ELI GUIDE FOR FACULTY

TEACHING A COURSE

NORTHERN VIRGINIA COMMUNITY COLLEGE
EXTENDED LEARNING INSTITUTE
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# ELI GUIDE FOR FACULTY
## TEACHING A COURSE

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ELI PROCEDURES

Introduction

You are among a group of over 60 faculty who teach courses at ELI. Each semester ELI offers over 110 courses, including the required course work for degrees in General Studies, Business Administration, and Engineering and several certificate programs. All ELI courses are considered to be distance learning courses.

Distance learning at NVCC is best described as instruction offered to students who cannot or prefer not to attend campus classes. There are few, if any, class meetings, although all exams are proctored in the campus testing labs. Most include technology to increase interaction between the faculty and students, and between students themselves. The courses are offered across service boundaries, meaning ELI students come from all jurisdictions in Northern Virginia. Students who take distance learning courses include not only the typical NVCC student but also business travelers, the incarcerated, the homemaker, the disabled and those not physically located in the area, such as military personnel.

How ELI Is Different From Campus

Continuous Registration - The biggest difference between campus and ELI classes is continuous enrollment. This means that a student can register for a course on any day of the year that the College is open and the enrollment period begins on that day. Hence, a student who registers for a course in November will have 16 weeks from that day to finish course work, thereby ending sometime in March. Although ELI faculty take vacations, they are usually available all year to work with students.

Student Records - The record of student progress is kept in a log book, one for each course, located at ELI. Each student has a log sheet that keeps track of where the student is in the course. The log sheet has the official dates for enrollment, refund, withdrawal, and end of enrollment. When faculty receive work from students, they grade it and record the student grades on each log sheet. Some faculty use online log sheets.

Technology - Technology plays two main roles at ELI, content presentation and interaction. For example, content that is either missing or needs additional clarification can be supplied to students by videotape, television broadcast, audiotape and via the World Wide Web. Content can be applied to a particular situation by using computer simulations or case studies. Voice mail, email, computer conferencing and the Web can enhance interaction between faculty and students. Voice mail, e-mail and computer conferencing can also provide interaction between students.

Staff - Following is a brief description of each staff position:

- **Director of ELI** supervises all academic and administrative decision making including the selection of courses to be offered, faculty workload assignments, and student/faculty conflicts.
- **Course Specialists** deal with the concerns of students in each ELI course. They answer student administrative questions, open and sort student assignments, keep track of student progress and help faculty with the administrative details at ELI. A Course Specialist is assigned to each faculty member teaching at ELI.
- The **Manager of Records and Registration** supervises the whole area of student interface. Student concerns about availability of course materials, enrollment dates, and all registration issues are part of the job.
• **Instructional Technologists** (ITs), who are trained in learning theory and design strategies, work with faculty to plan and develop new courses and revise current courses for distance learning. They make suggestions concerning overall course design, technologies, learning activities and assessment. They also assist with textbook revisions. Each faculty member teaching at ELI is paired with an Instructional Technologist.

• The **Instructional Technologist Assistant** works with faculty to manage course revisions. This includes editing, and scheduling the timing of the course materials development process.

• The **Video Producer** works with faculty to plan any video segments of a course. He follows the process from planning, through production and duplication of copies for the LRCs.

• The **Computer Support Specialist** assists faculty with computer hardware and software questions.

**FACULTY EXPECTATIONS**

When you teach a course at ELI, you will be asked to come to ELI for regular office hours. The number of hours usually equates to the number of credits. This section lists some of your ELI duties and also offers details about forms, procedures, and policies you’ll need to know.

**What to Do When You Come to ELI**

*For the first time:*

• Introduce yourself to the Course Specialists. Then ask for a tour and a brief orientation.

• Choose a faculty office, claim a desk and put your name on an empty file drawer.

• Put your name on the board indicating what phone number rings at your desk.

• Record your office hours with the Director of ELI. Get the form from your Course Specialist.

• Ask for your voice mailbox number and password. Ask for the voice mail handout for instructions on how to use the voice mail system.

• Put a personal message on voice mail, including your office hours at ELI and on campus.

