2007-2008 Standards for Wallace Online



February 25, 2008

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WALLACE ONLINE

Defining Wallace Online

Wallace Online is the learning management system (LMS) which Wallace Community College (WCC) has chosen to use to support its instructional programs. Wallace Online is currently supported by software acquired from WebCT.

The Alabama Community College System (ACCS) has a vision of a single LMS to support all ACCS colleges in their distance education programs. Since the System is working on this concept and the version of WebCT which WCC is using will be available through academic year 2008-2009, WCC will continue to use WebCT as its LMS. When the System makes a decision on a standardized LMS, WCC will change to that platform.

For the remainder of academic year 2007-2008 and for academic year 2008-2009, the College will use the current LMS to enhance all of the courses it offers in all disciplines. Where possible, College faculty will use the LMS to develop and implement additional hybrid courses in which students use the Internet as well as classroom or laboratory attendance to achieve student learning objectives. The faculty will also develop and implement distance courses in which students achieve all learning objectives from instruction received via the Internet, to include virtual laboratory experiences.

Standards for Wallace Online Courses

In preparing, maintaining, and teaching their assigned courses, faculty members will collaborate with their colleagues in their respective disciplines to ensure that courses meet the intent of the course description published in The Alabama Community College System *Course Directory*. Those courses will include the appropriate student learning outcomes (SLOs) and processes for measuring achievement of those outcomes.

The majority of the College's courses will be presented as traditional instruction in which students attend and participate in all scheduled class hours. Those hours of faculty and student interaction will take place in the classroom, in a laboratory or shop environment, or with the faculty member or clinical associate in a clinical setting. All of these courses will be enhanced with the minimal features of Wallace Online. This is the minimum standard for all courses at WCC, and all faculty will ensure that the courses in their respective disciplines meet this minimum standard.

Selected courses will be presented as hybrid courses in which the faculty and students interact in a classroom, laboratory, or shop environment for portions of the course's required meeting of time and the students obtain other portions of instruction via the Internet. The face-to-face contact between faculty and students will be determined in the course design, with much of that contact in on-campus labs for which students have prepared using information provided by the faculty member via Wallace Online. If more than 50% of the scheduled course hours are spent away from the campus and face-to-face contact with the faculty member, the course will be considered a distance course.

Other selected courses may be offered totally via the Internet, with students and faculty members interacting electronically and in the absence of any face-to-face classroom interaction. These are considered distance courses.

Defining Distance Education

The Southern Association of Colleges and Schools' Commission on Colleges (SACS/COC) views distance education as "a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place".

This definition requires WCC to evaluate each type of course and determine the amount of time spent face-to-face with students versus online. If the majority of the course time is face-to-face, regardless of enhancements, SACS/COC considers it a traditional course.

Courses that meet more than 50% of the time online or distant must meet additional requirements set by SACS/COC. These requirements are detailed in the SACS/COC Policy Statement which can be accessed at the following site:
http://www.sacscoc.org/pdf/081705/distance%20education.pdf

Additional Resources to Consider

http://www.sacscoc.org/pdf/commadap.pdf - details the SACS best practices.

Instruction-Related Responsibilities

Faculty Orientation and Mentoring

1. Faculty members must complete the LMS Training Course on Wallace Online to be prepared to use the learning management system (LMS) in their traditional, hybrid, and distance education courses.
2. Faculty members are expected to read and abide by rules, regulations, procedures, practices, and expectations contained in this standards documents, the *Faculty Handbook*, and periodic memos from their Discipline Committee Chair, Division Director, Instructional Coordinator, or Instructional Dean. Many elements related to instruction using Wallace Online are relevant to all course types and may also be addressed in the *Faculty Handbook* and the *College Catalog/Student Handbook*.
3. Faculty members new to the College and Wallace Online should seek assistance from a seasoned faculty member within their discipline. Additionally, the staff members in the Center for Instructional Excellence (CIE) are available as mentoring resources for all faculty members.

