

**MISSISSIPPI VIRTUAL COMMUNITY COLLEGE  
POLICIES AND PROCEDURES MANUAL**

## MSVCC POLICIES & PROCEDURES MANUAL

The Administrative Committee of the Mississippi eLearning Association (MELA), in conjunction with the Mississippi Community College Board (MCCB), sets forth the policies and procedures in this manual to inform partner colleges of the operations and expectations related to the Mississippi Virtual Community College (MSVCC).

### Approval Dates

The MSVCC Policies & Procedures Manual follows a rigorous approval process initiated by the MELA Administrative Committee:

- Approval by the Mississippi eLearning Association: April 12, 2023
- Approval by the Mississippi Association of Community Colleges: April 25, 2023
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## EXECUTIVE SUMMARY

### Mississippi Virtual Community College Overview

The Mississippi Virtual Community College (MSVCC) is a consortium of Mississippi's 15 community colleges that makes it possible for colleges to leverage their distance learning resources -- including faculty, courses, support services, and technology. Through the MSVCC, students may take courses from community colleges anywhere in Mississippi while getting support services from a local college. To take a course from a remote (Provider) college, a student enrolls at a local (Host) community college. The Host College supports the student with a full slate of student services, including advisement and counseling, financial aid, and learning resources. The Host College awards credit for the course. The Provider College provides the course instruction.

The success of the MSVCC partnership and the resulting trust that has developed between the Mississippi Community College Board (MCCB) and the member colleges has led to the advancement of quality, accessible education, fiscal efficiency, and innovative and collaborative instructional practices.

### MSVCC Goals

The goals of the MSVCC are to encourage progress by:

Promoting opportunities for faculty and student achievement through oversight of MELA Policies and Procedures, Strategic Plan, and Committees (Success)

Ensuring online courses meet academic content and integrity standards, including innovative instructional design, which addresses diverse learning styles (Quality)

Recommending methods/modes to support the usage or adoption of accessible instructional technologies for students and faculty (Support)

### Definition of a MSVCC Course

MSVCC online courses are defined as those offered through the MSVCC Enrollment Tool (ET), whether hosted or provided, and must follow the policies and procedures outlined in this document. Courses that are not offered in the MSVCC ET are "native online courses," in which the college offering the course(s) determines local policies and procedures.

## STATE FUNDING AND MCCB SUPPORT

### Full-Time Equivalent (FTE) Formula from the Community and Junior College Support Appropriations Bill

All MSVCC provider semester credit hours for the summer, fall, and spring semesters of the prior year are divided by 30 to determine the number of FTEs and are included in the academic, technical, and career categories. Academic, technical, and career categories are weighted at 1.0. MSVCC students must be enrolled and in attendance on the last day of the sixth week of each full-term semester, or its equivalent, and reside within the state of Mississippi to qualify for funding.

In addition to the above allocation, MSVCC shared host and provider hours may qualify for incentive funding on the basis of the prior year's full-time equivalency of MSVCC shared hours during the summer, fall, and spring semesters. To be considered in this separate section of the formula, the MSVCC student at the "Host" college must be taking the course from another "Provider" college. Those semester credit hours being hosted by one college shall receive funding at the weight of 0.75 and those semester credit hours being provided by one college shall receive funding at the weight of 0.25.

All colleges participating in the MSVCC will agree to basic MSVCC Policies and Procedures and sign a Memorandum of Agreement (MOA) with the MCCB that outlines the primary responsibilities of the MCCB and the participating colleges.

### Criteria for State Reimbursement of Mississippi Virtual Community College Courses

Giving full faith to MCCB Policy 8.2 Standards for Quality and Accountability, a community college is in compliance with the MSVCC Policies and Procedures Manual for the Mississippi Virtual Community College (MSVCC) Consortium when it meets the following criteria:

1. Students enrolled in courses where instruction is delivered via distance learning technologies will be counted for audit purposes, the same as that for students enrolled via traditional delivery methods, with the following stipulation:

State appropriations will be awarded for Mississippi Virtual Community College (MSVCC) courses that are offered through the MSVCC Enrollment Tool and conform to all operational policies, procedures, and positions as approved by the Mississippi Community College Board (MCCB), in consultation with the Mississippi Association of Community/Junior Colleges (MACC), and as interpreted by the MCCB. MSVCC online courses are defined as those offered through the MSVCC Enrollment Tool, whether hosted or provided, and must follow the policies and procedures outlined in the MSVCC Policies and Procedures Manual. Courses that are not offered in the MSVCC Enrollment Tool, and/or do not have shared students, are "native online courses," in which the college offering the course(s) determines local policies and procedures. Colleges will be compensated according to their roles as Host and/or Provider colleges for students and

courses. Online courses are not classroom based; content is delivered online, do not require regular campus or any synchronous attendance, can be accomplished from a remote site, and are distinguished from hybrid courses, which are merely Internet enhanced.

2. A \$0.90 fee per semester credit hour (SCH) per semester will be assessed to each college by the MCCB to support the MSVCC and the contractual obligations adopted by the consortium.
3. For state reimbursement under Sections (Number), SB (Senate Bill) (Number), (Year), Regular Session of the Appropriation Bill, hybrid courses are defined as those courses with less than seventy- five percent (75%) of student contact hours provided on-line. All academic, career, and technical courses with primary online delivery (75% or more of student contact hours) will be eligible for state reimbursement. Guidelines for reimbursement of vocational and workforce training courses will be determined as courses are developed.
4. All participating colleges will make MSVCC course offerings, for which they have program approval and accreditation, available to students for summer, fall, and spring, semesters as deemed appropriate by local policy and procedures.
5. All participating colleges will adhere to the annual MSVCC calendar developed in cooperation with the Academic Officers Association and approved by the MACC.
6. All participating colleges should make MSVCC course offerings available to students. This may be achieved by publishing the registration website of the MSVCC in the college catalog, printing on college schedules, adding a link to the complete course listing to the college's website, or as deemed appropriate by local college policy and procedure.
7. Participating colleges must allow all courses listed on the MSVCC master course list to remain active until the end of the MSVCC enrollment period unless the class is full or proper notification is given to all colleges by the Provider. Proper notification is defined as email communication to all colleges from the Provider that lists impacted courses within the master listing. Notifications about closures should be made to Chief eLearning Officers (CELOs) and the MCCB Assistant Executive Director for eLearning & Instructional Technology as soon as possible. No deletions can be made after noon on the Wednesday before the term's first start day.
8. All participating colleges must agree to serve as a testing site for MSVCC courses for the term(s) the college is participating in, giving full faith, cooperation, and credit to all other colleges. Colleges must agree to test MSVCC students regardless of the college's role as Host, Provider, or neither. Colleges will participate in any MSVCC protocols, lists, and guidelines regarding testing.
9. All participating colleges must provide eLearning personnel to promote active communication relating to the MSVCC among all other colleges. Participation in regular statewide meetings, student services initiatives (including transcripts and admissions records), accreditation issues, research, and planning will be required of each college.

10. All Provider Colleges will provide the Host College with a copy of the faculty member's credentials and transcripts via the secure MSVCC Enrollment Tool database, verified by the Provider College and so stated in the file at the Host College.
11. All Provider Colleges agree to report (manually and/or via database import) attendance and grades, in accordance with the annual MSVCC calendar, utilizing the MSVCC Enrollment Tool database for the Host College to retrieve.
12. Due to course integrity and security issues, students are prohibited from auditing an MSVCC course.
13. All Provider Colleges agree to indicate in the Enrollment Tool which courses utilize Inclusive Access. An Inclusive Access fee will be charged to the Host College, and the Provider College will receive the Inclusive Access fee via an adjustment to the MSVCC Assessment at a rate of \$25.00 per credit hour. Inclusive Access is the digital course content delivered to students on the first day of class through the learning management system. Due to the instructional requirement of teaching and learning materials provided through Inclusive Access, there is no opt-out option.

#### Memorandum of Agreement

All colleges participating in the MSVCC will agree to basic MSVCC operational guidelines, as set forth in the MSVCC Policies and Procedures manual, and will sign a Memorandum of Agreement (MOA) with the MCCB that outlines the primary responsibilities of the MCCB and the participating colleges. In June of each year, each MACC President receives the following items as a part of the MOA:

- Memorandum of Agreement for MSVCC Participation (APPENDIX A)
- Criteria for State Reimbursement of MSVCC Courses (APPENDIX B)
- State Funding for MSVCC (APPENDIX C)
- Evaluation Survey for MSVCC (APPENDIX D)

#### MCCB Support

Through a collaborative partnership with members of the MSVCC and the MCCB, the Division of eLearning and Instructional Technology provides services, support, and resources to participating colleges and their respective educators and administrators in alignment with the goals and mission of the MSVCC.

Funded by Educational Technology Appropriations and MSVCC Assessment Fees, the Division budget includes salary and fringe benefits for 3 positions, to include an Assistant Executive Director for eLearning and Instructional Technology, an Instructional Design Specialist, and a Professional Development Specialist.

## MSVCC RESOURCES AND SERVICES

### MSVCC Contractual Services

To support students in achieving their educational endeavors both in the classroom and beyond, the MSVCC leverages distance learning resources and services to foster an environment of excellence and promote quality teaching and learning.

The adoption of new contractual services follows a rigorous evaluation and implementation process, as outlined:

- The Support Committee is tasked with vetting any new or existing vendor services and making a motion to adopt or discontinue services to the MELA.
- During a monthly meeting, the Mississippi eLearning Association (MeLA) will act on eLearning related vendor services.
- If voted to adopt, the Assistant Executive Director (AED) for eLearning and Instructional Technology will present the procurement request for action by the Presidents at the next Mississippi Association for Community Colleges (MACC) meeting.
- If approved by the MACC, the AED eLearning and Instructional Technology will work as the liaison between the MeLA, MACC, ITS, and the MCCB.
- All technology service agreements overseen by ITS adhere to the following procedure:
- The ITS procurement request is initiated by the AED eLearning and Instructional Technology.
- ITS will assign a Technology Consultant to the procurement request to ensure compliance with applicable state laws and guidelines.
- The ITS Technology Consultant will inform the AED eLearning and Instructional Technology of the procurement determination (i.e.; competitive purchase or sole source).
- ITS will draft a contract which adheres to state procurement laws and guidelines. A Business Case and/or Approval by the ITS Board may be required.
- Upon agreement to the draft terms and conditions, the AED eLearning and Instructional Technology will request spending approval by the MCCB Board.
- Upon approval by the MCCB Board, ITS will collect contract signatures. The Executive Director of ITS will sign on behalf of the MCCB.
- Once the contract is executed, the MCCB Division for eLearning and Instructional Technology coordinates implementation, training, and technology support.
- The Support Committee continues to monitor the overall value and usage of service for the contract's life cycle.

### MSVCC Resources and Services

The following are resources and services overseen by the Division and do not require oversight by ITS.

**MSVCC Enrollment Tool:** The MSVCC Enrollment Tool (ET) is an enrollment management system for MSVCC online courses and students across the 15 Mississippi community colleges.



The ET provides access to courses from any Mississippi community college, which allows the Host College to offer their students additional course options from other colleges. Permissions and processes in the ET are developed by Divisions of the MCCB in consultation with the MELA and the MACC, and as interpreted by the MCCB.

**MSVCC Website:** The Division provides information via webpages to faculty, staff, and students about the MSVCC, such as MSVCC course listings, faculty resources, student resources, and help guides.

**MELA Canvas Course:** The MELA Canvas Course is designed to improve the collaboration of the MSVCC Consortium and provide resources that will enhance the quality of eLearning education.

**Professional Development:** Coordinated by the Professional Development Specialist, the MSVCC Academy offers high-quality training to faculty, administrators, K-12 teachers, and out-of-state participants. A wide variety of topics are offered, including Canvas, instructional design, teaching best practices, educational web applications, and vendor technology tool training. Services include multiple webinars a week held at various times including night sessions, certificate courses, face-to-face workshops/presentations, and instructional design assistance. The office utilizes the Canvas Catalog for enrollment and reporting capabilities.

**MS-SARA and NC-SARA:** The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts, and U.S. territories that establishes nationwide standards for interstate offering of postsecondary distance education courses and programs. The Agreement allows participating Mississippi colleges and universities to offer distance programs and courses to residents of member states without seeking state-by-state approval and is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council (NC-SARA) and is administered by four regional education compacts.

**MELO:** Mississippi Electronic Library Online (MELO) is a virtual library that mirrors the traditional library through online databases, electronic books and journals, and scholarly websites. Learners and instructors can utilize this service to search for books, journals, magazine articles, and news items, conduct refined searches within a specific database (such as EBSCO or CREDO), chat live with a librarian, and find citation guides such as MLA and APA.

**MILD Grant:** The MILD Grant is awarded to the college of the President-Elect to cover the costs associated with hosting the annual MELA Retreat. The President-Elect must maintain records of the utilization of funds.

A comprehensive list of all contractual services and agreements is housed in the MELA Canvas Course and can also be viewed under Appendix E. Resources and contractual services are funded by the \$0.90 SCH (Semester Credit Hours) assessment fee and Educational Technology Appropriations.

## MSVCC CALENDAR

### General

In accordance with the Memorandum of Agreement (MOA), all participating colleges must adhere to the annual MSVCC calendar. The MSVCC calendar establishes:

- Common statewide enrollment dates for summer, fall, and spring fall, spring, and summer semesters, including mini-term sessions;
- A common statewide last date to enroll;
- Common statewide add, drop, and withdrawal dates;
- Common statewide due dates for grades, and
- A common statewide ending date for each semester.

The calendar includes summer, fall, and spring semesters with various term lengths including 15-, 8-, 4-, and 3-week options. Colleges may elect to participate in any of the terms or semesters as either a Provider College, Host College, or both.

Semester	Term Code	ET Display
<b>Fall Semester</b>		
August 15-Week	AUG15	AUG (15wks)
August 8-Week	AUG08	AUG (8wks)
October 8-Week	OCT08	OCT (8wks)
August 4-Week	AUG04	AUG (4wks)
September 4-Week	SEP04	SEP (4wks)
October 4-Week	OCT04	OCT (4wks)
November 4-Week	NOV04	NOV (4wks)
<b>Spring Semester</b>		
December 3-Week	DEC03	DEC (3wks)
January 15-Week	JAN15	JAN (15wks)
January 8-Week	JAN08	JAN (8wks)
March 8-Week	MAR08	MAR (8wks)

January 4-Week	JAN04	JAN (4wks)
February 4-Week	FEB04	FEB (4wks)
March 4-Week	MAR04	MAR (4wks)
April 4-Week	APR04	APR (4wks)
Summer Semester		
May 3-Week	MAY03	MAY (3wks)
June 8-Week	JUN08	JUN (8wks)
June 4-Week	JUN04	JUN (4wks)
July 4-Week	JUL04	JUL (4wks)

To ensure adequate time for review and approvals, development of terms within the ET, sufficient time for colleges to build and publish course offerings, and inclusion of MSVCC dates into local publications, the process for the MSVCC calendar is initiated two years beforehand.

- During the fall semester two years before the academic year of implementation, the MSVCC Administrative Committee drafts the calendar using Section 4.5 Control Dates and 4.6 Guidelines of this manual.
- During the following spring, the MELA reviews and approves the drafted calendar.
- Upon approval by the MELA, the MSVCC President submits the calendar to the Academic Officers Association (AOA) during their Spring AOA meeting.
- The AOA reviews the calendar and submits suggested revisions to the MELA.
- If revisions are required, the Administrative Committee will make necessary revisions and submit them to the MELA for approval.
- If no revisions are required, the AOA will vote on the MSVCC calendar during their Summer AOA Meeting.
- The President will notify the MELA of the outcome of action taken by the AOA.
- Upon approval by the AOA, the Assistant Executive Director for eLearning & Instructional Technology will provide the college Presidents with a finalized draft of the MSVCC Calendar for review at the next available MACC meeting.
- Upon approval by the MACC, the MCCB Instructional Design Specialist will publish the MSVCC Calendar within the MELA Canvas Course, build the control dates within the ET, and notify the MELA upon completion.

- The MELA may begin developing course offerings within the ET in advance of the common state-wide MSVCC registration date.
- MSVCC student enrollment will begin and end on the common dates as published in the approved annual calendar.
- The colleges may, before the statewide enrollment date, enroll local students in their locally provided online courses. Students cannot enroll into courses offered by other colleges until the statewide enrollment period begins.

#### Drop/Add Period

Students can drop and/or add MSVCC courses only within the allowed timeframe.

- 8-week and 15-week terms – First 2 days of term
- 3-week and 4-week terms – First day of the term only

#### Census Date

Annually, the legislature passes a Community and Junior College Appropriation bill, which establishes, with specificity, which students may be counted for the purposes of state reimbursement. The appropriation bill states:

Academic, Technical, Career, Associate Degree Nursing, and 35 Associate Degree Allied Health funds shall be disbursed on the basis of prior year full-time equivalency (FTE) of hours generated during the summer, fall, and spring semesters for each public community and junior college student enrolled and in attendance the last day of the sixth week of each semester, or its equivalent, counting only students who reside within the State of Mississippi. However, associate degree nursing students who reside outside the State of Mississippi may be counted for pay purposes. (MCCB Enrollment Audit and Reporting Guidelines)

The census date, also called the cut-off date, is the date at which students must be enrolled and in attendance to be counted for pay purposes. (MCCB Enrollment Audit and Reporting Guidelines)

To ensure compliance with all applicable laws, regulations, and reporting guidelines, colleges should reference the current version of the MCCB Enrollment Audit and Reporting Guidelines.

#### Control Dates

The following control dates will be utilized to establish MSVCC calendar and turn on/off functions in the MSVCC ET. For the opening and closing of items, an item will open at 12:01am on the opening display date and close at 11:59 pm on the closing display date. (Chart on the following page)

Major Functions	15 Weeks	8 Weeks	4 Weeks	3 Weeks
Course Build/Registration Courses will be uploaded from the SIS every term				
Registration Ends	4 Days	4 Days	3 Days	3 Days
Drop/Add/Administrative Clean-up	13 Days	13 Days	6 Days	6 Days
Census Date Calculated at 33% of the term	33%	33%	33%	33%
Withdrawal Date Calculated at 75% of the term but forced to the closest Friday. This date will be referred to as the Adjusted Withdrawal Date.	75%	75%	75%	75%
Course Surveys				
Course Survey Opens	53%	53%	53%	53%
Course Survey Closes	87%	87%	87%	87%
Student Services & Faculty Surveys The dates are set for the first & last possible days of the overall semester				
Spring Semester	Open – First day of DEC03 Close – Last day of MAR08			
Fall Semester	Open – First day of AUG15 Close – Last day of OCT08			
Summer Semester	Open – First day of MAY03 Close – Last day of JUN08			
Mid-Term and Final Grades The due date in ET is always set to be on a Monday				
Mid-Term Grades Due	Monday of	Monday of	N/A	N/A

	9th Week	5th Week		
Final Grades Due	Monday Following the last day of the term	Monday Following the last day of the term	Monday Following the last day of the term	Monday Following the last day of the term
Grade Window Opens	5 Days before the due date			
Grade Window Closes	3 Days after the due date			
Audit				
Audit Rosters Available	1 Day after Census Date			
Audit Rosters Off	Last day of the term			

Guidelines Used to Determine Agreed Upon Dates for Public Calendar

Semester Registration Begins/Public Site Opens	
Spring Semester	1st Tuesday of November
Summer/Fall Semesters	1st Tuesday of April
Enrollments Loaded into Canvas	1pm Wednesday before classes begin
8- and 15-Week Terms	1st two (2) days of term
4- and 3-Week Terms	1st day of the term only
	17th day of the term (typically 3rd Wednesday)
	10th day of the term (typically 2nd Wednesday)
3- and 4-Week Terms	5th day of the term (typically 1st Friday)
Pre-Verification of Course Files for Audit	9th week of the semester

## COLLEGE RESPONSIBILITIES

Each college associated with the MSVCC has a duty to support and administer it, including daily operations, resource provision, and appropriate staffing. The Provider College (course) and the Host College (student) have distinct responsibilities to ensure the delivery of quality course offerings and support for faculty and students.

### Provider College Responsibilities

The Provider College is the college where the course is taught. To ensure effective course sharing and continuity of services, the Provider College's primary responsibilities include:

#### Enrollment Tool Grades

Grades will be recorded (either manually and/or via database import) into the MSVCC ET for shared MSVCC students.

**Mid-Term Grades:** Mid-term grades will be recorded in the ET for MSVCC students enrolled in MSVCC 8-week and 15-week courses. Mid-term grades will be due the Monday of the 5th week for 8-week courses and the Monday of the 9th week for 15-week courses. Mid-term grades are not required for 3- or 4-week courses.

**Final Grades:** Final grades will be recorded in the ET for MSVCC students enrolled in an MSVCC course. Final grades will be due the Monday after the end of the term's final week (i.e., Final grades will be due the Monday after the end of the 8th week for 8-week courses and the Monday after the 15th week for 15-week courses).

#### Grade Changes

If a grade change is necessary, the instructor must report the grade change to their CELO utilizing the MSVCC Grade Change Form (APPENDIX G). If the ET grade portal is open (typically 3 days after grade due date), the CELO will enter the appropriate grade change and no further action is necessary. If the ET grade portal is closed, the CELO must email the MSVCC Grade Change Form to the appropriate CELO(s). When requested by the Provider, a copy of the MSVCC Grade Change Form will be submitted to the Instructional Design Specialist for revision within the ET.

#### Attendance

In accordance with the MCCB Enrollment Audit and Reporting Guidelines, colleges participating in the MSVCC must ensure compliance with student attendance. A student is considered in attendance for reimbursement purposes if they have not exceeded the maximum number of allowable absences in any given term. Since the ET serves as the MSVCC information sharing portal, Provider Colleges are required to record attendance by the instructor manually logging in weekly to the ET (using their unique login and password) to document attendance and/or via database import (customized SIS import into the ET Data Portal). The Provider College is responsible for recording regular attendance so that the Host College may access attendance data needed for reimbursement. The Electronic Audit and Reporting System (eARS) links to the ET at the end of the term and creates a Student Schedule (SS) file download.

This download is appended to the Host College's SS file by the personnel designated to perform data uploads.

### Faculty Credentialing

The Provider College will provide the necessary documentation certifying each MSVCC Instructor's credentials to teach in each subject area.

A completed Faculty Credentials Certification form should be loaded for each instructor into the Faculty Profile in the ET (APPENDIX F).

In addition, a copy of the instructor's transcripts verifying credentials should be loaded into the Faculty Profile in the ET. Note: The instructor's SSN and birth date should be redacted prior to uploading into the ET.

### Textbooks

The Provider College is responsible for the selection of textbooks. Textbook information for the MSVCC should include Term, District, ISBN (required), Type, Author (required), Title (required), Publisher (required), and Comments.

### Inclusive Access

All Provider Colleges agree to indicate in the ET which courses utilize Inclusive Access. An Inclusive Access fee will be charged to the Host College, and the Provider College will receive the Inclusive Access fee via an adjustment to the MSVCC Assessment at a rate of \$25.00 per credit hour. Inclusive Access is digital course content delivered to students on the first day of class through the learning management system. Due to the instructional requirement of teaching and learning materials provided through Inclusive Access, there is no opt-out option.

### Syllabus

The Provider College is responsible for uploading the MSVCC Course Syllabus into the ET. Syllabus information for the MSVCC must include course information, instructor contact information, prerequisites, course description, text, and course materials, learning outcomes, instructional techniques, methods of evaluation, grading information, testing information, academic honesty policy, attendance information, and an ADA statement. The syllabus must be a PDF and utilize the following naming convention: (3 digit) District Code + (5 digit) Semester Term + Course ID + Type of file being uploaded. [Example: 2062018310178.pdf.]

### Evaluations

Each college should conduct annual evaluations of provided courses. The MSVCC Core Course Evaluation Guide (APPENDIX H) should be used as a basis for conducting evaluations. Individual colleges can customize their evaluation instruments and processes according to local college policies and procedures.



To verify quality of courses to Host Colleges, the Provider College must upload an MSVCC Quality Verification letter to participating colleges inside of the MELA Canvas course repository as a quality verification notice.

Letters must be sent annually in October.

The letters should verify quality in courses from the previous summer, fall, and spring semesters. [Example: in October 2010, letters will verify quality from the previous fall 2009, spring 2010, and summer 2010 semesters.]

Letter should state the following:

“I have reviewed the evaluations of courses and instructors as a provider of all instructors used by my college as a member of the MSVCC for the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ terms. I further certify that the instructors have adequate academic preparation for courses offered, course content matches criteria as stated in the Uniform Course Numbering System in Mississippi Public Community and Junior Colleges, and all courses meet the minimum guidelines set in the MSVCC Core Course Evaluation Guide. I agree to allow all students, hosted and provided, the opportunity to evaluate the course.”

CELOs should verify that letters have been sent.

MSVCC shared students will be provided the opportunity to evaluate each MSVCC course in which they are enrolled for summer, fall, and spring semesters. Colleges may elect to utilize the MSVCC Student Course Evaluation Survey (Appendix I) and/or the MSVCC Student Services Survey (Appendix J). The surveys will be made available in accordance with the MSVCC Calendar.

#### Proctored Exams

Each college shall serve as a testing center for proctored exams. The college should provide an ideal testing environment and maintain the integrity of all exams administered.

#### Americans with Disabilities Act (ADA)

Each college will take whatever steps it considers prudent to address ADA compliance for MSVCC courses and students.

#### Host College Responsibilities

The Host College lists the course, enrolls the student, and awards credit for the course. The Host College supports the student with a full slate of student services, including advisement and counseling, financial aid, and learning resources.

#### Grades

The appropriate personnel from the Host College will retrieve grades from MSVCC ET and record within the local student information system.

## Attendance

The Host College will process attendance based on the data provided by the Provider College using the “Request for Drop – Other CC Requested Drop” report in the Attendance feature of the ET. At the end of the term, the Electronic Audit and Reporting System (eARS) links to the ET and creates a Student Schedule (SS) download. The download is then appended to the Host Colleges SS file by the personnel designated to perform data uploads.

## Provider Course Review

Colleges may use the Provider Course Review form (Appendix K) to verify that courses pulled in from other MSVCC schools are consistent with local offerings.

## Proctored Exams

Each college shall serve as a testing center for proctored exams. The college should provide an ideal testing environment and maintain the integrity of all exams administered.

## Americans with Disabilities Act (ADA)

Each college will take whatever steps it considers prudent to address ADA compliance for MSVCC courses and students.