• Locate the log book for your course. In it you will find a log sheet for each student. Keep accurate records on each log, noting phone conversations, students’ promises, illness, and so on. Attach any correspondence. These become important records.

• Write an Introductory Letter. This is a letter from you to your students. The purpose of this letter is to welcome students to the course, encourage them to begin right away, and let them know how to contact you. Please leave space at the top to write in their name (Dear ,) and sign your name at the end. Any way of personalizing form letters is helpful. Some faculty give educational background, some include something about their family or hobbies, and some talk about the course or about the first assignment. The letter doesn’t have to be long, but it should reflect your personality. If you need typing support, ask for it.

• Find incoming papers in your mailbox. Envelopes with student labels already on them indicate that you have new students to whom you should send your Introductory Letter.

*Every time you come to ELI:*

• Put your name on the board under the phone number where you can be reached while at ELI that day. (Remove it when you leave.)

• Get the course log book and any incoming assignments from your mailbox.

• Check and respond to any voice mail. Voice mail should be checked once a day and can be checked from campus and home as well. Note the content of any phone calls on the student’s log sheet.

• Send out Introductory letters in already-addressed envelopes provided in your mailbox.

• Grade assignments and record grades in the log book.

• Write feedback for assignments and exams to send to each student. This is an essential element of distance education.

• Put all outgoing mail in the appropriate boxes on the floor in the main office.
• Put graded work (which is not being returned to students, such as exams) in baskets in the Course Specialist’s office. When you assign a "W," pull the log from the log book, sign it and put it in the basket in Course Specialists' office.
• When you assign a final grade, pull the log, sign it, and put it in the basket in the Course Specialist’s office, along with the final exam.
• When you fill out a grade change form, pull the log, sign it and attach it to the form. Put both in the basket in the Course Specialists’ office.

At the beginning of each semester:
• Fill out a new office hours form.
• Record a new voice mail message with your updated hours.
• Revise your welcome letter as necessary.

Filling out forms

There are several forms that need to be filled out to keep the paperwork straight for College records. If you have any questions about the forms, ask the Course Specialists for information.

Grade rolls: Sign and give to Course Specialists. You will find them in your mailbox at the end of each semester.

Checkdates: You will receive computer-generated Checkdate reminders in your mailbox. They tell you which students are approaching critical dates (withdrawal or end-of-enrollment) in the course. You need to check your logbook for each of the students on the list to determine if they have submitted the correct amount of work. If they have not done so, call or write to them urging them to get back on schedule, and indicate the consequences. If they have reached their end-of-enrollment date or have not met other requirements, take these logs out of the book, assign individual grades, and put these logs in the basket in the Course Specialists’ office.

Withdrawal with a “W”: If the student has completed NO work at all, drop with a “W” at the Last Withdrawal Date.

End of Enrollment: If even one assignment has been submitted, hold until End-of-Enrollment date and then grade the student out with the appropriate letter grade (usually an ‘F’ if the course is not complete).

“I” grade: ELI doesn't grant extensions; however, you can give an "I" grade if the student has completed at least 50% of the work and requests an Incomplete in writing.

Procedure for "I" grade: Fill out form and put it is the grade basket. Do not pull log out of notebook. Note the "I" grade on the log and give a new date for course completion (i.e., 16 more weeks under End-of-Enrollment/Incomplete line). Notify the student of the incomplete using the appropriate post card, giving the new completion date.

Reinstate: After a student has dropped or was graded out with an "F" and wants to be reinstated, use your own judgment depending on how much work has already been turned in. Send the reinstatement letter. Consult with the Course Specialist and the Manager of Records and Registration for clarification.

Proctor letter: When a student requests a proctor for exams, the Course Specialists and Manager of Records and Registration decide who is eligible, take care of notifying the proctor and coordinate the exam mailing.

