

I. INSTITUTIONAL COMMITMENT

Online instruction is embraced in the institution's mission, and the vision, purpose, and educational philosophy for online education are made clear.

1. Mission statement

The College's institutional mission, vision and objectives guide the delivery of all instruction regardless of the delivery format. The college is in the process of developing a new edition of its strategic plan including a review of the Mission Statement.

I.1. *The Mission Statement*

- a. *states the purpose and goals of the organization.*
- b. *places online learning in a broader institutional context.*
- c. *demonstrates a commitment to quality and quality assurance.*
- d. *is periodically reviewed and approved by key stakeholders as part of the institution's governing process.*

The current version of the Mission Statement ([APPENDIX 1.a.](#)) identifies FCC as a "learning college" that "prepares individuals to meet the challenges of a diverse, global society through quality, accessible, innovative, lifelong learning". Online Learning is placed in the context of College-wide objectives that ensure the appropriateness and the support for the College's curriculums and programs and promote academic success, retention, and effective outcomes assessment. Online Learning is

supported in the Center for Teaching and Learning which, according to its mission statement ([APPENDIX 1.a.](#)), "supports and enhances high-quality instruction and responds to the individual learning, teaching, and support needs of the Frederick Community College community: students, teachers, and staff." The Distance Learning Program is identified as an "integral component of instruction that depends on web and broadcast technologies for delivery." Eliminating the traditional restrictions of time and space, the Distance Learning Program extends the local "institutional boundaries" of the College by giving students access to courses online from locations not only outside Frederick County but outside the US.

Ten guiding principles ([APPENDIX 1.b.](#)) detail the College's Distance Learning mission. Adopted in 2001, the principles demonstrate a commitment to quality pedagogical standards and overall quality assurance.



2. Strategic Planning and Budget

I.2.a.

Online Education is included in the institutional strategic planning process and documents.

In 2011 the College's Learning Division created an Academic Master Plan ([APPENDIX 19.c.](#)) that will guide priorities for the new edition of FCC's overall strategic plan to be completed in 2012. The Master Plan calls for providing "appropriate learning environments",

specifically to "provide technologically advanced online learning environments that allow students to interact with faculty, peers, course content, and academic support services in formats and at times that suit their learning needs and preferences" and to "expand the availability of courses that use learning technologies to facilitate diverse learning modes (such as on campus, online, hybrid) and different time constraints (such as asynchronous, synchronous, 15-week, 8-week)" (Goal 5.1.b.).

In preparation for a new version of its overall Strategic Plan the College has completed a wide ranging Environmental Scan that identifies and documents trend lines in areas such as ‘Competition’, ‘Education’, and ‘Technology’ ([APPENDIX 19.a.](#)). Eleven of these trends relate to online learning and provide further evidence that online education is reflected prominently in the institutional planning process.



I.2.

- b. *Adequate long-term commitment to support and sustain online programs can be documented.***
- c. *Goals for online education in institutional strategic plans are matched by resource commitments and other institutional priorities that support online instructors and students.***

The College has been committed to supporting and sustaining its online course program from the very beginning in 2001. The upgrade to the Blackboard Enterprise version and the integration of Blackboard and PeopleSoft in 2008 identified Blackboard as a Mission-critical component of the College’s operation. ([APPENDIX 5.a.](#)) and ([APPENDIX 5.c.](#)).

Online Learning has become an integral part of teaching and learning at FCC.

The College’s financial support can be seen in the context of the program’s income and expenditure profile. For 2010/11 the profile shows income generated at \$3,954,046 with an expenditure of \$2,589,423 covering all direct and indirect cost components including an overhead share of 70% of the program expenses toward infrastructure cost and other Collegeservices such as the Library, Testing Center, Student Services, etc. ([APPENDIX 4.a.](#)). The profile identifies an income margin of \$1,364,623 or 34.5%. In comparison, the program’s income and expenditure profile for 2003/04 ([APPENDIX 4.b.](#)) shows an income margin of \$315,189 or 29.3%. The income margin grew by 5.2 percentage points between 2003/04 and 2010/11. Allocation to the program’s operating budget at \$70,115 for 2011/12 ([APPENDIX 4.c.](#)) does not provide for new initiatives but it has supported initiatives that are currently in place such as curriculum development, QM course reviews, and subscription to learning object data bases. New strategic initiatives as identified in the Academic Master Plan, for example, will have to be matched by additional allocations to both staffing expenses as well as to the annual operating budget. The addition of a second Instructional Designer position in the Office of Distance Learning is yet another indicator for the College’s commitment of resources and institutional priorities.