## STUDENT POLICIES AND PROCEDURES

### MSVCC Student Privacy

The local Host College has established procedures for protecting personally identifiable information within the Student Information System. For the MSVCC, the MCCB utilizes https and secure file transfer processes to protect student information during the transfer and storage of registration, course, and grade information in the ET. A unique, college generated student ID serves as the main identifier within the ET, Student Information System, and learning management system, and password encryption is determined by the authentication configuration set up by each school. Students can only access the learning management system using a secure internet portal. All information within each LMS is stored off-site in locations with firewall, network, and physical security.

### MSVCC Student Surveys

MSVCC Student Surveys are made available in the ET and may be utilized to evaluate courses and student services at the Host College.

### MSVCC Attendance Policy

In accordance with the MCCB Enrollment Audit and Reporting Guidelines, a student is considered IN ATTENDANCE for reimbursement purposes if they have not exceeded the maximum number of allowable absences in any given term. The ET attendance portal is available to MSVCC participants for documenting hosted and/or provided attendance. Colleges may elect to report attendance data either manually (instructor logging in weekly to the ET to record attendance using their unique login and password) and/or via database import (customized SIS import into the ET Data Portal).

The consortium defines attendance in MSVCC courses as active participation in course learning activities.

- 8-week and 15-week classes: Attendance will be measured weekly and should be based upon documentable engagement with the course content.
- 3-week and 4-week classes: Attendance will be measured twice per week and should be based upon documentable engagement with the course content.

No Show: A student is considered a “No Show” for attendance purposes if there is no documentable engagement with the course content within the timeframe allowed.

- 3-week and 4-week terms: First 3 days of the term
- 8-week term: First week of the term
- 15-week term: First 2 weeks of the term

Note: The determination of exactly what constitutes a learning activity may be left to individual colleges and their instructors. However, learning activities should demonstrate participation in the course. Participation in these learning activities should be used when determining the last date of attendance reported to consortium members.

## MSVCC Honesty Policy

The hallmark of any profession is integrity and honesty. Academic honesty is expected of all students; therefore, each student is expected to accomplish their own work. Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- Plagiarizing from any source,
- Cheating in any manner on tests, papers, reports, et cetera,
- Submitting work that is not the student's own,
- Improperly using technology,
- Stealing, buying, or selling course material,
- Impersonating another student while taking an exam or having another person assume one's identity to take an exam; and/or
- Deliberately conveying false or misleading information.

When academic misconduct has occurred, the instructor is responsible for assigning an appropriate penalty in accordance with the Provider College's policy. This may include failure of the assignment, course failure, or dismissal from the college. The college policy must be outlined in the course syllabus and uploaded in the ET and Course Site.

## MSVCC Discipline Policy

Students who register for a MSVCC course will be subject to the disciplinary policies and procedures of the student's Host College (Host College is the college where the student registers for class.).

## MSVCC Student Grievance Procedure

Any student who wishes to make a complaint regarding any aspect of the MSVCC must take the following steps:

Step 1: Discuss the problem with the faculty member, staff member, or administrator involved. Direct communication between the two parties usually resolves most of the problems.

Step 2: If informal efforts to resolve the problem are not productive, the complainant should then contact the CELO at the student's Host College to help in processing the complaint.

Step 3: If the complainant, at this point, wishes to file a formal complaint, they should express the specific nature of the complaint and the remedy sought in writing to the Provider College's CELO with a copy sent to the Host College's CELO. The providing CELO will then refer it to the appropriate person for disposition. A response will be made to the complainant within 15 working days.

Step 4: If the complainant is not satisfied with the resolution of the grievance, they must follow the procedures for appeal as prescribed by the providing college. The appeal must be made in writing within five (5) working days of the previous decision. Complainants who do not submit a written appeal by the appointed date forfeit any further consideration in this matter.

No adverse action will be taken against a complainant for filing a grievance.

#### Out-of-State Students

If a complaint cannot be resolved through the college's student complaint process, complainant may file a grievance with the Mississippi Commission on College Accreditation (MCCA) by visiting their site at [mississippi.edu/mcca](http://mississippi.edu/mcca) and following the student complaint process.

Complainants may also contact the appropriate agency in their state of residency.

#### PROCTORED EXAMS

A proctored exam is supervised by an approved, neutral person (a proctor) or a virtual proctoring system, which ensures the identity of the exam taker and the integrity of the proctoring environment. Proctored exams are used for MSVCC courses to ensure compliance with the Southern Association of Colleges and School Commission on Colleges (SACSCOC) standards which require that colleges demonstrate that a student who registers in a distance or correspondence course or program is the same student who participates in and completes the course or program and receives the credit.

**Verification of Student Identity and Testing Integrity:** Passwords for proctored exams are entered by faculty into a secured repository. Only instructors, proctors, and eLearning administrators have access to this portal. Students must take proctored exams at on-campus locations or via an approved virtual proctoring service, unless otherwise approved. Upon entrance into the exam (both in person and virtually), students must verify their identity using a photo ID. The proctor will then sign them into the exam and monitor student progress until exam submission.

**Fees:** Students authorized to use off-site or virtual proctoring may be assessed a testing fee for site utilization. No fee is assessed to students enrolled in an MSVCC course when using a proctoring site on a Mississippi community/junior college campus.

**Minimum/Maximum Number of Exams:** A minimum of one (1) and a maximum of three (3) proctored exam(s) per MSVCC course with a term of 6 weeks or more will be allowed, except for four credit-hour courses which may require a maximum of four (4) proctored exams. A minimum of one (1) and a maximum of two (2) proctored exams(s) per MSVCC course with a term of 5 weeks or less will be allowed.

**Repository:** A proctoring repository is utilized by the MSVCC. This repository includes for each MSVCC course the instructor's name, instructor's Provider College, course name, exam name, exam password, exam availability, software, the time allowed, and the allowed items.

**Grading:** The graded value and/or weight of an MSVCC proctored exam must be included on the syllabus uploaded to the MSVCC ET.

**Time Limit:** Proctored exams should be limited to a maximum of 2 hours for all MSVCC exams to ensure comparable testing standards of traditional course methodology.

**Delivery Method:** All proctored exams will be conducted electronically through the learning management system or via an applicable third-party site (MyMathLabs, SAM, etc.) as determined by the Host instructor. Copies of materials utilized during testing, such as scratch

paper or calculations, can be emailed to the instructor upon request. Requests for copies of materials used during testing must be made in advance via the statewide proctoring repository.

**Facilities:** In accordance with substantive change, each college should maintain at least one adequate proctoring facility in a campus location suitable to the requirements of the college and the needs of the students.

**Personnel:** Any site designated for MSVCC proctored testing should have a staff person available for proctoring, as needed. This person's primary responsibility should be proctoring and overseeing the lab. Colleges with more than one campus should have a person at each location that will be available to proctor exams on an as-needed basis. The Proctor Confidentiality Agreement (APPENDIX L) should be signed by all personnel who have access to the MSVCC proctored exam database. Copies of signed agreements will be housed in the Chief eLearning Officer's office.

**Testing Hours:** Each college is responsible for ensuring adequate hours of operation and staffing to meet student demand.

**Computer Standards:** Each college will be responsible for assessing the quantity of computers and the duration of testing hours. Each computer should be Internet accessible. The computers should also be equipped with Microsoft Office Suite and meet the minimum requirements set by the MSVCC.

Network personnel from each college should monitor the network connection to and from the testing labs. If the equipment is not working properly, the network personnel should take appropriate actions.

**Proctoring Standards Evaluation:** Each college evaluates their proctoring needs annually to ensure adequate hours of operation and resources to support the needs of MSVCC and local students.

**Out-of-State Proctoring:** Colleges that permit out-of-state testing at locations not listed within test site portal must follow established procedures to ensure approval for off-site proctors and centers (APPENDIX M).

**Virtual Proctoring:** Individual colleges will determine the availability of virtual proctoring for their hosted students (students who register through that school). Colleges that do not permit virtual proctoring and/or do not allow certain virtual proctoring solutions should note such in the course comment section. The student is responsible for ensuring sufficient computer standards to use this service.

## TEXTBOOKS

As members of the MSVCC, all colleges agree to abide by the following guidelines regarding meeting the textbook needs of students while enrolled in an MSVCC course.

### Order from the Publisher

If possible, the bookstore will order from the publisher, rather than the other bookstore, except where unique situations arise (i.e., instructor prepared materials, out-of-edition textbooks, etc.).

### Order from another Store

If a bookstore is unable to buy from the publisher and have the textbook delivered to the student within 14 days, the Host College will place an order with the Provider College. Each college will accept a purchase order from a member of the MACC. Each college bookstore will accept open purchase orders from other stores, if that is the procedure that they would like to use. The bookstore may call or email their order to the other bookstore. Prior to placing this order, the college will verify the information on the student's profile for accuracy.

### Communication about Orders

All communication concerning any orders between stores will occur only between the stores involved. It is agreed that there will be no communication with a student about a textbook ordered from another college which involves criticism of the other college. Therefore, a student will not be asked to call the other bookstore. As the student did not place the order, only the other college bookstore will call for information on the order.

### Cost of Shipping

All community college bookstores agree to charge a fair and equitable fee based upon current standard book shipping rates through the USPS.

### Timeliness of Shipment

All bookstores agree to make shipments to other colleges within 2 to 3 business days if the book is in stock. If the textbook being ordered is out-of-stock at that college, the bookstore who is placing the order will order directly from the publisher.

### Timeliness of Payment

All bookstores agree to make payment within 30 days of receipt of the invoice. Note that some bookstores mail their invoice with their shipment, and some prepare them later. A bookstore may deny an order if they have outstanding invoices from a store from a previous semester.

### Website Accuracy

All CELOs agree that as much as possible, they will ensure that information for textbooks on the MSVCC Enrollment System will be accurate. In addition, they agree that as textbook changes are made, students who have registered for the class will be notified of the change(s). As required by Higher Education Opportunities Act (HEOA), colleges will "Disclose, on the college's internet course schedule and in a manner of the institution's choosing, the International

Standard Book Number (ISBN) and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the college's course schedule used for preregistration and registration purposes.”

#### Return Policy

Local college policy will determine if students can return books. If a return is needed, the bookstore should notify the other store and discuss whether a return is allowed and whether it includes additional fees.



## MISSISSIPPI ELEARNING ASSOCIATION

### Bylaws of the Mississippi eLearning Association

#### Article I: Organization

The name of the organization shall be the Mississippi eLearning Association (MELA).

#### Article II: Purpose

The Mississippi eLearning Association was formed to ensure the Mississippi Virtual Community College (MSVCC) continues to provide an effective, efficient, quality, educational experience for all MSVCC students.

#### Article III: Membership

Membership in this organization shall be granted to the Chief eLearning Officer (CELO) appointed by the college president for each college participating in the MSVCC consortium and individuals at participating MSVCC colleges working in eLearning.

Resource advisors from outside the group (IT, Faculty and/or Staff) may serve on various subcommittees to support the Association's needs.

Individuals working for the Mississippi Community College Board and/or Mississippi Association for Community Colleges designated as eLearning support staff serve as resource advisors to the Association.

#### Article IV. Officers

##### Section 1: Officers

There shall be three officers of the Association consisting of a President, President- Elect, and Secretary who serve one-year terms in each office in succession.

##### Section 2: Appointment of Officers

Members are appointed to serve as officers utilizing the randomly generated Officer Schedule (Appendix N) which ensures all colleges serve within the Association in a fair and equitable manner. Every college must serve, however; if a college has a limited number of office personnel and/or a new director/ eLearning coordinator, the college will be allowed to request delaying their rotation for a year and then will serve as secretary the following year. Officers that do not serve as a director of eLearning at their college will need the approval from their supervisor to serve.

##### Section 3: Term

Each officer shall serve for a one year-term commencing on August 1st. At the conclusion of their term on July 31st, the Secretary will succeed to the office of President-Elect, and the President-Elect will succeed to the office of President.

#### Article V: Duties of Officers

##### Section 1: President

The express duties of the President shall be as follows:

- To serve as Chair during MELA Meetings.
- To serve as an acting member of the Administrative Committee.

Represent MELA at MACC and AOA meetings as needed.

Submit the MSVCC Calendar to the Academic Officers Association.

#### Section 2: President-Elect

The express duties of the President-Elect shall be as follows:

Chief eLearning Officer (CELO) of their local college or as approved by the CELO.

- To attend all meetings of the Association.
- To plan and organize the MELA Retreat.
- To discharge the duties of the President in the absence of the President.
- To serve as an acting member of the Administrative Committee.
- Establish and operate technologies during MELA Meetings (virtual and physical).
- To stand in for Chair in the event of his or her absence.

#### Section 3: Secretary

The express duties of the Secretary shall be as follows:

- To attend all meetings of the Association.
- To serve as an acting member of the Administrative Committee.
- To record the minutes of all meetings of the Association including the annual Retreat.
- To distribute the minutes to all members of the Association within one week of the meeting.

### Article VI: Meetings

#### Section 1: Regular Meetings

Regular meetings shall be held on the 2nd Wednesday of each month. However, if at any meeting it is determined by a majority of the Association that the next regular meeting is unnecessary, such meeting shall not be held.

#### Section 2: Order of Business

Association members may add items to the agenda by 12:00 p.m. on the Monday before the meeting. The order of business at the regular meetings, and other meetings as applicable, is as follows:

- Call to Order
- Approval of Minutes for the proceeding meeting
- Approval of Agenda for Current Meeting
- Unfinished Business

- New Business
- Action Items
- Open Forum
- Adjournment

### Section 3: Annual Retreat

A Retreat, hosted by the appointed President-Elect, will take place annually at the date, time, and location determined by the President-Elect.

### Section 4: Strategic Planning

Strategic Planning for the MSVCC shall be conducted bi-annually.

### Section 5: Special Meetings

Special meetings may be called by the President or by a two-thirds majority of the Association.

### Section 6: Notice of Meetings

Notice of each meeting shall be given by the President to the Association, by email, not less than seven days before the meeting.

### Section 7: Quorum

The Association may only take official action and conduct official business when two-thirds majority of the membership is present.

### Section 8: Voting

Any member may request the Association discuss or take formal action on a particular subject. Once the motion has been made, the motion must be seconded by a member. One representative per college may cast a vote. No college may vote by proxy or absentee ballot.

## Article VII: Committees

Committees are utilized to develop and implement the Strategic Plan, which guides the MSVCC in achieving its vision for the current cycle (typically four years). The purpose of the strategic planning cycle is to provide quality, accessible, and flexible instructional offerings through the utilization of instructional technologies while ensuring integrity, supporting students, and providing resources for faculty success.

### Section 1: Standing Committees

The Association shall maintain the following standing committees: Administration Committee, Quality Committee, and Support Committee. Each committee's members are tasked with a subset of topics related to the goals and operation of the MSVCC.

MELA Committee	Primary Topics	Members
Administration	Policies & Procedures Strategic Plan Calendar (Creation and Submission to AO group) Budget & Grants Officer Elections Committee Oversight	President, President-Elect, Secretary, and Immediate Past President.  Ex-Officio Member: MCCB Assistant Executive Director for eLearning & Instructional Technology
Quality	Pedagogy Instructional Design Accessibility Integrity Evaluation Standards Diversity Alignment Engagement and Interaction	Association Members with Experience in the Primary Topics of the Committee  Ex-Officio Member: MCCB Instructional Design Specialist
Support	Proctoring MSVCC Academy Training Instructional Technology Resources for Faculty and Students Enrollment Tool LTIs and Vendors/Partnerships	Association Members with Experience in the Primary Topics of The Committee  Ex-Officio Member: Professional Development Specialist, MCCB.

## Section 2: Committee Membership

Each standing committee shall consist of a Chair, Secretary, and Association Members. Each member is expected to be an active participant within the committee.

## Section 3: Duties of the Standing Committee Chair

The duties of the chair shall include:

- Schedule meetings
- Prepare agendas
- Preside over meetings

Prepare and deliver committee reports

## Section 4: Chair Term

Each chair shall serve for a two-year term.

## Section 5: Committee Responsibilities

Each committee shall:

- Consider and make recommendations to the Association.
- Develop goals and objectives in alignment with the goals of the MSVCC.
- Define metrics, set timelines, and track progress of goals and objectives.

## Section 6: Meetings

The chair shall call meetings of the standing committee as the business of the Association requires. However, Committees are required, at a minimum, to meet bi-annually (once in the fall semester and spring semester). Notice of the meeting shall be given by the Chair, by email, not less than seven days before the meeting.

## Section 7: Reports

The chairs of committees are responsible for keeping the Association informed of committee activities by way of reports. It is expected that reports shall be given:

During monthly meetings as scheduled; and

During the Annual Retreat, emphasizing the current and future goals and objectives related to strategic planning.

## Article VIII: Amendments

A two-thirds majority of the Association may amend these By-Laws when necessary. Proposed amendments must be submitted to the Secretary to be sent out with regular Association announcements.

## Article IX: Dissolution

A two-thirds majority of the Association may recommend that the Association be dissolved.

## Article X: Certification

These Bylaws were adopted at the Association meeting on this day (INSERT DATE)

## MSVCC Exceptions and Issues Committee Bylaws

### Article I: Purpose

The Exceptions and Issues Committee exists under the direction of the Mississippi Association of Community Colleges (MACC) to serve the distance education needs and interests of the MSVCC consortium and its individual member colleges.

### Article II: Duties and Responsibilities

#### Section 1: Exceptions

The committee shall hear exceptions cases to establish MSVCC policies and operational procedures.

Participating college presidents and the MCCB's Assistant Executive Director for eLearning & Instructional Technology may submit documented exceptions. All submissions should be routed to the committee via the MCCB Division. Submissions must be made in writing at least 10 days prior to a meeting.

Exceptions are defined as those events that make a college unable to comply with a policy statement. [Example: The refusal to host a course for reasons such as repeated poor instructor evaluations, instructor credentials, etc.]

#### Section 2: Issues

The committee shall hear issues cases involving MSVCC policies, procedures, communication, and other relations.

Issues are defined as events for which a college can comply with policy but wants to argue for a policy change. Issues are further defined as events occurring between individual colleges that demonstrate a lack of resolution without outside arbitration.

Documented issues are to be submitted as illustrated in Article II, section 1.B.

### Article III: Membership

#### Section 1: Structure

Membership shall be composed of no more than seven members, including one representative from each of the following areas, college president, chief academic officer, chief eLearning officer, student services official, MCCB staff member, financial officer, and instructor.

#### Section 2: Nominations

To obtain membership, nominations must be made by the chair of the represented professional group organization, including the college president position, which will be nominated by the chair of the MACC. Nomination for the MCCB staff member will be made by the MCCB

Executive Director. Nominations will be presented to and confirmed by the MACC. Voting rights are granted to any member upon confirmation by the MACC.

### Section 3: Term

Membership rotation shall be two members per two-year period beginning at the end of year two of committee operation. Rotation will begin with and follow the order of positions indicated in section 1 of Article III. Colleges having outgoing members shall not nominate incoming members.

### Article IV: Voting

A majority vote of the members present is required for passage of any item. Four committee members must be present to constitute a quorum for a meeting.

### Article V: Administration

Committee Administration shall consist of a Chair, Vice-Chair and Secretary/Coordinator. The committee Chair shall be selected by the membership as indicated in Section A of Article V. The MCCB Office of eLearning shall provide the Secretary/Coordinator. The Secretary/Coordinator may or may not be a committee member.

### Section 1: Chair, Vice-Chair Term Dynamics

The term dynamics for the Chair and Vice-Chair shall be:

- Terms of office shall be for one year.
- Officers may serve 2 consecutive terms.
- Nominations of officers shall be taken from the floor.
- Elections of officers shall be by majority vote.
- Officers shall assume office at the next called meeting.
- In the event of vacancy, the remainder of the term shall be filled by a vote of the membership at the meeting immediately following the announcement of vacancy.

### Section 2: Chair Responsibilities

The express duties of the Chair shall be:

- Officiate all committee meetings.
- Serve as the official committee spokesperson.
- Reserve the right to create subcommittees as needed.
- Reserve the right to postpone action or request additional information on any exception or issue.
- Shall report to the MACC and to the MCCB as needed. Such reporting shall be for the purpose of notifying the MACC and the MCCB of the committee decisions, and making recommendations on procedures, policy changes, or other related events.

### Section 3: Vice-Chair Responsibilities

The express duties of the Vice-Chair shall be:

- The vice-chair shall fulfill all the chair's responsibilities in the event of their absence or other warranting circumstances.

### Section 4: Secretary/Coordinator Responsibilities

- The express duties of the Secretary shall be:
- Handle all committee secretarial work.
- Accept exceptions and issues cases.
- Coordinate committee activities
- Coordinate meeting arrangements.
- Coordinate meeting agendas.
- Supply meeting minutes and other documentation to the committee, MACC, MCCB, and MSVCC colleges as needed.

### Article VI: Meetings

A college president, Assistant Executive Director for eLearning & Instructional Technology, or any committee member may request a special meeting. Such special meetings will be held at the discretion of the committee chair. Additionally, special meetings may be called by two or more committee members through the chair regardless of the chair's discretion. Meeting dates will be posted on the website of the Mississippi Virtual Community College.

### Article VII: Decisions and Appeals

#### Section 1: Decisions

All decisions of the Exceptions and Issues Committee are final and will be communicated by the chair to the parties directly involved. Exceptions and issues decisions will be made or continued at the regularly scheduled meeting immediately following the submission of an exception or issue. Submission must be made at least 10 days prior to a meeting.

#### Section 2: Appeals

Exceptions and Issues Committee decisions may be appealed to the MACC. Appeals must be submitted in writing to the MACC chair at least 10 days prior to the MACC meeting at which appeal will be made. An appeal shall be heard, and a decision rendered by the MACC within 60 days after an appeal has been made.

### Article VIII: Ratification and Amendments

#### Section 1: Modifications

Any changes to these Bylaws must be made by the Exceptions and Issues Committee and approved for recommendation to the MACC and MCCB by most committee members.



## Section 2: Amendments

Requests to amend these Bylaws shall be made in writing to the committee Secretary/Coordinator and may be made by any involved party.

Upon committee approval, amendments or modifications shall then be submitted to the MACC via the chair of the MACC and to the MCCB.

## Section 3: Certification

Effective dates for these Bylaws and any subsequent amendments or modifications indicated in Article VIII Section 1 shall be immediately upon approval by the MACC and the MCCB.

APPENDIX A: MEMORANDUM OF AGREEMENT

MEMORANDUM OF AGREEMENT FOR  
MISSISSIPPI VIRTUAL COMMUNITY COLLEGE PARTICIPATION  
FY 20XX

Agreement is made this the 1st day of July, 20XX, between the Mississippi Community College Board (hereinafter referred to as the MCCB) and “College Name” Community College (hereinafter referred to as the College). This Memorandum of Agreement describes the system through which the College and the MCCB will operate the Mississippi Virtual Community College (hereafter called the MSVCC).

The Parties Agree to the Following:

- 1) The College agrees to participate in the Mississippi Virtual Community College (MSVCC) and to adhere to the conditions and guidelines set forth in the Criteria for State Reimbursement of Mississippi Virtual Community College Courses and the MSVCC Policies and Procedures Manual.
- 2) The MCCB agrees to disburse state funds for students who are enrolled in the MSVCC as set forth in the conditions and guidelines found within the State Funding for Mississippi Virtual Community College Consortium document of the Agreement.
- 3) The conditions set forth in this agreement may be modified, altered, or changed only by written agreement signed by both parties hereto.

This agreement is hereby signed and dated by the Chief Executive Officer of the MCCB and the College as follows:

---

“ED Name,” Executive Director      “President Name,” President  
Mississippi Community College Board      “College Name” Community College

## APPENDIX B: CRITERIA FOR STATE REIMBURSEMENT

### Criteria for State Reimbursement of Mississippi Virtual Community College Courses

FY XX

Giving full faith to MCCB Policy 8.2 Standards for Quality and Accountability, a community college is in compliance with the MSVCC Policies and Procedures Manual for the Mississippi Virtual Community College (MSVCC) Consortium when it meets the following criteria:

1. Students enrolled in courses where instruction is delivered via distance learning technologies will be counted for audit purposes, the same as that for students enrolled via traditional delivery methods, with the following stipulation:  
State appropriations will be awarded for Mississippi Virtual Community College (MSVCC) courses that are offered through the MSVCC Enrollment Tool and conform to all operational policies, procedures, and positions as approved by the Mississippi Community College Board (MCCB), in consultation with the Mississippi Association of Community/Junior Colleges (MACC), and as interpreted by the MCCB. MSVCC online courses are defined as those offered through the MSVCC Enrollment Tool, whether hosted or provided, and must follow the policies and procedures outlined in the MSVCC Policies and Procedures Manual. Courses that are not offered in the MSVCC Enrollment Tool, and/or do not have shared students, are “native online courses,” in which the college offering the course(s) determines local policies and procedures. Colleges will be compensated according to their roles as Host and/or Provider colleges for students and courses. Online courses are not classroom based; content is delivered online, does not require regular campus or any synchronous attendance, can be accomplished from a remote site, and are distinguished from hybrid courses, which are merely Internet enhanced.
2. A \$0.90 fee per SCH per semester will be assessed to each college by the MCCB to support the MSVCC and the contractual obligations adopted by the consortium.
3. For state reimbursement under Sections (Number), SB (Senate Bill) (Number), (Year), Regular Session of the Appropriation Bill, hybrid courses are defined as those courses with less than seventy- five percent (75%) of student contact hours provided on-line. All academic, career, and technical courses with primary online delivery (75% or more of student contact hours) will be eligible for state reimbursement. Guidelines for reimbursement of vocational and workforce training courses will be determined as courses are developed.
4. All participating colleges will make MSVCC course offerings, for which they have program approval and accreditation, available to students for fall, spring, and summer semesters as deemed appropriate by local policy and procedures.
5. All participating colleges will adhere to the annual MSVCC calendar developed in cooperation with the Academic Officers Association and approved by the MACC.

