

Guide to Distance Learning

Shawnee State University
year 2021-2022

Academic

Prepared by:

The Distance Learning Committee, SSU

Guide to Distance Learning

Distance Learning Course Approval Process*

1. Any faculty member developing a **new** blended/hybrid or 100% online course must submit the following electronic documents through Curriculog, using the “Course” option under proposals**:
 - o A [Course syllabus](#) utilizing the Distance Learning Committee (DLC) Syllabus Template as a guide (**Appendix C**).
 - o An outline of a course module utilizing the [DLC Outline Template](#) (**Appendix A**).
 - o Additionally, the DLC members will review at least one functioning course module within the Blackboard LMS. Course developers have the option of adding the DLC committee members as guests to their Blackboard course page, create a video walk-through of their functioning module to be submitted to the DLC committee or present their module live at a DLC meeting.***
2. These materials are initially reviewed by the Departmental DLC representative utilizing the Quality Matters Rubric (**Appendix B**).
3. The sponsoring Department will review the materials along with the recommendation from the Departmental DLC representative and vote to approve or disapprove the course.
4. Upon Departmental approval, the course is submitted to the next appropriate committee via Curriculog:
 - Graduate courses are forwarded to the Graduate Council
 - GEP courses are forwarded to the General Education Advisory Committee (GEAC)
 - All other courses are forwarded to the EPCC
5. Following approval by either Graduate Council (for graduate courses) or GEAC (for GEP courses), the chairperson of the committee will forward the course to the EPCC via Curriculog.
6. The chairperson of EPCC will hold a 5-day Email open hearing inviting public comment upon the proposal.

7. Following the 5-day open hearing, the proposal will be placed on the agenda of the next EPCC meeting. The proposer or knowledgeable representative must be present at the EPCC meeting to answer any questions.
8. Upon EPCC approval, the chairperson of EPCC will forward the course to the DLC via Curriculog.
9. The University-Wide DLC will do a full review utilizing the Quality Matters Rubric (**Appendix A**). The proposer or knowledgeable representative may be present at the DLC meeting to demonstrate the functioning Online Module and answer any questions posed by the committee.
10. Upon DLC approval the chairperson of DLC will forward the course to UFS via Curriculog.
11. Upon UFS approval, the President of UFS will forward the course to the Provost who will ensure the registrar and other necessary parties receive notification.

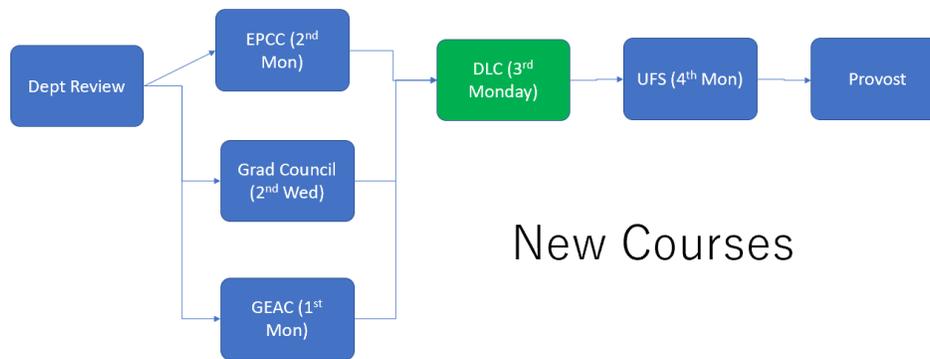
***Note:** Courses developed in conjunction with Wiley Educational Services shall not require Distance Learning Committee approval but must still obtain approval through all other University governance procedures

****Note:** Any faculty **converting an existing course** to a distance learning format will need to use the *1. Course* form for Curriculog. In the form, for the option “Select all committees that need to see this proposal”, select **only** “Distance Learning Committee”. These proposals will bypass the EPCC, Graduate Council and GEAC and be submitted directly to the DLC after approval from the sponsoring department.

