



New England Association of Schools and Colleges
 COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION
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SUBSTANTIVE CHANGE REQUEST

REPORT ON THE ESTABLISHMENT OF ACADEMIC PROGRAMMING
 OFFERED THROUGH DISTANCE EDUCATION



Name of Institution	Nashua Community College 505 Amherst St., Nashua, NH 03063
Type of proposed change	Establishing Electronically Offered Degree Programs
Effective date of implementation	September 2016
Date of institutional governing board approval	Not Required
Is state approval required?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, approved (date) _____ (Attach verification)
Contact Person:	Name: William McIntyre, Ed.D. Title: Vice President for Academic Affairs / Chief Academic Officer Phone: 603-578-6890 Fax: 603-882-8690 e-mail: bmcintyre@ccsnh.edu
Summary of proposed changes: To offer these degree and certificate programs as online programs in September 2016	<ul style="list-style-type: none"> • Liberal Arts: AA Degree • Business Administration - Marketing Concentration: AS Degree • Business Administration - Management Concentration: AS Degree • Business Administration - Small Business Entrepreneurship Concentration: AS Degree • Computer Networking: AS Degree • Computer Networking: Certificate
Signature of CEO:	
Date:	January 12, 2016

Descriptive Information

a. Person with institutional responsibility for the academic quality of distance education programming (and person to be contacted with questions (if any) about the contents of this report:

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Introduction

Founded in 1969, Nashua Community College is a two-year institution authorized by the New Hampshire State Legislature to grant Associate Degrees. NCC currently enrolls 2,200 students in day and evening programs. The college offers 22 Associate Degrees (with seven concentrations in Liberal Arts and four concentrations in Business Administration) and 19 Certificate programs. NCC is part of the seven-college Community College System of New Hampshire (CCSNH) that also includes: River Valley CC (Claremont), Great Bay CC (Portsmouth), Lakes Region CC (Laconia), White Mountains CC (Berlin), Manchester CC (Manchester), and NHTI (Concord). The System Office is located in Concord.

Initial Accreditation by CIHE was granted in 2002 and continued in 2009. Work on the 2017 Self-Study began in early January 2016. The Self-Study chair and co-chair have been selected, they attended the CIHE Self-Study Workshop, and they discussed regional accreditation and the self-study process at an All-College Forum. The chairs and co-chairs of each standard have had at least an initial planning meeting. The college plans to submit the report to the Commission in late summer/early fall of 2017 and to welcome the Visiting Team to campus in spring 2018 for the onsite visit.

NCC has five program accreditations as follows:

- Nursing – ACEN (Accreditation Commission for Education in Nursing);
- Business Programs: Marketing, Management, Accounting, and Small Business Entrepreneurship – ACBSP (Accreditation Council for Business Schools and Programs);
- Electronic Engineering Technology – ABET (Accreditation Board for Engineering Technology);
- Aviation Technology – FAA approval;
- Automotive Programs: Automotive Technology, Collision Repair Technology, and Honda Automotive Technology – NATEF (National Automotive Technicians Education Foundation).

The purpose of this Substantive Change Request is to gain approval to offer online degree/certificate programs and to have them be included in our CIHE accreditation. Faculty acknowledge that NCC is quite late in offering online degree programs. NCC has not offered online programs in the past primarily due to three reasons:

- (1) There was not a strong institutional desire to have online degree programs;
- (2) NCC did not offer a sufficient number and variety of online courses;
- (3) The breadth and depth of support for online learners and instructors was developed but not as comprehensive as it needed to be.

Faculty concur that online programs are evolutionary and necessary for the ongoing vitality of the institution. Online programs will provide new options for students who have work schedules or family responsibilities that make it difficult to attend face-to-face classes. Online programs will provide flexible course schedules and a dependable pathway to degree completion.

A wide-range of online courses is now in place along with a well-developed support infrastructure. Online

services for students include admissions, advising, technical support, tutoring, and library services. Faculty support is in place and includes ongoing training and technical assistance with Blackboard, the learning management system.

Needs Assessment for Online Learning

College faculty and administrators believe that online programs are necessary to provide flexibility in course scheduling to accommodate a wide variety of student work schedules. In academic years 2013-14 and 2014-15, 130 students stopped-out who then returned to NCC in fall 2015. A research study was begun in fall 2015 (and is continuing) seeking to glean information about why students stopped-out as they did. There has been a relatively low survey-completion rate (roughly 20% of respondents). Nonetheless, students predominantly indicated the reason they returned to NCC was to further their education to advance in their careers or to find a new job; while the main reason they stopped-out was due to conflicts between work schedules and course schedules, and they had to choose work.

For more than 12 years, CCSNH has provided a daily dashboard of enrollment metrics. Prior to 2012, NCC online enrollment lagged behind the other CCSNH institutions. In 2013, the Registrar and advisors noted capacity enrollments in online courses demonstrating the need for the college to greatly increase our online presence to meet student demand and to be competitive. Thereafter, there was a significant emphasis to increase the number of online courses especially in general education and Business and to improve the existing support infrastructure for faculty and students.

This Substantive Change Request has been discussed at two College Advisory Board meetings and was met with enthusiastic and unanimous approval. Program Advisory Committees have also voiced their approval for NCC to offer online programs. The college administration whole-heartedly supports online learning and this Substantive Change Request to incorporate online programs into our regional accreditation. In this request, there are many references to face-to-face and online students to demonstrate that we do not see differences in the services that will be provided.

b. The URL(s) with passwords where necessary, where information about the institution's distance education activities is available and where online services can be accessed by both students (prospective and current) and faculty; include brief descriptors as appropriate:

Nashua Community College Website: <http://nashuacc.edu>

The NCC website is comprehensive and provides detailed information for current students and prospective students to make informed decisions about the college. Tabs on the website for general sections of the webpage link to more specific information and services including "About NCC," "Admissions," "Academics," "Student Services," and "Academic Services."

College Catalog: <http://www.nashuacc.edu/images/PDF/catalog/NCC-Catalog-2015-2016-online.pdf>

The College Catalog is now published online and no longer in print form. It provides a thorough picture of the programs, course descriptions, program outcomes, admissions, financial aid, tuition expenses, related academic services, student services, and student activities as well as personnel – faculty, staff, administration, and College Advisory Board members.

Online Courses: <http://nashuacc.edu/images/PDF/registration/Spring-16-Schedule.pdf>

Students can easily identify online courses as they have section designations "zz." The courses and sections are listed in the *Course Schedule* that is published in advance of each semester. Online courses are also listed on the college website.

NH Community College Online Learning Website: <http://nashuacc.edu/academics/information/online-learning>

NCC's website links to the CCSNH Online Learning Website: <http://www.nhcommunitycollegesonline.net>. The CCSNH Online Learning website explains online learning with attention to expectations, outcomes, and student responsibilities. It also explains Blackboard and minimum technology requirements for online learning.

Library Webpage and Links to Information Resources and Services: <http://www.nashuacc.edu/academic-services/library-media-services>

The Walter R. Peterson Library and Media Center provides a wide range of databases and services that support online learners. There are links to general and discipline-specific databases, video databases, and citation assistance (all accessed through the proxy server requiring username and password).

Advising Available Online: <http://nashuacc.edu/academic-services/advising-center>

The Advising Center mission statement is on the site as well as staff names and contact information and a calendar of events. Services are available online, by chat, by telephone, by email, and by fax to support online students. There is also Advising Center Frequently Asked Questions on the site.

In addition to the three advisors in the Advising Center, department chairs and program coordinators advise students when they have accumulated 35 or more credits. This is NCC's policy for face-to-face students, and it will be NCC policy for students in online programs. Much advising is already done via email, phone, and chat; expanding advising to serve distance learning students will be very easy.

Academic Success Center: <http://www.nashuacc.edu/academic-services/academic-success-center>

The Academic Success Center offers a "safety net" for students. It provides these support areas: Tutoring Services, the Writing Center, Disability Services, the Academic Coach, and Testing Services. Online students may use the support of on-campus faculty tutoring and peer tutoring via email or phone. Faculty teaching online courses provide extra assistance in Blackboard when necessary.

Student & Faculty Helpdesk:

http://ccsnh.edusupportcenter.com/sims/helpcenter/common/layout/SelfHelpHome.seam?inst_name=ccs_newhampshire

A 24/7 online support website called "CCSNH Edusupportcenter" is available for students and faculty. There are tabs for "FAQs/Guided Help," "Chat," "My Help Center," and toll-free telephone number for support. In addition, there are tabs for "On Demand Blackboard Tutorials" and "Distance Learning at CCSNH."

Bookstore: <http://www.bkstr.com/nashuaccstore/home>

The college bookstore provides book sales in person or online; the vendor is eFollett. Textbooks can be mailed to students' homes. The use of ebooks has been slowly increasing.

c. A description of the technical infrastructure designed to support the institution's distance education activities (include bandwidth, details of connectivity, network maintenance and support, course management software including the version of the software, help desk services, and staffing, security, backups, etc.).

The IT Departments at the System Office and at NCC support the computer hardware and software, college networks and connectivity including Banner, SIS, email, Blackboard, and library databases. NCC's networks consist of two separate domains: the Administrative Network for staff and administrators and the Student Academic Network. The Administrative Network provides access to Banner which stores private student

information. There is also a Human Resources database (access is restricted to CCSNH HR personnel) on the Administrative side. Nearly 100 desktop computers, printers, and scanners are connected to this network. Most faculty computers are also on this domain (Blackboard, SIS, and email). Students cannot access the Administrative Network.

The Student Academic Network connects the computer labs and student computers. The Student Academic Network consists of over 200 desktop computers distributed among eight computer labs and two open computer labs. The open labs are used by students who do not own a computer or who have limited access at home. Computers in the open labs are configured with the software taught in courses; technical programs use software that is appropriate to industry standards.

The networks are served by switches of varying speeds up to 1,000 MBps. Six new managed switches were installed in the Main Server Room in October 2015 as part of a network re-configuration project. The new managed switches ensure a more reliable network. Also, the network is now ready for the arrival of the virtual server (summer 2016) which will act as a controller for both the Academic and Administrative networks. NCC was the first college in the System to receive the new switches.

Wire closets are distributed throughout the campus and are connected to the Main Server Room via a fiber optic backbone. The CCSNH IT department also plans to replace the wire closet switches in the near future. There is Cat 5 connectivity for computers and peripheral devices located in labs, classrooms, and office areas. Wiring for Labs 102, 104, 166, 170, and 171 has recently been upgraded as well.

Computers are predominantly configured with the Microsoft Windows operating environment. NCC purchases Microsoft software through a Campus Agreement in which all CCSNH colleges participate. This includes MS Office, Operating Systems for computers and server applications, and antivirus software.

NCC is 100% wireless with 45 network access points distributed throughout the campus with one controller in the Main Server Room.

Hardware and software vendors and network providers are as follows:

Managed Switches	Extreme Networks (previously known as Enterasys Networks)
Unmanaged Switches	Several vendors including Dell, Trend net, DLink, 3Com,
Wireless Switches	Aruba Wireless switches and access points
Firewall Hardware	CheckPoint
Internet Service Provider	UNH IBEAM
Backup Software / Service	Lightbeam Data (formerly known as Dynamic Vault)
Servers	HP and Dell
Backup Power Supplies	APS UPS from Schneider Electric
Cell phone	Verizon.

NCC IT staff consists of three full time staff: Network Administrator, Technical Support Specialist, and Banner Coordinator. During summer 2015, there was a significant change in the IT department. The former Technical Support Specialist was promoted to Network Administrator, and a new Technical Support Specialist was hired in September. The new Administrator immediately set to work to remedy aspects of the network that were not as reliable as they should have been - hence the new switches and network upgrades. Candidly, we also realized that the Technology Plan was never assembled into one package. Efforts to resolve occasional network issues took precedence over planning. The new staff have committed to creating a three-year plan with financial projections that includes network connectivity, computing

hardware and software, servers and back office applications, and our commitment to support online programs. We expect the plan to be completed by summer 2016.

LMS: Blackboard, Inc. (Blackboard Learn 9.1 License and Hosted Services)

CCSNH IT staff provide Blackboard for all seven colleges. There is a link on the NCC website to the Blackboard login page:

https://ccsnh.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=525_1,

The direct link for faculty and students is: <http://ccsnh.blackboard.com>

Blackboard is hosted through its Managed Hosting services group in Virginia providing a secure datacenter with four back-up servers. Blackboard is available 24/7/365 has a 99.9% access reliability. Blackboard is backed-up daily, and maintenance and upgrades are planned periodically. CCSNH IT staff maintain Blackboard security and reliability. CCSNH IT staff archive all courses after six semesters to conserve file server storage space. Blackboard courses are archived on back-up disks that are stored and locked in a server room. Courses can be restored upon request by faculty.

Student accounts remain active throughout the student's academic career at NCC. Course participation generally ends the last day of the semester; however, NCC faculty can select a later date if necessary to accommodate students receiving an incomplete grade. Usernames and passwords are required to access Blackboard. Password issues are submitted to the IT staff in Concord.

Banner Enterprise System (Ellucian, Inc.)

CCSNH has utilized Banner as the Student Information System since 1992. Banner contains personal and private student information including application status, contact information, home address, degree/certificate program, student records, course grades, enrollment records, and financial aid status. In 2014, a CCSNH initiative combined the existing, free-standing Banner databases at each college into one. The Banner Revitalization Project was also called the "Enhanced Credit Transfer Initiative." The VPAs of the seven CCSNH institutions agreed that approximately 30 online courses such as English, mathematics, and social sciences were essentially equivalent and were designated as "easy transfer." In addition, it was agreed that online students can register at any college without seeing an advisor. The intent of the project was to facilitate choice for students wishing to take courses at more than one CCSNH institution and to streamline the transfer credit process.