6. All participating colleges should make MSVCC course offerings available to students. This may be achieved by publishing the registration website of the MSVCC in the college catalog, printing on college schedules, adding a link to the complete course listing to the college's website, or as deemed appropriate by local college policy and procedure.
7. Participating colleges must allow all courses listed on the MSVCC master course list to remain active until the end of the MSVCC enrollment period unless the class is full or proper notification is given to all colleges by the Provider. Proper notification is defined as email communication to all colleges from the Provider that lists impacted courses within the master listing. Notifications about closures should be made to Chief eLearning Officers (CELOs) and the MCCB Assistant Executive Director for eLearning & Instructional Technology as soon as possible. No deletions can be made after noon on the Wednesday before the term's first start day.
8. All participating colleges must agree to serve as a testing site for MSVCC courses for the term(s) the college is participating in, giving full faith, cooperation, and credit to all other colleges. Colleges must agree to test MSVCC students regardless of the college's role as Host, Provider, or neither. Colleges will participate in any MSVCC protocols, lists, and guidelines regarding testing.
9. All participating colleges must provide eLearning personnel to promote active communication relating to the MSVCC among all other colleges. Participation in regular statewide meetings, student services initiatives (including transcripts and admissions records), accreditation issues, research, and planning will be required of each college.
10. All Provider Colleges will provide the Host College with a copy of the faculty member's credentials and transcripts via the secure MSVCC Enrollment Tool database, verified by the Provider College and so stated in the file at the Host College.
11. All Provider Colleges agree to report (manually and/or via database import) attendance and grades, in accordance with the annual MSVCC calendar, utilizing the MSVCC Enrollment Tool database for the Host College to retrieve.
12. Due to course integrity and security issues, students are prohibited from auditing an MSVCC course.
13. All Provider Colleges agree to indicate in the Enrollment Tool which courses utilize Inclusive Access. An Inclusive Access fee will be charged to the Host College, and the Provider College will receive the Inclusive Access fee via an adjustment to the MSVCC Assessment at a rate of \$25.00 per credit hour. Inclusive Access is the digital course content delivered to students on the first day of class through the learning management system. Due to the instructional requirement of teaching and learning materials provided through Inclusive Access, there is no opt-out option.

## APPENDIX C: STATE FUNDING FOR MSVCC CONSORTIUM

### State Funding For Mississippi Virtual Community College Consortium FY XXXX (FUNDING PROCEDURES)

#### State Funding for Mississippi Virtual Community College

##### Full-Time Equivalent (FTE) Formula from the Community and Junior College Support Appropriations Bill

All MSVCC provider semester credit hours for the summer, fall and spring semesters of the prior year are divided by 30 to determine the number of FTEs and are included in the academic, technical and career categories. Academic, technical and career categories are weighted at 1.0. MSVCC students must be enrolled and in attendance on the last day of the sixth week of each semester, or its equivalent, and reside within the state of Mississippi to qualify for funding.

In addition to the above allocation, MSVCC shared host and provider hours may qualify for incentive funding on the basis of the prior year full-time equivalency of MSVCC shared hours during the summer, fall and spring semesters. To be considered in this separate section of the formula, the MSVCC student at the “host” college must be taking the course from another “provider” college. Those semester credit hours being hosted by one college shall receive funding at the weight of 0.75 and those semester credit hours being provided by one college shall receive funding at the weight of 0.25.

All colleges participating in the MSVCC will agree to basic MSVCC Operational Guidelines and sign a Memorandum of Agreement (MOA) with the MCCB that outlines the primary responsibilities of the MCCB and the participating colleges.

APPENDIX D: EVALUATION SURVEY FOR MOA

Evaluation Survey for Mississippi Virtual Community College  
FY XXXX

1. The Memorandum of Agreement allows you sufficient control to maintain accreditation compliance at the local level.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

2. The MSVCC Memorandum of Agreement is in line with your college's mission.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

3. The Agreement allows you sufficient control over the courses/programs offered through the consortium.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

4. The evaluation process of the Agreement was sufficient.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

5. You were able to evaluate adequately all aspects of the consortium before entering into this agreement. (MSVCC Policies and Procedures Manual)

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

If you wish, please add any additional comments:

## APPENDIX E: MS COMMUNITY COLLEGE SERVICES AND CONTRACTS

Services are subject to expire and/or be terminated prior to the next policies and procedures revision cycle.

**AspirEDU Dropout Detective:** Dropout Detective is a student retention and success solution that integrates directly with Canvas to provide a “risk index” of how likely it is that each online student will drop out of or fail their online courses or traditional courses that heavily utilize Canvas. The program analyzes past and current behavior to predict future performance.  
(Procurement Pending)

**Canvas by Instructure:** A comprehensive cloud-based Learning Management System (LMS) that connects all digital tools and resources for learning and instructors into one comprehensive package.

**Tier 1 Support** is a 24/7/365 Help Desk that provides assistance via phone, live chat, email, or web form for learners, instructors, and administration. The Help Desk provides customized assistance based on a knowledge base portfolio submitted by each college, ensuring that assistance received after hours complies with individual school policies and procedures.

The Canvas Catalog is a college or company-branded platform that allows for promoting paid and free programs. Catalog can be utilized to manage registration and/or payment for professional development, certification programs, continuing education, and customized training solutions.

**Link-Systems:** NetTutor is a customized online tutoring service for all major subjects that allows each college to customize the service through a unique Rules of Engagement. Each tutor holds a minimum of a bachelor’s degree and is located within the United States.

**MELO:** A virtual library that mirrors the traditional library through online databases, electronic books and journals, and scholarly web sites. Learners and instructors can utilize this service to search for books, journals, magazine articles, and news items; conduct refined searches within a specific database such as EBSCO or CREDO; chat live with a librarian; and find citation guides such as MLA and APA.

**Opposing Viewpoints: Issues Database** - resource for debaters and includes pro/con viewpoints, reference articles, interactive maps, infographics, and more.

**CREDO:** Academic reference – Replaces books that include a dictionary, encyclopedia, and background checks, etc.

**Discovery Platform + PrepSTEP**

**Films on Demand: Academic Resource** - Curriculum- focused streaming video titles from producers such as Films for the Humanities and Sciences, PBS, A&E, History, ABCNews, BBC, NBC News, Shopware, Biography, National Geographic, and others.

**Issues and Controversies: Issues Database** - Provides current, in-depth, and objective information on contemporary issues. Coverage begins in 1995.

Question Point 24/7: Student Support - provides an around-the-clock reference service, built by a cooperative of participating libraries. Libraries agree to answer questions for each other in real time, using our virtual reference software. The Cooperative helps supplement your hours of service by being available to your community 24 hours a day, seven days a week, including holidays.

SIRS Researcher: Issues Database - Social Issues Resources Series for trending pro/con leading issues.

MILD Grant: The MILD Grant is awarded to the college of the President-Elect to cover the costs associated with hosting the annual MELA Retreat. The President-Elect must maintain records of the utilization of funds.

MS-SARA | NC-SARA: The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts, and U.S. territories that establishes comparable nation-wide standards for interstate offering of postsecondary distance education courses and programs. The reciprocity allows participating Mississippi colleges and universities to offer distance programs and courses to residents of member states without seeking state-by-state approval and is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council (NC-SARA) and is administered by four regional education compacts.

SmarterServices: Smarter Proctoring is a proctoring management system that organizes and manages all proctoring modalities including virtual testing center, virtual proctoring, in-person proctoring, and automated proctoring. The software is delivered inside Canvas, centralizing the proctoring process for all 15 schools and the 55 testing centers across the state of Mississippi. This tool allows colleges the flexibility to select the proctoring modalities that best meet their students' needs.

ProctorU is a live, online proctoring service that allows students to take an exam via webcam, microphone, and high-speed internet connection from a secure location. ProctorU is a partner of Smarter Proctoring. ProctorU is an optional service and paid for directly by the student and/or the local college.

RegisterBlast is an online testing center scheduling solution that allows administrators to manage exam schedules and students to register for proctored exams. RegisterBlast is a partner of Smarter Proctoring.

Turnitin: An internet-based plagiarism prevention service that integrates through an LTI (Learning Tools Interoperability) into Canvas and is utilized to check student submissions for original content



**APPENDIX F: FACULTY CREDENTIALS CERTIFICATION**

In accordance with the Southern Association of Colleges and Schools (SACS) faculty requirements, this statement is provided to assist community college districts participating in the Mississippi Virtual Community College (MSVCC) with verification and authentication of faculty credentials.

Originating College:

\_\_\_\_\_

\_\_\_\_\_

Highest Degree Earned:

From:

List MSVCC Teaching Area(s) with 18 Graduate Hours:

- 1)
- 2)

List the Graduate Course, 18 Semester Hours, and College for each

MSVCC Teaching Area:

	Course #	# Hours	College	Total Hours
Area 1				
Area 2				

Original Transcript on File: (Yes) (No) Date of Employment: \_\_\_\_\_

Date of Last Review of Official Documentation: I, (insert name) as the Chief Academic Officer of (insert college name) Community College certify to the above faculty credential statements and state that the attached copies of transcripts represent the referenced faculty member's original documents on file in the Human Resources office of this college.

Chief Academic Officer: \_\_\_\_\_ Date: \_\_\_\_\_

APPENDIX G: MSVCC GRADE CHANGE FORM

PROVIDER MSVCC GRADE CHANGE

(To be completed for each course reported. Please maintain confidentiality.)

Course Name: \_\_\_\_\_ Course Number: \_\_\_\_\_

Course: \_\_\_\_\_ Section: \_\_\_\_\_

Course Title: \_\_\_\_\_ Term: \_\_\_\_\_

Providing College: \_\_\_\_\_ Instructor: \_\_\_\_\_

Host College: \_\_\_\_\_ Receiving Individual: \_\_\_\_\_

Student Name	Student ID	Incorrect Grade or Status/LDA	Correct Grade

Reason for grade change:

Submit by email to CELO. CELO will disseminate to student's Host College and/or process

## APPENDIX H: CORE COURSE EVALUATION GUIDE

These course guidelines should be the basis for each college's evaluation process. Additional measures may be implemented according to college needs. The process for evaluating these core guidelines will be decided upon by individual colleges.

### A. Course Overview

- a. Welcome message, clear with indication of how to get started with the course.
- b. Include introductions with student interactions and self-introduction of Instructor.
- c. Clear instructions on how to get needed materials for success in course.
- d. Information is included on how communication is expected both from the students and the instructor.
- e. Course Syllabus is identified.
- f. What skills and prerequisite knowledge are needed including computer and digital skills needed for success?

### B. Learning Objectives

- a. Course objectives are measurable.
- b. Module/Unit objectives are measurable and align with course objectives (suggestion: use an alignment map so students can see the "Why" they are doing things in the course and how it aligns with the Module and Course objectives.
- c. Assessments and Measurements
- d. The assessments (Quizzes, tests, graded assignments) are aligned with the Course/Module objectives and suited to the level of learning.
- e. The grading policy is included in syllabus or in course that clearly states how assignments will be graded.
- f. Rubrics are recommended and should be available at the introduction of the assignment.

### C. Instructional Materials

- i. The Instructional Materials (Text readings, videos, PowerPoints, websites, book company websites) should be aligned with the Course/Module objectives. Include a variety of materials (not just lectures or PowerPoints)
- b. The Instructional material represents up to date theory and practice in the discipline.

### D. Learning Activities and Student Interaction

- a. Activities such as discussion boards, simulated exercises, practice quizzes, case studies, role playing, non-graded tests and student presentations should align with Course and Module objectives.
- b. Learning activities should allow for student interaction that support active learning.
- c. A clear understanding of how the students will interact with the activities is stated.

### E. Course Technology

- a. The tools used in the course align with the course/module objectives (tools would not be used simply for their own sake, but to help students) Tools are used for student feedback such as Turn-it-in, online proctoring tools, web conferencing such as “Zoom,” wiki blogs and collaboration tools
  - b. Tools promote active learning and engagement with material
  - c. Learner Support (can easily be in a template for all courses at the college)
    - i. Technical support is clearly linked in the course to the technical support from the college
  - d. A link is provided for academic support services both on campus and online
  - e. A link is provided for the student’s resources and other services (Library) that can help the student be successful
- F. Accessibility and usability
- a. Course is easily navigated and designed for easy readability
  - b. Images and Videos and text meets the needs of the diverse learner (Images are alt tagged, videos are closed captioned or displays text used in video below and text is a readable with size and color)
  - c. Vendor accessibility statements are present in the course (easily added in template)

## APPENDIX I: MSVCC STUDENT COURSE EVALUATION

### General Information

1. Choose the appropriate answer regarding your experience with this course.
  - a. This course was effective as an online course.
  - b. This course would be better in a traditional face-to-face setting.
  - c. This course is appropriate in an online environment but would benefit from periodic face-to-face interaction.
2. Course Evaluation  
Please respond using the following scale:  
Strongly Agree      Agree      Disagree      Strongly Disagree      Not  
Applicable
  - a. This course is what you expected.
  - b. Course information including course goals/objectives, grading procedures, etc. was made available to me.
  - c. The course site was well organized and easy to navigate.
  - d. The course activities and assignments contributed to my learning.
  - e. The textbook supported the course presentations and was appropriate.
  - f. The supplemental materials (handouts, web links, study guides, demonstration materials) contributed to my learning experience.
  - g. Testing procedures were fair and supported the learning experience.
3. Interaction and Communication  
Please respond using the following scale:  
Strongly Agree      Agree      Disagree      Strongly Disagree      Not  
Applicable
  - a. I had adequate interaction with the instructor.
  - b. I had adequate interaction with other students.
  - c. Numerous opportunities for interaction were provided.
  - d. Class interactions enhanced the learning experience.
  - e. I felt actively engaged with my classmates and my instructor as a part of a learning community instead of being “on my own.”
4. Instructor  
Please respond using the following scale:  
Strongly Agree      Agree      Disagree      Strongly Disagree      Not  
Applicable
  - a. The instructor conducted the course in a way that accomplished the stated course objectives.
  - b. The instructor demonstrated a thorough knowledge of the subject.
  - c. The instructor was effective in utilizing distance learning technology.
  - d. The instructor responded to requests for assistance in a reasonable amount of time.

- e. The instructor's responses to course activities, assignments, and graded work were timely and appropriate.
  - f. The instructor displayed professionalism and respect for students.
5. Comments
- a. What was most effective about the course?
  - b. What suggestions do you have for improving the course?

## APPENDIX J: MSVCC STUDENT SERVICES SURVEY

### General Information

1. How many previous online courses have you completed?
  - a. None
  - b. One
  - c. Two
  - d. Three or more
2. Classification
  - a. Freshman
  - b. Sophomore
  - c. Dual Enrolled
  - d. Non-degree seeking
3. Ethnicity
  - a. Nonresident alien
  - b. Black, Non-Hispanic
  - c. American Indian or Alaskan Native
  - d. Asian or Pacific
  - e. Islander
  - f. Hispanic
  - g. White, Non-Hispanic
  - h. Prefer not to respond
4. Gender
  - a. Female
  - b. Male
  - c. Prefer not to respond
5. Age Group (Select box for Age Groups)
  - a. 16 – 17
  - b. 18 – 24
  - c. 25 – 29
  - d. 30 – 39
  - e. 40 – 49
  - f. 50 – 59
  - g. 60
6. Marital Status
  - a. Single
  - b. Married
  - c. Divorced/Separated
  - d. Widow/Widower
  - e. Prefer not to respond
7. Curriculum/Major
  - a. Academic (University Parallel)

- b. Technical
  - c. Career/Vocational
8. What is your primary reason for taking an online course?
- a. Transportation Issues
  - b. Class was unavailable or a traditional section was not open
  - c. Online classes fit my job/work hours better
  - d. Family/Home (including childcare)
  - e. Recommendation by my advisor
  - f. Recommendation by a friend
  - g. I wanted to try taking classes this way
  - h. Online experience was positive
  - i. Easy alternative to regular classes
  - j. Other
9. If online courses were not available, would you have enrolled in regular classroom courses?
- a. Definitely would have taken a regular class
  - b. Probably would have taken a regular class
  - c. Probably would not have taken a regular class
  - d. Definitely would not have taken a regular class
10. Based on your experience so far, how do you feel the quality of online instruction compares with traditional classroom instruction?
- a. Online instruction is better
  - b. Instructional quality is about the same
  - c. Traditional classroom instruction is better
11. Based on your experience so far, how do you feel the integrity of online instruction compares with traditional courses you have taken?
- a. Online instruction integrity is better
  - b. Integrity is about the same
  - c. Traditional classroom integrity is better

#### Student Services

Please respond using the following scale:

Strongly Agree      Agree      Disagree      Strongly Disagree      Not Applicable

1. General information regarding the college was accessible or was provided to me.
2. Registration for online courses was easy and adequately supported.
3. Information regarding college policies and procedures was made available to me.
4. Program and course advisement services were made available to assist me in course selection and placement.
5. Please rate your satisfaction with communication with the following student service offices. (If you do not utilize a service, please select Not Applicable.)
  - a. Admissions/Records



- b. Counseling/Advising
  - c. Financial Aid
  - d. Business Services
  - e. Housing
  - f. Recruiting
  - g. Bookstore
  - h. eLearning/Distance Learning
6. The college provided adequate access to textbook services and course materials.
  7. The college provide adequate access to financial aid services.
  8. Information regarding campus activities was accessible.
  9. What suggestions do you have for improving Student Services? (COMMENT BOX)

#### Library Resources/Services

Please respond to questions 1 – 5 using the following scale: 1 – Yes, 0 – No.

1. The course(s) that I am currently taking require(s) library resources/research. If your answer is no, please skip questions 2 – 8 of this section and proceed to section IV.  
Technology.
2. For my online course assignments, I needed resources, books, and magazines which were NOT available online.
3. If I needed resources, books, and magazines which were NOT available online, an alternate method for obtaining the resources was available.
4. Instructions for using library resources were provided in the following ways (Select all that apply):
  - a. Online through the MELO website
  - b. Online through my college
  - c. Handouts
  - d. Librarians
  - e. Faculty Instruction
  - f. Instructions for using library resources were adequate and effective.
5. Check the following electronic resources that you have used (select all that apply):
  - a. MELO (MS Electronic Libraries Online)
  - b. MAGNOLIA/ (EBSCO Host)
  - c. College library website
6. During the semester, I used library resources in the following ways (select all that apply):
  - a. Accessed my college's library website
  - b. Talked in person to someone
  - c. Used Ask a Librarian 24/7 Live Chat service
  - d. Called on the phone
  - e. Accessed through my Canvas course
7. What suggestions do you have for improving Library Resources/Services?
8. Comments:

## Technology

Please respond using the following scale:

4 – Strongly Agree, 3 – Agree, 2 – Disagree, 1 – Strongly Disagree, 0 – Not Applicable

1. I understood that this course would be conducted completely online.
2. Prior to enrolling in an online course, I was made aware that I must have access to a reliable computer with consistent internet connectivity.
3. I was appropriately prepared with the technical skills needed to be successful in an online course.
4. Canvas functioned properly with minimal problems.
5. The software used in my course(s) functioned properly and was adequately supported. Please include the name(s) of the software application(s) you used.

Comments:

6. Technical support was adequate.
7. Please list any areas where technical support was inadequate. Please be detailed and include specific names, offices, or resources you used for support. Comments:

Comments

Please list any additional comments or suggestions.

## APPENDIX K: MSVCC PROVIDER COURSE REVIEW

In accordance with the MSVCC Policies & Procedures Manual, the Provider College is responsible for uploading faculty credentials and course syllabi into the Enrollment Tool. Host College may use this form to determine if a Provider College's credentials and course criteria align with local instructional practices and procedures.

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

College Site: \_\_\_\_\_

Faculty Credentials:  Approved  Disapproved

Comments:

Evaluated by: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria:

1. Course description is clearly stated:  
Yes No Undetermined  
Comments:
2. Student learning outcomes, goals, and objectives are clearly and specifically stated.  
Yes No Undetermined  
Comments:
3. A syllabus containing required information is made available electronically to the student.  
Yes No Undetermined  
Comments:
4. Grading policies are clearly stated.  
Yes No Undetermined  
Comments:
5. Learners can easily contact the instructor.  
Yes No Undetermined  
Comments:

Final Review of Course

Approved  Disapproved

Comments:

Evaluated by: \_\_\_\_\_

Listed to Schedule for Semester: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX L: PROCTOR CONFIDENTIALITY AGREEMENT

### Proctor Confidentiality Agreement

As a test proctor, with access to the MSVCC proctor database, it is important for you to maintain the confidentiality of any information you may have access to during your employment. This confidentiality extends to test, student, and faculty information.

Test information includes, but is not limited to:

- Content
- Passwords
- Length, format, or perceived difficulty of assessments

Student information includes, but is not limited to, the following:

- Type of test being taken
- Course or section in which the student is enrolled
- Student data such as grades, ID number, address, or phone number
- Results or outcomes of any tests taken in the Assessment Center

Faculty information includes, but is not limited to:

- Faculty contact information not available to students
- Frequency or infrequency of password changes
- Deadlines or extensions
- Materials in or associated with the online course site
- Special provisions extended to students

I understand and will comply with these requirements to maintain confidentiality of all information which I may come to know because of my employment as a test proctor. I understand that this includes all information I have access to in the MSVCC proctor database. My signature below indicates that I acknowledge my responsibilities as an online test proctor.

Proctor Signature:

Date:

APPENDIX M: OFF-SITE/OUT-OF-STATE APPROVAL FORM

Application for Off-Campus Test Proctor

Date: \_\_\_\_\_

Proctor's Name: \_\_\_\_\_

Title: \_\_\_\_\_

College/Affiliation: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

Email Address: \_\_\_\_\_

Relationship to the Student: \_\_\_\_\_

I agree to serve as the proctor for examination of the referenced student. I acknowledge that I have no relationship with the student outside that listed above.

Proctor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Please attach a copy of your faculty/staff ID or statement of affiliation on organizational letterhead signed by an organization officer to this request.)

Student's Full Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Course(s) Title (i.e., ACC1213 HO): \_\_\_\_\_

Reason for not coming to campus: \_\_\_\_\_

Return this form to the eLearning Office through email [xxx@xxx.edu](mailto:xxx@xxx.edu) or Fax 601-XXX-XXXX.

APPENDIX N: OFFICER ROTATION LIST

MSVCC Colleges		Term begins in August		
College	Order	Secretary	President-Elect	President
Jones College	1	2023	2024	2025
Mississippi Delta Community College	2	2024	2025	2026

East Mississippi Community College	3	2025	2026	2027
Coahoma Community College	4	2026	2027	2028
Mississippi Gulf Coast Community College	5	2027	2028	2029
Southwest Mississippi Community College	6	2028	2029	2030
Meridian Community College	7	2029	2030	2031
Holmes Community College	8	2030	2031	2032
Northeast Mississippi Community College	9	2031	2032	2033
Northwest Mississippi Community College	10	2032	2033	2034
Copiah-Lincoln Community College	11	2033	2034	2035
Hinds Community College	12	2034	2035	2036
Pearl River Community College	13	2035	2036	2037
East Central Community College	14	2036	2037	2038
Itawamba Community College	15	2037	2038	2039

**MISSISSIPPI VIRTUAL COMMUNITY COLLEGE**  
**POLICIES AND PROCEDURES MANUAL**

## MSVCC POLICIES & PROCEDURES MANUAL

The Administrative Committee of the Mississippi eLearning Association (MELA), in conjunction with the Mississippi Community College Board (MCCB), sets forth the policies and procedures Manual in this manual to inform partner colleges of the operations and expectations related to the Mississippi Virtual Community College (MSVCC).

### Approval Dates

~~MELA— January 2021~~

~~MACC— February 2021~~

~~MCCB— Month Year~~

~~REVISION: AUG 2021~~



## **CONTENTS**

The MSVCC Policies & Procedures Manual follows a rigorous approval process initiated by the MELA Administrative Committee:

- Approval by the Mississippi eLearning Association: April 12, 2023
- Approval by the Mississippi Association of Community Colleges: April 25, 2023
- Approval by the Mississippi Community College Board of Trustees: May 19, 2023

Prepared by:

Mississippi Community College Board

Division of eLearning and Instructional Technology

3825 Ridgewood Road

Jackson, MS 39211

Publication Date:

Fall 2023

(Pending APA/Board process/final approval)

## SECTION 1: EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

#### Mississippi Virtual Community College Overview

The Mississippi Virtual Community College (MSVCC) is a consortium of Mississippi's 15 community colleges that makes it possible for colleges to leverage their distance learning resources -- including faculty, courses, support services, and technology. Through the MSVCC, students may take courses from community colleges anywhere in Mississippi while getting support services from a local college. To take a course from a remote (Provider) college, a student enrolls at a local (Host) community college. The Host College supports the student with a full slate of student services, including advisement and counseling, financial aid, and learning resources. The Host College awards credit for the course. The ~~remote (provider)~~ Provider College provides the course instruction.

The success of the MSVCC partnership and the resulting trust that has developed between the Mississippi Community College Board (MCCB) and the member colleges has led to the advancement of quality, accessible education, fiscal efficiency, and innovative and collaborative instructional practices.

#### MSVCC Goals

~~Promote~~ The goals of the MSVCC are to encourage progress by:

Promoting opportunities for faculty and student achievement through oversight of MELA Policies and Procedures, Strategic Plan, and Committees (Success)

- ~~Provide an~~ Ensuring online courses meet academic content and integrity standards, including innovative, high-quality learning experience

~~Deliver exemplary administrative, instructional, and student support services design, which addresses diverse learning styles (Quality)~~

- ~~Initiate opportunities for growth and extended education outreach~~

Recommending methods/modes to support the usage or adoption of accessible instructional technologies for students and faculty (Support)

#### Definition of a MSVCC Course

MSVCC online courses are defined as those ~~which are~~ offered through the MSVCC Enrollment Tool; (ET), whether hosted or provided, and must follow the policies and procedures outlined in this ~~documentation document~~. Courses that are not offered in the MSVCC Enrollment Tool ET are ~~considered to be~~ “native online courses”, in which the college offering the course(s) determines local policies and procedures.

## Division Background

The eLearning and Instructional Technology Division is dedicated to supporting the community colleges in providing online and web-enhanced educational services and programs. With a focus on quality teaching and learning methodologies, deployment of innovative technologies, and the development of diverse community and vendor partnerships, the Division provides coordinated oversight of the Mississippi Virtual Community College (MSVCC), instructional technology support, partnership services, and professional development offerings. The Division is funded in support through Educational Technology appropriations and college assessment fees.

## Division Goals

- Create and advance strategic partnerships.
- Elevate online teaching and learning standards.
- Ensure a sustainable model for MSVCC longevity.
- Enhance marketing and communication of programs and services.

## Job Descriptions

### Assistant Executive Director for eLearning & Instructional Technology

The Assistant Executive Director (AED) for eLearning & Instructional Technology is a full-time administrative position located at the MCCB. The primary function of this position is to provide innovative, visionary leadership and administrative direction for the Mississippi Virtual Community College (MSVCC). Under the AED of eLearning & Instructional Technology leadership, the Division will offer a comprehensive suite of integrated services including instructional design, professional development, technical support, oversight of system-wide strategic initiatives, and management of partnerships. The incumbent must be self-motivated, dependable, and committed to the highest level of professional ethics and integrity, exercising sound judgment to ensure efficient and effective use of resources and compliance with Mississippi Community College Board (MCCB) policy, state and federal regulations, MSVCC operational procedures, and accreditation requirements.

### Instructional Design Specialist

The Instructional Design Specialist is a full-time position within the Division for eLearning and Instructional Technology. Responsibilities include assisting the community colleges and agency in online course development and design. The IDS will collaborate with subject matter experts to design and develop Canvas courses, create quality Canvas course templates that meet eLearning standards, and provide

instructional design resources and services to faculty, staff, eLearning administrators, and selected partners.

