



Middle Georgia
State University

SCHOOL OF COMPUTING

Department of Information Technology
Department of Mathematics & Statistics

Full-Time Faculty Handbook

2019-2020

I. INTRODUCTION

Message from the Dean

This Faculty Handbook provides you with essential information about faculty responsibilities specific to the School of Computing. The information contained in this handbook is current as of August 2019. Information in the handbook may be superseded by changes in policy, expectations, or programs that occur after its publication. Revisions of the handbook content will be made as required and disseminated to the faculty. Please familiarize yourselves with the contents of this handbook.

The faculty handbook has been prepared for the convenience of the faculty. The handbook is an important document, which contains a general overview and collection of the School's expectations and procedures. It should also answer questions regarding faculty responsibilities.

Additionally, it is expected that each faculty member will be familiar with the information contained in the following documents available on the MGA Web site:

- 1) The BOR-USG Policy Manual
- 2) The MIDDLE GEORGIA STATE UNIVERSITY faculty statutes, bylaws, and handbook
- 3) The MIDDLE GEORGIA STATE UNIVERSITY HR Policies & Procedures Manual
- 4) The MIDDLE GEORGIA STATE UNIVERSITY Catalog
- 5) The MIDDLE GEORGIA STATE UNIVERSITY Student Handbook

Best wishes,

Alex Koohang, PhD
Dean, School of Computing
Peyton Anderson Eminent Scholar & Endowed Chair in IT
Professor of Information Technology

About the School

Our Vision

The School of Computing's vision is to be among the nation's premier institutions for providing quality education at both the undergraduate and graduate levels.

Our Mission

The mission of the School of Computing is to educate students in ways that lead to fulfilling careers and enhance the economic vitality of Central Georgia. The School provides its graduates with the analytical and problem-solving skills required to excel within an increasingly interconnected and changing global environment. The School pursues this mission as an educational leader in teaching excellence, scholarship, professional service, and community outreach.

School of Computing Departments

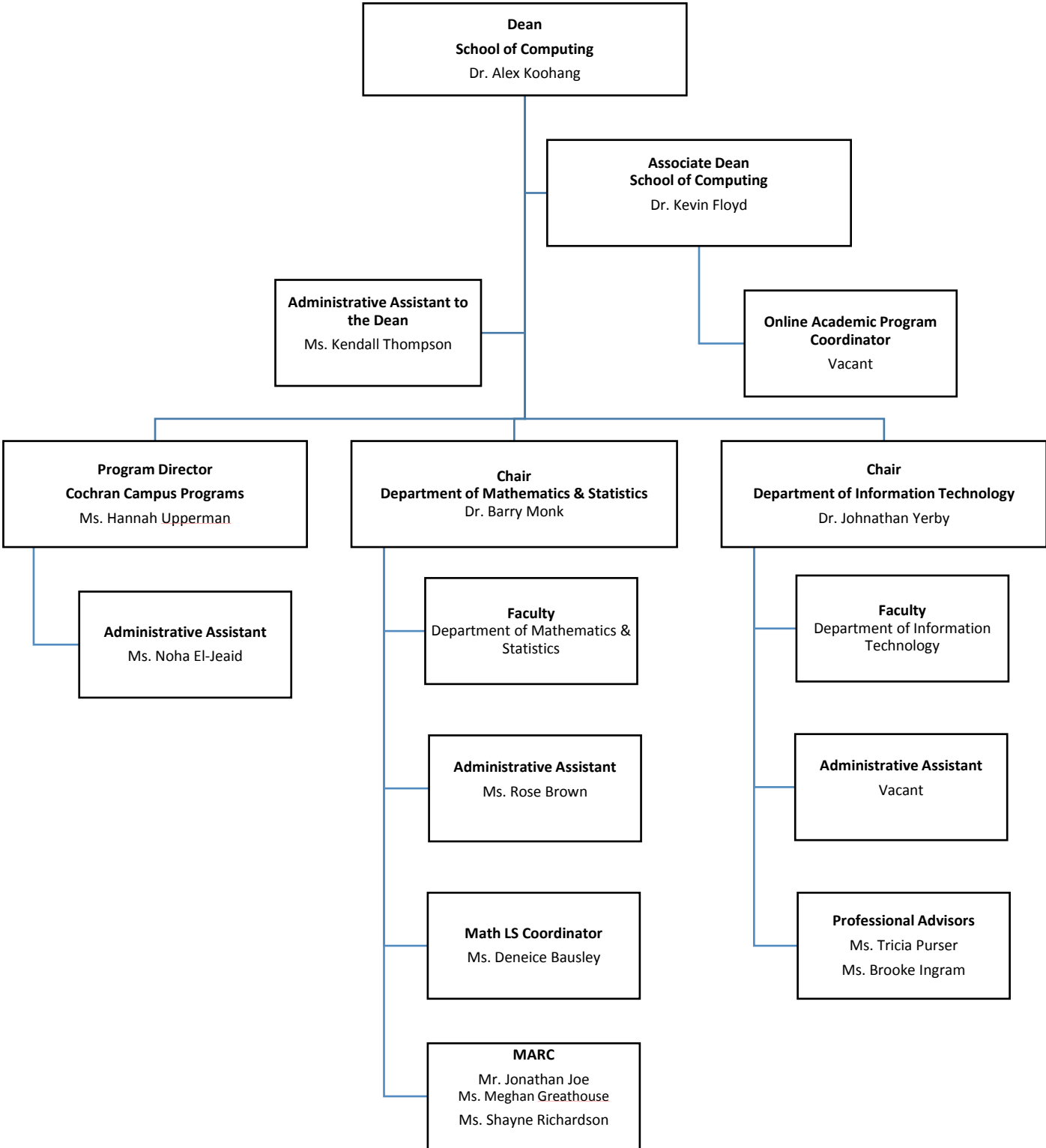
The School of Computing offers programs of study in Information Technology and Mathematics. The School consists of two academic departments:

