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## Academic Policies

Academic policies will be forwarded to the CIP Chair from the Executive Board Chair. All new academic policy proposals must be forwarded to the Executive Board Chair at least ten business days before the next scheduled CIP meeting. Academic policy proposals that are not complete will be returned to the initiator (staff or faculty member). For more information about procedures, see [Article III, Section d.e](#) of the Academic Council's Bylaws

## Academic Warning

ratified: Academic Council, 09/01/1991  
last review: Division Council, 03/18/2007  
archived versions: [09/01/1991](#)

Faculty assessment of student performance should be a continuous process, and should reflect concern about each student's progress.

At the present, mid-term grade reports are not required. If an instructor offers a mid-term exam, the results are not reported to the Academic Affairs Office.

An instructor concerned about the academic progress of a student at any time during the semester may seek assistance from the student's advisor or the Learning Specialist if learning disabilities are suspected.

It is advisable to make such a determination well in advance of the deadline for students to withdraw from a course or to change to pass/fail.

## Adjunct Faculty Liaison

ratified: Division Council, 02/15/2010  
last review: Division Council, 02/15/2010  
archived versions: [05/12/2005](#), [09/01/1995](#)

Each adjunct faculty member is assigned a full-time faculty member who will act as a liaison. This full-time faculty member will do everything possible to assist the adjunct faculty member in making her/his teaching as effective as possible.

This would include consultation on syllabus creation, content selection, review and implementation of course content objectives, methods of instruction, evaluation of student progress and anticipated outcomes as well as a classroom observation if it is scheduled in a particular semester.

The full-time faculty member's responsibilities in conjunction with their Department Chair/Program Coordinator regarding liaison activities include:

1. Reviewing adjunct faculty applications, assessing adjunct credentials, interviewing candidates, and making adjunct faculty nominations for those discipline areas in her/his area of responsibility to the Dean of Academic Affairs.
2. Providing critical documents for all first time hires to include: official transcripts, resume, a signed employment application and a nomination form that includes date of birth and social security number.
3. Providing, at the request of the adjunct and to the extent possible, support consultation, regarding teaching and administrative support for the adjunct.
4. Conducting, on the periodic schedule required by the collective bargaining contract, classroom observations for the purpose of evaluation, reviewing the evaluation report with the adjunct, and forwarding the report to the office of the Dean of Academic Affairs.

Adjunct faculty are provided with an opportunity to meet and discuss mutual concerns with each other at the beginning of each semester at the adjunct faculty orientation.

## Basic Skills Assessment

ratified: Division Council, 02/15/2010

last review: 02/15/2010

archived versions: [05/15/2006](#), [09/01/1991](#)

Quinebaug Valley Community College requires that entering students take the Accuplacer Basic Skills Assessment (BSA), to assess their English and mathematics skills. BSA results are used by the student and advisor to determine the courses that the student is prepared to take.

The following students are required to take the BSA:

1. All new students enrolled in a degree or certificate program.
2. Any student transferring to QVCC who has not successfully completed both a college-level English composition course and a college level mathematics course at another college. (Transfer students must provide an official copy of the transcript from the college(s) attended.)
3. Any QVCC student who has not taken the BSA and has accumulated 6 or more credits.
4. Any student who wishes to enroll in a course for which the BSA is a prerequisite.
5. Any student who has taken the BSA more than two years prior to enrollment.

The following students are not required to take the BSA:

1. Students who have completed an associate's, bachelor's or higher college degree.
2. Students transferring to QVCC who have completed college-level math and English courses.
3. Students transferring to QVCC who have completed the BSA at any CTC system community college within the previous two years. Note: students taking the BSA at another CTC system community college will be placed in appropriate classes according to QVCC placement rules.

4. Non-degree students seeking to enroll in an occasional course for personal enrichment, for no more than six credits total.
5. Students with a documented SAT Writing or Critical Reading score  $\geq 450$  qualify for exemption from the English component of the BSA. Students with a documented SAT Math score  $\geq 550$  qualify for exemption from the Math component of the BSA. The SAT exemption is valid only if the SAT was completed within the two years prior to admission to QVCC.

### ***Policy on Appeal of Basic Skills Assessment***

Students who are dissatisfied with their placement may, with the consent of their advisor, request a Challenge Test. Challenge Tests are intended to reassess whether the student qualifies for college-level placement only; Challenge Tests cannot be used to place students in a higher developmental course. Taking a Challenge Test cannot lower the initial BSA placement.

The Challenge Test in English consists of a timed response to an approved essay, which is then scored by professional staff or faculty readers. The Challenge Test in mathematics consists of an untimed re-take of the math portion of the BSA.

### ***Policy on Re-Administration of Basic Skills Assessments (Retesting Policy)***

Students will be retested only if there is a compelling reason to do so. Between the student's first assessment and his/her request for a second assessment, one of the following should have occurred:

1. The student has mastered the subject area (or areas) and has discussed that with the Department Chair for the subject area.
2. Two or more years have passed since the first assessment.
3. The student has not attempted all sections of the Basic Skills Assessment and would be doing so for the first time.
4. The student has dropped, withdrawn, or audited the recommended developmental course and the course's instructor makes a written request the student be assessed in that subject area.
5. The Dean of Learning and Student Development requests the student be reassessed in one or more subject areas.

A copy of BSA re-test results will go into the student's file to prevent confusion over multiple scores.