### Professional Development Specialist

~~The Professional Development Specialist is a full-time position within the Division for eLearning and Instructional Technology. The PDS is responsible for the planning, development, implementation, and monitoring of eLearning and Instructional Technology professional development opportunities and resources for faculty, staff, eLearning administrators, and selected partners.~~

## ~~SECTION 2: STATE FUNDING AND MCCB SUPPORT~~ STATE FUNDING AND MCCB SUPPORT

### Full-Time Equivalent (FTE) Formula from the Community and Junior College Support Appropriations Bill

All MSVCC provider semester credit hours for the summer, fall, and spring semesters of the prior year are divided by 30 to determine the number of FTEs and are included in the academic, technical, and career categories. Academic, technical, and career categories are weighted at 1.0. MSVCC students must be ~~actually~~ enrolled and in attendance on the last day of the sixth week of each full-term semester, or its equivalent, and reside within the state of Mississippi to qualify for funding.

In addition to the above allocation, MSVCC shared host and provider hours may qualify for incentive funding on the basis of the prior ~~year~~ year's full-time equivalency of MSVCC shared hours during the summer, fall, and spring semesters. To be considered in this separate section of the formula, the MSVCC student at the "Host" ~~institution~~ college must be taking the course from another "Provider" ~~institution~~ college. Those semester credit hours being hosted by one ~~institution~~ college shall receive funding at the weight of 0.75 and those semester credit hours being provided by one ~~institution~~ college shall receive funding at the weight of 0.25.

All colleges participating in the MSVCC will agree to basic MSVCC Policies and Procedures and sign a Memorandum of Agreement (MOA) with the MCCB that outlines the primary responsibilities of the MCCB and the participating colleges.

### Criteria for State Reimbursement of Mississippi Virtual Community College Courses

~~Given~~ Giving full faith to MCCB Policy 8.2 ~~9-2~~ Standards for Quality and Accountability, a community/~~junior~~ college is in compliance with the MSVCC Policies and Procedures Manual for the Mississippi Virtual Community College (MSVCC) Consortium when it meets the following criteria:

1. Students enrolled in courses where instruction is delivered via distance learning technologies will be counted for audit purposes, the same as that for students enrolled via traditional delivery methods, with the following stipulation~~:-~~:

State appropriations will be awarded for Mississippi Virtual Community College (MSVCC) courses that are offered through the MSVCC Enrollment Tool and conform to all operational policies, procedures, and positions as approved by the Mississippi

Community College Board (MCCB)), in consultation with the Mississippi Association of Community/Junior Colleges (MACC)), and as interpreted by the MCCB. MSVCC online courses are defined as those ~~which are~~ offered through the MSVCC Enrollment Tool, whether ~~host~~ hosted or provided, and must follow the policies and procedures outlined in the MSVCC Policies and Procedures Manual. Courses that are not offered in the MSVCC Enrollment Tool, and/or do not have shared students, are ~~considered to be~~ “native online courses,” in which the college offering the course(s) determines local policies and procedures. Colleges will be compensated according to their roles as Host and/or Provider ~~institutions~~ colleges for students and courses. Online courses are not classroom based; content is delivered online, do not require regular campus or any synchronous attendance, can be accomplished from a remote site, and are distinguished from hybrid courses, which are merely Internet enhanced.

2. ~~Effective July 1, 2018, A \$0.90 cent fee per SCH semester credit hour (SCH) per semester will be assessed to each college by the MCCB for the purpose of supporting to support the MSVCC and the contractual obligations adopted by the consortium. This is a change from the former funding formula which assessed a 12.00 dollar per MSVCC course enrollment fee.~~
3. ~~For the purpose of state reimbursement under Sections 1-3 (Number), SB 2954, 2018 (Senate Bill) (Number), (Year),~~ Regular Session of the Appropriation Bill, hybrid courses are defined as those courses with less than seventy- five percent (75%) of student contact hours provided on-line. All academic, career, and technical courses with primary online delivery (75% or more of student contact hours) will be eligible for state reimbursement. Guidelines for reimbursement of vocational and workforce training courses will be determined as courses are developed.
4. All participating colleges will make MSVCC course offerings, for which they have program approval and accreditation, available to students for summer, fall, and spring, and summer semesters as deemed appropriate by local policy and procedures.
5. All participating colleges will adhere to the annual MSVCC calendar developed in cooperation with the Academic Officers Association and approved by the MACC.
6. All participating colleges should make MSVCC course offerings available to students. This may be achieved by publishing the registration website of the MSVCC in the college catalog, printing on college schedules, ~~by adding a link to~~ the complete course listing to the college’s website, or as deemed appropriate by local college policy and procedure.
7. ~~All~~ Participating colleges must allow all courses listed on the MSVCC master course list to remain active until the end of the MSVCC enrollment period unless the class is full or proper notification is given to all colleges by the Provider. Proper notification is defined as ~~e-mail~~ email communication to all colleges from the Provider that lists impacted courses within the master listing. Notifications about closures should be made to Chief eLearning Officers (CELOs) and the MCCB Assistant Executive Director for eLearning & Instructional Technology as soon as possible. No deletions can be made ~~afternoon~~ after noon on the Wednesday ~~prior to~~ before the term's first start day ~~of the term~~.

8. All participating colleges must agree to serve as a testing site for MSVCC courses for the term(s) the college is participating in, giving full faith, cooperation, and credit to all other colleges. Colleges must agree to test MSVCC students regardless of the college's role as Host, Provider, or neither. Colleges will participate in any MSVCC protocols, lists, and guidelines regarding testing.
9. All participating colleges must provide eLearning personnel to promote active ~~communications~~communication relating to the MSVCC ~~internally and externally~~ among all other colleges. Participation in regular statewide meetings, ~~in~~ student services initiatives (including ~~transcribing transcripts~~ and admissions records), accreditation issues, research, and planning will be required of each college.
10. All Provider Colleges will provide the Host College with a copy of the faculty member's credentials and transcripts via the secure MSVCC Enrollment Tool database, verified by the Provider College and so stated in the file at the Host College.
11. All Provider Colleges agree to report (manually and/or via database import) attendance and grades, in accordance with the annual MSVCC calendar, utilizing the MSVCC Enrollment Tool database for the Host College to retrieve.
12. Due to course integrity and security issues, students are prohibited from auditing an MSVCC course.
13. All Provider Colleges agree to indicate in the Enrollment Tool which courses utilize Inclusive Access. An Inclusive Access fee will be charged to the Host College, and the Provider College will receive the Inclusive Access fee via an adjustment to the MSVCC Assessment at a rate of \$25.00 per credit hour. Inclusive Access is the digital course content delivered to students on the first day of class through the learning management system. Due to the instructional requirement of teaching and learning materials provided through Inclusive Access, there is no opt-out option.

#### Memorandum of Agreement

All colleges participating in the MSVCC will agree to basic MSVCC operational guidelines, as set forth in the MSVCC Policies and Procedures manual, and will sign a Memorandum of Agreement (MOA) with the MCCB that outlines the primary responsibilities of the MCCB and the participating colleges. In June of each year, each MACC President receives the following items as a part of the MOA:

- Memorandum of Agreement for ~~Mississippi Virtual Community College~~ MSVCC Participation (APPENDIX A)
- Criteria for State Reimbursement of ~~Mississippi Virtual Community College~~ MSVCC Courses (APPENDIX B)
- State Funding for ~~Mississippi Virtual Community College Consortium~~ MSVCC (APPENDIX C)
- Evaluation Survey for ~~Mississippi Virtual Community College~~ MSVCC (APPENDIX D)

#### ~~SECTION 3: MSVCC RESOURCES AND SERVICES~~

## MCCB Support

Through a collaborative partnership with members of the MSVCC and the MCCB, the Division of eLearning and Instructional Technology provides services, support, and resources to participating colleges and their respective educators and administrators in alignment with the goals and mission of the MSVCC.

Funded by Educational Technology Appropriations and MSVCC Assessment Fees, the Division budget includes salary and fringe benefits for 3 positions, to include an Assistant Executive Director for eLearning and Instructional Technology, an Instructional Design Specialist, and a Professional Development Specialist.

## MSVCC RESOURCES AND SERVICES

### MSVCC Contractual Services

To support students in achieving their educational endeavors both in the classroom and beyond, the MSVCC leverages distance learning resources and services to foster an environment of excellence and promote quality teaching and learning.

The adoption of new contractual services follows a rigorous evaluation and implementation process, as outlined:

- ~~The Instructional Technology Support~~ Committee is tasked with vetting any new or existing vendor services and making a motion to adopt or discontinue services to the MELA.
- During a monthly meeting, the ~~MELA~~ Mississippi eLearning Association (MeLA) will ~~then vote to adopt, pilot, or discontinue~~ act on eLearning related vendor services.
- If voted to adopt ~~or pilot~~, the ~~Assistance~~ Assistant Executive Director (AED) for eLearning and Instructional Technology will present the procurement request for action by the Presidents at the next Mississippi Association for Community Colleges (MACC) meeting.
- If approved by the MACC, the AED eLearning and Instructional Technology will work as the liaison between the MeLA, Mississippi Department of Information Technology Services (MACC, ITS), and the MCCB for negotiation of pricing, contractual agreement(s), and ensuring processing of payment.
- All ~~contractual technological~~ technology service agreements are overseen by ITS and adhere to the following ~~procedures~~ procedure:
- The ITS procurement request is initiated by the Assistant Executive Director for AED eLearning and Instructional Technology.
- ~~Develop~~ ITS will assign a Technology Consultant to the procurement request to ensure compliance with applicable state laws and guidelines.
- The ITS Technology Consultant will inform the AED eLearning and Instructional Technology of the procurement determination (i.e.; competitive purchase or sole source).
- ITS will draft a contract which adheres to state procurement laws and guidelines. A

- ~~Business Case for any purchases exceeding \$999,999 during the contractual life cycle~~
- ~~Make request for purchase before and/or Approval by the ITS Board may be required.~~
- ~~Make Upon agreement to the draft terms and conditions, the AED eLearning and Instructional Technology will request for purchase before spending approval by the MCCB Board.~~
- ~~Create MCCB Purchase Requisition to include MELA Meeting Minutes for approval of services, ITS Board Meeting Minutes for approval of spending authority, MCCB Board Meeting Minutes for approval of purchase, CP-1, and Contract.~~
- ~~Upon approval by the MCCB Board, ITS will collect contract signatures. The Executive Director of ITS will sign on behalf of the MCCB.~~
- ~~Once the appropriate approvals have been received and a contract has been adopted is executed, the MCCB Division for eLearning and Instructional Technology coordinates the implementation and, training, and technology support.~~
- ~~The Instructional Technology Support Committee continues to monitor the overall value and usage of service for the contract's life cycle of the contract.~~

#### MSVCC Resources and Services

The following are resources and services overseen by the Division and do not require oversight by ITS.

MSVCC Enrollment Tool: The MSVCC Enrollment Tool (ET) is an enrollment management system for MSVCC online courses and students across the 15 Mississippi community colleges. The ET provides access to courses from any Mississippi community college allowing, which allows the Host College to offer their students additional course options from other institutions colleges. Permissions and processes in the ET are developed by Divisions of the Mississippi Community College Board (MCCB) in consultation with the Mississippi eLearning Association (MELA) and Mississippi Association of Community Colleges (the MACC), and as interpreted by the MCCB.

#### MSVCC Website and Webpages

: The Division provides information via webpages to faculty, staff, and students about the MSVCC, such as MSVCC course listings, faculty resources, student resources, and help guides.

MELA Canvas Course: The MELA Canvas Course is designed to improve the collaboration of the MSVCC Consortium and provide resources that will enhance the quality of eLearning education.

Professional Development: Coordinated by the Professional Development Specialist, the MSVCC Academy offers high-quality training to ~~all~~ faculty, administrators, K-12 teachers, and out-of-state participants. A wide variety of topics are offered, including Canvas, instructional design, teaching best practices, educational web applications, and vendor technology tool training. Services include multiple webinars a week held at different various times including night sessions, certificate courses, face-to-face workshops/presentations, and instructional design assistance. The office utilizes the Canvas Catalog for enrollment and reporting capabilities.



MS-SARA and NC-SARA: The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts, and U.S. territories that establishes ~~comparable~~ national-wide standards for interstate offering of postsecondary distance education courses and programs. The reciprocity Agreement allows participating Mississippi colleges and universities to offer distance programs and courses to residents of member states without seeking state-by-state approval, and is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council (NC-SARA) and is administered by four regional education compacts.

#### MELO

MELO: Mississippi Electronic Library Online (MELO) is a virtual library that mirrors the traditional library through online databases, electronic books and journals, and scholarly ~~web~~ sites. Learners and instructors can utilize this service to search for books, journals, magazine articles, and news items; conduct refined searches within a specific database, (such as EBSCO or CREDO); chat live with a librarian; and find citation guides such as MLA and APA.

MILD Grant: The MSVCC Innovative Learning and Design Mini MILD Grant is awarded to ~~eLearning Department~~ the college of the 15 Mississippi community colleges for projects designed ~~President-Elect to support the Strategic Initiatives~~ cover the costs associated with hosting the annual MELA Retreat. The President-Elect must maintain records of the MSVCC. Funds may be used for supplies, equipment, consultants, technical assistance, registration fees, and travel utilization of funds.

A comprehensive list of all contractual services and agreements is housed in the MELA Canvas Course and can also be viewed under Appendix PE. Resources and contractual services are funded ~~in support by the \$0.90 cent SCH (Semester Credit Hours) assessment fee and partnership fee~~ Educational Technology Appropriations.

#### SECTION 4: MSVCC CALENDAR

~~The process for the MSVCC calendar will be initiated two years beforehand to allow adequate time for review and approval. The MSVCC eLearning Association and the Academic Officers Association will finalize approval of firm dates one year in advance to allow inclusion of MSVCC dates into local publications. These dates will establish:~~

##### General

In accordance with the Memorandum of Agreement (MOA), all participating colleges must adhere to the annual MSVCC calendar. The MSVCC calendar establishes:

- Common statewide enrollment dates for summer, fall, and spring fall, spring, and summer semesters, including mini-term sessions:
- ~~A common statewide ending date for each semester;~~
- A common statewide last date to enroll;

- ~~Common statewide due dates for grades; and~~
- Common statewide add, drop, and withdrawal dates;
- Common statewide due dates for grades, and
- A common statewide ending date for each semester.

The calendar includes summer, fall, and spring semesters with various term lengths including 15-, 8-, 4-, and 3-week options. Colleges may elect to participate in any of the terms or semesters as either a Provider College, Host College, or both.

Semester	Term Code	ET Display
<b>Fall Semester</b>		
August 15-Week	AUG15	AUG (15wks)
August 8-Week	AUG08	AUG (8wks)
October 8-Week	OCT08	OCT (8wks)
August 4-Week	AUG04	AUG (4wks)
September 4-Week	SEP04	SEP (4wks)
October 4-Week	OCT04	OCT (4wks)
November 4-Week	NOV04	NOV (4wks)
<b>Spring Semester</b>		
December 3-Week	DEC03	DEC (3wks)
January 15-Week	JAN15	JAN (15wks)
January 8-Week	JAN08	JAN (8wks)
March 8-Week	MAR08	MAR (8wks)
January 4-Week	JAN04	JAN (4wks)
February 4-Week	FEB04	FEB (4wks)
March 4-Week	MAR04	MAR (4wks)
April 4-Week	APR04	APR (4wks)

Summer Semester		
May 3-Week	MAY03	MAY (3wks)
June 8-Week	JUN08	JUN (8wks)
June 4-Week	JUN04	JUN (4wks)
July 4-Week	JUL04	JUL (4wks)

### When do MSVCC Students Enroll?

To ensure adequate time for review and approvals, development of terms within the ET, sufficient time for colleges to build and publish course offerings, and inclusion of MSVCC dates into local publications, the process for the MSVCC calendar is initiated two years beforehand.

- During the fall semester two years before the academic year of implementation, the MSVCC Administrative Committee drafts the calendar using Section 4.5 Control Dates and 4.6 Guidelines of this manual.
- During the following spring, the MELA reviews and approves the drafted calendar.
- Upon approval by the MELA, the MSVCC President submits the calendar to the Academic Officers Association (AOA) during their Spring AOA meeting.
- The AOA reviews the calendar and submits suggested revisions to the MELA.
- If revisions are required, the Administrative Committee will make necessary revisions and submit them to the MELA for approval.
- If no revisions are required, the AOA will vote on the MSVCC calendar during their Summer AOA Meeting.
- The President will notify the MELA of the outcome of action taken by the AOA.
- Upon approval by the AOA, the Assistant Executive Director for eLearning & Instructional Technology will provide the college Presidents with a finalized draft of the MSVCC Calendar for review at the next available MACC meeting.
- Upon approval by the MACC, the MCCB Instructional Design Specialist will publish the MSVCC Calendar within the MELA Canvas Course, build the control dates within the ET, and notify the MELA upon completion.
- The MELA may begin developing course offerings within the ET in advance of the common state-wide MSVCC registration date.
- MSVCC student enrollment will begin and end on the common dates established within committee as published in the approved annual calendar.
- The colleges may, at any time prior to before the statewide enrollment date, enroll local students into their locally provided online courses. Students cannot enroll into courses offered by other colleges until the statewide enrollment period begins.

## Calendar Definitions

- ~~Semester: The designation of fall, spring, and summer which encompasses multiple terms with varying lengths~~
- ~~Full term: 15-week term~~
- ~~Mini term: Shorter instructional periods of 3, 4, or 8 weeks within the larger semesters of fall, spring, and summer~~

## Academic Calendar:

- ~~Audit Purposes—Begins in summer and ends with spring term (aligns with fiscal year)~~
- ~~Instructional Purposes—Begins in fall and ends with summer~~
- ~~Term Offering Schedule: A list of designated start and end dates for full terms and mini-terms that will be determined a year in advance allowing colleges to decide which terms they will utilize; thus, allowing the colleges to incorporate these dates into their master calendars.~~

~~MSVCC Administrative Committee will develop a draft Term Offerings Schedule each November to be reviewed and voted on by the MELA in January.~~

~~MELA will submit proposed calendar to Chief Academic Officers (CAO) Association in February for review.~~

~~CAO Association will make final approval in June of each year.~~

~~Beginning with Spring 2015, the Term Offering Schedule will consist of 19 possible terms to include 15-week terms, 8-week, 4-week, and 3-week mini-terms. Additional mini-terms may be added with the approval of the MELA and the CAO Association.~~

~~The proposed terms and their term designation are as follows:~~

### Drop/Add Period

~~Students can drop and/or add MSVCC courses only within the allowed timeframe:~~

- ~~8-week and 15-week terms – First 2 days of term~~
- ~~3-week and 4-week terms – First day of the term only~~

### Census Date

~~Annually, the legislature passes a Community and Junior College Appropriation bill, which establishes, with specificity, which students may be counted for the purposes of state reimbursement. The appropriation bill states:~~

~~“Academic, Technical, Career, Associate Degree Nursing, and 35 Associate Degree Allied Health funds shall be disbursed on the basis of prior year full-time equivalency (FTE) of hours generated during the summer, fall, and spring semesters for each public community and junior college student actually enrolled and in attendance the last day of the sixth week of each semester, or its equivalent, counting only students who reside within the State of Mississippi.~~

However, associate degree nursing students who reside outside the State of Mississippi may be counted for pay purposes.”(MCCB Enrollment Audit and Reporting Guidelines, 2021, p. 7

The census date, also referred to as the cut-off date, is the date at which students must be enrolled and in attendance in order to be counted for pay purposes. (MCCB Enrollment Audit and Reporting Guidelines, 2021, p. 37)

The MSVCC follows the enrollment guidelines set forth in the MCCB Enrollment Audit and Reporting Guidelines to ensure compliance with all applicable state and federal laws

Please reference the ~~for information on the census date and the Maximum Number of Allowed Absences Chart.~~

According to the Community and Junior College Appropriation bill:

Academic, Technical, Career, Associate Degree Nursing and Associate Degree Allied Health funds shall be disbursed on the basis of prior year full-time equivalency (FTE) of hours generated during the summer, fall, and spring semester for each public community and junior college student actually enrolled and in attendance the last day of the sixth week of each semester, or its equivalent, counting only students who reside within the State of Mississippi. However, associate degree nursing students who reside outside the State of Mississippi may be counted for pay purposes. (MCCB Enrollment Audit and Reporting Guidelines)

Courses that meet for fewer than the number of weeks in the regular, traditional semester (16-weeks) shall utilize a 33% calculation to establish the equivalent.

The census date, also referred to as called the cut-off date, is the date at which students must be enrolled and in attendance in order to be counted for pay purposes.

The following table depicts the census date (MCCB Enrollment Audit and attendance monitoring that is required for MSVCC courses: Reporting Guidelines)

To ensure compliance with all applicable laws, regulations, and reporting guidelines, colleges should reference the current version of the MCCB Enrollment Audit and Reporting Guidelines.

#### Control Dates

The following control dates will be utilized to establish the agreed-to MSVCC calendar and turn on/off functions in the MSVCC Enrollment Tool~~ET~~. For the opening and closing of items, an item will open at 12:01 am on the opening display date and close at 11:59 pm~~59 pm~~ on the closing display date. (Chart on the following page)

Major Functions	15 Weeks	8 Weeks	4 Weeks	3 Weeks
Course Build/Registration Courses will be uploaded from the SIS every term				
Registration Ends	4 Days	4 Days	3 Days	3 Days

Drop/Add/Administrative Clean-up	13 Days	13 Days	6 Days	6 Days
Census Date Calculated at 33% of the term	33%	33%	33%	33%
Withdrawal Date Calculated at 75% of the term but forced to the closest Friday. This date will be referred to as the Adjusted Withdrawal Date.	75%	75%	75%	75%
Course Surveys				
Course Survey Opens	53%	53%	53%	53%
Course Survey Closes	87%	87%	87%	87%
Student Services & Faculty Surveys The dates are set for the first & last possible days of the overall semester				
Spring Semester	Open – First day of DEC03 Close – Last day of MAR08			
Fall Semester	Open – First day of AUG15 Close – Last day of OCT08			
Summer Semester	Open – First day of MAY03 Close – Last day of JUN08			
Mid-Term and Final Grades The due date in ET is always set to be on a Monday				
Mid-Term Grades Due	Monday of 9th Week	Monday of 5th Week	N/A	N/A
Final Grades Due	Monday Following the last day of the term	Monday Following the last day of the term	Monday Following the last day of the term	Monday Following the last day of the term

Grade Window Opens	5 Days before the due date
Grade Window Closes	3 Days after the due date
<b>Audit</b>	
Audit Rosters Available	1 Day after Census Date
Audit Rosters Off	Last day of the term

Guidelines Used to Determine Agreed Upon Dates for Public Calendar

<b>Semester Registration Begins/Public Site Opens</b>	
Spring Semester	1st Tuesday of November
Summer/Fall Semesters	1st Tuesday of April
Enrollments Loaded into Canvas	1pm Wednesday before classes begin
<b>Drop/Add Period</b>	
8- and 15-Week Terms	1st two (2) days of term
4- and 3-Week Terms	1st day of the term only
<b>No Shows Due</b>	
15 Week Terms	17th day of the term (typically 3rd Wednesday)
8 Week Terms	10th day of the term (typically 2nd Wednesday)
3- and 4-Week Terms	5th day of the term (typically 1st Friday)
Pre-Verification of Course Files for Audit	9th week of the semester

**SECTION 5: COLLEGE RESPONSIBILITIES**

It is the responsibility of each participating college to serve the online students and to support the MSVCC. Through the MSVCC, students may take courses from community colleges anywhere in Mississippi while getting support services from a local college. To take a course from a remote (provider) college, a student enrolls at a local (host) community college.

---

*Provider College:*

*Teaches the course and supports the instructor.*

*Host College:*

*Lists the courses and enrolls the student. (It is where the student registers for classes.)*

---

The Provider College provides the course instruction and supports the instructor. The Host College lists the courses and enrolls the student. The host college supports the student with a full slate of student services, including advisement and counseling, financial aid, and learning resources. The host college awards credit for the course.

The following outlines the responsibilities and task for the host and provider colleges. Overview of the Provider College:

- ~~Teaches the course and supports the instructor.~~
- ~~Pays the instructor.~~
- ~~Provide a link to the MSVCC website.~~
- ~~Ensures the quality of the MSVCC course (s) provided through evaluations.~~
- ~~Supports the instructor.~~
- ~~Selects the course textbook(s).~~
- ~~Records attendance and grades.~~
- ~~Coordinates the exact reconciliation of his/her MSVCC enrollment list with the instructor grade book enrollment.~~
- ~~Sets the maximum number of students per course~~

Overview of the Host College:

- ~~Lists the courses and enrolls the student. The host college is where the student registers for classes.~~
- ~~Provides a link to the MSVCC website.~~
- ~~Selects the MSVCC courses that will be listed for student enrollment. MSVCC courses are chosen only from the MSVCC Master Course Offering List~~
- ~~Chooses whether to increase their local college list by selecting additional courses from~~



~~within the MSVCC Master Course Offering List as the demand dictates.~~

- ~~• Students enroll at the host college for all MSVCC courses.~~
- ~~• Communicates with the provider CELO to ensure accuracy of enrollment figures.~~
- ~~• Develops student service procedures to serve MSVCC students.~~
- ~~• Develops a service to advise and screen potential MSVCC students.~~

### Provider College Responsibilities

#### COLLEGE RESPONSIBILITIES

Each college associated with the MSVCC has a duty to support and administer it, including daily operations, resource provision, and appropriate staffing. The Provider College (course) and the Host College (student) have distinct responsibilities to ensure the delivery of quality course offerings and support for faculty and students.

### Provider College Responsibilities

The Provider College is the college where the course is taught. To ensure effective course sharing and continuity of services, the Provider College's primary responsibilities include:

#### Enrollment Tool Grades

Grades will be recorded (either manually and/or via database import) into the MSVCC Enrollment Tool ET for shared MSVCC students.

Mid-Term Grades: Mid-term grades will be recorded in the Enrollment Tool ET for MSVCC students enrolled in MSVCC 8-week and 15-week courses. Mid-term grades will be due the Monday following the end of the 4<sup>th</sup> 5<sup>th</sup> week for 8-week courses and the Monday following the end of the 8<sup>th</sup> 9<sup>th</sup> week for 15-week courses. Mid-term grades are not required for 3- or 4-week courses.

