

Distance Education Policy & Procedure Manual



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DSDT

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Distance Education Mission

Introduction

Distance Education at DSDT is a program-oriented resource designed to promote teaching excellence, broadening student learning outcomes, and encouraging ongoing professional development and scholarly engagement. Distance Education promotes and supports the innovative use of technology in teaching, advising, and mentoring students while continuing to emphasize DSDT academic excellence within a supportive environment.

The Distance Education Policies & Procedures Handbook is intended to serve as a guide for faculty teaching:

- Web courses – courses in which instruction is delivered entirely online through Canvas, a learning management system that uses the Internet for delivery and interaction. DSDT identifies Web courses with a “Distance Education” in the course schedule.

While this handbook is designed to assist faculty in developing and teaching Distance Education, it does not replace nor supersede the DSDT Handbook. If you have any questions about the policies and procedures for Distance Education, please feel free to contact DSDT administration for further clarification or information.

DSDT Mission Statement

is a Licensed, Post-Secondary School with training in Diploma and Certificate of Completion programs in the Digital Marketing and Information Technology sectors. We are dedicated to providing our students with an innovative curriculum that prepares graduates for gainful employment. We strive to inspire individuals and help them to implement their learned education into becoming an industry professional within their scope of study.

Distance Education Mission

The mission of Distance Education at DSDT is to facilitate and promote the creation and delivery of quality Distance Education courses to meet and expand the continuous and changing educational needs of students served by DSDT, and to maximize student access to courses through web-based delivery systems.

Goal

The goal of Distance Education is to offer the technology, flexibility, and opportunity that allow all students to excel. If you are unable to find the answer to your Distance Education question within this handbook, please contact the DSDT (313) 263-4200

Overview and Welcome

Distance Education focuses on utilizing technology and teaching methods to provide an effective teaching and learning experience to students outside the regular classroom and thereby increase flexibility and scheduling options. Distance Education courses require that students have a computer and Internet access that meet at least minimum technical requirements as defined within this handbook. Additionally, Distance Education courses require computer literacy and reading comprehension skills as well as self-discipline and motivation.

Students register for Distance Education courses in the same way they register for traditional courses. DSDT utilizes CampusCafé School Information System (SIS) to facilitate enrollment of all courses. Admissions representatives will assist students in navigating the enrollment process.

Please take some time to familiarize yourself with this information. This is your guide for designing, delivering, and facilitating Distance Education classes and should be frequently referenced. Online instruction is hard work that requires a lot of time, but it can be very rewarding for both the faculty members and students if done well. The purpose of this manual is to assist with achieving a rewarding educational experience.

This is to be viewed as a dynamic document that will be updated as Distance Education grows and technology changes. Please check the DSDT website each semester to ensure that you have the latest version. Should you have any questions or concerns, contact the DSDT Director of Admissions.

DSDT
ATTN: Director of Admissions
1759 W. 21st Street,
Detroit, MI 48216
Phone: 313-263-4200
Email: cierra@dsdt.tech

Federal Requirements

State Authorization

Some states require that out-of-state institutions be authorized within the state before delivering Distance Education courses or programs. DSDT has been authorized to deliver distance education through the State of Michigan: Licensing and Regulatory Affairs.

The [Higher Education Authorization and Distance Education Reciprocal Exchange Act \(2015 PA 45\)](#) was signed by Governor Snyder in 2015. This act authorizes the Department of Labor and Economic Opportunity to enter reciprocal distance learning compacts; ensure that distance learning providers meet standards of practice; set annual fees; protect student records; and establish a student complaint system.

Physical Presence

The most frequently used factor in determining whether or not state authorization is required is a physical presence. The definition of a physical presence varies by state but typically includes attributes such as the institution's possession of a local address, local clinical or practicum requirements, local advertising, and local employees.

DSDT does periodically hire part-time Distance Education faculty who live outside of Michigan.

Distance Education Complaint Process for Out of State Students

DSDT desires to resolve student grievances, complaints, and concerns in an expeditious, fair, and amicable manner. Students residing outside the state of Michigan who desire to resolve a grievance regarding any DSDT Distance Education course(s) should follow the DSDT Grievance Policy and Procedures as outlined in the DSDT Student Handbook and Student Handbook.

Council on Occupational Education National Accreditation

DSDT is accredited by the Commission of the Council on Occupational Education



Attendance

According to [34 CFR section 668.22](#), which addresses the treatment of Title IV funds, faculty members teaching an online course must record attendance within the first week of class by demonstrating that students have participated in a face-to-face class activity or were otherwise engaged in an academically-related online activity.

Options to Comply with Attendance Requirement

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students
- Completion of an initial assignment regarding academic policies, introduction discussion board posting or graded assignment
- Submitting an academic assignment
- Completing an exam, an interactive tutorial, or computer-assisted instruction
- Attending a study group that is assigned by the institution
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course

Activities that Can NOT be used for Attendance

- Logging into an online class without active participation
- Participating in academic counseling or advisement

After Week 1

After the first week, the student's "attendance record" Students must continue to comply with DSDT policies and procedures regarding attendance. Students will only be considered present for class if they attend during scheduled class periods. If a student is not able to attend class due to a scheduled or unforeseen situation, the student is responsible for communication to the instructor and scheduling time to make up the missed class.

Weekly attendance is mandatory and, just as in traditional courses, if a student does not meet attendance requirements as stated in the course syllabus or DSDT policies, the student will be officially dropped from the course. Failure to meet minimum attendance standards could result in a grade of F and adversely impact financial aid.

Student Authentication

The Federal Government requires institutions that offer distance education courses or programs to have processes in place to authenticate that the student who registers in such a course or program is the same student who participates in and completes the course or program and who receives the academic credit.

Secure Login

To verify the identity of students accessing online resources, DSDT assigns students a unique identification number through Campus Café referred to as the Student ID. The Student ID is the login ID for a variety of online services offered at DSDT, including the following:

- The Student E-mail System, Office 365, where students receive announcements, notifications from the LMS, etc.
- the learning management system (Canvas), where enrolled students can access course materials and course grades

Proctoring

To receive credit for Distance Education courses, students may be required to take proctored or non-proctored examinations. If requiring proctored exams in an online course, instructors will include information to students within the course orientation and within the course comments in Canvas LMS indicating that proctoring will be required.

Non-Proctored Examinations

Non-proctored or take-home exams are permitted at the discretion of the instructor. Non-proctored exams enable students to take the exam at a location and time of their choosing within the bounds of a specific date range or other specified timeframe. Students are expected to conduct themselves in with integrity and honesty when completing these exams.

Students should plan to take exams during the timeframe specified by the instructor. This timeframe must be specified in the course materials. The exam must be completed and submitted per instructor's instructions.

