was positive
 - i. Easy alternative to regular classes
 - j. Other
9. If online courses were not available, would you have enrolled in regular classroom courses?
- a. Definitely would have taken a regular class
 - b. Probably would have taken a regular class
 - c. Probably would not have taken a regular class
 - d. Definitely would not have taken a regular class
10. Based on your experience so far, how do you feel the quality of online instruction compares with traditional classroom instruction?
- a. Online instruction is better
 - b. Instructional quality is about the same
 - c. Traditional classroom instruction is better
11. Based on your experience so far, how do you feel the integrity of online instruction compares with traditional courses you have taken?
- a. Online instruction integrity is better
 - b. Integrity is about the same
 - c. Traditional classroom integrity is better

II. Student Services

Please respond using the following scale:

4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree, 0-Not Applicable

1. General information regarding the college was accessible or was provided to me.
2. Registration for online courses was easy and adequately supported.
3. Information regarding college policies and procedures was made available to me.
4. Program and course advisement services were made available to assist me in course selection and placement.
5. Please rate your satisfaction with communication with the following student service offices. (If you did not utilize a service, please select Not Applicable.)
 - a. Admissions/Records
 - b. Counseling/Advising
 - c. Financial Aid
 - d. Business Services
 - e. Housing
 - f. Recruiting
 - g. Bookstore
 - h. eLearning/Distance Learning
6. The college provided adequate access to textbook services and course materials.
7. The college provided adequate access to financial aid services.
8. Information regarding campus activities was accessible.
9. What suggestions do you have for improving Student Services? (COMMENT BOX)

III. Library Resources/Services

Please respond to questions 1, 2, 3, and 4 using the following scale:

1-Yes, 0-No

1. The course(s) that I am currently taking require(s) library resources/research. If your answer is no, please skip questions 2 -8 of this section and proceed to section **IV. Technology**.
2. For my online course assignments, I needed resources, books and magazines which were NOT available online.
3. If I needed resources, books, and magazines which were NOT available online, an alternate method for obtaining the resources was available.
4. Instructions for using library resources were provided in the following ways (select all that apply):
 - a. Online through the MELO website
 - b. Online through my institution
 - c. Handouts
 - d. Librarians
 - e. Faculty Instruction
5. Instructions for using library resources were adequate and effective.
 - a. Yes
 - b. No
6. Check the following electronic resources that you have used (select all that apply):
 - a. MELO (MS Electronic Libraries Online)
 - b. MAGNOLIA/(EBSCO host
 - c. College library website
7. During the semester, I used library resources in the following ways (select all that apply):
 - a. Accessed my institutions library website
 - b. Talked in person to someone
 - c. Used *Ask A Librarian 24/7 Live Chat* service
 - d. Called on the phone
 - e. Accessed through my Canvas course
8. What suggestions do you have for improving Library Resources/Services.
Comments: _____

IV. Technology

Please respond using the following scale:

4-Strongly Agree, 3-Agree, 2-Disagree, 1-Strongly Disagree, 0-Not Applicable

1. I understood that this course would be conducted completely online.
2. Prior to enrolling in an online course, I was made aware that I must have access to a reliable computer with consistent internet connectivity.
3. I was appropriately prepared with the technical skills needed to be successful in an online course.
4. Canvas functioned properly with minimal problems.
5. The software used in my course(s) functioned properly and was adequately supported.
 - a. Please include the name(s) of the software application(s) you used.
Comments: _____
6. Technical support was adequate.

7. Please list any areas where technical support was inadequate. Please be detailed and include specific names, office, or resources you used for support. (COMMENT BOX)

V. Comments

1. Please list any additional comments or suggestions.

Comments: _____

APPENDIX F: Faculty Credentials Certification

In accordance with the Southern Association of Colleges and Schools (SACS) faculty requirements, this statement is provided to assist community college districts participating in the Mississippi Virtual Community College (MSVCC) with verification and authentication of faculty credentials.

Originating College:

Faculty Name:

Faculty ID #:

Faculty Status: (F/T) (P/T)
 Technical

Area: Academic Career

Highest Degree Earned:

From:

Comments:

List MSVCC Teaching Area(s) with 18 Graduate Hours: (1)
(2)

List the Graduate Course, 18 Semester Hours, and Institution for each MSVCC Teaching Area:

(Area 1) Course # # Hrs. Institution

(Area 2) Course # # Hrs. Institution

Total Hrs.:

Total Hrs.:

Original Transcript on File: (Yes) (No)

Date of Employment:

Date of last review of official documentation:

I, _____, as the Chief Academic Officer of _____ Community College certify to the above faculty credential statements and state that the attached copies of transcripts represent the referenced faculty member's original documents on file in the Human Resources office of this college.