3. Staffing (Center for Distributed Learning)

I.3.

- a. *Sufficient professional, administrative and support staff are provided to carry out the institution’s mission and goals for online education.***
- b. *The institution is committed to providing staff and faculty engaged in online education with the skills and tools they need to be successful.***

The newly established Center for Distributed Learning integrates the Office of Distance Learning and the Office of Learning Technologies ([APPENDIX 4.d.](#)).

Staff in the Distance Learning Office consists of

- The Director of Distance Learning
- A fulltime Office Manager
- Two Instructional Designers.

Both the Director and one of the Instructional Designer positions are ten months faculty positions with time reassigned for administrative duties (Director 24 credit hours for 12months, the Instructional Designer 15 credit

hours for 10 months). The second Instructional Designer position is twelve month to secure summer coverage and includes teaching responsibilities for two courses a year. The arrangement is deliberate in combining administrative function with current teaching experience so that staff can model instructional innovations and stay in close proximity to the rest of the online faculty. Staff in the Office of Distance Learning handles both administrative and technical support functions. This includes quality assurance, faculty development, technical support, and support for the course sharing initiative with other colleges. Work patterns overlap cooperatively with the Office of Learning Technologies with a staff of two assuming responsibility for Blackboard, faculty training and other technical support functions. The staff positions are:

- The Director of Learning Technologies
- A fulltime administrative Support Associate.

The staff members from both offices provide the core of a Staff Management Group that include one representative each from IT and Continuing Education, a part time faculty consultant for Instructional Design and two stipended faculty member with responsibilities for Blackboard training and QM Peer Reviews. Chaired by the Director of Distance Learning, the group meets on a weekly basis and makes operational decisions across the whole spectrum of issues regarding online and hybrid courses as well as online learning components for Face-to-Face courses.

The College encourages staff to stay involved with professional peer networks and supports their professional development to stay current in the field of online learning ([APPENDIX 4.e.](#))

The Director of Distance Learning serves as Treasurer of the MOL Board of Directors and the “Quality Matters” (QM) Academic Advisory Council as well as a member of the QMC, the Quality Matters governing council.

One of the Instructional Designers has assumed a leadership role in and serves as chair of COAT (Certificate for Online Adjunct Teaching) a statewide MOL funded project.



4. Technology Support

The College has a Strategic Technology Plan in place ([APPENDIX 19.b.](#)) covering the period 2008 – 2012. The next iteration of the plan will be developed by the College’s Technology Council. Both the Director of Distance Learning and the Director of Learning Technology are members of that body. The current plan recognizes that “technology has become a ubiquitous part of the teaching, learning and administrative functions of the College and has revolutionized the ways in which information is shared and communicated.” The five goals of the plan address the full range of issues from leveraging technology “to enrich and transform the learning experience of students” to providing a secure and reliable technology infrastructure.

I.4.a.

A documented technology plan is in place and operational to ensure quality standards, adherence to FERPA, and the integrity of information.



I.4.b.

The course delivery technology is considered a mission critical enterprise system and supported as such.

Specifically, the Strategic Technology Plan (Goal 1, Outcome 2.a) called for the implementation of an enterprise-level course management system (CMS) by August 2008. The outcome was achieved on schedule with the upgrade to the Blackboard Enterprise version and the

integration of Blackboard and PeopleSoft. The upgrade was based on a five phase projection tracking four transitions in the use of Blackboard as FCC's official Learning Management System (LMS) ([APPENDIX 5.a.](#)). The progression of phases indicates that BB remains 'mission critical' not only for the delivery of online courses, but across the whole spectrum of online learning. The College continues to support the LMS on the same level of priority as PeopleSoft, the Student Administration part of the infrastructure.

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I.4.c.

The technology delivery system is highly reliable measured against standards such as system down time tracking or task bench-marking.