*****Note:** In cases of new programs/degrees/majors where one or more faculty may need to be hired to teach a new blended/hybrid or 100% online course(s), the initiator of the new program/degree/major may request from the Distance Learning Committee an expedited review of a course(s). The expedited review may waive the requirement calling for a demonstration of a functioning online module. Such a request shall not be unduly denied.



Courses converted to
online versions



Distance Learning Course [Design and Development Advise](#)

The faculty member or instructor revising or developing a course to be offered in as a blended/hybrid or 100% online course should use the attached *Online Course Syllabus Template (Appendix C)* as their guide for constructing their syllabus. There is information relevant to a distance learning delivery mode that is critical for students to know that support their success in the course. Particularly in a blended/hybrid or 100% online course, this document speaks for you as the instructor. Consider tone, word choice, etc.

The faculty member or instructor should submit the *Course/Module Outline (Appendix A)* for each module in their course when seeking departmental approval for their courses. Although not required, this will help the course developer to organize the course and help the department to see the “sweep” of the entire course. At least one course module needs to be available for review by the DLC.

1. **Course Information** – what consideration is given to providing essential information to the students about the purpose of the course, prerequisite skills/knowledge (academic and technical), understanding where to click to begin the course and who their professor/instructor is as well as their peers?
 - Be explicit about the purpose of the course as well as prerequisites that should have been completed prior to enrolling. Detail specifically what technical skills they need to have mastered to be successful.
 - Introductions in any setting are important. Provide a venue for this to occur. Perhaps an informal Blackboard discussion forum could be created to establish a level of acquaintance.
- a) Resources and Materials—What materials (e.g. textbooks, software and hardware) will the students be need to be afforded access to as they work toward those outcomes?
 - Resources should, of course, include a list of texts, but should also consider what other materials students might need to complete each module. For instance, “...in addition to buying Van Allsburg’s book, students will also need to download Adobe Flash in order to watch the video of Van Allsburg’s Caldecott acceptance speech.”

- Check with the Library for the best method of linking our databases to your course. Students should not have to pay for downloading or reading articles
- b) Course Technology - has consideration of selected course technology tools as well as design and navigation been considered from the learners' perspective?
 - Selected tools should be engaging however they should support the objectives of the course.
 - Navigation in the course should be consistent, seamless, logical, and efficient. Designing from the perspective of the end-user, our students, should be forefront in the layout of your course.
- c) Learner Support
 - What modes of instruction will the instructor use to facilitate learning, including the use of materials not covered by the resources (e.g. on-line articles, podcasts, recorded lectures)?
 - What university supports, technical as well as academic, are available (help_desk@shawnee.edu for technical problems, courseinfor@shawnee.edu for issues related to Blackboard, the SSU's Writing Center, etc.)?

2. Course Objectives

- What are students expected to get out of the course as a whole and each specific learning module?
 - Objectives must be *measurable* if they are to assist the committee with evaluation.
- What will the students do to demonstrate their abilities to meet those objectives?
 - Outcomes must *align* with objectives. The outcomes must indicate to what extent students will be required to meet those objectives.

3. Topic Outline

- Rather than simply listing the activities and delivery methods, faculty members should also consider the sequence of those activities and methods and indicate how these activities and methods work in the service of the objectives and outcomes.
- **Learner Engagement** – what parameters have been included to promote learner engagement?
 - a. Students understand connection between activities and course outcomes, activities engage a variety of learning styles and students are apprised of deadlines as well as the manner in which and timeline for receiving instructor feedback

- ## 4. Assessment and Measurement
- how will the instructor determine if the students are demonstrably reaching the standards set by the objectives and measure the abilities mandated by the outcomes (e.g. tests, quizzes, collaborative activities, written assignments, compiled portfolios or other projects)?