Proctored Examinations

A proctored exam is a supervised exam. Proctoring is a highly effective method for promoting academic integrity, authenticating students, and is an acceptable testing requirement for both in-person and Web courses. Recommended proctoring solutions include:

- Traditional proctoring at DSDT Campus
- Proctoring at a location that is preapproved by the instructor
- Electronic surveillance using recording technology such as the Canvas LMS Proctoring tool. Or additional software services used for proctoring.
- Examination access codes
- IP Address requirements for taking exams.

In circumstances where a student is unable to come to campus to complete a proctored exam, it is the student's responsibility to coordinate with the course instructor to get special permission to use video or a third-party as a proctor. Relatives or friends, no matter what their position, may not serve as a proctor. Persons currently enrolled in DSDT courses may not proctor other DSDT students.

FERPA

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

The four primary rights for students afforded under FERPA are:

- The right to review their own educational records
- The right to seek amendment of their own education records
- The right to limit disclosure of their own education records • The right to file a complaint

Compliance with FERPA requires that student information be protected and not shared with a third party. There are additional common mistakes that instructors make though, which violate students' information privacy.

Instructors should not share the following student information without explicit permission from the student:

- E-mail addresses
- Course work
- Social media information
- E-portfolios and resumes
- Individual or group capstone projects, reports, and written assignments
- Non-directory information (photographs, date and/or place of birth, major field of study, dates of attendance at the school, grade level, degrees or honors received, all or part of the student ID or other unique personal identifier)

Express written consent for information sharing is not required if:

- Students are given prior notice of course posting requirements then post their own work
- Students are not identified and there are no grades or evaluative comments
- Posted work is available only to members of the class
- Students have a valid signed copy of the DSDT media release authorization on file

FERPA Guidelines

- Before using any information outside of Canvas, get explicit permission from the student
- Avoid posting (or requiring) students' directory information in a course
- You may not release non-directory or personally identifiable information about a student to a third party (parents included) without the student's written authorization or consent to release to a specific individual or organization
- Avoid emailing student specific information (grades, assignment critiques, or other non-directory information) to an email address not issued by the College
- Use the Canvas Grade Center and Course Messages

Academic Integrity

Take appropriate measures at the course level but whatever those are, make sure that they are fostering a culture of academic integrity.

Best practices for Promoting Academic Integrity

- Provide an academic honesty policy within the online learning environment and discuss it early in the course then require the students to sign it and turn it in.
- Require student engagement with the academic integrity policy. For example:
 - Ask students for their input on how to create a community of integrity at the start of the course. This establishes the students as stakeholders in the community and the process of its formation.
 - Develop and ask students to commit to a class honor code.
 - Require students to read and sign an agreement to adhere to the campus academic integrity policy.
 - Write a letter to students about integrity and post it in the course.
 - Ask students to restate the academic integrity policy (this can also be used as a writing sample to use when grading and reviewing student work).
 - Ask students to reflect on the academic integrity policy in the discussion board. ▪ Include a lesson on avoiding plagiarism.
- Have assignments and activities in which appropriate sharing and collaboration is essential to successful completion. Foster a community of integrity by choosing authentic learning tasks that require group cohesiveness and effort. For example, focus assignments on distinctive, individual, and non-duplicative tasks or on what individual students self-identify as their personal learning needs.
- Provide students with a course or course lesson on research and/or study skills. Work with fellow instructors and prepare materials on plagiarism and research techniques.
- Include an ethical decision-making case study within the course.

Alternative Assessments

The use of a multi-faceted assessment strategy is a research-based best practice for promoting both academic integrity and student authentication. Frequent assessments including interactive discussions, assignments, quizzes, capstone projects, group work, and online exams serve to familiarize instructors with students' comprehension and writing styles thus enabling them to better authenticate the work of their online students. Options for alternative assessments include:

- Asking follow-up questions to assignments such as, "expand upon this statement you made," "tell me why you chose this phrase, description or reference," and "expand upon the ideas behind this reference"

- Selecting one or two difficult concepts from a submitted assignment and ask students to restate/rewrite the information
- Requiring students to share key learning by doing a self-reflection on an assignment in the Canvas LMS discussion board

Accessibility

Section 508 of Rehabilitation Act Amendments of 1998 states in part, “Electronic information and data must be equally accessible to individuals with and without disabilities.” In building online course materials, it is important to bear in mind that as a public institution receiving federal funding, DSDT is required to meet Section 508 standards for Web-based information. Conforming to these standards requires that materials that could potentially pose problems for students with disabilities need to be altered to accommodate full access. DSDT instructors are responsible for ensuring that their courses are in compliance with this federal law.

Examples of materials that need to be altered in order to be accessible include:

- Videos that have audio need captioning and/or text transcripts
- Audio files need text transcripts
- Images must have alternate text or descriptions set for them to convey meaning
- Color alone cannot be used to communicate information
- HTML tables should use the <th> tags to designate column and row headers
- Content that flickers or flashes should not be used
- Required applets, plug-ins, etc. should include links
- Unless specifically necessary to the course instruction, content should be posted in universal formats so it can be viewed in any browser and doesn't require opening a specific desktop application
- Electronic forms and worksheets should include detailed text directions
- Students should be given advance notice of timed tests so they can contact the Director of Student Services to request allowances in exam time limits if needed

Providing Extended Time for Online Quizzes and Exams

Instructors may receive notification from the Director of Student Services that a student requires extended time on in-class and Web-based tests. The *Moderate This Quiz* option in Canvas allows an instructor to provide extended time for an individual or group so only one test needs to be created.

Copyright

Copyright is of special concern in education because faculty members continually deal with the creation and communication of ideas and information embodied in copyrighted works. As both creators and users of copyrighted materials, it is vital that faculty, students, and staff understand copyright law and the rights and responsibilities afforded them under it. This is especially true as we

expand our use of technologies and digital resources, which challenge the long-standing educational exemptions and interpretations.

Copyright compliance in a course is ultimately the responsibility of the instructor delivering that course. The following information is intended to aide with compliance. A simple breakdown of copyright law can be found here and should be placed in each course to aid students and faculty.

<http://ohs.rsu26.org/wp-content/uploads/sites/4/2017/01/COPYRIGHTCHEATSHEET-3.pdf>

The Fair Use Doctrine

Copyright law permits some "fair use" of copyrighted materials without written permission of the owner. To fall under "fair use," a majority of the four factors of fair use should be met. If the analysis indicates that the use meets only one or two of the factors, then it is up to the user to get written permission of the owner.