- Department of Information Technology – Chair: Dr. Johnathan Yerby
- Department of Mathematics and Statistics – Chair: Dr. Barry Monk

The Department of Information Technology has programs that prepare students to solve problems and apply new technologies within an increasingly interconnected and changing global environment. They emphasize career success through lifelong learning and professional development at all levels of the curriculum.

The Department of Mathematics and Statistics has a B.S. Mathematics program that features a strong integration of theoretical and applied mathematics, which will prepare you for a vast number of fields of work and ample job prospects.

School of Computing -- Organizational Chart



II. Administrative Procedures

Shared Drive

Both departments have a network shared drive that each faculty member can access. The drive may be mapped to faculty computers using the following instructions:

1. Right click on the “My Computer” shortcut to see the menu.
2. Click on Map Network Drive.
3. For drive letter any free letter can be chosen.
4. In the second textbox type [\\Fileserver\Math\\$](#) or [\\Fileserver\ITshared\\$](#)
5. Make sure the reconnect at next log in check box is checked and hit the finish button.
6. You should now have that drive available and the mapping will be persistent.

Communications

To promote communication among faculty, staff, and students, the following distribution lists are available:

soc-l@listserver.mga.edu --- Membership includes all faculty/admin/staff of School of Computing (used for communication to the entire school – only the dean and associate dean can post)

math-l@listserver.mga.edu --- Membership includes faculty/admin/staff of the Department of Mathematics & Statistics. All department faculty/admin/staff can post.

itfaculty-l@listserver.mga.edu --- Membership includes faculty/admin/staff of the Department of Information. All department faculty/admin/staff can post.

itstudents-l@listserver.mga.edu -- Membership includes all currently enrolled ITEC students. All department faculty/admin/staff can post.

Mathstudents-l@listserver.mga.edu -- Membership includes all currently enrolled MATH students. All department faculty/admin/staff can post.

Both departments will also maintain a Facebook page. The can be used to promote upcoming events, faculty/staff/student accomplishments.

Leave

If you are unable to attend office hours or class due to doctor’s appointments, illness in the family or other personal issues, you must inform the Administrative Assistant immediately. Such leave is considered sick time and must be reported as such on your monthly time card. See the MGA Statutes and Bylaws. Use the following schedule as a guide:

Activity	Sick Leave Reported
Each Class	2 hours
Each Office Hour	1 hour

Guidelines for Office Hours

Definition of office hours: hours that you are in your office with your office door open! This does not include going out to lunch or wandering around the campus. The idea is that others can find you in your office or very near your office and meet with you. If during office hours you are out of sight of your office, such as if you are temporarily in a nearby room

or meeting with someone else in the School, you must put a sign on your door indicating where you are so that anyone looking for you can find you.

The purpose of office hours is to give students an opportunity to discuss with you any substantive issues that affect them as students in your classes. Please be empathetic to the needs and concerns of students. A secondary, but important, purpose of office hours is to provide interaction opportunities with fellow faculty.

Each faculty member should have 2 hours per course of face-to-face (physically being present in his/her office) office hours per week, spread over 3 or more days up to a maximum of 8 hours. Additional office hours may be scheduled at the discretion of the faculty member.

Office hours cannot be scheduled during faculty meetings (the scheduled faculty meetings, date/time will be announced).

Office hours during Finals Week: all faculty are required to hold regular office hours during the week of final exams.

If the teaching load includes the Warner Robins Campus, you must include part of your office hours at that campus (normally 2 hours for each course). Exceptions must be approved by the Chair.

Any time you are not going to be in your office during your scheduled office hours – for whatever reason – a sign or note must be posted on your office door, notifying visitors where you are, and if appropriate, when you will return. If you know you are not going to be in your office during your office hours, you must announce it to your classes (e-mail is an appropriate way for your online classes), and you must inform the Administrative Assistant.

Scheduling a college meeting, doctors' appointment, or other appointments during office hours should be avoided. However, sometimes conflicting college meetings are unavoidable. If a college meeting is called during your regularly scheduled office hours, you may attend the meeting, but you must put a note on your door describing the meeting, when you will return, and, if you can be interrupted during the meeting, a statement to that effect. If you know sufficiently in advance, also announce it either in your class or on your class web site, and/or e-mail this information to your classes. Also tell the Administrative Assistant where you are and when you will be returning.

If you do not make them up, doctors' and dentists' appointments, illness in the family, etc. during office hours are considered sick time. Use the above schedule as a guide.