Course Development and Maintenance Policies and Procedures

1. Course Development and Maintenance
    a. Courses are developed, maintained, or revised using a team approach
        i. Academically qualified faculty in the discipline
        ii. Technically qualified personnel from the CIE
    b. Courses added to the ACCS *Course Directory* may be developed for addition to WCC instructional programs.
    c. Faculty members desiring to develop a course for inclusion in the ACCS *Course Directory* must obtain prior approval of the Discipline Committee Chairperson and appropriate instructional officer
    d. Faculty proposing a course for delivery as a distance course should complete a Distance Education Course Proposal Form (Appendix A)
    e. Proposed courses will be reviewed using the Checklist for Online Courses and documented with a Course Approval Form. (Appendix B)
2. Course Ownership
    a. Royalty rights must be established before course development.
    b. In most cases both the College and the faculty-developer will retain rights to use the course; the College will retain rights to market the course.
    c. The College and faculty member(s) will enter into a contractual agreement concerning course ownership

Syllabus and Student Performance Expectation

1. Faculty must provide students with access to the course syllabus on the first day of class.
    a. Use the Wallace Community College Syllabus Template.
    b. Clearly explain course requirements and instructor expectations to the students in the course.

2. The syllabus is an important document that serves as a contract between the instructor and student.
    a. Any changes to the syllabus must be communicated clearly and in writing to the students.
3. Initial communications with students sets the tone for the course. Be positive in traditional courses and respond quickly to student's initial electronic contacts in hybrid and distance courses.

Office Hours

1. Full-time faculty members must maintain regular office hours each week for consultation with students and provide students with information on those hours.
2. Students who are failing prior to mid-term should be encouraged to make an appointment with their faculty members to discuss course progress.

Grading Standards for Wallace Online Courses

1. The assignment of course grades is the responsibility of the instructor of record for a course; this responsibility may not be delegated to others.
    a. Discipline Committee Chairpersons may ask faculty in their disciplines to explain gross differences in grading.
    b. Students have the right to appeal their course grade if they believe they have been graded unfairly. Students must follow the Student Academic Grievance procedures listed in the *College Catalog/Student Handbook*.
2. Faculty members should adhere to principles of professionalism, fairness, and clear communication with respect to the assignment of grades. In particular, this includes:
    a. Consistent treatment of all students in each course, regardless of method of delivery.
    b. Clear criteria, communicated directly to the class, explaining the basis on which coursework is graded;
    c. The timely return of graded papers and examinations for review, with those returned within 48 hours excluding holidays and weekends if at all possible. Instructors may retain copies for future reference;
    d. Sufficient feedback through the grading process for the student to improve performance on future assignments;
    e. Attention to fair and reasonable measures of course content and student performance.
3. During the course, the grading process is an important method for providing information to students on how they may improve their work in the future.
    a. Grading should be handled in a way that serves as a teaching tool;
    b. Course grades should be easily accessible during the course.
4. All course grades should be posted in a manner that meets FERPA requirements.
    a. The "My Grades" feature of Wallace Online is the tool for posting grades for students as the course progresses.
    b. Faculty members will follow prescribed procedures for final grade reporting each term.