Guidelines for Determining Fair Use:

- *The purpose and character of the use, including whether it is for commercial use or for nonprofit educational purposes* - In evaluating the purpose and character of the use, courts favor non-profit educational uses over commercial ones. However, there are instances in which commercial uses would qualify as fair use and other instances where educational uses would not meet the criteria.
- *The nature of the copyrighted work* - This factor focuses on the work itself. The legislative history states that there is a definite difference between reproducing a short news note and reproducing a full musical score because of the nature of the work. Moreover, some works, such as standardized tests and workbooks, will never qualify for fair use because by their nature they are meant to be consumed. Uses of factual works such as scientific articles are more likely to fall within fair use.
- *The amount and substantiality of the portion used in relation to the copyright-protected work as a whole* - This factor considers how much of the copyrighted work was used in comparison to the original work as a whole. Generally, the larger the amount used, the less likely a court will find the use to be a fair use. Amount and substantiality are also a qualitative test; that is, even though one takes only a small portion of a work, it still may be too much if what is taken is the "heart of the work."
- *The effect of the use on the potential market for or value of the copyright-protected work* - Courts use this factor to determine whether the use of a work is likely to result in an economic loss that the copyright holder is otherwise entitled to receive. It looks at whether the nature of the use competes with or diminishes the potential market for the use that the owner is already exploiting or can reasonably be expected soon to exploit. Even if the immediate loss is not substantial, courts have found that, should the loss become great if the practice were to become widespread, then this factor favors the copyright holder.

While these four factors are helpful guides, they do not clearly identify uses that are or are not fair use. Fair use is not a straightforward concept; therefore, any fair use analysis must be conducted on a case- by case basis considering all four factors and the circumstances of the situation at hand.

Examples of fair use:

- Quotation of short passages in a scholarly or technical work for illustration or clarification of the author's observations
- Spontaneous and unexpected reproduction of material for classroom use—for example, where an article in the morning's paper is directly relevant to that day's class topic
- A parody that includes short portions of a work
- A summary of an address or article, which may include quotations of short passages of the copyright-protected work

Copyright Compliance Checklist

Material may be posted to a password protected learning management system (LMS) such as Canvas WITHOUT PERMISSION only if the following conditions are met:

- The instructor owns the copyright. NOTE: Authors of academic papers are often required to transfer copyright to publishers, and therefore retain no rights in the work. In this case, permission to post a digital copy must be obtained from the publisher
- The College has a license in place that permits posting to an LMS (examples include library databases and NBC Learn)
- A publisher has provided digital supplements (ePacks, course packs, course cartridges) with a textbook and the license explicitly permits posting to an LMS, or WRITTEN permission has been obtained from the publisher
- The material has been obtained under a Creative Commons license or from Open Access sources
- Creative Commons: <http://creativecommons.org/>
- Open Access Journals: <http://www.doaj.org/>
- The material is in the public domain. Material enters the Public Domain 50 years from the death of the author(s) (or translator)
- Federal documents and publications are NOT eligible to be copyrighted so they may be used without written permission

Additional Copyright Guidelines

- Access to audio/video recordings that are on the public Internet, such as those found on YouTube should be provided using a link rather than by uploading a file directly to the LMS. Additionally, the Perusal application within canvas will enable access of materials such as textbooks, videos, websites, and audio files and prevent downloading and copyright infringement.
- Access to online resources is provided via links rather than uploading the items directly into the LMS
- Published material that is not covered by a suitable license, not in the public domain, and not available through a Creative Commons or Open-Source provider, should not be uploaded to the course
- Copies of published worksheets or other materials intended as “consumables” by students (i.e., study guides, workbooks, etc.), or any copyrighted book or video in

its entirety, should not be included in the LMS without obtaining appropriate written permission

- After ensuring that copyrighted material can be legally used in a course, the instructor should include a citation of the original source and a copyright notice

eLearning Platforms

Instructional Delivery Platforms

All DSDT instructors have access to a variety of technologies to aid in the delivery of online instruction. The following policies and procedures pertain to the use and administration of these systems. The DSDT Acceptable Usage Policy subsumes these policies. Furthermore, pursuant to the Electronic and Communications Privacy Act of 1989, Title 18, United States Code, Sections 2510 and following, notice is hereby given that there are no facilities provided by the College that guarantee the confidentiality of files. The DSDT Monitoring of IT Resources Policy outlines the roles and responsibilities of the School Director, and his or her designates, may be required to view all messages and files of any user. However, it is not the routine to view others' files, and the intention is to keep files private, even though such privacy cannot be guaranteed.

The Information Technologies (IT) and School Administration administer and support the technology platforms that are used to deliver online course materials.

Learning Management System

Canvas is the learning management system used for the delivery of instruction from DSDT . Canvas is a Web-based platform that provides faculty and students with features including:

- Course content for posting articles, assignments, and resources
- Calendar for posting due dates for assignments and tests
- Folders for organizing content
- Assessments for administering quizzes and exams online
- Assignments for posting assignment areas for student submissions and online grading • Grade Center for posting grades on Canvas for students to view

Login Credentials

The Canvas system's usernames and passwords are drawn directly from the College's student information system (SIS), CampusCafé . Campus Café automatically creates a DSDT email account through Microsoft 365 which is used as the standard format for login credentials: Username - your DSDT Email Address (example: first.last@dsdt.edu) Initial Password - your 8-digit student # with leading DsDt@! (example: DsDt@!1234567)

All passwords are confidential information and should not be shared for any reason.

Upgrades

Technology upgrades that require significant downtime are conducted between academic terms with a minimum of one week's notice. Canvas is updated constantly every 3 weeks.

Technical Requirements

To access the Canvas system, users need a computer that meets at least the minimum technical requirements as defined on Canvas website

Course Creation and Enrollment Management

Courses are automatically created based on information from CampusCafé. Course creation and instructor enrollment for each cohort is coordinated by the Director of Administration and COO

- **Course Creation:** Courses are automatically created based on information from CampusCafé. Course creation and instructor enrollment for the new cohort occurs a one week prior to registration opening for that cohort.
- **Student Enrollment:** Student enrollment data for Canvas courses is imported from CampusCafé one week prior to the beginning of the term. Enrollment information is then updated every four hours through the drop/add period at which time enrollment updates are run on a limited basis.
- **Purged Students:** Students purged from courses for non-payment or failure to meet attendance requirements are removed from their Canvas courses.
- **Dropped Students:** Students may drop a course until the end of the add-drop period for the cohort. After a student drops a course, they are removed from their Canvas courses.
- **Withdrawn Students:** Students may withdraw from a course from the first day after the add- drop period through the last day to withdraw as identified by the Institution. Students who withdraw from a course are set to conclude their enrollment in their Canvas courses.

Course Management

- **Course Availability:** All courses are automatically set to the "unpublished" status when they are created. All courses should be "published" to students 24 hours prior to the beginning of the session in which they are being delivered. Instructors can select the courses they wish to display on their course lists in Canvas so they can have easy access to courses even if the course is unavailable.

Tracking and Usage

All instructional delivery platforms used by DSDT have tracking capabilities and can generate usage reports to show logins and access. Information Technology and Distance Education staff may check usage statistics for any course and user at DSDT. Data will only be shared with authorized personnel.

Faculty members have access to the activity data for any Canvas course and any user enrolled in a Canvas course for which the faculty member has instructor permissions. Faculty members may not check activity data for users enrolled in courses for which they have no instructor permissions.