- Like outcomes, assessments must also *align* with objectives, so that each student’s abilities are demonstrated through some assessment practice that has bearing upon the grade assigned in the course. If there are assessments that do not speak directly to the objectives and outcomes, or if there are objectives and outcomes that are not assessed, the faculty member may be asked to revise his or her Course Plan.
5. **Course Policies** -- Does this course meet the ADA standards and reflect conformance with institutional policy regarding accessibility in online and hybrid courses?
- Include a link that directs students to the SSU Office of Disability Services
 - Be aware of and understand the tools and components of our Learning Management System, Blackboard, that are supportive of ADA compliance.

Note: Information that pertains to course enrollment, remuneration for blended/hybrid and 100% online course development may be found in the current CBA

Instructor Training

Faculty, Full-time instructors and adjuncts are required to participate in some form of distance learning training in order to teach hybrid or 100% online courses at SSU.

- Completion of an appropriate* self-paced course offered free of charge through Wiley (<https://trainingctl.wiley.com/>)
 - Online Teaching and Facilitation Strategies is appropriate for those who will be teaching online – “**Foundations – Teaching Strategies**”
 - Online Course Design will teach those who are creating online courses – “**Foundations – Course Design**”
- Completion of a Quality Matters online course. SSU is a member of Quality Matters and uses a modification of their standards rubric to score and review new online courses. More information can be attained from Chris Meade (cmeade@shawnee.edu) from the DLC or Christina Baker (cbaker@shawnee.edu) from the Teaching and Learning Center.

Other Faculty and Instructor Resources

[Help for Transitioning Courses Online](#) (SSU)

[Designing you Blackboard Site](#) (University of Illinois)

[Instructional Material](#) (Wiley)

Appendix A

Course Module Plan Template

A “Course/Module Plan Template” is included here to assist instructors. The whole may be mapped using modules as a measure of a week or two of the semester’s time. This instrument is not required in the syllabus or course schedule, however a single module, representing a week or two of the semester, is **required for the DLC review process**.

Course/ Module Plan for: <i>Course name</i>
Module Name:
Time frame for completion: <i>(i.e., one week, two weeks, etc.)</i>

Course/Module Objectives	Learner Outcomes	Learning Resources	Teaching/Learning Strategies/ Technology Learning Objects	Methods of Student Assessment
<i>Unit objectives should be aligned with general course objectives.</i>	<i>Describes what the student will be able to do upon completion of the module (i.e., the student will be able to describe a process or the student will be able to analyze some concept, issue, problem, etc.)</i>	<i>What texts, articles, ancillary materials (other media, etc.) are needed to accomplish the objectives of the unit?</i>	<i>How will learning be facilitated: list podcasts, written assignments, quizzes, discussion boards/groups, face-to-face discussions (for hybrid classes), etc.</i>	<i>Quizzes, tests, written assignments, participation in discussions, etc.</i>

Course Module Plan Template (Exemplar)

Course / Module Plan for: <i>IDST 2225 Civilization and Literature</i>
Module Name: <i>Renaissance Culture and Literature: The Northern Renaissance</i>
Time frame for completion: <i>Two weeks</i>