Procedures for Testing

1. On-campus testing
    a. Faculty members are responsible for ensuring that all students understand their exam policy, including provisions for proctoring when appropriate.
    b. Faculty members are responsible for ensuring that only enrolled students are taking exams in traditional courses.
    c. Syllabus must clearly state the policy for proctored exams in all courses.
    d. Faculty members must be available for questions from students during test-taking times.
    e. Faculty members must ensure that proctors have access to the exam, either the online exam password or the paper version, at least three (3) days prior to scheduled exam date.
    f. Students must provide a photo ID to the proctor for validation.
2. Off-campus testing
    a. It is the student's responsibility to find an acceptable proctor.
    b. Student must ensure completion of the Proctor Application Form.
        i. Include herein as an appendix
        ii. Must be returned to the course instructor.
            1. For students with multiple distance courses the one set of forms may be returned to the Distance Education Technician for dissemination.
    c. Proctor must meet the College guidelines.
    d. Proctor will be approved by the course faculty member.
3. Proctor Guidelines
    a. Students will receive proctoring guidelines at the beginning of the term.
    b. On-campus proctors will be identified by course faculty.
    c. Off-campus proctors may be nominated by the student by using the Proctor Application Form.
    d. Proctor requirements
        i. Good character with sound credentials
        ii. Adheres to code of conduct for their profession
        iii. Select from one of the following groups:
            1. Librarians;
            2. Supervisor or Human Resource Representatives;
            3. Other such as clergy, law enforcement, teacher, educational administrator.
            4. Unacceptable proctors include family, friends, subordinates at work, or others with personal connections.
    e. Proctor Approval
        i. Student must submit Proctor Approval Form (Appendix C) within 14 days of the start of the course.
        ii. Form will be reviewed; proctor will be contacted and asked to complete a Proctor Agreement Form. (Appendix D)
        iii. Proctor will be supplied with the exam only after completing all required forms and the Exam Request Form. (Appendix E)

iv. Proctors will return completed exams with an Exam Cover Sheet. (Appendix F)

Honesty Standards for Online Courses

1. Student conduct and honesty is expected to be in accordance with the published Code of Student Conduct as listed in the *College Catalog/Student Handbook.*
2. Faculty members are encouraged to support the Code of Student Conduct and are expected to abide by procedures designed for the effective implementation of the Code of Student Conduct.
3. Any suspected violations should be reported promptly, in writing, to the designated official at the appropriate College location. The written charge must define the specific charge and state the grounds for the charge.

Standards for Use of Wallace Online

Wallace Online provides an environment in which faculty members will present materials to support students in traditional, face-to-face courses. The web-enhanced course is the standard for WCC, and all courses will meet the standards for web-enhanced courses below

Wallace Online may be used to provide the instruction and materials necessary to replace a limited amount of faculty and student face-to-face time in selected courses. These hybrid courses will meet the standards listed below for courses meeting more than 50% of the required course hours and using Wallace Online to replace the other meeting hours.

Totally distance courses managed by Wallace Online will replace all faculty-to-student meeting time with materials available through Wallace Online. Such courses will require that all instruction and all materials be available to the student through Wallace Online.

Regardless of the type of course, the standard Wallace Online template should be used for the online portion unless variations are approved by the appropriate division director. If the course is distant from the instructor greater than 50% of the time, it must meet additional requirements. It is possible that a hybrid course is not considered a distance education course if it meets at least 50% of the time face-to-face. The guidelines that follow are based on the definition of distance education as defined by SAC/COC.

Standards for web-enhanced courses meeting in a traditional format

1. Course must meet all requirements
2. All content placed in Wallace Online must use the template
    a. Minimum requirements
        i. Syllabus in Adobe .pdf or HTML format
        ii. Instructor information in Adobe .pdf or HTML format
3. Courses must additionally meet the following requirements:
    a. Communication Standards
        i. Clear directions for communication
        ii. Timely and appropriate interaction between students and faculty
        iii. Timely and appropriate interaction among students
    b. Grades
        i. Uses Wallace Online Grades feature
4. Recommended that course content meet requirements listed for courses meeting more than 50% online

Standards for enhanced courses meeting less than 50% via Wallace Online

1. Course must meet all requirements for face-to-face courses in 1. through 4. above.
2. All content placed in Wallace Online must use the template
    a. Minimum requirements
        i. Syllabus in Adobe .pdf or HTML format

ii. Instructor information in Adobe .pdf or HTML format

3. Courses must additionally meet the following requirements:
    b. Communication Standards
        i. Clear directions for communication
        ii. Timely and appropriate interaction between students and faculty
        iii. Timely and appropriate interaction among students
    c. Grades
        i. Uses Wallace Online Grades feature
4. Recommended that course content meet requirements listed for courses meeting more than 50% online