Quality Assurance in Courses

The technologies available to DSDT faculty are aimed at improving teaching and learning. In order to assure that these technologies are being appropriately integrated into the curriculum to achieve the desired outcomes, the Institution has developed a quality assurance program for Distance Education courses. All DISTANCE EDUCATION courses need to show evidence of sound and varied use of technology and are subjected to a formal evaluation.

Rubric for course review

To assure all online courses meet specific quality standards, DSDT administration and program leaders will continually monitor courses to ensure each course within canvas meet the following minimum standards

1. Course Overview and Information
 - a. Getting started, syllabus, overview, course calendar etc.
2. Appropriate use of technology and tools
 - a. Privacy policy, acceptable use policy, access to technology etc.
3. Design and layout promote increase learning potential
4. Content and Activities
 - a. All content is relevant to course syllabus and promote enhanced understanding of topics discussed
5. Interaction
 - a. Faculty promotes an environment of open communication and encouragement of interaction within the course.
6. Assessments and Feedback
 - a. All courses have defined grading policies
 - i. Late submissions, attendance, weighted grading policies
 - b. Appropriate methods to assess learners' mastery of content
 - c. Students are informed when a timed response is required

Accessibility

The objective of the Distance Education accessibility requirement is to assure that the Institutions Distance Education course materials are available to all enrolled students who attempt to access them, in full compliance with the legal and ethical responsibility to do so, and consistent with the policies and procedures in place.

Faculty members posting any instructional materials online should plan to assure accessibility. Accessibility is evaluated as part of the course review process.

Section 508 compliance

Section 508, an amendment to the Rehabilitation Act of 1973, requires that electronic information and technology resources are accessible to people with disabilities, including employees and members of the public. This means that DSDT faculty and staff are required to ensure that all materials students need to access for a course be made accessible. This is true with all course materials whether used in a faceto face class or placed in an online learning environment. These materials include, but are not limited to, MS Word documents, PowerPoint Presentations, PDF documents, etc.

There are several areas that are covered in Section 508; however, the areas that may be of biggest concern to Distance Education faculty are addressed in the Online Course Accessibility Checklist, found in Appendix F.

Cross-platform

To make the most of their online learning experience, students are provided with several technical requirements. A list of these requirements is provided on the Canvas [Distance Education's Technical Requirements](#) Webpage. In order to assure that students can access course material, faculty need to make sure that the resources they select can be accessed according to the technical requirements that are provided to the students.

Faculty Information

Policies & Procedures

Delivering a Distance Education Course

The appropriateness and viability of Distance Education courses and programs must be carefully considered in the planning process. Distance Education should be aligned with the DSDT's strategic plan and Institutional Mission. To accomplish this, Distance Education courses and programs must be vetted through an internal review process.

Approval

Faculty members must work closely with department leadership in developing a Distance Education course within the Canvas LMS environment. There are many resources available to faculty members when developing a course from scratch. If a blueprint course has not been created for a particular subject, Canvas LMS Administration will create the necessary blueprint and grant access to those faculty members responsible for content creation. Department leadership must approve the blueprint course and verify that all content to be presented is accessible to all students and properly conveys the subject of the proposed course. Administration must periodically audit each course to ensure course effectiveness.

Distance Education Training

The purpose of the Distance Education Training is to prepare faculty to effectively integrate instructional technologies into their teaching practices for online courses. Given that research indicates today's students are more responsive to courses that utilize integrated technologies, all instructors are encouraged to seek Distance Education (DE) Training. Completion of "Growing with Canvas: Teacher Training" is required for all faculty teaching a Distance Education course.

Distance Education Training can be completed online via Canvas LMS self-paced course

- Faculty will be enrolled in the "Growing with Canvas: Teacher Training" course by DSDT Administration. Assignments within this course will be graded by DSDT administration.
- All Faculty members are encouraged to take this course, however those teachers actively instructing via Distance Education must complete this training prior to instructing a Distance Education Course.
- Administration may when necessary, assign further courses to Distance Education faculty.

Administrative Policies

Much of the information in the Distance Education Policies and Procedures manual is intended to help guide faculty in the development and maintenance of new and existing Distance Education courses and to provide an overview of the procedures for managing Distance Education at DSDT. This information does not supersede official DSDT policy and procedures.

Faculty Evaluations

Faculty and program evaluations are conducted in accordance with the DSDT Employee Handbook. Evaluation, both summative and formative, is an integral part of the instructional process at DSDT, affecting both personnel and students. Both full and part-time faculty are evaluated on a regular basis by students and supervisors. Students' evaluations of their courses and instructors are conducted following each course. Supervisor evaluations are conducted annually.

Office Hours

Office hours are especially important when instructing a distance education course. Faculty members must provide students with office hours within the course introduction and the course materials. Office hours must be provided to DSDT administration to be placed within the CampusCafé SIS System.

Copyright Compliance

It is the policy of DSDT to abide by all applicable laws governing computer software use, privacy, copyright, and recognition of intellectual property.

All materials associated with a course are the responsibility of the designated course instructor. Faculty can get more information on copyright law for Distance Education from the government site, [Copyright and Digital Distance Education](https://www.copyright.gov/disted/). <https://www.copyright.gov/disted/>

Intellectual Property

DSDT shall own copyrighted or trademarked materials or patented inventions developed totally or partially on institution time with the use of DSDT materials or facilities or with DSDT funding (DSDT Code of Conduct Policy). Under certain circumstances and pursuant to this policy, royalties received by DSDT may be disbursed to the author.

Distance Education Course Management

One of the most challenging parts of teaching online is managing the course. The challenge is particularly serious because without efficient and effective management, keeping students motivated and actively engaged in learning is virtually impossible.

Course Revisions

Revision of existing Distance Education courses is the responsibility of the faculty member(s) assigned to the courses. To ensure coordination and planning, DSDT Administration must be notified of any revisions at least one full cohort in advance of the initial offering of the revised course. Notification shall consist of Intent to Revise form sent to the Program Lead and DSDT Administration from the faculty member. A copy of the form will be retained in the Director of Administration office to document revision projects. Prior to the revisions of the course, the faculty member(s) must present the course materials, syllabus, and testing plans to be reviewed and approved by Program Lead, and DSDT Administration. There must be a Canvas Blueprint Course created for review and may require revisions

of the proposed course to receive final approval for offering. The Distance Education Revision Form will be signed by faculty member performing revisions, the Program Lead, and DSDT Administration.

Effective Engagement and Communication

Designing for interaction and communication is a vital factor when developing a Distance Education course. It is important to consider the methods and frequency of communication as well as the message and tone. Good communication is a key factor in student retention and success. Students who feel engaged in a course are more likely to complete the course and report a positive distance education experience.

Interaction may occur via telephone, email, electronic chats, video conferencing, or other methods. Appropriate interaction for a course depends upon the course delivery mode and the technologies used by the faculty member.

