



## **School of Human Services Policies and Support Services for Online Course Instruction**

### **Attendance Policy**

Each SHS course in the *Pride Online* program consists of approximately 12 weeks of intensive academic work. Student attendance, defined as active participation throughout the course has both critical academic and financial aid implications. Whereas face-to-face courses in SHS involve *monthly* meetings, online courses in SHS involve *weekly* activities and assignments designed to increase understanding and application of the given course. Therefore, students are expected to log into their *Pride Online* course at least three (3) times a week to post assignments and actively engage in threaded discussions in order to be considered present. If a student has not actively participated in seven consecutive days, he/she will be considered absent for that week. Students with three absences will automatically fail the course.

### **Class Participation Policy**

In an online course the success of your learning experience depends on the active participation of all students. Therefore, it is imperative that you participate in the class discussions fully by posting your responses in a timely manner to allow others to respond. You must also respond/react/provide feedback to your colleagues' postings.

Class participation in an online environment contributes to a positive grade and is characterized by the following:

- Ties personal experiences to the concepts being studied, and gives an orderly, brief version of the experience, with a point that is stated clearly;
- Avoids repeating in a different form points made by others;
- Shows evidence of having completed, understood, and applied the readings for the course;
- Incorporates ideas shared by others and the instructor to create “a fuller picture” of the concept under discussion;
- Poses real-life questions or challenges that spring from the discussion and attempts to shape an “informed” conclusion.



## Discussion Rubric for Online Classes

This rubric is used to evaluate student posts to discussion topics in online classes.

<i><b>On Line Discussion Rubric</b></i>			
Weekly discussion is evaluated based on a <b>combination</b> of the following factors:			
<b>Points</b>	<b>Quality</b>	<b>Frequency</b>	<b>Timing</b>
<b>4</b>	Very well developed, introduces new ideas. Ties personal experience to concepts being studied. Avoids repeating others' points of view. Shows strong evidence of understanding and applying course material.	Interacts on at least three dates per week with instructor and/or classmates with at least three posts/forum per date.	The first post of the week occurs within the first 3 days of the class week.
<b>3</b>	Well developed, introduces some new ideas. Applies course material.	Interacts on at least two dates per week with instructor/classmates with at least three posts/forum per date	The first post of the week occurs within the first 4 days of the class week.
<b>2</b>	Developed ideas, limited application of course material.	Interacts on at least one occasion per week with instructor/classmates, with at least two posts per forum per occasion.	The first post of the week occurs within the first 5 days of the class week.
<b>1</b>	Poorly developed ideas, no substantive addition to discussion	Interacts on at least one occasion per week with instructor/classmates, with at least one post per forum.	The first post of the week occurs within the first 6 days of the class week.
<b>0</b>	No participation. Counted as an absence and requires make up assignment.	No participation. Counted as an absence and requires make up assignment	No participation. Counted as an absence and requires make up assignment

### Timeliness of Postings

- Students are expected to log on at least three times a week to respond to class discussions and/or the assignments. Due dates are indicated in this syllabus and will also be posted in your online course.



### Timeliness of Postings (cont.)

- Post assignments weekly, in accord with the specified due dates in the syllabus.
- **PLEASE NOTE:** Late submission of assignments will affect your grade. See evaluation criteria. It is the student's responsibility to notify the instructor immediately upon realizing a conflict with respect to timely submission of assignments.

### Criteria for Assessing Formal Writing Assignments

1. **Clarity Of Expression:** The writer expresses ideas in a natural voice that permits a smooth reading and clear communication of ideas. The ideas are written so they can be understood easily, and the reader does not have to struggle to understand what the writer is saying.
2. **Logical Organization Of Ideas:** Most college papers require an introductory paragraph (or two) that grabs the reader's attention, makes the reader want to continue reading, and gives the reader some idea of what the paper is about. The main idea of the paper does not have to be stated in the opening sentence or even in the opening paragraph, but it should be clear before the end of the essay. What's important is that the reader has a sense of the writer's direction throughout the essay and that each paragraph should flow logically into the next.
3. **Elaboration And Detail:** The writer needs to develop the ideas of the essay fully and provide adequate supporting detail. Details can include examples, allusions, statistics, quotations, paraphrases, summaries, and more. Has the writer answered questions such as "what," "what if," "why not," "how," "how come"?
4. **Critical Thinking:** The writer needs to demonstrate the ability to analyze a subject from different perspectives, identify what's at stake in each of these perspectives, and connect his or her conclusions to the central theme of the paper. It is not enough to present supportive examples without making clear the significance of these examples and how they advance the point the writer is trying to make.
5. **Effective Use Of Research Techniques Where Appropriate:** The writer needs to select appropriate material from references to support ideas, use a variety of references, integrate the source material smoothly into the flow of the paper, and demonstrate consistent and correct use of the APA documentation style.