Course/Module Objectives	Learner Outcomes	Learning Resources	Teaching/Learning Strategies/ Technology Learning Objects	Methods of Student Assessment
<i>Unit objectives should be aligned with general course objectives.</i>	<i>Describes what the student will be able to do upon completion of the module (i.e., the student will be able to describe a process or the student will be able to analyze some concept, issue, problem, etc.)</i>	<i>What texts, articles, ancillary materials (other media, etc.) are needed to accomplish the objectives of the unit?</i>	<i>How will learning be facilitated: list podcasts, written assignments, quizzes, discussion boards/groups, face-to-face discussions (for hybrid classes), etc.</i>	<i>Quizzes, tests, written assignments, participation in discussions, etc.</i>
<ul style="list-style-type: none"> • Student will be able to describe major characteristics of the Northern Renaissance. • Students will be able to distinguish between classical and Renaissance tragedy 	<ul style="list-style-type: none"> • Students will be able to explain how <u>Hamlet</u> is reflective of Renaissance emphasis upon the psychology of the individual. • Students will be able to identify passages in <u>Hamlet</u> that are reflective of Renaissance ideals about humanism. • Students will be able to 	<ul style="list-style-type: none"> • <u>Norton Anthology of World Literature</u>. Readings from Erasmus, Shakespeare. • Film: <u>Olivier's Hamlet</u> • Background notes, including characteristics of Shakespearean tragedy by A.J. Bradley. 	<ol style="list-style-type: none"> 1. Students will complete short answer questions dealing with the play. (self-assessment) 2. Students will view film. 3. Students will be divided into groups; each group will be assigned a question related to the film version of <u>Hamlet</u>. They will answer those questions individually and then post 	<ol style="list-style-type: none"> 1. Short essay on how <u>Hamlet</u> is reflective of Northern Renaissance values. 2. Group responses will be graded. 3. There will be a mid-term examination question dealing with <u>Hamlet</u> and the Northern Renaissance.

	<p><i>explain how <u>Hamlet</u> differs as a tragedy from <u>Oedipus the King</u> (read earlier in the course).</i></p> <ul style="list-style-type: none"> • <i>Students will be able to correlate specific scenes from <u>Hamlet</u> with Bradley's definition of Shakespearean tragedy.</i> 		<p><i>responses in their groups. A discussion will follow which will lead to a "best" group response which will be posted to the entire class.</i></p>	
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Appendix B

An Adaptation of the Quality Matters Rubric Standards

*The standards below that are in blue are required in order to receive approval from the DLC

Standard

Course Overview and Introduction

- 1.1 Instructions make clear how to get started and where to find various course components. (Required)
- 1.2 A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components. (Required)
- 1.3 Etiquette expectations (sometimes called “netiquette” for online discussions, email, and other forms of communication are stated clearly. (Strongly recommended)
- 1.4 Course and/or instructional policies with which the students are expected to comply are clearly stated, or a link to current policies is supplied. (Required)
- 1.5 Prerequisite knowledge in the discipline and/or required competencies are clearly stated. (Required)
- 1.6 Minimum technical skills expected of the student are clearly stated (Required and partially determined through a readiness survey)
- 1.7 The self-introduction by the instructor is appropriate and available online. (Required)
- 1.8 Students are asked to introduce themselves to the class. (Required)

Learning Objectives

- 2.1 The course learning objectives describe outcomes that can be meaningfully assessed. (Required)
- 2.2 The module/unit learning objectives describe outcomes that can be assessed and are consistent with the course-level objectives. (Required)
- 2.3 All learning objectives are stated clearly and written from the students’ perspective. (Required)
- 2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly. (Required)
- 2.5 The learning objectives are appropriately designed for the level of the course. (Required)

Assessment and Measurement

- 3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. (Required)
- 3.2 The course grading policy is stated clearly. (Required)
- 3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation. (Required)
- 3.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed. (Strongly Recommended)
- 3.5 “Self-check” or practice assignments are provided, with timely feedback to students so that students may measure their own learning. (Strongly suggested)

Resources and Materials

- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives. (Required)
- 4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. (Required)