Graded exams: Put all graded exams in the basket in the Course Specialists' office.
SUPPORT AVAILABLE

For Faculty - Who To Ask

- Forms, finding exams and logs, processing for reinstatement, W grades, I grades - Course Specialists
- Assessment - Instructional Technologists
- "Big" issues (such as discipline, plagiarism, complaints, faculty load, release time, faculty evaluation) - Director of ELI
- Book orders, bookstore issues - Executive Secretary
- Computer conferencing - Instructional Technologist
- Computer programming, support - Computer Support Specialist
- Course evaluation by students - Instructional Technologist
- Exam corrections - Instructional Technologist
- Problems with VDEN courses (courses offered at other community colleges around the state) - Manager of Records and Registration
- Registration issues - Manager of Records and Registration
- Tape rental - Video Producer
- Testing Lab issues - Executive Secretary
- Textbook revisions - Instructional Technologist
- TV/Video issues - Video Producer
- Voice Mail - Instructional Technologist
- Web Questions - Instructional Technologist

For Students

Distance learning requires a little extra effort to motivate and support students. The two primary sources of support are first, you the faculty member, and secondly, technology. You will provide support by answering phone messages, writing letters of encouragement, providing clarification of content issues, keeping track of student progress and nudging students along when necessary.

Through technology ELI provides several different services. The general college information on the ELI Information Line includes 40 or so topics covering everything from testing lab phone numbers to how to calculate a GPA. First Class computer conferencing provides similar information. Because interaction between faculty and students is so easy with computer conferencing, most faculty include announcements folders and questions and answer folders. The Web provides another avenue for getting information to students. The college home page, campus home pages, and ELI home page provide a great deal of information. The NOVA online site identifies all Web-base courses and tells a little about each. Also on the WEB students have access to the College catalog and several other research tools.

ASSESSMENT OF COURSES

As delivery faculty you are responsible for the assessment of your course. Assessment by delivery faculty is in addition to the regularly assigned evaluation mechanisms such as exams, projects, papers, etc. Assessments help determine whether 1) students are in fact learning the expected course content and 2) whether students are succeeding in distance learning equal to or greater than those in on-campus sections.

ELI provides a grade distribution for each semester. This information includes not only the A-F grades, numbers and percentages, but also the number of students who never start the course, the number of assignments completed by students who withdrew, and the number of successful students. ELI also provides the accumulated data from the student course evaluations, which students complete when taking the final exam. The student comments attached to the evaluation data can often be enlightening.
In addition to these two assessments, you are encouraged to include any other assessment techniques that will provide you with information to ensure that students are succeeding in the course. Instructional technologists can give you ideas specific to your course. Suggestions include a five minute paper—a question added to the end of an early assignment that queries students about a particular topic; a pre- and post-test; a discussion on computer conferencing or the Web; and a student evaluation of an early assignment versus a later assignment and what they learned in between.

**VIRGINIA DISTANCE EDUCATION NETWORK (VDEN) ORIENTATION INFORMATION**

**What is the Virginia Distance Education Network?**

VDEN is an arrangement through which the colleges in the VCCS can share distance learning courses. Prior to the start of any semester, other VCCS colleges may request to offer ELI courses to their own students. When we offer an ELI course through VDEN, we are the *delivering* college and the other college is the *receiving* college. FTES and tuition are shared between the delivering and receiving college.

**What is the role of ELI faculty when their course is selected for delivery through VDEN?**

ELI faculty:

- provides the same instruction to VDEN students as to ELI-NVCC students. Course policy is the same for VDEN as for ELI-NVCC students. ELI counts the number of VDEN students as part of the total enrollment in a course when calculating the faculty workload that is entered on the NVVC computer. However, VDEN enrollment numbers and student personal data do not appear on our computer system.
- assigns grades to students and signs final grade rolls on a timely basis,
- assigns “W” grades after the last refund date upon student request or if student does not meet progress requirements.
- signs any mitigating circumstance forms, I-grade request forms, and grade change forms that are required by registrars at another college.
- grades multiple-choice exams taken by VDEN students, since machine grading may not be available at the other college testing centers.
- receives the same kind of support from course specialists and other ELI staff as they receive for ELI-NVCC students, although some staff responsibilities and administrative procedures may be a little different.
- ELI faculty assigns “W” grades to students who request withdrawal after the last refund date.

**What are the responsibilities of ELI as the delivering college?**

ELI:

- provides a VDEN contact person. Currently this is the ELI Manager of Records/Registration. The ELI VDEN contact person works with faculty and other ELI staff, as well as with the VDEN contact person at the receiving college, to provide information and services, and to resolve problems.
- provides a toll-free number for VDEN students to call.
- makes licensing arrangements for telecourses and provides master tapes to the receiving college.

