

Mississippi Virtual Community College

# POLICIES AND PROCEDURES MANUAL



## **Approval Dates**

MELA – April 2018

MACJC – June 2018

MCCB – July 2018



# Table of Contents

<b>I. Section 1: Executive Summary .....</b>	<b>3</b>
1.1 Mississippi Virtual Community College Overview .....	3
1.2 MSVCC Goals.....	3
1.3 Definition of MSVCC Course.....	3
1.4 Division Background .....	3
1.5 eLITE Division Goals.....	4
1.5 Job Descriptions .....	4
<b>II. Section 2: State Funding and MCCB Support .....</b>	<b>7</b>
2.1 Full-Time Equivalent (FTE) Formula from Appropriations Bill.....	7
2.2 Criteria for State Reimbursement of MSVCC Courses.....	7
2.3 Memorandum of Agreement .....	9
<b>III. Section 3: MSVCC Resources and Services .....</b>	<b>11</b>
3.1 MSVCC Contractual Services .....	11
3.2 MSVCC Resources and Services .....	12
<b>IV. Section 4: MSVCC Calendar .....</b>	<b>15</b>
4.1 General .....	15
4.2 Calendar Definitions .....	15
4.3 Drop/Add Period .....	17
4.4 Census Date.....	17
4.5 Control Dates .....	18
4.6 Guidelines Used to Determine Agreed Upon Dates for Public Calendar .....	19
<b>V. Section 5: College Responsibilities.....</b>	<b>21</b>
5.1 Provider College Responsibilities.....	22
5.2 Host College Responsibilities .....	25
5.3 Responsibilities of Both .....	25
5.4 Student Policies and Procedures .....	27
5.5 Proctored Exams .....	30
5.6 Textbooks .....	32

<b>VI. Section 6: MSVCC eLearning Association .....</b>	<b>37</b>
6.1 MSVCC eLearning Association (MELA) Bylaws .....	37
6.2 MELA Committees .....	39
6.3 MSVCC Exceptions and Issues Committee Bylaws .....	39
<b>VII. Appendix.....</b>	<b>43</b>
Appendix A: Example of Memorandum of Agreement.....	43
Appendix B: Criteria for State Reimbursement .....	44
Appendix C: State Funding for MSVCC Consortium .....	46
Appendix D: Evaluation Survey for MOA .....	47
Appendix E: MSVCC Grade Change Form .....	48
Appendix F: Core Course Evaluation Guide.....	49
Appendix G: MSVCC Student Course Evaluation .....	50
Appendix H: MSVCC Student Services Survey .....	52
Appendix I: Faculty Credentials Certification.....	56
Appendix J: MSVCC Proctoring Standards Evaluation Form .....	57
Appendix K: MSVCC Hosted Course Evaluation .....	58
Appendix L: Proctor Confidentiality Agreement.....	59
Appendix M: Off Site/Out-Of-State Approval Form.....	60
Appendix N: Funding Procedures History .....	61
Appendix O: Updates to Policies and Procedures Manual .....	64
Appendix P: MS Community College Services and Contracts .....	70





# Section 1: Executive Summary

---

## 1.1 Mississippi Virtual Community College Overview

The Mississippi Virtual Community College (MSVCC) is a consortium of Mississippi's 15 community colleges that makes it possible for colleges to leverage their distance learning resources -- including faculty, courses, support services, and technology. Through the MSVCC, students may take courses from community colleges anywhere in Mississippi while getting support services from a local college. To take a course from a remote (provider) college, a student enrolls at a local (host) community college. The host college supports the student with a full slate of student services, including advisement and counseling, financial aid, and learning resources. The host college awards credit for the course. The remote (provider) college provides the course instruction.

The success of the MSVCC partnership and resulting trust that has developed between the MCCB and the member colleges has led to the advancement of quality, accessible education, fiscal efficiency, and innovative and collaborative instructional practices.

## 1.2 MSVCC Goals

1. Promote opportunities for student achievement
2. Provide an innovative, high-quality learning experience
3. Deliver exemplary administrative, instructional, and student support services
4. Initiate opportunities for growth and extended education outreach

## 1.3 Definition of MSVCC Course

MSVCC online courses are defined as those which are offered through the MSVCC Enrollment Tool, whether hosted or provided, and must follow the policies and procedures outlined in this documentation. Courses that are not offered in the MSVCC Enrollment Tool are considered to be “native online courses”, in which the college offering the course(s) determines local policies and procedures.

## 1.4 Division Background

The eLearning and Instructional Technology (eLITE) Division of the Mississippi Community College Board (MCCB) is committed to student success by supporting efforts to ensure that quality online and web-enhanced education and support services are available by promoting quality teaching and learning methodologies, deployment of innovative technologies that enhance learning, and development of diverse community and vendor partnerships. The Division is funded in support

through Educational Technology appropriations and college assessment fees. The eLITE Division is tasked with oversight of the MSVCC, instructional technology support, instructional design, vendor services, and professional development designed to meet local and statewide demand.

## **1.5 eLITE Division Goals**

1. Create and advance strategic partnerships.
2. Elevate online teaching and learning standards.
3. Ensure a sustainable model for MSVCC longevity.
4. Enhance marketing and communication of programs and services.

## **1.6 Job Descriptions**

### **1. *Assistant Executive Director for eLearning & Instructional Technology***

The Assistant Executive Director (AED) for eLearning & Instructional Technology is a full-time administrative position located at the MCCB. The primary function of this position is to provide innovative, visionary leadership and administrative direction for the Mississippi Virtual Community College (MSVCC). Under the AED of eLearning & Instructional Technology leadership, the eLITE Division will offer a comprehensive suite of integrated services including instructional design, professional development, technical support, oversight of system-wide strategic initiatives, and management of partnerships. The incumbent must be self-motivated, dependable, and committed to the highest level of professional ethics and integrity, exercising sound judgment to ensure efficient and effective use of resources and compliance with Mississippi Community College Board (MCCB) policy, state and federal regulations, MSVCC operational procedures, and accreditation requirements.

### **2. *Director of Instructional Design and Development***

The Director of Instructional Design and Development is a professional full-time position within the eLITE Division and reports to the Assistant Executive Director for eLearning & Instructional Technology. The position will provide direct leadership to the Instructional Design and Development Specialist. The incumbent is responsible for overall planning and leadership for training, professional development, and instructional design in all facets of teaching and learning as it relates to eLearning and Instructional Technology. The incumbent will oversee all planning, reporting, assessing, and evaluating of training and professional development activities in a manner that assures quality results.

### **3. *Instructional Design and Development Specialist***

The Instructional Design and Development Specialist is a professional full-time position within the eLITE Division and reports to the Director of Instructional Design and Development. The position is charged with identifying and implementing best practices for the design, development and implementation of learning content. The Instructional Design and Development Specialist will assess instructional needs of faculty and determine application solutions and emerging technologies that will support the integration of digital content in to the teaching and learning environment. Responsibilities also include offering workshops or site-visits to participating colleges in order to provide instructional design and quality assurance services.