### ***Other Assessment/Placement Policies and Procedures***

#### ***Assessment:***

1. BSAs are scheduled and administered individually in the Learning Center.
2. Records of Tests: Completed assessment result forms will be kept in the student's file.
3. Monitoring Students' Progress in Developmental Classes: All developmental classes will screen students early and thoroughly to check for students who might have been placed incorrectly .

**Placement:**

1. Advisors will make recommendations for placement based on assessment scores.
2. No student may change his/her placement without prior approval of an advisor or the course instructor.
3. Advisors will pull the files of each registering student to see if s/he has completed the recommended placements.

## Class Over-enrollment

ratified: Academic Senate, 10/28/2013

last review: Academic Senate, 10/28/2013

archived versions:

**PURPOSE:**

To ensure consistent documentation and procedures for class over-enrollment.

**POLICY:**

Enrollment caps for college classes are established to maintain proper conditions for teaching and learning. Enrolling students beyond the cap set for any class is discouraged. In rare cases, the full-time instructor teaching a class or, in the case of a part-time instructor, the full-time faculty member charged with supervising that instructor may decide that an over-enrollment is justified by unusual and extenuating circumstances, and is an academically sound decision for the class.

Therefore, approval for course over-enrollment can only be granted by a full-time faculty member who is teaching the class to be over-enrolled, or by the full-time instructor charged with overseeing the part-time instructor who is teaching the class. Furthermore, a part-time instructor's right to refuse an over-enrollment request is protected. No undue pressure shall be placed on full-time or part-time instructors to over-enroll a student. While only full-time faculty members have the authority to grant an over-enrollment, the Dean of Academic Affairs does retain the authority to reject an over-enrollment approval.

Exception: Only in the rare instance that a student has been blocked or dropped from a course *as a result of documented college error*, does the Dean of Student Services have the right to over-enroll that student in that particular course, unless prohibitive factors (e.g. safety concerns, computer resources) make over-enrollment impossible. In each case, the Dean will make a good-faith, reasonable effort to contact the instructor and explain the over-enrollment.

Granted class over-enrollments are case specific, and apply only to that particular student and class section.

**PROCEDURE:**

1. Students should always first be advised to watch enrollment in courses and enroll when another student drops. Over-enrollment is only for *extenuating* circumstances and is not the first choice.
2. To be granted a class over-enrollment, the student must, via email, request the waiver of a full-time faculty member teaching or overseeing the course. The request must include the

student's full name, banner identification, phone number, and a clear, specific justification for the request.

3. If the faculty member approves the over-enrollment, he or she must send the approval via email to the Office of the Dean of Academic Affairs. The approval must specify the student name, banner identification, phone number, and the CRN for the class. If the over-enrollment is for a class taught by a part-time instructor, the part-time instructor must be consulted and copied on the approval email, giving the part-time instructor the option to refuse. A full-time faculty member should only approach a part-time instructor with a request in cases where the full-time instructor intends to approve the request. If the Office of Dean of Academic Affairs grants the over-enrollment, a representative of the office will then instruct the Registrar to over-enroll that particular student in that particular class.

## Collaborative Teaching

rati ed: Academic Council, 09/20/1994, Academic Dean, 10/06/1994

last review: Division Council, 11/16/2009

archived versions: [09/20/1994](#)

Collaborative Teaching, also known as Team Teaching, is encouraged by the College whenever the combined talents of two or more instructors will provide a course experience which is significantly improved over the experience which could be provided by a single instructor working alone.

When two or more full-time instructors identify a Team-Teaching opportunity in which they wish to participate, they should first meet with the Dean of Academic Affairs to discuss their desire and when such a course could be offered.

Once a time table for the course offering is established, the participants will submit a written proposal to the Dean. This proposal should contain particulars regarding the reasons that team teaching is appropriate for the course, how the responsibilities for instruction will be handled, and how compensation for teaching the course will be shared.

The course credits normally associated with a course may be shared by the participants in whatever ratio they agree is appropriate. For example, in a three-credit course the credits could be shared 1:2 or split 1.5 for each. The College will not make "extra credits" available to those who choose to participate in a team teaching experience, but innovative and alternative arrangements may be made in consultation with the Dean of Academic Affairs.

When a full-time instructor chooses to participate in a team-teaching experience, the responsibility to see that the contractually required teaching load is met will remain with the instructor. Depending upon how credits are shared and other courses taught, it might become necessary for a given instructor to accept overload responsibilities in order to fulfill the 12 or more credits required by contract.

Adjunct instructors wishing to participate in a Team-Teaching opportunity should first confer with the full-time faculty member responsible for the course in question and then proceed with the process outlined above.

## Course Content Objectives

ratified: Division Council, 05/15/2006

last review: Division Council, 11/16/2009

archived versions: [10/26/1990](#)

Course content objectives must be stated as learning outcomes that can be (1) measured for each student's performance in a course and (2) assessed more broadly to establish a sense of the course's effectiveness. A well-stated outcome will provide a focus for all instructors who teach the course, yet without restricting their specific instructional materials and methodologies. Generally, outcomes address major aspects of a course, as opposed to specific class session achievements.

Learning outcomes state what the student does, not what the instructor does, and do not simply describe the content of the course. Outcomes express what a student is expected to do in the process of successfully completing a course, and thus what she or he should be able to do thereafter, concerning the course's content. The following is an example: "The student will locate appropriate information for a research paper, using both electronic and print media." Here, knowledge and skills are expressed in terms of actions that the student will accomplish and subsequently should be able to repeat.