Standards for Courses meeting more than 50% via Wallace Online

1. Course must be equivalent to face-to-face course
2. All content placed in Wallace Online must use the template
3. Course must additionally meet the following requirements
    a. Identifies technology requirements
    b. Identifies skills needed by students
    c. Maintains consistent look and feel of template**
        i. Template
        ii. Font consistency
        iii. Text consistency
        iv. Presentation consistency
            1. PowerPoint presentations (.pps format)
                a. Include Adobe .pdf printable handout
                    i. Handout with minimum 3 slides per page
                    ii. Avoid dark backgrounds
            2. Adobe .pdf or HTML for all documents
        v. Navigation consistency
        vi. Graphics and Multimedia usability
            1. All videos must be uploaded to the video server.
    d. Communication Standards
        i. Clear directions for communication
        ii. Timely and appropriate interaction between students and faculty
        iii. Timely and appropriate interaction among students
    e. Grades
        i. Uses Wallace Online Grades feature
    f. Accessibility Standards
        i. Text equivalents
            1. Screen reader accessible
        ii. HTML
            1. tables and frames are defined
        iii. Multimedia
            1. Audio format .mp3
            2. Video in Windows media player format (.wmv)
            3. closed captioning or alternative presentation
    g. Instructional Design Standards

i. All online course content broken down into units/modules
    1. Each unit/module mapped by student learning outcomes (SLOs)
    2. Course content is present for online portion
        a. Consistency of materials
        b. Students have technology to access content
    3. Assessment is present for online content
        a. Sufficient to ensure that student meets all course requirements
        b. Assessment may be online or face-to-face for hybrid courses and, based on department decision, may be proctored for distance education courses.

****** At the time of the adoption of the *2007-2008 Standards for Wallace Online* document, various faculty members had developed enhanced, hybrid, and distance courses using the common template as well as a variety of other formats. Those in-place formats which meet the intent of paragraph 3.c. above will be allowed to continue until a periodic review of the course is conducted.

Guidelines for Evaluating Courses in Wallace Online

Review Process for Courses Utilizing Wallace Online

1. Initial Review
    a. Checklist 1 will be used to evaluate a course immediately after it is developed and before initial implementation.
    b. Courses developed prior to the adoption of the *2007-2008 Standards for Wallace Online* document will be scheduled for a review by the appropriate instructional officer.
2. Periodic Review
    a. Checklist 2 will be used to evaluate a course during the first term of implementation and periodically thereafter.
3. Review Process
    a. Each course will be reviewed as it is developed and implemented by the faculty member/developer(s).
    b. After the faculty member/developer(s) reviews the course, the program director or discipline chair will review or designate a program specific reviewer.
    c. Following review by the program reviewer, the administrative representative will receive the document for final review and approval.

Wallace Online Checklist Criteria

1. Course Design
    a. Alignment to curriculum and outcomes
    b. Orientation information for students
    c. Instructor contact information
    d. Syllabus and other course documents

e. Learning media
f. Interactivity
g. Learning styles
h. Student engagement
i. Outcomes assessment
j. Consistent look and feel
k. Consistent and predictable navigation structure
l. Accessibility
m. Consistent with face-to-face courses

2. Instructional Process
    a. Instructor-student interaction
    b. Student activity
    c. Student support
    d. Instructor accessibility
    e. Student-student interaction
    f. Work ethics
    g. Review for consistency with face-to-face courses
    h. Information on institutional/course processes
3. Institutional Process
    a. Instructor is academically qualified
    b. Instructor training requirements
    c. Institutional student support services
4. Evaluation of Course and Instructor
    a. Course evaluation
    b. Instructor evaluation
    c. Periodic online course checklist evaluation
    d. Compliance with Wallace Online Standards
    e. Receipt of completed checklist by program/discipline and administrative representative

Wallace Online Template

The Wallace Online Course Template contains more elements than may be used in any single course. The idea with including extra elements in the template is to keep the interface consistent for students. Although an instructor may not require an element, students need to know that they can access them the same way in every course. It should be up to the instructor to remove links that are not used but doing so may make the interface less familiar to our students.