Final Grades: Final grades will be recorded in the Enrollment Tool ET for MSVCC students enrolled in an MSVCC course. Final grades will be due the Monday following after the end of the term's final week ~~of the term.~~ (i.e., Final grades will be due the Monday following after the end of the 8<sup>th</sup> week for 8-week courses and the Monday following after the 15<sup>th</sup> week for 15-week courses.).

#### Faculty Credentialing

~~Each college will provide the necessary documentation certifying each MSVCC instructor's credentials to teach in a given subject area.~~

~~A completed Credential Certification form should be loaded for each instructor into the Faculty Profile in the Enrollment Tool (APPENDIX I: Faculty Credentials Certification).~~

~~In addition, a copy of the instructor's transcripts verifying credentials should be loaded into the Faculty Profile in the Enrollment Tool. Note: The instructor's SSN and birth date should be blocked prior to uploading into the Enrollment Tool.~~

#### Textbooks

The provider college is responsible for selection of textbook. Textbook information for the MSVCC should include Term, District, ISBN (required), Type, Author (required), Title (required), Publisher (required), and Comment.

### Syllabus

The provider college is responsible for uploading the MSVCC Course Syllabus into the Enrollment. Syllabus information for the MSVCC must include course information, contact information, prerequisites, course description, text and course materials, learning outcomes, instructional techniques, methods of evaluation, grading information, testing information, academic honesty policy, attendance information, and ADA statement. The syllabus must be a PDF and must consist of the following naming convention: (3 digit) District Code + (5 digit) Semester Term + Course ID + Type of file being uploaded. Example: 2062018310178.pdf.

### Attendance

In accordance with the MCCB Enrollment Audit and Reporting Guidelines, colleges that participate in the MSVCC must ensure compliance with student attendance. A student is considered in attendance for reimbursement purposes if they have not exceeded the maximum number of allowable absences in any given term. (See Board Policy 9.2 for Maximum Number of Allowed Absences Chart). Since the ET serves as the MSVCC information sharing portal, provider colleges must record (manually and/or via database import) MSVCC attendance utilizing the MSVCC Attendance feature within the ET. The provider college is responsible for recording regular attendance so that the host college may access attendance data needed for reimbursement. The Electronic Audit and Reporting System (eARS) links to the ET at the end of the term and creates a small Student Schedule (SS) file download. This download is appended to the host college's SS file by the personnel designated to perform data uploads.

### Grade Changes

If a grade change is necessary, the instructor must report ~~this~~the grade change to their CELO utilizing the MSVCC Grade Change Form (APPENDIX E: MSVCC Grade Change Form).G. If the ~~Enrollment Tool~~ET grade portal is open (typically 3 days after grade due date), the CELO will enter the appropriate grade change and no further action is necessary. If the ~~Enrollment Tool~~ET grade portal is closed, the CELO must email the MSVCC Grade Change Form to the appropriate CELO(s). When requested by the Provider, a copy of the MSVCC Grade Change Form will be submitted to the ~~eLearning Technical Support~~Instructional Design Specialist for revision within the ET.

### Attendance

In accordance with the MCCB Enrollment Audit and Reporting Guidelines, colleges participating in the MSVCC must ensure compliance with student attendance. A student is considered in attendance for reimbursement purposes if they have not exceeded the maximum number of allowable absences in any given term. Since the ET serves as the MSVCC information sharing portal, Provider Colleges are required to record attendance by the instructor

manually logging in weekly to the ET (using their unique login and password) to document attendance and/or via database import (customized SIS import into the ET Data Portal). The Provider College is responsible for recording regular attendance so that the Host College may access attendance data needed for reimbursement. The Electronic Audit and Reporting System (eARS) links to the ET at the end of the term and creates a Student Schedule (SS) file download. This download is appended to the Host College's SS file by the personnel designated to perform data uploads.

### Faculty Credentialing

The Provider College will provide the necessary documentation certifying each MSVCC Instructor's credentials to teach in each subject area.

A completed Faculty Credentials Certification form should be loaded for each instructor into the Faculty Profile in the ET (APPENDIX F).

In addition, a copy of the instructor's transcripts verifying credentials should be loaded into the Faculty Profile in the ET. Note: The instructor's SSN and birth date should be redacted prior to uploading into the ET.

### Textbooks

The Provider College is responsible for the selection of textbooks. Textbook information for the MSVCC should include Term, District, ISBN (required), Type, Author (required), Title (required), Publisher (required), and Comments.

### Inclusive Access

All Provider Colleges agree to indicate in the ET which courses utilize Inclusive Access. An Inclusive Access fee will be charged to the Host College, and the Provider College will receive the Inclusive Access fee via an adjustment to the MSVCC Assessment at a rate of \$25.00 per credit hour. Inclusive Access is digital course content delivered to students on the first day of class through the learning management system. Due to the instructional requirement of teaching and learning materials provided through Inclusive Access, there is no opt-out option.

### Syllabus

The Provider College is responsible for uploading the MSVCC Course Syllabus into the ET. Syllabus information for the MSVCC must include course information, instructor contact information, prerequisites, course description, text, and course materials, learning outcomes, instructional techniques, methods of evaluation, grading information, testing information, academic honesty policy, attendance information, and an ADA statement. The syllabus must be a PDF and utilize the following naming convention: (3 digit) District Code + (5 digit) Semester Term + Course ID + Type of file being uploaded. [Example: 2062018310178.pdf.]

### Evaluations

Each college should conduct annual evaluations of provided courses. The MSVCC Core Course Evaluation Guide (APPENDIX F: ~~Core Course Evaluation Guide~~H) should be used as a

~~base~~basis for conducting evaluations. Individual colleges can customize their evaluation instruments and processes according to local college policies and procedures.

To verify quality of courses to Host Colleges, the ~~CELO~~Provider College must upload an MSVCC Quality Verification letter to participating colleges inside of the ~~Mississippi e-Learning Association~~MELA Canvas course repository ~~for~~as a quality verification notice.

Letters must be sent annually in October.

~~These~~The letters should verify quality in courses from the previous ~~Fall, Spring, summer, fall, and Summer~~terms. ~~Exspring semesters~~. [Example: in October 2010, letters will verify quality from the previous fall 2009, spring 2010, and summer 2010 ~~terms~~semesters.]

Letter should state the following:

“I have reviewed the evaluations of courses and instructors as a provider of all instructors used by my ~~institution~~college as a member of the MSVCC for the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ terms. I further certify that the instructors have adequate academic preparation for courses offered, course content matches criteria as stated in the Uniform Course Numbering System in Mississippi Public Community and Junior Colleges, and all courses meet the minimum guidelines set in the MSVCC Core Course Evaluation Guide. I agree to allow all students, hosted and provided, the opportunity to evaluate the course.”

CELOs should verify that letters have been sent.

MSVCC shared students will be provided the opportunity to evaluate each MSVCC course in which they are enrolled for summer, fall, and spring, ~~and summer~~ semesters. Colleges ~~must notify students once the link to~~may elect to utilize the MSVCC Student Course Evaluation Survey is available. (APPENDIX G: ~~(Appendix I)~~ and/or the MSVCC Student Course Evaluation)

~~In addition, MSVCC students will be provided the opportunity to evaluate Student Services through a link in their MSVCC Student Profile. (APPENDIX H: MSVCC Student Services Survey)~~

~~Students should be notified when~~Survey (Appendix J). The surveys ~~be~~omewill be made available. ~~Below is a sample notification message:~~ in accordance with the MSVCC Calendar.

~~“Please take a few minutes of your time to complete the student surveys by logging in to your MSVCC Student Profile (). You will find a Student Services survey that lets you evaluate services at your local college and a Course Evaluation Survey for each class you are taking. These surveys are very important and provide a way for us to improve the services of the MSVCC. Please complete the surveys before (add due date here).”~~

### Proctored Exams

Each college shall serve as a testing center for proctored exams. The college should provide an ideal testing environment and maintain the integrity of all exams administered.

## Americans with Disabilities Act (ADA)

Each college will take whatever steps it considers prudent to address ADA compliance for MSVCC courses and students.

## Host College Responsibilities

The Host College lists the course, enrolls the student, and awards credit for the course. The Host College supports the student with a full slate of student services, including advisement and counseling, financial aid, and learning resources.

## Grades

The appropriate personnel from the Host College will retrieve grades from MSVCC ~~Enrollment Tool~~ET and record within the local student information system.

## Attendance

~~The provider college is responsible for ensuring attendance is recorded in the ET (manually and/or via database import), in accordance with the Board Policy~~

~~9.2 Maximum Number of Allowed Absences Chart.~~ The Host College will process attendance based on the data provided by the Provider College using the “Request for Drop – Other CC Requested Drop” report in the Attendance feature of the ET. At the end of the term, the Electronic Audit and Reporting System (eARS) links to the ET and creates a ~~small~~ Student Schedule (SS) download. The download is then appended to the Host Colleges SS file by the personnel designated to perform data uploads.

## Hosted Provider Course Evaluations Review

~~The MACC Academic Officers Association approved and implemented Colleges may use the eLearning “Hosted Provider Course Evaluation” on April 8, 2003 to be uniformly applied to all institutions beginning with the next MSVCC term. The purpose of the Hosted Course Evaluation is to allow institutions Review form (Appendix K) to verify that courses being pulled in from other MSVCC schools are consistent with local offerings of the course. The Hosted Course Evaluation was revised by the MELA Quality Sub-Committee in September of 2011 (APPENDIX K: MSVCC Hosted Course Evaluation). The revised evaluation form was approved on October 19, 2011.~~

## Responsibilities of Both

- ~~Chief eLearning Officer~~
- ~~The college presidents will identify a person to serve as the Chief eLearning Officer (CELO). The duties of the CELO at the host or provider college where appropriate may include:~~
- ~~Enrollment~~
- ~~Correct MSVCC enrollment problems~~
- ~~Answer questions about MSVCC enrollment processes~~
- ~~Manage the enrollment of MSVCC students into the MSVCC Enrollment Tool~~

- Facilitate communication between provider/host
- Facilitate transmission of grades between provider/host via the MSVCC Enrollment Tool
- Facilitate sending and receiving MSVCC Drop/Withdrawal requests
- Administer MSVCC
- Answer questions about MSVCC courses
- Inform MSVCC participating colleges of MSVCC courses being offered by local college
- Work with department chairs to identify instructors to teach MSVCC courses
- Inform local college of MSVCC courses being offered each semester
- Training of faculty and staff
- Plan training process
- Schedule training times
- Work with student services to get information to students
- Inform students of how to link with Learning Resource Center
- Inform students, instructors and staff about MELO
- Work with Contract issues

The CELO is the primary MSVCC college contact

- Communicate with local instructors, staff and students
- Communicate with other CELOs from other colleges
- Answer questions from other colleges (students, staff, instructors)
- Work with students to solve problems
- Coordinate with MSVCC and college deans to maintain calendar

#### Proctoring Standards Evaluation

The MSVCC Proctoring Standards Evaluation Form (APPENDIX G: MSVCC Proctoring Standards Evaluation Form) is recommended to be completed by each CELO on an annual basis to ensure adequate hours of operation and resources to support the needs of MSVCC and local students.

Every college should consider itself a testing site for the MSVCC courses giving full faith and credit to all other colleges.

Every college should develop a plan to implement and maintain a “testing center” to accommodate MSVCC proctored testing.

#### Institutional Policies and Procedures

Each college will be responsible for the development of institutional eLearning policies pertaining to intellectual property rights, exclusive of those courses developed through funding provided by the MCCB. Courses developed through MCCB funding shall become the property of the MCCB for the common use of the state’s fifteen colleges.

#### ADA

#### Proctored Exams

Each college shall serve as a testing center for proctored exams. The college should provide an ideal testing environment and maintain the integrity of all exams administered.

#### Americans with Disabilities Act (ADA)

Each college will take whatever steps it considers prudent to address ADA compliance for ~~online~~ MSVCC courses. ~~Courses developed through funding from the MCCB will utilize resources available to ensure ADA compliance~~MSVCC courses and students.

#### Athletic Eligibility

~~All athletes must be enrolled full-time and in attendance within fifteen (15) calendar days from the beginning date of a particular term to be eligible to participate. To be considered full-time, a student must be enrolled in 12 semester hours. Students taking online courses are considered full-time if registered for at least six (6) semester hours on site at the certifying institution and six (6) or more hours with the certifying institution acting as the host institution for courses taught by other MACC member colleges.~~

#### Marketing

~~To increase awareness of the MSVCC, the Division along with the participating colleges, will provide ongoing marketing efforts through print, media, and attending events.~~

### STUDENT POLICIES AND PROCEDURES

#### MSVCC Student Privacy

The local Host ~~institution~~College has established procedures for protecting personally identifiable information within the Student Information System. For the MSVCC, the MCCB utilizes https and secure file transfer processes to protect student information during the transfer and storage of registration, course, and grade information in the ~~Enrollment Tool~~ET. A unique, college generated student ID serves as the main identifier within the ~~Enrollment Tool~~ET, Student Information System, and learning management system, and password encryption is determined by the authentication configuration set up by each school. Students can only access the learning management system using a ~~secured~~secure internet portal. All information within each LMS is stored off-site in locations with firewall, network, and physical security.

#### MSVCC Student Surveys

~~Effective Summer 2018,~~ MSVCC Student Surveys are made available in the ET and may be utilized to evaluate courses and student services at the Host ~~institution~~College.

#### MSVCC Attendance Policy

In accordance with the MCCB Enrollment Audit and Reporting Guidelines, a student is considered IN ATTENDANCE for reimbursement purposes if they have not exceeded the maximum number of allowable absences in any given term. The ET attendance portal is available to MSVCC participants for documenting hosted and/or provided attendance. Colleges may elect to report attendance data either manually (instructor logging in weekly to the ET to

record attendance using their unique login and password) and/or via database import (customized SIS import into the ET Data Portal).

~~have not exceeded the maximum number of allowable absences in any given term. See Board Policy 9.2 for the Maximum Number Of Absences Allowed Chart.~~

The consortium defines attendance in MSVCC courses as active participation in course learning activities.

- 8-week and 15-week classes: Attendance will be measured weekly and should be based upon documentable engagement with the course content.
- 3-week and 4-week classes: Attendance will be measured twice per week and should be based upon documentable engagement with the course content.

No Show: A student is considered a “No Show” for attendance purposes if there is no documentable engagement with the course content within the timeframe allowed.

- 3-week and 4-week terms: First 3 days of the term
- 8-week term: First week of the term
- 15-week term: First 2 weeks of the term

~~To ensure compliance with the Community and Junior College appropriation bill and to meet the requirements as established by the MCCB, the ET attendance repository is available to MSVCC participants for documenting hosted and/or provided attendance. Institutions may elect to report attendance data either manually and/or via database import. Please note the following stipulations:~~

- ~~If the instructor manually reports attendance into the ET Attendance Tool or the college utilizes database import for attendance, the Audit Roster does not need to be signed for audit verification.~~
- ~~If anyone other than the instructor assigned to the course reports attendance into the ET Attendance Tool, the instructor assigned to the course will be required to electronically sign the Audit Roster in the ET to ensure audit verification.~~

Note: The determination of exactly what constitutes a learning activity may be left to individual ~~institutions~~colleges and their instructors. However, learning activities should demonstrate participation in the course. Participation in these learning activities should be used when determining ~~at~~the last date of attendance that is reported to consortium members.

### MSVCC Honesty Policy

~~A~~The hallmark of any profession is integrity and honesty. Academic honesty is expected of all students; therefore, each student is expected to accomplish ~~his/her~~their own work. Academic misconduct includes, but is not limited to, deceptive acts such as the following:

- Plagiarizing from any source,
- Cheating in any manner on tests, papers, reports, ~~ete- et cetera,~~
- Submitting work that is not the student’s own,



- Improperly using technology,
- Stealing, buying, or selling course ~~materials~~material,
- Impersonating another student while taking an exam or having another person assume one's identity to take an exam; and/or
- Deliberately conveying false or misleading information.

When academic misconduct has occurred, the instructor ~~has the responsibility of~~ is responsible for assigning an appropriate penalty in accordance with the Provider College's ~~institutional~~ policy. This may include failure of the assignment, course ~~failure of the course~~, or dismissal from the ~~institution~~college. The ~~institutional~~college policy must be outlined in the course syllabus and uploaded in the ET and Course Site.

### MSVCC Discipline Policy

Students who register for ~~an~~ MSVCC course will be subject to the disciplinary policies and procedures of the student's Host College: (Host College is the ~~institution~~college where the student registers for class-).).

### MSVCC Student Grievance Procedure

Any student who wishes to make a complaint regarding any aspect of the MSVCC must take the following steps:

Step 1: Discuss the problem with the faculty member, staff member, or administrator involved. Direct communication between the two parties usually resolves most of the problems.

Step 2: If informal efforts to resolve the problem are not productive, the complainant should then contact the CELO at the student's Host College to help in processing the complaint. (~~Host College is the institution where the student registers for class.~~)

Step 3: If the complainant, at this point, wishes to file a formal complaint, ~~he or she~~they should express the specific nature of the complaint and the remedy sought in writing to the ~~providing~~Provider College's CELO with a copy sent to the Host College's CELO (~~if different~~). The ~~providing~~Provider CELO will then refer it to the appropriate person for disposition. A response will be made to the complainant within 15 working days.

Step 4: If the complainant ~~within 15 working days~~. (~~Providing college is the institution teaching the course.~~)

~~If the student~~ is not satisfied with the resolution of the grievance, ~~he/she~~they must follow the procedures for appeal as prescribed by the ~~student's~~student's providing college. The appeal must be made in writing within five (5) working days of the previous decision.

~~Students~~ Complainants who do not submit a written appeal by the appointed date forfeit any further consideration in this matter.

No adverse action will be taken against a ~~student~~complainant for filing a ~~complaint~~grievance.

## Out-of-State Students

If a complaint cannot be resolved through the college's student complaint process, ~~students~~complainant may file a ~~complaint~~grievance with the Mississippi Commission on College Accreditation (MCCA) by visiting their site at ~~Mississippi~~mississippi.edu/mcca and following the student complaint process. ~~Students~~Complainants may also contact the appropriate agency in their state of residency.

## PROCTORED EXAMS

A proctored exam is ~~an exam which is~~ supervised by an approved, neutral person (a proctor) or a virtual proctoring ~~system~~system, which ensures the identity of the exam taker and the integrity of the proctoring environment. Proctored exams are used for MSVCC courses to ensure compliance with the Southern Association of Colleges and School Commission on Colleges (SACSCOC) standards which ~~requires~~require that ~~institutions~~colleges demonstrate that a student who registers in a distance or correspondence course or program is the same student who participates in and completes the course or program and receives the credit.

Verification of Student Identity and Testing Integrity: Passwords for proctored exams are entered by faculty into a secured repository. Only instructors, proctors, and eLearning administrators have access to this portal. ~~Students are required to~~must take proctored exams at on-campus locations or via an approved virtual proctoring service, unless otherwise approved. Upon entrance into the exam (both in person and virtually), students must verify their identity using a photo ID. The proctor will then sign them into the exam and monitor student progress until exam submission.

Fees: Students authorized to use off-site or virtual proctoring may be assessed a testing fee for site utilization. No fee is assessed to students enrolled in an MSVCC course when using a proctoring site on a Mississippi community/junior college campus.

Minimum/Maximum Number of Exams: A minimum of one (1) and a maximum of three (3) proctored exam(s) per MSVCC course with a term of 6 weeks or more will be allowed, ~~with the exception of~~except for four credit-hour courses which may require a maximum of four (4) proctored exams. A minimum of one (1) and a maximum of two (2) proctored exams(s) per MSVCC course with a term of 5 weeks or less ~~with~~will be allowed.

Repository: A proctoring repository is utilized by the MSVCC. This repository includes for each MSVCC course the instructor's name, instructor's Provider College, course name, exam name, exam password, exam availability, software, the time allowed, and the allowed items.

Grading: The graded value and/or weight of an MSVCC proctored exam must be included on the syllabus uploaded to the MSVCC ET.

Time Limit: Proctored ~~tests~~exams should be limited to a maximum of 2 hours for all MSVCC ~~tests~~exams to ensure comparable testing standards of traditional course methodology.

Delivery Method: All proctored ~~examination~~exams will be conducted electronically through the learning management system or via an applicable third-party site (MyMathLabs, SAM, etc.) as

determined by the Host instructor. Copies of materials utilized during testing, such as scratch paper or calculations, can be emailed to the instructor upon request. Requests for ~~providing~~ copies of materials used during testing must be made in advance via the statewide proctoring repository.

Facilities: ~~In accordance with the~~ substantive change, each college should maintain at least one adequate proctoring facility in a campus location suitable to the requirements of the college and the needs of the ~~examinees~~ students.

Personnel: Any site designated for MSVCC proctored testing should have a staff person available for proctoring, as needed. This person's primary responsibility should be proctoring and overseeing the lab. Colleges with more than one campus should have a person at each location that will be available to proctor ~~test~~ exams on an as-needed basis. The Proctor Confidentiality Agreement (~~APPENDIX L: Proctor Confidentiality Agreement~~) should be signed by all personnel who have access to the MSVCC proctored exam database. Copies of signed agreements will be housed in the Chief eLearning Officer's office.

~~agreements will be housed in the Chief eLearning Officer's office.~~

Testing Hours: Each college is responsible for ensuring adequate hours of operation and staffing to meet student demand.

Computer Standards: Each college will be responsible for assessing the quantity of computers and the duration of testing hours. Each computer should be Internet accessible. The computers should also be equipped with Microsoft Office Suite and meet the minimum requirements ~~which have been set by the~~ MSVCC.

Network personnel from each college should monitor the network connection to and from the testing labs. If the equipment is not working properly, the network personnel should take appropriate actions.

#### Proctoring Standards Evaluation

~~The MSVCC Proctoring Standards Evaluation Form (APPENDIX J: MSVCC Proctoring Standards Evaluation Form) is recommended to be completed by each CELO on an annual basis: Each college evaluates their proctoring needs annually~~ to ensure adequate hours of operation and resources to support the needs of MSVCC and local students.

Out-of-State Proctoring: Colleges that permit out-of-state testing at locations not listed within ~~SmarterProctoring~~ test site portal must follow established procedures to ensure approval for off-site proctors and centers (~~APPENDIX M: Off Site/Out of State Approval Form~~).

Virtual Proctoring: Individual colleges will determine the availability of virtual proctoring for their hosted students (students who register through that school). It is Colleges that do not permit virtual proctoring and/or do not allow certain virtual proctoring solutions should note such in the responsibility of course comment section. The student ~~to ensure~~ is responsible for ensuring sufficient computer standards to ~~utilize~~ use this service.

## Textbooks

As members of the MSVCC, all colleges agree to abide by the following guidelines ~~in regard to~~ regarding meeting the textbook needs of our students for textbooks while enrolled in an ~~online~~ MSVCC course.

### Order from the Publisher

If possible, the bookstore will order from the publisher, rather than the other bookstore, except where unique situations arise (i.e., instructor prepared materials, out-of-edition textbooks, etc.). ~~Several issues make this the best solution for the majority of orders.~~

~~First, ordering from the publisher usually gives the bookstore the best return policy usually up to one year.~~

~~Second, all bookstores are struggling to meet the needs of the current students in the store and lack additional staff in handling numerous online orders between stores.~~

~~Third, bookstores make estimate of the number of books that they think they will need to meet the needs of their students. (If numerous copies are sent to other stores, they may be unable to meet the demand at their store.)~~

### Order from another Store

If a bookstore is unable to buy from the publisher and have the textbook delivered to the student within 14 days, the Host College will place an order with the Provider College. Each college will accept a purchase order from a member of the MACC. Each college bookstore will accept open purchase orders from other stores, if that is the procedure that they would like to use. The bookstore may call, or email ~~or~~ fax their order to the other bookstore. Prior to placing this order, the college will verify the information on the student's profile for accuracy.

### Communication about Orders

All communication concerning any orders between stores will occur only between the stores involved. It is agreed that there will be no communication with a student about a textbook ordered from another college which involves criticism of the other college. Therefore, a student will not be asked to call the other bookstore. As the student did not place the order, only the other college bookstore will call for information on the order.

### ~~Discounted cost~~

~~Textbooks and other materials will be sold to other colleges at the retail cost less a 10% discount. This allows the store who ordered, shelved, stocked the item and then, pulled the item, removed tags, and boxed the item for shipment, to retain some of the mark up to cover their direct and indirect cost. Any mark up to the student after receipt is a matter of local policy for each college.~~

### Cost of Shipping

All community college bookstores agree to charge a ~~set fee per book for shipping and handling when sending the book to a member of the MACC. That fee will be \$5 per book, with a~~

~~minimum of \$10.00. Example: shipping 1 book—\$10, shipping 2 books—\$10, shipping 3 books—\$15, shipping 4 books—~~

~~\$20, etc. The fee will be fair and equitable fee based upon current standard book shipping rates through the USPS.~~

#### Timeliness of Shipment

All bookstores agree to make shipments to other colleges within 2 to 3 business days ~~as long as if~~ the book is in stock. If the textbook being ordered is out-of-stock at that college, the bookstore who is placing the order will order directly from the publisher.

#### Timeliness of Payment

All bookstores agree to make payment within 30 days of receipt of the invoice. (Note that some bookstores mail their invoice with their shipment, and some ~~bookstores prepare them at a later date.~~) A bookstore may deny an order if they have outstanding invoices from a store from a previous semester.

#### Website Accuracy

All CELOs agree that as much as possible, they will ensure that information for textbooks on the MSVCC Enrollment System will be accurate. In addition, they agree that as textbook changes are made, students who have registered for the class will be notified of the change(s). As required by Higher Education Opportunities Act (HEOA), colleges will “Disclose, on the institution’s college’s internet course schedule and in a manner of the institution’s choosing, the ISBN (International Standard Book Number (ISBN)) and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution’s college’s course schedule used for preregistration and registration purposes.”

#### Return Policy

~~All store to store orders will be considered special orders. All bookstores agree to allow a 100% return between stores during the first five weeks of the semester for the fall and the spring semesters. This is five weeks from the start date of the term not the date of the order. Textbooks must be returned in new condition (shrink wrapped, no open CD’s or disk, no writing or highlighting.) All stores agree to call and notify the other store when they are preparing a shipment for return. (This phone call may assist the store personnel in making only one return shipment to a publisher. It is also a good practice and courteous to the other store in that some publishers have a short refund period. In addition, that store may be in the process of ordering the same textbook.) Whether or not a college allows a student to return a book over the same period is a local college policy issue.~~

~~If a return is needed after the first five weeks of school, the bookstore should notify the other store and discuss whether or not a return could still be made with the addition of a re-stocking fee. Returns accepted after the initial return period would depend on the need for that textbook by this store and should be a local policy issue.~~

~~As the summer terms are much shorter, bookstores agree to a two week return period during this time. All other requirements remain the same.~~

~~Note: Many stores indicated that they will handle all orders from the student as “Special orders—paid in advance and non-returnable.” If this is done, there will be few returns made between colleges. Most returns would then be~~

~~only due to class cancellations, students who failed to pick up books, etc.~~

#### ~~SECTION 6: MSVCC ELEARNING ASSOCIATION~~

~~MSVCC~~Local college policy will determine if students can return books. If a return is needed, the bookstore should notify the other store and discuss whether a return is allowed and whether it includes additional fees.