- 4.3 All resources and materials used in the course are appropriately cited and linked according to SSU library protocol. (Required)
- 4.4 Instructional materials are current. (Strongly recommended)
- 4.5 The instructional materials have appropriate breadth, depth, currency and provide a variety of perspectives for the student to learn the subject. (Required)
- 4.6 The distinction between required and optional materials is clearly explained. (Required)
- Learner Engagement**
- 5.1 The learning activities promote the achievement of the stated learning objectives. (Required)
- 5.2 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction. (Required)
- 5.3 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.) (Required)
- 5.4 The requirements for student interaction are clearly articulated. (Required)
- Course Technology**
- 6.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course. (Required)
- 6.2 The tools and media support student engagement and guide the student to become an active learner. (Required)
- 6.3 Navigation throughout the online components of the course is logical, consistent, and efficient. (Required)
- 6.4 Students have ready access to the technologies required in the course. (Required)
- 6.5 All content pages and web links work properly and course technology is current and able to support the course's objectives and content. (Strongly recommended)
- Learner Support**
- 7.1 The course instructions articulate or link to clear description of the technical support offered. (Required)
- 7.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided. (Required)
- 7.3 Course instructions articulate or link to an explanation of how the institution's student support services can help students reach their educational goals. (Required)
- 7.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information. (Required)
- 7.5 Help Desk, Blackboard, and other technical support information is clearly posted on the course homepage or clearly presented in the course syllabus.
- Accessibility**
- 8.1 The course incorporates ADA standards and reflect conformance with institutional policy regarding accessibility in blended/hybrid and 100% online courses. (Required)
- In order to meet this standard, a course should:
- Include a statement or a web link that tells students how to gain access to SSU's Office of Disability Services
 - Employ an ADA-compliant Learning Management System, such as Blackboard.
- 8.2 Course design facilitates readability and minimized distractions (Strongly recommended)

*** if you wish, you may visit the Quality Matters website (www.qmohio.org) to do a self-review of your course to see your course is likely to pass DLC review. There is a tutorial for the use of the self-review at <https://youtu.be/bB5t4E71jlk>

Appendix C

Course Syllabus Template

Instructions for using this Course Syllabus Template

This syllabus is broken into discrete sections, which can be rearranged, removed, or modified to best fit your course and teaching style.

The syllabus includes references to, and instructions for accessing, various Blackboard tools commonly used by instructors.

Adjust descriptions of activities and outcomes to fit your course.

- Look for text between brackets, to indicate information needed, text you should change, or notes. Be sure to delete these notes before finalizing your syllabus.
- Be sure to remove references to tools, activities, or outcomes that you do not plan to use in your course.

Supplements

In addition to this syllabus template, the following elements should be available to students in the course, either in your syllabus or somewhere else within your Blackboard course site environment:

- **Overview of Online Course Activities:** Simple instructions on the use of Blackboard/online activities in your course. Links to more detailed information and support documents.
- **Online Communication Guidelines:** Overview of the role of communication in a hybrid/online course includes expectations for using technology tools such as discussion, e-mail, and chat for communication. Reasonable timeframes for responding to student's communication.
- **Discussion Board Guidelines:** Guidelines and grading rubric to support the use of online discussion activities in your course.
- **Campus Resources:** Shawnee State programs and resources that are available to assist students during their academic studies.

Course Name

Syllabus

Part 1: Course Information

Course Description

[Enter catalog description.]

Prerequisite

[Enter prerequisite information.]

Textbook & Course Materials

Required Text

[List required course textbooks. Include details such as full name of textbook, author, edition, ISBN, description (if desired), and where it can be purchased. If a required text is available online, indicate where it can be accessed.]

Recommended Texts and Other Readings

[List other readings available and how/where to access them.]

[Include a general statement such as "Other readings will be made available in the Blackboard (See Course/ Modules)."]

Computer Hardware & Software Requirements

If you are working from home, you are responsible for having (or for the duration of the course having continuing access to) and maintaining:

- A computer that can access the Internet, load and properly display course resources, and access documents in [specify programs or applications such as Microsoft Word, PowerPoint, Adobe Acrobat for PDFs, RealPlayer, Flash, etc.] See [Shawnee State Hardware and Software Standards](#) for information about computer specifications. FYI, the university offers Microsoft Office at a substantial discount. See [SSU-Microsoft EES Agreement Overview](#) for more information.
- An Internet connection (DSL, LAN, or cable connection desirable)
- Access to [other tools, resources, or materials]
 - [List other tools, resources, and materials needed by the student for success in the course, including materials that may have to be purchased like DVDs, CD's, etc.]
 - If you use ProctorU in your course, please list information for students here.