Technical Specifications **

1. Course colors (default in template)
    a. White
        i. Main background
        ii. Course menu text
        iii. Icon background
    b. Maroon (Hex: 9e0021)

Course menu contains all listed links by default. Use of all links is not required in each course but the consistency of links eases student's navigation for all courses.

If a link is confusing to students in a particular course the link may be removed.

iv. Background for course menu
v. Upper and lower textblocks
vi. Icon border

c. Pewter (Hex: 6f5d51)
vii. Icon text

2. Course Menu
   a. Visible on left side of screen
   b. Contains:
      viii. Homepage link
      ix. Syllabus link
      x. Calendar
      xi. Communication Tools
         1. Mail
         2. Discussion
      xii. Student Tools
         1. My Grades
      xiii. Assignments
      xiv. Quizzes
3. Homepage Main Body
   a. Upper textblock
      xv. Course number
      xvi. Course name
      xvii. Centered
      xviii. Double line divider
   b. Icons
      xix. Instructor and Section Information
      xx. Units/Modules taught
         1. As many as needed for course content
         2. Should use approved Icon format
   c. Lower textblock
      xxi. Double line divider
2. Organizer Pages – Instructor and Section Information
   a. Main Body
      i. Upper textblock
         1. "Instructor and Section Information"
         2. Centered
         3. Double line divider
      ii. Icons
         1. Instructor Information
         2. Syllabus
         3. Required Software
         4. Calendar
         5. Communication Tools
         6. Student Tools
      iii. Lower textblock
         1. Double line divider

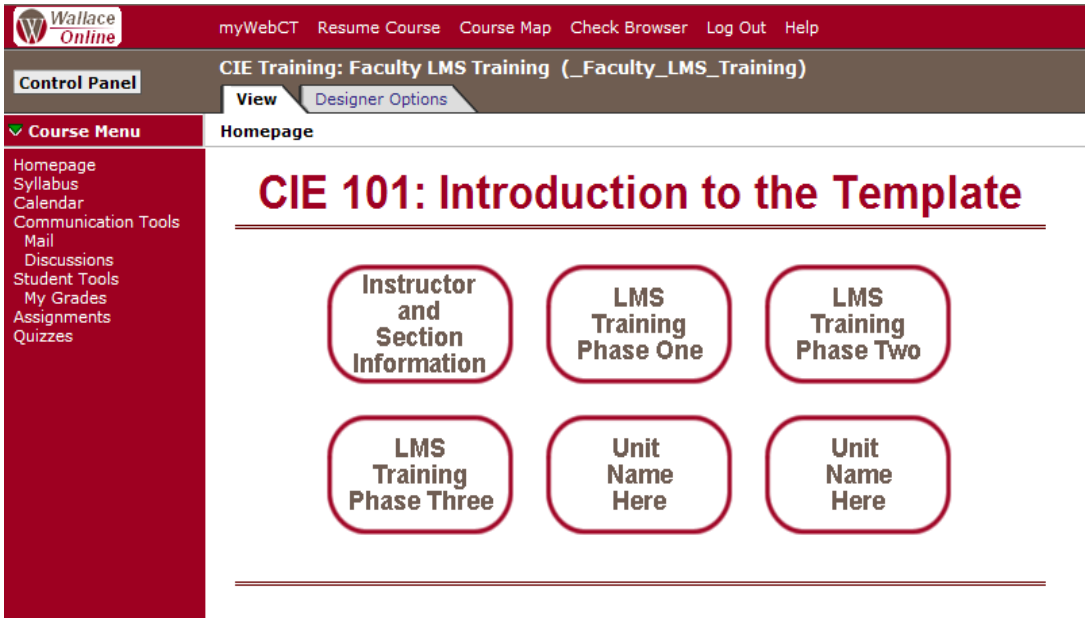
Each unit page may be set up as an organizer page or content module.

Refer to the LMS training modules or Help section of WebCT for more information.

