# SIMMONS COLLEGE OF KENTUCKY

# DUAL CREDIT PROGRAM

## 2024 - 2025

### HANDBOOK FOR
### HIGH SCHOOL STUDENTS AND TEACHERS

**NAME**: _____       **DATE**: _____

# Online Learners Checklist

## *I Can...*

❑ Access, read, and understand this *Simmons Dual Credit Program Handbook for High School Students and Teachers*

❑ Access my Simmons email

❑ Access my Canvas account (after classes begin)

❑ Upload an assignment on Canvas (after classes begin)

❑ Submit a Help Desk Ticket (if unable to access email or Canvas)

❑ Reply to a discussion forum post on Canvas (after classes begin)

❑ Access my grades (after classes begin)

*This document will help you get started as an online learner. Don't hesitate to ask when you have a question. Your first resource should be the instructor or department providing your course. If you still have questions or concerns, please get in touch with the Digital Teaching and Learning Center (DTAL) at dtal@simmonscollegeky.edu*

*If classes have started, and you cannot view your course on Canvas, please get in touch with your teacher immediately. If you have any issues, comments, or concerns after completing this checklist, please get in touch with the Dual Credit Coordinator at dualcredit@simmonscollegeky.edu and/or the Digital Teaching and Learning Center (DTAL) at dtal@simmonscollegeky.edu*

# Table of Contents

# Welcome to Simmons College of Kentucky
## *Louisville's Only HBCU*

The Simmons College of Kentucky's High School Dual Credit Program presents an exclusive opportunity for local high school students to earn college and high school credits before graduation.

**What is Dual Credit?**

Dual credit programs are cost-effective ways for students to earn college credit while in high school, and studies show they increase college enrollment and on-time graduation, as well as help expose students to career possibilities.

**Dual Credit Admissions**

To participate in a dual credit program, high school students must have an unweighted, cumulative high school GPA of 2.5. Once admitted, they must meet our college's minimum GPA requirement to remain enrolled. They must also meet the prerequisites of a course to take dual credit courses.

**Why Dual Credit Is a Priority?**

Studies show that dual credit programs increase the chances of college enrollment and on-time graduation and reduce college costs. Dual credit programs expose students to career possibilities before college, helping refine major and degree program selection.

**Our Dual Credit Program offers a multitude of advantages:**

· Cultivate a college transcript while still in high school.
· Immerse in college-level curriculum and instructional methodologies.
· Expedite the path to achieving a college degree.
· High school students benefit from reduced expenses, with tuition for Simmons dual credit courses set at $93 per credit hour ($279 per course without a scholarship) starting from the academic year 2024-2025. (Note: Online/distance education rates may differ.)

**High Schools participating in the dual credit program gain eligibility for:**
· KHEAA Dual Credit Scholarship Program
· Simmons Dual Credit Scholarship Opportunities

- Access to campus amenities, including our Library, Writing Center, and various community events and programs.

**The program's requisites entail the following:**
- Submission of the Simmons Prospective Dual Credit Student Form.
- Submission of the Online Application.
- Submission of an official high school transcript.
- Fulfillment of the Dual Credit Student and Parental/Guardian Agreement.
- Parental/Guardian involvement: Completing the Agreement (distributed via email post-student application).
- KHEAA SCHOLARSHIP opportunities
- Simmons Scholarship opportunities (as needed for eligible students)

**Course Types**
In-Person Course – Only 50-minute courses at the high school site
Online course (Two options)
    Asynchronous (OAD) - Offered any time and location
    Synchronous (OSD) - Offered at a specific time during school hours