ELI staff:

- provides *Syllabi* with enrollment dates and other appropriate printed information to the receiving college each semester.
- provides current textbook ordering information to the receiving college each semester.
- provides course guide originals, exam copies, and various Scantron sheets to the receiving college.
• provides computer conference and voice mail services for VDEN students.

What are the responsibilities of the receiving college?

The receiving college:
• provides a VDEN contact person.
• lists the courses in their schedule of classes.
• registers the student, collects tuition and handles refunds.
• distributes the Syllabi and other printed information to the students, along with their own printed information explaining how the VDEN course works.
• places the textbook order with their bookstore so students can buy their books at the school where they are registered.
• gives proctored exams in their testing centers and forwards the exams to ELI.
• provides ELI with enrollment figures, student personal data, class rolls and grade rolls, and any required forms.
• provides academic counseling, financial aid, admissions and records services, transcripts, and library resources.

What is different for VDEN students than for ELI-NVCC students?

• There is no continuous enrollment. VDEN students have a fixed start date and a fixed ending date; these dates are negotiated between ELI and the receiving college. The dates usually correspond to the receiving college’s semester. However, VDEN students are eligible to receive I-grades on the same basis as ELI-NVCC students, with a four-month extension based on the end of enrollment date.
• VDEN student log sheets are pink so that they can readily be identified. In addition, they are assigned a section number that identifies the receiving college (e.g. PHI 111-92F for Lord Fairfax or HIS 101-93D for Dabney Lancaster.)
• Courses are not cablecast. The receiving schools may provide a set of videotapes for students to watch in their LRC’s; some may loan a set of tapes to students to watch at home. VDEN students cannot rent tapes - our contract covers only NVCC-ELI students.

VDEN students:
• do not appear on the NVCC computer system. They do appear in the ELI microcomputer database system; they will have log labels, address labels, and their names will appear on faculty lists just like any other ELI student. There may be some delay in adding these students to ELI records, since there is currently no direct communication between NVCC’s computer system and the receiving colleges. Data is transmitted by mail and by fax and must be entered manually on the ELI record-keeping system.
• enrolled in BIO courses must travel to the Alexandria Campus for the required lab session. ELI provides directions with the syllabus.
• are not required to submit a proctor request form to take exams at a receiving college testing center. Like ELI-NVCC students, they must submit proctor request forms if they wish to make any other arrangements for testing.
• may call the toll-free number and be transferred to other phones at ELI. After 5 PM the toll-free number is transferred to the ELI voice mail system. VDEN students may call other numbers shown in the Syllabus at their own expense.
• who have problems concerning registration, refunds, or financial aid should resolve them through the receiving college; however they may be referred to the ELI contact person if necessary.
• who call with problems concerning texts and exams should be referred to the ELI contact person, who will work with the receiving college contact person to resolve the problem.
ELI POLICIES

The NVCC Faculty Handbook, the College Catalog, and other official documents of NVCC are the source of all College policy. ELI policies are based on the College’s Faculty Handbook. ELI policies help clarify College policy and create working procedures for faculty and staff at ELI.

The two primary types of policies are 1) those that effect the administration of the course and 2) those that effect the faculty member.

Administration Policies

Checkdates

Checkdates are those critical dates during a student’s enrollment when action by the faculty member is necessary to determine if the student is still active in the course. The start date, the refund date, the last withdrawal date, the end-of-enrollment date, and incomplete date are the dates located on the log sheet for each student.

Checkdate forms are provided every week to indicate which students are at their last withdrawal date and which are at the end of their enrollment. Students' names will appear two weeks prior to these dates and will remain on the list until they either have passed their withdrawal date or they have been given a final grade. When a student’s name appears, faculty checks the log book to see what progress the student is making and make the appropriate response. Faculty will be able to keep the checkdate forms.

- **Start Date:** In place of a list of new students, all faculty will be given envelopes with address labels for all new students so that faculty can send their welcome letter within a couple of days of the student's entry into the course. This letter should be separate from the course syllabus and should be personalized as much as possible (i.e. original signature, using the student’s name, etc.). If faculty want a class roster or a list of new students, they can request this the Computer Support Specialist. They will be provided on a weekly basis.