Travel

- One conference per year may be funded (exceptions may be made if funding is available).
- Conference attendance/presentation with a refereed full paper that is selected to be published in the conference's official Journal/serial publication and/or proceeding may receive, upon approval, up to a maximum of \$1000 (depending on available budget may be approved).
- Conference attendance/presentation with an abstract may be approved (only a portion of the travel) if funding is available.
- For papers with more than one author for the same conference, only one author will be funded to attend the conference unless otherwise approved by the Chair.

Additional funding may be requested from the Institutional Faculty Development Committee.

Required forms and documentation

- 1.** Completed Travel Authorization Form
- 2.** Attach a copy of the acceptance letter from the conference chair
- 3.** Attach a copy of the paper

Faculty should make sure that their face-to-face classes are covered. They must conduct the online courses as scheduled.

All travel (funded or not) during the academic year must be approved in advance by the Chair.

Faculty Teaching Load

The faculty teaching load is specified by the MGA Faculty Handbook. Currently, the teaching load is 12 semester hours per semester for faculty with a terminal degree and 15 semester hours per semester for faculty without a terminal degree. Negotiation of teaching load, workload in general, and any reassignment of workload must be approved by the Associate Dean or Dean.

Faculty with terminal degrees who do not engage in Research/Scholarly Activities & Professional Development must provide evidence of other activities that justifies 10% of their workload. The activities will be evaluated and agreed upon by the faculty member and their supervisors.

Faculty Assignments/Course Scheduling

The scheduling of courses and the assignment of faculty is made at the discretion of the Chair, Program Director, or his/her designee(s). Faculty requests are considered, but not guaranteed.

Summer Teaching

There is no obligation to teach during the summer term. If a faculty member does not plan to teach in the summer, s/he should let the chair know as early in the spring term as possible. Summer teaching opportunities are limited. There are many factors that go into the assignment of faculty to summer courses. These include uncertainties about enrollment, the splitting/merging of sections, last minute decisions and the ability to contact faculty.

Incompletes

An "I" stands for an Incomplete and indicates that the student for non-academic reasons was unable to complete the requirements for a course. The student must be passing at the time that they were unable to complete the course and the amount of work remaining must be minimal (no more than 15-20%). Otherwise, the appropriate grade is an "F".

The instructor of the course and the student are to arrange for the course's completion before the midterm of the next semester the student is enrolled or by the end of one calendar year if the student is not enrolled. If the "I" is not removed in the defined time period, a grade of F is assigned to the course. Instructors should discuss it with the chair prior to assigning an "I".

Overloads

Overloads refer to credit hours assigned beyond the normal teaching load. Overloads are discouraged, however, to accommodate large enrollments or special situations, faculty members may teach an overload under the following guidelines:

- a. The work is carried in addition to the normal full load.
- b. No qualified person is available to carry the work as part of his or her normal load.
- c. There is a written understanding that as soon as possible, and preferably within the academic year, they shall be given compensatory reassigned time or pay at the overload faculty rate of pay for the overload hours. Monetary compensation for overloads is possible only upon the recommendation of the Chair and the approval of the Dean, Provost and the President.

Voicemail

Faculty are expected to have a greeting on their office phone with the correct faculty name and phone number. It is acceptable for that greeting to say something like “Please use email to contact me”.

Email Signatures

Faculty are expected to have an email signature with up-to-date contact information. Use the institutional guidelines to create your email signature on your computer and mobile devices.

Directory Profile

Faculty should keep their profile up-to-date in the institutional directory. Include a professional photo in your directory listing. Profiles may be edited using this link (<https://www.mga.edu/directory/me/login.aspx>).

The following requires prior authorization/approval from the Chair (some cases the Associate Dean or Dean):

1. Canceling a class session (if sick, notify the Administrative Assistant). Faculty should observe the MGA Faculty Instructional Policies (see Handbook section 5.04)
2. Changing the already assigned classrooms - requires authorization from the Chair
3. Moving students from one section of a class to another either in a face-to-face or online class - - requires authorization from the Chair
4. Changing office hours for a certain day or week, etc. - requires authorization from the Chair
5. Prior approval is required for leaving campus for any purpose during work time – need to fill out travel authorization form. The form needs the signature of the Chair and the Associate Dean and/or Dean.
6. Prior approval is required for traveling to conferences, meetings, etc. during work time – need to fill out authorization form. Requires authorization form the Chair, and the Associate Dean and/or Dean.
7. Outside occupational activities – requires authorization from the Dean, the Provost, and the President.
8. Bringing children on campus - requires authorization from the Chair and the Associate Dean and/or Dean. Faculty should observe the HR policy on bringing children on campus.

III. FACULTY PERFORMANCE: EXPECTATIONS & EVALUATION

Expectations: Teaching, Advising, Service, & Research/Scholarly Activities

Teaching is the primary focus. Advising, mentoring, and building (and sustaining) relationships with students are essential in students' retention, progression, and graduation. Research and scholarly activities shall complement teaching and contribute to knowledge. Service to the Department, the University, the community, and the profession are necessary for being good citizens.