Chief Academic Officer

Date

APPENDIX G: MSVCC Proctoring Standards Evaluation Form

College: _____ Date: _____

1. What is the current duplicated head count for online students to which you serve as the host institution?
2. Divide the duplicated head count from #1 by 50. This is the number of computers which should be available for proctoring. Is this number accurate?
3. Are these computers in a lab setting which can be closed while proctored tests are being administered?
4. Is there one person on your campus whose primary responsibility is proctoring?
5. What are the posted hours of operation of your proctoring lab?
6. Are these hours sufficient to meet student demand?
7. Is every computer in your proctoring lab Internet accessible?
8. Is every computer in your proctoring lab equipped with Microsoft Office Suite?
9. Do computers in your proctoring lab meet the minimum requirements from Blackboard or Desire2Learn?
10. Do network personnel monitor the connection to and from the lab?
11. Is appropriate action taken by network personnel when equipment is not working properly?

Comments:

APPENDIX H: MSVCC Hosted Course Evaluation

Instructions: Please evaluate the course site with regard to the criteria below for course equivalency by marking Yes as being compliant, No for non-compliant, or Undetermined. If No or Undetermined is selected, please provide a recommendation.

Course: _____ Instructor: _____ College Site: _____

Faculty Credentials Approved Disapproved

Comments: _____

Evaluated by: _____

Date: _____

Criteria

1. Course description is clearly stated.

Yes No Undetermined

Comments: _____

2. Student learning outcomes, goals, and objectives are clearly and specifically stated.

Yes No Undetermined

Comments: _____

3. A syllabus containing required information is made available electronically to the student.

Yes No Undetermined

Comments: _____

4. Grading policies are clearly stated.

Yes No Undetermined

Comments: _____

5. Learners can easily contact the instructor.

Yes No Undetermined

Comments: _____

Final Review of Course

Approved Disapproved

Comments: _____

Evaluated by: _____

Listed to Schedule for Semester: _____ Date: _____

APPENDIX I: Proctor Confidentiality Agreement



Proctor Confidentiality Agreement

As a test proctor, with access to the MSVCC proctor database, it is important for you to maintain the confidentiality of any information to which you may have access in the course of your employment. This confidentiality extends to test, student, and faculty information.

Test information includes, but is not limited to:

- Content
- Passwords
- Length, format, or perceived difficulty of assessments

Student information includes, but is not limited to, the following:

- Type of test being taken
- Course or section in which the student is enrolled
- Student data such as grades, ID number, address, or phone number
- Results or outcomes of any tests taken in the Assessment Center

Faculty information includes, but is not limited to:

- Faculty contact information not available to students
- Frequency or infrequency of password changes
- Deadlines or extensions
- Materials in or associated with the online course site;
- Special provisions extended to students

I understand and will comply with these requirements to maintain confidentiality of all information which I may come to know as a result of my employment as a test proctor. I understand that this includes all information I have access to in the MSVCC proctor database. My signature below indicates that I acknowledge my responsibilities as an online test proctor.

Proctor Signature

Date

APPENDIX J: Off-Site/Out-of-State Approval Form

Application for Off-Campus Test Proctor

Date: _____

Proctor's Name: _____

Title: _____

Institution/Affiliation: _____

Address: _____

Phone number: _____ FAX : _____

Email Address: _____

Relationship to the Student _____

I agree to serve as the proctor for examination of the referenced student. I acknowledge that I have no relationship with the student outside that listed above

Proctor's Signature: _____ Date: _____

(Please attach a copy of your faculty/staff ID or statement of affiliation on organizational letterhead signed by an organization officer to this request)

Student's Full Name: _____

Address: _____

City, State, Zip: _____

Phone Number: _____ Email: _____

Course(s) Title (i.e. ACC1213HO): _____

Reason for not coming to campus:

Return this form to the eLearning Office through email abc@test.edu or FAX to 601-XXX-XXXX

APPENDIX K: Funding Procedures History

Interim Funding Procedures for On-Line courses for Spring 2000

ADOPTED MAY 25, 1999

Colleges will be compensated for students enrolled in online classes using the same funding process that is now in place for traditional classes.

Fall Semester

Example: A student is registered with college A for 12 semester credit hours (sch). He/she registers online with college B for 3sch and with college C for 3 additional sch. This student is full time with college A and part-time with colleges B and C. College A receives state reimbursement for fulltime student and colleges B and C receive part-time funding. Colleges A, B and C register and transcript courses that they teach.