The SIS is also Banner, and students use the SIS to review class schedules, register for classes, print class schedules, and receive unofficial transcripts. NCC also utilizes Banner Finance, although it is relatively new.

d. A description of the institution's verification procedures (the procedures through which the institution will ensure that the student who registers in a distance education program is the same student who participates in and completes the program and received the grade).

NCC takes measures to ensure that verification procedures are current and that students who register for online courses are the same ones doing the work and receiving grades.

Quoting from the *Student Handbook 2015-16*:

NCC offers distance education courses and has processes in place to verify that the student who registers in a distance education course is the same student who participates in and completes the course and receives the academic credit. Verification may be accomplished through:

1. A secure login and pass code;
2. Proctored examinations;
3. Pedagogical and related practices that are effective in verifying student identity.

In carrying out these processes, NCC protects student privacy and will notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity.

Blackboard and student email require a user ID and unique password consistent with accepted practice for password composition. Student and faculty Blackboard accounts are created through Banner. Default passwords are generated and provided to students, and instructions to change passwords are provided. Passwords can be set through the Single-Sign-On Easy Login Portal (Blackboard, email, SIS, and library proxy server); passwords must be reset every three months. To login or to change passwords:

For students: <https://password.students.ccsnh.edu/showLogin.cc>

For faculty: <https://password.ccsnh.edu/showLogin.cc>

e. A list of any consortial partners or contractual relationships that support the institution’s distance education activities with a brief explanation of each relationship.

CCSNH and NCC do not enter into instructional services contracts with outside organizations to conduct instruction. All instruction and support activities (except for Smarthinking tutoring) are provided by faculty and staff employed by NCC.

Narrative

We believe that increasing online opportunities will help alleviate conflicts that some students experience with work and course scheduling making it easier for students to complete a program. Enrollment growth demonstrates that students are taking advantage of an increased number of online course offerings, and the data supports this Substantive Change Request. Increases in online courses and enrollments are impressive over the last three years. We believe that these numbers will remain high, and online programs will help the college realize further enrollment increases.

This enrollment data is excerpted from the Data Forms in Appendix One to show the dramatic increases in online courses and student acceptance over the last three years:

	AY 2012-2013	AY 2013-2014	AY 2014-2015	% increase AY 2012-13 to AY 2014-15
Number of online courses	44	56	84	90.9%
Enrollment in online courses	664	864	1209	82.1%
Completed online courses	529	692	926	75%
Completion rate online courses	79.7%	80.1%	76.4%	
Completion rate face-to-face courses	83.7%	82.2%	82%	

Also, we were gratified to see that course completion rates for all online courses are very similar to those of all face-to-face courses.

The college hopes to achieve three goals by offering online programs:

- First, college administrators and faculty believe the enrollment numbers will continue increase. The expected enrollment increase for each degree program is 5% to 7% annually; the certificate will be lower - maybe 3% since most students enrolled are also in the degree program.
- Second, we expect the graduation rate to increase. The college is targeting a 3% increase in graduation rates after two years. From the 2014 IPEDS Report, the NCC graduation rate for full-time, first-time degree/certificate seekers:

Timeframe	Graduation Rate
Within 2 years	7%
Within 3 years	17%
Within 4 years	21%

- Third, targeted marketing and communication efforts will help students become aware of the advantages of online courses including lower commuting costs and flexible study times.

We recognize that a marketing campaign will need to be created and implemented for online programs, and individuals in the Marketing Department, Advising Center, Admissions, Financial Aid, and Business Office are aware this project is on the horizon.

Online programs are necessary to provide better access and services to current and prospective students as dependable pathways to degree completion. Currently, there is a handful of students in online courses from Vermont, Maine, and Massachusetts. With online programs, we anticipate modest increases in students enrolling from outside our current geographic region; for example, we have had inquiries from members of the active military who are serving overseas. The marketing campaign will help to spur this enrollment.

a. Institutional Mission

NCC is a comprehensive community college dedicated to meeting the needs of students in the Greater Nashua area by providing quality and affordable education. The NCC Mission Statement was reviewed in October and November 2015. A new mission statement (focused on being comprehensive but stated simply to make it easy to remember) was adopted by the President’s Council in November 2015 and by the All-College Forum in January 2016:

Nashua Community College provides quality, rigorous, higher-education programs focused on the diverse needs of students and the community.

NCC works to fulfill its Mission through its programs of study, face-to-face and online course offerings, academic services, student services, workforce development and sponsored professional and community events. The foundation for all NCC programs is the college’s definition of the Educated Person. NCC faculty believe that all students should become effective communicators, critical and creative thinkers, socially and personally responsible citizens and globally aware individuals.

To make this meaningful and easy to remember for students, faculty simplified its definition of the Educated Person as the “Five C’s:”

- Communicate;
- Commit;
- Collaborate;
- Challenge;
- Create.

The “Five C’s” have been printed on posters and distributed around the campus. These “soft skills” are central to the educational experience and prepare students for the next step - to enter the workforce or to continue at a baccalaureate institution. Program Advisory Committees, comprised of business and community leaders, inform program coordinators about current developments but also reinforce the importance of the “Five C’s.” Transfer agreements and dual admissions programs with USNH also provide guidance in shaping the liberal arts and business programs.

Mission Statement for Online Learning

A Mission Statement for online learning at NCC has been developed:

The Mission of Online Learning is to provide access to educational opportunities utilizing online technologies that provide high quality learning experiences for students.

It is clear that online learning furthers the institution’s mission and purposes. We believe that NCC has the institutional will, breadth and depth of online courses, technological infrastructure, faculty expertise, and faculty and student support systems to offer and support an online program consistent with the quality of education and academic integrity currently provided.

b. Planning and Evaluation

Planning is collaborative and promotes transparency at NCC. The strategic planning process included the majority of full-time faculty and staff. Teams were formed to discern college-wide priorities and to discuss specific goals and timelines. During NCC’s strategic planning process, contributing team members voiced support for the expansion of online learning to include degrees and certificates. The plan was approved at a College Advisory Board meeting and at the All-College Forum. Excerpted from the Strategic Plan, this major objective to expand online learning emerged:

Strategic Goal #2: NCC will provide challenging intellectual and creative learning activities that foster student success and uphold educational excellence in its academic programs and support services.

Major Objective #2: NCC will support diverse learners by offering a variety of support services, instructional formats, and pathways.					
Tactical Objective	Responsible Party(ies)	Dependencies	Success Indicators	Benchmark(s)	Target Date
Develop online degree and certificate programs in Business and Liberal Arts	Online Learning Coordinator, Business DCs, VPAA, AVPAA	Course Development NEASC (CIHE) approval	Online degree and certificate are offered	Courses needed for degree are offered online	Submit Substantive Change Report to NEASC: 5/31/15
Plan Update: Target Date for Completion: 5/31/15 – Postponed to January 2016					

Tactical Objective	Responsible Party(ies)	Dependencies	Success Indicators	Benchmark(s)	Target Date
Expand online course offerings to include all General Education courses course offerings (except Science)	Online Learning Coordinator VPAA, AVPAA, DC, PCs, Faculty	Course Development Stipends for development Faculty training	General Education courses are offered online	General Education courses are offered online	Provide Stipends by 5/31/15
Plan Update: Target Date for Completion: 5/31/15 – Actual Date Completed: September 2014					

Online courses have been in place in Nashua since the late-1990s. There is a continued, strong commitment from the Chancellor, Dr. Ross Gittell, to increase online learning across all seven colleges. NCC's Strategic Plan dovetails with the CCSNH Strategic Plan.

Evaluation

Evaluation of all aspects of operations at NCC is regular and systematic. CCSSE (Community College Survey of Student Engagement) is conducted every three years to solicit student impressions on many aspects of operations. When used with other measures such as focus groups and other surveys, CCSSE gives us a longitudinal picture of student opinions.

In preparing this Substantive Change Request, faculty and administrators conducted an extensive review of course offerings and support infrastructure as well as academic policies and procedures to ensure that student learning outcomes for online learning will be no different than face-to-face. We evaluated the program profiles to be certain more than 50% of the courses could be completed online.

Department chairs review course materials including syllabi, student evaluations, and assessments for all courses. Performance evaluations of full-time faculty teaching face-to-face and online courses are conducted at the end of every year (annually the first two years for new faculty members) by the department chair as described in the *Collective Bargaining Agreement 2013-2015*. Requirements for observation of courses (face-to-face and online) by adjunct instructors are delineated in the *CBA for Covered Adjunct Faculty 2013-2016*. Department chairs or program coordinators are enrolled in online classes as a teaching assistant as a means to observe the class.

Student evaluations are completed at the end of every course per both CBAs and Board Policy. Student feedback in online courses is solicited with respect to course delivery, pacing, ease of navigation, subject content, instructor interaction, feedback, and quality of learning activities. The evaluations are reviewed by the instructor as well as department chair or program coordinator. The online course evaluation survey is included in Appendix Two.

Currently, the student evaluation for online courses is different than the face-to-face course evaluation. It is now evident that some of the questions need to be revised or make the majority of it the same as face-to-face courses for comparison and benchmarking purposes. That discussion for possible revision is on the January 20, 2016 VPAA meeting agenda, and it is expected that an alignment will occur.

NCC (as other community colleges) has been revamping the curriculum to provide clear pathways for students to go from community college to careers or to baccalaureate institutions. In 2013-14, there was a review and a major reconfiguration of the general education course structure based on our General Education Philosophy, Mission, and Student Learning Outcomes (Appendix Three). The restructuring changed general education to a modified core in which a student must take at least one course from each

general education category.

Categories of general education courses were renamed, and the number of courses from which a student could select a course to fulfill a general education requirement was reduced. The new general education modified-core contains face-to-face and online courses; there is enough choice so that a student could take an online program and complete all general education requirements online. There are no online courses in the general education core category of Global Awareness (world languages and religion). Although this is not a problem for student choice because the programs require a course in Humanities / Fine Arts or Global Awareness, we recognize the gap and will need to create one or two courses. The modified core was implemented in September 2014:

General Education Category	Number of general education courses in each category	Number of courses in the category available online
English/Communications	10	8
Science	8	1 (not a lab science)
Behavioral Social Science	8	4
History/Political Science	10	3
Quantitative Literacy	6	3
Humanities/Fine Arts	10	2
Global Awareness	9	0

Program Review

Program reviews are conducted once in a five-year cycle for every program. Program reviews include current and projected curriculum topics, enrollment, faculty, facilities, equipment, and advisory board feedback. Emphasis is placed on student learning outcomes, capstone or internship results, assessment data, and transfer or placement success. The program reviews are presented to the President's Council in May each year, and the meeting is open to anyone who wishes to attend.

Upon approval of the requested online programs, program reviews in Liberal Arts, Business, and Computer Networking will include the online programs. This will allow us to benchmark and compare completion rates, grades, graduation rates, transfer rates, and other data points.

Online program reviews may indicate that we need to purchase equipment or software to enhance some programs/courses. As an example, the college purchased some video equipment and microphones for ENGL109N Oral Communications which is now offered online. Students can simply use their smartphones for recording, video messaging, and speaking.

Reviews of other areas also take place. For example, the Advising Center underwent an evaluation in 2014 and Student Services in fall 2015.

Assessment

Assessment takes place at the course, program, and institutional levels. Assessment data is gathered from course evaluations, program reviews, licensing examination pass rates, capstone course and project evaluations, program accreditation reports, College Advisory Board feedback, employer surveys, CCSSE (Community College Survey of Student Engagement) administered every third year, focus groups, and other surveys.

In 2014, the college acquired Tracdat, a software platform from Nuventive Corporation that provides a structure to post and maintain assessment results and follow-up curriculum changes. Department chairs and program coordinators have been uploading their assessments into Tracdat. Candidly, this process has been moving forward, but perhaps not as rapidly as we had initially expected. In September/October 2015, additional training sessions were conducted, and now more program assessments have been included.

Tracdat is also being used to assess general education linking our six general education outcomes (Appendix Three) and assessments to program outcomes. General education assessment will continue with online programs beginning in Academic Year 2016-17.

In 2012-13, NCC began to track persistence and graduation rates of NCC graduates at USNH institutions. This work will continue with online programs in the future. More than 75% of our transfers to baccalaureate institutions become part-time students. For this reason, we expect it will be at least five years (2021) to be able to collect data on baccalaureate graduation rates for online students; however, we do not anticipate any significant difference in baccalaureate graduation rates whether they attended NCC online or face-to-face.

In 2016, CCSNH is planning a formal evaluation of Smarthinking that will include reviewing its usage, course success rates, and student feedback. This evaluation is an important initiative for faculty and advisors to understand its use and success. This review has been delayed as IT staff have been occupied with the Banner upgrade project. That project has changed some timelines for initiatives such as this. At the moment, we do not have a timeframe for the Smarthinking review.

c. Organization and Academic Oversight

The President is responsible for day-to-day college operations per the NH RSAs and Board policy. The VPAA is responsible for all academic programs and related operations and will have oversight over online programs. The Vice President of Student and Community Affairs oversees admissions, enrollment services, the Academic Success Center, the Advising Center, and student life.

The college's shared governance model includes the President's Council (department chairs, some program coordinators, representatives from IT, Business Office, Security, and Maintenance), the Executive Cabinet (President, Vice-Presidents, CFO, and HR Manager). Groups with online program responsibilities and oversight include the Department Chairs, Curriculum Committee, and the Online Advisory Committee.

Department Chairs

Department Chair are responsible for their programs including coherence and sequence of courses to ensure breadth and depth of the program. This is the leadership group that establishes academic policies including issues relevant to online learning and support activities. Periodic topics on the bi-weekly meeting agendas include online degree and certificate programs, course offerings and scheduling, faculty training, and evaluation of online courses. Department chairs review course syllabi (face-to-face and online), and faculty are required to submit a syllabus for each course electronically to the VPAA.