Course Structure

This course will be delivered entirely online through SSU's course management system, Blackboard. You will use your account to login to the course via the MySSU page or directly from [Blackboard](#) .

[Use this space to describe the types of work your student will do. Add and remove listed activities as appropriate to your course. Example: In Blackboard, you will access online lessons, course materials, and resources. At designated times throughout the semester, we will participate in a blend of self-paced and group-paced activities using Blackboard and alternative Internet-based technologies. Activities will consist of chat, blogs, discussion forums, email, journaling, blogging, wikis, and web posting.]

Blackboard Access

To get into this course on Blackboard, you must use a computer that accesses the Internet and that has an appropriate Web browser such as a recent version of Internet Explorer, Firefox, or Safari.

- You can access Blackboard by logging into MySSU (your login default page on campus or [MySSU External](#) off campus) and clicking [Blackboard](#). Alternately, you can login by using the address [Blackboard](#) and entering your username – your university ID number – and your password – whatever you created for your MySSU account.

Email

- Please make sure that your email address in Blackboard is the email account that you really use. Check it and change it, if needed.
 1. In Blackboard, click the TAB labeled Shawnee State University.
 2. In the Tools menu (on the left), click PERSONAL INFORMATION.
 3. On the Personal Information page, click EDIT PERSONAL INFORMATION.
 4. Enter the email address and phone number that you use most frequently.

Technical Assistance

If you need technical assistance at any time during the course:

- For Blackboard, email CourseInfo at courseinfo@shawnee.edu, phone 740-351-3682, or visit the Blackboard office in Library 113 for face-to-face assistance.
- For assistance with the SSU Network (MySSU or on-campus network login), contact ITS by visiting the [website](#), emailing Help_desk@shawnee.edu, phoning 740-351-3538, or visiting the ITS help desk in the basement of the Administration building (room 005).

Part 2: Course Objectives

[List the primary learning objectives for this course. Use action verbs to describe what students and you will accomplish through this course. A bulleted list is a good way to display these objectives as shown below]

- Objective
- Objective
- Objective

You will meet the objectives listed above through a combination of the following activities in this course:

[Provide instructions to students on how they are expected to meet the learning objectives for the course. For example: Will most objectives be met through examination? Or through participation? Or through projects?]

- [Attend ...
- Complete ...
- Participate ...]

Part 3: Topic Outline/Schedule

Important Note: Refer to the Course Calendar or Course Announcements in Blackboard for specific dates and times. Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Lesson 1: Title

Activities	Appx. Time (30 min increments)	Due Date (in EST)	Grading Information (points, category, type of assignment)
A. Assignment #1 Placeholder	Example 1 hour, 30 minutes	Example: Initial Post - Friday by 11:55 pm. Response to Peers - Sunday by 11:55 pm.	
B. Assignment #2 Placeholder			
C. Assignment #3 Placeholder			

Lesson 2: Title

Activities	Appx. Appx. Time	Due Date (in EST)	Grading Information
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A. Assignment #1 Placeholder			
B. Assignment #2 Placeholder			
C. Assignment #3 Placeholder			

Lesson 3: Title

Activities	Appx. Appx. Time	Due Date (in EST)	Grading Information
A. Assignment #1 Placeholder			
B. Assignment #2 Placeholder			
C. Assignment #3 Placeholder			

Lesson 4: Title

Activities	Appx. Appx. Time	Due Date (in EST)	Grading Information
A. Assignment #1 Placeholder			
B. Assignment #2 Placeholder			
C. Assignment #3 Placeholder			

Lesson 5: Title

Activities	Appx. Appx. Time	Due Date (in EST)	Grading Information
A. Assignment #1 Placeholder			