### **4. *eLearning Technical and Support Specialist***

The eLearning Technical and Support Specialist is a professional full-time position that reports directly to the Assistant Executive Director for eLearning & Instructional Technology. As a part of the eLITE Division, the position is charged with innovating and maintaining a system of support and technical assistance in all areas of eLearning. The position will assist with systems and software management and development, work closely with college eLearning personnel, work to integrate and expand the interactivity of all distance education methodologies, and will assist in project implementation. Responsibilities also include planning, directing, assessing, and reporting of activities in a manner that assures quality results.



## Section 2: State Funding and MCCB Support

---

### 2.1 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 career categories. Academic, technical and career categories are weighted at 1.0. MSVCC students must be actually enrolled and in attendance the last day of the sixth week of each full-term semester, or its equivalent, and reside within the state of Mississippi to qualify for funding.

In addition to the above allocation, MSVCC shared **host and provider** hours may qualify for incentive funding on the basis of the prior year full-time equivalency of MSVCC shared hours during the summer, fall and spring semesters. To be considered in this separate section of the formula, the MSVCC student at the “host” institution must be taking the course from another “provider” institution. Those semester credit hours being **hosted** by one institution shall receive funding at the weight of **0.75** and those semester credit hours being **provided** by one institution shall receive funding at the weight of **0.25**.

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

### 2.2 Criteria for State Reimbursement of Mississippi Virtual Community College Courses

Given full faith to MCCB Policy 9.2 *Standards for Quality and Accountability*, a community/junior college is in compliance with the MSVCC Policies and Procedures Manual for the Mississippi Virtual Community College (MSVCC) Consortium when it meets the following criteria:

1. Students enrolled in courses where instruction is delivered via distance learning technologies will be counted for audit purposes, the same as that for students enrolled via traditional delivery methods, with the following stipulation. State appropriations will be awarded for Mississippi Virtual Community College (MSVCC) courses that are offered through the MSVCC Enrollment Tool and conform 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. MSVCC online courses are defined

as those which are offered through the MSVCC Enrollment Tool, whether host or provided, and must follow the policies and procedures outlined in the MSVCC Policies and Procedures Manual. Courses that are not offered in the MSVCC Enrollment Tool and/or do not have shared students, are considered to be “native online courses”, in which the college offering the course(s) determines local policies and procedures. Colleges will be compensated according to their roles as host and/or provider institutions for students and courses. Online courses are not classroom based, content is delivered online, do not require regular campus or any synchronous attendance, can be accomplished from a remote site, and are distinguished from hybrid courses, which are merely Internet enhanced.

2. Effective July 1, 2018, a \$0.90 cent fee per SSCH per semester will be assessed to each college by the MCCB for the purpose of supporting the MSVCC and the contractual obligations adopted by the consortium. This is a change from the former funding formula which assessed a 12.00 dollar per MSVCC course enrollment fee.
3. For the purpose of state reimbursement under Sections 1-3 SB 2954, 2018 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, career, 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.
4. All participating colleges will make MSVCC course offerings, for which they have program approval and accreditation, available to students for fall, spring, and summer semesters as deemed appropriate by local policy and procedures.
5. All participating colleges will adhere to the annual MSVCC calendar developed in cooperation with the Academic Deans’ Association and approved by MACJC.
6. All participating colleges should make MSVCC course offerings available to students. This may be achieved by publishing the registration website of the MSVCC in the college catalog, printing on college schedules, by adding a link of the complete course listing to the college’s website, or as deemed appropriate by local college policy and procedure.
7. 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 Chief eLearning Officers (CELOs) and the MCCB Assistant Executive Director for eLearning & Instructional Technology as soon as possible. No deletions can be made after

noon on the **Wednesday** prior to the first start day of the term.

8. All participating colleges must agree to serve as a testing site for MSVCC courses for the term(s) the college is participating in, giving full faith, cooperation and credit to all other colleges. 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.
9. All participating colleges must provide eLearning personnel 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 transcripting and admissions records), accreditation issues, research, and planning will be required of each college.
10. All provider colleges will provide the Host College with a copy of the faculty member's credentials and transcripts via the secure MSVCC Enrollment Tool database, verified by the Provider College and so stated in the file at the Host College.
11. All provider colleges agree to report (manually and/or via database import) attendance and grades, in accordance with the annual MSVCC calendar, utilizing the MSVCC Enrollment Tool database for the Host College to retrieve.
12. Due to course integrity and security issues, students are prohibited from auditing an MSVCC course.

### **2.3 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) with the MCCB that outlines the primary responsibilities of the MCCB and the participating colleges. In June of each year, each MACJC President receives the following items as a part of the MOA:

- Memorandum of Agreement for Mississippi Virtual Community College Participation (APPENDIX A)
- Criteria For State Reimbursement of Mississippi Virtual Community College Courses (APPENDIX B)
- State Funding for Mississippi Virtual Community College Consortium (APPENDIX C)
- Evaluation Survey for Mississippi Virtual Community College (APPENDIX D)





# Section 3: MSVCC Resources and Services

---

## 3.1 MSVCC Contractual Services

To support students in achieving their educational endeavors both in the classroom and beyond, the MSVCC leverages distance learning resources and services to foster an environment of excellence and promote quality teaching and learning.

The adoption of new contractual services follows a rigorous evaluation and implementation process as outlined:

- The Instructional Technology Committee is tasked with vetting any new or existing vendor services and making a motion to adopt or discontinue services to the MELA.
- During a monthly meeting, the MELA association will then vote to adopt, pilot, or discontinue services.
- If voted to adopt or pilot, the Assistance Executive Director for eLearning and Instructional Technology will work as the liaison between the MELA, Mississippi Department of Information Technology Services (ITS), and the MCCB for negotiation of pricing, contractual agreement(s), and ensuring processing of payment.
- All contractual technological service agreements are overseen by ITS and adhere to the following procedures:
  - ITS procurement request initiated by the eLITE Division.
  - Develop Business Case for any purchases exceeding \$999,999 during the contractual life-cycle
  - Make request for purchase before the ITS Board
  - Make request for purchase before the MCCB Board
  - Create MCCB Purchase Requisition to include MELA Meeting Minutes for approval of services, ITS Board Meeting Minutes for approval of spending authority, MCCB Board Meeting Minutes for approval of purchase, CP-1, and Contract

- Once the appropriate approvals have been received and a contract has been adopted, the eLITE Division oversees the implementation and training.
- The Instructional Technology Committee continues to monitor overall value and usage of service for the life-cycle of the contract.

### **3.2 MSVCC Resources and Services**

The following are resources and services overseen by the eLITE Division and do not require oversight by ITS.

#### **1. *MSVCC Enrollment Tool***

The MSVCC Enrollment Tool (ET) is an enrollment management system for MSVCC online courses and students across the 15 Mississippi community colleges. The ET provides access to courses from any Mississippi community college allowing the host college to offer their students additional course options from other institutions. Permissions and processes in the ET are developed by Divisions of the Mississippi Community College Board (MCCB) in consultation with the Mississippi eLearning Association (MELA) and Mississippi Association of Community/Junior Colleges (MACJC) and as interpreted by the MCCB.

#### **2. *MSVCC Website and Webpages***

The MCCB eLITE Division provides information via webpages to faculty, staff, and students about the MSVCC such as MSVCC course listings, faculty resources, student resources, and help guides.