Faculty/staff are required to respond to students within 24 hours of the published operational schedule of the program/course. All students are asked to reach out via email or the Campus Cafe' portal to have direct communication with instructional and administrative or supervisory staff. All Staff whether instructional or administrative/ supervisory are required to respond within a 24 hour turnaround time.

Technology

As outlined in the DSDT Distance Education Handbook, faculty must directly instruct students for a minimum of 20 clock hours per course week. Faculty will provide this instruction through the Microsoft Teams Videoconferencing system. Students will be presented with instruction on how to access their course calendar, as well as instructions on accessing Microsoft Teams in the Student Orientation.

Techniques

Faculty are responsible for instructing students and managing their online courses with appropriate and innovative teaching techniques to engage students in active learning in order to achieve desired learning outcomes.

Moderating Discussions

Asynchronous discussion forums within the Canvas LMS Platform are a mechanism for communication, collaboration, and interaction in an online environment. They allow learners to have engaging experiences beyond the course content by providing the learner with interactions that are vital for building 'virtual-relationships' among the learners. Courses will also utilize the Perusal application within Canvas to access course materials. Within Perusal learners will have the option of highlighting selections and asking questions of the instructor or create a group discussion for students.

By moderating course discussion forums, a Distance Education instructor can help ensure that a respectful social community is established and maintained for a Distance Education course. For example, instructors can moderate a synchronous chat session by specifying a specific date and time that the session will be held. The instructors can moderate and facilitate the session, guide and direct the

discussion, offer feedback, pose questions, etc. An instructor can make this part of the overall participation grade a student receives for the course.

The following list includes tips and techniques for moderating discussion forums within an online course environment so that it yields greater student participation and highly engaging interactions.

- Clarify the objectives and the time frames for contributing and responding to messages in the forum
- Create engaging activities that encourage and motivate students to use the discussion forum
- Insist on the use of proper grammar and spelling when students participate in the discussion forum
- Divide large classes into smaller discussion groups within the Canvas Course Settings
- Establish guidelines for communication that include respect and constructive feedback while making it clear that sarcasm and negativity will not be tolerated
- Indicate what your response time will be and stick with it so that students don't feel like you are not involved
- Because moderating discussions can be quite difficult, teach students moderating skills and rotate the moderator schedule
- Instead of replying to each discussion posting, reply to a prominent posting from each student
- Students whose postings do not receive much response from other users may feel discouraged. The instructor needs to identify these and provide tips to increase discussion among a thread such as asking users to reply to other users' responses to the original thread, to post specific content, to use quotes from previous postings in a response, and to use examples and references in postings

Engaging Students with Interactivity and Variety

Incorporate variety into online instruction to keep interest and motivation high. Use relevant visuals or sounds to illustrate points, and if possible, bring in external references that reinforce key concepts such as a website, podcast or YouTube presentation of an expert in a specific area. Other ideas to promote interaction are to have students do some research and find some reference information which illustrates a course concept then share that information in the course discussion area.

Use tools such as Microsoft PowerPoint to create gameshow type reviews. It is important to maintain communication with fellow instructors to gain insight on additional teaching methods.

Meaningful Feedback

Providing feedback is necessary because while students in face-to-face classes have many opportunities for informal feedback, this is not the case within an online environment.

Recommended Feedback Guidelines

For feedback to be effective, it should be provided to students in a timely manner. Feedback at the beginning of the course is usually focused on simple items such as expectations and getting to know the

online environment. More specific and meaningful feedback can be provided as students undertake assignments and tests during the course. Below is a list of tips for improving online feedback.

- Be descriptive with your feedback
- Be specific rather than general with your feedback and focus on the positives
- If negative feedback is required, don't provide it in an online environment that other students access (for example, send a course message to an individual student rather than use a discussion post)
- When giving constructive feedback that is negative, provide alternative strategies where possible
- Provide feedback as soon as possible so that the student the assignment is still fresh in the student's head and the feedback can be applied to the next assignment
- Be mindful of the impact of your feedback on the student
- Where possible, link the feedback to the course learning outcomes or objectives
- By providing regular informal feedback, your students should not be surprised by the results of formal assessment feedback
- Formative feedback is often more effective than summative feedback

Certification Examinations

Specific days for Certification Examinations are published in the Student Handbook. The Program outline identifies examination schedules for each course. Each student is expected to complete certification examinations through a proctored service provider. Instructors must relay DSDT's expectation that all students become certified in their respective course subjects. Students are expected to schedule examinations through a proctored service as shown in the Program Outline. Instructors are not permitted to change the published certification examination schedule without prior written approval from the Director of Administration.

Academic Integrity and Assessment Verification

Faculty are responsible for defining the standards to measure student success in their courses in accordance with DSDT's Satisfactory Academic Progress Policy. In keeping with DSDT's mission to remain HEOA (The Higher Education Opportunities Act) compliant, It is the policy of DSDT to record adequate measures to ensure all course work is in fact completed by the enrolled student.

Using Canvas and other means DSDT has provided multiple forms of verification of student work. Some methods include:

- Technology-enabled remote proctoring
- Two-factor authentication for enrollment
- Passcode enabled courses
- IP Address Filters on course access
- DSDT approved third party proctor
- DSDT testing center

Testing Services

Students who would like to come to campus to take an online test can make arrangements with instructors for DSDT based examinations. DSDT also offers certification examination testing through Pearson Vue. Pearson Vue hours of operation vary depending on availability of test administrators. Visit the Pearson Vue website to verify availability
<https://home.pearsonvue.com/Clients/CompTIA.aspx>

Plagiarism

DSDT is committed to ensuring student academic integrity when completing assignments and lessons. Individual academic achievement can only be insured if all members of the DSDT community are committed to fostering a community of honor and professionalism. DSDT maintains a policy on Academic Integrity. Students are required to participate in an Academic Integrity Course on the first day of class through the Canvas LMS platform. Once completed the students must sign the Academic Integrity Policy to verify, they have read and understand.

Student Information

Distance Education Topics in the Student Handbook

Grievance Process

Students who are enrolled in any course at DSDT who might have a complaint about the course or an experience with DSDT, can follow the DSDT standard grievance procedure:

DSDT desires to resolve student grievances, complaints, and concerns in an expeditious, fair and amicable manner. Students residing outside of the Detroit Metropolitan area will have the option of completing the grievance procedure as outlined in the DSDT Grievance Policy entirely through webbased services. The DSDT Grievance Policy can easily be found on the [DSDT Website](#) or outlined in the "[DSDT Student Handbook and Catalog](#)".

Student FAQ's

How do students register for Distance Education classes?

Once enrolled as a student at DSDT students will be given access to CampusCafé SIS where students will have the option of register for classes. Throughout the enrollment process at DSDT, students will be paired with an Admissions Representative who will guide students through the registration process.

Can students take both Distance Education classes and traditional face-to-face classes?