Curriculum Committee

The curriculum approval process has been in place since the college opened in 1969 (required by Board Policy). Faculty are responsible for all curriculum matters; the Curriculum Committee ensures quality in the curriculum. Each proposal for new courses, major changes to course objectives, credit hour changes, lab requirements, program profile additions and deletions, and changes in prerequisites must be submitted for review and approval by the committee. At NCC, faculty clearly own the curriculum; no changes are made without approvals of the Curriculum Committee.

All course outlines are maintained electronically on Blackboard with “view-only” access for faculty and staff who teach courses. The Committee Chair is the only faculty member who can post agendas, minutes of meetings, and curriculum changes in Blackboard.

Five to seven faculty members from liberal arts, technical, health, and business programs serve on the committee along with the VPAA, Registrar and one advisor (all three non-voting). The VPAA has final say in all academic matters.

Online Advisory Committee

The Online Advisory Committee is the planning group for online learning. The Online Advisory Committee is comprised of faculty who have online teaching experience at NCC and at other institutions. This committee meets monthly to discuss the expansion of online learning and how best to meet the needs of distance learning students. The committee has been active since 2002.

A list of achievements by the Online Advisory Committee includes the following:

- Determined how to provide new support services for online learners;
- Developed a mission statement and goals for online learning at NCC;
- Acquired additional computers for faculty training;
- Completed an assessment of NCC faculty to determine training needs;
- Conducted Blackboard workshops on Grade Center, rubrics, discussion boards, and assignments;
- Offered one-on-one coaching sessions with faculty on Blackboard utilization and pedagogy;
- Participated in the CCSNH distance learning subcommittees on orientation for students and faculty;
- Created a virtual support center in Blackboard.

Online Learning Coordinator

The Online Learning Coordinator has worked with the faculty and administrators to promote and develop online courses that are sufficient in scope to comprise online programs. The Coordinator is involved in CCSNH distance learning meetings to be aware of new policies and to have input in shaping the direction of online learning. He also created the eTeach course at NCC (pages 15-16).

Quality and Integrity of Online Programs

The academic integrity of online courses is the responsibility of the Department Chairs, Curriculum Committee, department chairs, program coordinators, and the VPAA. Courses that are taught face-to-face and online are essentially the same. This includes course outline, subject material, learning outcomes, grading rubrics, student workload and expectations.

A standardized syllabus format has been adopted in some general education departments including Fine Arts, English and Communications, and Social Sciences. Some examples of syllabi for online courses are included in Appendix Four.

d. Educational Programming

There has been no strain on institutional capacity to create, offer, deliver, and evaluate online courses. The administration is confident that adding online programs will not create any additional strain on capacity.

The academic calendar is created by CCSNH usually a year and a half in advance. It is a common calendar among CCSNH institutions. Semester dates are the same whether face-to-face or online courses.

Enrollment Capacity

In face-to-face courses, the enrollment capacity is generally set at 35 for general education courses, 20 for lab courses, and 15 for developmental courses. The capacity for online courses is 25 students. Science courses with a required lab are not offered online; however, some lab science courses may be a hybrid.

Online Courses that Need to be Developed

Each of the programs is currently more than 50% online. As mentioned previously, there are no online courses in the general education core category of Global Awareness (world languages and religion). This is not a problem for student choice because the programs require a course in Humanities / Fine Arts or Global Awareness. We do recognize, however, we need to create one or two online courses in this area.

Excerpting from - and adding to - the data forms in Appendix One:

Program or Certificate	Credits Required	Credits May be Completed Online Now	Percent of Program Now Online	Courses That Need to be Developed
Liberal Arts Degree	64	60	94%	TBD: Lab Science (maybe hybrid) – no date determined; A Global Awareness course.
Business Admin.: Marketing	65	54	83%	Summer 2016: Desktop Publishing Fall 2016: Accounting I Under consideration: TBD: Lab Science (maybe hybrid) – no date determined; Website Development I; A Global Awareness course.
Business Admin.: Management	66	45	68%	Fall 2016: Accounting I and II; Managerial Accounting; Business Law; Intro to MIS; TBD: Lab Science (maybe hybrid) – no date determined; A Global Awareness course.
Business Admin.: Small Business Entrepreneurship	66	51	77%	Fall 2016: Accounting I and II, Desktop Publishing, TBD: Website Development I; Lab Science (maybe hybrid) – no date determined; A Global Awareness course.
Computer Networking Degree	64	60	94%	TBD: Lab Science (maybe hybrid) – no date determined; A Global Awareness course.
Computer Networking Certificate	22	22	100%	100% online

Credit Hour Guidelines

Online courses have been created with the same credit hour requirements as face-to-face courses. All NCC courses are eight weeks or fifteen/sixteen weeks in duration. Face-to-face and online courses meet the Federal definition of a clock hour and credit hour over the specified length of time as defined in the *Electronic Code of Federal Regulations (CFR Title 34, Subtitle B, Chapter VI, Part 600, Subpart A, 600.2)*. <http://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.1.1.23.2>.

This is presented in the *NCC College Catalog*.

1. A credit hour shall be the equivalent of one (1) hour of work per week for a 15/16 week semester.

2. A semester credit hour shall be comprised of the following:

A. Class | B. Laboratory | C. Clinics | D. Practicum, Fieldwork, etc. | E. Internships | F. Co-ops.

3. A credit hour shall be allocated based on the below:	Contact Hours per Week	Contact Hours per Sem. (based on minimum 15 week semester)
Category		
Class	1	15
Laboratory	2 or 3	30-45
Clinical	3 to 5	45-75
Practicum, Fieldwork	3	45
Internship	3 to 6	45-90
Co-op	Variable by Dept.	Variable by Dept.

<http://www.nashuacc.edu/images/PDF/catalog/NCC-Catalog-2015-2016-online.pdf> (page 27).

Eight-week courses (face-to-face and online) cover the same topics and have the same learning outcomes; however, they are inherently more concentrated, as they are taught in half the time. Clearly, eight-week courses are not recommended for every student; obviously, there are increased demands on their time, and assignments, papers, and exams are more frequent. Students must be certain they have the time to commit to a compressed course. Eight-week courses allow students to complete the coursework faster, and many students like the immersion in the subject matter.

e. Faculty

Faculty Credentials

Faculty credentials are the same for online teaching as for face-to-face; the VPAA, department chairs, and the Human Resources Director ensure that faculty have appropriate credentials for courses they teach. The Faculty Credentials Policy, implemented in 2002, requires faculty teaching in general education, business, nursing, and other academic programs to have a minimum of a master's degree in the discipline or one closely related. Faculty teaching technical courses have industry certification or extensive industry experience, usually with some level of educational attainment. The Faculty Credentials Policy has made a substantial difference in the quality, rigor, and integrity of the academic program.

eDesign Rubric

In the development of online courses, CCSNH asks faculty to utilize the eDesign Rubric as a means to assure quality in course design. A description of this rubric is included in Appendix Five; it forms the basis for the eTeach course that is taught at NCC.

eTeach Faculty Development Course

If a faculty member wishes to teach a course online, his/her qualifications and online teaching experience

are reviewed by the department chair. If an instructor has little or no online teaching experience, he or she is required to complete the eTeach program. The requirement is waived for faculty with prior online teaching experience.

The eTeach course covers course design to create a virtual classroom in Blackboard. eTeach is conducted in Blackboard by the Online Learning Coordinator. Specifically, the course includes creating faculty biographical introduction, discussion boards, syllabus, assignments, grading, setting up tests, and other topics – it is simply good online practice.

Topics in the course include a discussion of online cheating and plagiarism and how to recognize them and guard against them. Faculty can send assignments submitted in Blackboard through *Safe Assign*, a plagiarism detection tool. The NCC Plagiarism Policy was reviewed and changed at a series of department chair meetings in fall 2014. It now provides a range of sanctions that can be imposed at the discretion of the faculty member depending on the intent and severity of the infraction.

We recognize that we will need to update our policies on academic integrity to include students in online programs. In the last two years, there have only been two documented incidents of cheating (both in face-to-face courses), and four incidents of plagiarism (two face-to-face and two online).

Completion Rates of eTeach Courses

eTeach Course Completion	Full-Time Faculty	Adjunct Faculty	Total Faculty
Prior to Summer 2013	15	32	47
Summer 2013 - Present	11	64	75
Totals	26	96	122

There is also a faculty resource page on Blackboard that contains information from the following links:
<http://www.ccsnh.edu/online-learning-blackboard/faculty>

- Checklist for Teaching with Blackboard;
- Course Copy for Blackboard;
- Course Cartridge Catalog for Blackboard;
- eDesign (Course Quality Design Rubric);
- Forgot your Password?
- Instructional Resources;
- Netiquette;
- Online learning Policies;
- Syllabus Template (100% online course).

Support for Adjunct Instructors

Adjuncts are a valued part of the faculty, and they are a wonderful asset to the college. Approximately 75% of course sections at NCC are taught by adjuncts who bring a considerable amount of business and industry experience to NCC (face-to-face and online). The college is fortunate to have approximately 35 adjunct instructors who have taught at NCC for more than five years and who feel a part of the college community. NCC includes adjuncts in the governance structure, and they have a voice in institutional matters.

Jumpstart Your Semester

To help new adjunct instructors become oriented to the teaching and learning culture of NCC, an optional

program has been created called *Jumpstart Your Semester*. NCC faculty offer five one or two-hour workshops at the beginning of each semester. All new adjunct instructors are encouraged to participate to become familiar with college services and teaching expectations.

The workshops include:

- Introduction to Blackboard
- Instructional Technology in the Classroom
- Overview of Library Resources
- Overview of College Policies and Procedures and Student Support Services
- Reasonable Accommodation Plans.

Adjunct instructors have completed the Jumpstart Your Semester program as professional development.

Adjunct Jumpstart Your Semester Completion			
Semester	Total Number of Adjuncts	Number of Jumpstart Attendees	%Percentage of Adjuncts
Fall 2011	165	32	19.4%
Spring 2012	169	22	13.0%
Fall 2012	173	25	14.5%
Spring 2013	183	13	7.1%
Fall 2013	184	19	10.3%
Spring 2014	195	22	11.3%
Fall 2014	195	18	9.2%
Spring 2015			

The Adjunct Certification Training Program

The Adjunct Certification Training (ACT) Program is available to all adjuncts; it is a professional development opportunity that is beneficial to the faculty member and to NCC. It helps maintain academic quality; it is *not* a requirement for employment. The intent of ACT is to:

- Familiarize adjuncts with the college mission, policies, and procedures;
- Provide adjuncts with teaching tools and resources;
- Provide consistency in teaching;
- Provide training for teaching with current techniques.

ACT Program requirements are as follows:

- ACT online orientation;
- Required modules;
- UbD (Understanding by Design): A practical approach to instructional design;
- Blackboard basics;
- Instructional strategies to address the needs of diverse learners;
- Two elective modules;

- Reflection journal.

Adjunct instructors who have completed the ACT Program are as follows:

Adjunct Faculty ACT Completion			
Academic Year	Completed	Audited	Did Not Complete
2007-2008	4	5	0
2008-2009	6	11	2
2009-2010	25	4	5
2010-2011	7	8	7
2011-2012	4	6	6
Adjunct Faculty ACT Completion			
2012-2013	8	0	4
2013-2014	6	0	4
2014-2015	6	0	4
Total	66	34	32

Department chairs, the Human Resources Director, and the VPAA continue to be involved in faculty recruitment and selection. Faculty teaching online also teach or have taught face-to-face courses at NCC.

Stipends for Online Course Development

All online courses are conversions of face-to-face courses. If a department chair/program coordinator wishes to convert a face-to-face course to online, an instructor submits a “Pre-Approval Form for Online Course Development” form (Appendix Six) to the VPAA for approval. A stipend of \$800.00 is paid to instructors (full-time or adjunct) when the online course has been developed.

Copyright

NCC adheres to all copyright laws. This includes Fair Use (face-to-face classes), the DMCA (Digital Millennium Copyright Act), and the TEACH (Technology, Education and Copyright Harmonization) Act that allow online transmission of copyrighted material in educational institutions within certain parameters. Copyright workshops have been held for faculty, and information is available that explains copyright laws.

f. Students

NCC is an open-admissions institution. Students are provided with sufficient information to determine whether online learning is a good option for them.

Financial Aid

Online programs have been a topic at Compliance meetings (membership consists of the Financial Aid Director and Assistant Director, VPs of Student Services and Academic Affairs, IR, Registrar, Banner Coordinator, CFO, Bursar, Veteran’s Affairs Coordinator, and Senior Accounting Technician) while planning and preparing this report. Financial Aid will be available for students enrolled in online programs. An online tutorial on FAFSA is expected to be available in late January 2016.

Self-Assessment for Online Learning

As mentioned previously, the CCSNH Distance Learning website provides a self-assessment for students considering registering for an online course. The website is available here: <http://www.ccsnh.edu/self-evaluation-potential-online-students>.

The NCC Student Success Handbook for Online Learners

Faculty believe it is imperative that prospective students understand the online environment including the quality of programming, potential workload, and academic rigor. For these reasons, the Online Learning Coordinator created *The NCC Student Success Handbook for Online Learners* intended to prepare students for the online learning environment. As mentioned previously, it is available on the NCC website:

http://nashuacc.edu/images/Student_Success_Handbook_for_Online_Learners.pdf

Sections of the book include:

- | | |
|--|--|
| (a) Tips for Taking an Online Course | (b) Online Course vs. Face-to-Face Course Comparison Chart |
| (c) Links to Resources | (d) Hardware and Software Requirements to Run Blackboard |
| (e) Windows and Apple Operating System | (f) Internet Browser Comparison Chart |
| (g) Test Taking in an Online Environment | (h) FAQs for Discussion Boards and Test Taking. |

Onboarding and Advising

Onboarding and advising is initially handled by the Admissions Office staff who assist students with registering for courses – face-to-face or online. After the initial onboarding process, students typically see one of three Advisors in the Advising Center who can advise via telephone, email, and chat. The live chat feature includes a messaging feature for after-hours utilization. Students with more than 35 credits are advised by the department chair or program coordinator. Advising will be no different whether face-to-face or online.