Outcomes must be written in a way that makes it possible to assess the students' success in attaining them. They do not simply state what students will study, know, understand, read, etc.; rather, they specify what students will do that shows that they know, understand, etc., and moreover they emphasize how, in general, students will show it. Here is another example: "Students will apply psychological theories to contemporary race relations." The application is the emphasis, rather than the knowledge itself, since application of the knowledge is a measurable action the student will do. Thus, learning outcomes must be expressed with active verbs (see the lists on the following page).

Ideally, outcomes should be developed according to some hierarchy or taxonomy of learning. Bloom's taxonomy, which consists of six levels of ascending complexity in the cognitive domain, is commonly used:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Other possibilities include the taxonomy created by David Krathwohl concerning the affective domain, the scale of intellectual development of college students created by William G. Perry, and the gender-specific system developed by Mary Field Belenky. The following lists of active verbs for expressing outcomes were adapted by Dorothy Bowen from Calvin Claus.

### **Creative behaviors**

alter	generalize	question	reorganize	revise
ask	modify	rearrange	reorder	rewrite
attempt	open	recombine	rephrase	simplify
begin	paraphrase	reconstruct	restate	synthesize
change	position	regroup	restructure	systematize
design	predict	rename	retell	vary

### **Complex, logical, judgmental behaviors**

analyze	contrast	determine	fit	plan
appraise	criticize	evaluate	formulate	present
combine	decide	expand	generate	relate
compare	deduce	explain	induce	structure
conclude	defend	finish	infer	substitute

### **General discriminative behaviors indicating critical thinking**

choose	designate	identify	omit	point
collect	detect	indicate	order	position
complete	differentiate	isolate	pick	select
define	discriminate	list	produce	separate
describe	distinguish	match	place	

### **Language behaviors**

attempt	capitalize	print	say	tell
abbreviate	complete	pronounce	sign	translate
accent	edit	present	speak	type
alphabetize	hyphenate	punctuate	spell	verbalize
articulate	indent	produce	state	whisper
begin	open	read	summarize	write
call	outline	recite		

**“Study” behaviors**

attempt	circle	follow	mark	reproduce
attend	compile	itemize	name	search
arrange	complete	label	note	sort
bring	copy	locate	organize	underline
categorize	diagram	look	quote	work
chart	find	map	record	

**Course Records**

ratified: Division Council, 12/21/2009

last review: Division Council, 12/21/2009

archived versions: [03/18/2007](#)

A course record is a detailed description of a credit-bearing course which has been approved by the Division Council and the Dean Academic Affairs. Course records include factual information about a course, and descriptive statements of a course's content and objectives.

Course records serve as a guideline for any full-time or adjunct faculty who are interested in, or planning to teach a particular course. Approved course records are kept in the Office of the Dean of Academic Affairs.

Courses may NOT be scheduled unless a course record for that course has received approval from the Division Council and the Dean of Academic Affairs.

Individuals who wish to design a course record for a course should consult the Policy on “Course Content Objectives.”

**Credit by Examination**

ratified: Division Council, 02/15/2010

last review: 02/15/2010

archived versions: [05/15/2006](#), [09/22/1992](#)

Credit by examination is recognized by Quinebaug Valley Community College when applicable to the degree or certificate program in which a student is enrolled.

Credit Hours earned by examinations are assigned the "TR" (transfer credit) grade. No quality points are earned. The student's GPA is not affected.

***External Examinations (CLEP and DANTES)***

QVCC accepts all College Level Examination Program (CLEP) General and Subject Examinations, awarding credit for scores earned according to current CLEP and national

guidelines. At QV, English 101 Composition credit is awarded for the English Composition with Essay exam only. Other CLEP Composition exams are awarded English elective credit only.

QVCC accepts all DANTES Subject Standardized Tests (DSST), awarding credit for scores earned according to current DSST guidelines.

CLEP and DSST testing is available through the Learning Center for currently credit registered students and QVCC graduates. The student is responsible for paying both the current QVCC proctoring fee and the current 3rd party fee associated with these examinations.

### ***Credit by Examination (CBE) – College-sponsored Examinations***

A student may, on the basis of previous study and experience, take a special examination for credit for some approved QVCC courses without having enrolled in those courses. Exams are offered at the discretion of individual faculty members. Ordinarily, a student cannot earn credit by examination in a course for which he/she has already received a passing grade.

Students must be currently registered in at least one credit course at QVCC to take a CBE.

The student pays the current academic evaluation fee in advance for each examination and registers to take the CBE in the Learning Center.

## **Credit for Prior Learning by Portfolio Assessment (CPLPA)**

ratified: Division Council, 12/12/2005

last review: Division Council, 02/15/2010

archived versions:

other resources [CPLPA Manual](#)

Quinebaug Valley Community College offers the Credit for Prior Learning program according to Connecticut Board of Regents for Higher Education policy. The program gives students the opportunity to earn credit for college-level learning they may have acquired through work and/or other life experience, insofar as they apply the credit toward an Associate's degree offered by the college. In the past, successful students have worked or volunteered for several years, have been exposed to a broad range of experiences, and have kept their knowledge and skills current through professional development activities (e.g. reading and participation in noncredit classes or company sponsored training).