- **Refund Date:** The refund date is the last day a student can drop the course and still get a monetary refund from the College. There is a withdrawal form in each Syllabus that allows a student to request a refund within the allotted time frame. The Manager or Records and Registration and staff determine who is eligible for refunds.

- **Last Withdrawal Date:** Faculty will be asked to review the log sheets of all students every three weeks. Look for students who have started to work, have stopped working after starting, are approaching either their last withdrawal date or end of enrollment date, or have completed work they previously promised to have in by a certain date. Students' lack of progress in these or similar ways should be responded to appropriately by the faculty member, ie. a phone call or letter to encourage progress, grading and feedback.

- **End of Enrollment:** Students who are at the end of their enrollment should be graded out with an A-F, a W, or an I depending on the circumstances. There is no longer an extension option.

Faculty should put all correspondence in an envelope, seal it, attach a mailing label to the envelope, and place the envelope on one of the long postal trays located by the mailboxes.
Incompletes

In 16-week courses, students can request an I grade if they have completed at least 50% of their course work and need more time to finish their work. The following are the procedures to be used with I grades:

- Students, upon getting the last month warning letter and deciding to ask for an I grade, are to remove and copy their Student Schedule and Record Sheet from their Syllabus, mark all work that is done, and indicate when the remainder of the course assignments and exams will be completed. (The Student Schedule and Record Sheet will be used in place of the College’s I grade form to record this required information.) An accompanying letter explains why the incomplete is necessary.
- Faculty will receive the Student Schedule and Record Sheet and determine if the student has done approximately 50% of the required course work and exams to merit an I grade. The faculty member will mark on the Student Schedule and Record Sheet and the ELI log sheet his or her decision to grant or reject the student’s request. At the faculty member’s discretion, a photocopy of the Student Schedule and Record Sheet can be attached to the ELI log, or important dates from it can be added to the ELI log.
- The student’s copy of the Student Schedule and Record Sheet, along with the new end-of-enrollment date, should be returned by the faculty member. Faculty use an ELI Grade Sheet to notify the Course Specialists and the Computer Support Specialist (CSS) that an I grade has been given. The original log sheet remains in the log book. The Course Specialists will record the grade on the College mainframe and the CSS will record it in the ELI records.
- The student is given 4 months to complete the work to remove the I grade. The work should be completed within the next semester and not be delayed over the summer as is done on campus.
- When the student completes the work, or when the extended course time has concluded, faculty members should assign a final grade on the ELI log sheet and turn it in as they would for any student who receives a final grade. The Course Specialists will change the grade on line and send a notice to the student of the changed grade. Faculty do not have to fill out the change of grade form as long as they record the change on the log sheet.

Reinstatement

The process for faculty to follow is one that puts the burden on the student to complete enough work to merit reinstatement in the course.

When students call to be reinstated, it means that they have not done the required assignments to avoid getting a W grade. Faculty should consider students’ reasons for not submitting enough work and on a case-by-case basis allow students an opportunity to gain reinstatement. Typical reasons for reinstatement would be very similar to mitigating circumstance for W grades: illness, job changes, etc.

- Students are to be told that their grade will not be changed until they have either completed all the work of their course or at least enough to qualify for an I grade (which requires that they have completed 50% of their work by their end-of-enrollment date).
- For students who are eligible for reinstatement, faculty should send a letter notifying them of their status. This letter is used by the student to take exams in the LRC.
- Log sheets for reinstated students will be kept in the Course Specialists’ files with other students who have been given final grades. When faculty send the reinstatement letter to the student, they should make a photocopy of the log sheet to be placed in the log book. This copy can be used until the student has met the criteria for reinstatement (i.e. either given a final grade of A, B, C, D, or F or given an I grade).
- As soon as the student meets the criteria for reinstatement, the photocopy of the log should be given to the Course Specialists with a change of grade form.
- The Course Specialists pull the original log and change the grade to the final grade or an I on the college mainframe computer and on ELI’s student database. The log is then returned to the log.
book if it is an I grade or to the files if it is an A, B, C, D, or F.