#### **3. *MELA Canvas Course***

The MELA Canvas Course is designed to improve the collaboration of the MSVCC Consortium and provide resources that will enhance the quality of eLearning education.

#### **4. *MSVCC Canvas Community***

The MSVCC Community Group is a Canvas Community group where instructors and eLearning staff of the MSVCC can share ideas about teaching, learning, and course design in Canvas.

#### **5. *Professional Development***

eLITE Division offers high-quality training to all faculty, administrators, K-12 teachers, and out-of-state participants. A wide variety of topics are offered including Canvas, instructional design, teaching best practices, educational web applications, and vendor technology tool training. Services include multiple webinars a week held at different times including night sessions, certificate courses, face-to-face workshops/presentations, and instructional

design assistance. The office utilizes the Canvas Catalog for enrollment and reporting capabilities.

**6. *MS-SARA and NC-SARA***

The State Authorization Reciprocity Agreement is an agreement among member states, districts, and U.S. territories that establishes comparable nation-wide standards for interstate offering of postsecondary distance education courses and programs. The reciprocity allows participating Mississippi colleges and universities to offer distance programs and courses to residents of member states without seeking state-by-state approval, and is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council (NC-SARA) and is administered by four regional education compacts.

**7. *MELO***

A virtual library that mirrors the traditional library through online databases, electronic books and journals, and scholarly web sites. Learners and instructors can utilize this service to search for books, journals, magazine articles, and news items; conduct refined searches within a specific database such as EBSCO or CREDO; chat live with a librarian; and find citation guides such as MLA and APA.

**8. *MILD Grant***

The MSVCC Innovative Learning and Design Mini Grant is awarded to eLearning Departments of the 15 Mississippi community colleges for projects designed to support the Strategic Initiatives of the MSVCC. Funds may be used for supplies, equipment, consultants, technical assistance, registration fees, and travel.

A comprehensive list of all contractual services and agreements is housed in the MELA Canvas Course and can also be viewed under Appendix P. Resources and contractual services are funded in support by the \$0.90 cent SCH assessment fee and partnership fees.



## Section 4: MSVCC Calendar

---

### 4.1 General

The process for the MSVCC calendar will be initiated two years beforehand to allow adequate time for review and approval. The MSVCC eLearning Association and the Academic Officers Association will finalize approval of firm dates one year in advance to allow inclusion of MSVCC 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 locally provided online courses. Students cannot enroll into courses offered by other colleges until the statewide enrollment period begins.

### 4.2 Calendar Definitions

- Semester: The designation of fall, spring, and summer which encompasses multiple terms with varying lengths
- Full-term: 15-week term
- Mini-term: Shorter instructional periods of 3, 4, or 8 weeks within the larger semesters of fall, spring, and summer
- 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
- 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.
  - MSVCC Administrative Committee will develop a draft Term Offerings Schedule each November to be reviewed and voted on by the MELA in January.
  - MELA will submit proposed calendar to Chief Academic Officers (CAO) Association in February for review.
  - CAO Association will make final approval in June of each year.

- o 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 Association.

The proposed terms and their term designation are as follows:

Semester	Term Code	ET Display
<b>Fall Semester</b>		
August 15-Week	AUG15	AUG (15wks)
August 8-Week	AUGo8	AUG (8wks)
October 8-Week	OCTo8	OCT (8wks)
August 4-Week	AUGo4	AUG (4wks)
September 4-Week	SEPo4	SEP (4wks)
October 4-Week	OCTo4	OCT (4wks)
November 4-Week	NOVo4	NOV (4wks)
<b>Spring Semester</b>		
December 3-Week	DECo3	DEC (3wks)
January 15-Week	JAN15	JAN (15wks)
January 8-Week	JANo8	JAN (8wks)
March 8-Week	MARo8	MAR (8wks)
January 4-Week	JANo4	JAN (4wks)
February 4-Week	FEBo4	FEB (4wks)
March 4-Week	MARo4	MAR (4wks)
April 4-Week	APRo4	APR (4wks)
<b>Summer Semester</b>		
May 3-Week	MAYo3	MAY (3wks)
June 8-Week	JUNo8	JUN (8wks)
June 4-Week	JUNo4	JUN (4wks)
July 4-Week	JULo4	JUL (4wks)

### 4.3 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

### 4.4 Census Date

According to the Community and Junior College Appropriation bill,

*Academic, Technical, Career, 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 Mon/Tues through Sun)
15	5	2	Sunday of 5th week
8	3	1	Sunday of 3rd week
6	2	1	Sunday of 2nd week
5	4	1	Sunday of 2nd week
4	3	1	Wednesday of 2nd week
3	3	1	Sunday of 1st week
2	2	1	Sunday of 1st week
1	1	0	Wednesday of 1st week

## 4.5 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
<b>Course Build/Registration</b>					
<i>Courses will be uploaded from your SIS every term</i>					
<b>Registration Ends</b>	Days	4	4	3	3
<b>Drop/Add/Administrative Clean-up</b>	Days	13	13	6	6
<b>Census Date</b> <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%
<b>Withdrawal Date</b> <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%
<b>Surveys</b>					
<b>Course Surveys</b>					
	Surveys Open	%	53%	53%	53%
	Surveys Close	%	87%	87%	87%
<b>Student Services &amp; Faculty Surveys</b>	<i>These dates are set for the first &amp; last possible days of that overall semester.</i>				
	Spring	Open – First day of DECO3 Close – Last day of MARo8			
	Fall	Open – First day of AUG15 Close – Last day of OCTo8			
	Summer	Open – First day of MAYo3 Close – Last day of JUNo8			
<b>Grades</b>					
<b>Grades (Mid-term and Final)</b>	Due date in ET is always set to be on a Monday. 15 week terms – MT grades due Monday of 9 <sup>th</sup> week. 8 week terms – MT grades due Monday of 5 <sup>th</sup> week.  Final grades are due the Monday following the last day of that term.				
	Grade Window Opens	Days	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



<b>Audit</b>					
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

#### 4.6 Guidelines Used to Determine Agreed Upon Dates for Public Calendar

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



## Section 5: College Responsibilities

---

It is the responsibility of each participating college to serve the online students and to support the MSVCC. Through the MSVCC, students may take courses from community colleges anywhere in Mississippi while getting support services from a local college. To take a course from a remote (provider) college, a student enrolls at a local (host) community college.

---

### ***Provider College:***

*Teaches the course and supports the instructor.*

### ***Host College:***

*Lists the courses and enrolls the student.  
(It is where the student registers for classes.)*

---

The Provider College provides the course instruction and supports the instructor. The Host College lists the courses and enrolls the student. The host college supports the student with a full slate of student services, including advisement and counseling, financial aid, and learning resources. The host college awards credit for the course.

The following outlines the responsibilities and task for the host and provider colleges.