During a 3-credit course (IS150 Credit for Prior Learning Portfolio Preparation), students learn how to organize, assess, and articulate learning and to relate that learning to specific curricula. Students develop a CPL portfolio, which they then submit to an Assessment Committee (a \$50 assessment fee is required). The portfolio must be a complete, self-explanatory, well-documented presentation. The learning must involve college-level subject matter, entail a balance between theory and practice, and have general applicability outside the situation in which it was acquired. Credit must specifically apply to QVCC courses where the learning would earn at least a C. The student is responsible for demonstrating that the learning has taken place; also, she or he must show knowledge of how the learning connects with related subject areas and relates to his or her goals.

After the portfolios are submitted at the end of the course, the CPL Program Coordinator requests evaluations of particular courses from faculty members with expertise in relevant subject areas. Then the coordinator convenes the Assessment Committee (typically 3 faculty members) to read and evaluate all courses in all portfolios, with support from the recommendations of the faculty experts. The committee determines whether, and how much, credit will be awarded. Ideally, the committee meets just following the final exam period of the semester in which the portfolios are submitted. The coordinator notifies the students of the committee's decisions and submits the paperwork required for credit to be applied; normally, credit is awarded at the end of the semester following the one in which the CPL course is taken. There is an appeals process for students who disagree with the committee's decisions. Interested students should talk to an advisor, the CPL coordinator, or the CPL course instructor to ascertain whether they would benefit from the program. For this purpose, an information session is held at the beginning of each fall and spring semester. To be eligible for the program, a student must enroll in the college, take the Basic Skills Assessment, complete English 101 if required, and begin the degree planning process.

Detailed information about the program is available in the *Credit for Prior Learning Portfolio Preparation and Assessment Handbook*.

## Developmental Studies: Courses & Placement

ratified: Division Council, 05/15/2006

last review: Division Council, 12/21/2009

archived versions: [08/07/1988](#)

### Developmental Studies: Courses And Placement

1. "Developmental courses" are defined as those courses a student is required to take before taking college level courses in specific disciplines. Placement in developmental courses is identified by the Basic Skills Assessment. All developmental courses begin with the number zero.
2. All developmental courses carry 3 institutional credits. "Institutional credit" is defined as credit which is figured into the overall grade-point average but does not count towards credit needed to meet graduation requirements in any degree program.
3. A student must earn a grade of C or better in a developmental course in order to progress to the next level. The grading policy is consistent with grading in college level courses in the institution.

See also [Basic Skills Assessment](#)

## Examinations

ratified: Division Council, 04/19/2010

last review: Division Council, 04/19/2010

archived versions: [04/18/2005](#), [09/01/1991](#)

Faculty members are expected to use professional discretion in selecting and/or designing instruments to measure student achievement. Whenever a faculty member is in doubt, s/he should confer with the Dean of Academic Affairs.

Conditions prevailing for any examination should be such as to avoid a situation that might tempt cheating and lower the morale of conscientious students. Also see section on ACADEMIC DISHONESTY in the Student Handbook.

### ***Final Examinations***

Final examinations of comprehensive evaluative exercises are required in all courses and should be administered during the week designated in the Academic Calendar.

Occasionally, such activity may occur during the week prior to exam week, with the scheduled exam period used for a final evaluative discussion.

Any exceptions to these policies must be approved by the Dean of Academic Affairs. No instructor may simply shorten the total time period provided for instruction and evaluation.

Ratified: Academic Council, 9/9/91

### ***Holding Papers and Final Exams***

Papers and final exams to be returned to students must be held by the instructor or by the Faculty Secretary for 30 days after close of the Examination Period. After that time, faculty members may dispose of them as they see fit. Approved: Academic Council, May 11, 1990

### ***Absence from Final Exams***

A student who has missed a final exam must promptly notify the instructor. Otherwise, a grade of "F" for the examination will be recorded. A student may appeal this decision to the Dean of Academic Affairs. The final exam may be made up at the discretion of the instructor.

## **Field Trips**

ratified: Division Council, 04/19/2010

last review: 04/19/2010

archived versions: [11/03/2004](#), [09/01/1991](#)

To supplement the work of their classes, faculty members may encourage or require their students to participate in trips away from campus, providing appropriate steps are taken in advance.

### ***CLASS TRIPS***

- Required field trips must be listed as part of the requirements in the class syllabus and wherever possible, trips should be mentioned in the official catalog description of the course affected
- Trips should normally be scheduled on class days to ensure minimum disruption to students' non-college schedules. Students should be notified at least three weeks in advance of any unusual scheduling of field trips

- If students will miss other classes while on a field trip, the instructor must publish and disseminate in advance a list of names to other affected faculty members.
- In planning a field trip, the faculty member should request approval from the Dean of Academic Affairs. For any trip requiring transportation, arrangements should be made through the Dean of Administration.
- If students are required to travel for a college-sponsored purpose, steps should be taken, to the extent possible, to assure the safety of all participants.
- The college does not pay for lodging or meals on student field trips. For a trip involving extraordinary expenses, a faculty member may present an application for a special grant.

### **COLLEGE SPONSORED FIELD TRIPS**

- All college-sponsored trips need to have a faculty/staff member designated as representing the college.
- Anyone organizing a college-sponsored trip must complete a "College-Sponsored Trip Authorization" form at least two weeks prior to any trip and file that form with the Dean in his/her area.
- For out-of-state trips, lead time of four (4) weeks is required to process a request through prescribed state channels
- In planning for any college-sponsored trip include the development of any necessary accommodations to ensure that the trip is accessible to people with disabilities.
- Necessary arrangements with the Business Office must be completed before travel.