## DUAL CREDIT FALL 2024 SCHEDULE

| Course ID | Course ID | Course Name | Hours | Days | Time | Dates | Location |
|---|---|---|---|---|---|---|---|
| FRE 101-DC1 | FRE 101-DC1 | Foundations of Success | 3 | M/W/F | 11:00am-11:50am | 8/6-9/27 | TBD |
| FRE 101-DC2 | FRE 101-DC2 | Foundations of Success | 3 | M/W/F | 11:00am-11:50am | 10/1-11/22 | TBD |
| HIS 207-OAD | HIS 207-OAD | African American History | 3 | N/A | N/A | 8/6-9/27 | Online |
| HIS 208-OAD | HIS 208-OAD | African American Experience | 3 | N/A | N/A | 8/6-9/27 | Online |
| MAT 111-DC1 | MAT 111-DC1 | College Algebra | 3 | M/W/F | 11:00am-11:50am | 8/6-9/27 | TBD |
| ENG 101-DC1 | ENG 101-DC1 | English Composition I | 3 | M/W/F | 10:00am-10:50am | 8/6-9/27 | TBD |
| ENG 101-OAD | ENG 101-OAD | English Composition I | 3 | N/A | N/A | 8/6-9/27 | Online |
| ENG 102-DC1 | ENG 102-DC1 | English Composition II | 3 | T/TH | 1:00pm-1:50pm | 8/6-9/27 | TBD |
| ENG 102-OAD | ENG 102-OAD | English Composition II | 3 | N/A | N/A | 8/6-9/27 | Online |
| PHI 200-DC1 | PHI 200-DC1 | Critical Thinking and Moral Decisions | 3 | M/W/F | 11:00am-11:50am | 8/6-9/27 | TBD |
| PHI 200-OAD | PHI 200-OAD | Critical Thinking and Moral Decisions | 3 | N/A | N/A | 8/6-9/27 | Online |
| POL 101-OAD | POL 101-OAD | American Government & Politics | 3 | N/A | N/A | 8/6-9/27 | Online |
| SCI 101-OAD | SCI 101-OAD | Life Science | 3 | N/A | N/A | 8/6-9/27 | Online |
| SOC 101-OAD | SOC 101-OAD | Foundations of Sociology | 3 | N/A | N/A | 8/6-9/27 | Online |
| BUS 101-DC1 | BUS 101-DC1 | Foundations of Business and Society | 3 | M/W/F | 11:00am-11:50am | 8/6-9/27 | TBD |
| ART 102-OAD | ART 102-OAD | Introduction to Theatre | 3 | N/A | N/A | 8/6-9/27 | Online |
| CIS 100-DC1 | CIS 100-DC1 | Introduction to Computers | 3 | M/W/F | 10:00am-10:50am | 8/6-9/27 | TBD |
| CIS 100-DC2 | CIS 100-DC2 | Introduction to Computers | 3 | M/W/F | 1:00pm-1:50pm | 10/1-11/22 | TBD |
| COM 100-DC1 | COM 100-DC1 | Public Speaking | 3 | M/W/F | 1:00pm-1:50pm | 8/6-9/27 | TBD |
| COM 100-OSD | COM 100-OSD | Public Speaking | 3 | M/W/F | 11:00am-11:50am | 8/6-9/27 | TBD |
| COM 100-OAD | COM 100-OAD | Public Speaking | 3 | N/A | N/A | 8/6-9/27 | Online |
| COM 101-OAD | COM 101-OAD | Foundations of Communication | 3 | N/A | N/A | 8/6-9/27 | Online |
| COM 201-DC | COM 201-DC | Communication and Culture | 3 | M/W/F | 11:00am-11:50am | 8/6-9/27 | TBD |
| ECE 101-DC1 | ECE 101-DC1 | Introduction to Early Childhood Education | 3 | M/W/F | 11:00am-11:50am | 8/6-9/27 | TBD |
| ENG 203-OAD | ENG 203-OAD | African American Literature | 3 | N/A | N/A | 8/6-9/27 | Online |
| WGS 101-OAD | WGS 101-OAD | Introduction to Women and Gender Studies | 3 | N/A | N/A | 8/6-9/27 | Online |
| BFI 101-OAD | BFI 101-OAD | Introduction to Black Film and Media Studies | 3 | N/A | N/A | 8/6-9/27 | Online |

# History of Simmons College of Kentucky

In August of 1865, twelve Black Baptist Churches met at Fifth Street Baptist Church in Louisville, Kentucky, and organized the state Convention of Colored Baptist Churches in Kentucky. Because there was no place in the state where Blacks could obtain a college education, members of the Convention soon discussed the need to create a "school for the training of Negroes"—many of whom were newly removed from slavery. Having first planned to locate in Frankfort, members of the Convention finally decided on Louisville. In 1873, the Kentucky Legislature approved the charter for the college. In 1879, on four acres of land between 7th and 8th and Kentucky Streets in Louisville, the school opened as the Kentucky Normal and Theological Institute.

The first president and co-founder was Rev. Elijah P. Marrs, who was born in 1840 enslaved yet was taught to read the Bible and had a voracious appetite for learning. Later he organized and led a division of Black troops during the Civil War, being the only one in his community who could read and being promoted several times. After the Civil War, he became a minister and a much sought-after schoolteacher. He organized efforts to oppose the Ku Klux Klan and defend the rights and safety of newly freed Blacks. In 1880, having accomplished his objective of establishing the first all-black college in Kentucky, he encouraged the hiring of a successor, Dr. W.J. Simmons. For a brief period, the college was named State University of Louisville. Under the leadership of Dr. Simmons, the school began to flourish and eventually was renamed Simmons University in honor of his contributions. During his ten-year tenure from 1880 to 1890, the school became a full university. It expanded its offerings to include liberal arts, college preparatory courses, medical, law, business, music, and theological departments. Additionally, the school was home to competitive football, basketball, and baseball teams. Simmons University continued to grow and prosper until the effects of the Great Depression and segregation undermined its funding and scope.