#### Overview of the Provider College:

- Teaches the course and supports the instructor.
- Pays the instructor.
- Provide a link to the MSVCC website.
- Ensures the quality of the MSVCC course (s) provided through evaluations.
- Supports the instructor.
- Selects the course textbook(s).
- Records attendance and grades.
- Coordinates the exact reconciliation of his/her MSVCC enrollment list with the instructor grade book enrollment.
- Sets the maximum number of students per course

#### Overview of the Host College:

- Lists the courses and enrolls the student. The host college is where the student registers for classes.
- Provides a link to the MSVCC website.
- Selects the MSVCC courses that will be listed for student enrollment. MSVCC courses are chosen only from the MSVCC Master Course Offering List

- Chooses whether to increase their 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 MSVCC courses.
- Communicates with the provider CELO to ensure accuracy of enrollment figures.
- Develops student service procedures to serve MSVCC students.
- Develops a service to advise and screen potential MSVCC students.

## 5.1 Provider College Responsibilities

### 1. Enrollment Tool Grades

- a. Grades will be recorded (either manually and/or via database import) into the MSVCC Enrollment Tool for shared MSVCC students.
- b. Mid-Term Grades: Mid-term grades will be recorded in the Enrollment Tool for MSVCC students enrolled in MSVCC 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 end of the 8th week for 15-week courses.
- c. Final Grades: Final grades will be recorded in the Enrollment Tool for MSVCC students enrolled in an MSVCC course. Final grades will be due the Monday following the end of the final week of the term. (i.e. Final grades will be due the Monday following the end of the 8th week for 8-week courses and the Monday following the 15th week for 15-week courses.)

### 2. Faculty Credentialing

Each college will provide the necessary documentation certifying each MSVCC instructor's credentials to teach in a given subject area.

- a. A completed Credential Certification form should be loaded for each instructor into the Faculty Profile in the Enrollment Tool (APPENDIX I: Faculty Credentials Certification).
- b. In addition, a copy of the instructor's transcripts verifying credentials should be loaded into the Faculty Profile in the Enrollment Tool.  
*Note: The instructor's SSN and birth date should be blocked prior to uploading into the Enrollment Tool.*

### 3. Textbooks

The provider college is responsible for selection of textbook. Textbook information for the MSVCC should include Term, District, ISBN (required), Type, Author (required), Title (required), Publisher (required), and Comment.

#### **4. Syllabus**

The provider college is responsible for uploading the MSVCC Course Syllabus into the Enrollment. Syllabus information for the MSVCC must include course information, contact information, prerequisites, course description, text and course materials, learning outcomes, instructional techniques, methods of evaluation, grading information, testing information, academic honesty policy, attendance information, and ADA statement. The syllabus must be a PDF and must consist of the following naming convention: (3 digit) District Code + (5 digit) Semester Term + Course ID + Type of file being uploaded. Example: 2062018310178t.pdf.

#### **5. Attendance**

In accordance with the MCCB Enrollment Audit and Reporting Guidelines, colleges that participate in the MSVCC must ensure compliance with student attendance. 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 Maximum Number of Allowed Absences Chart*). Since the ET serves as the MSVCC information sharing portal, provider colleges must record (manually and/or via database import) MSVCC attendance utilizing the MSVCC Attendance feature within the ET. The provider college is responsible for recording regular attendance so that the host college may access attendance data needed for reimbursement. The Electronic Audit and Reporting System (eARS) links to the ET at the end of the term and creates a small Student Schedule (SS) file download. This download is appended to the host college's SS file by the personnel designated to perform data uploads.

#### **6. Grade Changes**

If a grade change is necessary, the instructor must report this grade change to their CELO utilizing the MSVCC Grade Change Form (APPENDIX E: MSVCC Grade Change Form). If the Enrollment Tool grade portal is open (typically 3 days after grade due date), the CELO will enter the appropriate grade change and no further action is necessary. If the Enrollment Tool grade portal is closed, the CELO must email the MSVCC Grade Change Form to the appropriate CELO(s). When requested by the provider, a copy of the MSVCC Grade Change Form will be submitted to the eLearning Technical Support Specialist for revision within the ET.

#### **7. Evaluations**

- a. Each college should conduct annual evaluations of provided courses. The MSVCC Core Course Evaluation Guide (APPENDIX F: 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.

- b. To verify quality of courses to host colleges, the CELO must upload an MSVCC Quality Verification letter to participating colleges inside of the Mississippi eLearning Association Canvas course repository for quality verification notice.
  - i. Letters must be sent annually in October.
  - ii. 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.
  - iii. 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.”
  - iv. CELOs should verify that letters have been sent.
- c. 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 G: MSVCC Student Course Evaluation)
  - i. In addition, MSVCC students will be provided the opportunity to evaluate Student Services through a link in their MSVCC Student Profile. (APPENDIX H: MSVCC Student Services Survey)
  - ii. 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 (<https://sbcjweb.sbcjc.cc.ms.us/ET/SelfService/Signin.aspx>). 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).

## 5.2 Host College Responsibilities

### 1. *Grades*

The appropriate personnel from the host college will retrieve grades from MSVCC Enrollment Tool.

### 2. *Attendance*

The provider college is responsible for ensuring attendance is recorded in the ET (manually and/or via database import) in accordance with the Board Policy 9.2 *Maximum Number of Allowed Absences Chart*. The host college will process attendance based on the data provided by the provider college using the “Request for Drop – Other CC Requested Drop” report in the Attendance feature of the ET. At the end of the term, the Electronic Audit and Reporting System (eARS) links to the ET and creates a small Student Schedule (SS) download. The download is then appended to the host colleges SS file by the personnel designated to perform data uploads.

### 3. *Hosted Course Evaluations*

The MACJC Dean’s 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 MELA Quality Sub-Committee in September of 2011 (APPENDIX K: MSVCC Hosted Course Evaluation). The revised evaluation form was approved on October 19, 2011.

## 5.3 Responsibilities of Both

### 1. *Chief eLearning Officer*

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

#### a. Enrollment

- Correct MSVCC enrollment problems
- Answer questions about MSVCC enrollment processes
- Manage the enrollment of MSVCC students into the MSVCC Enrollment Tool
- Facilitate communication between provider/host
- Facilitate transmission of grades between provider/host via the MSVCC Enrollment Tool

- Facilitate sending and receiving MSVCC Drop/Withdrawal requests
- b. Administer MSVCC
- Answer questions about MSVCC courses
  - Inform MSVCC participating colleges of MSVCC courses being offered by local college
  - Work with department chairs to identify instructors to teach MSVCC courses
  - Inform local college of MSVCC courses being offered each semester
  - Training of faculty and staff
    - i. Plan training process
    - ii. 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
- c. The CELO is the primary MSVCC college contact
- Communicate with local instructors, staff and students
  - Communicate with other CELOs 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
- d. Proctoring Standards Evaluation: The MSVCC Proctoring Standards Evaluation Form (APPENDIX G: MSVCC Proctoring Standards Evaluation Form) is recommended to be completed by each CELO on an annual basis to ensure adequate hours of operation and resources to support the needs of MSVCC and local students.
- Every college should consider itself a testing site for the MSVCC courses giving full faith and credit to all other colleges.
  - Every college should develop a plan to implement and maintain a “testing center” to accommodate MSVCC proctored testing.

## **2. Institutional Policies and Procedures**

Each college will be responsible for the development of institutional eLearning policies pertaining to intellectual property rights, exclusive of those 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.



### **3. *ADA***

Each college will take whatever steps it considers prudent to address ADA compliance for online MSVCC courses. Courses developed through funding from the MCCB will utilize Quality Matter standards to ensure ADA compliance.