Blackboard has remained a relatively stable and reliable platform for the delivery of online courses and online learning components. Regular maintenance interruptions of service were announced weeks and months in advance ([APPENDIX 5.j.](#)) and were scheduled usually between 1am and 5am during the low use hours of the night to minimize the impact on the users. Four service interruptions due to system failure surfaced during the

last 12 months period. System restores took between 5 and 20 minutes. Two reliability indicators were used for the purpose of this report:

(1) BB reliability was measured in the number of **BB Support** cases submitted by FCC staff between 8/2010 and 8/2011 ([APPENDIX 5.d.](#)). The Office of Learning Technologies automatically generates a BB Support request following any unannounced service interruption on the system level or problem with a particular functional part. Almost 60% of the submitted cases indicated abnormal function of particular components without affecting the regular function of other components.

(2) In the trend-line **student satisfaction** survey students responded to the statement (Q16) "I had no difficulty in using Blackboard for my online course". From 2003/04 to 2010/11 the combined total of "Agree Strongly" and "Agree Somewhat" declined somewhat from 90.6% to 86.5%, however, in the category "Agree Strongly" the decline was indicative and worth noting from 63.6% in 2003/04 to 52.1% in 2010/11. The combined total of "Disagree Somewhat" and "Disagree Strongly" rose from 9.4% in 2003/04 to 12.6% in 2010/11 ([APPENDIX 11.a.](#)). The trend should be investigated.

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I.4.d.

Faculty, students and staff are supported in the development and use of new technologies and skills.

Experimentation with the use of new and innovative technologies is valued highly both in college-wide applications as well as for individual faculty members. During 2010/11 the Office of Learning Technology offered a number of workshops ([APPENDIX 15.b](#)) and

professional development "Lunch-Bunch" meetings covering two categories of "new" technologies:

(A) Modular Technologies, i.e. applications that may be easily integrated into Blackboard courses in a modular manner, improve course content, and save memory storage and bandwidth usage in BB.

1. Softchalk's Lesson Builder. Training was offered in the creation of basic lesson modules, interactive components such practice and assessment tools, integration with Blackboard, and use of the SCORM utility. Access to campus-wide license was provided to faculty.
2. Impatica for PowerPoint. Conversion of PowerPoint presentations into a compressed, portable HTML and Java-based format that creates modular packages that can be deployed as part of the Blackboard file system, or as stand-alone HTML learning objects. Access to campus-wide license provided to faculty.

3. Podcasting. Integration of a variety of podcasts using the Blackboard Mashup YouTube building block; use of the iTunes University for storage of podcasts; examples of podcasts as learning objects using GoogleDocs, ScreenCast, and Dallas TeleLearning.
- (B) Technologies that are relatively recent but are not officially supported by the College.
1. The iPad: What it is (and what you can do with it in the classroom)
 2. Prezi, an interactive, web-based presentation tool that serves as an alternative to PowerPoint.
 3. Virtual worlds: no-risk simulation and fieldtrips using SecondLife.
 4. Blogging: Assisted by the DL Instructional Designer, a team of eight English department faculty formed a professional learning community “Blogs and Teaching Strategies”(BATS) to explore the pedagogic uses of blogs. The group created a blog site and used it over the summer to practice and discuss how blogs might be used in community college English courses. A lunch bunch on the BATS experience was offered during the fall semester of 2009.



5. Commitments to Students and Other Stakeholders

I.5.a.

Prospective and current students have access to accurate information relating to its mission, accreditation, courses and programs, services, policies, fees, recruitment processes and incentives, and other relevant information.

The College’s Home Page¹ provides public access to all information relevant to prospective and current students, from policies to fees, from Mission Statement to courses and programs. The College Home Page also provides direct access to Blackboard and to a section called “Learning Online”.² This section is currently under reconstruction. In its present form the section provides information about using the Internet and Blackboard as well as a discussion of relevant topics such as time

management, academic support for online learners, computer basics, and “Is online learning for me?” Included is a link to the listing of all online and hybrid courses for the current and upcoming semester which in turn provide access to the course syllabi.³ Detailed information about the three online degree programs as well as a discussion of what is involved in completing the degree requirements online can be found on a dedicated website.⁴

¹ <http://www.frederick.edu>

² http://www.frederick.edu/courses_and_programs/distancelearning.aspx

³ <http://courses.frederick.edu>

⁴ <http://courses.frederick.edu/Degrees/Index.htm>



I.5.b.

Contractual relationships and arrangements with consortial partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all online learning offerings provided under its name.