## **Fundamental Proficiency Requirement**

ratified: Division Council, 04/19/2010

last review: Division Council, 04/19/2010

archived versions: [04/18/2005](#), [04/14/1993](#)

Every student applying to the College will complete the BSA test or obtain the appropriate waiver prior to the advisement process. The candidate for a degree program must take the basic skills assessment and place into college level English and mathematics, or complete the recommended developmental coursework. For certificates developmental coursework may be required by the particular certificate.

See also: [Basic Skills](#)

## **Grade Reports / Grade Books**

ratified: Division Council, 05/15/2006

last review: Division Council, 03/29/2010

archived versions: [03/25/1976](#)

### **Final Grade Reports**

Faculty members should submit final grade reports electronically no later than 48 hours after the final exam.

See also [Examinations](#) and [Academic Warning](#)

### **Grade Books**

Part-Time Faculty:

At the end of each semester, within one week after the final exam, all adjunct faculty members are required to leave photocopies of their grade book sheets with the Dean of Academic Affairs. This is to provide QVCC officials with an understanding of how grades were determined, specifying the relative weights assigned to various components of each course (class participation, quizzes, exams, papers, presentations, etc.).

Full-Time Faculty:

Full-time faculty members must keep their grade records until they cease working at the college, at which time they are required to leave them with the Dean.

## **Grading System**

ratified: Division Council, 05/16/2005

last review: Division Council, 03/29/2010

archived versions: [09/01/1991](#)

At the beginning of the semester, each instructor should inform students of the criteria that will be used for assigning grades and of any other factors that may affect a student's grade. Such information must also be included in the course syllabus.

Grades are to be submitted to the Director of Enrollment and Research Services at prescribed times electronically. See [GRADE REPORTS](#).

The QVCC grading scale (Grade Quality Points) is shown below.

Effective Spring 2005

Process For Grade And Credits Conversion

<b>QUALITY POINT LETTER GRADE</b>	<b>AVERAGE/ NUMERICAL GUIDE</b>
A Excellent	4.0 (94-100)
A-	3.7 (90-93)
B+	3.3 (87-89)
B Good	3.0 (84-86)

B-	2.7 (80-83)
C+	2.3 (77-79)
C Average	2.0 (74-76)
C-	1.7 (70-73)
D+	1.3 (67-69)
D Below average	1.0 (64-66)
D-	0.7 (60-63)
F Failure	0.0 (59 below)
<b>OTHER GRADES</b>	
P = Pass*	0.0 (under pass/fail option)
F = Failure*	0.0 (under pass/fail option)
I = In progress*	0.0 (incomplete)
AU = Audit*	0.0
R = Repeated course*	0.0
W = Withdrawal*	0.0

\*Not calculated into Quality Point Average (QPA)

## **Graduation Research Paper Requirement (obsolete)**

ratified: Academic Senate, 10/28/2013

last review: Academic Senate, 10/28/2013

archived versions: [05/16/2005](#), [12/03/1990](#), 03/29/2010

There is no requirement for students to submit a research paper to receive an associate degree from Quinebaug Valley Community College (as of Fall 2013). The previous requirement has been supplanted by embedded assessment of writing and research throughout existing coursework.

## Human Subjects

ratified: Division Council, 04/18/2005

last review: Policy & Planning, 03/29/2010

archived versions: [03/07/1994](#)

It is the policy of Quinebaug Valley Community College (QVCC) to protect the rights and welfare of all individuals involved in its activities. To insure that all students, faculty, and staff meet the ethical principles for the conduct of research using human subjects, QVCC complies with the regulations of the United States Department of Health and Human Services (Part 46 of Title 45, Code of Federal Regulations). Faculty or staff conducting or supervising research using human subjects must determine whether the research is exempt (CFR 46, Section 46.101b) or requires informed consent and review by an institutional review board (IRB). Students conducting research using human subjects must have their project supervised by QVCC faculty or staff. Faculty or staff conducting or supervising research that requires informed consent must be able to provide supporting documentation indicating that the rights and welfare of research subjects are being protected. Approval of research projects using human subjects that require informed consent and review by an IRB must be approved and supervised by the Dean of Academic Affairs.

Recommendation: Copies of [Part 46 of Title 45, Code of Federal Regulations](#) will be available for review in the office of the Academic Dean.

## Incompletes (In-Progress Work)

ratified: Division Council, 04/22/2005

last review: Division Council, 03/29/2010

archived versions: [04/22/1992](#)

### **PURPOSE:**

1. To allow a student who has completed a substantial portion of a course additional time to complete remaining coursework when, due to extenuating circumstances, he/she is not able to meet the normal deadline.

### **POLICY:**

1. A grade of "I" (Incomplete) is a temporary grade. To obtain a grade of "I", a student must secure an extension of time from the instructor prior to the completion of the semester. The instructor will determine whether the circumstances justify granting an extension.
2. If the instructor approves the request, the instructor will complete an Assignment of an Incomplete form noting all tests and assignments that must be completed by the student. Both instructor and student must sign the form. A copy goes to the student, the Dean of Academic Affairs, and the Director of Enrollment & Research Services. The instructor retains the original copy.
3. A student will have 45 business days from the beginning of the semester following the receipt of the "I", to complete the remaining work. Upon completion of the work, the

instructor will complete and sign a “change of grade card.” Upon receipt of a signed “change of grade card,” the Director of Enrollment & Research Services will update the student’s grade.