### **4. *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 online 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.

### **5. *Marketing***

To increase awareness of the MSVCC, the eLITE Division along with the participating colleges, will provide ongoing marketing efforts through print, media, and attending events.

## **5.4 Student Policies and Procedures**

### **1. *MSVCC Student Privacy***

The local host institution has established procedures for protecting personally identifiable information within the Student Information System. For the MSVCC, the MCCB utilizes https and secure file transfer processes to protect student information during the transfer and storage of registration, course, and grade information in the Enrollment Tool. A unique, college generated student ID serves as the main identifier within the Enrollment Tool, Student Information System, and learning management system, and password encryption is determined by the authentication configuration set up by each school. 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.

### **2. *MSVCC Student Surveys***

Effective Summer 2018, MSVCC Student Surveys are made available in the ET and may be utilized to evaluate courses and student services at the host institution.

### **3. *MSVCC Attendance Policy***

In accordance with 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*.

The consortium defines attendance in MSVCC 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

To ensure compliance with the Community and Junior College appropriation bill and to meet the requirements as established by the MCCB, the ET attendance repository is available to MSVCC participants for documenting hosted and/or provided attendance. Institutions may elect to report attendance data either manually and/or via database import. Please note the following stipulations:

- If the instructor manually reports attendance into the ET Attendance Tool or the college utilizes database import for attendance, the Audit Roster **does not** need to be signed for audit verification.
- If anyone other than the instructor assigned to the course reports attendance into the ET Attendance Tool, the instructor assigned to the course **will be** required to electronically sign the Audit Roster in the ET to ensure audit verification.

*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.*

#### **4. *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. Submitting work that is not the student's own
- d. Improperly using technology
- e. Stealing, buying, or selling course materials
- f. Impersonating another student while taking an exam or having another person assume one's identity to take an exam
- g. 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 provider college's institutional policy. This may include failure of the assignment, failure of the course, or dismissal from the institution. The institutional policy must be outlined in the course syllabus and uploaded in the ET and Course Site.

#### **5. *MSVCC Discipline Policy***

Students who register for an MSVCC course 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.)

#### **6. *MSVCC Student Grievance Procedure***

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

- a. Discuss the problem with the faculty member, staff member, or administrator involved. Direct communication between the two parties usually resolves most of the problems.
- b. If informal efforts to resolve the problem are not productive, the complainant should then contact the CELO at the student's host college to help in processing the complaint. (Host College is the institution where the student registers for class.)
- c. 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 CELO with a copy sent to the host college's CELO (if different). The providing CELO 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.)

- d. 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.
- e. Students who do not submit a written appeal by the appointed date forfeit any further consideration in this matter.

No adverse action will be taken against a student for filing a complaint.

## 5.5 Proctored Exams

A proctored exam is an exam which is supervised by an approved, neutral person (a proctor) who ensures the identity of the exam taker and the integrity of the proctoring environment. Proctored exams are used for MSVCC courses to ensure compliance with SACSCOC standards which requires that institutions demonstrate that a student who registers in a distance or correspondence course or program is the same student who participates in and completes the course or program and receives the credit.

1. ***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 or via an approved virtual proctoring service, unless otherwise approved. Upon entrance into the exam (both in person and virtually), 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.
2. ***Fees***  
Students authorized to use off-site or virtual proctoring may be assessed a testing fee for site utilization. No fee is assessed to students enrolled in an MSVCC course when using a proctoring site on a Mississippi community/junior college campus.
3. ***Minimum/Maximum Number of Exams***  
A minimum of one (1) and a maximum of three (3) proctored exam(s) per MSVCC course will be allowed, with the exception of four credit-hour courses. Four credit-hour courses may require a maximum of four (4) proctored exams.

#### **4. Repository**

A proctoring repository is utilized by the MSVCC. This repository includes for each MSVCC course the instructor's name, instructor's provider college, course name, exam name, exam password, exam availability, software, time allowed, and allowed items.

#### **5. Grading**

The graded value and/or weight of an MSVCC proctored exam must be included on the syllabus uploaded to the MSVCC ET.

#### **6. Time Limit**

Proctored tests should be limited to a maximum of 2 hours for all MSVCC tests to ensure comparable testing standards of traditional course methodology.

#### **7. Delivery Method**

All proctored examinations will be conducted electronically through the learning management system or via an applicable third-party site (MyMathLabs, SAM, etc.) as determined by the host instructor. Copies of materials utilized during testing, such as scratch paper or calculations, can be emailed to the instructor upon request. Requests for providing copies of materials used during testing must be made in advance via the statewide proctoring repository.

#### **8. Facilities**

In accordance with the substantive change, each college should maintain at least one adequate proctoring facility in a campus location suitable to the requirements of the college and the needs of the examinees.

#### **9. Personnel**

Any site designated for MSVCC proctored testing should have a staff person available for proctoring as 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 L: 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 Chief eLearning Officer's office.

#### **10. Testing Hours**

Each college is responsible for ensuring adequate hours of operation and staffing to meet student demand.

### **11. 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.

### **12. Proctoring Standards Evaluation**

The MSVCC Proctoring Standards Evaluation Form (APPENDIX J: MSVCC Proctoring Standards Evaluation Form) is recommended to be completed by each CELO on an annual basis to ensure adequate hours of operation and resources to support the needs of MSVCC and local students.

### **13. Out-of-State Proctoring**

Colleges that permit out-of-state testing at locations not listed within SmarterProctoring must follow established procedures to ensure approval for off-site proctors and centers (APPENDIX M: Off-Site/Out-of-State Approval Form).

### **14. 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.

## **5.6 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 online orders between stores.

- c. Third, bookstores make estimate 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 the MACJC. That fee will be \$5 per book, with a minimum of \$10.00. Example: shipping 1 book - \$10, shipping 2 books - \$10, shipping 3 books - \$15, shipping 4 books - \$20, etc. The fee will be fair and equitable based upon current standard book shipping rates through the USPS.

**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 CELOs 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.*





# Section 6: MSVCC eLearning Association

---

## 6.1 MSVCC eLearning Association (MELA) 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:

- I. Section I: The express duties of the President shall be as follows:
  - A. Chief eLearning Officer (CELO) of their local college or as approved by the CELO
  - B. To preside at all meetings of the Association
  - C. To serve as Chair during MELA Meetings
  - D. To serve as an acting member of the Administrative Committee
  - E. Represent MELA at MACJC meetings as needed.
  
- II. Section II: The express duties of the President-Elect shall be as follows:
  - A. Chief eLearning Officer (CELO) of their local college or as approved by the CELO
  - B. To attend all meetings of the Association
  - C. To plan and organize the MELA Retreat

- D. To discharge the duties of the President in the absence of the President
- E. To serve as an acting member of the Administrative Committee
- F. Establish and operate technologies during MELA Meetings (virtual and physical)

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

- A. To attend all meetings of the Association
- B. To record the minutes of all meetings of the Association including the annual Retreat
- C. To distribute the minutes to all members of the Association within one week of the meeting

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***

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***

Members meet every 2nd Wednesday of each month and conduct a retreat annually. Strategic Planning for the MSVCC is conducted bi-annually. 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, Unfinished Business, New Business, Action Items, Open Forum, and Adjournment.