Allocated amount of faculty's time (based on 100%)

Faculty with terminal degree teaching 4 courses per semester

Teaching including student Advising and Mentoring 80%

Service to the Department, the University, and the Community 10%

Research/Scholarly Activities & Professional Development 10%

Faculty/lectures with Non-terminal degree teaching 5 courses per semester

Teaching including Student Advising and Mentoring 90%

Service to the Department, the University, and the Community 10%

Research is not required

Teaching

Meeting Expectation

- High assessment from students (this includes both quantitative and students' written comments).
- Evidence of continual modification for improving of courses – the subject and delivery method Evidence of new method(s) of teaching (Constantly improving method of instructional delivery, face-to-face, online, and/or blended).
- Evidence of student retention and progression in courses taught.
- Any other significant achievement(s) determined by the Dean to constitute meeting expectation in this area.

Exceeding Expectation (Achievements beyond meeting expectation)

- Major revision of a course or courses.
- Evidence of teaching scholarship.
- More than four new course preparations in an academic year (excludes summer teaching and overload courses).
- New course and/or curricular design.
- Submission and/or receipt of a teaching grant.
- Receiving a teaching award (awarded by the Department, University, and/or Profession).
- Any other significant achievement(s) determined by the Dean to exceed expectations in this area.

Three or more of the above shall constitute "exceeding expectations"

Advising/Mentoring

The following lists the activities essential to advising and mentoring students.

- Assisting students in progression, retention and graduation.
- Maintaining weekly office hours for the purpose of advising, mentoring, and building relationships with students.
- Providing accurate information about institutional policies, procedures, resources, and programs of study.

- Assisting students in consideration of life goals, including how their personal strengths align with possible career options and the demands of the workplace.
- Assisting students in developing decision-making skills.
- Making referrals to other institutional or community support services when necessary.
- Assisting students in evaluation or re-evaluation of progress toward establishing goals and educational plans.
- Any other significant achievement(s) determined by the Dean to constitute meeting expectation in this area.

Service to the School, University, and the Community

Meeting Expectation

- Active membership and participation in one of the Department's committees
- Active membership and participation in at least one University committee
- Involvement in special school/college ad hoc or other committees (as required)
- Evidence of community service using your expertise (i.e., Judge for K-12 Fairs, speaker, etc.)

Exceeding Expectation (Achievements beyond meeting expectation)

- Active membership and participation in more than one Department committee
- Active membership and participation in more than one University committee
- Serving on a University level taskforce
- Receiving a service award (awarded by the Department, University or Profession)
- Any other significant achievement(s) determined by the Dean to exceed expectation.

Three or more of the above shall constitute "exceeding expectations"

Research/Scholarly Activities and Professional Development

Note: Self-publishing of your work (articles, books, etc.) and the work published in predatory journals do not count as scholarly activities. These types of publications will receive no credit towards a faculty's performance, tenure, promotion, and post tenure evaluation.

Meeting Expectation

- Two articles in refereed scholarly/professional journals every 5 years.
- At least one presentation (regional, national, or international) at refereed scholarly/professional conference every two years with the article published in the referred proceedings/serial publications of the conference
- Evidence of three or more on-going appropriate Scholarly Activities (listed below) in a given year.

Other Scholarship Activities

- Development of teaching materials to include the extensive use of audio, video, or software tools to enhance the classroom learning environment
- Development or implementation of software or hardware that provides new or improved tools for supporting research, communication, teaching or learning in the field of information technology
- Development of courses, laboratories, curricula, assessment tools, or instructional materials for teaching information technology at the college level and below
- Organizing and conducting workshops or seminars
- Member of Thesis or Dissertation Committees
- Serving as an external committee member for master's thesis or doctoral dissertation
- Conference and Professional Society Activities

- Organizing professional conferences, panels, special sessions, or serving as active board member with a professional society
- Students in Undergraduate or Graduate Research Projects
- Leading students in undergraduate or graduate research projects

Curriculum

- Developing new degree programs
- Design, development, and implementation of materials for program accreditation

Editorial

- Editorship of a major referred journal
- Active reviewer on an editorial board of a refereed or professional journal (reviewing at least 2 to 3 articles)

Publications - Books

- Publication of a book relative to your professional discipline
- Publication of a chapter within a book relative to your professional discipline
- Editing a published book relative to your professional discipline

Other Related Publications

- Publication of a scholarly review of a book for a professional journal or other major publication
- Contribution to a major professional newsletter or an editorial statement in a major professional publication

Grants

- Writing or organizing grant proposals
- Obtaining campus or university-wide grants

Significant Awards

- Receiving a research award (awarded by the Department, University or Profession)

Exceeding Expectation

- More than one refereed article in a scholarly/professional journal every year
- More than one refereed presentation (regional, national, or international) at scholarly/professional conference every year
- Evidence of two or more additional on-going appropriate scholarly Activities from the list above (not included in meeting expectation) in a given year
- Any other significant achievement(s) determined by the Dean to exceed expectation in this area.

Performance Evaluations

It is important that faculty members receive feedback regarding their performance and receive appropriate suggestions for improvement when necessary. Performance evaluations are constructive tools used to stimulate the performance, morale, and development of the faculty. The evaluations provide the Chair and the Dean an opportunity to determine individual and departmental needs and goals, to promote productivity, to recognize excellent performance, and to work with faculty members experiencing problems meeting the expectations of the department and the university.