In 1930, the college was forced to sell its campus due to foreclosure on its mortgage. The University of Louisville bought the campus for its segregated "colored" school, Louisville Municipal College, and in so doing, put Simmons University under a non-compete clause that forced it to scale back its offerings. By 1935, a new location was secured at 1811 Dumesnil Street in West Louisville (an impoverished city area). This allowed the school to continue with a narrowed mission to educate young men and women for Christian service. In 1982, the school was renamed Simmons Bible College to reflect its limited focus more accurately. However, the college continued to offer basic liberal arts education so that its students could function fully in ministry positions.

In 2005, the school was renamed Simmons College of Kentucky. In 2007, after 77 years of exile, Simmons College of Kentucky returned to its original Kentucky Street campus (1018 S. 7th Street, Louisville, Kentucky 40203)—thanks to the leadership of Dr. Kevin Cosby, who had caused his church to purchase the campus when it was put up for auction back in 1994. Because his grandfather had taught at Simmons University, Dr. Cosby knew of, and treasured Simmons' former prominence as a Black institution of higher learning and bulwark for leadership in civil rights, and his dream had long been to return the college to its comprehensive mission of building African American leaders in diverse fields. After becoming president of the college in 2005, Dr. Cosby began requesting donations, building

up and expanding the curriculum, and then seeking accreditation. For over ten years, he refused to take a salary, despite his long hours and professional qualifications, so that all available funds could go to hiring staff and building a strong infrastructure.

President Cosby knew that if Simmons was to have a sustainable future, the school must attain accreditation with a body recognized by the United States Department of Education (USDOE). The college engaged in the accreditation process with the Association for Biblical Higher Education (ABHE) in Orlando, Florida. ABHE is one of few faith-based accrediting bodies recognized by USDOE and the Council for Higher Education Accreditation (CHEA). Simmons received candidate status in 2009 and accreditation in 2014. The College's curriculum was diversified so that it now offers degrees in business with an emphasis on entrepreneurship, communications, general studies, music, sociology, applied psychology, computer information systems, applied mathematics, and religious studies. The focus of its initial scope was to strengthen the five institutions critical to the Black community: church, family, business, media, and arts/culture.

## MISSION STATEMENT
Simmons College of Kentucky is an institution of biblical higher education dedicated to educating people in the urban context through vital academic and professional programs so that they may become productive citizens and agents of change in society.

The College offers a rigorous curriculum administered in an environment of academic freedom with its corollary obligations. It prepares graduates for work, professional or graduate studies, and viable careers in particular fields. The faculty at the College is dedicated to excellence in teaching, advising, scholarship, and service. Additionally, the college promotes an intellectually challenging atmosphere that stimulates and supports the growth of one's spiritual, ethical, and moral character, as well as their appreciation of the arts, their global awareness, and their concern for the welfare of the community in which they live. The accomplishment of these overarching objectives will be evidenced by the student's skill in various kinds of communication and critical/analytical thinking, as well as their assurance and comfort with technology.

## VISION STATEMENT
To be the premier Christian liberal arts institution of higher education in the region, known for integrating faith and learning, whose graduates lead purposeful lives as productive citizens.

## CORE VALUES

### ACCESS AND QUALITY
Simmons will provide equal education opportunities to increasing numbers of students from underserved and unserved populations residing primarily among the economically and socially bypassed in the Metro Louisville community.

### LEADERSHIP
Simmons will stimulate, initiate, and implement programs and services to inspire and guide its students, faculty, and staff in developing their self-confidence,
self-discipline and self-empowerment to become productive leaders.

*RELEVANCE*
Simmons will respond to the evolving needs of the economic and political culture— highly literate, well-spoken, technologically competent graduates educated to excel in the 21st-century workforce.

*DIVERSITY*
Simmons will sustain and strengthen its commitment to recruit, enroll, educate, and graduate students and employ faculty and staff representing a diverse community cross-section.

*SOCIAL RESPONSIBILITY*
Simmons will promote active participation in constructive social exchange through volunteerism, leadership, and civic action by its students, faculty, and staff.

*HERITAGE*
Simmons will honor its heritage as a historically black college and university ("HBCU") and provide all students with a safe space to explore and express their history and culture as they respect themselves and others.