- If a student who requested reinstatement does not submit enough work to complete the course or to get an I grade, the original W grade should stand. If the student gets an I grade but does not complete the course, the I grade would be changed to a final grade based on the grading criteria of the course (this usually means an F).

Dealing with Cheating

Academic dishonesty includes cheating, plagiarism, and other forms of dishonorable conduct (see the Student Handbook for more detailed information). Such dishonesty should not be tolerated. Penalties can range from the issuance of failing grades (on an assignment, an exam, the course) to referring the student to the campus Dean of Student Development for further disciplinary action which can include expulsion from the College.

Student cheating is often very hard to detect. On assignments or tests done at home, students may have similar answers because they studied together. This may or may not be cheating. When cheating is detected in the Learning Labs, ELI is notified so appropriate action can be taken.

Any action taken for cheating must be based upon College policy and the information in the Syllabus. Faculty must be sure that the Syllabus includes what actions will be taken if a student is found to have cheated.

When cheating has occurred or is suspected, it should be dealt with as follows:

- The faculty member must contact the student (by phone or by letter) indicating the facts as the faculty member understands them and stating what the result will be unless the student feels those facts are in error. Documentation of this contact and the substance of the correspondence/conversation must be attached to the student's log sheet.

- Taking into consideration the student's response to the charges, the faculty member may give a zero or an "F" on the assignment, exam or course in question. The penalty must be consistent with College policy and the faculty member's Syllabus.

- The student has the right to appeal the grade. The faculty member should refer the student to the Student Handbook for a complete explanation of that process.

- If the faculty member wants to pursue other disciplinary action, charges must be filed with the appropriate Dean of Student Development.

- The appropriate Dean of Student Development is the Dean at the campus where the incident took place, or, if it did not take place at a campus, the Dean of the student's home campus.

- All actions and rights of appeal must be consistent with College policies as stated in the current Student Handbook and other College publications.

Confidentiality of Student Records

Detailed messages about being dropped should not be given out to someone other than the student. If you must leave a message, simply remind students that their ELI assignments are due and if there is a problem, or a question about due dates, to call the ELI Hotline. You can also remind them of their last date to withdraw. Or, you can leave any other message that does not violate the confidentiality of the student's records. You should not tell anyone other than the student that no work has been received because the student may not want other people to know that information. Instead of leaving long
messages, it is better to write to the student.

The only information that may be released without written permission of the student is:

- That the student is enrolled at NVCC and what the starting and ending dates of the enrollment period at ELI are
- The curriculum the student is enrolled in.
- Degrees or certificates awarded.
- Honors received.
- Date of graduation.

**Spouses and parents of students are not exempted from this rule.** Previously, parents of minor children had access to their child's records, but that is no longer the case. More complete information on the confidentiality of student records can be found in the NVCC Student Handbook.

**Students may be given exam grades but not final grades over the phone.**

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**Faculty Policies**

**Workload Assignments**

Faculty semester workloads are projected by the Director of ELI when the College's schedule is being built. Faculty and their division chairs are advised of this load. Faculty and their division chairs should consider this information as they determine their on-campus and ELI loads.

Assignment of workload credits takes place as students register in ELI courses. First assignment of load is usually done just before the first day of classes on campus. Additional load is entered on the College Faculty Information System as more students enroll in faculty members' courses. This continues until ELI terminates enrollment for a given semester.

Faculty are paid according to the enrollment of new students in their classes. Students who are on faculty members' rolls from prior semesters are still the faculty members' responsibility since students have four to six months to complete their course work.

A scale is used for figuring ELI faculty workloads. It is based on the College Faculty Handbook that takes into account the differences in work requirements between an ELI course and one taught in a classroom.

**Participation in ELI and College Activities**

As ELI has evolved to support degree programs and has taken on more of the traditional duties of a division, ELI has asked that faculty members represent it on College and ELI committees. It is important that ELI be represented by faculty on academic issues that concern individual faculty members and the collective faculty of ELI. When serving on a College or campus committee, the faculty member may represent both the division and ELI. Participation in an ELI committee, or the representation of ELI on a College committee, will be recognized by the Director of ELI as a major contribution and will be noted on the faculty member's annual evaluation.