Onboarding and transfer credit evaluation can now be completed online. Online registration is available to all students, and students can elect to communicate with an advisor or self-register (without seeing an advisor per the “Enhanced Credit Transfer Initiative”). Course placement in math and English is done by evaluating SAT scores, Accuplacer scores, and high school transcripts. An incoming online student may or may not have taken Accuplacer. If not, a combination of SAT scores and/or high school transcript evaluation will suffice for placement. This policy will be reviewed in June 2016.

Student Concerns and Grade Appeal

All courses fall within college administrative policies as detailed in the *Student Handbook*. Students in face-to-face and online courses have the same rights and responsibilities. Student concerns such as grade appeals can be addressed with the faculty member, program coordinator, department chair, and if not resolved – the issue can be raised with the VPAA. At this point in time, 75% of grade appeals are handled through email or phone. Quoting from the *Student Handbook, 2015-16*:

<http://www.nashuacc.edu/images/PDF/handbook/2015-2016NCCStudentHandbook.pdf>.

Any appeal of a grade must be initiated by the student with the instructor before an ensuing semester has elapsed. Students should be advised that in most instances a grade may be changed only by the instructor. The Vice President for Academic Affairs (VPAA), the only other individual on campus empowered to change a student’s grade, may alter a student’s grade only in a case of obvious computational error or blatant abuse of the grading prerogative.

Students who believe they have a valid ground for a grade appeal will use the following process to resolve the issue:

1. Meet with the instructor. The student shall contact the faculty member and schedule a meeting to discuss the grade appeal and attempt to resolve the conflict. The faculty member and student shall meet within the next five (5) work days.
2. Meet with the Program Coordinator/Department Chair. If the issue was not resolved in Step 1, the student has three (3) work days from the date of the faculty member’s decision to file a written appeal with the faculty member’s Program or Department Chair, or with the VPAA if the faculty member is also the Department Chair or Program

Coordinator. Within three (3) work days the Department Chair (or VPAA) will mediate the dispute either through discussion with the instructor, or with the student in the company of the faculty member. If no resolution is reached, proceed to step 3.

3. File a written appeal with the VPAA. If the issue is not resolved in Step 1, the student has three (3) work days to file a written appeal with the VPAA or designee. The letter of appeal must include the student's name and contact information, the course name and number, the semester in which the course was taken, the student's grade, the name of the instructor issuing the grade, and specific evidence of obvious computational error and/or blatant abuse of the grading prerogative. The VPAA or designee will have ten (10) business days from receipt of the written appeal to render a decision. The decision of the VPAA or designee is final.

From the *Student Handbook 2015-16*, page 25:

Privacy Act – Information Release Form: <http://nashuacc.edu/images/PDF/inforelease09.pdf>

FERPA laws are adhered to strictly including online enrollments. Information concerning a student is not given out without a signed privacy release form in Banner. Students are encouraged to sign the privacy release form so that college officials can discuss student concerns with a parent or other family member.

Students with Disabilities

We anticipate that there may be some students taking online courses who cannot travel to campus due to physical challenges. The Disabilities Services Coordinator will provide the same level of service as face-to-face students such as creating Reasonable Accommodation Plans (RAPs) and working with faculty to help them understand the accommodations.

Online Attendance Policy

In 2013-14, the department chairs established an attendance policy for students enrolled in online courses. Online attendance activities can include: initiating contact with a faculty member to ask a question, submitting an academic assignment, taking an exam, participating in an interactive tutorial, attending a study group assigned by the instructor, and posting and/or responding to a discussion board. These expectations are included in all syllabi posted on Blackboard.

Online Tools: Support for Distance Education Students

Candidly, it is difficult to add staff positions, so where possible, NCC has chosen to utilize technology solutions to help students, many of whom can self-serve with the proper tools. Degree-planning tools include Student Navigator, Degree Works, College Central, and Career Coach. We do not expect these tools to replace interaction with advisors.

1. Student Navigator (EAB) – NCC has been an Alpha Partner with the Education Advisory Board (EAB) in Washington, DC in the Student Success Collaborative since March 2014. EAB's Student Success Collaborative platform (named Student Navigator in 2015) is the platform for onboarding, scheduling, and registration. Upon initial log-in, the platform requests a student to provide some background information like work schedules, home or other responsibilities, and goals such as career and program interests. It interfaces with Banner and helps students determine their "best-fit" course schedules.

The application went live in November 2015 with the test group of NCC students who had helped EAB software engineers build the platform. It will be available for all in-coming students as of April 2016 for summer and fall registration. NCC and Tulsa CC were the two alpha partner community colleges in the United States. There are now close to 40 community colleges in the collaborative.

2. Degree Works (Ellucian) <http://www.ellucian.com/Software/Ellucian-Degree-Works/>

Degree Works interfaces with Banner and will provide degree auditing for students, advisors, and the Registrars. NCC was the first college in CCSNH to acquire Degree Works. It was rolled out for advisors in November 2015, and it will be available for all students in April 2016 for summer and fall registrations.

Quoting from Ellucian's website, Degree Works can help students:

- **Reach Goals:** they don't waste time and money on unnecessary courses or stress about graduating on time.

Degree Works can also help colleges:

- **Provide Support:** Advisors have more time to provide insightful advice that supports better student outcomes;
- **Increase Graduation:** Institutions can monitor course demand and offer the right classes at the right time;
- **Increase Enrollment:** Simplified transfer articulation eliminates the manual processes associated with transcripts.

3. College Central <https://www.collegecentral.com/nashuacc/>

The Advising Center staff now make job-search services available through College Central, an online service. Employers can post job openings and search resumes posted by students. This is a new service that was first made available to NCC in spring 2014.

4. Career Coach

Career Coach has been acquired, and the service will begin in late-January or early February 2016. We feel that this service will provide significant career information and inform current and potential students about career choices. It will provide information for southern New Hampshire and the Boston area. The program provides:

- Background information on specific careers;
- Trends indicating whether the career is growing or declining;
- Average salary information for the region including average starting salary and mid-career salary;
- Typical degrees that are required for career entry.

Career Coach will link student career interests to degrees at NCC generally required for entry into those careers. It will be available on the NCC website as a recruiting tool for prospective students and as career information for current students. Career Coach will not require a login and password.

5. Tutoring Services

Students often use the support services available in the Academic Success Center. Faculty teaching online provide extra help to students as required. Online tutoring with Smarthinking, Inc. is also available for all students in online courses as discussed previously.

Technical Support

Technical support is available for students on the website and by phone. The Student Resources Page: <http://www.ccsnh.edu/online-learning-blackboard/students>

- Blackboard Tutorials;
- Browser and Operating System Requirements;
- Distance Learning Support Center;
- Forgot your Password?
- Library Resources;

- Netiquette;
- Online Learning Policies;
- Online Tutoring (Smarthinking);
- Online Orientation to Online Learning (Video Tutorials);
- Self-evaluation for Potential Online Students;
- Transfer Online Course Credits – between CCSNH colleges;
- Transfer Pathways to 4-year colleges/Universities;
- What Makes a Successful Online Student?

Academic Honesty

The *Student Handbook* contains a section on academic honesty, and syllabi include sections on academic honesty and plagiarism. As mentioned, academic policies will be amended to include students in online programs as well.

g. Library and Technological Resources

Walter R. Peterson Library & Media Center staff provide a variety of online resources for all programs at NCC for students enrolled in face-to-face and online courses. The library catalog, electronic databases, ebooks, instructional support, and online tutorials are available 24/7. Library staff annually review database usage statistics to determine whether the databases will be continued. The proxy server at the System Office of CCSNH authenticates remote users, and students and faculty login with their college email login name and password.

Most database acquisitions are acquired through a consortium agreement with the other CCSNH colleges through WALDO (Westchester Academic Library Directors Organization). This provides access throughout CCSNH and reduces acquisition costs.

The library provides four comprehensive databases: Ebsco Host Academic Search Premier, ProQuest Central, Credo Reference, and Lexis-Nexis Academic. Program-specific databases include: America: History & Life w/Full Text; Business Source Elite; Environment Complete; ERIC; Humanities International Complete; Newspaper Source; PsychARTICLES; Psychology & Behavioral Sciences; Regional Business News; and Science Full Text Select. Tutorials within each database are provided to assist students in conducting effective searching.

Ebooks: The library subscribes to Ebrary, EBSCO eBooks, and Credo Reference e-Books. There are over 100,000 electronic book titles covering a wide range of subjects. The ebooks are searchable and may be downloaded for a two-week loan.

Online Video Databases: Films on Demand provides access to nearly 10,000 video titles, many of which are from PBS, TLC, and other educational television channels. Faculty often post video clips in Blackboard.

Citation Management: <http://www.nashuacc.edu/academic-services/library-media-services/citation-help>
The ethical use of information is a key aspect of academic integrity. Easybib assists students with citation management and documentation of sources. It can track notations and create bibliographies in numerous formats. Easybib also provides online tutorials.

Online Reference Services: Library staff are available by telephone or email to assist students and faculty. Since NCC is a commuter college, the library staff have always supported students by fielding email and telephone queries and concerns whether across town or in a neighboring state.

h. Financial Resources – Budget to Support Online Learning

Technology Infrastructure

Platform	Current Year AY2015-16	Projections		
		AY2016-17	AY2017-18	AY2018-19
Blackboard	\$60,083	\$61,050	\$61,050	\$63,000
Smarthinking	\$ 611	\$ 611	\$ 700	\$ 735
College Central	\$3,000	\$3,000	\$3,000	\$3,300
Tracdat: Nuventive Corp	\$16,640	\$16,640	\$16,640	\$17,000
Degree Works	None at present	~ \$35,000	~ \$35,500	~ \$36,500
Career Coach	\$8,000	\$8,000	\$8,000	\$8,600
EAB	\$38,000	\$38,000	\$40,200	\$41,600
Connectivity: Servers, UPS, ISP, Switches, etc.	Paid by System IT	Paid by System IT	Paid by System IT	Paid by System IT
Totals	\$126,334	\$162,301	\$165,090	\$170,735

Personnel Expenses

Personnel	Current Year (Est.)	Projections		
		AY2016-17	2017-18	2018-19
Faculty stipends (\$800 ea.)	\$5,600 (7 contracts)	\$4,000 (5 contracts)	\$3,200 (4 contracts)	\$2,400 (2 contracts)
Coordinator (PT)	\$34,900	\$35,772	\$37,000	\$37,000
Adjuncts teaching online courses - salaries	\$130,200 (62 instructors)	\$149,880	\$162,600	\$177,300
FT faculty salaries - overload for online teaching	\$52,200 (22 instructors)	\$56,850	\$66,400	\$76,400
Totals	\$222,900	\$246,502	\$269,200	\$293,100

Library Resources to Support Online Programs

	Projections			
	Current Year AY2015-16	AY2016-17	AY2017-18	Ay2018-19
The Library Corporation Library.Solutions (Catalog)	\$3,300	\$3,400	\$3,400	\$3,500
WALDO (Westchester Academic Lib. Director's Org Annual Fee)	\$ 400	\$ 400	\$ 400	\$ 440
EBSCO Databases incl. A-Z and Discovery Search Includes These Specialized Databases: Academic Search Premier; America: History & Life w/Full Text; Business Source Elite; CINAHL Environment Complete; ERIC; GreenFILE; Humanities International Complete; Newspaper Source; PsychARTICLES; Psychology & Behavioral Sciences; Regional Business News; Science Full Text Select; Vocational & Career Collection	\$38,912	\$40,200	\$40,200	\$42,500
Lexis-Nexis Academic	\$1,939	\$2,000	\$2,000	\$2,150
eBrary	\$6,031	\$6,000	\$6,050	\$6,050
ProQuest and Credo Reference	\$8,200	\$8,100	\$8,200	\$8,500
Springshare LibGuides	\$1,199	\$1,199	\$1,199	\$2,080
Easybib	\$1,910	\$1,910	\$1,910	\$1,990
Films on Demand	\$8,630	\$8,680	\$8,710	\$8,880
Equipment: Apple Macintosh computer, monitor, editing software, and external hard drives	\$6,340	\$2,000	\$3,000	\$3,000
Video cameras, tripods, and teleprompter	\$6,220	\$500	\$2,500	\$2,500
Totals	\$83,081	\$74,389	\$77,569	\$81,590

Income from Student Enrollments

Enrollment revenue from online courses	AY2014-15 (1209 total enrollments)	Projections		
		AY2016-17	AY2017-18	AY2018-19
	\$759,400	\$792,500	\$840,000	\$895,800

i. Dealing with students, prospective students, and the public

Upon CIHE approval to have the online degree and certificate programs incorporated into our regional accreditation, NCC will include statements on the website and in publications that the online programs are available. We also plan to have more internal marketing of the online programs, and advisors and faculty members will be well-prepared to assist students.

Our social media presence has grown significantly in Facebook, Twitter, Instagram, and others. A new marketing person was hired in August 2015 to improve our social media outreach; it is expected she will be changed from part-time to full-time by the end of February 2016. Information on the new online programs will be highlighted in a marketing campaign (by May 1, 2016). Questions from the public can be addressed through social media, email, telephone, and website reply.

There are ample resources and websites to assist new students understand the expectations and rigor of the courses as well as the personal discipline that is required. Students will be directed to the websites (previously mentioned) to begin to understand online learning, and how it can be different than traditional face-to-face instruction. In this light, an online orientation program will be created by June 30.

j. Contractual Arrangements

CCSNH and NCC do not enter into instructional services contracts with any organizations that are not regionally accredited to conduct direct instruction.

Conclusion

We acknowledge there are a number of minor issues that we will need to address after approval of the online programs. These include (with responsible party and timelines):

Update Academic Policies and Publications

- VPAA and department chairs:
Revise the policies in the *Student Handbook* to include online programs - June 30, 2016;
- VPAA, VPSA, and Registrar:
Revise the *College Catalog*, *Degree Works*, and website to include online programs – June 30, 2016;
- Marketing & PR Director, Social Media Coordinator, VPSA, and Advising Center staff:
Initiate a publicity/marketing campaign to make people aware of the new programs – May 1, 2016.