Students enrolled in the Business Information Technology Specialist program will be participating in 100% distance education courses.

Are Distance Education classes more difficult than traditional classes?

Distance Education classes are the same as classes conducted in a traditional classroom in terms of objectives, readings, and assessments. The primary difference between distance and traditional courses is the way the instruction in the class is delivered.

Can Distance Education students use DSDT campus resources?

All resources available to DSDT students are available to Distance Education students.

Are Distance Education students eligible for financial aid?

Yes. Financial aid grants, loans, scholarships, and Veterans benefits may be used for Distance Education classes. Students should contact DSDT for more information.

What courses does DSDT offer in Distance Education format?

The [DSDT Website](#) may be checked for a detailed list of Distance Education courses.

What if a student needs assistance with a Distance Education course?

Students having academic trouble with a course should contact their instructor as defined in the instructor's communication policy. Students having trouble navigating a course should first review the help pages provided by Canvas.

Appendices

Appendix A – Intent to Revise Distance Education Course

Developer(s):

Email:

Phone:

Program:

Program Lead:

Course to be revised:

Cohort Course Prefix / Number:

Day / Night / Both:

Course Name:

Will this course require a Blueprint? yes no

Internal Use Only - Distance Education Training verified by: _____

In addition to Canvas features, the instructor intends to include resources such as the following:

- Third Party and Publisher Content and/or Assessments yes no
- Video Capture Software yes no
- Interactive Institutional Content yes no
- Proctor online assessments yes no
- DSDT Distance Education policies yes no
- Other (please specify) yes no _____

Instructor Signature: _____ Date: _____

Approved by Program Lead: _____ Date: _____

Approved by Director of Administration: _____ Date: _____

Please note this form is required to be completed with all required signatures prior to the preceding Cohort. Example - Course to be offered during the 3rd Cohort of a calendar year must be approved by the 1st Cohort of a calendar year.

This form serves to notify the necessary departments of the revision of a Distance Education course. This form should be completed when substantial changes are made within a course or publisher content. Faculty designing courses to be included in Distance Education may do so as part of their regular job responsibilities, on their personal time, or a combination of these. Interested parties should review applicable documents in the Canvas Help Center.

Appendix B –Course Design Review

DSDT QLC Quality Scorecard Suite

Course Name: _____

Instructor: _____

Cohort: _____

1. COURSE OVERVIEW AND INFORMATION SUMMARY			Minor Revision	Moderate Revision	Major Revision		ACTION PLAN
<i>Estimated time needed for revision:</i>		Present	½ Hour or less	½ - 2 Hours	2+ Hours	Not Applicable	
1	Course includes Welcome and Getting Started content.						
2	An orientation or overview is provided for the course overall, as well as in each module.						
3	Students know how to navigate and what tasks are due.						
4	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.						
	A printable syllabus is available to learners (PDF, HTML).						
5	Course includes links to relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc.						
6	Course provides access to student success resources (technical help, orientation, tutoring).						
7	Course information states delivery method for course materials						
8	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop- ups, browser issue, microphone, webcam).						

9	Course objectives/outcomes are clearly defined, measurable, and aligned to student learning activities and assessments.						
10	Course provides contact information for instructor, department, and program.						

2. COURSE TECHNOLOGY & TOOLS			Minor Revision	Moderate Revision	Major Revision		ACTION PLAN
	<i>Estimated time needed for revision:</i>	Present	½ Hour or less	½ - 2 Hours	2+ Hours	Not Applicable	
11	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.						
12	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).						
13	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.						
14	Course includes links to privacy policies for technology tools.						
15	Any technology tools meet accessibility standards.						

3. DESIGN AND LAYOUT			Minor Revision	Moderate Revision	Major Revision		ACTION PLAN
<i>Estimated time needed for revision:</i>		Present	½ Hour or less	½ - 2 Hours	2+ Hours	Not Applicable	
16	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).						
17	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.						
18	There is enough contrast between text and background for the content to be easily viewed.						
19	Instructions are provided and well written.						
20	Course is free of grammatical and spelling errors.						
21	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.						
	Flashing and blinking text are avoided.						
22	A sans-serif font with a standard size of at least 12 pt. is used.						
23							
24	When possible, information is displayed in a linear format instead of as a table.						
25	Tables are accompanied by a title and summary description.						
26	Table header rows and columns are assigned.						
27	Slideshows use a predefined slide layout and include unique slide titles.						
28	For all slideshows, there are simple, nonautomatic transitions between slides.						
29	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement.						

4. CONTENT AND ACTIVITIES			Minor Revision	Moderate Revision	Major Revision		ACTION PLAN
<i>Estimated time needed for revision:</i>		Present	½ Hour or less	½ - 2 Hours	2+ Hours	Not Applicable	
30	Course provides activities for students to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.						
31	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.						
32	Where available, Open Educational Resources, free, or low-cost materials are used.						
33	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.						
34	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.						
35	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).						
36	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.						
37	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").						

5. INTERACTION			Minor Revision	Moderate Revision	Major Revision		ACTION PLAN
	Estimated time needed for revision:	Present	½ Hour or less	½ - 2 Hours	2+ Hours	Not Applicable	
38	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).						
39							
40	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).						
41	Students have an opportunity to get to know the instructor.						
42	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice- breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).						
43	Course offers opportunities for student to student interaction and constructive collaboration.						
43	Students are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.						
5. ASSESSMENT AND FEEDBACK			Minor Revision	Moderate Revision	Major Revision		ACTION PLAN
	Estimated time needed for revision:	Present	½ Hour or less	½ - 2 Hours	2+ Hours	Not Applicable	
44	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.						
45	Course includes frequent and appropriate methods to assess students' mastery of content.						

46	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).						
47	Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).						
48	Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.						
49	Students have easy access to a well-designed and up-to-date gradebook.						
50	Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.						

OVERALL NARRATIVE

Appendix C - Online Course Accessibility Checklist

The following checklist is a basic level list to ensure online course content is accessible. More advanced levels of accessibility can be achieved through consultation with Disability Services.

Syllabus:

	Does your syllabus have a Disability Services statement?
	Does your syllabus list contact for technical assistance and when to use it?
	Does your syllabus outline how to communicate with you and have multiple options?
	Do you list a turnaround time for online communication (i.e., 24-hour response on emails)?
	Does your syllabus have a clear outline for course content and expectations?
	Does your syllabus state standards of appropriate communication online?
	Do you provide examples of online terminology for students?
	Do you provide examples for different standards of "discussion posting" for courses?

Text Documents:

	Can text be highlighted, copied, and pasted?
	Are documents saved as Word (.doc), PDF (.pdf), or RTF (.rtf)?
	If you do not have accessible documents, have you contacted DSDT Administration for assistance?