4. If the instructor does not change the grade by the end of 45 business days, the grade will automatically be changed to the grade on the Incomplete form or an F, if no form was signed.
5. In rare instances, an instructor may grant a further extension of time, or may ask the Director of Enrollment & Research Services to modify a grade that has been converted to an “F”.

## Independent Study

ratified: Division Council, 05/15/2006

last review: Division Council, 04/19/2010

archived versions: [01/31/1992](#)

The purpose of an Independent Study is to allow a student to pursue an in-depth exploration of an area of academic knowledge for which no approved QVCC course exists.

Independent study is to be conducted under the guidance and at the discretion of a faculty member who is qualified in the subject area and who is willing to provide guidance for the project and to evaluate the student's work. There is no remuneration for Independent studies.

Adjunct faculty may also supervise an independent study, with the approval of the adjunct instructor's faculty liaison.

All proposals for independent study and all final awards of credit through independent study must be approved by the Dean of Academic Affairs.

Proposals must be submitted to the Dean of Academic Affairs prior to the end of the first week of classes of the semester in which the study is planned.

The regular Academic Calendar deadlines and requirements (adds/drops, pass/fail, withdrawal, etc.) will apply to all approved independent study courses.

### *Design of Study:*

An independent study proposal should be designed to be completed during a single semester. The proposal should include (when appropriate):

1. A brief course description (similar to a catalog listing) and number of credits to be earned;
2. The specific objectives of the study, including materials and resources to be used and the learning outcomes and/or skills to be acquired;
3. The number of hours required to meet the credit objectives (each credit should be equivalent to 45 hours of learning);
4. A timetable for student projects and/or exams;
5. An estimated schedule of faculty/student contacts;

6. Method(s) of evaluation to be used.

### ***Final Report Form:***

A final report form is required for each independent study.

The report will include a summary of the ways in which objectives were met and will list any modifications that were made to the original proposal.

The instructor will also assign a letter grade and indicate the number of credits earned. The final report form will then be submitted to the Dean of Academic Affairs for approval.

A copy of the Independent Study proposal and final report will become a part of the student's permanent record.

Students who wish to contest a grade or number of credits earned with an independent study should follow the normal appeals procedure ("Review of Academic Standing" in Student Handbook, also listed as "Academic Appeals" in this handbook).

### ***Procedures:***

1. A student interested in doing an independent study should contact a member of the faculty prior to the semester in which credit will be sought.
2. If the faculty member accepts the student's request, s/he will assist the student in designing a course proposal for independent study.
3. The instructor will submit the proposal to the Dean of Academic Affairs. If a proposal is not approved, it may be revised and resubmitted.
4. If the Dean of Academic Affairs approves the proposal, copies of the signed document will be sent to the student and to the instructor. The original will remain with the Dean. Once approval has been granted, work on an independent study may begin at any time, even prior to formal registration.
5. At the appropriate time, the student will take his/her copy of the approved proposal to Student Services to register for the course.
6. At the end of the semester, the instructor will complete the final report form and forward it to the Dean of Academic Affairs.
7. After the Dean of Academic Affairs signs the final report, a copy will be sent to the student. The original proposal and the final report will be forwarded to the Registrar. Students should be advised to keep their copies of both documents.

## **New Courses, New Programs**

ratified: Division Council, 05/15/2006

last review: Division Council, 04/19/2010

archived versions: [09/01/1991](#)

Any professional staff member may propose a new course or program. Ordinarily, a faculty member in the relevant field will develop the proposal; an adjunct faculty member must develop a proposal in conjunction with his or her full-time faculty liaison. In cases where the college has

no faculty member in the discipline, the initiator must develop the course or program in consultation with representatives of the relevant discipline who are not on staff at QVCC.

For new course proposals, the initiator must discern whether the course or a close approximate (defined as 80% or greater similarity in course content) already exists in the CT Community College system, in which case the course must be developed as the QV equivalent of all courses with the same Common Course Number (CCN) and title. A course without such a match needs a CCN assigned, in consultation with the Academic Affairs office. Courses also must be checked for transferability with the Director of Learning Services.

All new course proposals must include a course description, prerequisites, and course content objectives (written as measurable outcomes), using the established print format for course records. Besides the information noted in the previous paragraph, the initiator should present a rationale for the new course, including the target student population and the value of the course for specific curricula. A proposal to modify an existing course requires a rationale for the proposed changes, and the course record should be developed by modifying the existing record for the course (available in electronic format from the college web site). Common Course Number changes should be reflected in any proposal.

New programs and modifications to existing programs require more extensive rationales, and any entailed new courses must be proposed no later than the date the program is proposed. Programs should be developed in consultation with the broader college community, to include at least the Dean of Academics, as well as various faculty and staff members who will be involved with the new program and its courses.