The role of ELI faculty members in their campus division is one that varies according to the amount of workload the faculty member earns at ELI. Even when a majority of a faculty member's workload is assigned at ELI, the faculty member should continue to be an active part of the campus division.
Guidelines for faculty with joint assignments are:

- Even when a majority of a faculty member’s workload is assigned at ELI, the faculty member continues to be an active part of the campus division. Reasonable office hours should be maintained at the campus for on-campus students and student advising. Faculty should attend program or division meetings. Participation in or responsibility for other division activities should continue to be a part of a faculty member’s assignments.

- When serving on a College or campus committee, the faculty member may represent both the program or division and ELI. In the event of conflict between these constituencies, the faculty member should seek guidance from the respective groups whenever possible.

- Local travel and travel to meetings are the responsibilities of the campus. Travel requests are subject to division policy and availability of funds. However, if the travel is to a meeting solely to represent ELI, ELI will pay the travel costs if funds are available.

- ELI audiovisual purchases and reserve materials are the responsibility of ELI.

- Evaluation of the faculty member is the responsibility of the division chair. Consultation and information will be provided by ELI. In the event that the annual workload from ELI courses exceeds that from campus courses, the ELI evaluation should carry greater, but not exclusive, weight.

- If new or additional faculty are needed to work with an existing course, existing ELI faculty usually have first preference. Second preference is to faculty from the home campus of the faculty member who designed the course. Final selection is reserved for ELI and is not automatic. A faculty member who transfers from one campus to another may continue to work with his/her ELI course subject to the approval of the new division chair and ELI. Students will then be credited to the new division.

Faculty Evaluation

Faculty evaluation is based on the three major criteria listed below.

- Course development
- Participation in ELI and college activities
- Instructional administration.
  - Evaluation of students’ assignments and exams
  - Accurate grade and student records
  - The provision of feedback
  - Monitoring student progress
  - Maintaining office hours
  - Responding to student phone calls
  - Cooperation with ELI staff

The ELI Faculty Evaluation Process is in three steps:

- Faculty submit an ELI Annual Faculty Activity Report to the Director of ELI
- The Director of ELI completes an ELI Faculty Evaluation Report and presents it to the faculty member for comments and signature. At this time any necessary recommendations for improved performance are given to the faculty member.
- The ELI Annual Faculty Evaluation Report is sent to the faculty member’s division chair for consideration in the faculty member’s annual evaluation.

Intellectual Property Rights

The College's policy on intellectual property rights is in the Faculty Handbook and the Administrative Procedures Manual. College policy provides for the College claiming ownership (with a distribution of royalties) if significant College resources are used or if materials are produced under the direction of the College as part of the faculty member's assignment. The College policy also states that royalties are not paid for internal College use of such materials.
SAMPLE ELI FORMS

Reinstatement Form

Incomplete Postcard

Student Warning Post Card Form

Post-Enrollment Ungradable Work Form (Jayne’s letter)

Faculty Annual Activity Report

Faculty Evaluation Report
Date:

Dear [Student Name]:

You have requested to be reinstated in your ELI ___ ___ course. This letter outlines what you need to do to merit reinstatement. To be reinstated you must begin to work immediately and very rapidly on your assignments and exams. You were withdrawn with just four weeks left in your course and you now have that time or less to complete the courses by the end-of-enrollment date listed on your Course Syllabus. Please check that date and plan to get all your work in on time. At minimum by your end-of-enrollment date you must have completed half of the course in order to qualify to have your W grade changed to a grade of Incomplete.

Your grade will not be changed from a W until you have met the requirements listed above. This grade will continue to be listed on your college records until you have done the work necessary to have it changed to a final grade or to an I grade. You must also take this letter, along with your exam pass, to the testing center in order to take exams for this course (see below).

Best of luck. Be sure to contact me for help.

Sincerely,

________________________________________________________________________

ATTENTION TESTING LABS

This student is attempting to be reinstated in an ELI course. The W grade listed for this course on the college mainframe computer will remain until enough assignments and exams are completed to merit a final grade or an I grade. Please accept this letter and the appropriate exam pass as evidence that this student is eligible to take examinations in the course listed above. Because this student has only a short amount of time to be reinstated, please do not honor this letter after six weeks from the date listed above.