3. Units
    a. Organizer Pages – Units
        i. Main Body
            1. Upper textblock
                a. Title of Unit
                    i. Font Color
                        1. Maroon (Hex: 9e0021)
            2. Links or icons to course content as approved by instructor and discipline chair
    b. Content Modules – Units
        i. Main Body
        ii. Links or icons to course content as approved by instructor and discipline chair

** At the time of the adoption of the *2007-2008 Standards for Wallace Online* document, various faculty members had developed enhanced, hybrid, and distance courses using the common template as well as a variety of other formats. Those in-place formats which meet the intent of the above paragraphs and provide students with the information required will be acceptable until the course undergoes a complete review.

Example of Template Homepage



Best Practices for Online Instruction

Institution and Course Practices

1. Learning outcomes promised to students are achievable using online technology. Students are allowed to take online courses only if:
    a. They have access to support services for online learning;
    b. They have access to the technology necessary for online learning.
2. Course development is a team endeavor:
    a. Faculty members and subject matter experts are academically qualified;
    b. Faculty members and subject matter experts develop content and provide oversight;
    c. Instructional design and technical support roles are available;
    d. Third party contractors do not usurp the faculty member and subject matter expert roles.
3. Faculty-to-student and student-to-student interactions are critical components in fully-online instruction:
    a. Clear directions for communication;
    b. Timely and appropriate interaction between students and faculty;
    c. Timely and appropriate interaction among students.
4. Demonstrated interactivity that helps learners achieve learning outcomes:
    a. Student survey results;
    b. High levels of satisfaction with online learning.
5. Faculty receive adequate training and support for online instruction:
    a. Financial support;
    b. Instructional design and technical support;
    c. Faculty member training.
6. Students receive adequate training and support for online learning:
    a. Help and guidance;
    b. Timely technical help;
    c. Outside resources such as databases and library access.
7. Institutional Support:
    a. Financial resources;
    b. Maintaining and updating technology;
    c. Support (MIS/CIE) staffing.
8. Planning and self-assessment:
    a. Evaluating offerings;
    b. Enhancing effectiveness;
    c. Currency of courses.

Appendices

A. Course Proposal Form
B. Course Approval Form
C. Proctor Application Form
D. Proctor Agreement Form
E. Exam Request Form
F. Exam Cover Sheet

Date: _____

Course Proposal Form

Instructor:	Method of Delivery: ___ **Compressed Video** Sites : _____ ___ **Telecourse** Name of Series: _____ Producer: _____ ____ **Internet** __ Commercially produced Name of Series: _____ Producer: _____ Cost: _____ Course delivery software to be used: _____ __ Self developed Course delivery software to be used: _____ Are you requesting release time for development of this course? _____ Yes - When _____ _____ No
Phone:	
Email:	
Course:	
Call Number:	
Credit Hours:	
Division/Department:	
Semester Offered:	
Text and Other Materials Required:	
Statement of Need:	
Special Assistance Required: (equipment, training, technical support)	
Online Course Checklist Received: _____ Yes _____ No	

Approvals:

_____ _____ 1) Instructor Date	_____ _____ 3) Instructional Officer Date
_____ _____ 2) Discipline Chair Date	

Notes:

Course Approval Form

The following online course has been reviewed and approved by the faculty/developer, Discipline Committee Chairperson, and administrative representative.

- Attach the *Checklist for Online Courses.*
- Attach the *Course Proposal Form.*
- Attach a revised syllabus.
- On a separate sheet, document how each objective/outcome is addressed in the online course.

Course Title: _____

Course #: _____

Course Offered Semester/Year: _____

Instructor: _____

Development Team Members: _____

_____

_____

Course Instructor/Developer: _____ Date: _____

Discipline Chair: _____ Date: _____

Administrative Representative: _____Date: _____

Attachments: ***Checklist for Online Courses***
Course Proposal Form
Revised syllabus
Documentation for addressing course objectives/outcomes

Proctor Application Packet Instructions

The overall responsibility for completion of this packet is on the student. Students seeking an off-campus proctor must ensure that the complete packet is filled out and returned to the course instructor. Students who are using a proctor for more than one course may return the packet to the Distance Education Department for dissemination to all instructors.