Course and program proposals must be accompanied by a tracking sheet, available from the faculty secretary. Completed proposals must be sent to the chair of the Executive Board of the Division, who refers them to the Curriculum and Instruction Committee (CIP). Ideally, initiators should attend the meetings at which their proposals are discussed. Upon approval, with or without revisions by the initiator, the Curriculum and Instruction Committee forwards the proposal to the Executive Board of the Division for review, where further revisions may be required. Proposals then go to the Dean of Academics, who finalizes the approval process except in cases of new and substantially modified programs, which require additional approval by the Connecticut Board of Regents for Higher Education (BOR has developed a list of criteria that helps define “substantial” program modifications).

## **Online and Hybrid Course Student Behavioral Expectations**

ratified: Academic Senate, 10/28/2013

last review: Academic Senate, 10/28/2013

archived versions:

To establish a safe space in the online classroom, students need to agree to uphold specific expectations for conduct online.

1. Maintain an appropriate tone and stay on topic to extend productive discussions. Respectfully disagree with ideas. Do not attack peers or the instructor because their ideas are different from or contrary to your own. Exhibit sensitivity to others when discussing issues and avoid name calling and other put downs.
2. Respect the diversity of opinions expressed by the instructor and members of the class and respond to them in a courteous manner. Electronic communication consisting of all caps, large font, or bold print, or containing multiple exclamation points or question marks may be considered unprofessional and a form of verbal abuse.
3. Be open-minded. Believe you can learn from the diversity of perspectives in the class. Attempt to think “outside the box” to present new ideas and perspectives.
4. Respect the privacy of your peers. Do not republish (i.e. cut and paste content from our discussions to other social networking forums) or discuss conversations that take place in our classroom site
5. Support classmates in their learning process. No teasing or making fun of peers.
6. Only attach information (i.e. documents, images, videos, etc.) that is appropriate to the educational setting.
7. Submit work that follows the appropriate conventions of English (i.e. spelling, grammar, sentence structure, word choice, etc.) to ensure that postings clearly communicate your ideas.
8. Maintain an environment free of harassment, stalking, threats, abuse, profanity, insults, or humiliation for the instructor and members of the class. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature; and unwanted sexual advances or intimidations by email, or on discussion boards and other postings in course shells.
9. Abide by all rules and regulations published by QVCC with regard to academic honesty and plagiarism and agree to be subject to disciplinary actions as described in the Student Code of Conduct.

## Online and Hybrid Course Minimum Computer Skills

ratified: Academic Senate, 10/28/2013

last review: Academic Senate, 10/28/2013

archived versions:

### Use Blackboard to

- Communicate with instructor and classmates (Emails and announcements)
- Participate in discussions
- Find course content
- Turn in Assignments
- Take tests or other assessments

### Basic Computer Skills:

- Upload or download files, extract all files

- Create folders
- Save documents, spreadsheets, etc. to folders and external devices, compress folders
- Troubleshoot computer and software issues by using technical support
- Update operating system and add-on programs required to view files
- Attach documents to emails and assignments
- Use word processing software to save files in readable format
- Use specific software required for various courses (publisher software)
- View PowerPoint presentations

## Practicums (Internships)

ratified: Division Council, 05/15/2006

last review: Division Council, 04/19/2010

archived versions: [02/28/1992](#)

### **PURPOSE:**

To allow QVCC students in certain degree programs to earn academic credit through carefully designed experiences in a non-classroom setting. Although such experiences may be called practicums, internships, or externships, for the purpose of this policy the term practicum will be all inclusive.

### **POLICY:**

1. A practicum is an academic work experience in the student's field of study or a related field sponsored by the college, and jointly supervised by an employer or other agency and a member of the QVCC faculty.
2. The purpose of a practicum is to offer students in a given degree program an opportunity to enhance their performance, apply their learning, and/or integrate theory and practice in a job situation.
3. In order to participate in a practicum, students must be in good academic standing, and must have previously taken courses which have prepared them for such an experience, and be approved for the course by the program coordinator.
4. Each academic program or discipline area will determine the specific requirements for its practicum, subject to the provisions of this policy and to the approval of the Academic Affairs Division and the Dean of Academic Affairs.
5. Work experience in a practicum course must be accompanied by seminar sessions or meetings with an instructor, formal reading, and/or writing assignments where appropriate, and evaluation of academic as well as work performance.
6. All practicums will require on-site supervision and a written evaluation of the student's performance on the job. Faculty / field supervisor conferences are also mandatory.
7. A course content proposal for a practicum will include learning goals, prerequisites, and a timetable for faculty/student contacts.
8. Specific goals and expectations for a student starting a practicum must be spelled out in writing. In some cases, a formal written agreement will be negotiated and signed by the student and the on-site supervisor. A copy of the goals statement (or written agreement)

and the final evaluation by the on-site supervisor will become part of a student's permanent file.

9. The number of credit hours assigned to a practicum must reflect a relationship to academic intensity. The greater the academic content and/or the complexity of skills or knowledge to be acquired, the more credits a practicum will offer, regardless of the total hours of on-site work involved. Those that require the application of a larger number of skills may require a greater number of on-site hours, but also fewer faculty/student contacts and reading assignments.
10. A minimum of 30 supervised, on-site hours of work experience is required for each credit awarded.
11. In certain programs, there is no prohibition against the student receiving monetary compensation for hours worked above and beyond the practicum. a separate tally of these hours may be required.

### ***A few definitions:***

Practicum -- a) a course or group session emphasizing the practical application of theory, esp. one in which a student gains practical experience in a field of study; b) in a college or university, the part of a course consisting of practical work in a particular field; c) a unit of work done by an advanced university student that involves a practical application of previously studied theory and the collection of data for future theoretical interpretation (as in practice teaching).