# STUDENT RESPONSIBILITIES

# Simmons Dual Credit Admissions Process

Applicants must provide the following:
1. Complete the Application for Dual Credit Enrollment (accessed online)
2. High School Transcript (Required Cumulative GPA = 2.5)
3. Letter of recommendation from high school counselor.
4. Grade release form from student's high school.

## Payment of Fees – Student Responsibilities

Class fees for **Fall 2024/Spring 2025** are outlined below.  These course fees are subject to change:

| Class | Cost to Student |
|---|---|
| (1) 3 credit hour class | $285 |

The student link to pay fees electronically is located at If paying by check, ensure your student ID number is on the front of the check. Payments sent by mail may take several days to be processed.

Please mail to: 1018 S. 7th Street.
Louisville, KY 40203

## Withdrawal from Course

- If, after attending the class, the student decides they wish to change or drop the class, the student needs to:
- Go to their high school counselor and let them know,
- Alert their instructor(s)
- Complete the class withdrawal form (obtained from the Dual Credit Coordinator) and
- Either email the request to change or drop a course to Kevin Garner to:
- Kgarner@simmonscollegeky.edu

**Withdrawal Policy:** The effective withdrawal date is when the withdrawal is processed in the Student Records System. This data is used to calculate any applicable reimbursement.

What happens if a student fails to do the above?  The instructor will give the student a grade based on their class records, or **the grade will revert to an "F" without proper withdrawal from the class**.

## Deadlines to Withdraw from Course:

a. Fall semester courses – **November 21st.**

        **b.**   Spring semester courses – **April 21ˢᵗ·**

## Conditions for Registration

1. If you meet the admission requirements listed above, you will be officially enrolled as a **Simmons College of Kentucky dual credit student**; please remember that admission to this program does not ensure admittance as an Undergraduate student. Final student enrollment forms will be mailed to the dual credit teacher once all the students are registered.

2. You may receive your Student ID number after you have been admitted and registered for your class. (The student ID number will allow you to check your account balance and final grades, purchase athletic tickets, or use any of our facilities on campus.

3. You must attend a dual credit overview meeting, which will be scheduled asynchronously before attending your class.

## Academic Honesty and Integrity Policy

Simmons College of Kentucky expects all students to uphold academic integrity. Violations of academic integrity and professional behavior are serious offenses that undermine the learning environment and the authority of faculty members. The following acts constitute violations:

- **Cheating or Aiding Cheating**: Includes unauthorized use of notes or study aids during exams, obtaining exam questions beforehand, altering graded work to deceive, allowing someone else to take an exam in one's name, and submitting the same work for credit in multiple courses without prior permission from instructors.
- **Plagiarism**: Presenting another person's ideas, representations, or words as one's own without proper acknowledgment is considered plagiarism. Students should seek guidance from instructors if unsure about what constitutes plagiarism; claims of ignorance will not excuse the offense.

Sanctions for violations may include but are not limited to failure on exams or coursework, failure of the dual credit course, removal from an academic program pathway, suspension from Simmons College of Kentucky, or expulsion from the College.

# Tips for Dual Credit Students

Time management is crucial for success in college. Here are some key points to keep in mind:

**Personal Responsibility**: Recognize that you're accountable for your learning in college. Professors won't necessarily remind you about assignments or deadlines, so staying organized and keeping track of these yourself is essential.

**Deadline Awareness**: Pay close attention to deadlines and aim to submit work ahead of time whenever possible. This is particularly important in online courses where you may interact less directly with instructors.

**Effective Time Management**: Develop good time management habits by dedicating at least a few hours daily to reading and completing assignments. Staying ahead of coursework can help reduce stress and ensure you have ample time to understand the material thoroughly.

**No Room for Extra Credit**: Unlike in high school, don't count on opportunities for make-up assignments or extra credit in college courses. Professors typically expect you to complete tasks on time and to a high standard.

**Syllabus as a Guide**: Take the syllabus seriously. Professors may test you on material even if they haven't covered it extensively in class, so staying on top of readings and other requirements outlined in the syllabus is essential.

By adhering to these principles and managing your time effectively, you'll set yourself up for success in college and beyond.

# Glossary

- **Academic Enrichment Activities**: Extracurricular activities that complement classroom learning and enhance students' readiness for college.

- **Academic Year**: The period, usually from September to June, students attend an educational institution.

- **ACT**: A standardized test for college admissions in the United States, administered by the nonprofit organization ACT.

- **Add/Drop Period**: Designated timeframe for students to add or drop classes. Dates are typically available on the academic calendar and can be found online.