#### MISSISSIPPI ELEARNING ASSOCIATION

~~(MELA)~~Bylaws of the Mississippi eLearning Association

##### Article I: Organization

The name of the organization shall be the Mississippi eLearning Association. ~~(MELA).~~

##### Article II: Purpose

The Mississippi eLearning Association was formed to ensure the Mississippi Virtual Community College (MSVCC) continues to provide an effective, efficient, quality, educational experience for all MSVCC students.

##### Article III: Membership

Membership in this organization shall be granted to the Chief eLearning Officer (CELO) appointed by the college president for each college participating in the MSVCC consortium and individuals at participating MSVCC colleges working in eLearning.

~~Resources~~Resource advisors from outside the group (IT, Faculty and/or Staff) may ~~be allowed to~~ serve on various subcommittees to support the Association's needs ~~of the Association.~~

Individuals working for the Mississippi Community College Board and/or Mississippi Association for Community Colleges designated as eLearning support staff serve as resource advisors to the Association.

#### Article IV. Officers

##### Section 1: Officers

There shall be three officers of the Association consisting of a President, President- Elect, and Secretary. ~~Officers shall be elected by the Association at each May Association Meeting and begin serving their term on August 1. Their duties are as follows:~~ who serve one-year terms in each office in succession.

##### Section I-2: Appointment of Officers

Members are appointed to serve as officers utilizing the randomly generated Officer Schedule (Appendix N) which ensures all colleges serve within the Association in a fair and equitable manner. Every college must serve, however; if a college has a limited number of office personnel and/or a new director/ eLearning coordinator, the college will be allowed to request delaying their rotation for a year and then will serve as secretary the following year. Officers that do not serve as a director of eLearning at their college will need the approval from their supervisor to serve.

### Section 3: Term

Each officer shall serve for a one year-term commencing on August 1st. At the conclusion of their term on July 31st, the Secretary will succeed to the office of President-Elect, and the President-Elect will succeed to the office of President.

### Article V: Duties of Officers

#### Section 1: President

The express duties of the President shall be as follows:

- To serve as Chair during MELA Meetings.
- To serve as an acting member of the Administrative Committee.

Represent MELA at MACC and AOA meetings as needed.

Submit the MSVCC Calendar to the Academic Officers Association.

#### Section 2: President-Elect

The express duties of the President-Elect shall be as follows:

Chief eLearning Officer (CELO) of their local college or as approved by the CELO.

- ~~To preside at all meetings of the Association~~
- ~~To serve as Chair during MELA Meetings~~
- ~~To serve as an acting member of the Administrative Committee~~
- ~~Represent MELA at MACC meetings as needed.~~

~~Section II: The express duties of the President Elect shall be as follows:~~

~~Chief eLearning Officer (CELO) of their local college or as approved by the CELO~~

- ~~To attend all meetings of the Association.~~
- ~~To plan and organize the MELA Retreat.~~
- ~~To discharge the duties of the President in the absence of the President.~~
- ~~To serve as an acting member of the Administrative Committee.~~
- ~~Establish and operate technologies during MELA Meetings (virtual and physical).~~
- ~~To stand in for Chair in the event of his or her absence.~~

#### Section III: 3: Secretary

The express duties of the Secretary shall be as follows:

- To attend all meetings of the Association.
- To serve as an acting member of the Administrative Committee.
- To record the minutes of all meetings of the Association including the annual Retreat.
- To distribute the minutes to all members of the Association within one week of the meeting.

~~All officers shall serve one year terms, but are eligible for re-election. No officer shall serve more than two consecutive one-year terms.~~

~~When a vacancy exists, nominations for new members shall be received from Association members. These nominations will be sent to, the chair of the Administration committee to be vetted and to be voted upon at the next Association meeting. All vacancies will be filled only to the end of the particular Association member's term.~~

#### ~~Article IV: Election of Officers~~

~~The election of officers shall be conducted during the May meeting of the Association. Nominations are to be submitted to the chair of the Administration committee in April for a vetting process. Voting will take place for each position individually with one vote per school.~~

#### ~~Article V: Meetings of Members~~

~~Members meet every 2nd Wednesday of each month and conduct a retreat annually. Strategic Planning for the MSVCC is conducted bi-annually. Notice of each meeting shall be given to each voting member, by email, not less than seven days before the meeting. A two-thirds majority of the Association must be present to conduct formal business. Special meetings may be called by the President or by a two-thirds majority of the Association.~~

#### ~~Article VI: Article VI: Meetings~~

##### Section 1: Regular Meetings

Regular meetings shall be held on the 2nd Wednesday of each month. However, if at any meeting it is determined by a majority of the Association that the next regular meeting is unnecessary, such meeting shall not be held.

##### Section 2: Order of Business

Association members may add items to the agenda by 12:00 p.m. on the Monday before the meeting. The order of business at the regular meetings, and other meetings as applicable, is as follows:

- Call to Order
- ~~∓~~Approval of Minutes for the ~~preceeding~~proceeding meeting.
- Approval of Agenda for Current Meeting
- Unfinished Business
- ~~∓~~New Business
- ~~∓~~Action Items



- ~~Open Forum~~
- ~~Adjournment~~

Article VI Section 3: Annual Retreat

A Retreat, hosted by the appointed President-Elect, will take place annually at the date, time, and location determined by the President-Elect.

Section 4: Strategic Planning

Strategic Planning for the MSVCC shall be conducted bi-annually.

Section 5: Special Meetings

Special meetings may be called by the President or by a two-thirds majority of the Association.

Section 6: Notice of Meetings

Notice of each meeting shall be given by the President to the Association, by email, not less than seven days before the meeting.

Section 7: Quorum

The Association may only take official action and conduct official business when two-thirds majority of the membership is present.

Section 8: Voting

~~Any member may declare motions to the group for a vote~~request the Association discuss or take formal action on a particular subject. Once the motion has been made, the motion must be seconded by a fellow ~~eLearning association~~ member. ~~Each~~One representative per college will then may cast one a vote on the motioned item. No college may vote by proxy or absentee ~~ballots~~ballot.

Article VII: Committees

Committees are utilized to develop and implement the Strategic Plan, which guides the MSVCC in achieving its vision for the current cycle (typically four years). The purpose of the strategic planning cycle is to provide quality, accessible, and flexible instructional offerings through the utilization of instructional technologies while ensuring integrity, supporting students, and providing resources for faculty success.

Section 1: Standing Committees

The Association shall maintain the following standing committees: Administration Committee, Quality Committee, and Support Committee. Each committee's members are tasked with a subset of topics related to the goals and operation of the MSVCC.

MELA Committee	Primary Topics	Members
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Administration	Policies & Procedures Strategic Plan Calendar (Creation and Submission to AO group) Budget & Grants Officer Elections Committee Oversight	President, President-Elect, Secretary, and Immediate Past President.  Ex-Officio Member: MCCB Assistant Executive Director for eLearning & Instructional Technology
Quality	Pedagogy Instructional Design Accessibility Integrity Evaluation Standards Diversity Alignment Engagement and Interaction	Association Members with Experience in the Primary Topics of the Committee  Ex-Officio Member: MCCB Instructional Design Specialist
Support	Proctoring MSVCC Academy Training Instructional Technology Resources for Faculty and Students Enrollment Tool LTIs and Vendors/Partnerships	Association Members with Experience in the Primary Topics of The Committee  Ex-Officio Member: Professional Development Specialist, MCCB.

Section 2: Committee Membership

Each standing committee shall consist of a Chair, Secretary, and Association Members. Each member is expected to be an active participant within the committee.

### Section 3: Duties of the Standing Committee Chair

The duties of the chair shall include:

- Schedule meetings
- Prepare agendas
- Preside over meetings

Prepare and deliver committee reports

### Section 4: Chair Term

Each chair shall serve for a two-year term.

### Section 5: Committee Responsibilities

Each committee shall:

- Consider and make recommendations to the Association.
- Develop goals and objectives in alignment with the goals of the MSVCC.
- Define metrics, set timelines, and track progress of goals and objectives.

### Section 6: Meetings

The chair shall call meetings of the standing committee as the business of the Association requires. However, Committees are required, at a minimum, to meet bi-annually (once in the fall semester and spring semester). Notice of the meeting shall be given by the Chair, by email, not less than seven days before the meeting.

### Section 7: Reports

The chairs of committees are responsible for keeping the Association informed of committee activities by way of reports. It is expected that reports shall be given:

During monthly meetings as scheduled; and

During the Annual Retreat, emphasizing the current and future goals and objectives related to strategic planning.

### Article VIII: Amendments

A two-thirds majority of the Association may amend these By-Laws when necessary. Proposed amendments must be submitted to the Secretary to be sent out with regular Association announcements.

### Article IX: Dissolution

A two-thirds majority of the Association may recommend that the Association be dissolved.

### Article X: Certification

These ~~By-laws~~Bylaws were adopted at the Association meeting on this day ~~October 6,~~  
2004.(INSERT DATE)

## MELA Committees

### MSVCC Exceptions and Issues Committee Bylaws

#### ~~Article I: The Purpose of the Exceptions and Issues Committee~~

The Exceptions and Issues Committee exists under the direction of the Mississippi Association of Community Colleges (MACC) to serve the distance education needs and interests of the MSVCC consortium and its individual member colleges.

~~The Committee shall exist as a standing committee.~~

#### Article II: Duties and Responsibilities

##### Section 1: Exceptions

The committee shall hear exceptions cases to establish MSVCC policies and operational procedures.

Participating college presidents and the ~~Mississippi Community College Board's (MCCB)~~MCCB's Assistant Executive Director for eLearning & Instructional Technology may submit documented exceptions. All submissions should be routed to the committee via the MCCB Division. Submissions must be made in writing ~~a minimum of~~ at least 10 days prior to a meeting ~~to be considered.~~

Exceptions are defined as those events that make a college unable to comply with a policy statement. ~~An example would be~~ [Example: The refusal to host a course for reasons such as repeated poor instructor evaluations, instructor credentials, etc.;.]

##### Section 2: Issues

The committee shall hear issues cases involving MSVCC policies, procedures, communication, and other relations.

Issues are defined as ~~those events for which a college is able to~~ can comply with policy, ~~or is in compliance,~~ but ~~desires~~ wants to ~~make an argument~~ argue for a policy change. Issues are further defined as events occurring between individual colleges that demonstrate a lack of resolution without outside arbitration.

Documented issues are to be submitted ~~in the manner as~~ illustrated in Article II, section ~~A-1 for documented exceptions.~~ B.

#### Article III: Membership

##### Section 1: Structure

Membership shall be composed of no more than seven members, including one representative from each of the following areas, college president, chief academic officer, chief eLearning officer, student services official, MCCB staff member, financial officer, and instructor.

##### Section 2: Nominations

To obtain membership, nominations must be made by the chair of the represented professional group organization, including the college president position, which will be nominated by the chair of the MACC. Nomination for the MCCB staff member will be made by the MCCB Executive Director. Nominations will be presented to and confirmed by the MACC. Voting rights are granted to any member upon confirmation by the MACC.

### Section 3: Term

Membership rotation shall be ~~at the rate of 2~~two members per ~~2~~two-year period beginning at the ~~conclusion~~end of year ~~2~~two of committee operation. Rotation will begin with and follow the order of positions indicated in section ~~A~~1 of Article III. Colleges having outgoing members shall not nominate incoming members.

### Article IV: Voting

A majority vote of the members present is required for passage of any item. Four committee members must be present to constitute a quorum for a meeting.

### Article V: Administration

Committee Administration shall consist of a Chair, Vice-Chair and Secretary/Coordinator. The committee Chair shall be selected by the membership as indicated in Section A of Article V. The MCCB Office of eLearning shall provide the Secretary/Coordinator. The Secretary/Coordinator may or may not be a committee member.

### Section 1: Chair, Vice-Chair Term Dynamics

The term dynamics for the Chair and Vice-Chair shall be:

- Terms of office shall be for one year.
- Officers may serve ~~a total of 2~~ consecutive terms.
- Nominations of officers shall be taken from the floor.
- Elections of officers shall be by majority vote.
- Officers shall assume office at the next called meeting.
- In the event of vacancy, the remainder of the term shall be filled by a vote of the membership at the meeting immediately following the announcement of vacancy.

### Section 2: Chair Responsibilities

The express duties of the Chair shall be:

- Officiate all committee meetings.
- Serve as the official committee spokesperson.
- Reserve the right to create subcommittees as needed.
- Reserve the right to postpone action or request additional information on any exception or issue.

- Shall report to the MACC and to the MCCB as needed. Such reporting shall be for the purpose of notifying the MACC and the MCCB of the committee decisions, and making recommendations on procedures, policy changes, or other related events.

### Section 3: Vice-Chair Responsibilities

The express duties of the Vice-Chair shall be:

- The vice-chair shall fulfill all the chair's responsibilities of ~~the chair~~ in the event of ~~the their~~ absence of ~~the chair~~ or other warranting circumstances.

### Section 4: Secretary/Coordinator Responsibilities

- The express duties of the Secretary shall be:
- Handle all committee secretarial work.
- Accept exceptions and issues cases.
- Coordinate committee activities-
- Coordinate meeting arrangements.
- Coordinate meeting agendas.
- Supply meeting minutes and other documentation to the committee, MACC, MCCB, and MSVCC colleges as needed.

### Article VI: Meetings

~~Two regularly scheduled meetings per year will be held, one each in the fall and spring semesters.~~ A college president, Assistant Executive Director for eLearning & Instructional Technology, or any committee member may request a special meeting. Such special meetings will be held at the discretion of the committee chair. Additionally, special meetings may be called by two or more committee members through the chair regardless of the chair's discretion. Meeting dates will be posted on the website of the Mississippi Virtual Community College.

### Article VII: Decisions and Appeals

#### Section 1: Decisions

All decisions of the Exceptions and Issues Committee are final and will be communicated by the chair to the parties directly involved. Exceptions and issues decisions will be made or continued at the regularly scheduled meeting immediately following the submission of an exception or issue. Submission must be made ~~a minimum of~~ at least 10 days prior to a meeting ~~to be considered.~~

#### Section 2: Appeals

Exceptions and Issues Committee decisions may be appealed to the MACC. Appeals must be submitted in writing to the MACC chair ~~a minimum of~~ at least 10 days prior to the MACC meeting at which appeal will be made. An appeal shall be heard, and a decision rendered by the MACC within 60 days after an appeal has been made.

### Article VIII: Ratification and Amendments

### Section 1: Modifications

Any ~~modifications~~changes to these ~~By-Laws~~Bylaws must be made by the Exceptions and Issues Committee and approved for recommendation to the MACC and MCCB by a ~~majority of all~~most committee members.

### Section 2: Amendments

Requests to amend these ~~By-Laws~~Bylaws shall be made in writing to the committee Secretary/Coordinator and may be made by any involved party.

Upon committee approval, amendments or modifications shall then be submitted to the MACC via the chair of the MACC and to the MCCB.

### Section 3: Certification

Effective dates for these ~~By-Laws~~Bylaws and any subsequent amendments or modifications indicated in Article VIII Section ~~A~~1 shall be immediately upon approval by the MACC and the MCCB.

## APPENDIX

### APPENDIX A: ~~EXAMPLE~~ MEMORANDUM OF AGREEMENT

#### MEMORANDUM OF AGREEMENT FOR MISSISSIPPI VIRTUAL COMMUNITY COLLEGE PARTICIPATION FY 20XX

Agreement is made this the 1st day of July, 20XX, between the Mississippi Community College Board (hereinafter referred to as the MCCB) and “College Name” Community College (hereinafter referred to as the College). ~~The purpose of This Memorandum of Agreement is to describe~~describes the system through which the College and the MCCB will operate the Mississippi Virtual Community College (~~hereinafter referred to as~~hereafter called the MSVCC).

The Parties Agree to the Following:

- 1) The College agrees to participate in the Mississippi Virtual Community College (MSVCC) and to adhere to the conditions and guidelines set forth in the Criteria for State Reimbursement of Mississippi Virtual Community College Courses and the MSVCC Policies and Procedures Manual.
- 2) The MCCB agrees to disburse state funds for students who are enrolled in the MSVCC as set forth in the conditions and guidelines found within the State Funding for Mississippi Virtual Community College Consortium document of the Agreement.

3) The conditions set forth in this agreement may be modified, altered, or changed only by written agreement signed by both parties hereto.

This agreement is hereby signed and dated by the Chief Executive Officer of the MCCB and the College as follows:

~~Andrea Mayfield,~~

“ED Name,” Executive Director      “President Name,” President

Mississippi Community College Board      “College Name” Community College Board

## APPENDIX B: CRITERIA FOR STATE REIMBURSEMENT

### Criteria for State Reimbursement of Mississippi Virtual Community College Courses FY XX

~~Given~~Giving full faith to MCCB Policy 8.2 ~~9.2~~-Standards for Quality and Accountability, a community/~~junior~~ college is in compliance with the MSVCC Policies and Procedures Manual for the Mississippi Virtual Community College (MSVCC) Consortium when it meets the following criteria:

1. Students enrolled in courses where instruction is delivered via distance learning technologies will be counted for audit purposes, the same as that for students enrolled via traditional delivery methods, with the following stipulation~~;~~:

State appropriations will be awarded for Mississippi Virtual Community College (MSVCC) courses that are offered through the MSVCC Enrollment Tool and conform to all operational policies, procedures, and positions as approved by the Mississippi Community College Board (MCCB), in consultation with the Mississippi Association of Community/Junior Colleges (MACC), and as interpreted by the MCCB. MSVCC online courses are defined as those ~~which~~ ~~are~~ offered through the MSVCC Enrollment Tool, whether ~~host~~hosted or provided, and must follow the policies and procedures outlined in the MSVCC Policies and Procedures Manual. Courses that are not offered in the MSVCC Enrollment Tool, and/or do not have shared students, are ~~considered to be~~ “native online courses,” in which the college offering the course(s) determines local policies and procedures. Colleges will be compensated according to their roles as Host and/or Provider ~~institutions~~colleges for students and courses. Online courses are not classroom based~~;~~; content is delivered online, ~~do~~does not require regular campus or any synchronous attendance, can be accomplished from a remote site, and are distinguished ~~fr~~from hybrid courses, which are merely Internet enhanced.



2. ~~Effective July 1, 2018, A \$0.90 cent fee per SSCHSCH per semester will be assessed to each college by the MCCB for the purpose of supporting to support the MSVCC and the contractual obligations adopted by the consortium. This is a change from the former funding formula which assessed a 12.00 dollar per MSVCC course enrollment fee.~~
3. For ~~the purpose of~~ state reimbursement under Sections ~~X~~(Number), SB ~~XX~~, ~~20XX~~(Senate Bill) (Number), (Year), Regular Session of the Appropriation Bill, hybrid courses are defined as those courses with less than seventy- five percent (75%) of student contact hours provided on-line. All academic, career, and technical courses with primary online delivery (75% or more of student contact hours) will be eligible for state reimbursement. Guidelines for reimbursement of vocational and workforce training courses will be determined as courses are developed.
4. All participating colleges will make MSVCC course offerings, for which they have program approval and accreditation, available to students for fall, spring, and summer semesters as deemed appropriate by local policy and procedures.
5. All participating colleges will adhere to the annual MSVCC calendar developed in cooperation with the Academic Officers Association and approved by the MACC.
6. All participating colleges should make MSVCC course offerings available to students. This may be achieved by publishing the registration website of the MSVCC in the college catalog, printing on college schedules, ~~by~~ adding a link ~~to~~ the complete course listing to the college's website, or as deemed appropriate by local college policy and procedure.
7. ~~All~~ Participating colleges must allow all courses listed on the MSVCC master course list to remain active until the end of the MSVCC enrollment period unless the class is full or proper notification is given to all colleges by the Provider. Proper notification is defined as ~~e-mail~~email communication to all colleges from the Provider that lists impacted courses within the master listing. Notifications about closures should be made to Chief eLearning Officers (CELOs) and the MCCB Assistant Executive Director for eLearning & Instructional Technology as soon as possible. No deletions can be made after noon on the Wednesday ~~prior to~~before the term's first start day ~~of the term~~.
8. All participating colleges must agree to serve as a testing site for MSVCC courses for the term(s) the college is participating in, giving full faith, cooperation, and credit to all other colleges. Colleges must agree to test MSVCC students regardless of the college's role as Host, Provider, or neither. Colleges will participate in any MSVCC protocols, lists, and guidelines regarding testing.
9. All participating colleges must provide eLearning personnel to promote active ~~communications~~communication relating to the MSVCC ~~internally and externally~~ among all other colleges. Participation in regular statewide meetings, ~~in~~ student services initiatives (including ~~transcribing~~transcripts and admissions records), accreditation issues, research, and planning will be required of each college.
10. All Provider Colleges will provide the Host College with a copy of the faculty member's credentials and transcripts via the secure MSVCC Enrollment Tool database, verified by the Provider College and so stated in the file at the Host College.

11. All Provider Colleges agree to report (manually and/or via database import) attendance and grades, in accordance with the annual MSVCC calendar, utilizing the MSVCC Enrollment Tool database for the Host College to retrieve.
12. Due to course integrity and security issues, students are prohibited from auditing an MSVCC course.
13. All Provider Colleges agree to indicate in the Enrollment Tool which courses utilize Inclusive Access. An Inclusive Access fee will be charged to the Host College, and the Provider College will receive the Inclusive Access fee via an adjustment to the MSVCC Assessment at a rate of \$25.00 per credit hour. Inclusive Access is the digital course content delivered to students on the first day of class through the learning management system. Due to the instructional requirement of teaching and learning materials provided through Inclusive Access, there is no opt-out option.

#### APPENDIX C: STATE FUNDING FOR MSVCC CONSORTIUM

State Funding For Mississippi Virtual Community College Consortium FY XXXX  
~~MISSISSIPPI VIRTUAL COMMUNITY COLLEGE CONSORTIUM FYXX~~  
 (FUNDING PROCEDURES)

#### State Funding for Mississippi Virtual Community College

#### Full-Time Equivalent (FTE) Formula from the Community and Junior College Support Appropriations Bill

All MSVCC provider semester credit hours for the summer, fall and spring semesters of the prior year are divided by 30 to determine the number of FTEs and are included in the academic, technical and career categories. Academic, technical and career categories are weighted at 1.0. MSVCC students must be ~~actually~~ enrolled and in attendance on the last day of the sixth week of each semester, or its equivalent, and reside within the state of Mississippi to qualify for funding.

In addition to the above allocation, MSVCC shared host and provider hours may qualify for incentive funding on the basis of the prior year full-time equivalency of MSVCC shared hours during the summer, fall and spring semesters. To be considered in this separate section of the formula, the MSVCC student at the “host” ~~institution~~college must be taking the course from another “provider” ~~institution~~college. Those semester credit hours being hosted by one ~~institution~~college shall receive funding at the weight of 0.75 and those semester credit hours being provided by one ~~institution~~college shall receive funding at the weight of 0.25.

All colleges participating in the MSVCC will agree to basic MSVCC Operational Guidelines and sign a Memorandum of Agreement (MOA) with the MCCB that outlines the primary responsibilities of the MCCB and the participating colleges.

Appendix D: Evaluation Survey for MOA

~~EVALUATION SURVEY FOR MISSISSIPPI VIRTUAL COMMUNITY COLLEGE FY XXX~~

~~The Memorandum of Agreement allows you sufficient control to maintain accreditation compliance at the local level.~~

~~Strongly Agree — Agree Neutral Disagree Strongly Disagree~~

~~The MSVCC Memorandum of Agreement is in line with your college's mission.~~

~~Strongly Agree — Agree Neutral Disagree Strongly Disagree~~

~~The Agreement allows you sufficient control over the courses/programs offered through the consortium.~~

~~Strongly Agree — Agree Neutral Disagree Strongly Disagree~~

~~The evaluation process of the Agreement was sufficient.~~

~~Strongly Agree — Agree Neutral Disagree Strongly Disagree~~

~~You were able to evaluate adequately all aspects of the consortium before entering into this agreement. (MSVCC Policies and Procedures Manual)~~

~~Strongly Agree — Agree Neutral Disagree Strongly Disagree~~

~~If you wish, please add any additional comments:~~

Appendix E: MSVCC Grade Change Form

PROVIDER MSVCC GRADE CHANGE

(To be completed for each course reported. Please maintain confidentiality.)

Course Name: Course Number:

Instructor: Course Section:

Course Title Term:

Providing College: Host College:

Receiving Individual:

<b>Student Name</b>	<b>Student ID</b>	<b>Incorrect Grade or Status/LDA</b>	<b>Correct Grade</b>

Reason for grade change:

Submitter:     Date:

Submit by email to CELO. CELO will disseminate to student's host college and/or process.

#### Appendix F: Core Course Evaluation Guide

These course guidelines should be the basis for each institution's evaluation process. Additional measures may be implemented according to college needs. The process for evaluating these core guidelines will be decided upon by individual colleges.

##### 1. Course Overview

- a. Welcome message, clear with indication of how to get started with the course.
- b. Include introductions with student interactions as well as self introduction of Instructor.
- c. Clear instructions on how to get needed materials for success in course.
- d. Information is included on how communication is expected both from the students and the Instructor.
- e. Course Syllabus is identified.
- f. What skills and prerequisite knowledge is needed including computer and digital skills needed for success.