The performance of all faculty members can be evaluated by using a number of methods, including student evaluation, evaluation of online course sites, through classroom observation, the analysis of student performance data, and faculty self-evaluation. The form used for faculty self-evaluation is a standard form used by all faculty members at Middle Georgia State University. The Chair or Dean may decide to ask for additional information from the faculty.

For on campus classes the process of peer evaluation involves faculty peers that review an instructor's performance through classroom observation and examination of instructional materials and course design. Through peer evaluation, faculty members receive timely feedback about course content, the appropriateness of teaching materials and techniques, and the observed interaction between the students and the instructor. It is through this observation of classroom behaviors that the relationship between teaching and learning can be evaluated against the learning outcomes established for the course.

For online classes, the Online Academic Program Coordinator will evaluate course sites. The evaluation will include (but is not limited to) an examination of instructional materials, adherence to online expectations and procedures, and to gauge the level of interaction between students and the instructor.

IV. Faculty Meetings and School Standing Committees

Faculty Meetings

Regular meetings of the Department are held during the academic year to conduct the Department's business. The Departmental meetings will be held once a month. All Departmental staff and faculty are required to attend these meetings physically on the nearest campus. The minutes of these meeting will be made available to the Department. Date and time are to be announced.

Faculty Connections

The School of Computing's Faculty Connections are held once a year before classes begin. Faculty Connections are to "connect" us with each other and reflect on what has been accomplished and what needs to be accomplished each year and beyond. Invited speakers and small workshops for faculty will be held during the Faculty Connection. Faculty should avoid travel during the week of faculty connection.

Faculty Standing Committees

Faculty Responsibilities and Committee Structure

- Every member of faculty is expected to attend meetings and participate in governance.
- Faculty committee members are appointed by the Chair with approval of the Associate Dean or Dean.
- Faculty members are appointed to one or two-year terms. The Chair, Associate Dean and/or Dean may reappoint members of the committees at any time.
- Once the committee is formed, a chair will be selected from the committee membership by the Chair with approval of the Associate Dean and/or Dean.
- Each committee will meet at the call of its chair, the Chair, the Associate Dean and/or Dean, or at the request of two members, but at least twice a semester.
- Minutes of each meeting must be taken and submitted to the Dean's office.
- Each committee chair will report its activities at the monthly Departmental meeting.

Ad hoc committees, including search committees, will be appointed by the Chair, Associate Dean and/or Dean.

Department of Information Technology - Faculty Standing Committees

There are four Standing Committees:

1. Curriculum Committee
2. Marketing & Recruiting
3. Advising & Retention Committee
4. Graduate Studies Committee

- Committee Size: 3 to 4 faculty (or as determined by the Associate Dean and/or Dean).
- Every member of faculty is expected to attend meetings and participate in governance.
- Faculty committee members are appointed by the Associate Dean and/or Dean
- Faculty members are appointed to one or two-year terms. The Dean may reappoint members of the committees at any time.
- Once the committee is formed a chair will be selected from the committee membership by the Associate Dean and/or Dean.
- Each committee will meet at the call of its chair, the Associate Dean and/or Dean or at the request of two members, but at least twice a semester. Some committees may meet once a semester.
- Minutes of each meeting must be taken and submitted to the Dean's office.
- Each committee chair will report its activities at the Department's faculty meeting.

- Ad hoc committees, including search and screen committees, will be appointed by the Associate Dean and/or Dean.

Standing Committee Functions

Undergraduate Curriculum Committee

- The Dean, Associate Dean, and Chair will serve as an ex-officio members.
- Reviews, monitors, & recommends to the Dean Program Outcome Assessments.
- Reviews and recommends new courses.
- Reviews and recommends changes of existing courses, including outcomes, topics, and textbook materials
- Any other duties as assigned by the Associate Dean and/or Dean.

Advising & Retention Committee

- The Dean, Associate Dean, and Chair will serve as an ex-officio members.
- Actively review and recommend advising procedures.
- Actively recommend and get involved in retention, progression and recruitment efforts.
- Any other duties as assigned by the Associate Dean and/or Dean

Marketing & Recruiting

- The Dean, Associate Dean, and Chair will serve as an ex-officio members.
- Develop strategic plans and carry out actions to market the programs.
- Service on-going and develop new relationships with academic and industry partners
- Any other duties as assigned by the Associate Dean and/or Dean

Graduate Studies Committee

- The Dean, Associate Dean, and Chair will serve as an ex-officio members.
- Reviews and recommends policies related to School of IT graduate studies
- Reviews and recommends new graduate courses.
- Reviews and recommends changes of existing graduate courses.
- Evaluate graduate program applicants.
- Any other duties as assigned by the Associate Dean and/or Dean.