If the student registered with college A in the fall for 9sch and with college B and C for 3 sch each, college A would receive pay for 9 sch. and colleges B and C would receive funding for 3sch each. In every situation, each college keeps the tuition that it receives from the student.

Spring Semester

Example: A student is registered with college A for 12sch. He/she registers online with college B for 3 hours and with college C for 3 sch. College A receives student tuition, but it does not receive any state funding since the student is full time. Colleges B and C receive part-time funding for 3sch each.

If the student registered with college A in the spring for 9sch (was not full time in the fall) and with colleges B and C for 3sch each, college A would receive pay for 9sch and colleges B and C would receive funding for 3sch each. Each college keeps the tuition that it receives from the student.

State Funding for Mississippi Virtual Community College Consortium

ADOPTED JUNE 10, 2001

During the fall semester, any combination of traditional and on-line semester credit hours (SCH) that equal 12 or more will make a student full time (based on current campus/center status), as long as all hours are **hosted** by the same college. This full-time combination of all hours taken will be counted only once, regardless of the number of or the type of hours above 12 SCH's that are taken by a student. All Mississippi Virtual Community College hours used in this combination will be counted only once, as long as all hours are hosted and provided by the same college.

All other Mississippi Virtual community College hours generated during the summer, fall and spring semesters will be totaled and divided by 24 to determine the number of FTE students.

Colleges will be compensated for each FTE student **provided** for during the summer, fall, and spring semesters.

All students will register through their district's host college. All hours generated during the summer, fall and spring semesters that did not make a student full-time will be divided by 24 to determine the number of FTE students for all participating colleges that serve as host only.

All colleges participating in the MSVCC will agree to basic MSVCC Operational Guidelines and sign a Memorandum of Agreement (MOA) with the SBCJC that outlines the primary responsibilities of the SBCJC and the participating colleges.

State Funding for the Mississippi Virtual Community College Consortium ADOPTED MAY 5, 2003

Because FY 2004 is the first year of a five-year phase-in to an FTE funding formula, funding for the Mississippi Virtual Community College is derived from two separate funding formulas. The basis for counting virtual students and the amount of pay derived for virtual students is different in each of the formulas. In the first year of the five-year phase-in, a base amount plus four-fifths (4/5) of the traditional headcount formula is combined with one-fifth (1/5) of the new full-time equivalent (FTE) funding formula to make up the full amount of the formula.

Accounting for virtual students in the traditional headcount formula is as follows:

4/5 Headcount Formula

During the fall semester, any combination of traditional and on-line semester credit hours (SCH) that equal 12 or more will make a student full time (based on current campus/center status), as long as, all hours are **hosted** by the same college. This full-time combination of all hours taken will be counted only once, regardless of the number of or the type of hours above 12 SCH's that are taken by a student. All Mississippi Virtual Community College hours used in this combination will be counted only once, as long as all hours are hosted and provided by the same college.

All other Mississippi Virtual Community College hours generated during the summer, fall and spring semesters will be totaled and divided by 24 to determine the number of FTE students. Colleges will be compensated for each FTE student **provided** for during the summer, fall, and spring semesters at a weight of 0.55.

All students will register through their district's **host** college. All hours generated during the summer, fall, and spring semesters that did not make a student full-time will be divided by 24 to determine the number of FTE students for all participating colleges that serve as host only. The weight shall be set at 0.55.

1/5 Full-Time Equivalent (FTE) formula

All MSCC hours **provided** during the summer, fall and spring semesters will be divided by 24 to determine the number of FTE. These hours are not broken out in a separate section of the

appropriation, but are included in the academic, technical and vocational categories. Academic, technical and vocational categories are weighted at 1.0.

All colleges participating in the MSVCC will agree to basic MSVCC Operational Guidelines and sign a Memorandum of Agreement (MOA) with the SBCJC that outlines the primary responsibilities of SBCJC and the participating colleges.