## 2. ~~Learning Objectives~~

- a. ~~Course objectives are measurable.~~
- b. ~~Module/Unit objectives are measurable and align with course objectives (suggestion: use an alignment map so students can see the “Why” they are doing things in the course and how it aligns with the Module and Course objectives.~~

## 3. ~~Assessments and Measurements~~

- a. ~~The assessments (Quizzes, tests, graded assignments) are aligned with the Course/Module objectives and suited to the level of learning.~~
- b. ~~The grading policy is included in syllabus or in course that clearly states how assignments will be graded.~~
- c. ~~Rubrics are recommended and should be available at the introduction of the assignment.~~

## 4. ~~Instructional Materials~~

- a. ~~The Instructional Materials (Text readings, videos, PowerPoints, websites, book company websites) should be aligned with the Course/Module objectives. Include a variety of materials (not just lectures or PowerPoints)~~
- b. ~~The Instructional material represents up to date theory and practice in the discipline.~~

## 5. ~~Learning Activities and Student Interaction~~

- a. ~~Activities such as discussion boards, simulated exercises, practice quizzes, case studies, role playing, non-graded tests and student presentations should align with Course and Module objectives.~~
- b. ~~Learning activities should allow for student interaction that support active learning.~~
- c. ~~A clear understanding of how the students will interact with the activities is stated.~~

## 6. ~~Course Technology~~

- a. ~~The tools used in the course align with the course/module objectives (tools would not be used simply for their own sake, but to help students) Tools are used for student feedback such as Turn it in, online proctoring tools, web conferencing such as “Zoom”, wiki blogs and collaboration tools~~
- b. ~~Tools promote active learning and engagement with material~~
- c. ~~Learner Support (can easily be in a template for all courses at the college)~~
- d. ~~Technical support is clearly linked in the course to the Technical support from the college~~
- e. ~~A link is provided for academic support services both on campus and online~~
- f. ~~A link is provided for the student’s resources and other services (Library) that can help the student be successful~~

## 7. ~~Accessibility and usability~~

- a. ~~Course is easily navigated and designed for easy readability~~

- ~~b. Images and Videos and text meets the needs of the diverse learner (Images are alt tagged, videos are closed captioned or displays text used in video below and text is a readable with size and color)~~
- ~~c. Vendor accessibility statements are present in the course (easily added in template)~~

## Appendix G: MSVCC Student Course Evaluation

### 1. General Information

Choose the appropriate answer regarding your experience with this course.

- ~~a. This course was effective as an online course.~~
- ~~b. This course would be better in a traditional face to face setting.~~
- ~~c. This course is appropriate in an online environment but would benefit from periodic face to face interaction.~~

### 2. Course Evaluation

Please respond using the following scale:

~~4—Strongly Agree, 3—Agree, 2—Disagree, 1—Strongly Disagree, 0—Not Applicable~~

- ~~a. This course is what you expected.~~
- ~~b. Course information including course goals/objectives, grading procedures, etc. was made available to me.~~
- ~~c. The course site was well organized and easy to navigate.~~
- ~~d. The course activities and assignments contributed to my learning.~~
- ~~e. The textbook supported the course presentations and was appropriate.~~
- ~~f. The supplemental materials (handouts, web links, study guides, demonstration materials) contributed to my learning experience.~~
- ~~g. Testing procedures were fair and supported the learning experience.~~

### 3. Interaction and Communication

Please respond using the following scale:

~~4—Strongly Agree, 3—Agree, 2—Disagree, 1—Strongly Disagree, 0—Not Applicable~~

- ~~a. I had adequate interaction with the instructor.~~
- ~~b. I had adequate interaction with other students.~~
- ~~c. Various opportunities for interaction were provided.~~
- ~~d. Class interactions enhanced the learning experience.~~
- ~~e. I felt actively engaged with my classmates and my instructor as a part of a learning community instead of being “on my own.”~~

### 4. Instructor

Please respond using the following scale:

~~4—Strongly Agree, 3—Agree, 2—Disagree, 1—Strongly Disagree, 0—Not Applicable~~

- a. ~~The instructor conducted the course in a way that accomplished the stated course objectives.~~
  - b. ~~The instructor demonstrated a thorough knowledge of the subject.~~
  - c. ~~The instructor was effective in utilizing distance learning technology.~~
  - d. ~~The instructor responded to requests for assistance in a reasonable amount of time.~~
  - e. ~~The instructor's responses to course activities, assignments, and graded work were timely and appropriate.~~
  - f. ~~The instructor displayed professionalism and respect for students.~~
5. ~~Comments~~
6. ~~What was most effective about the course? Comments:~~
7. ~~What suggestions do you have for improving the course? Comments:~~

## Appendix H: MSVCC Student Services Survey

### General Information

- 1. ~~How many previous online courses have you completed?~~
  - a. ~~None~~
  - b. ~~One~~
  - c. ~~Two~~
  - d. ~~Three or more~~
- 2. ~~Classification~~
  - a. ~~Freshman~~
  - b. ~~Sophomore~~
  - c. ~~Dual Enrolled~~
  - d. ~~Non-degree seeking~~
- 3. ~~Ethnicity~~
  - a. ~~Nonresident alien~~
  - b. ~~Black, Non-Hispanic~~
    - i. ~~American Indian or Alaskan Native~~
  - c. ~~Asian or Pacific Islander~~
  - d. ~~Hispanic~~
  - e. ~~White, Non-Hispanic~~
  - f. ~~Prefer not to respond~~
- 4. ~~Gender~~
  - a. ~~Female~~
  - b. ~~Male~~
  - c. ~~Prefer not to respond~~
- 5. ~~Age Group (Select box for Age Groups)~~

- a. ~~16—17~~
  - b. ~~18—24~~
  - c. ~~25—29~~
  - d. ~~30—39~~
  - e. ~~40—49~~
  - f. ~~50—59~~
  - g. ~~60+~~
6. ~~Marital Status~~
- a. ~~Single~~
  - b. ~~Married~~
  - c. ~~Divorced/Separated~~
  - d. ~~Widow/Widower~~
  - e. ~~Prefer not to respond~~
7. ~~Curriculum/Major~~
- a. ~~Academic (University Parallel)~~
  - b. ~~Technical~~
  - c. ~~Career/Vocational~~
1. ~~What is your primary reason for taking an online course?~~
- a. ~~Transportation Issues~~
  - b. ~~Class was unavailable or a traditional section was not open~~
  - c. ~~Online classes fit my job/work hours better~~
  - d. ~~Family/Home (including child care)~~
  - e. ~~Recommendation by my advisor~~
  - f. ~~Recommendation by a friend~~
  - g. ~~I wanted to try taking classes this way~~
  - h. ~~Online experience was positive~~
  - i. ~~Easy alternative to regular classes~~
  - j. ~~Other~~
2. ~~If online courses were not available, would you have enrolled in regular classroom courses?~~
- a. ~~Definitely would have taken a regular class~~
  - b. ~~Probably would have taken a regular class~~
  - c. ~~Probably would not have taken a regular class~~
  - d. ~~Definitely would not have taken a regular class~~
3. ~~Based on your experience so far, how do you feel the quality of online instruction compares with traditional classroom instruction?~~
- a. ~~Online instruction is better~~
  - b. ~~Instructional quality is about the same~~
  - c. ~~Traditional classroom instruction is better~~
4. ~~Based on your experience so far, how do you feel the integrity of online instruction compares with traditional courses you have taken?~~
- a. ~~Online instruction integrity is better~~



- ~~b. Integrity is about the same~~
- ~~c. Traditional classroom integrity is better~~
- ~~5. Student Services~~

Please respond using the following scale:

- ~~4 Strongly Agree, 3 Agree, 2 Disagree, 1 Strongly Disagree, 0 Not Applicable~~
- ~~6. General information regarding the college was accessible or was provided to me.~~
- ~~7. Registration for online courses was easy and adequately supported.~~
- ~~8. Information regarding college policies and procedures was made available to me.~~
- ~~9. Program and course advisement services were made available to assist me in course selection and placement.~~
- ~~10. Please rate your satisfaction with communication with the following student service offices. (If you do not utilize a service, please select Not Applicable.)~~
  - ~~a. Admissions/Records~~
  - ~~b. Counseling/Advising~~
  - ~~c. Financial Aid~~
  - ~~d. Business Services~~
  - ~~e. Housing~~
  - ~~f. Recruiting~~
  - ~~g. Bookstore~~
  - ~~h. eLearning/Distance Learning~~
- ~~11. The college provided adequate access to textbook services and course materials.~~
- ~~12. The college provided adequate access to financial aid services.~~
- ~~13. Information regarding campus activities was accessible.~~
- ~~14. What suggestions do you have for improving Student Services? (COMMENT BOX)~~
- ~~15. Library Resources/Services~~

Please respond to questions 1–5 using the following scale: 1—Yes, 0—No.

- ~~a. The course(s) that I am currently taking require(s) library resources/research. If your answer is no, please skip questions 2–8 of this section and proceed to section IV. Technology.~~
- ~~b. For my online course assignments, I needed resources, books, and magazines which were NOT available online.~~
- ~~c. If I needed resources, books, and magazines which were NOT available online, an alternate method for obtaining the resources was available.~~
- ~~d. Instructions for using library resources were provided in the following ways (select all that apply):~~
  - ~~i. Online through the MELO website~~
  - ~~ii. Online through my institution~~
  - ~~iii. Handouts~~
  - ~~iv. Librarians~~
  - ~~v. Faculty Instruction~~

~~vi. Instructions for using library resources were adequate and effective.~~

~~16. Check the following electronic resources that you have used (select all that apply):~~

- ~~a. MELO (MS Electronic Libraries Online)~~
- ~~b. MAGNOLIA/(EBSCO Host)~~
- ~~c. College library website~~

~~17. During the semester, I used library resources in the following ways (select all that apply):~~

- ~~a. Accessed my institution's library website~~
- ~~b. Talked in person to someone~~
- ~~c. Used Ask A Librarian 24/7 Live Chat service~~
- ~~d. Called on the phone~~
- ~~e. Accessed through my Canvas course~~

~~18. What suggestions do you have for improving Library Resources/Services? Comments:~~

### Technology

Please respond using the following scale:

~~4—Strongly Agree, 3—Agree, 2—Disagree, 1—Strongly Disagree, 0—Not Applicable~~

- ~~1. I understood that this course would be conducted completely online.~~
- ~~2. Prior to enrolling in an online course, I was made aware that I must have access to a reliable computer with consistent internet connectivity.~~
- ~~3. I was appropriately prepared with the technical skills needed to be successful in an online course.~~
- ~~4. Canvas functioned properly with minimal problems.~~
- ~~5. The software used in my course(s) functioned properly and was adequately supported.~~
- ~~6. Please include the name(s) of the software application(s) you used. Comments:~~
- ~~7. Technical support was adequate.~~
- ~~8. Please list any areas where technical support was inadequate. Please be detailed and include specific names, offices, or resources you used for support. (COMMENT BOX)~~

### Comments

Please list any additional comments or suggestions. Comments:

### Appendix I: Faculty Credentials Certification

In accordance with the Southern Association of Colleges and Schools (SACS) faculty requirements, this statement is provided to assist community college districts participating in the Mississippi Virtual Community College (MSVCC) with verification and authentication of faculty credentials.

Originating College:		
----------------------	--	--

Faculty Name:		Faculty ID #:
Faculty Status: (F/T)	(P/T)	Area: Academic Career Technical
Highest Degree Earned:	d:	From:
Comments:		

List MSVCC Teaching Area(s) with 18 Graduate Hours: 1)

2)

List the Graduate Course, 18 Semester Hours, and Institution for each MSVCC Teaching Area:

	Course #	# Hours	Institution	Total Hours
Area 1				
Area 2				

Original Transcript on File: (Yes) (No) Date of Employment: Date of last review of official documentation:

I, \_\_\_\_\_, as the Chief Academic Officer of

~~Community College certify to the above faculty credential statements and state that the attached copies of transcripts represent the referenced faculty member's original documents on file in the Human Resources office of this college.~~

Chief Academic Officer: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix J: MSVCC Proctoring Standards Evaluation Form

College: \_\_\_\_\_ Date: \_\_\_\_\_

What is the current duplicated head count for online students to which you serve as the host institution?

Divide the duplicated head count from #1 by 50. This is the number of computers which should be available for proctoring. Is this number accurate?

Are these computers in a lab setting which can be closed while proctored tests are being administered?

Is there one person on your campus whose primary responsibility is proctoring?

What are the posted hours of operation of your proctoring lab?

Are these hours sufficient to meet student demand?

Is every computer in your proctoring lab Internet accessible?

Is every computer in your proctoring lab equipped with Microsoft Office Suite?

Do computers in your proctoring lab meet the minimum requirements for the LMS?

Do network personnel monitor the connection to and from the lab?

Is appropriate action taken by network personnel when equipment is not working properly?

Comments:

#### Appendix K: MSVCC Hosted Course Evaluation

Instructions: Please evaluate the course site with regard to the criteria below for course equivalency by marking Yes as being compliant, No for non-compliant, or undetermined. If No or Undetermined is selected, please provide a recommendation.

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_ College Site:

Faculty Credentials    Approved    Disapproved

Comments:

Evaluated by:- \_\_\_\_\_ Date: \_\_\_\_\_

#### Criteria

1. Course description is clearly stated:

Yes    No    Undetermined    Comments:

2. Student learning outcomes, goals, and objectives are clearly and specifically stated. Yes

No    Undetermined

Comments:

3. A syllabus containing required information is made available electronically to the student.

Yes    No    Undetermined    Comments:

~~4. Grading policies are clearly stated.~~

~~Yes No Undetermined Comments:~~

~~5. Learners can easily contact the instructor. Yes No Undetermined Comments:~~

~~Final Review of Course~~

~~Approved Disapproved Comments:~~

~~Evaluated By:-~~

~~Listed to Schedule for Semester:- Date:~~

~~Appendix L: Proctor Confidentiality Agreement~~

~~Proctor Confidentiality Agreement~~

~~As a test proctor, with access to the MSVCC proctor database, it is important for you to maintain the confidentiality of any information to which you may have access in the course of your employment. This confidentiality extends to test, student, and faculty information.~~

~~Test information includes, but is not limited to:~~

~~Content~~

- ~~• Passwords~~
- ~~• Length, format, or perceived difficulty of assessments~~

~~Student information includes, but is not limited to, the following:~~

- ~~• Type of test being taken~~
- ~~• Course or section in which the student is enrolled~~
- ~~• Student data such as grades, ID number, address, or phone number~~
- ~~• Results or outcomes of any tests taken in the Assessment Center~~

~~Faculty information includes, but is not limited to:~~

- ~~• Faculty contact information not available to students~~
- ~~• Frequency or infrequency of password changes~~
- ~~• Deadlines or extensions~~
- ~~• Materials in or associated with the online course site~~
- ~~• Special provisions extended to students~~

~~I understand and will comply with these requirements to maintain confidentiality of all information which I may come to know as a result of my employment as a test proctor. I understand that this includes all information I have access to in the MSVCC proctor database. My signature below indicates that I acknowledge my responsibilities as an online test proctor.~~

~~Proctor Signature:-~~

~~Date:~~

~~Appendix M: Off Site/Out Of State Approval Form  
Application for Off-Campus Test Proctor~~

~~Date:~~

~~Proctor's Name:~~

~~Title:~~

~~Institution/Affiliation:~~

~~Address:~~

~~Phone Number:      Fax:~~

~~Email Address:~~

~~Relationship to the Student:~~

~~I agree to serve as the proctor for examination of the referenced student. I acknowledge that I have no relationship with the student outside that listed above.~~

~~Proctor's Signature:      Date:~~

~~(Please attach a copy of your faculty/staff ID or statement of affiliation on organizational letterhead signed by an organization officer to this request.)~~

~~Student's Full Name:~~

~~Address:~~

~~City, State, Zip Code:~~

~~Phone Number:      Email:~~

~~Course(s) Title (i.e. ACC1213-HO):~~

Reason for not coming to campus:

Return this form to the eLearning Office through email or Fax 601-XXX-XXXX.

#### Appendix N: Funding Procedures History

Interim Funding Procedures for On-Line courses for Spring 2000, ADOPTED May 25, 1999

Colleges will be compensated for students enrolled in online classes using the same funding process that is now in place for traditional classes.

#### Fall Semester

Example: A student is registered with college A for 12 semester credit hours (SCH). He/she registers online with college B for 3 SCH and with college C for 3 additional SCH. This student is full time with college A and part time with colleges B and C. College A receives state reimbursement for full-time student and colleges B and C receive part-time funding. Colleges A, B and C register and transcript courses that they teach.

If the student registered with college A in the fall for 9 SCH and with college B and C for 3 SCH each, college A would receive pay for 9 SCH, and colleges B and C would receive funding for 3 SCH each. In every situation, each college keeps the tuition that it receives from the student.

#### Spring Semester

Example: A student is registered with college A for 12 SCH. He/she registers online with college B for 3 hours and with college C for 3 SCH. College A receives student tuition, but it does not receive any state funding since the student is full time. Colleges B and C receive part-time funding for 3 SCH each

If the student registered with college A in the spring for 9 SCH (was not full time in the fall) and with colleges B and C for 3 SCH each, college A would receive pay for 9 SCH and colleges B and C would receive funding for 3 SCH each. Each college keeps the tuition that it receives from the student.

State Funding for Mississippi Virtual Community College Consortium,

ADOPTED June 10, 2001

During the fall semester, any combination of traditional and on-line semester credit hours (SCH) that equal 12 or more will make a student full time (based on current campus/center status), as long as all hours are hosted by the same college. This full-time combination of all hours taken will be counted only once, regardless of the number of or the type of hours above 12 SCH's that are taken by a student. All Mississippi Virtual Community College hours used in this combination will be counted only once, as long as all hours are hosted and provided by the same college.

All other Mississippi Virtual Community College hours generated during the summer, fall

~~and spring semesters will be totaled and divided by 24 to determine the number of FTE students. Colleges will be compensated for each FTE student provided for during the summer, fall, and spring semesters.~~

~~All students will register through their district's host college. All hours generated during the summer, fall and spring semesters that did not make a student full time will be divided by 24 to determine the number of FTE students for all participating colleges that serve as host only.~~

All colleges participating in the MSVCC will agree to basic MSVCC Operational Guidelines and sign a Memorandum of Agreement (MOA) with the MCCB that outlines the primary responsibilities of the MCCB and the participating colleges.

#### State Funding

#### APPENDIX D: EVALUATION SURVEY FOR THE MOA

Evaluation Survey for Mississippi Virtual Community College Consortium, ADOPTED May 5, 200

~~Because FY 2004 is the first year of a five-year phase in to an FTE funding formula, funding for the Mississippi Virtual Community College is derived from two separate funding formulas. The basis for counting virtual students and the amount of pay derived for virtual students is different in each of the formulas. In the first year of the five-year phase in, a base amount plus four-fifths (4/5) of the traditional headcount formula is combined with one-fifth (1/5) of the new full-time equivalent (FTE) funding formula to make up the full amount of the formula.~~

~~Accounting for virtual students in the traditional headcount formula is as follows:~~

#### ~~4/5 Headcount Formula~~

~~During the fall semester, any combination of traditional and on-line semester credit hours (SCH) that equal 12 or more will make a student full time (based on current campus/center status), as long as, all hours are hosted by the same college. This full-time combination of all hours taken will be counted only once, regardless of the number of or the type of hours above 12 SCH's that are taken by a student. All Mississippi Virtual Community College hours used in this combination will be counted only once, as long as all hours are hosted and provided by the same college.~~

~~All other Mississippi Virtual Community College hours generated during the summer, fall and spring semesters will be totaled and divided by 24 to determine the number of FTE students. Colleges will be compensated for each FTE student provided for during the summer, fall, and spring semesters at a weight of 0.55.~~

~~All students will register through their district's host college. All hours generated during the summer, fall, and spring semesters that did not make a student full-time will be divided by 24 to determine the number of FTE students for all participating colleges that serve as host only. The weight shall be set at 0.55.~~

#### ~~1/5 Full-Time Equivalent (FTE) Formula~~



All MSCC hours provided during the summer, fall and spring semesters will be divided by 24 to determine the number of FTE. These hours are not broken out in a separate section of the appropriation, but are included in the academic, technical and vocational categories. Academic, technical and vocational categories are weighted at 1.0.

All colleges participating in the MSVCC will agree to basic MSVCC Operational Guidelines and sign a Memorandum of Agreement (MOA) with the MCCB that outlines the primary responsibilities of MCCB and the participating colleges.

State Funding for the Mississippi Virtual Community College Consortium, ADOPTED December 2017

The MACC on November 28, 2017, and the MCCB on December 8, 2017, voted to approve changes that will be implemented beginning July 1, 2018. The changes are as follows:

Remove “part-time” FTE host/provider incentive and replace with “shared” FTE host/provider

Charge \$0.90 cent per all SSCH from \$12.00 per MSVCC course enrollment per student

Implement a one-time Hold Harmless provision.

The provisions to the funding formula provide a more equitable and sustainable model which promotes sharing, decreases duplications, and provides greater autonomy of local online courses

All MSVCC provider semester credit hours for the summer, fall and spring semesters of the prior year are divided by 30 to determine the number of FTEs and are included in the academic, technical and career categories. Academic, technical and career categories are weighted at 1.0. MSVCC students must be actually enrolled and in attendance the last day of the sixth week of each semester, or its equivalent, and reside within the state of Mississippi to qualify for funding.

In addition to the above allocation, MSVCC shared host and provider hours may qualify for incentive funding on the basis of the prior year full-time equivalency of MSVCC shared hours during the summer, fall and spring semesters. To be considered in this separate section of the formula, the MSVCC student at the “host” institution must be taking the course from another “provider” institution. Those semester credit hours being hosted by one institution shall receive funding at the weight of 0.75 and those semester credit hours being provided by one institution shall receive funding at the weight of 0.25.

Appendix O: Updates to Policies and Procedures Manual

October 2011

Added new MSVCC Core Course Evaluation Guide (Appendix)

Added revised Student Course Evaluation (Appendix). (Pgs. 36-37)

Added revised Student Services Evaluation (Appendix). (Pgs. 31-35)

Removed original surveys listed on pages 31-37

Added Evaluations section under Provider College Responsibilities

~~Added Faculty Credentialing section under Provider College Responsibilities~~

~~Removed obsolete Faculty/Credentialing section on page 38 (included under Provider College Responsibilities)~~

~~Added the MSVCC Credential Certification Form (Appendix)~~

~~Removed the Evaluation section on page 21 (included in under Provider College Responsibilities).~~

~~Moved Host Course Evaluations (paragraph only—revised version) on page 40 to Host College Responsibilities.~~

~~Revised Hosted Course Evaluation (Appendix)~~

~~Moved MSVCC Student Surveys (paragraph only—revised version) to Page 44 under Student Policies and Procedures.~~

~~Added Appendix section to Policies and Procedures Manual~~

~~Changed the History “attachment” on page 48 to Appendix~~

Added FY XXXX

1. The Memorandum of Agreement allows you sufficient control to maintain accreditation compliance at the local level

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

2. The MSVCC Memorandum of Agreement is in line with your college’s mission.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

3. The Agreement allows you sufficient control over the courses/programs offered through the consortium.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

4. The evaluation process of the Agreement was sufficient.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

5. You were able to evaluate adequately all aspects of the consortium before entering into this agreement. (MSVCC Policies and Procedures Manual)

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

If you wish, please add any additional funding history documents to Appendix comments:

~~Updated table of contents to reflect changes to policies and procedures along with the addition of the Appendix~~

~~Moved forms, surveys, example, and history documents to the Appendix~~

~~Reordered sections of manual to increase ease of use~~

Reformatted sections to increase consistency (Page references are to the 2010 version)

August 2012

Added Protection of Student Identity and Information policy (this added to be in compliance with SACS Standard 4.8)

Added overview of Proctoring policy and associated fees

Added Appendix L, which is a copy of an out-of-state approval form for proctoring

October 2013

According to the Community College Support Appropriations Bill, changed the denominator in the FTE formula from 24 to 30 on page 4

Changed the Appropriation Bill number and year on page 5

Added “short term sessions” to be included in the common statewide enrollments dates on page

Deleted “A common statewide last date to contact online instructor” on page

Added Strategic Plan policy statement

Clarified provider college definition on page 10

Deleted “The provider CELO will ensure that the standardized buttons/links for course navigation are used in course shells (See Appendix )” on page 10

Added “summer” to the terms in which students will be provided the opportunity to evaluate MSVCC courses on page

Clarified host college definition on page 12

Changed “master pick list” to MSVCC Master Course Offering List on page 12

Added MSVCC Attendance Policy

Added in Textbook—Order from Another Store section—If a bookstore is unable to buy from the publisher “and have the textbook delivered to the student within 14 days the host college will plan an order with the provider college”.

Added in Textbook—Website Accuracy section—the HEOA requirements to disclose textbook ISBN and pricing.

Changed terminology from MCCB to MCCB and Office of Distance Learning to Office of eLearning.