Internship -- any official or formal program to provide practical experience for beginners in an occupation or profession.

Externship -- a required period of supervised practice done off campus or away from one's affiliated institution.

Fieldwork -- a) the work of collecting scientific data in the field, as by a geologist, botanist, etc.; b) work done in the field, as by research, exploration, surveying or interviewing.

## **Prerequisites**

ratified: Academic Council, 03/26/1993, Academic Dean, 03/30/1993

last review: Division Council, 04/19/2010

archived versions: [03/26/1993](#)

### ***PURPOSE:***

To ensure consistent documentation and procedures for waiving of course prerequisites

### ***POLICY:***

Students are required to meet the prerequisite requirements for each course taken.

Approved prerequisite requirements can be waived for individual students only by full-time faculty members who teach the course or by the Dean of Academic Affairs.

A granted prerequisite waiver waives prerequisites only for the specific course listed.

Prerequisite requirements must be included as part of the course description when the process of course approval is initiated.

Adding or dropping prerequisite requirements must be submitted to the Executive Board of the Academic Division (to be routed to Curriculum and Instruction Committee) for approval as a modification of the course description and then to the Dean of Academic Affairs for final approval.

**PROCEDURE:**

1. To be granted a prerequisite waiver, the student must request the waiver of a full-time faculty member teaching the course. If a full-time faculty member is not available, the Dean must approve the waiver.
2. If the faculty member or Dean approves the waiver, the information must be entered into Banner for the student.

## Policy for Students Age Sixteen and Under

ratified: Division Council, 05/17/2010

last review: Division Council, 05/17/2010

archived versions: [02/01/2001](#)

Students who are sixteen (16) years of age and under may be admitted to the College under special admissions guidelines. These guidelines are kept up to date and on file within the Admissions Office. Please consult the Admissions Office for the most recent guidelines.

## Syllabus

ratified: Division Council, 05/15/2006

last review: Division Council, 04/19/2010

archived versions: [09/27/1991](#)

A current syllabus for each course is necessary to assure the integrity of the instruction program. A syllabus communicates to several constituencies.

Among the constituencies are students, prospective students, counselors, librarians, faculty colleagues, administrators charged with evaluation of academic personnel and programs, and extra-institutional licensure and accreditation evaluators. Each of the constituencies needs to understand the purpose, scope, and expectations of the course.

Responsibility for syllabus preparation rests with each instructor for the course(s) he/she teaches. By the end of the first week of each semester, each instructor is expected to provide a copy of the syllabus to each student registered for the course and three copies to the Dean of Academic Affairs.

Syllabi are to be prepared in a standard format, as follows:

### I. File Data

- Department, course number and title, and number of credits.
- Name of instructor and semester/year
- Office hours of the instructor.

### II. Descriptive Data

- Course description as approved for catalog.
- Course objectives - if needed to clarify catalog description, a brief narrative statement of purpose(s) of the course. May be stated in terms of outcomes expected of student.
- Course content - may be narrative or outline depending of preference of instructor; should specify areas of knowledge to be explored and skills to be developed.
- Text(s) - required and recommended. Must include a list of reading assignments and their dates.
- Collateral readings and/or bibliography - may be attached.
- Attendance and class participation expectations.
- Final date to withdraw from the course.
- Dates of exams and/or other assignments

### III. Evaluation Criteria

- Grading criteria - full indication of all expectations that will affect students' grades, including, where appropriate, the weights to be assigned various factors.
- Penalties or expectations regarding late papers, late assignments, etc.

## Tutorials

ratified: Division Council, 05/15/2006

last review: Division Council, 04/19/2010

archived versions: [09/25/1992](#)

### ***POLICY:***

For a variety of reasons, faculty are sometimes asked, in addition to their normal teaching load, to assume the responsibility of helping a small group of students master the full content of an approved QVCC course. Tutorials such as these shall be subject to the following guidelines:

1. Tutorials will be taught at the discretion of the individual instructor, with the approval of the Dean of Academic Affairs, and in consultation with the full-time faculty member generally responsible for the course.
2. Compensation for such efforts will be agreed upon by the instructor and the Dean of Academic Affairs.
3. All students who wish to participate in a tutorial must receive prior approval from the instructor.
4. Instructors will be allowed a certain amount of flexibility in scheduling class meetings.

5. The regular Academic Calendar deadlines and requirements (adds/drops, pass/fail, withdrawal, etc.) will apply to all approved tutorial courses.

***PROCEDURE:***

Before registering for a tutorial, the student must complete a "Tutorial/Independent Study Application Form," available from the Academic Affairs office, faculty secretary, or academic advisors, and submit the form, signed by the student and the faculty member who has agreed to teach the course. The application should include, as appropriate:

1. A standard syllabus for the course to be undertaken.
2. An explanation of any departures from the syllabus necessitated by the tutorial format.
3. An estimated schedule of faculty/student contacts.

Applications must be submitted to the Dean of Academic Affairs prior to the end of the first week of classes of the semester in which the tutorial is to be undertaken.

The Dean of Academic Affairs will notify the student of the approval or disapproval of the proposed tutorial. If the tutorial is approved, the student will take her/his letter of approval to Student Services to register for the course.

Tutorials will be registered as a section of the course and will be identified by section numbers 90-95.