Frederick Community College is a founding partner of Maryland Online (MOL).¹ Organized as a (501)(c)(3) corporation, Maryland Online is an inter-segmental consortium of fourteen Maryland Community Colleges and five senior institutions. As a member of MOL, FCC continues to be part of two interconnected contractual arrangements.

(1) The MOL course-sharing initiative (Seatbank), involves mainly Maryland Community Colleges. The

mission of this initiative is to provide Maryland Community College students with greater access to distance learning opportunities through a cost-effective, cooperative process for sharing distance learning courses that enhances quality and preserves institutional autonomy. The Seatbank is presently under reconstruction to open up access to both individual students and to institutional representatives. Under the new formula institutions will post a list of online courses. Any MD student can request a seat in those courses and will be enrolled online with the approval of both the student's home institution and the offering institution at normal in-county tuition rates. To guarantee evenly distributed course quality, offering institutions are urged to submit courses that have gone through the Quality Matters (QM) course review process.

(2) FCC is a subscriber to QM services² and offers its own QM reviewed online courses to individual students and other MOL colleges.

¹<http://www.MarylandOnline.org>

²<http://www.QualityMatters.org>

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I.5.c.

The Online Program offerings result in learning appropriate to the rigor and breadth of the course, program, or degree requirements.

Beginning in 2005, FCC implemented two 3-year cycles of course-level outcomes assessments. Both cycles focused on high-enrollment general education courses. Very few online courses were included, and no discrete analysis of those particular assessments is available. For more detail and recommendations see section (II.3.a.) of this Report.

On October 29, 2010, the Department of Education issued most of its final regulations to enhance program integrity in colleges and universities including a new definition of 'Credit Hour' as "an amount of work represented in intended learning outcomes and verified by evidence of student achievement".¹ The institution determines the amount of work to be equivalent to specified amounts of time spent in academic activities. The amount of time would either be a Carnegie unit (1+2) or an equivalent amount of academic work; however, the equivalency cannot be less than the amount of work required by the other measures. To comply with the new regulations FCC is currently undertaking a review of 'time on task' for all of its courses including its online courses. Given the FCC parameter of 2.5 contact hours a week for an on-campus course, work for online courses in Discussion Boards, course activities (including readings in the textbook), and assessments should be quantified to amount to 112.5 working task hours for 3-credit 15-week course. The outcome of the review will provide some insight into the rigor and breadth of student engagement in the learning process. The review will also serve to highlight the problem of equivalency in other delivery formats, notably the J-term format with a run time of 11 calendar days, including a weekend.

¹http://www.naicu.edu/docLib/20110129_CredHrwBackgrnd11-10.pdf

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I.5.d.

The institution's faculty has a role in the design and implementation of its online learning offerings.

FCC's 2001 Principles for the Distance Learning Mission([APPENDIX 1.b.](#)) stipulate that "Faculty has a role in considering and deciding issues of faculty evaluation, workload, compensation, and ownership of intellectual property resulting from the design, development and/or teaching of an electronically offered course or program."

The statement reflected and supported the fact that all early adopters of the online course delivery were full-time faculty. Over the past decade the Full-time/Adjunct faculty ratio has shifted from 10/4 in 2001 to 35/63 in 2011 ([APPENDIX 13.a.](#)). The increase in the relative size of Adjunct Faculty changed the nature of faculty involvement in the online course program. To preserve the spirit of the principle, the line between ‘Administration’ and ‘Faculty’ has been kept deliberately fluid. Both the Director and one Instructional Designer position in the Office of Distance Learning are designed as faculty positions with time reassigned for administrative functions. They combine the administrative function with current teaching experience to model instructional innovations and stay in close proximity to other colleagues in the online faculty. In turn, full-time and adjunct faculty participates in the administration of the program. For example, a part time faculty consultant assists in the area of instructional design and two stipended adjunct faculty members have assumed partial responsibility for Blackboard training and the administration of QM Peer Reviews. In addition, full-time and adjunct faculty participates on an ad-hoc basis in workgroups to craft policy recommendations. As a recent example, five full-time and nine adjunct faculty volunteered for a workgroup to change the Best Practice email response time for instructors ([APPENDIX 20.b.](#)). In the fall of 2010 another workgroup of six faculty members crafted principles of engagement for the mentoring program in online courses ([APPENDIX 14.c.](#)).

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6. Accreditation and Governance

I.6.a.

The institution is committed to seeking appropriate regional and professional accreditation for its online programs.