Advising

- Advising Center Staff and department chairs and program coordinators who advise students in online programs:
Develop new processes for advising and course placement – June 30, 2016
- Online Advisory Committee and Online Learning Coordinator:
Develop an online orientation program – June 30, 2016.

Assessment and Evaluation

- Institutional Researcher:
Include online programs and courses in Tracdat – September 1, 2016;
- Institutional Researcher:
Implement a new sequence of data gathering and analysis for baccalaureate completion for transfer students who completed online programs at NCC – September 1, 2021.

Compliance Meetings

- Members of Compliance:
Be sure online learning concerns are resolved and coordinated (processes and procedures for Financial Aid, Onboarding, Testing, Business Office, and Advising) – May 1, 2016.

Financial Aid

- Financial Aid Director:
Update procedures to support online students – May 1, 2016.
- Financial Aid Staff, VPSA, and Marketing & PR Director:
Publicize the FAFSA online tutorial (expected January/February 2016) – February 15, 2016.
- VPSA, Bookstore Manager, and Financial Aid Director:
Review regulations/agreements for textbook purchases by online learners – September 1, 2016.

Online Students with Disabilities

- The Disabilities Services Coordinator:
Implement appropriate support structure (including RAPs) for students in online programs – May 30, 2016.

Technology Plan

- Network Administrator, Banner Coordinator, AV Technician, and Online Learning Coordinator:
Create a three-year plan with financial projections that includes network connectivity, computing hardware and software, and our new commitment to support online programs – August 30, 2016.

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION: Nashua Community College

TABLE 1. Program and Certificate Description

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the credit may be completed entirely on-line

Program or Certificate Name	Level of Degree (A, B, M, D) or Certificate (C)	Initiation Date (First Enrollment) (Year Only)	Number of Required Credits	No. of Credits Which May be Completed On-Line
Liberal Arts	A	2016	64	60
Computer Networking	A	2016	64	60
Computer Networking	C	2016	22	22
Business Admin.: Marketing	A	2016	65	45
Business Admin.: Management	A	2016	66	45
Business Admin.: Small Business Entrepreneurship	A	2016	66	41

Insert additional rows for more programs, if needed.

Scroll down to next table

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION: Nashua Community College

TABLE 2. Students

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the credit may be completed entirely on-line

Program or Certificate Name	Matriculated Students	Degree or Certificate Completers to Date	Total Number of Students Taking Courses on Ground*	In-State Students Taking Courses On-Line	Out-of-State Students Taking Courses On-Line	Students Based in Other Countries Taking Courses	Total Number of Students Taking Courses On-Line
Liberal Arts A	455	29	434	85	2	0	87
Computer Networking A	63	8	63	6	1	0	7
Computer Networking C	10	1	10	1	0	0	1
Business Admin.: Marketing A	38	2	35	11	0	0	11
Business Admin: Management A	107	12	104	31	3	0	34
Business Admin.: Small Business Entrepren. A	43	7	41	15	2	0	17
TOTAL	716	59	687	149	8	0	157

* Before graduation, some students who have completed the requirements for a certificate will declare a secondary major

***Students enrolled in programs described in this table.**

(1) Before graduation, some students who have completed the requirements for a certificate will declare a secondary major

Scroll down to next table

CIHE DATA FORMS FOR REPORT ON DISTANCE EDUCATION PROGRAMS

INSTITUTION: Nashua Community College

TABLE 3. Faculty

Note: For Enrollment and other data, use data from current or most recently completed semester for which data are available.

Programs and Certificates in which 50% or more of the credit may be completed entirely on-line

Program or Certificate Name	Faculty Teaching in The Program (Headcount)				FTE Faculty in Program	Number with Highest Degree	
	Faculty Employed Full Time at The Institution		Faculty Employed PT at The Institution	Total Faculty in Program		Ph.D or Equivalent	Masters or Equivalent
	FT in Program	PT in Program					
Liberal Arts Degree:							
Humanities/Communication	2	3	35	37	14.4	2	33
Mathematics	2	0	11	13	6.2	2	11
Psychology		1	19	20	6.6	3	17
Science	3	0	15	18	10.5	10	8
Social Sciences	2	1	17	19	6	5	14
World Languages	0	0	8	8	2.8	1	7
Computer Networking Degree	1	0	7	8	2	1	7
Computer Networking Certificate	1	0	7	8	2	1	7
Business Admin.: Marketing Degree	2	2	5	9	2	4	3
Business Admin.: Management Degree	2	2	7	11	2.2	4	3
Business Admin.: Small Business Entrepreneur. Degr	2	2	7	11	2.2	4	3
TOTAL	17	11	138	162	56.9	37	113

Appendix Two: Online Course Evaluation

A. Course Overview and Introduction

Likert scale used for questions 1 through 29:

1=Strongly disagree 2=Disagree 3=Agree 4=Strongly Agree 0=Not Applicable

1. The online course site was well organized.
2. The online course was user-friendly.
3. The syllabus included a link to an online student orientation for distance learning and Blackboard.
4. My instructor provided instructions for navigating the course site.
5. An introduction to my instructor was available online and it included a statement of instructor email response time (example. within 24 hours during the week and 48 hours on the weekend) and online office hours.
6. I was required to introduce myself to the class in the discussion board or student homepage area.
7. The netiquette (network etiquette) expectations for all online communications were available in the course.

B. Learning Objectives

8. The course learning objectives were clearly defined and understandable.
9. The course content was directly relevant to the course learning objectives.
10. I achieved the learning objectives stated at the beginning of the course.

C. Learner Engagement

11. The learning activities encouraged my interaction with the instructor.
12. The learning activities encouraged my interactions with the other students.
13. The contributions and interactions of other students made this course an enriching learning experience for me.
14. Weekly assignments encouraged early and continuous participation in the course.
15. I was required to post meaningful responses to the discussion board.
16. I was challenged to think critically about the subject matter of the course.
17. My instructor chose approaches and activities that enhanced learning.

D. Quality of Instructor Activities

18. The requirements for course interaction (discussion board postings, group activities, email, blogs, wikis, or journals etc.) were clearly explained to me.

19. My Instructor explained concepts clearly.
20. My instructor used a variety of teaching methods (projects, reflections, group work, online discussion, etc.)
21. My instructor provided constructive feedback to the discussion board postings.
22. My instructor provided timely feedback to the discussion board postings.
23. My instructor used a variety of online teaching tools such as discussion board postings, online collaboration sessions, videos or other online tools.
24. My instructor demonstrated respect for the students.

E. Learner Support

25. Instructions or links to technical support were easily accessible.
26. The technical support was helpful when I encountered difficulties.
27. The course textbook and other materials were useful to my learning.
28. The library resources met my needs.

F. Course Technology

29. Minimum technology requirements and minimum computer skills were clearly available and understandable.
30. The technology enhanced my interactivity and helped me to become an active learner.

G. Other

31. How would you rate this course overall?

1=Needs Extensive Improvement 2=Needs Some Improvement 3=Neutral 4=Good 5=Excellent

32. Would you take another CCSNH online course with this Instructor? Please explain.
33. Would you recommend this course to another learner?
34. How would you improve this course?
35. What was positive about the course?

Appendix Three: Nashua Community College - General Education

General Education Mission Statement

Nashua Community College is committed to offering a foundation of common knowledge and skills to all students through a variety of learning experiences. General Education at NCC provides a broad core of humanistic knowledge demonstrated through the achievement of essential learning outcomes to prepare students for twenty-first-century challenges. It is a coherent framework for providing students a high level of learning as well as strong intellectual and practical skills needed to become well-informed citizens in an ever-changing world.

Philosophy of General Education

General Education is based on the belief that all students should have the educational experiences that enable them to broaden their perspective of the world around them and help them succeed in future career and intellectual pursuits. Students should be able to understand various key concepts and methods of inquiry that relate to specific fields of study. General Education will provide the skills and knowledge that will allow students the opportunities to communicate effectively, create exemplary work, commit to learning, collaborate with others, and challenge ones' self and others by questioning and reasoning.


College-wide General Education Learning Outcomes

After completion of general education courses, the student will meet the following outcomes:

1. The student will communicate effectively and fluently; read with comprehension; listen, speak and write competently.
2. The student will develop skills in reflection, analysis, logical reasoning, and evaluation to formulate judgments, reach conclusions, and solve problems.
3. The student will evaluate and utilize quantitative and qualitative data and apply mathematical and scientific principles and methods.
4. The student will utilize technology to locate, evaluate, organize, and utilize information accurately and responsibly.
5. The student will acquire knowledge and skills to function effectively as informed and responsible citizens.
6. The student will acquire knowledge and skills that will enable respect for diversity as well as an awareness of global interdependency.

Appendix Four: Two Examples of Syllabi

ENGL105ZZ Introduction to Literature

	Nashua Community College
	Course Number, Title, Section ENGL105N-zz Introduction to Literature
	CRN 24519
	Course Term, Year, and Dates Spring 2016 January 19-May 9
	Instructor: Sally Bashalany, M.Ed.
	Instructor Email: sbashalany@ccsnh.edu
	Office Hours/Location: W 12-2pm/Th 12-1pm

Syllabus Items

[Academic Honesty](#)

[Assessment](#)

[Blackboard Student Orientation](#)

[Course Description](#)

[Course Structure and Content](#)

[Instructor's Communication Policy](#)

[Learning Objectives](#)

[Netiquette](#)

[Overview of Course Structure](#)

[Policies](#)

[Prerequisites](#)

[Required Resources](#)

[Additional Course Information](#)

"Literature is the art of writing something that will be read twice."

--Cyril Connolly

Syllabus Course Description

Last updated: January 2016

This course studies societal issues and events in the twentieth and twenty-first centuries, which are portrayed through a selection of modern literature. Works vary accordingly at the discretion of the instructor and may include fiction and non-fiction pieces. Prerequisite: ENGL101N

Prerequisites: ENGL101N College Composition

Entrance Skills

- Reading comprehension
- Analytical writing
- MLA documentation skills, including academic essay formatting

In addition, students taking this online course should have/be able to:

- Access to a computer ☑ Access to the internet
- Search for credible information online
- Compose/send/receive/reply to email
- Attach files
- Download files
- Use word processing software

Course Competencies

Upon completion of this course, students will be able to:

Competency (Knowledge and Skills)	Critical Thinking Level
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. read for understanding the selected readings. 2. demonstrate an awareness of various writing styles that the authors employ. 3. understand the purposes of fiction and non-fiction. 4. understand the elements of a fictional work. 5. Interpret the relationship and its significance between the readings and societal events/issues of those times. 6. demonstrate writing skills through the semester's assignments. 	<ol style="list-style-type: none"> 1. Analyze and interpret selected readings. 2. Examine the elements of style to the readings. 3. Categorize literary purposes. 4. Categorize literary elements. 5. Interpret the relationship and its significance between the readings and societal events/issues of those times. 6. Apply academic standards of writing.

Essential Questions

- Why do we study literature?
- What is the role of the reader?
- What roles do culture and history play in the essence of literature?
- How does literature reflect the universality of the human experience?

Blackboard Student Orientation

If this is your first online course at CCSNH, please complete the online student orientation under the NCC Online Orientation menu tab. If you have taken other 100% online courses in the past, email me the course title, college and semester the course was taken. CCSNH offers the opportunity to familiarize you with online courses at <http://www.ccsnh.edu/students/orientationonline-learning>

Available Technical Support

24/7 Blackboard Support: Students and faculty seeking help can now call a toll free number, begin a Live Chat, submit a ticket or search a FAQ knowledgebase, all 24/7 by going to this site: <http://ccsnh.edusupportcenter.com>

CCSNH Online Student Policies

Students registered for online courses must comply with all policies and guidelines (such as civil rights, disabilities services, harassment, and plagiarism) in the student handbook and other publications of the college offering the course. For more information, refer to:

http://www.nashuacc.edu/images/Student_Success_Handbook_for_Online_Learners.pdf

Academic Honesty

Students registered in online courses shall abide by the academic honesty principles as defined in the Student Handbook of the college offering the course.

Netiquette

Students shall comply with CCSNH Netiquette as articulated on the system web site:

<http://www.ccsnh.edu/students/netiquette-at-ccsnh>

Required Resources

Textbooks: McMahan, Day, and Funk, eds. *Literature and the Writing Process, 10th edition.*

Boston: Longman, 2014.

ISBN# 9780205902279 available at the NCC bookstore and through other vendors.

Materials:

Textbooks, materials and software are available online at: <http://www.efollett.com> unless specified by your instructor.

- Under "Select your Bookstore", choose "New Hampshire"
- Under "Select Your Institution", choose the campus offering the course.

Software: In order to successfully use the Blackboard Learning Management System you will need to access the internet using either Internet Explorer or Firefox and:

- ✓ JAVA! <http://java.com/en/>
- ✓ ****Java JRE plugin** (very important so that everything in the system works properly!)

- ✓ [Microsoft Office Viewers](#) (for viewing and printing Word, PowerPoint, Excel, and Visio files)
- ✓ [Adobe Acrobat Reader](#) (for viewing and printing PDF files)
- ✓ [Real Player](#) (for viewing streaming video or listening to streaming audio clips)
- ✓ [QuickTime](#) (for viewing QuickTime video)
- ✓ [Flash Player](#) (for viewing animations or using interactive content)
- ✓ [Shockwave Player](#) (for viewing animations or using interactive content)
- ✓ [Windows Media Player](#) (for viewing streaming video or listening to streaming audio clips)

If you are prompted to “only display secure items,” when logged in to Blackboard, select “No.”