PowerPoint presentation slides:

	Are all your presentations created with the same template?
	Were the presentations created using standard templates (you did not insert "text" boxes)?
	Are you using high contrast for text and background?
	Does the presentation include text descriptions for all graphics and pictures?
	Does the presentation include text typed in the order it is read which can be verified in the "Outline" panel?

Images:

	Do the images posted or used include text descriptions of all necessary images available?
--	---

Video and Audio:

	Are all video (web, embedded) media captioned or have a transcript(s)?
	Are all audio (podcasting, mp3, WAV etc.) media caption or have a transcript(s)?
	If you do not have accessible media, have you contacted DSDT Administration for assistance?

Appendix D - Interactivity Matrix for Distance Education Courses

Type of Communication	Faculty-to-Student	Student-to-Faculty	Student-to-Student
One Way (Asynchronous)	<ul style="list-style-type: none"> • Canvas • Relay Videos • YouTube Content • Narrated PowerPoints • Announcements • Online Surveys • Email • Activities • Exercises • Web Links 	<ul style="list-style-type: none"> • Online Surveys • Discussion Boards • Email • Relay Videos 	<ul style="list-style-type: none"> • Discussion • Boards • Relay Videos • YouTube Content • Email
One Way (Synchronous)	<ul style="list-style-type: none"> • Group Discussions in Canvas • Collaborations • Canvas Messaging 	<ul style="list-style-type: none"> • Canvas Messaging • Perusall 	<ul style="list-style-type: none"> • Canvas Messaging • Perusall
Two Way (Asynchronous)	<ul style="list-style-type: none"> • Email • Perusall • Canvas Messaging 	<ul style="list-style-type: none"> • Voice Email • Voice Boards 	<ul style="list-style-type: none"> • Group Projects • Voice Discussion Boards
Two Way (Synchronous)	<ul style="list-style-type: none"> • Canvas Video conference • Microsoft Teams Video Conference • Microsoft Teams Chat 	<ul style="list-style-type: none"> • Canvas Video conference • Microsoft Teams Video Conference • Microsoft Teams Chat 	<ul style="list-style-type: none"> • Canvas Video conference • Microsoft Teams Video Conference • Microsoft Teams Chat

Appendix E – Acceptable Use Policy

ACCEPTABLE USE POLICY

Purpose

As part of its educational mission, DSDT, develops, and maintains computers, computer systems, and networks. These Information Technology (IT) resources are intended for school-related purposes, including direct and indirect support of DSDT’s instruction, research, and institutional mission; school administrative functions; student and campus life activities; and the free exchange of ideas within the school’s community and among the DSDT community and the wider local, national, and world communities.

Scope

This policy applies to all users of DSDT IT resources, whether or not the individual is affiliated with DSDT, and it applies to all uses of those resources--irrespective of where the resources are being used.

Policy – General Rules

DSDT provides IT resources so that faculty, staff, students, and other members of the school community can pursue the mission of DSDT. In doing so, the school must protect the integrity, security, or functionality of DSDT or other IT resources. These protective efforts are applicable to every user of the school’s information technology resources. Every user is expected to comply with all DSDT policies, procedures, regulations, contracts, and applicable laws. Examples of these include, but are not limited to:

- State and federal laws regarding privacy, defamation, copyright, trademark, obscenity, and child pornography
- The Michigan Computer Crimes Act, the Electronic Communications Privacy Act, and the Computer Fraud and Abuse Act
- Laws from other countries or jurisdictions when communicating with persons in other states or countries or using systems or networks that are under another jurisdiction

DSDT recognizes that technology is essential to the work conducted at the school. The school also recognizes incidental personal use of DSDT IT resources, as long as this use does not interfere with the performance of school assignments, employee work standards or other school responsibilities, does not consume a significant amount of those resources, and does not violate any other school policies. The School Director may request from the IT department at any time a use record of DSDT owned resources. The School Director or other supervisory staff member will make the determination of what is considered excessive personal use of IT resources. Administration may impose further limits on computer use for nonwork purposes, in accordance with normal supervisory procedures. IT users may not use DSDT IT resources for personal commercial purposes, personal financial or other gain.

Users of DSDT information technology resources may not use IT resources to gain unauthorized access to, or impair or damage the operation of computers, networks or other IT resources whether they belong to

DSDT or not. This includes the blocking, interception, or sniffing of communications; running, installing or sharing malicious software; or deliberate attempts to circumvent data protection or other security measures.

Policy – Security and Privacy

Users are responsible for protecting personal passwords, any other security mechanisms the school provides. The school offers training and other resources on information security to help users learn how to do so. Users will be held responsible for any activity that occurs using school associated accounts, so it is vital that users do not share access or passwords. Likewise, users must never use someone else's account or password. If a user feels their password has been compromised, or someone has used an account or access, a report must be submitted immediately to DSDT administration. If a user requires access to a particular resource, it is their responsibility to determine what authorization is necessary and obtain it.

DSDT must ensure IT resources are available to the entire community, so users must not use IT resources in a way that is disruptive to others ability to do so. Information Technology administrators will determine whether specific usage is considered normal, excessive, or disruptive. If any user has questions regarding specific use of a system, please contact IT administrators.

DSDT employs numerous measures to protect the security of IT resources and users accounts but cannot guarantee complete security and confidentiality. You should be aware that use of school IT resources is not private. While the school does not routinely monitor individual usage of IT resources, the normal operation and maintenance of the school's IT resources require the backup and caching of data and communications, the logging of activity, monitoring of general usage patterns and other activities necessary or convenient for the provision of service.

Sometimes the school must monitor and/or retrieve the communications, files, and other records of specific users of IT resources without notice to the user. The Monitoring of IT Resources Policy describes the criteria and approval needed for individual monitoring without notice to the user.

Policy – Network Infrastructure

The school has built a very large and complex network, which includes wired, wireless, and external connections. Any uncoordinated installation of network infrastructure could cause unintended disruption to this network. Only Network Service Providers authorized by the School Director are permitted to implement network infrastructure, including hubs, switches, routers, network firewalls, and wireless access points. Users are not allowed to offer alternate methods of access to DSDT's IT resources, including by means such as modems and virtual private networks (VPNs) or network infrastructure services such as Domain Name System (DNS) and Dynamic Host Control Protocol (DHCP).

Policy – Violations

Users who violate this policy may be denied access to DSDT's IT resources. The school may suspend, block or restrict access to an account when it has been deemed necessary to do so:

- a) to protect the integrity, security, or functionality of school or other IT resources.
- b) to comply with legal or contractual requirements

- c) to investigate alleged or potential violations of law or policy including, without limitation, state, federal, or local law, or DSDT, policies and procedures
- d) to investigate any asserted, threatened or potential complaint or grievance filed or credibly alleged pursuant to law or school policies and procedures, regulations, policies, or subject of law enforcement review or investigation
- e) or to protect the school from liability or disruption. The school may also refer suspected violations of law to appropriate law enforcement agencies for further investigation or action.