Frederick Community College is accredited by the Middle States Commission on Higher Education. The College completed its decennial institutional self study in 2006. Its re-accreditation was affirmed by the Middle States Commission in June 2006.

In 2003 the MSCHE Committee on Substantive Change approved FCC’s degree programs in General Studies and Business Administration to be offered via distance Learning (Copy of the letter dated February 21, 2003 on file). The College has thereby met MSCHE’s “Substantive Change” requirements.

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I.6.b.

The institution has put in place a governance structure to enable effective and comprehensive decision making related to distance learning.

On both, the policy making level and the operational level, the College operates on the principle of shared governance([APPENDIX 3.a.](#)) giving the College Senate and the three Affinity Groups a major voice in policy decisions. Operationally College business is conducted in three divisions, Learning, Learning Support, and

Administration, each headed by a Vice President ([APPENDIX 3.b.](#)). In the Learning division the Vice President for Learning and Provost is assisted by the Associate Vice President/Dean for Academic and Professional Studies, the Associate Vice President for the Center for Teaching and Learning, and the Associate Vice President/Dean for Continuing Education and Customized Training. Administratively the Center for Distributed Learning (which combines the Office of Distance Learning and the Office of Learning Technologies) is placed within the Center for Teaching and Learning ([APPENDIX 3.c.](#)). The hub for the decision making process in the Learning Division is the Learning Leadership Council (LLC) consisting of the Provost, the three Associate Vice Presidents,

Department Chairs, Director of Distance Learning, Director of Learning Technologies, Coordinator of the Honors Program, and representation from Learning Support.



7. Institutional Policies

I.7.a.

Policies are in place to authenticate that students enrolled in online courses and receiving college credit are indeed those completing the course work.

The 2008/09 Higher Education (602.17.g) requires institutions offering distance education to verify the identity of a student who registers in a distance education course, participates in and completes the course and receives the academic credit. At the option of the institution three authentication methods can be used: (i) A secure login and pass code; (ii) Proctored

examinations; and (iii) New or other technologies and practices that are effective in verifying student identification.

FCC uses methods (i) and (ii). Only registered students receive a password-protected login to the learning management system (Blackboard) for their coursework at the College. Faculty is required to include at least one proctored assessment that require students to present photo identification at a recognized testing center either on their home campus or some other educational facility. The course syllabus template provides a clause reserving the right for the instructor to retest if grade results from proctored assessment differ significantly from non-proctored assessments ([APPENDIX 20.a.](#)). In addition, faculty receive professional development to support the application of a variety of assessment strategies, including formative and alternative assessments that are less likely to be standardized and require more writing, critical thinking, peer analysis, and application of knowledge. A sequence of several assignments helps to authenticate the student delivering the assignment. The Academic Integrity Policy ([APPENDIX 2.h.](#)) contains a number of provisions relevant to authentication procedures. The College also requires online students to sign the Academic Integrity pledge ([APPENDIX 2.i.](#)). Attempting to keep a proper balance between improving authentication procedures and maintaining student privacy, the College continues to preview new technologies that promise to be effective in verifying student identification.



I.7.b.

Policies for copyright and 'fair use' are in place.

Frederick Community College is committed to complying with applicable copyright legislation ([APPENDIX 2.e.](#)). Besides a basic three sentence policy statement, the College has a detailed Policy Procedure to guide members of the College community regarding copyright

compliance practices.¹The Procedure identifies a designated Copyright Resource Agent and provides basic information about copyright issues ([APPENDIX 2.f.](#)). A broad Compliance and Implementation plan¹provides detailed information about which components of the plan have been completed. While the review and creation of online master courses will continue to demonstrate compliance with all applicable FCC copyright procedures, there is a lack of specific instructions how to identify copyrighted materials in online courses.

¹. <http://www.frederick.edu/download/StudentServices/CopyrightComplianceImplementationPlanUpdate8.8.11.pdf>

► **Action Item (I.7.b.):** Establish rules for labeling copyrighted materials in online courses.

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I.7.c.

The institution's policies on academic integrity are explicitly applied to online learning.