Removed Appendix B—Standardized Course navigation Buttons/Links and renumbered other appendices

November 2013

Calendar Section added Control Dates

February 2014

~~(Changes were necessary for the introduction of new mini-terms)~~

~~Criteria for State Reimbursement Section: Edited items 3, 5, 6 and 7 for clarification purposes with the addition of the new mini-terms~~

~~Calendar Section—Added definitions and the Term Offering Schedule to better explain the new mini-term structure~~

~~Calendar Section—Added Drop/Add timeframe~~

~~College Responsibilities Section—Edited Out of District Numbers to state that 50% of the total seats must be made available to other colleges at the start of registration and no longer for the entire registration period~~

~~MSVCC Attendance Policy Section—Change policy to state that 8 and 15 week courses would take attendance once per week and 4 week courses would take attendance twice per week.~~

~~MSVCC Attendance Policy—Added “No Show” policy for attendance purposes.~~

May 2014

~~(Additional changes necessary for introduction of mini-terms)~~

~~Definitions Section—Edited the Term Offering Schedule table to include 3-week intercession terms~~

~~Calendar Section—Added Census Date description and definition~~

~~Grades Section—Added the requirement of reporting mid-term grades~~

~~Grades Section—Added the policy for submitting grade changes~~

August 2014

~~(Additional changes necessary for introduction of mini-terms)~~

~~Added 3-week terms to Drop/Add Period, Guidelines Used to Determine Agreed-upon Dates for Public Calendar, and Attendance Policy~~

August 2015

~~Changed MSVCC assessment fee from \$15 to \$12 which was approved at the MACC meeting in June 2015.~~

~~Proctored Exam Section—Added virtual proctoring and changed computer standards.~~

~~Library Agreement Section—Removed this section completely along with the associated appendices since library lending no longer takes place due to the abundance of electronic resources.~~

~~Learning Resource Section—This new section was added which includes MELO and Online Tutoring Services.~~

~~Bylaws Section— Changed name of Chief eLearning Officers Association (MELA) to MSVCC eLearning Association (MELA); added duties of officers; changed nomination of officers; changed order of business; and added committee list.~~

~~Appendix E: MSVCC Student Services Survey— Revised Library Resource questions as approved by the Librarians and CELOs in spring 2015.~~

~~August 2016~~

~~Changed eLearning Coordinator (ELC) to Chief eLearning Officer (CELO).~~

~~Student Policies & Procedures Section Revised MSVCC Student Privacy password encryption to include MD-5 hashing which is utilized in the Canvas Learning Management System.~~

~~Bylaws Section Revised Order of Business to include Unfinished Business.~~

~~Proctored Exams Section— Added information on breadcrumb within the LMS to verify student identify matches student ID.~~

~~Textbook Section— Revised Cost of Shipping to include statement on shipping will be fair and equitable utilizing current standard book shipping rates.~~

~~Learning Resources Section Revised MELO to include Films On Demand as adopted by the MACC July 2016. MSVCC ELEARNING ASSOCIATION COMMITTEE— Remove individual names serving on committees.~~

~~Appendix L Add Syllabus Template.~~

~~Appendix M Revise MSVCC Policies and Procedures Updates to Appendix M.~~

~~October 2016~~

~~Format of the MSVCC Policies and Procedures Manual was converted from Microsoft Word to iBooks. This edition of the Manual was uploaded to the MELA Canvas Course as a Flipping Book document.~~

~~November 2016~~

~~The MACC approved the October 2016 version of this manual.~~

~~August 2017~~

~~(Items 1—12 reflect page numbers for August 2017, Version 1)~~

~~Updated language of the MSVCC Criteria for State Reimbursement of Online Courses—Page 10.~~

~~Replaced any instance of MCCB eLearning Director with MCCB Assistant Executive Director for eLearning and Instructional Technology~~

~~Page 17— Chief eLearning Officers Association (MELA) was changed to the MSVCC Administrative Committee will develop a draft Term Offerings Schedule each November to be reviewed and voted on by the MELA in January.~~

~~Changed CAO to CAO Association.~~

~~Changed Chief eLearning Officers Association (MELA) to MSVCC eLearning Association.~~

~~Changed Office of eLearning to MCCB Division of eLearning and Instructional Technology~~

~~Changed all instances of sch to SCH~~

~~Throughout the document, change instances of SBCJC to MCCB as appropriate.~~

~~Appendix A revised—Page 58~~

~~Attachment A, B, and C added to Appendix A—Pages 59—62.~~

~~Number fixed on MCCB Support for the MSVCC—Pages 13 and 14.~~

~~Website revised on Evaluations section III, B—Page 27.~~

~~Format converted from iBooks to Word document in order to make the P & P printable and include a printable Table of Contents. (Note: iBooks Author is designed to create iBooks formatted eBooks only, not printable books.)~~

~~MSVCC Honesty Policy numbering corrected (corrected VI)—Page 25.~~

~~Chapter 4, Section 1 MELA Bylaws, Article III: Removed the words “Duties of the officers” and changed bullet points to numbers. Also changed CeLO to CELO—Pages 35 and 36.~~

~~Chapter 4, Section 3, Article V: Revised numbering—Pages 40 and 41.~~

~~Appendix B MSVCC Grade Change Form Formatting Revised—Page 48.~~

~~Appendix E, I, Number 5 Age Groups revised to show age group segments—Page 52.~~

~~Appendix E, III, changed instructions from “Please respond to questions 1, 2, 3, and 4” to “Please respond to questions 1—5”—Page 54.~~

~~Bullet points, numbering, and other formatting issues changed throughout manual to make more consistent.~~

~~Added 3 weeks to mini-term definition on page 11 under MSVCC Calendar Definitions.~~

~~Deleted NBC Learn and Thomson/Gale Opposing Viewpoints from Learning Resources section on page 34.~~

~~Page 27 under Verification of Student Identity and Testing Integrity, removed the sentence “Within each LMS, a breadcrumb is established listing the student’s name so the proctor can match the student’s name in the LMS to the photo ID.”~~

~~References of SCH changed to sch where needed.~~

~~September 2017~~

~~Director of Training and Professional Development page 8 changed to Director of Instructional Design and Development and responsibilities revised.~~

~~Ch. 1, Section 2 under MCCB Support for the MSVCC added Technical Specialist responsibilities and Instructional Design and Development Specialist responsibilities.~~

~~Ch. 3, Section 3 under Minimum/Maximum Number of Exams removed information about hard-copy tests: “uploaded file if a hard-copy test is to be given, information on returning the hard-copy test such as fax number/ mailing address” page 30.~~

~~Ch. 3, Section 3 under Minimum/Maximum Number of Exams put the number 4 in parenthesis.~~

~~Ch. 3, Section 2 MSVCC Attendance Policy page 27 added a sentence to include information about the attendance repository.~~

~~Blank pages intentionally left throughout the document for the purpose of creating a printable document that also was also visually appealing in Flipping Book. This was done to ensure chapters began on a new page.~~

~~Ch. 3, Section 2 MSVCC Student Privacy page 27, sentence about password encryption revised.~~

~~Images added, Notes section added, and additional formatting changes made.~~

~~March 2018~~

~~An extensive overhaul and re-design of the MSVCC Policies and Procedure Manual after revisions to the MSVCC Funding Formula were approved.~~

~~CELOs were provided a Google document to list recommended revisions. This document can be found at the following link:~~

~~Process for approving these changes included:~~

~~Review and approval of the MELA~~

~~Review and approval by the MACC~~

~~Review and approval by the MCCB~~

~~April 2018~~

~~MSVCC Student Surveys Request made to move history to back of document. In 2002, the MSVCC IE Committee reviewed all institution surveys and completed a MSVCC Student Services Survey and a Student Course Evaluation Survey for implementation on April 1, 2002. These survey instruments were revised by the eLearning Association Quality Sub-Committee in August of 2011 (APPENDIX G: MSVCC Student Course Evaluation and APPENDIX H: MSVCC Student Services Survey), and have been incorporated into the MSVCC enrollment database so that review of student responses of all courses can be undertaken as a method of evaluation of both hosted and provided courses offered by consortium members.~~

~~January 2020~~

~~Updated all instances of MACC to MACC to reflect name change of the Mississippi Community College Association.~~

~~Remove all instances of acronym eLITE and replaced with eLearning and Instructional Technology~~

~~Section 1 Updated Division Background description on page 3 to match MCCB website.~~

~~Section 1 Updated Job Descriptions beginning on page 4 to reflect current MCCB positions.~~

~~Section 3, Changed eLITE on page 11 to Assistant Executive Director of eLearning & Instructional Technology to reflect the individual who initials the procurement in the ITS online portal.~~

~~Section 2, Item 5 Professional Development, page 12 changed eLITE to “Coordinated by the Professional Development Specialist, the MSVCC Academy...”~~

~~Section 4, Item 4.5 Control Dates, removed “but forced to the following Wednesday or Sunday” under Census table on page 18.~~

~~Section 5, Item 5.5 Proctored Exam, updated Proctored Exam description to include Virtual Proctoring Systems on page 30.~~

~~Section 5, Item 5.5.3, updated minimum/maximum number of proctored exams per term on page 30.~~

~~Section 6, Item 6.6, Updated MELA Committee table to reflect current committees and topics on page 39~~

~~Appendix P, Removed discontinued services.~~

## ~~APPENDIX P: MS COMMUNITY COLLEGE SERVICES AND CONTRACTS~~

~~Services are subject to expire and/or be terminated prior to the next policies and procedures revision cycle.~~

~~AspirEDU Dropout Detective: Dropout Detective is a student retention and success solution that integrates directly with Canvas to provide a “risk index” of how likely it is that each online student will drop out of or fail their online courses or traditional courses that heavily utilize Canvas. The program analyzes past and current behavior to predict future performance.~~

~~(Procurement Pending)~~

~~Canvas by Instructure~~

~~Canvas LMS: A comprehensive cloud-based Learning Management System (LMS) that connects all digital tools and resources for learning and instructors into one comprehensive package.~~

~~Canvas Tier 1 Support: is a 24/7/365 Help Desk that provides assistance via phone, live chat, email, or web form for learners, instructors, and administration. The Help Desk provides customized assistance based on a knowledge base portfolio submitted by each institution college, ensuring that assistance received after hours is in compliance complies with individual school policies and procedures.~~

~~The Canvas Catalog: An institution is a college or company-branded platform that allows for the promotion of promoting paid and free programs. Catalog can be utilized to manage registration~~



and/or payment for professional development, certification programs, continuing education, and customized training solutions.

Link-Systems: NetTutor: is a customized online tutoring service for all major subjects that allows each ~~institution~~ college to customize the service through a unique Rules of Engagement. Each tutor holds a minimum of a bachelor's degree and is located within the United States.

MELO: A virtual library that mirrors the traditional library through online databases, electronic books and journals, and scholarly web sites. Learners and instructors can utilize this service to search for books, journals, magazine articles, and news items; conduct refined searches within a specific database such as EBSCO or CREDO; chat live with a librarian; and find citation guides such as MLA and APA.

Opposing Viewpoints: Issues Database - resource for debaters and includes pro/con viewpoints, reference articles, interactive maps, infographics, and more.

CREDO: Academic reference – Replaces books that include a dictionary, encyclopedia, and background checks, etc.

Discovery Platform + PrepSTEP

Films on Demand: Academic Resource - Curriculum- focused streaming video titles from producers such as Films for the Humanities and Sciences, PBS, A&E, History, ABCNews, BBC, NBC News, Shopware, Biography, National Geographic, and others.

Issues and Controversies: Issues Database - Provides current, in-depth, and objective information on contemporary issues. Coverage begins in 1995.

Question Point 24/7: Student Support - provides an around-the-clock reference service, built by a cooperative of participating libraries. Libraries agree to answer questions for each other in real time, using our virtual reference software. The Cooperative helps supplement your hours of service by being available to your community 24 hours a day, seven days a week, including holidays.

SIRS Researcher: Issues Database - Social Issues Resources Series for trending pro/con leading issues.

MILD Grant

The MSVCC Innovative Learning and Design Mini: The MILD Grant is awarded to eLearning Departments of the 15 Mississippi community colleges for projects designed to support the Strategic Initiatives of the MSVCC. Funds may be used for supplies, equipment, consultants, technical assistance, registration fees, and college of the President-Elect to cover the costs associated with hosting the annual MELA Retreat. The President-Elect must maintain records of the utilization of funds.

~~travel.~~

MS-SARA and NC-SARA: The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts, and U.S. territories that establishes comparable nation-wide standards for interstate offering of postsecondary distance education courses and programs. The reciprocity allows participating Mississippi colleges and universities to offer distance programs and courses to residents of member states without seeking state-by-state approval, and is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council (NC-SARA) and is administered by four regional education compacts.

#### SmarterServices

~~SmarterMeasure by SmarterServices: Quantifies a learner’s level of readiness to study online and/or in a technology rich environment by measuring non-cognitive variables of Individual Attributes (motivation, procrastination), Learning Styles, Life Factors (time, support resources), Technical Skills and Competency, On-screen Reading Rate and Recall, and Typing Speed and Accuracy.~~

~~SmarterProctoring by SmarterServices: Smarter Proctoring is a proctoring management system that organizes and manages all proctoring modalities including virtual testing center, virtual proctoring, in- person proctoring, and automated proctoring. The software is delivered inside Canvas, centralizing the proctoring process for all 15 schools and the 55 testing centers across the state of Mississippi. This tool allows institutionscolleges the flexibility to select whatthe proctoring modalities that best meet their students’ needs.~~

~~ProctorU: is a live, online proctoring service that allows students to take an exam via webcam, microphone, and high-speed internet connection from a secure location. ProctorU is a partner of SmarterProctoringSmarter Proctoring. ProctorU is an optional service and is paid for directly by the student and/or the local college.~~

~~RegisterBlast: is an online testing center scheduling solution that allows administrators to manage exam schedules and students to register for proctored exams. RegisterBlast is a partner of SmarterProctoringSmarter Proctoring.~~

~~Turnitin: An internet-based plagiarism prevention service that integrates through an LTI (Learning Tools Interoperability) into Canvas and is utilized to check student submissions for original content.~~

#### APPENDIX F: FACULTY CREDENTIALS CERTIFICATION

In accordance with the Southern Association of Colleges and Schools (SACS) faculty requirements, this statement is provided to assist community college districts participating in the Mississippi Virtual Community College (MSVCC) with verification and authentication of faculty credentials.

<u>Originating College:</u>	
-----------------------------	--

<u>Faculty Name:</u>		<u>Faculty ID #:</u>
<u>Faculty Status: (F/T)</u>	<u>(P/T)</u>	<u>Area: Academic Career Technical</u>
<u>Highest Degree Earned:</u>		<u>From:</u>
<u>Comments:</u>		

List MSVCC Teaching Area(s) with 18 Graduate Hours:

- 1)
- 2)

List the Graduate Course, 18 Semester Hours, and College for each

MSVCC Teaching Area:

	<u>Course #</u>	<u># Hours</u>	<u>College</u>	<u>Total Hours</u>
<u>Area 1</u>				
<u>Area 2</u>				

Original Transcript on File: (Yes) (No) Date of Employment: \_\_\_\_\_

Date of Last Review of Official Documentation: I, (insert name) as the Chief Academic Officer of (insert college name) Community College certify to the above faculty credential statements and state that the attached copies of transcripts represent the referenced faculty member's original documents on file in the Human Resources office of this college.

Chief Academic Officer: \_\_\_\_\_ Date: \_\_\_\_\_

APPENDIX G: MSVCC GRADE CHANGE FORM

PROVIDER MSVCC GRADE CHANGE

(To be completed for each course reported. Please maintain confidentiality.)

Course Name: \_\_\_\_\_ Course Number: \_\_\_\_\_

Course: \_\_\_\_\_ Section: \_\_\_\_\_

Course Title: \_\_\_\_\_ Term: \_\_\_\_\_

Providing College: \_\_\_\_\_ Instructor: \_\_\_\_\_

Host College: \_\_\_\_\_ Receiving Individual: \_\_\_\_\_

<u>Student Name</u>	<u>Student ID</u>	<u>Incorrect Grade or Status/LDA</u>	<u>Correct Grade</u>

Reason for grade change:

Submit by email to CELO. CELO will disseminate to student's Host College and/or process

#### APPENDIX H: CORE COURSE EVALUATION GUIDE

These course guidelines should be the basis for each college's evaluation process. Additional measures may be implemented according to college needs. The process for evaluating these core guidelines will be decided upon by individual colleges.

##### A. Course Overview

- a. Welcome message, clear with indication of how to get started with the course.
- b. Include introductions with student interactions and self-introduction of Instructor.
- c. Clear instructions on how to get needed materials for success in course.

- d. Information is included on how communication is expected both from the students and the instructor.
  - e. Course Syllabus is identified.
  - f. What skills and prerequisite knowledge are needed including computer and digital skills needed for success?
- B. Learning Objectives
- a. Course objectives are measurable.
  - b. Module/Unit objectives are measurable and align with course objectives (suggestion: use an alignment map so students can see the “Why” they are doing things in the course and how it aligns with the Module and Course objectives.
  - c. Assessments and Measurements
  - d. The assessments (Quizzes, tests, graded assignments) are aligned with the Course/Module objectives and suited to the level of learning.
  - e. The grading policy is included in syllabus or in course that clearly states how assignments will be graded.
  - f. Rubrics are recommended and should be available at the introduction of the assignment.
- C. Instructional Materials
- i. The Instructional Materials (Text readings, videos, PowerPoints, websites, book company websites) should be aligned with the Course/Module objectives. Include a variety of materials (not just lectures or PowerPoints)
  - b. The Instructional material represents up to date theory and practice in the discipline.
- D. Learning Activities and Student Interaction
- a. Activities such as discussion boards, simulated exercises, practice quizzes, case studies, role playing, non-graded tests and student presentations should align with Course and Module objectives.
  - b. Learning activities should allow for student interaction that support active learning.
  - c. A clear understanding of how the students will interact with the activities is stated.
- E. Course Technology
- a. The tools used in the course align with the course/module objectives (tools would not be used simply for their own sake, but to help students) Tools are used for student feedback such as Turn-it-in, online proctoring tools, web conferencing such as “Zoom,” wiki blogs and collaboration tools
  - b. Tools promote active learning and engagement with material
  - c. Learner Support (can easily be in a template for all courses at the college)
    - i. Technical support is clearly linked in the course to the technical support from the college
  - d. A link is provided for academic support services both on campus and online

- e. A link is provided for the student's resources and other services (Library) that can help the student be successful
- F. Accessibility and usability
  - a. Course is easily navigated and designed for easy readability
  - b. Images and Videos and text meets the needs of the diverse learner (Images are alt tagged, videos are closed captioned or displays text used in video below and text is a readable with size and color)
  - c. Vendor accessibility statements are present in the course (easily added in template)

## APPENDIX I: MSVCC STUDENT COURSE EVALUATION

### General Information

1. Choose the appropriate answer regarding your experience with this course.
  - a. This course was effective as an online course.
  - b. This course would be better in a traditional face-to-face setting.
  - c. This course is appropriate in an online environment but would benefit from periodic face-to-face interaction.
2. Course Evaluation

Please respond using the following scale:

Strongly Agree      Agree      Disagree      Strongly Disagree      Not  
Applicable

- a. This course is what you expected.
- b. Course information including course goals/objectives, grading procedures, etc. was made available to me.
- c. The course site was well organized and easy to navigate.
- d. The course activities and assignments contributed to my learning.
- e. The textbook supported the course presentations and was appropriate.
- f. The supplemental materials (handouts, web links, study guides, demonstration materials) contributed to my learning experience.
- g. Testing procedures were fair and supported the learning experience.
3. Interaction and Communication

Please respond using the following scale:

Strongly Agree      Agree      Disagree      Strongly Disagree      Not  
Applicable

- a. I had adequate interaction with the instructor.
- b. I had adequate interaction with other students.
- c. Numerous opportunities for interaction were provided.
- d. Class interactions enhanced the learning experience.

- e. I felt actively engaged with my classmates and my instructor as a part of a learning community instead of being “on my own.”

4. Instructor

Please respond using the following scale:

Strongly Agree      Agree      Disagree      Strongly Disagree      Not  
Applicable

- a. The instructor conducted the course in a way that accomplished the stated course objectives.
- b. The instructor demonstrated a thorough knowledge of the subject.
- c. The instructor was effective in utilizing distance learning technology.
- d. The instructor responded to requests for assistance in a reasonable amount of time.
- e. The instructor’s responses to course activities, assignments, and graded work were timely and appropriate.
- f. The instructor displayed professionalism and respect for students.

5. Comments

- a. What was most effective about the course?
- b. What suggestions do you have for improving the course?

APPENDIX J: MSVCC STUDENT SERVICES SURVEY

General Information

- 1. How many previous online courses have you completed?
  - a. None
  - b. One
  - c. Two
  - d. Three or more
- 2. Classification
  - a. Freshman
  - b. Sophomore
  - c. Dual Enrolled
  - d. Non-degree seeking
- 3. Ethnicity
  - a. Nonresident alien
  - b. Black, Non-Hispanic
  - c. American Indian or Alaskan Native
  - d. Asian or Pacific
  - e. Islander
  - f. Hispanic
  - g. White, Non-Hispanic

- h. Prefer not to respond
- 4. Gender
  - a. Female
  - b. Male
  - c. Prefer not to respond
- 5. Age Group (Select box for Age Groups)
  - a. 16 – 17
  - b. 18 – 24
  - c. 25 – 29
  - d. 30 – 39
  - e. 40 – 49
  - f. 50 – 59
  - g. 60
- 6. Marital Status
  - a. Single
  - b. Married
  - c. Divorced/Separated
  - d. Widow/Widower
  - e. Prefer not to respond
- 7. Curriculum/Major
  - a. Academic (University Parallel)
  - b. Technical
  - c. Career/Vocational
- 8. What is your primary reason for taking an online course?
  - a. Transportation Issues
  - b. Class was unavailable or a traditional section was not open
  - c. Online classes fit my job/work hours better
  - d. Family/Home (including childcare)
  - e. Recommendation by my advisor
  - f. Recommendation by a friend
  - g. I wanted to try taking classes this way
  - h. Online experience was positive
  - i. Easy alternative to regular classes
  - j. Other
- 9. If online courses were not available, would you have enrolled in regular classroom courses?
  - a. Definitely would have taken a regular class
  - b. Probably would have taken a regular class
  - c. Probably would not have taken a regular class
  - d. Definitely would not have taken a regular class
- 10. Based on your experience so far, how do you feel the quality of online instruction compares with traditional classroom instruction?



- a. Online instruction is better
  - b. Instructional quality is about the same
  - c. Traditional classroom instruction is better
11. Based on your experience so far, how do you feel the integrity of online instruction compares with traditional courses you have taken?
- a. Online instruction integrity is better
  - b. Integrity is about the same
  - c. Traditional classroom integrity is better

### Student Services

Please respond using the following scale:

Strongly Agree      Agree      Disagree      Strongly Disagree      Not Applicable

1. General information regarding the college was accessible or was provided to me.
2. Registration for online courses was easy and adequately supported.
3. Information regarding college policies and procedures was made available to me.
4. Program and course advisement services were made available to assist me in course selection and placement.
5. Please rate your satisfaction with communication with the following student service offices. (If you do not utilize a service, please select Not Applicable.)
  - a. Admissions/Records
  - b. Counseling/Advising
  - c. Financial Aid
  - d. Business Services
  - e. Housing
  - f. Recruiting
  - g. Bookstore
  - h. eLearning/Distance Learning
6. The college provided adequate access to textbook services and course materials.
7. The college provide adequate access to financial aid services.
8. Information regarding campus activities was accessible.
9. What suggestions do you have for improving Student Services? (COMMENT BOX)

### Library Resources/Services

Please respond to questions 1 – 5 using the following scale: 1 – Yes, 0 – No.

1. The course(s) that I am currently taking require(s) library resources/research. If your answer is no, please skip questions 2 – 8 of this section and proceed to section IV. Technology.
2. For my online course assignments, I needed resources, books, and magazines which were NOT available online.
3. If I needed resources, books, and magazines which were NOT available online, an alternate method for obtaining the resources was available.

4. Instructions for using library resources were provided in the following ways (Select all that apply):
  - a. Online through the MELO website
  - b. Online through my college
  - c. Handouts
  - d. Librarians
  - e. Faculty Instruction
  - f. Instructions for using library resources were adequate and effective.
5. Check the following electronic resources that you have used (select all that apply):
  - a. MELO (MS Electronic Libraries Online)
  - b. MAGNOLIA/ (EBSCO Host)
  - c. College library website
6. During the semester, I used library resources in the following ways (select all that apply):
  - a. Accessed my college's library website
  - b. Talked in person to someone
  - c. Used Ask a Librarian 24/7 Live Chat service
  - d. Called on the phone
  - e. Accessed through my Canvas course
7. What suggestions do you have for improving Library Resources/Services?
8. Comments:

### Technology

Please respond using the following scale:

4 – Strongly Agree, 3 – Agree, 2 – Disagree, 1 – Strongly Disagree, 0 – Not Applicable

1. I understood that this course would be conducted completely online.
2. Prior to enrolling in an online course, I was made aware that I must have access to a reliable computer with consistent internet connectivity.
3. I was appropriately prepared with the technical skills needed to be successful in an online course.
4. Canvas functioned properly with minimal problems.
5. The software used in my course(s) functioned properly and was adequately supported. Please include the name(s) of the software application(s) you used.

### Comments:

6. Technical support was adequate.
7. Please list any areas where technical support was inadequate. Please be detailed and include specific names, offices, or resources you used for support. Comments:

### Comments

Please list any additional comments or suggestions.

## APPENDIX K: MSVCC PROVIDER COURSE REVIEW

In accordance with the MSVCC Policies & Procedures Manual, the Provider College is responsible for uploading faculty credentials and course syllabi into the Enrollment Tool. Host College may use this form to determine if a Provider College's credentials and course criteria align with local instructional practices and procedures.

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

College Site: \_\_\_\_\_

Faculty Credentials:  Approved  Disapproved

Comments:

Evaluated by: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria:

1. Course description is clearly stated:

Yes No Undetermined

Comments:

2. Student learning outcomes, goals, and objectives are clearly and specifically stated.

Yes No Undetermined

Comments:

3. A syllabus containing required information is made available electronically to the student.

Yes No Undetermined

Comments:

4. Grading policies are clearly stated.

Yes No Undetermined

Comments:

5. Learners can easily contact the instructor.

Yes No Undetermined

Comments:

Final Review of Course

Approved Disapproved

Comments:

Evaluated by: \_\_\_\_\_

Listed to Schedule for Semester: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX L: PROCTOR CONFIDENTIALITY AGREEMENT

### Proctor Confidentiality Agreement

As a test proctor, with access to the MSVCC proctor database, it is important for you to maintain the confidentiality of any information you may have access to during your employment. This confidentiality extends to test, student, and faculty information.

Test information includes, but is not limited to:

- Content
- Passwords
- Length, format, or perceived difficulty of assessments

Student information includes, but is not limited to, the following:

- Type of test being taken
- Course or section in which the student is enrolled
- Student data such as grades, ID number, address, or phone number
- Results or outcomes of any tests taken in the Assessment Center

Faculty information includes, but is not limited to:

- Faculty contact information not available to students
- Frequency or infrequency of password changes
- Deadlines or extensions
- Materials in or associated with the online course site
- Special provisions extended to students

I understand and will comply with these requirements to maintain confidentiality of all information which I may come to know because of my employment as a test proctor. I understand that this includes all information I have access to in the MSVCC proctor database. My signature below indicates that I acknowledge my responsibilities as an online test proctor.

Proctor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX M: OFF-SITE/OUT-OF-STATE APPROVAL FORM

### Application for Off-Campus Test Proctor

Date:

Proctor's Name:

Title:

College/Affiliation: \_\_\_\_\_

Address:

Phone Number:      Fax:

Email Address:

Relationship to the Student:

I agree to serve as the proctor for examination of the referenced student. I acknowledge that I have no relationship with the student outside that listed above.

Proctor's Signature:    Date:

(Please attach a copy of your faculty/staff ID or statement of affiliation on organizational letterhead signed by an organization officer to this request.)

Student's Full Name:

Address:

City, State, Zip Code:

Phone Number:      Email:

Course(s) Title (i.e., ACC1213 HO):

Reason for not coming to campus:

Return this form to the eLearning Office through email xxx@xxx.edu

~~END OF DOCUMENT~~

or Fax 601-XXX-XXXX.

APPENDIX N: OFFICER ROTATION LIST

MSVCC Colleges		Term begins in August		
College	Order	Secretary	President-Elect	President

Jones College	1	2023	2024	2025
Mississippi Delta Community College	2	2024	2025	2026
East Mississippi Community College	3	2025	2026	2027
Coahoma Community College	4	2026	2027	2028
Mississippi Gulf Coast Community College	5	2027	2028	2029
Southwest Mississippi Community College	6	2028	2029	2030
Meridian Community College	7	2029	2030	2031
Holmes Community College	8	2030	2031	2032
Northeast Mississippi Community College	9	2031	2032	2033
Northwest Mississippi Community College	10	2032	2033	2034
Copiah-Lincoln Community College	11	2033	2034	2035
Hinds Community College	12	2034	2035	2036
Pearl River Community College	13	2035	2036	2037
East Central Community College	14	2036	2037	2038
Itawamba Community College	15	2037	2038	2039