#### ***Article VII: Voting***

A MELA 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.

**6.2 MELA Committees**

<b>Administration Committee</b>	<b>Instructional Technology Committee</b>	<b>Quality Committee</b>	<b>Support Services Committee</b>
<b>Policies &amp; Procedures</b>	<b>LTI's</b>	<b>Pedagogy</b>	<b>Enrollment Tool</b>
<b>Strategic Plan</b>	<b>Vendors/ Partners</b>	<b>Evaluation Process</b>	<b>Website/ Consortium App</b>
<b>Calendar</b>		<b>Instructor of the Year</b>	<b>Proctoring</b>
<b>Budget</b>		<b>Faculty Development</b>	
<b>Grants</b>		<b>Student Development</b>	

**6.3 MSVCC Exceptions and 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 MSVCC 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 establish 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 eLITE Division. 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 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
  - 1. Terms of office shall be for one year.
  - 2. Officers may serve a total of 2 consecutive terms.
  - 3. Nominations of officers shall be taken from the floor.
  - 4. Elections of officers shall be by majority vote.
  - 5. Officers shall assume office at the next called meeting.
  - 6. 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
  - 1. Officiate all committee meetings.
  - 2. Serve as the official committee spokesperson.
  - 3. Reserve the right to create subcommittees as needed.
  - 4. Reserve the right to postpone action or request additional information on any exception or issue.
  - 5. Shall report to the MACJC and to 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
  - 1. The vice-chair shall fulfill all the responsibilities of the chair in the event of the absence of the chair or other warranting circumstances.
  
- D. Secretary/Coordinator Responsibilities
  - 1. Handle all committee secretarial work.
  - 2. Accept exceptions and issues cases.
  - 3. Coordinate committee activities.
  - 4. Coordinate meeting arrangements.

5. Coordinate meeting agendas.
6. 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 1st day of July, 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 the *Criteria for State Reimbursement of Mississippi Virtual Community College Courses* and the *MSVCC Policies and Procedures Manual*.
- 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 within the *State Funding for Mississippi Virtual Community College Consortium* document 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:

---

Andrea Mayfield, Executive Director  
Mississippi Community College  
Board

---

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

## **Appendix B: Criteria for State Reimbursement**

### **Criteria for State Reimbursement of Mississippi Virtual Community College Courses, FY XX**

Given full faith to MCCB Policy 9.2 *Standards for Quality and Accountability*, a community/junior college is in compliance with the MSVCC Policies and Procedures Manual for the Mississippi Virtual Community College (MSVCC) Consortium when it meets the following criteria:

1. Students enrolled in courses where instruction is delivered via distance learning technologies will be counted for audit purposes, the same as that for students enrolled via traditional delivery methods, with the following stipulation. State appropriations will be awarded for Mississippi Virtual Community College (MSVCC) courses that are offered through the MSVCC Enrollment Tool and conform 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. MSVCC online courses are defined as those which are offered through the MSVCC Enrollment Tool, whether host or provided, and must follow the policies and procedures outlined in the MSVCC Policies and Procedures Manual. Courses that are not offered in the MSVCC Enrollment Tool and/or do not have shared students, are considered to be “native online courses”, in which the college offering the course(s) determines local policies and procedures. Colleges will be compensated according to their roles as host and/or provider institutions for students and courses. Online courses are not classroom based, content is delivered online, do not require regular campus or any synchronous attendance, can be accomplished from a remote site, and are distinguished from hybrid courses, which are merely Internet enhanced.
2. Effective July 1, 2018, a \$0.90 cent fee per SSCH will be assessed to each college by the MCCB for the purpose of supporting the MSVCC and the contractual obligations adopted by the consortium. This is a change from the former funding formula which assessed a 12.00 dollar per MSVCC course enrollment fee.
3. For the purpose of state reimbursement under Sections 1-3 SB 2954, 2018 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, career, 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.

4. All participating colleges will make MSVCC course offerings, for which they have program approval and accreditation, available to students for fall, spring, and summer semesters as deemed appropriate by local policy and procedures.
5. All participating colleges will adhere to the annual MSVCC calendar developed in cooperation with the Academic Deans' Association and approved by MACJC.
6. All participating colleges should make MSVCC course offerings available to students. This may be achieved by publishing the registration website of the MSVCC in the college catalog, printing on college schedules, by adding a link of the complete course listing to the college's website, or as deemed appropriate by local college policy and procedure.
7. 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 Chief eLearning Officers (CELOs) and the MCCB Assistant Executive Director for eLearning & Instructional Technology as soon as possible. No deletions can be made after noon on the **Wednesday** prior to the first start day of the term.
8. All participating colleges must agree to serve as a testing site for MSVCC courses, giving full faith, cooperation and credit to all other colleges. 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.
9. All participating colleges must provide eLearning personnel 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. All provider colleges will provide the Host College with a copy of the faculty member's credentials and transcripts via the secure MSVCC Enrollment Tool database, verified by the Provider College and so stated in the file at the Host College.
11. All provider colleges agree to report (manually and/or via database import) attendance and grades, in accordance with the annual MSVCC calendar, utilizing the MSVCC Enrollment Tool database for the Host College to retrieve.
12. Due to course integrity and security issues, students are prohibited from auditing an MSVCC course.

## Appendix C: State Funding for MSVCC Consortium

### STATE FUNDING FOR MISSISSIPPI VIRTUAL COMMUNITY COLLEGE CONSORTIUM FYXX (FUNDING PROCEDURES)

#### 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 career categories. Academic, technical and career 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 shared **host and provider** hours may qualify for incentive funding on the basis of the prior year full-time equivalency of MSVCC shared hours during the summer, fall and spring semesters. To be considered in this separate section of the formula, the MSVCC student at the “host” institution must be taking the course from another “provider” institution. Those semester credit hours being **hosted** by one institution shall receive funding at the weight of 0.75 and those semester credit hours being **provided** by one institution shall receive funding at the weight of 0.25.

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

**Appendix D: Evaluation Survey for MOA**

**EVALUATION SURVEY FOR MISSISSIPPI  
VIRTUAL COMMUNITY COLLEGE FY XXX**

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. (MSVCC Policies and Procedures Manual)  
\_\_\_ Strongly Agree \_\_\_ Agree \_\_\_ Neutral \_\_\_ Disagree \_\_\_ Strongly Disagree

If you wish, please add any additional comments:

---

---

---

---

---

---

---

---



**Appendix E: MSVCC Grade Change Form**



MISSISSIPPI VIRTUAL  
COMMUNITY COLLEGE®

**PROVIDER MSVCC GRADE CHANGE**

(To be completed for each course reported. Please maintain confidentiality.)