Committee Membership 2019 – 2020

Undergraduate Curriculum

Dr. M. Kwak (Chair)

Dr. Johnathan Jenkins

Dr. Neil Rigole

Mr. Alan Stines

Dr. Yingfeng Wang

Marketing & Recruiting

Dr. Scott Spangler (Chair)

Dr. Shannon Beasley

Dr. Kembley Lingelbach

Mr. Wayne Lockwood

Advising & Retention

Dr. John Girard (Chair)

Mr. Pedro Colon

Ms. Tina Ashford

Mrs. Tricia Purser

Mrs. Dianna Ivey

Graduate Studies

Dr. Neil Rigole (Chair)

Dr. Myungjae Kwak

Dr. Vicky Sandoval

Department of Mathematics & Statistics - Faculty Standing Committees

There are seven Standing Committees:

1. Academic Support Committee
2. Curriculum Committee
3. Standards Committee
4. Scholarship, Marketing, and Recruitment Committee
5. Mathematics Educational Advisory Committee
6. Online Delivery Committee
7. Departmental Policy & Advisory Committee

Academic Support Committee

- Develop and implement MATH 0997 – Support for Quantitative Reasoning.
- Review existing support courses and other support structures and make recommendations for changes.
- Develop an early alert system for students in Area A and support courses.
- Evaluate existing resources (rooms, tutors, equipment, etc.) and make recommendations on additional needs.
- Coordinate with the Online Delivery Committee to effectively deliver academic support to online students.

Curriculum Committee

- Review and appropriately modify curricular changes involving the department's programs.
- Review the department's B.S. Mathematics Assessment Plan, make appropriate changes, and implement it.
- Optimize the department's master schedule of classes.
- Clearly delineate topics that fall within each of the Calculus sequence classes.
- Coordinate with the Online Delivery Committee to strategize on ways to effectively deliver upper-level courses online.
- Develop a proposal for policies around Independent Study classes

Standards Committee

- Develop the MATH 1001 course.
- Develop a structure for math placement.
- Finalize and implement the new General Education Assessment plan.
- Coordinate with the Online Delivery Committee to strategize on ways to effectively deliver Area A-F courses online.
- Review and appropriately modify curricular changes involving Area A – F courses.

Scholarship, Marketing, and Recruitment Committee

- Finalize list of scholarship activities that may be used as part of Annual Evaluation.
- Develop and maintain a list of alumni from our programs.

- Strategize on marketing and recruitment strategies.
- Coordinate faculty colloquia for the department.
- Assist in advertising scholarly activities in which the department is engaged.

Mathematics Educational Advisory Committee

- Review the department's Mathematics Education Track and suggest appropriate changes.
- Liaison with the Department of Teacher Education and Social Work on issues related to Education programs within the department.

Online Delivery Committee

- Generate a list of necessary resources for effective delivery of online content (equipment, camera, rooms, etc.)
- Develop a structure for online course delivery of traditional face-to-face content.
- Coordinate V-Con instruction.
- Develop clearly-defined expectations for online and V-Con classes.
- Coordinate with the Academic Support Committee to deliver support and other academic resources to online students.

Departmental Policy & Advisory Committee

- Coordinate with all committees to fulfill their charges.
- Advise the Chair on policy and student issues.
- Assist with decisions on Change-of-Grade requests, Change-of-Major requests, Course Substitutions, Grade Appeals, Prerequisite Overrides, and similar issues.

Committee Membership 2019 – 2020

Academic Support Committee

Valerie Beaman-Hackle, Chair

Michael Hammock

Deneice Bausley

Sandra Bevill

Louis Camara

Tamara Gray

Nikki Richardson

Don Brown

Hannah Upperman (ex officio)

Barry Monk (ex officio)

Curriculum Committee

Charla Baker, Chair

Viktoriya Lanier

Josh Harrelson

Gaston Brouwer

John Trimboli

Hannah Upperman (ex officio)

Barry Monk (ex officio)

Standards Committee

Abby Noble, Chair
Valerie Beaman-Hackle
Sandra Bevill
Gaston Brouwer
Kelli Cheng
Duane Day
Holly Geiger
Viktoriya Lanier
Lily Wang
Hannah Upperman (ex officio)
Barry Monk (ex officio)

Scholarship, Marketing, and Recruitment Committee

David Vogel, Chair
Steve Wallace
Richard Kilburn
Matt Noble
Chris Hill
Mark Garrison
Josh Harrelson
Shannon Hu
Hannah Upperman (ex officio)
Barry Monk (ex officio)

Mathematics Educational Advisory Committee

Don Brown, Chair
Valerie Beaman-Hackle
Richard Kilburn
Dan Lin
Hannah Upperman (ex officio)
Barry Monk (ex officio)

Online Delivery Committee

Jonathan Joe, Chair
Duane Day
Charla Baker
Matt Houston
Mary Wolfe
Hannah Upperman (ex officio)
Barry Monk (ex officio)

Departmental Policy & Advisory Committee

Charla Baker

Don Brown

Deneice Bausley

Abby Noble

Hannah Upperman

Note: All meetings dates/times must be announced to the entire faculty via the faculty distribution list at least 48 hours before the meetings take place.