APPENDIX L: Updates to Policies and Procedures Manual

October 2011

1. Added new MSVCC Core Course Evaluation Guide (Appendix)
2. Added revised Student Course Evaluation (Appendix). (Pgs 36-37)
3. Added revised Student Services Evaluation (Appendix). (Pgs 31-35)
4. Removed original surveys listed on pages 31-37
5. Added Evaluations section under Provider College Responsibilities
6. Added Faculty Credentialing section under Provider College Responsibilities
7. Removed obsolete Faculty/Credentialing section on page 38 (included under Provider College Responsibilities)
8. Added the MSVCC Credential Certification Form (Appendix)
9. Removed the Evaluation section on page 21 (included in under Provider College Responsibilities).
10. Moved Host Course Evaluations (paragraph only – revised version) on page 40 to Host College Responsibilities.
11. Revised Hosted Course Evaluation (Appendix)
12. Moved MSVCC Student Surveys (paragraph only – revised version) to Page 44 under Student Policies and Procedures.
13. Added Appendix section to Policies and Procedures Manual
14. Changed the History “attachment” on page 48 to Appendix
15. Added additional funding history documents to Appendix
16. Updated table of contents to reflect changes to policies and procedures along with the addition of the Appendix
17. Moved forms, surveys, example, and history documents to the Appendix
18. Reordered sections of manual to increase ease of use
19. Reformatted sections to increase consistency

(Page references are to the 2010 version)

August 2012

1. Added Protection of Student Identity and Information policy (this added to be in compliance with SACS Standard 4.8)
2. Added overview of Proctoring policy and associated fees
3. Added Appendix L, which is a copy of an out-of-state approval form for proctoring

October 2013

1. According to the Community College Support Appropriations Bill, changed the denominator in the FTE formula from 24 to 30 on page 4
2. Changed the Appropriation Bill number and year on page 5
3. Added “short term sessions” to be included in the common statewide enrollments dates on page 6
4. Deleted “A common statewide last date to contact online instructor” on page 6
5. Added Strategic Plan policy statement
6. Clarified provider college definition on page 10

7. Deleted “The provider ELC will ensure that the standardized buttons/links for course navigation are used in course shells (See Appendix)” on page 10
8. Added “summer” to the terms in which students will be provided the opportunity to evaluate MSVCC courses on page
9. Clarified host college definition on page 12
10. Changed “master pick list” to MSVCC Master Course Offering List on page 12
11. Added MSVCC Attendance Policy
12. Added in Textbook – Order from Another Store section – If a bookstore is unable to buy from the publisher “and have the textbook delivered to the student within 14 days the host college will plan an order with the provider college”.
13. Added in Textbook- Website Accuracy section – the HEOA requirements to disclose textbook ISBN and pricing.
14. Changed terminology from SBCJC to MCCB and Office of Distance Learning to Office of eLearning.
15. Removed Appendix B – Standardized Course navigation Buttons/Links and renumbered other appendices

November 2013

1. Calendar Section added Control Dates

February 2014 (Changes were necessary for the introduction of new mini-terms)

1. Criteria for State Reimbursement Section: Edited items 3, 5, 6 and 7 for clarification purposes with the addition of the new mini-terms
2. Calendar Section – Added definitions and the Term Offering Schedule to better explain the new mini-term structure
3. Calendar Section – Added Drop/Add timeframe
4. College Responsibilities Section – Edited Out-of-District Numbers to state that 50% of the total seats must be made available to other colleges at the start of registration and no longer for the entire registration period
5. MSVCC Attendance Policy Section – Change policy to state that 8 and 15 week courses would take attendance once per week and 4 week courses would take attendance twice per week.
6. MSVCC Attendance Policy – Added “No Show” policy for attendance purposes.

May 2014 (Additional changes necessary for introduction of mini-terms)

1. Definitions Section – Edited the Term Offering Schedule table to include 3-week intercession terms
2. Calendar Section – Added Census Date description and definition
3. Grades Section – Added the requirement of reporting mid-term grades
4. Grades Section – Added the policy for submitting grade changes

August 2014 (Additional changes necessary for introduction of mini-terms)

1. Added 3-week terms to Drop/Add Period, Guidelines Used to Determine Agreed upon Dates for Public Calendar, and Attendance Policy

August 2015

1. Changed MSVCC assessment fee from \$15 to \$12 which was approved at the MACJC meeting in June 2015.
2. Proctored Exam Section – Added virtual proctoring and changed computer standards.
3. Library Agreement Section – Removed this section completely along with the associated appendices since library lending no longer takes place due to the abundance of electronic resources.
4. Learning Resource Section – This new section was added which includes MELO and Online Tutoring Services.
5. Bylaws Section – Changed name of eLearning Coordinators Association (MELA) to MSVCC eLearning Association (MELA); added duties of officers; changed nomination of officers; changed order of business; and added committee list.
6. APPENDIX E: MSVCC Student Services Survey – Revised Library Resource questions as approved by the Librarians and ELCs in spring 2015.