**Course Name:** \_\_\_\_\_ **Course Number:** \_\_\_\_\_  
**Instructor:** \_\_\_\_\_ **Course Section:** \_\_\_\_\_  
**Course Title** \_\_\_\_\_ **Term:** \_\_\_\_\_  
**Providing College:** \_\_\_\_\_ **Host College:** \_\_\_\_\_  
**Receiving Individual:** \_\_\_\_\_

Student Name	Student ID	Incorrect Grade or Status/LDA	Correct Grade

**Reason for grade change:**

**Submitter:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Submit by email to CELO. CELO will disseminate to student’s host college and/or process.**



## **Appendix F: 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 G: 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*

- a. This course is what you expected.
- b. Course information including course goals/objectives, grading procedures, etc. was made available to me.
- c. The course site was well organized and easy to navigate.
- d. The course activities and assignments contributed to my learning.
- e. The textbook supported the course presentations and was appropriate.
- f. The supplemental materials (handouts, web links, study guides, demonstration materials) contributed to my learning experience.
- g. 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 H: 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 (Select box for Age Groups)
  - a. 16 – 17
  - b. 18 – 24
  - c. 25 – 29
  - d. 30 – 39
  - e. 40 – 49
  - f. 50 – 59
  - g. 60 +
6. Marital Status
  - a. Single
  - b. Married
  - c. Divorced/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 do 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 – 5 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.
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 institution's 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.

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, offices, or resources you used for support.  
(COMMENT BOX)

#### **V. Comments**

Please list any additional comments or suggestions.

Comments:

## Appendix I: 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)

Area: Academic Career Technical

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:

	Course #	# Hours	Institution	Total Hours
Area 1				
Area 2				

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 J: 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 for the LMS?
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 K: 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 L: 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 M: 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 Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Course(s) Title (i.e. ACC1213 HO): \_\_\_\_\_

Reason for not coming to campus: \_\_\_\_\_

**Return this form to the eLearning Office through email [abc@test.edu](mailto:abc@test.edu) or Fax 601-XXX-XXXX.**

## **Appendix N: 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 3 SCH 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 full-time 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 9 SCH 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 3 SCH 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 12 SCH. 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 3 SCH each.

If the student registered with college A in the spring for 9 SCH (was not full time in the fall) and with colleges B and C for 3 SCH each, college A would receive pay for 9 SCH and colleges B and C would receive funding for 3 SCH 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, gall

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 MCCB that outlines the primary responsibilities of the MCCB 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 MCCB that outlines the primary responsibilities of MCCB and the participating colleges.

### **State Funding for the Mississippi Virtual Community College Consortium, ADOPTED December 2017**

The MACJC on November 28, 2017, and the MCCB on December 8, 2017, voted to approve changes that will be implemented beginning July 1, 2018. The changes are as follows:

- Remove “part-time” FTE host/provider incentive and replace with “shared” FTE host/provider
- Charge \$0.90 cent per all SSCH from \$12.00 per MSVCC course enrollment per student
- Implement a one-time Hold Harmless provision.

The provisions to the funding formula provide a more equitable and sustainable model which promotes sharing, decreases duplications, and provides greater autonomy of local online courses

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 career categories. Academic, technical and career 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 shared **host and provider** hours may qualify for incentive funding on the basis of the prior year full-time equivalency of MSVCC shared hours during the summer, fall and spring semesters. To be considered in this separate section of the formula, the MSVCC student at the “host” institution must be taking the course from another “provider” institution. Those semester credit hours being **hosted** by one institution shall receive funding at the weight of 0.75 and those semester credit hours being **provided** by one institution shall receive funding at the weight of 0.25.

## **Appendix O: 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

5. Added Strategic Plan policy statement
6. Clarified provider college definition on page 10
7. Deleted “The provider CELO 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 MCCB 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 Chief eLearning Officers 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 CELOs in spring 2015.

### **August 2016**

1. Changed eLearning Coordinator (ELC) to Chief eLearning Officer (CELO).
2. Student Policies & Procedures Section-Revised MSVCC Student Privacy password encryption to include MD-5 hashing which is utilized in the Canvas Learning Management System.
3. Bylaws Section-Revised Order of Business to include Unfinished Business.
4. Proctored Exams Section- Added information on breadcrumb within the LMS to verify student identify matches student ID.
5. Textbook Section- Revised Cost of Shipping to include statement on shipping will be fair and equitable utilizing current standard book shipping rates.
6. Learning Resources Section-Revised MELO to include Films On Demand as adopted by the MACJC July 2016. MSVCC ELEARNING ASSOCIATION COMMITTEE- Remove individual names serving on committees.
7. Appendix L-Add Syllabus Template.
8. Appendix M-Revise MSVCC Policies and Procedures Updates to Appendix M.

### **October 2016**

1. Format of the MSVCC Policies and Procedures Manual was converted from Microsoft Word to iBooks. This edition of the Manual was uploaded to the MELA Canvas Course as a Flipping Book document.



## November 2016

1. The MACJC approved the October 2016 version of this manual.

## August 2017

(Items 1 – 12 reflect page numbers for August 2017, Version 1)

1. Updated language of the MSVCC Criteria for State Reimbursement of Online Courses – Page 10.
2. Replaced any instance of MCCB eLearning Director with MCCB Assistant Executive Director for eLearning and Instructional Technology
3. Page 17 - Chief eLearning Officers Association (MELA) was changed to the MSVCC Administrative Committee will develop a draft Term Offerings Schedule each November to be reviewed and voted on by the MELA in January.
4. Changed CAO to CAO Association.
5. Changed Chief eLearning Officers Association (MELA) to MSVCC eLearning Association.
6. Changed Office of eLearning to MCCB Division of eLearning and Instructional Technology
7. Changed all instances of sch to SCH
8. Throughout the document, change instances of SBCJC to MCCB as appropriate.
9. Appendix A revised - Page 58
10. Attachment A, B, and C added to Appendix A - Pages 59 – 62.
11. Number fixed on MCCB Support for the MSVCC - Pages 13 and 14.
12. Website revised on Evaluations section III, B - Page 27.
13. Format converted from iBooks to Word document in order to make the P & P printable and include a printable Table of Contents. (*Note: iBooks Author is designed to create iBooks formatted eBooks only, not printable books.*)
14. MSVCC Honesty Policy numbering corrected (corrected VI) – Page 25.
15. Chapter 4, Section 1 MELA Bylaws, Article III: Removed the words “Duties of the officers” and changed bullet points to numbers. Also changed CeLO to CELO – Pages 35 and 36.
16. Chapter 4, Section 3, Article V: Revised numbering – Pages 40 and 41.
17. Appendix B MSVCC Grade Change Form Formatting Revised – Page 48.
18. Appendix E, I, Number 5 Age Groups revised to show age group segments – Page 52.
19. Appendix E, III, changed instructions from “Please respond to questions 1, 2, 3, and 4” to “Please respond to questions 1 – 5” – Page 54.
20. Bullet points, numbering, and other formatting issues changed throughout manual to make more consistent.
21. Added 3 weeks to mini-term definition on page 11 under MSVCC Calendar Definitions.
22. Deleted NBC Learn and Thomson/Gale Opposing Viewpoints from Learning Resources section on page 34.

23. Page 27 under Verification of Student Identity and Testing Integrity, removed the sentence “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.”
24. References of SCH changed to sch where needed.