B. Assignment #2 Placeholder			
C. Assignment #3 Placeholder			

Lesson 6: Title

Activities	Appx. Appx. Time	Due Date (in EST)	Grading Information
A. Assignment #1 Placeholder			
B. Assignment #2 Placeholder			
C. Assignment #3 Placeholder			

Lesson 7: Title

Activities	Appx. Appx. Time	Due Date (in EST)	Grading Information
A. Assignment #1 Placeholder			
B. Assignment #2 Placeholder			
C. Assignment #3 Placeholder			

[Note about calendar/schedule: while it is important to clearly indicate the schedule for your course, there are many places where you may do this. You may include a topic outline/schedule (like the examples shown above) in your syllabus, make a separate link to a schedule document in your Blackboard course, or use the Blackboard calendar tool. Regardless of which you choose, be consistent, and keep your calendar up-to-date to help students follow along, reduce confusion, and emphasize time on task.]

Part 4: Grading Policy

Graded Course Activities

[Explain clearly how students' work will be graded.]

[Example: Visit the Assignments link in Blackboard for details about each assignment listed below. Click on Assessments to access quizzes and exams. (See Part 4 for more information about accessing tools and activities).]

Points	Description
#	Item 1 (List all activities, tests, etc. that will determine the students' final grade)
#	Item 2
100	Total Points Possible

Letter Grade Assignment

[Include an explanation between the relationship of points earned and final letter grade.

Example: Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:]

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work
A-	90-92%	Nearly Excellent Work
B+	87-89%	Very Good Work
B	83-86%	Good Work
B-	80-82%	Mostly Good Work
C+	77-79%	Above Average Work
C	73-76%	Average Work
C-	70-72%	Mostly Average Work
D+	67-69%	Below Average Work
D	60-66%	Poor Work
F	0-59%	Failing Work

Part 5: Course Policies

Completing Assignments

[Example: All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme

circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.]

Understand When You May Drop This Course

Students may drop a class or withdraw with a 100% and no "WD" grade through the first three days of a half-session by completing the proper form with the Student Business Center or dropping a course via MySSU. If dropping a class, a refund will only result if the total credit hours drops below 12 credit hours. A drop or withdraw during days 3-11 may result in a refund and will result in a grade of "WD" on the student's academic record. Withdrawing from courses may affect Title IV student financial aid funds. Please refer to the [Financial Aid: Satisfactory Academic Progress \(SAP\)](#) section of Shawnee's website.

You may withdraw from a class through the fourth week of a half-session by completing the Registration Add/Drop form from the Student Business Center. Any drops after this date are only by formal appeal to the Registration Appeals Committee.

Please refer to the Registrar's website for official dates pertaining to each term at: [Academic Calendar and Important Dates](#)

Incomplete Policy

If you are unable to attend class for an extended period of time, you may contact the faculty member responsible for the class to request an incomplete grade. Incompletes must be converted to a grade within 30 calendar days or they are recorded as "F's". This 30-day period begins the day after the last day of the semester. [Official Policies](#)

University ADA Statement

Any student who believes s/he may need an academic accommodation based on the impact of a documented disability should first contact a Coordinator in the [Office of Accessibility Services](#), Hatcher Hall, 740-351-3106 to schedule a meeting to identify potential reasonable academic accommodation(s). Students are strongly encouraged to initiate the academic accommodation process in the early part of the semester or as soon as the need is recognized. After meeting with the Coordinator, students are encouraged to meet with their instructors during the instructor's office hours to discuss their specific needs related to their disability. The academic accommodation letter will be sent to the instructor and student via secure e-mail prior to the semester start date. Any questions regarding the academic accommodations on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for academic accommodations and/or fails to meet with the Coordinator of Accessibility Services, a reasonable academic accommodation might not be able to be provided.

SSU's Academic Honesty Policy & Procedures

Students at Shawnee State University are required to do their own work on all tests and assignments. Any form of cheating may result in your being withdrawn from a particular

course or courses and a failing course grade, as well as possible dismissal from the University. [Student Conduct Code](#)