V. INSTRUCTION RELATED EXPECTATIONS & PROCEDURES

Standard Course Syllabus Expectations

See MGA Syllabi Template

Online Course Expectations and Guidelines for Faculty

Expectation #1 - Delivery

- The online courses are entirely asynchronous.
- The MGA D2L is the only location for the online course instruction, assessments, postings of activities/interaction, submission of assignments, creating/maintaining grade book, etc. The submission of assignments not handled by MGA D2L can be done using an approved Middle Georgia State University server.
- There are tools (not available in MGA D2L) that instructors may deem valuable for use as additional part of the course (e.g., tools that create Wikis, Web sites, etc.). Normally these tools are on servers that do not belong to Middle Georgia State University. These tools may be used with permission from the dean of the School of Computing. The requirements for Expectation #6, Paragraph 1 above must be met. These tools cannot contain student personal data and/or information.
- Sections of the same course cannot be combined to create one stand-alone course.

Expectation #2 - Syllabus

- The course syllabus will follow the template provide by the Office of Academic Affairs. See above for the School of Computing's Required Items for Course Syllabus.
- An electronic copy of the complete course syllabus will be made available to the school's secretary one week before a semester starts.
- The syllabus will be posted in MGA D2L at least one day before the start of the course.
- Once the syllabus has been posted in MGA D2L, students will be notified by MGA email and MGA D2L email that the materials are posted so they can go ahead and browse through them and familiarize themselves to the course.

Expectation #3 – Course Templates

- All online courses must use the School of Computing's Online Template.
- All hybrid/blended courses must use the School of Computing's Hybrid Template.
- If an instructor wishes to use MGA D2L as a course repository for his/her face-to- face course, the Department of IT's Face-to-Face course repository template must be used.
- No changes can be made to the design, layout, and graphics used in these templates.

Expectation #4 – Communication & Grading

- MGA email and/or MGA D2L email must be used for communication between the instructor and students. Private email accounts must not be used to communicate with students.
- Instructors will make every attempt to respond to student emails within 12 hours but no later than 24 hours, Monday through Friday. Although instructors are encouraged to do so, the requirement for answering email within 12 hours but no later than 24 hours does not apply on weekends, holidays, or during semester breaks.
- Instructors should retain copies of all emails in case student complaints are received.
- Comments/feedback and/or the grades for all graded assessments are to be communicated to the students within one week after the due date for the assessment.

Expectation #5 – Active Learning

- It must be communicated to students that online courses are not self-paced.
- Regular and routine weekly participation in online courses is required and is to be recorded by the instructor. Active learning through graded discussions will take place in all online classes. Regular and routine course activities for all IT courses will include a combination of the following:
 1. a graded discussion activity that is integral to student engagement and learning;
 2. a graded assignment/project/examination

Expectation #6 – Attendance/Participation

- Students must attend class if they are to be well prepared for the workplace. Online courses are no different from on-campus classroom courses in this regard. Therefore, online students are subject to the college's attendance policy.
- For online classes, attendance/participation is defined in a different manner.
- Student attendance in online courses is defined as weekly active participation in the course (activity/assignment/project/exam) as prescribed in the course syllabus.

Expectation #7 – Student Engagement through Office Hours

- For each online class, it is recommended that the instructor's weekly office hours include a scheduled one hour of "online chat". The chat session must take place within the instructor's office. Chat sessions are not required.
- When a chat session is in progress, the instructor may post a note on the office door stating same.

Hybrid/Blended (combined Face-to-Face & Online)

Students are required to have access to a computer and the Internet. The class will meet face-to-face as scheduled and a portion of the course will be conducted online. Attendance and participation at all face-to-face class sessions are required. The lack of attendance may result in grade reduction. The online portion of hybrid/blended courses is conducted solely through the use of MGA D2L. The same expectations on online courses (described above) apply.

Expectation on the Use of Faculty-Authored Textbooks & Resell of Sample Texts or Desk Copies

The practice at Middle Georgia State University is to allow the use of faculty-authored textbooks, provided that the school, department, or program provides an appropriate third-party review process for the adoption of these texts. The review process for each school shall be kept on file in the Office of Academic Affairs. (BOR Policy Manual 310, Academic Textbooks)

Faculty members are not allowed to resell sample texts or desk copies provided by publishers or to take advantage of any financial incentives offered by publishers in the assignment of specific texts.

(BOR Policy Manual 310, Academic Textbooks)

Submission of news to Inside MGA

All faculty submissions to the University's Inside MGA News must be approved by the Dean or the Associate Dean. Approved submissions will be uploaded to Inside MGA for publication.

Textbook Adoption

All instructors must use the same textbook for all sections of a given course. A list of the official textbooks will be maintained in each department by the Administrative Assistant.

Faculty who are interested in changing the standard textbook for a course should schedule a meeting or meetings to discuss the change. This meeting(s) should include all faculty members that may have an interest in the discussion. Announcements about the meeting(s) time and location should go to all IT faculty in order to give everyone a chance to participate if they so desire.

Once a decision is made regarding the choice of textbook for a particular course, the new textbook's name and other pertinent information should be forwarded to the Associate Dean, Administrative Assistant, and the Curriculum Committee.

VI. STUDENT RELATED

Advising

The academic advising policy at Middle Georgia State University states: “All students are strongly encouraged to meet with advisors to assist with course selection and academic planning. Many academic programs require specific sequencing in order to reach degree completion in a timely manner. Also, students frequently benefit from guidance in exploring potential majors and coordinating career goals with education opportunities or study abroad programs.”