Users who violate this policy may be subject to other penalties and disciplinary action, including expulsion or dismissal from DSDT

Appendix F – Academic Integrity Policy

Academic Integrity Policy

Purpose

DSDT expects responsible and honest behavior from students and strives to create and maintain an environment of moral and intellectual distinction. DSDT reserves the right to suspend or permanently expel students whose work or conduct is deemed to go against the policies and procedures of the institution.

The observance of high moral and ethical standards by the DSDT community is essential. Each student holds in his or her position a public trust, which can only thrive if students make no attempt to counterfeit their achievements or seek to establish unfair advantages over fellow students. DSDT must ensure no violation of trust and guarantee academic standards remain meaningful.

Violation of Academic Integrity

Students who attempt to gain an unfair advantage over other students in every aspect of coursework including exams, essays, assignments, discussions, or any other assigned work are in violation of the DSDT Academic Integrity Policy

1. Plagiarism

- a. Purchasing or using any academic papers, discussions, exams, quizzes, assignments, etc. from commercial or other means and portraying this as personal work
- b. A word-for-word paper or assignment or passage of others' work without proper acknowledgment
- c. Self-plagiarism: Current use of all work previously submitted unless authorized to do so
- d. Acts of representing or conveying information to a fellow student thus providing unfair advantages to that student
- e. Representing another's work, copyrighted or not, as one's own

2. Proprietary Material

- a. The following examples are a violation of Academic Integrity
 - i. Computer Piracy
 - ii. Use without authorization of any state, federal, or locally regulated material
 - iii. Copyrighted Material
 - iv. Examinations

3. Collaboration

- a. Cooperating with one or more students on any assignments, quizzes, or examinations without permission from course instructor
- b. Representing yourself as another, or having others represent themselves as you in order to gain an unfair advantage in examinations or quizzes
- c. Sharing of work when not permitted by instructors.

4. Dishonesty

- a. Dishonesty is any purposeful false representation by words, deeds or actions of any individual through the use of words or deeds in any situation, whether as a whole or in part.

- b. Making a false statement of family emergency or illness to gain an unfair advantage in a course or to raise scholastic standing

5. Additional Violations

- a. Helping others or attempting to help in the committing of academic dishonesty
- b. Stealing, purchasing, or selling any and all DSDT content
- c. Altering or attempting to alter course grade
- d. The willful dissemination of course content, answers, or pertinent information to give advantages to students

Responsibilities

1. Instructors

- a. It is the responsibility of all instructors to ensure student work is authentic, and to remain vigilant of any acts of willful disregard of the Academic Integrity Policy. Instructors have access to online resources to verify authenticity of student work. Violations of Academic Integrity should be reported immediately to DSDT administration. Instructors must present the course on plagiarism to all students when introducing the course. Students must read and sign this policy showing that they understand the consequences of violating academic integrity

2. Administration

- a. The Director of Administration will investigate a reported violation of academic integrity or delegate a representative to do so on their behalf.
- b. A notification of this investigation will be provided to each student through a formal email notification to the student's school provided email address along with a letter sent to the student's address on record
- c. If no violation of academic integrity has been discovered, a formal notification of this finding will be relayed to the student, and a copy of this notification will be placed in the student's permanent file
- d. If a violation of academic integrity has been discovered a formal notification will be relayed to the student through email and sent to the address on record of this discovery. The student will be provided the opportunity to appeal the findings of DSDT Administration within fifteen (15) calendar days of notification.
- e. If an appeal is requested and convened the Director of Administration shall then carefully weigh the severity of the act violation and prescribe a penalty up to expulsion from DSDT.
- f. If the student chooses to decline an appeal, or does not respond to notifications, the Director of Administration shall then carefully weigh the severity of the act violation and prescribe a penalty up to expulsion from DSDT.

Appeal Process

The outcome of the violation may be appealed by the student. The student must notify the Director of Administrations at amindirector@dsdt.edu of their intent to appeal within 3 days of receiving the notification

Once the intent to appeal has been received, the Director of Administration will inform the instructor and student and schedule an appeal meeting in-person or through video conferencing technology. The appeal

meeting must be scheduled during a time that does not impact the teaching or learning schedules of the instructor or student.

If the student does not attend the appeal the Director of Administration will proceed without the further input from the student and will inform the instructor and student of their determination

Appendix G – Monitoring of IT Resources Policy

Purpose

The purpose of this policy is to define how DSDT may monitor School Information Technology (IT) resources and retrieve communications and other records of specific users of DSDT Information Technology resources.

Scope

This policy covers monitoring and retrieval of all forms of electronic communications and data stored or transmitted on School Information Systems, including individual login sessions, stored files and the content of individual communications.

Policy

- 1) Approval must be obtained and provided to the Chief Operating Officer prior to monitoring or retrieval of IT resources, except as specified within this policy. Approval must be obtained from the appropriate senior leadership:
 - a) School Director (or designee) in all situations.
 - b) School Director (or designee) when the school is reviewing or investigating employee conduct.
 - c) Director of Student Services (or designee) when the school is reviewing or investigating student conduct.

- 2) Approval may be granted to monitor or retrieve IT Resources when the school has a legitimate need to access an account or activity and the access is reasonable in relation to the need. Examples include:
 - a) It reasonably appears necessary or appropriate to do so to protect the school from liability or disruption.
 - b) There is reasonable cause to believe that the user has violated or is violating the Acceptable Use Policy or that the user has violated, or is violating, any other School Policy, Procedure, or any other law or regulation and the access is reasonable in relation to the believed violation.
 - c) It is part of any investigation or review of an already asserted, threatened or potential complaint or grievance or of a credible allegation of a violation of the law, including without limitation local, state or federal law, or foreign law as applicable, or DSDT Policy, Procedure, or the subject of a law enforcement review or investigation, and the scope of access to the account or activity is reasonable in relation to the complaint, grievance or allegation.
 - d) A threat of violence or suicide.

- 3) No prior approval is required to monitor DSDT IT resources or retrieve communications and other records in the following situations:
 - a) When needed to comply with legal or contractual requirements, e.g., public records requests or subpoenas.
 - b) The School or individual has made the communications and/or records public.
 - c) The monitoring or retrieval is in response to an emergency. An emergency occurs when there is an imminent threat to life or property and there is not sufficient time available to obtain approval. In such a situation, monitoring or retrieval may be conducted without prior approval, with notification

to the School Director or Chief Operating Officer as soon as possible. The scope of access should be reasonable in relation to the emergency situation involved.

- d) Monitoring or retrieval for the purposes of detecting or investigating a computer security incident or Data Breach. Approval must be obtained to release communications and/or records gathered as part of an investigation to persons other than members of the Information Technology investigation team.
- e) It reasonably appears necessary or appropriate to do so to protect the integrity, security or functionality of DSDT's or other computing resources.

Responsibilities

The Chief Operating Officer is responsible for verifying that appropriate approvals are obtained when required.