- ❑ Student completes the Proctor Application Form (page 2 of this packet).
- ❑ Proctor completes Proctor Agreement Form (page 3 of this packet).
- ❑ Student is responsible for return of application packet.
  - o For Single distance course return to instructor as below
  - o For multiple distance courses return to distance education department as below

For Single Course Approval return to Course Instructor:
(type or write instructor name and address here)

_____

_____

_____

_____

_____

For Multiple course approval send to:
Distance Education Technician
Wallace Community College
Attn: Proctor Information
1141 Wallace Drive
Dothan, AL 36303

Fax to:
Distance Education Technician
Attn: Proctor Information
(334) 556-2525

Proctor Application Form

(For off – campus use only)

Student Information

Student Name:	_____
Student Number:	_____
Instructor Name(s):	_____
Course Number (s):	_____

Potential Proctor Information

Name:	_____
Street Address:	_____
City:	_____
State:	_____
Zip Code:	_____
Contact Information	
Home Phone number:	_____
Work Phone number:	_____
Fax number:	_____
E-mail address:	_____
Credentials	
Employer:	_____
Job Title:	_____
Brief Job Description	_____ _____ _____ _____ _____ _____ _____
Relationship to student:	_____

PLEASE NOTE THAT ALL PERSONAL INFORMATION PROVIDED TO WCC WILL REMAIN STRICTLY CONFIDENTIAL AND WILL NOT RE RELEASED WITHOUT YOUR PRIOR CONSENT. PLEASE KEEP A COPY OF THIS FORM FOR YOUR RECORDS.

Proctor Agreement Form

Wallace Community College has received a request for proctor approval from _____(Student Full Name).

Proctor Responsibilities

- Verify the identity of the Student
- Ensure that there is no participation, interaction, or interference during examinations.
- Ensure no use of text, notes, etc. unless approved by the instructor.
- Ensure that no examination sheets or student answers are reproduced in any manner.
- Retain and secure a copy of the exam answers and Exam Cover Sheet for a period of two (2) months.
    - Destroy any all copies after the two (2) month period.
- Personally sign off on the completed process
    - For written exams complete the included Exam Cover Sheet
    - For online exams Email the instructor notifying completion of exam
- Mail the completed exam, including answers and Exam Cover Sheet, to the course instructor at Wallace Community College.
    - Student will provide postage-paid envelope addressed to the course instructor.

Proctor Agreement

I am willing to serve as proctor for this student and perform the prescribed duties without any remuneration. I am not related by birth or marriage.

_____

Proctor Signature Date

Exam Request Form

(For off-campus use only)

Please complete this form and return to the Distance Education Technician.
NOTE: Only one exam can be requested per Exam Request Form.

Exam Information

Exam must be returned within one (1) week of the receipt by the proctor.

Student Name:	_____			
Course Number and Section:	_____			
Course Name:	_____			
Instructor:	_____			
Exam Requesting	ڤ	Mid Term	ڤ	Final

Student Signature: _____

Date: _____

Proctor Information

Pre-Approved Proctors Name:	_____			
Scheduled exam date:	_____			
Method of Delivery	ڤ	Electronic	ڤ	Post Mail

Proctor Signature: _____

Date: _____

Mail to: Distance Education Technician
Wallace Community College
Attn: Testing
1141 Wallace Drive
Dothan, AL 36303

Fax to: Distance Education Technician
Attn: Testing
(334) 556-2525

Exam Cover Sheet

Instructions:	You must include this form with each written exam submitted. Please print legibly in the spaces provided. Please ensure that this form is signed by both the proctor and student before submitting.			
Student Name:	_____			
Student Number:	_____			
Course Name:	_____			
Exam Date:	_____			
Exam:	ڤ	Mid Term	ڤ	Final

Student Statement

By signing below, I attest that I have completed this examination in accordance with the Student Handbook and the testing policy for distance education students.

_____

Student Signature

_____

Date

Proctor Statement

By signing below, I ensure that this exam was completed by the appropriate student in accordance with the exam instructions and the Proctor Guidelines for distance education students.

_____

Proctor Signature

_____

Date