The advising expectation of the School of Computing supports that of the university in that students with a declared major in information technology will be advised at least annually to “... ensure they receive focused advising in their discipline of choice and have access to a trained professional they can consult regarding institutional requirements and resources.”. All students majoring in information technology will be required to work closely with the School’s professional advisors and or faculty advisors regarding students’ goals and progress toward achieving their goals.

All faculty in the School of Computing are expected to advise students. Each faculty member will be assigned and advise a preset number of students. Once a student has been accepted as a major in one of the school’s program, the student will be assigned to a faculty advisor. Faculty members will be required to have published hours they will be available to advise during registration periods and prior to the start of each semester.

Although students are ultimately responsible for their own academic program and achievement, faculty advisors are in a unique position and can help students be successful by proactively monitoring the student’s performance and progression through the program. Faculty should recognize that advising isn’t just a prescheduled activity but it is an ongoing and critical responsibility of the school’s faculty, a responsibility that plays a major role in supporting our retention, progressions, and graduation plan.

At the end of every advising session with a student, the student will be given a copy of the Student Advising Survey to be completed and returned to the administrative assistant. The Student Advising Survey can be obtained from the Department’s admin assistant.

Online Course Expectations, and Guidelines for Students

EXPECTATIONS

1. Online courses are not self-paced and regular participation in online courses is required and will be recorded by your instructor. Students are expected to complete all course assessments using MGA D2L.
2. Online learning assumes a high level of maturity and professionalism. It is designed to make learning more convenient but no less rigorous. The lack of a formal meeting schedule in an online course can be liberating. It can also be demanding because you must determine when to make time for class. Self-discipline and good time management skills are necessary when taking an online course.
3. Please remember that you will spend as much or more time completing an online course as you would taking it in a traditional face-to-face/classroom format. The special circumstances of taking an online course demand regular and consistent participation. Be sure to pace yourself throughout the semester making sure your responses to communications and assignments are timely. If you are not able to participate in any assigned class activities, you must contact your instructor immediately.
4. The instructor is required to report “no-shows” or students who do not show up the first day of class. Therefore, all students enrolled in the course must verify their enrollment. This can affect financial aid and you may be dropped from the class. Your instructor will notify you as to how to verify your enrollment before the beginning of the term to ensure that you are not reported as a “no-show”.

ONLINE COURSE EXPECTATIONS

1. Students are required to have access to a computer and the Internet.

2. All course materials (i.e. course syllabus, course content, the assignments and the schedule of activities, etc.) are posted in MGA D2L course/class web site.
3. MGA email and/or MGA D2L are used only for communication between the instructor and students. The instructor will endeavor to reply to your email queries within 12 hours and no more than 24 hours of their receipt, excluding weekends and holidays or during semester breaks. Private email accounts must not be used to communicate between the instructor and students.
4. Students must immediately review the tentative course schedule (included as part of the syllabus) for the schedule of discussion activities, assignments, projects, and/or examinations.
5. Students must attend class if they are to be well prepared for the workplace. Online courses are no different from on-campus classroom courses in this regard. Therefore, online students are subject to the college's attendance policy. Please see the "Attendance Policy" in the college's catalog. For online classes, participation must be defined in a different manner. Student attendance in online courses is defined as active participation in the course as described in the course syllabus.
6. Online courses will, at a minimum, have weekly mechanisms for student participation, which can be documented using any or all of the following methods:
 - a graded discussion activity that is integral to student engagement and learning;
 - a graded assignment/project/examination.
7. Your instructor will begin grading all assessments after the deadline and make the results available to you within one week after the due date for the assessment.

ONLINE DISCUSSIONS AND POSTINGS

Expectations for Achieving Responsible Online Discourse

One value we must share is respect for individuals - their experience and their ideas or social positions. We also share a genuine desire to learn from one another. In order to demonstrate these shared values, you are encouraged to consider how your tone, word choice, and content may affect other readers. Some ways people achieve responsible public electronic discourse include

- calling each other by name on the screen
- using smiley faces =) to clarify meaning if a writer's tone might be ambiguous
- clarifying with someone courteously before "flaming" back a quick response, and refraining from publishing or forwarding any questionable jokes or strong language that could offend various readers.

Guidelines for Online Discussions

1. Not only respond to your instructor's questions, but carry on a dialogue with your classmates as well. This is a discussion, not just a question and answer session, and is one of the items that make a good online course and establishes community. If you only respond to your instructor's question it makes the discussion more of an "exam" rather than a dialogue.
2. Do not get caught up in "winning" the debate. We are here to learn the material, have fun, and to discuss matters of importance with others.
3. Read all postings from your classmates, not just those from the instructor. Sometimes future questions are based on the insights of your classmates.
4. When you reply to a post, don't just say "I agree". Give the person or person's name you are agreeing with and be sure to put the reply in the right thread. Also include a brief sentence or two summarizing what they said that you are agreeing with and then your views. You might also consider changing the subject line to reflect your posts. Make it easy for us to figure out who you are talking to and what you are talking about.
5. If you express an opinion, support it with material from our readings or other sources if applicable. When you quote, summarize, or paraphrase from the text, be sure to give the page number(s) -- This is important!
6. Count on checking the class website for assignments or discussions at least twice or more per week.