### Criteria for Assessing Formal Writing Assignments (cont.)

6. **Effective Use Of Language And Diction:** The writer should use a vocabulary that is suitable to the subject and the audience. Are the words used accurately and effectively?
  
7. **Mechanics And Usage:** Mechanics include the standard conventions of spelling, capitalization, punctuation, and correct paragraph indentation. Usage involves issues of verb tenses, apostrophes, subject-verb agreement, noun-pronoun agreement, run-on sentences, sentence fragments, and misplaced as well as dangling modifiers. Occasional errors that do not interfere with the reading of a text may be considered acceptable.

### Grading Scales

Undergraduate Grading Scale	
Grade Equivalencies	Grade points
<b>A Exceptional</b>	<b>4.0</b>
A-	3.7
B+	3.3
B good	3.0
B-	2.7
C+	2.3
C fair	2.0
C-	1.7
D+	1.3
D passing	1.0
D- (lowest passing grade)	0.7
F failure	0.0

Graduate Grading Scale	
Grade Equivalencies	Grade points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C- (lowest passing grade)	1.7
F failure	0.0



## **Academic Honesty**

Plagiarism is a term used when discussion of academic dishonesty arises. Simply, plagiarism means using someone else's material without acknowledgement. To avoid plagiarizing, students must be careful when quoting or citing from materials, paraphrasing from other's work, or submitting work prepared in whole or part by someone else without properly crediting the author(s).

Academic dishonesty can also occur by misrepresenting or misusing the Springfield College affiliation in assignments, projects, internships, pre-practica, practical or other field placements, or in misrepresenting course requirements to other students, submission of fictitious materials for the portfolio or in assignments, or misusing a position of authority in pre-practica, practical internships, or other field placements. Faculty members are expected to report all instances of alleged academic dishonesty to the Campus Director. (See *Student Handbook*)

## **Incomplete Grades Policy**

An instructor may give a grade of incomplete (I) following a student's request in situations where incapacitating illness or exceptional circumstances beyond the control of the student prevent the student from completing course requirements. A student will have a specified period of time, not to exceed one semester, to complete incomplete work. All work must be completed prior to the end of the semester following the incomplete grade. A contract for incomplete grades must be completed. A copy of this contract will remain with the student, the instructor, the registrar and the SHS campus offering the course. If the student does not meet the conditions of the contract for the completion of the incomplete by the time specified, the registrar will automatically change the "I" grade to the alternate grade.



### **Academic Success Center**

Each SHS Campus has an Academic Success Center that offers readily and easily accessible services. The Center is a resource for students and instructors and focuses on the following: writing support services, resource support services, and the development of sustainable study skills. These support services are available on a drop-in basis during regular campus hours, class hours of operation, or by appointment. Students should contact the Academic Resource Specialist or Academic Success Center contact person for your campus. A student may self-select to seek assistance or follow through on a recommendation by an instructor.

### **Special Services**

Springfield College and the School of Human Services are committed to providing an equal educational opportunity for all students. Any student who requires a reasonable accommodation to meet the requirements of this course is encouraged to notify the instructor as soon as possible. Reasonable services and accommodations are provided for students with physical, psychological, and learning disabilities based on need. The disability must be documented with appropriate evaluations administered by qualified professionals. This documentation must be on file with the student services coordinator at your campus.

**NOTE: Each student in the course is responsible for all SHS academic policies and college policies as found in the most current *School of Human Services Student Handbook*.**