Research¹ strongly suggests that “students at institutions with honor codes frame the issue of academic integrity in a fundamentally different way from students at non-code institutions... Although honor code students feel the same pressures from the larger society as their non-code colleagues, they are significantly less likely to use such pressures to rationalize or justify their own cheating.” Why? Because students are more likely to obey rules when they feel that they are stakeholders in a contractual arrangement with a community or the instructor of a course. Following this line of research, FCC requires all online students to read the Academic Integrity Policy and to sign the Academic Integrity pledge ([APPENDIX 2.i.](#)). In addition, the tutorial for Teaching Online encourages instructors to address the issue of academic integrity with their students at the beginning of the semester. The template of a letter that introduces the issues and can be adapted to individual instructor preferences is appended as “Section D” to the tutorial ([APPENDIX 14.a.](#)) The Office of Distance Learning conducts one or two faculty workshops annually to address four topics:

- Why and when are students likely to cheat?
- What techniques can faculty employ to detect or prevent cheating?
- What assessment strategies make cheating harder or impossible?
- What are the benefits of a contractual approach to Academic Integrity?

¹ - William Bowers, *Student Dishonesty and its Control in College*, New York, 1964

- McCabe, Trevino, Butterfield, *Academic integrity in honor code and non-honor code environments: a qualitative investigation*, 1993 and 1999

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I.7.d.

The institution's accessibility policies for individuals with disabilities are applied to online learning.

The College Accommodation Statement for Students with Disabilities states that “Frederick Community College makes every effort to accommodate individuals with disabilities.”¹ ([APPENDIX 2.k.](#)) What kind of accommodation FCC has to offer and when is detailed in “Web Resources for Persons with Disabilities”.² FCC’s Grievance Procedure for Students with Disabilities demonstrates compliance with Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act 5.18c. ([APPENDIX 2.m.](#))

The College policy is solidly in place and applies to online learning. However, ADA compliance in the online course environment remains an issue. The information template displayed in every online and hybrid course provides a link to and displays a statement saying “that Blackboard is designed to accommodate students with vision impairments. Whenever possible, video material is close-captioned and/or accompanied by transcripts for hearing impaired students” ([APPENDIX 20.c.](#))

Currently, FCC is operating on the assurance that the use of Blackboard as the official course platform is sufficient to meet the 2006 and 2008/10 versions of QM Standard VIII.1.

A 2010 survey of the initial results from 12 FCC QM-reviewed courses showed that all had met QM Standard VIII.1, three had failed Standard VIII.2, one had failed VIII.3 and two had failed VIII.4 ([APPENDIX 7.b.](#))

However, as the new 2011/13 edition of the QM rubric tightened provisions under Standard 8, FCC compliance with three additional QM standards is likely to remain checkered for the near future:

8.2 (The course contains equivalent alternatives to auditory and visual content)

8.3 (The course design facilitates readability and minimizes distractions.)

8.4 (The course design accommodates the use of assistive technologies.)

There has been no sustained and consistent attempt as of yet to integrate the relevant QM standards fully into course design, course review and faculty training.

¹http://www.frederick.edu/student_services/disability_statement.aspx

²http://www.frederick.edu/student_services/disability_web.aspx

³http://www.frederick.edu/employees/Policy_Procedure/Policy_manual/5.18cproc.pdf

► **Action Item (I.7.d.):** Establish a list of ADA compliance recommendations specifically for online course websites in Blackboard

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I.7.e.

The institution's policies regarding classroom behavior are explicitly applied to online learning.

Recognizing that learning takes place in areas other than traditional classrooms, the Classroom Behavior Policy and Procedures apply to the online learning environment. The policy identifies disruptive behavior as “conduct that substantially interferes with or obstructs the teaching or

learning process in the context of a classroom or educational setting.”¹ ([APPENDIX 2.g.](#)).

The policy gives the instructor the option of resolving a case informally by issuing a warning or, if necessary, suspending the student from the course until a meeting between the instructor and student is held. In the case of suspension the Director of Distance Learning and the Department Chair are consulted. In case where a student refuses to comply with the attempt to resolve the situation informally, the instructor must initiate a formal resolution of the case by submitting a Disruptive Classroom Behavior Report to the Vice President of Learning Support.

In 2010/11 the Director of Distance Learning was involved in two cases of disruptive behavior; both cases were resolved on the informal level. The Dean of Students reports that there were no incidents of disruptive behavior involving online students on the level of formal resolution for 2010/11.

¹http://www.frederick.edu/employees/Policy_Procedure/Policy_manual/5.17proc.pdf.