- **Advisor**: A university staff member who assists students with course selection, career guidance, and referrals to campus services.

- **Canvas**: A learning management system facilitating communication between instructors and students, used for sharing documents, submitting assignments, and grading.

- **Class Rigor**: The level of academic challenge in a class, with higher difficulty indicating greater rigor. It often refers to multiple courses within a student's schedule.

- **Dual Enrollment**: Enrollment in a course fulfilling both high school and college credit requirements.

- **FAFSA**: Free Application for Federal Student Aid, completed annually to determine eligibility for various forms of college financial assistance.

- **FERPA**: Family Educational Rights and Privacy Act, a federal law safeguarding student education record privacy.

- **Financial Aid**: Funding options such as scholarships, grants, loans, and work-study programs assist students in paying for college.

- **GPA (Grade Point Average)**: An average of all grades received, calculated by dividing the total grade points earned by the number of credits taken.

- **Non-Degree Seeking**: Enrollment status for students pursuing academic courses without seeking a degree.

- **Postsecondary Institutions**: Educational institutions providing education beyond high school, including universities, community colleges, and trade schools.

- **Prerequisite**: A requirement that must be fulfilled before taking certain classes, such as completing another course or obtaining instructor permission.

- **Semester**: A term lasting approximately fifteen to eighteen weeks in a school or college.

- **Syllabus**: A document outlining course details, assignments, grading policies, and exams provided to students by instructors at the beginning of a course.

- **Transcripts**: Official records documenting a student's academic history, including courses taken, grades received, honors, and degrees conferred.

- **Undergraduate Application for Admission**: Application is required for students seeking full- or part-time admission to a university.

- **University**: An institution of higher education granting degrees across various academic disciplines.

- **Unweighted GPA**: A GPA measured on a scale of 0 to 4.0, not accounting for course difficulty, is commonly used in high schools to measure academic performance.

# __The Digital Teaching and Learning Center (DTAL)__

## (*Click here* to learn more *or Scan the QR code*)

### I.       Introduction

Welcome to Simmons College of Kentucky's distance and online education program. The information in this guide briefly introduces the skills necessary for becoming a successful online learner. The Digital Teaching and Learning Center (DTAL) is committed to educational excellence and creating a positive learning experience for all students. Understanding that online learning offers unique opportunities and challenges, this guide was designed to help you navigate your collegiate experience.  Please use this handbook as a resource, but also remember that many dedicated employees at Simmons College of Kentucky are willing to assist you.

The College offers students the opportunity to earn college credit or complete certain degrees at a distance through two types of online courses: entirely online or blended. Fully online courses are taught entirely over the Internet. Students sign into the course where they "meet" their instructor online, access the syllabus and other course materials, participate in discussions, collaborate with other students, turn in assignments, and may even take quizzes and exams. Blended courses require regular, predetermined classroom attendance and online coursework. Both types of online courses provide students with flexibility and convenience. Some online courses allow real-time interaction through chats or the virtual classroom. Online courses require the exact prerequisites, admissions, and registration procedures as on-campus courses. Online courses have the same learning objectives as those taught in a traditional format. Distance learning students can access the same services as on-campus students, including online or walk-in counseling and advising sessions, library databases, and other resources.

**You may also hear online learning referred to as:**

• Distance learning

• Distributed Education

• Online Education

• E-learning

We hope you will explore the resources and suggestions offered here and find your online experience rewarding. Online courses allow you to attend classes at your convenience, time, and location. The instructor and students are connected through a computer network in an online course. Using the Internet, you can receive instruction, compose and submit assignments, ask the instructor and other students questions, discuss issues, and actively participate in the class from your home, office, or the nearest campus computer lab. SCKY is committed to providing quality faculty, programs, and services.

## II. Time

No matter how convenient or flexible online education may be, taking a course online requires time. You might save commuting time in an online course but also spend more time with technology concerns. Whether the time you spend on course-related work is more or less than you might experience in a traditional, classroom-based course, it is still time you need to reserve and manage carefully. When evaluating your online course options, consider how much time you must dedicate to coursework every week during the semester and estimate the time commitment the course will require. Attend and participate

in your course regularly (starting with the first day of class during the semester) to maintain good standing with attendance and your overall grade.

### *Managing Time*

Online learners often benefit from carefully structuring what time they have available. Identify what time of day or night you do your best work and when you can access the Internet and your course materials. Set aside a specific time each day, or a few days during each week, to work on your course, and stick to this schedule. Be aware at the start of the course whether you must participate in activities at any specific time, and plan accordingly. If you are in a different time zone, remember to plan accordingly for your course submissions.