Hardware:

- ✓ 128 MB of RAM (512MB or higher is highly recommended)
- ✓ 2 GB of free disk space
- ✓ Sound card with speakers (for courses with multimedia)

Additional information about information about system requirements can be found at <http://www.ccsnh.edu/students/browser-and-operating-system-requirements>

Instructor’s Communication Policy

Email Response Time:

I typically respond to emails within 24 hours (except during weekends—expect a 48 hour response time). Please use only your ccsnh.edu email account to communicate with me.

Office Hours:

You are welcome to meet with me during my on-campus office hours or by appointment. Please email me at any point with questions or concerns about this course.

Wednesdays 12-2pm

Thursdays 12-1pm

Other times by appointment.

Overview of Course Structure

The course covers three specific sections, **Fiction, Poetry, and Plays**. We will examine and analyze each type of work critically, identifying literary terms and exploring our own interpretations, as well as learning about the era in which each author lived.

Our interactive classroom uses the following web-based tools:

- Discussion boards
- Assignment
- Announcement
- Audio/video files

This course uses a variety of resources such as those listed above, including textual readings, to promote

learning. Throughout the course learners will engage with a variety of digital learning tools to demonstrate their learning, participate in the course, and collaborate with one another. Weekly folders contain additional required reading/audio/video and assignments.

Assessments:

Short reflective and analytical papers will be assigned this semester. Complete assignment information will be posted during the progression of the semester.

You'll post weekly to the discussion board. Questions/statements will be posted most weeks for your response, and you will also respond to one classmate's post. There are two deadlines per week (one for your thread, the other for your response post). Pay careful attention to the discussion board instructions each week!

A minimum of **three** complete (topic sentence, 2-3 support sentences, concluding statement) paragraphs is required for your thread (post). When responding to your classmate, one complete paragraph is required. Analytical thinking should be apparent in your responses.

A 'yes', 'no' or 'I don't know' does not qualify as a response. Do not merely repeat what other students have written. If you agree with a peer's statement(s), acknowledge that but explain why. Proper grammar is an absolute must. **Identify the subject line of your post with your last name and DB number (example: Smith DB1)**. Indent paragraphs accordingly. Remember: Correct grammar, mechanics and spelling count! Points will be deducted for errors. Read my comments to avoid making the same mistakes each week and carefully review the DB rubric (see 'rubrics' in the menu tab).

Missed DB threads and/or peer response posts cannot be made up for credit; however, the lowest DB grade will be dropped at final grade calculation.

Quizzes:

Expect frequent quizzes based on the weekly assignments (both text reading and documents in the reading materials folder). Missed quizzes cannot be made up, but I drop the lowest quiz grade at the end of the semester, so if you miss a quiz, the zero grade will be dropped. Tip: Don't wait until the Sunday deadline to compose and upload your quiz; Blackboard allows only one upload attempt for assignments such as quizzes, so if you try to upload your quiz at 12am, it will not be successful and will incur a zero grade. Note: Only one grade, zero or the lowest numerical grade, will be dropped.

Course Expectations:

An online course is not easier than the traditional on-campus course. Expect to put 8-10 hours into this course on most weeks; when major assignments are due, more time will be required.

Assignment Requirements: Quizzes, papers and the final exam must be submitted double-spaced and according to MLA format. Submit assignments in Word format (.doc/.docx) or rich text format (.rtf) only (not WordPerfect, Works, notepad, pages or PDF). All items must be uploaded according to instructions on the assignment. If you use any extension other than .doc/.docx or .rtf, it will not upload correctly and you risk a zero (0) grade for that assignment. **Email me confirmation of your upload for quizzes, papers and the exam.** Repeated use of a word processing format other than the accepted types will result in a zero (0) grade for that assignment, which cannot be made up. Use Times New Roman 12 or Arial 11. Refer to the Online Web Lab at Purdue <https://owl.english.purdue.edu/owl/section/2/11/> for a refresher in MLA. Include course identification ENGL105N-zz typed assignments. Use MLA

documentation when appropriate.

Assignments requiring research (including papers, quizzes and final exam) must follow MLA formatting. Internal citations plus a Works Cited page are both required; lack of MLA citation constitutes plagiarism and the assignment will receive a zero (0) grade. See the NCC plagiarism policy in this syllabus.

Late work: All assignments, including discussion board, are to be submitted on or before the due dates. Any work submitted *after* the due date will be accepted only with approval of the instructor in advance of the deadline and will automatically be reduced one letter grade. If you anticipate being late with an assignment, you must contact me before the due date in order to receive the approval for an extension. Extensions are granted only for extenuating circumstances.

Submit assignments according to instructions. Blackboard provides a date and time stamp. Essays, quizzes and final exam MUST have your name, ENGL105Nzz, date and assignment name typed in the upper left hand corner. Discussion Board posts must include your last name and DB number in the subject line. Points will be deducted for failure to follow formatting instructions.

POLICY STATEMENT on ENCYCLOPEDIA USE in RESEARCH PAPERS

Use of encyclopedias, including Wikipedia and other on-line encyclopedias, is not appropriate for college research and therefore is not accepted for research papers unless approved by the instructor in advance.

Online Course Participation:

“Attendance” in an online course is indicated through academic engagement, including but not limited to:

- Submitting an academic assignment
- Taking an exam
- Participating in an interactive tutorial or computer-assisted instruction
- Attending a study group that was assigned by the institution
- Contributing to an academic online discussion (e.g. posting and responding to Discussion Board)
- Initiating contact with the faculty member to ask a question about the academic subject studied in the course.

Lack of participation in an online course will count as missed class time per the college’s AF policy.

Learning/teaching modalities:

- 1) Discussion board
- 2) Short papers
- 3) Quizzes
- 4) Final exam

Note: This is a progressive course, which means that assignments will be given according to a specified timeframe. It is not the type of online course where you can complete the bulk of assignments in advance.

Grading:

Assignment	Weight
Discussion Board Postings	25%
Short Essays (2)	30%
Quizzes	20%
Final Exam	25%
Total	100%

Grades will be assigned according to the following department scale:

A = 100 – 94	B = 86 - 84	C = 76 – 74	D = 66 – 64
A- = 93 - 90	B- = 83 - 80	C- = 73 – 70	D- = 63–60
B+ = 89 – 87	C+ = 79 – 77	D+ = 69 – 67	F = 59 or Below

Department and NCC Policies

Humanities and Communications Department Policies: Students are expected to attend all their regularly scheduled classes, laboratory periods, and other academic exercises. Should an absence from regularly scheduled academic exercise be unavoidable (beyond a student's control), it will be the student's responsibility to communicate with the professor, preferably beforehand, concerning the absence. Documentation of said absence may be required by the professor.

Students are advised that absence from class, for whatever reason, does not excuse them from meeting course requirements and objectives.

If a student is absent more than six hours (for a four credit course, the total is eight hours) of class time during the term or semester, the instructor may withdraw the student from class using an AF grade, which means an F will be averaged into the GPA. Tardiness, leaving class early, and/or returning late from a class break may compute into the total hours of absence. To avoid this AF, if a student cannot continue to attend class for any reason, he/she should obtain a withdrawal slip from the registrar and follow the process to officially withdraw. All students who stop attending class after the last day to drop a course and have not officially withdrawn shall receive an "AF" from the instructor at the end of the term/semester. Students should also understand an AF grade can be assigned by an instructor or an administrator at any time for reasons other than poor grade performance or failure to meet attendance requirements e.g., violation of the Student Code of Conduct, disruptive behavior, etc. Students should refer to the student handbook for additional information about the AF policy.

It is the responsibility of the student to make up any missed class work, homework assignment, quizzes, or tests in accordance with the instructor's make-up policy.

Depending on the instructor's policy, late papers may or may not be accepted for full credit. See

syllabus for policy details.

Please be advised that if the behavior of any student (or students) continually disrupts the learning of his/her classmates, the following steps will be taken: 1) verbal warning; 2) meeting with instructor (and department chair); 3) referral to Vice President of Academic Affairs and/or removal from the course with AF grade.

All assignments must be typewritten, unless otherwise instructed by the teacher. Any work that is not typewritten will not be accepted.

Specific policy details for the above are outlined in this syllabus.

Revised: 11/26/12

AF Policy

If a student misses more than six hours of class time during the semester (for a three credit course), the faculty may withdraw a student from the course with an “AF” grade. In a 100% online course, this means not participating in online activities/assignments for two weeks.

Please note that absences, tardies, and leaving class early all count towards “missed class time.” Students should also understand an AF grade can be assigned by an instructor or an administrator at any time for reasons other than poor grade performance or failure to meet attendance requirements e.g., violation of the Student Code of Conduct, disruptive behavior, etc.

Please be advised that if the behavior of any student (or students) continually disrupts the learning of his/her classmates, the following steps will be taken 1) verbal warning; 2) meeting with instructor; 3) referral to Vice President of Academic Affairs and/or removal from the course with AF grade.

An “AF” grade is calculated in the GPA as an “F”. Students should refer to the student handbook for additional information about the AF policies.

Blackboard: Blackboard is the online learning management system used by instructors and learners at Nashua Community College. Instructors may post syllabi, course-related documents, and grades in Blackboard. Students may be required to submit assignments and/or take assessments through Blackboard and/or participate in Discussion Boards. In the event of a cancelled class, Humanities and Communications Department instructors will post an assignment and/or other pertinent materials for that day. All instructors in the Humanities and Communications Department will be using Blackboard as a tool to supplement face-to-face instruction and/or improve communications between instructor and students. Each student must be familiar with how to use Blackboard. Click on the link below to access an online Blackboard orientation that provides tutorials on how to log in to Blackboard as well as many other topics related to Blackboard use: <http://www.ccsnh.edu/students/orientation-online-learning>

To directly link to Blackboard On Demand tutorials, please visit the following link:

You can access the Distance Learning Support Center from the following link:

<http://www.ccsnh.edu/academics/online-learning-blackboard>

There you will find answers to FAQs and from the top right tab you can submit a help ticket. If you have forgotten your Easy Login Password information, please visit the following link:

<http://www.nashuacc.edu/academic-services/student-information-system/sis-login-guide>

College Email System

Nashua Community College has established a College electronic mail (“email”) system as a means of the College sending official information to enrolled students, and for students to send communication to their instructors and College personnel. All students registered at NCC will be assigned a College email account/address to be used as the only email address for all email communication: 1) sent to the students from their instructors and from all College personnel; and, 2) sent by the students to their instructors and to all College personnel.

In addition:

- Students should check their College email account regularly to ensure they are staying current with all official communications. Official communication includes, but is not limited to, policy announcements, registration and billing information, schedule changes, emergency notifications and other critical and time sensitive information.
- Students should also check their college email account to be sure that they are current with all email communication from their faculty.
- The student email account/address should be the only e-mail address students use to send email to faculty and College personnel so that student email is recognized and opened.
- This service is provided exclusively to the students of NCC. Accounts are for individual use only, and are not transferable or to be used by any other individual.
- Students using their College email account do so under the policies set forth in the Student Handbook under "Student Computer Conduct Code".

Sensitive Materials Policy

During the semester, in order to cover certain academic topics, there may be occasions to view or discuss material which may not meet the student’s own personal definition of appropriateness. At such times, every student has the right to decide not to participate. Every effort will be made by the instructor to notify students in advance of when such sensitive material will be used so that students can make alternative arrangements. Faculty will guide students in the identification of alternate learning opportunities consistent with relevant course objectives so that students opting out of scheduled “sensitive” learning experiences will not be penalized academically in any way. Please note the opportunity to leave the classroom discretely is always available to each student when such sensitive material is being discussed. The student then has the responsibility before the next class meeting to inform the instructor as to the reason for leaving.

Plagiarism Policy

Plagiarism is a serious violation of a student’s academic integrity and the trust between a student and his or her teachers. Plagiarism is the act of a person presenting another person’s work as if it were his or her own original work. Such acts of plagiarism include, but are not limited to:

1. A student submitting as his or her own work an entire essay or other assignment written by another person.
2. A student taking word for word a section or sections of another person’s work without proper acknowledgment of the source and that the material is quoted.
3. A student using statistics or other such facts or insights as if these were the result of the student’s efforts and thus lacking proper acknowledgment of the original source.
4. The paraphrasing of another person’s unique work with no acknowledgment of the original source.

5. Copying another student's work on a quiz or test.

When a student is found to have plagiarized an academic assignment, it will be up to each instructor to determine the penalty. Depending on the severity of the incident, this could range from a warning to a loss of credit for the assignment. In all cases of plagiarism, the student's program coordinator will automatically be notified and the incident will be documented. If any further incidents of plagiarism are reported to the student's program coordinator, additional sanctions will be imposed. These may include notification of the Vice President of Academic Affairs; loss of credit for the course; suspension or dismissal from a department program; academic probation; and/or expulsion from the College.

Available Support Services

Tutoring: The Tutoring and Writing Center, located in the Academic Success Center in Room 100, is open to all NCC students looking for additional help with their college assignments. Faculty and peer tutors are available for drop-in and one-on-one appointments. Students seeking assistance with the writing process in any of their classes may make an individual appointment in the Writing Center. Math help is also available at various times during the week. Tutoring may not be available for all subjects, but an earnest effort is made to match students with a tutor.

Course Accommodations: Students who have a documented disability (physical, learning, or mental health) and require reasonable accommodations must meet with the Disabilities Support Coordinator to set up a NCC Reasonable Accommodation Plan. If you had an IEP or 504 in high school you may qualify for a plan. If you would like more information or if you are not sure if you qualify for a plan, please contact Jodi Quinn, Disabilities Support Coordinator, located in the Academic Success Center (room 100), 603-578-8900 extension 1451. In order to receive classroom accommodations, it is the student's responsibility to meet with his/her instructor privately and provide a hard copy of the signed plan.

Additional Resources

A quick guide to NCC resources including SIS, advising, tutoring, financial aid:

<http://www.nashuacc.edu/admissions/information/new-student-list>

A link to the Student Resource Center:

<http://www.students.ccsnh.edu/>

Course Calendar Spring 2016


Read assigned pages in text and materials in weekly folders prior to participating in the discussion board tool. Read literature selections to completion. Quizzes are announced and available through 'assignments' folder.