## September 2017

1. Director of Training and Professional Development page 8 changed to Director of Instructional Design and Development and responsibilities revised.
2. Ch. 1, Section 2 under MCCB Support for the MSVCC added Technical Specialist responsibilities and Instructional Design and Development Specialist responsibilities.
3. Ch. 3, Section 3 under Minimum/Maximum Number of Exams removed information about hard-copy tests: “uploaded file if a hard-copy test is to be given, information on returning the hard-copy test such as fax number/ mailing address” page 30.
4. Ch. 3, Section 3 under Minimum/Maximum Number of Exams put the number 4 in parenthesis.
5. Ch. 3, Section 2 MSVCC Attendance Policy page 27 added a sentence to include information about the attendance repository.
6. Blank pages intentionally left throughout the document for the purpose of creating a printable document that also was also visually appealing in Flipping Book. This was done to ensure chapters began on a new page.
7. Ch. 3, Section 2 MSVCC Student Privacy page 27, sentence about password encryption revised.
8. Images added, Notes section added, and additional formatting changes made.

## March 2018

1. An extensive overhaul and re-design of the MSVCC Policies and Procedure Manual after revisions to the MSVCC Funding Formula were approved.
2. CELOs were provided a Google document to list recommended revisions. This document can be found at the following link:  
[https://docs.google.com/spreadsheets/d/1RgIgr-aVPpob\\_8WInZ61qncaIDGqe4bNZcokAih31U/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1RgIgr-aVPpob_8WInZ61qncaIDGqe4bNZcokAih31U/edit?usp=sharing)
3. Process for approving these changes included:
  - a. Review and approval of the MELA
  - b. Review and approval by the MACJC
  - c. Review and approval by the MCCB

## **April 2018**

- 1.** MSVCC Student Surveys-Request made to move history to back of document. In 2002, the MSVCC IE Committee reviewed all institution surveys and completed a MSVCC 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 G: MSVCC Student Course Evaluation and APPENDIX H: 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.

## **Appendix P: MS Community College Services and Contracts**

### **1. *AspirEDU***

- Dropout Detective: Dropout Detective is a student retention and success solution that integrates directly with Canvas to provide a “risk index” of how likely it is that each online student will drop out of or fail their online courses or traditional courses that heavily utilize Canvas. The program analyzes past and current behavior to predict future performance.
- Instructor Insight: Uses data from the learning management system to provide an overview of an instructor’s behavior and performance in each course.

### **2. *Canvas by Instructure***

- Canvas LMS: A comprehensive cloud-based learning management system that connects all digital tools and resources for learning and instructors into one comprehensive package.
- Canvas Tier 1 Support: A 24/7/365 Help Desk that provides assistance via phone, live chat, email, or web form for learners, instructors, and administration. The Help Desk provides customized assistance based on a knowledge base portfolio submitted by each institution ensuring that assistance received after hours is in compliance with individual school policies and procedures.
- Canvas Catalog: An institution or company branded platform that allows for the promotion of paid and free programs. Catalog can be utilized to manage registration and/or payment for professional development, certification programs, continuing education, and customized training solutions.

### **3. *Link-Systems***

- NetTutor: A customized online tutoring service for all major subjects that allows each institution to customize the service through a unique Rules of Engagement. Each tutor holds a minimum of a bachelor’s degree and is located within the United States.
- Refer Tutor Report (RTR): Simplifies the process of referring students to tutoring alleviating the need for instructors and administrators to follow-up on referrals manually. Referrals are initiated by instructors and include specific details regarding the areas in which students need to receive help; all subsequent steps are guided by those needs. Students automatically receive email notifications with explicit instructions on how to access tutoring – ensuring they can get help as quickly as possible. Many institutions are electing to utilize this service in conjunction with Success Centers and NetTutor.

#### **4. *MELO***

A virtual library that mirrors the traditional library through online databases, electronic books and journals, and scholarly web sites. Learners and instructors can utilize this service to search for books, journals, magazine articles, and news items; conduct refined searches within a specific database such as EBSCO or CREDO; chat live with a librarian; and find citation guides such as MLA and APA.

#### **5. *MILD Grant***

The MSVCC Innovative Learning and Design Mini Grant is awarded to eLearning Departments of the 15 Mississippi community colleges for projects designed to support the Strategic Initiatives of the MSVCC. Funds may be used for supplies, equipment, consultants, technical assistance, registration fees, and travel.

#### **6. *NWN***

- **NWN Corporation:** NWN provides integrated information technology services and solutions to its public sector customers. NWN is Cisco Gold Partner.
- **Cisco WebEx:** Cisco WebEx is a video and web conferencing tool that allows users to screen share and conduct webinars and meetings.
- **Cisco Spark:** Cisco Spark is an instant messaging and team collaboration tool that allows users to send messages, video call, and interact with others using various tools such as an interactive white board.
- **Meet Me In The Cloud:** Meet Me In The Cloud (MMITC) is a Cisco-WebEx Lifecycle Advisor and Cisco Business Learning Partner. MMITC delivers adoption and end-user training services to Cisco partners and their customers.
- **CirQlive:** CirQlive is a WebEx Gold Developer and Cisco Spark integrator partner that enables WebEx and Spark to be integrated into various Learning Management Systems including Canvas.

#### **7. *Quality Matters***

A faculty-centered, peer review process designed to certify quality of courses and digital components. QM is an internationally recognized peer-based model that has received national recognition for its approach to quality assurance and continuous improvement of online education and instructional design.

#### **8. *Respondus***

- **Respondus Lockdown Browser:** A custom browser that locks down the testing environment within a learning management system to ensure academic integrity in the classrooms, assessment labs, or during proctored examinations.

- Respondus 4.0: A tool for creating and managing assessments that can be printed to paper or published directly into Canvas allowing instructors to set point values, select number of questions, and create variations of test banks with the click of the mouse.

#### **9. *MS-SARA and NC-SARA***

The State Authorization Reciprocity Agreement is an agreement among member states, districts, and U.S. territories that establishes comparable nation-wide standards for interstate offering of postsecondary distance education courses and programs. The reciprocity allows participating Mississippi colleges and universities to offer distance programs and courses to residents of member states without seeking state-by-state approval, and is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council (NC-SARA) and is administered by four regional education compacts.

#### **10. *SmarterServices***

- SmarterMeasure by SmarterServices: Quantifies a learner's level of readiness to study online and/or in a technology rich environment by measuring non-cognitive variables of Individual Attributes (motivation, procrastination), Learning Styles, Life Factors (time, support resources), Technical Skills and Competency, On-screen Reading Rate and Recall, and Typing Speed and Accuracy.
- SmarterProctoring by SmarterServices: A proctoring management system that organizes and manages all proctoring modalities including virtual testing center, virtual proctoring, in-person proctoring, and automated proctoring. The software is delivered inside Canvas, centralizing the proctoring process for all 15 schools and the 55 testing centers across the state of Mississippi. This tool allows institutions the flexibility to select what proctoring modalities that best meet their students' needs.
- B-Virtual: A live, online proctoring service that allows students to take an exam via webcam, microphone, and high-speed internet connection from a secure location. B-Virtual is a partner of SmarterProctoring.
- RegisterBlast: An online testing center scheduling solution that allows administrators to manage exam schedules and students to register for proctored exams. RegisterBlast is a partner of SmarterProctoring.

#### **11. *Turnitin***

An internet-based plagiarism prevention service that integrates through an LTI into Canvas and is utilized to check student submissions for original content.

**END OF DOCUMENT**