### III. Balancing Responsibilities and Setting Priorities

Vital to a successful online learning experience is the ability to balance your responsibilities. Knowing how to set priorities is the key to getting the most significant benefit from your online education experience. Determine precisely what work is required early in the semester and do your best to plan. Do not hesitate to ask for advice or help from your instructor.

### *A. Managing Stress*

Strategies for managing course-related stress include:

• **Know your deadline**s. These include course deadlines as well as deadlines and important events occurring elsewhere in your life while you are enrolled in the course.

• **Prioritize your Plan**. If you know that a non-course-related activity will consume your time during a particular week, do your course-related activities beforehand.

• **Know your available resources**, especially technological ones, and have physical copies when working on your course.

• **Keep in touch with your instructor**. If you fall behind, let your instructor know immediately and ask them for assistance in planning how you will catch up.

### *B. Student Accountability*

The further you progress in higher and continuing education, the more responsibility you will need to take for your learning.

### *C. Self-Directed Learning*

As you explore the many avenues of learning available and begin to define your path, you will still need to work with your instructors to ensure you meet the requirements of the individual courses.

### D. Understand Expectations

You will need a clear understanding of these requirements and expectations to meet course requirements and instructor expectations. Instructors will provide a syllabus as a contract between you and the instructor. Please read through the syllabus carefully and print it out.

### E. Seek Clarification

If you have questions regarding the content, contact the instructor immediately. In the online environment, instructors have fewer cues to alert them to your confusion. They cannot see your puzzled expression or hear you ask, "What?" If information is unclear to you, it may be unclear to the rest of the class. Your questions may help others in the learning process as well. So, ask early and as often as necessary.

### F. Become an "Active Learner"

To succeed in this environment, actively seek ways to understand the course material best.

• Read, listen to, and participate in the course

• Become involved in discussing and defining course topics

• Critically evaluate the information you receive

### G. Develop Self-Discipline

Self-discipline may be the most essential characteristic of a successful online learner. With it, you have a tool that leads you to become an efficient time manager, and you may encounter difficulties without it. Here are some tips to help:

• Know when assignments are due; print your syllabus and course schedule/calendar

• Set up a schedule of when you will log in to the class and stick to it

• Minimize distractions while online

• Ensure consistent access to a computer

• Have an alternative plan in case you have computer problems

## IV. Online Communication Skills

### A. Writing Clearly

Being a productive member of an online learning community requires you to communicate clearly and concisely when you write. Simple guidelines can help you produce clear, influential written contributions to your course. As always, review guidelines for assignments:

• Keep your sentences short

• Keep your paragraphs short

• Watch for careless errors; check your spelling and grammar

• READ your posting before you submit it

• Correct any awkward or unclear areas before you post the final version in quotation marks and identify the author so that you do not accidentally plagiarize someone

*B. Discussions*

You must join class discussions in many courses and respond to classmates' comments. These discussions may become complex, intense, and even provocative. Here are some tips to help you with discussions:

• Know what the instructor expects of your discussion responses

• Think before you write

• Reread your response before sending

Before you send off a hastily written, emotionally based reaction to another's contribution, develop your ideas into a less emotional and more reasonable response. Then, wait a few minutes and reread what you have written before you submit your response. Learning how to turn a reaction into a response will make your course contributions more meaningful – and may earn you a higher mark for participation if participation counts toward your grade. Pausing and rereading allow you to review your writing for organization, clarity, and correctness.

**V. Online Community**

*Building a "Classroom" Environment*

Online learning does not mean that you are learning alone. You will have a class consisting of instructor(s), fellow students, and perhaps others with whom you will interact. Your instructor will build a class environment through discussion questions, group projects, and other activities. You help make this classroom environment through your participation. Seeing and speaking to others is not necessary to get to know someone. You can develop personal and professional relationships through your messages and discussions, asynchronous (anytime/location) and synchronous (real-time). The classmates you get to know online may come from diverse situations and can offer a wealth of knowledge and experience. Your classmates and instructors provide resources, information, and support. Look for areas where you may post reviews for books you have read on pertinent topics, links to online resources, and observations for specific issues. Within your 'classroom,' you and your classmates can build a collective knowledge base that may become invaluable even after completing your coursework.