(Note: This calendar is subject to change.)

Week of:	Author	Readings/Videos/Podcasts	Assignments Due	Course Competency
1/19	Joyce	"Eveline" (p.2); Chs. 1 & 2 pp.2-29	DB1; syllabus quiz; online orientation/ email confirmation	1,3,4,5,6
1/25	Walker Bambara Jackson	Text: "How to Read Short Fiction" 106-111 "Structure" 112-129 112-129 "Symbols" 130-140 "Point of View: 152-154 "Everyday Use" 155 "The Lesson" 339 "The Lottery" 133	DB2	1-6
2/1	Faulkner O'Brien	"Barn Burning" 262 "The Things They Carried 113	DB3	1,2,5
2/8	Updike Wolff	Text: "Theme" 182-183 "Setting" 165-166 "A & P" 440 "Hunters in the Snow" 166	DB4 Short essay #1 due by 11:59pm Sunday, Feb. 14	1,4
2/15	Oates	"Where Are You Going...." 199	DB5	1,2,4,5
2/22	Yamamoto	"Seventeen Syllables" 296	DB6	1,2,5

2/29	Frost Sandburg Thomas Kumen Cofer Eady Hughes Blanco	“Mending Wall” 610 “Chicago” 615 “Do Not Go Gentle...” 637 “Woodchucks” 640 “Latin Women Pray” 657 “The Supremes” 657 “Harlem” 556 http://www.huffingtonpost.com/2013/01/22/one-today-the-full-texto_n_2526439.html	DB7	1,2,5
3/7	Hansberry	Text: “How to Read a Play” 718-722 A <i>Raisin in the Sun</i> , Act I 978	DB8	1,3,4,5
		Spring break March 14-19		
3/21	Hansberry	<i>A Raisin in the Sun</i> Act II 1003	DB9	1,3,4,5
3/28	Anderson	“Hands” 249 Last day to withdraw from a full semester course with a ‘W’ grade: 3/29	DB10 Short essay #2 due by 11:59pm Sunday, Apr. 3	
4/4	Erdrich	“The Red Convertible” 358 “Indian Boarding School...” 659	DB11	1,2,3,5,6
4/11	Bradbury	“There Will Come Soft Rains” 398	DB12	1,3,4,5
4/18	Olsen	“I Stand Here Ironing” 290	DB13	1,4,5
4/25	Munro	“An Ounce of Cure” 312	DB14	1,2,3,4,5
5/2		Final exam due by 11:59pm Tuesday, May 3rd		1-6

Syllabus Example Two: SOCI101N Introduction to Sociology

	Nashua Community College
	SOCI101N ZZ: Introduction to Sociology
	Spring 2016, January 19 th – May 6 th
	Aimee E. Huard, Ph.D.
	Instructor Email: ahuard@ccsnh.edu
	Additional Contact Information: Telephone: 603-578-8943 Office: Main 125A Office hours: T: TBD; W: 1-3pm; R: TBD

Syllabus Items

- [Academic Honesty](#)
- [Assessment](#)
- [Available Support and Additional Policies](#)
- [Blackboard Student Orientation](#)
- [Course Competencies](#)
- [Course Description](#)
- [Course Calendar](#)
- [Instructor’s Communication Policy](#)
- [Netiquette](#)
- [Overview of Course Structure](#)
- [Prerequisites](#)
- [Required Resources](#)

Syllabus

Rationale

Why study sociology?

The United States Department of Labor predicts those entering the job market today (aka, you) will change careers several times over the course of their work life. Leaders in industry, government, and education advocate for a strong public service & urban affairs education, rather than a narrow specialty, as the most effective path to meet the challenges and opportunities of our increasingly diverse and complex society. Sociologists take an in depth look at social inequities, including race, gender, class, rural societies, cultural traditions, family relations and criminal deviance. Introduction to Sociology will introduce you to the theories, practices, and critical thinking skills used by sociologists to recognize and understand social trends and patterns.

Course Description

This course provides the student with an understanding of the development of sociological thought and the theories and methods used to study social structure and interaction. It emphasizes the influence of culture on human behavior and social relationships. Students will learn how people's location in society and its institutions shapes their experiences and life chances, and how individuals and groups can influence this process.

Prerequisites None.

Course Competencies

Students will be able to:

1. Recall sociological terminology, concepts, principles, and perspectives.
2. Describe the emergence of sociology as an academic discipline in a historical and scientific context and identify significant contributions made by historical figures of the time.
3. Apply the functionalist, symbolic interaction, and conflict theoretical perspectives to social issues in a historical context.
4. Evaluate the effectiveness and ethics of the scientific method as applied in sociological research.
5. Describe how individual and group behavior and perceptions are shaped by the specific components of the culture in which they are found.
6. Explain how intersectionality (sex, gender, race, ethnicity, age, social class, etc.) affects social interaction.
7. Interpret the attitudes and behaviors considered deviant in any given society, and evaluate that society's methods of social control.
8. Relate the construction of social institutions in any given society to explain how the individuals and groups in those societies are impacted.
9. Assess his or her own individual social location to better understand his or her life chances and relationships in society.

Essential Questions

1. Why is developing a sociological imagination important in the study of sociology?
 2. What effects does culture have on human's behavior and interactions?
 3. How do rules and norms affect the forming of roles and groups?
 4. What roles do gender, age, health, and race play in our behavior and interactions with each other and with society?
 5. How does social structure affect how we interact with society and each other?
-

Blackboard Student Orientation

If this is your first online course at CCSNH, please complete the online student orientation under the NCC Online Orientation tab. Be sure to check your syllabus to see if the instructor requires the assignments. Also, CCSNH offers the opportunity to familiarize you with online courses at <http://www.ccsnh.edu/students/orientation-online-learning>

Available Technical Support

24/7 Blackboard Support: Students and faculty seeking help can now call a toll free number, begin a Live Chat, submit a ticket or search a FAQ knowledgebase, all 24/7 by going to this site: <http://ccsnh.edusupportcenter.com>

CCSNH Online Student Policies:

Students registered for online courses must comply with all policies and guidelines (such as civil rights, disabilities services, harassment, and plagiarism) in the student handbook and other publications of the college offering the course. For more information, refer to: <http://www.ccsnh.edu/distancelearning/policies.html>.

Academic Honesty

Students registered in online courses shall abide by the academic honesty principles as defined in the Student Handbook of the college offering the course.

Netiquette

Students shall comply with [CCSNH Netiquette](http://www.ccsnh.edu/distancelearning/documents/april08_Netiquette.html) as articulated on the system web site (http://www.ccsnh.edu/distancelearning/documents/april08_Netiquette.html).

Required Resources

Textbooks & Materials:

You must have either bundle 1 or bundle 2.

Bundle 1 (as seen on NCC's bookstore website):

1. MindTap access (online interactive learning system) & e-book access ISBN: 9781285871042
2. Reader (Understanding Society) ISBN: 9781305093706

Bundle 2 (as seen on NCC's bookstore website):

1. MindTap access (online interactive learning system) & e-book access ISBN: 9781285871042
2. Looseleaf edition of the textbook (Ferrante Sociology: Global perspective) ISBN: 9781285746494
3. Paperback copy of the reader (Understanding Society) ISBN: 9781305093706

Software: In order to successfully use the Blackboard Learning Management System you will need to access the internet using either Internet Explorer or Firefox and:

- ✓ JAVA! <http://java.com/en/>
- ✓ ****Java JRE plugin** (very important so that everything in the system works properly!)
- ✓ [Microsoft Office](#) (free with your CCSNH account)

- ✓ [Adobe Acrobat Reader](#) (for viewing and printing PDF files)
- ✓ [Real Player](#) (for viewing streaming video or listening to streaming audio clips)
- ✓ [QuickTime](#) (for viewing QuickTime video)
- ✓ [Flash Player](#) (for viewing animations or using interactive content)
- ✓ [Shockwave Player](#) (for viewing animations or using interactive content)
- ✓ [Windows Media Player](#) (for viewing streaming video or listening to streaming audio clips)

If you are prompted to “only display secure items,” when logged in to Blackboard, select “No.”

Hardware:

- ✓ 128 MB of RAM (512MB or higher is highly recommended)
- ✓ 2 GB of free disk space
- ✓ Sound card with speakers (for courses with multimedia)
- ✓ Ethernet or Wireless network card (for high-speed Internet connection) or 56K modem (for dial-up Internet connection)
- ✓ T1, DSL, Cable, or Satellite high-speed connection (56K dial-up will work, but the online course system will run slowly).

Additional information about information about system requirements can be found at <http://www.ccsnh.edu/students/browser-and-operating-system-requirements>.

Textbooks, materials and software are available online at: <http://www.efollett.com> unless specified by your instructor.

- Under “Select your Bookstore”, choose “New Hampshire”
- Under “Select Your Institution”, choose the campus offering the course.

Overview of Course Structure

Since this is a college level course, it is expected that you will work at a college level. Online courses are not "easier" than those held on campus. In fact, some people say they are more difficult since you must be self-motivated and carefully manage your time. You should expect to devote at least 5-9 hours per week working on your online 3 credit course. Since this course covers an extensive amount of material, you should read regularly. Some of the time may be spent online in a discussion board, reading texts, completing written assignments, performing research, or interacting with classmates in a chat room. Students who login to their course regularly often find a rewarding, interactive, and rich learning environment. As with on-site classes, students who interact and participate more tend to be more successful in the course.

This is a fully online course. All instruction will take place through Blackboard. Instruction will include powerpoints, discussions, blogs, MindTap exercises, scavenger hunts, quizzes, and other assessments. Be sure to start at the “Start Here” tab in the Weekly Activities tab for an outline of the course and tips/tricks for online courses. **Course Expectations:**

Students are expected to log on daily (including weekends), having read through the material at least once, and to complete and electronically submit assignments within the appropriate time frame. All electronically submitted assignments MUST be submitted as a PDF file, unless otherwise noted. Each online resource needed to participate in discussion boards will be made available on Wednesdays. Students are expected to post weekly in the discussion board. All posts are due by either the Wednesday (for initial posts) or the Sunday of the week the discussion questions are posted (i.e. Module 1 for week 1 is due 1/24). Please see the end of syllabus for course schedule.

Late Work Policy:

Assignments turned in up to one week late will lose 1 letter grade. After one week, the assignment will lose 2 letter grades. All late assignments must be submitted by **April 25, 2015**, or they will be counted as a "0".

Online Course Participation:

"Attendance" in an online course is indicated through academic engagement, including but not limited to:

- Submitting an academic assignment
- Taking an exam
- Participating in an interactive tutorial or computer-assisted instruction
- Attending a study group that was assigned by the institution
- Contributing to an academic online discussion (e.g. posting and responding to Discussion Board)
- Initiating contact with the faculty member to ask a question about the academic subject studied in the course.

Lack of participation in an online course will count as missed class time per the college's AF policy.

Instructor's Communication Policy

Email Response Time: I will respond to emails within 24 hours.

Office hours: T: TBD; W: 1-3pm; R: TBD

Assignment/Homework Response Time: Assignments are due by either Wednesday at 11.59pm or Sunday at 11.59pm (see your syllabus and weekly checklists). I will return work by Wednesday evening.

Assessment

10%	– Professionalism
30%	– Module assignments
18%	– Clippings project
11%	-- Peer-reviewed article analysis
30%	-- Exams (10% each)
1%	-- Syllabus quiz

Grades will be assigned according to the following department scale...

A =	100 – 94	B =	86 - 84	C =	76 – 74	D =	66 – 64
A- =	93 - 90	B- =	83 - 80	C- =	73 – 70	D- =	63—60
B+ =	89 – 87	C+ =	79 – 77	D+ =	69 – 67	F =	59 or Below

ALL SOCIAL SCIENCES COURSES use this grading scale when determining final grades.

Course Calendar

(This calendar is subject to change)

Note: Chapter readings from Ferrante (e.g. Ch 1); Numbered readings from Anderson et al. (e.g. #1)

Week	Topic	Readings	Assignment Due	Targeted Competencies*
Week 1 Jan 19 - 24	The Sociological Imagination	Ferrante Ch 1; Andersen #1	Module 1	1, 2
Week 2 Jan 25 – 31	Sociological perspectives	Ferrante Ch 2; Andersen #3, 4	Module 2 Online Orientation Syllabus quiz	2, 3
Week 3 Feb 1 - 7	Culture	Ferrante Ch 3; Andersen #5, 6	Module 3	2, 4
Week 4 Feb 8 - 14	Socialization & Social Structure	Ferrante Ch 4 & 5; Andersen # 8, 12, 13	Module 4	1, 5, 6
Week 5 Feb 15 - 21	Race	Ferrante Ch 9; Andersen #29, 32, 33	Module 5 PRAC Check	1, 3, 5, 8, 9
Week 6 Feb 22 - 28	Gender & Sexualities	Ferrante Ch 10; Andersen #34, 35, 39	Module 6 Test 1 (Chs 1-5, 9)	1, 3, 5, 8, 9
Week 7 Feb 29 - Mar 6	Deviance & Conformity	Ferrante Ch 7; Andersen #18, 19, 20	Module 7	1, 3, 7
Week 8 Mar 7 - 13	Formal Organizations	Ferrante Ch 6; Andersen #15	Module 8 Clip check	1, 5, 6

Mar 14 - 20	Spring Break			
Week 9 Mar 21 - 27	Social Inequality	Ferrante Ch 8; Andersen #23, 24, 25	Module 9 Clipping Response #1	1, 3, 5, 8, 9
Week 10 Mar 28 - Ap 3	Economics & Politics	Ferrante Ch 11; Andersen #52, 53, 54	Module 10	1, 3, 5, 8, 9
Week 11 Ap 4 - 10	Family	Ferrante Ch 12; Andersen #42, 44	Module 11 Test 2 (Chs 6-8, 10, 11)	1, 3, 5, 8, 9
Week 12 Ap 11 - 17	Education	Ferrante Ch 13; Andersen # 48, 49	Module 12	1, 3, 5, 8, 9
Week 13 Ap 18 - 24	Religion	Ferrante Ch 14; Andersen #45, 47	Module 13 PRAC due	1, 3, 5, 8, 9
Week 14 Ap 25 - May 1	Population & Health Care	Ferrante Ch 15; Andersen #57, 58	Module 14 Clippings blog	1, 3, 5, 8, 9
Week 15 May 2 - 6	Social change	Ferrante ch 16; Andersen #60, 62	Module 15 Test 3 (Chs 12-16) Clippings Response #2	1, 3, 5, 8, 9

*Targeted competencies refer to the established course competencies listed above.