Thanks for you assistance.

The Extended Learning Institute
INCOMPLETE POSTCARD

Date:

Dear

Your request for an Incomplete (I) grade for ___________________________(course) has been approved. You will need to complete all of the remaining required work by ___________________________.

Please remember that College policy dictates that if you do not complete the course within the allowed incomplete period, you will receive a failure (F) for this course unless you have acceptable documented mitigating circumstances.

I look forward to receiving your remaining work.

Sincerely,

STUDENT WARNING POST CARD

Dear Extended Learning Institute Student:

This postcard is a reminder for you to check your progress in your Extended Learning Institute course(s). At this point you should be at least half-way through your course assignments and examinations.

If you are behind schedule but plan to catch up by working at an accelerated rate, you need to be sure to complete the course by your end of enrollment date (see your Course Syllabus for that date).

If you have decided not to complete the course, you should withdraw from the course by submitting a request for a withdrawal grade (see your Course Syllabus for a form). You don't need to take this option! You can still finish the course if you get started immediately. Don't hesitate to call your instructor for help.

Good luck to you. If you have any questions, call (703) 323-3347.

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POST ENROLLMENT UNGRADABLE WORK FORM (Jayne’s letter)

Dear

We are sorry, but your course work for _____________________ has arrived too late to be counted for this enrollment period.

____ You have already been withdrawn with a grade of “W” since you did not complete minimal course requirements by the last withdrawal date. Please see your Course Guide for details.

____ You have already been assigned a final grade since your enrollment in the course has ended.

Normally, a computer-generated report card is mailed two weeks after grades are assigned. If your report card has not yet arrived, you should be receiving it shortly.

To complete this course, you will need to re-enroll and pay tuition. A registration form and course list are enclosed.

Please contact your course instructor for advisement on whether assignments already submitted will count towards completion if you re-enroll. You may write or call the ELI office at (703) 323-3347.

Sincerely,

Jayne Townend
Manager, Records/Registration
This Activity Report is a means for faculty members to provide the Director of ELI with information they would like considered in their annual evaluation. Please enter information where you think you have exceeded the stated expectations and ELI policies as listed in the ELI Faculty Guide. If nothing is entered, it will be assumed that you consider your work to have met the criteria.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Faculty Activity</th>
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<tbody>
<tr>
<td>1. Course Development</td>
<td></td>
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<tr>
<td>2. Participation in ELI and College Activities (please distinguish ELI, campus, College, or multi-unit activities)</td>
<td></td>
</tr>
<tr>
<td>3. Instructional Administration</td>
<td></td>
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<tr>
<td>3.A. Evaluation of Students' Assignments and Exams</td>
<td></td>
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<tr>
<td>3.B. Accurate Grade and Student Records</td>
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<td>3.C. The Provision of Feedback</td>
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<td>3.D. Monitoring Student Progress</td>
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<td>3.E. Maintaining Office Hours</td>
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<td>3.F. Responding to Student Phone Calls</td>
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<tr>
<td>3.G. Cooperation with ELI Staff</td>
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Additional information:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Attach additional sheets for further comments.

________________________________________________________________________

Faculty Member   Date
ELI FACULTY EVALUATION REPORT

Faculty Member: _________________________________________________________

This form is to communicate faculty evaluation information to ELI faculty members and to their division chairs. The Director of ELI has shared this information with the above named faculty member prior to sending it to his/her division chair.

At ELI, Faculty Evaluation is based on three criteria:

1. Course Development

2. Participation in ELI and College Activities

3. Instructional Administration
   A. Evaluation of Students' Assignments and Exams
   B. Accurate Grade and Student Records
   C. The Provision of Feedback
   D. Monitoring Student Progress
   E. Maintaining Office Hours
   F. Responding to Student Phone Calls
   G. Cooperation with ELI Staff

Comments:
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________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________    _____________________________
   Director of ELI                                                            Date

(over for faculty comments and signature)
Faculty Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________   ______________________________
Faculty Member                                                           Date