You can connect with your classmates through our online Simmons Hub App (download to devices). This App will help you stay connected and updated with campus events, programs, and resources. Click the following link to download the Simmons Hub App to your electronic device: Simmons Hub on the App Store (apple.com)

**VI. Library Services**

Distance Learning Library Services are available to Simmons College of Kentucky Students taking online classes. To learn more about Simmons College of Kentucky Distance Learning Library Services & Resources, go to: https://simmonscollegeky.libguides.com/home

## VII. Simmons College of Kentucky Catalog and Student Handbook

The complete Simmons College of Kentucky Catalog and Student Handbook can be downloaded from the web at: https://simmonscollegeky.edu/learn/policies-procedures-and-reports/

## VIII. Technology Considerations

As an online student, your computer becomes your primary interface to your course(s), instructor(s), and fellow students. To effectively use this interface, it must meet specific minimal requirements. If your computer cannot perform the functions you need to complete a class, you will have to make the effort to upgrade your equipment. It is not required that you own computer equipment; however, it is strongly recommended that you have a computer available to you on a dedicated basis that will meet your study habits. Additionally, have a backup plan should your primary equipment fail or become unavailable. Many public libraries have computers, as does the Library on the Simmons College of Kentucky Campus. Your cell phone is not an adequate interface for performing the work for your online course(s).

**Suggested computer system requirements:**

- Processor (CPU): Intel Core i7 with vPro
- Operating System: Microsoft Windows 10 Enterprise x64
- Memory: 16 GB RAM (or more)
- Storage: 512 GB internal hard drive
- Monitor/Display: 14" LCD monitor
- Network Adapter: Dual-band WIFI-certified 802.11a/b/g/n - compliant adapter
- Built-in Network connector (RJ-45) 10/100/1000 (or via USB Network Adapter)
- Other: Internal or external Webcam, lock, carrying case

- Your valid, working Simmons College of Kentucky email address is the only accepted email account. Please submit a ticket here: https://simmonscollegeky.edu/learn/technology-assistance/form/ to ensure your Simmons College of Kentucky email account is functional. If you use a spam block/filter or have a bulk mail area in your account, allow messages from the simmoncollegeky.edu domain into your account's Inbox.

    - Word processing software to create exchange and share written assignment documents. The Digital Teaching and Learning Center at Simmons College of Kentucky recommends that students have access to a Word Processor to save files in Microsoft Word 6.0 through 9.0 or RTF file format.

- Depending on course requirements and your preference, you may need a printer that will allow you to print out documents, such as the syllabus, course schedule, or assignments.

- Course-specific software/hardware: Check with your professor or campus to determine whether course assignments require additional software and hardware. Students who do not comply with the technical requirements may encounter limitations when participating in the Simmons College of Kentucky distance learning course(s).

The Simmons College of Kentucky, Jenzabar, and Canvas platform is not an internet service provider. Your Internet Service Provider (ISP) is responsible for helping you configure your computer system so you can connect to the Internet/WWW. Your ISP will assist you with problems concerning connectivity to the Internet/WWW and the Simmons College of Kentucky website. If you have difficulty connecting or

maintaining a connection to the College website, contact your ISP immediately to determine the source of the problem. Contact your ISP immediately if you are disconnected from the Internet or the SLN website without warning. If you have concerns about your system, contact the Simmons College of Kentucky HelpDesk here: https://simmonscollegeky.edu/learn/technology-assistance/form/. Please note that you may have additional software required by your instructor. That information will be in the course description and the course syllabus.

**Distance Learning Privacy Statement for Online Students**

Simmons College of Kentucky is committed to protecting your privacy. The College has established this privacy policy for students taking classes online. It is providing it to you so that you can understand how Simmons College of Kentucky collects and uses your information and the efforts we use to protect it. The College does not collect personally identifiable information about you unless you affirmatively choose to make such information available to us. Personal information means information that can be used to identify or contact an individual. Simmons College of Kentucky does not actively share personal information about website visitors or students. Personal information provided by visitors, such as email addresses or information submitted via online forms, is used by the College to assist individual visitors as necessary. This assistance may involve redirecting an inquiry or comment to another College individual or unit better suited to provide a resolution.

You will utilize a two-tier log-in to access your online courses. This two-tiered system ensures your confidentiality and your coursework. Simmons College of Kentucky also complies with the Family Educational Rights and Privacy Act (FERPA), which prohibits the release of educational records without student permission. For more details on FERPA, currently enrolled online students should consult the Simmons College of Kentucky Student Handbook. When given your campus account, this information is also available through the Jenzabar SONIS through the FALCON NET portal.

**IX. Study Habits and Skills**

*A. Know Your Learning Style*

Not all online classes are presented in the same way. Instructors in a traditional classroom and online use different techniques and methods for explaining concepts. Some may show the course material visually, others use a lecture format, and others enhance lecture formats with hands-on applications. Knowing your learning style can be beneficial whether you are taking a course in a classroom or online. There are many different styles of learning. Some of us are visual learners; we learn and remember by seeing. Some learn best by listening to a lecture (hearing it). Others are hands-on learners; they need to manipulate objects to demonstrate learning (doing it).