Professionalism

I expect each of us to conduct ourselves in a professional manner by following the course expectations listed above. As a social science, this course is driven by your input and contributions. The professionalism grade is based on your preparation for the course, behavior, online activities, participation in discussions, and/or in-class activities. Your successful completion of the NCC Online Orientation will count towards your professionalism grade (September 13th). Grades are assessed weekly. The grading rubric for professionalism is included in the Rubrics folder.

Assignments

Weekly assignments will vary by module. They will consist of (at least) MindTap exercises, a chapter comment, class discussion questions, and individual reflections. For details on expectations for discussion boards, see "Discussion Boards" under Start here (Weekly Modules). Be sure to utilize your weekly checklists to ensure completion of all the components of the assignments.

Peer-reviewed article critique (PRAC)

This paper will summarize and critique an article from a scholarly journal. The choice of article is at the student's discretion, but should be at least 5 pages long. All articles should be current (within 5 years) on a sociological topic covered in class. Please choose an article from any of the journals found in the library. (You can find full text journals through the library and library web page). You **MUST** upload a copy of your article (see schedule for due date).

For full credit, you **MUST** visit the writing center or eWriting Center at least **two** times prior to the due date.

The paper should be 4-5 pages in length (double spaced), with no more than 2 pages of summary of the

article. Please use 1" margins and 12-point font (either Times New Roman or Arial). You must cite your paper using APA style (you do not need an APA style cover page or running header). Your reference page must be APA style.

Clippings project

Throughout the semester, each student is required to create a collection of articles, stories, advertisements, etc. that relate to the topics discussed in class. The media can be gathered from newspapers, magazines, academic journals, the internet, etc. All media must be cited appropriately. All media must be cut or photocopied from the source with a short reflection of each (media image + reflection = 1 clipping). The reflection should consider the following questions (where applicable):

1. Why is developing a sociological imagination important in the study of sociology?
2. What effects does culture have on human's behavior and interactions?
3. How do rules and norms affect the forming of roles and groups?
4. What roles do gender, age, health, and race play in our behavior and interactions with each other and with society?
5. How does social structure affect how we interact with society and each other?

Each student is required to have a minimum of 3 clippings by the clippings check, with 15 total (see the course schedule for due dates). In addition to posting your own responses to the prompts, you should regularly read and respond to other students' posts. Your posts should be at least one, well written paragraph long, and expand on the discussion (not just "I liked it." What did you like? Why? How does it relate to the course, etc.). You must post at least 2 responses by March 27th and an additional 2 by May 6th.

Tests

There are three tests in this class. Each is worth 10% of your grade and all will have the same format. You will have 1.5 hours to take the exam. All exams consist of objective questions (multiple choice, true false) to test each student's familiarity and use of terminology and theory. The second and third exams are somewhat cumulative, in that they may ask you to integrate material from earlier parts of the course. Because this is an online course, there are NO makeup exams.

Available Support Services and Additional Policies

Tutoring and The Writing Center Located in the Academic Success Center (formerly the Learning Commons, Main 100), these academic support services are open to all NCC students looking for additional help with their college assignments. Faculty and peer tutors are available for drop-in and one-on-one appointments. Math help is scheduled at various times during the week. Tutoring may not be available for all subjects, but an earnest effort is made to match students with a tutor. Click on this link to learn more about tutoring services <http://www.nashuacc.edu/academic-services/learningcommons/tutoring>. Students seeking assistance with the writing process in any of their classes may make an individual appointment in the Writing Center or click on the following link for more information <http://www.nashuacc.edu/academic-services/learning-commons/writing>.

Course Accommodations: Students having a disability requiring reasonable accommodations must

provide their instructors with a copy of their college Reasonable Accommodation Plan and meet with their instructors privately. If you do not have a plan or would like more information about disability services, please contact Jodi Quinn, the Disability Coordinator, in room 100. You may also call (603) 8826923 ext.1451.

Social Sciences Department Policies: Students are expected to attend all their regularly scheduled classes. Should an absence from a regularly scheduled class meeting be unavoidable due to an emergency or other valid reason, it will be the student's responsibility to communicate with the instructor, preferably beforehand, concerning the absence.

Students are advised that absence from class, for whatever reason, does not excuse them from meeting course requirements and objectives.

If a student is absent when an assignment is due, the student should email the assignment to the instructor prior to the beginning of the class on the day it is due.

Late work will be accepted at the discretion of the instructor. It will also be up to the instructor to determine specific penalties for late work (e.g. -5 points for each day late, half credit if turned in at the next class, a reduction of one letter grade for each day late, etc.). Each instructor's policy on late work will be clearly indicated on the course syllabus.

At the discretion of the instructor, make-ups on tests, quizzes or other assessments may be permitted within one week's time. If it becomes impossible for a student to be tested as scheduled, it is the responsibility of the student to contact the instructor so a makeup date can be arranged. Each instructor's makeup policy will be clearly indicated on the course syllabus.

All assignments must be typewritten, using word processing software or typewriter, unless otherwise instructed. Please use a 12 font and the Times New Roman style. Also, be sure your documents are double-spaced.

AF Policy: If a student misses more than six hours of class time during the semester (for a three credit course), the faculty may withdraw a student from the course with an "AF" grade. Please note that absences, tardies, and leaving class early all count towards "missed class time."

Students should also understand an AF grade can be assigned by an instructor or an administrator at any time for reasons other than poor grade performance or failure to meet attendance requirements e.g., violation of the Student Code of Conduct, disruptive behavior, etc.

Please be advised that if the behavior of any student (or students) continually disrupts the learning of his/her classmates, the following steps will be taken 1) verbal warning; 2) meeting with instructor and department chair; 3) referral to Vice President of Academic Affairs and/or removal from the course with AF grade.

An "AF" grade is calculated in the GPA as an "F". Students should refer to the student handbook for additional information about the AF policy.

Blackboard: All instructors in the Social Sciences Department will be using Blackboard. Blackboard is the online learning management system used by instructors and learners at Nashua Community College. Instructors may post syllabi, course related documents and grades in Blackboard. Students may be required to submit assignments and/or take assessments through Blackboard and/or participate in discussion boards.

24/7 Blackboard Support: Students and faculty seeking help can now call a toll free number, begin a Live Chat, submit a ticket or search a FAQ knowledgebase, all 24/7 by going to this site:

<http://ccsnh.edusupportcenter.com>

To directly link to Blackboard On Demand tutorials, please visit the following link:

<http://ondemand.blackboard.com/students.htm>

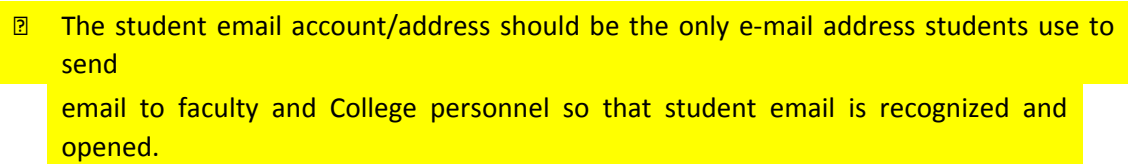
If you have forgotten your Easy Login Password information, please visit the following link:

<https://spswd.students.ccsnh.edu/accounts/Reset>.

If class is ever cancelled because of instructor illness or inclement weather, students will need to check Blackboard for their assignment.

College Email System: Nashua Community College has established a College electronic mail ("email") system as a means of the College sending official information to enrolled students, and for students to send communication to their instructors and College personnel. All students registered at NCC will be assigned a College email account/address to be used as the only email address for all email communication: 1) sent to the students from their instructors and from all College personnel; and, 2) sent by the students to their instructors and to all College personnel.

In addition:

- Students should check their College email account regularly to ensure they are staying current with all official communications. Official communication includes, but is not limited to, policy announcements, registration and billing information, schedule changes, emergency notifications and other critical and time sensitive information.
- Students should also check their college email account to be sure that they are current with all email communication from their faculty.
-  The student email account/address should be the only e-mail address students use to send email to faculty and College personnel so that student email is recognized and opened.
- This service is provided exclusively to the students of NCC. Accounts are for individual use only, and are not transferable or to be used by any other individual.
- Students using their College email account do so under the policies set forth in the Student Handbook under "Student Computer Conduct Code".

Sensitive Materials Policy: During the semester, in order to cover certain academic topics, there may be occasions to view or discuss material which may not meet the student's own personal definition of appropriateness. At such times, every student has the right to decide not to participate. Every effort will be made by the instructor to notify students in advance of when such sensitive material will be used so

that students can make alternative arrangements. Faculty will guide students in the identification of alternate learning opportunities consistent with relevant course objectives so that students opting out of scheduled “sensitive” learning experiences will not be penalized academically in any way. Please note the opportunity to leave the classroom discretely is always available to each student when such sensitive material is being discussed. The student then has the responsibility before the next class meeting to inform the instructor as to the reason for leaving.

Plagiarism Policy: Plagiarism is a serious violation of a student’s academic integrity and the trust between a student and his or her teachers. Plagiarism is the act of a person presenting another person’s work as if it were his or her own original work. Such acts of plagiarism include, but are not limited to:

1. A student submitting as his or her own work an entire essay or other assignment written by another person.
2. A student taking word for word a section or sections of another person’s work without proper acknowledgment of the source and that the material is quoted.
3. A student using statistics or other such facts or insights as if these were the result of the student’s efforts and thus lacking proper acknowledgment of the original source.
4. The paraphrasing of another person’s unique work with no acknowledgment of the original source.
5. Copying another student’s work on a quiz or test.
6. Submitting work from another course.

When a student is found to have plagiarized an academic assignment, it will be up to each instructor to determine the penalty. Depending on the severity of the incident, this could range from a warning to a loss of credit for the assignment. In all cases of plagiarism, the student’s program coordinator will automatically be notified and the incident will be documented. If any further incidents of plagiarism are reported to the student’s program coordinator, additional sanctions will be imposed. These may include notification of the Vice President of Academic Affairs; loss of credit for the course; suspension or dismissal from a department program; academic probation; and/or expulsion from the College.

Appendix Five: eDesign Rubric

<http://www.ccsnh.edu/sites/default/files/eDesign%20Rubric%202015.pdf>

Quoting from the website:

eDesign includes six current research based quality indicators and associated attributes that comprise high quality online course design. Each attribute has a point value that suggests the weight of importance of the attribute, with 5 points being the highest and 1 the lowest. The maximum rubric total is 100 points.

The six indicators of the eDesign Rubric include:

- **D**igital Learning Tools;
- **E**xpectations and Syllabus;
- **S**tarting Point and Student Support;
- **I**nteraction and Learning Strategies;
- **G**auging Student Success;
- **N**avigation.

eDesign is not an evaluation of course content. eDesign is an objective, best practice feedback process to assess the design of an online course based on quality standards to ensure students receive a quality and consistent online learning experience throughout the CCSNH online course offerings.

Faculty and administrators can use eDesign to provide and receive feedback to improve the quality of 100% online course design. The eDesign™ rubric may also be used as a resource for faculty to develop new online courses.

How do I receive eDesign Feedback for my 100% online course?

1. Email edesign@ccsnh.edu with the subject: "eDesign Feedback Request."
2. After email confirmation that you have been added to the Blackboard site, log in to Blackboard and enroll the eDesign Coordinator into your course as a Teaching Assistant.
3. To access the resources in the eDesign Blackboard site, log in to Blackboard and locate "1 eDesign Resource Center" from the "My Courses" area.

What happens after I submit my course?

1. The eDesign Coordinator will respond by email with a time frame for eDesign start and completion date.
 2. You will enroll the eDesign Coordinator as a Teaching Assistant into the course.
 3. A spreadsheet is created by the eDesign Coordinator to begin the eDesign feedback process.
 4. Points will be awarded if the associated attribute is met in full. No partial credit is awarded.
 5. Comments will be provided on a spreadsheet along with resources to assist in meeting the attribute.
 6. You will receive an email when your feedback is ready for access along with access instructions.
 7. If the course environment scores below 80, the course originator will be encouraged to make the suggested changes and resubmit their course for feedback. They will be contacted within one week to determine an estimated date for the follow-up feedback.
 8. If the course environment scores between 81-99, the course originator is welcome to resubmit the course once the suggested changes have been made.
 9. If the course scores 90 or above, the course will be awarded an eDesign Certificate of Quality.
- Quoted from: <http://www.ccsnh.edu/sites/default/files/eDesign%20Rubric%202015.pdf>).

Appendix Six: Pre-Approval Form for Online Course Development

Pre-Approval Form for Online Course Development



Proposed course to be developed: _____

Course Number: _____ **Course Name:** _____

Program of Study for course: _____

Justification for proposed course:

Course developed by:

Course to be ready for curriculum review/scheduling in term:

I have taken the eTEACH course at NCC : Yes _____ **Date** _____
No _____ **I will complete it by:** _____

Please note that the current stipend for online course development is \$800 per course. This payment will be made upon completion of the assignment. Please submit this completed form to the Office of Academic Affairs for approval.

Employee- Name (Please Print)
Date

Employee Signature

Department Chair Signature

Approved _____

Denied **Vice President of Academic Affairs** _____ **Date** _____

Approved _____

Denied **College President** _____ **Date** _____