These are some sites that offer free questionnaires to determine your learning style:

      www.ldpride.net

      www.howtolearn.com

      www.metamath.com/multiple/multiple_choice_questions.html

      www.longleaf.net/learningstyle.html

      http://literacyworks.org/mi/assessment/findyourstrengths.html

There are many different theories and styles of learning that have been categorized into three general styles - The Visual Learner (the seer), The Tactile Learner (the doer), and The Aural Learner (the hearer).

*B. Three Types of Learning*

<u>1. The Visual Learner (the "Seer")</u>

If you have identified that you are a visual learner, meaning that you learn best by "seeing" the course information presented in various ways, here are strategies to consider:

- Course information will usually be presented in a text format so you can see and read the course information on the computer and in the textbook. Read the text, examine diagrams or pictures, and then relate what you see to what you read
- Textbook materials enhance written lectures by providing diagrams, maps, illustrations, etc.
- Research other Internet sites that could provide additional information about the topic
- Read the course description from the Simmons College of Kentucky course catalog or the Simmons College of Kentucky website before taking the course.
- Contact the instructor for further information.

<u>2. The Tactile Learner (the "Doer")</u>

If you process information using a tactile, hands-on approach, here are some suggestions that may help in your online course:

- Engage in discussions with other students in your online class
- Identify online courses that have a lab or other experiential component
- Find others who are taking the course and form study groups
- Contact the instructor for information before taking the course

<u>3. The Aural Learner (the "Hearer")</u>

If you learn best by listening to lectures and discussing in class, online courses may challenge you. You may need to adapt your learning style to the visual text-based format used in most online courses. Knowing what the course involves before the class begins might be your best avenue for determining if taking an online class is for you. Here are some strategies that may help:

- Read the course description from the Simmons College of Kentucky Course Catalog or the Simmons College of Kentucky website.
- Contact the instructor for information about teaching style and course content.
- Talk with other students who have taken online courses, particularly the ones you are interested in taking.
- Identify courses that have a video component. Check out the website for further information.

# TECHNOLOGY ASSISTANCE

*A.  Simmons College of Kentucky Technology Help Desk - Contact Information*
The Simmons College of Kentucky Technology Help Desk is your primary resource for Technical Support. To get assistance, you need to submit a ticket. Here is the link:
https://simmonscollegeky.edu/learn/technology-assistance/form/

If you do not find an answer to Frequently Asked Questions and need to contact the Help Desk, please have the following information available.

1) Your name

2) Your course #

3) Name of your Internet Service Provider

4) Name and version number of your web browser software

5) Computer's operating system

6) Word processing software if the problem is related to assignment submission

7) Explanation of the technical problem you are experiencing and the Simmons College of Kentucky website location that you are using

8) For inquiries related to a course, include the course title and code and the professor's name.

*B.  Access to All Simmons Platforms & Resource Centers*
Simmons College of Kentucky provides a learning and resource center where students with diverse interests and needs can receive assistance from faculty tutors, video instruction, or computer software. This information is available across our campus as listed in this guide. To access all resources, visit the links below **on our Simmons College of Kentucky h (Click).** Falcon Net is at the top right area of the Simmons website homepage. Click Falcon Net, and it will take you to all the platforms you can access using your Simmons log-in credentials. Make sure to save your Simmons email and password in a safe and confidential area that you only have access to:

1. Access Canvas, Outlook Email, Falcon Portal, Library, Simmons Hub
   a. https://simmonscollegeky.edu/falcon-net/
   b. Check your email
   c. Examine your academic record via SONIS (grades, course evaluations, etc.)

2. The Writing Center Hub Page
   a. https://simmonscollegeky.instructure.com/courses/1977

3. Computer Labs and Study Areas are open to all students, faculty, and staff to use the computers (Mon-Fri 9 am – 5 pm): sbetton@simmonscollegeky.edu
   a. Apple Lab
      i. The Apple Lab serves as a cooperative environment where students can explore audio/visual technology within the context of filmmaking. It is specifically designed for members of the Black Film Institute, CIS, and other student organizations, providing them with access to Apple equipment for learning and creative endeavors. **The Apple Lab is in Steward Hall Rm. 204**
   b. Technology Hub
      i. The Tech Hub comprises individual spaces in the design of soundproof "pods" for you to work independently on a project. Each pod has a door allowing privacy as you complete your work/assignments.  Each pod is outfitted with a computer and

chair. This room also has chargeable workstation tables that are conducive to work groups. **The Tech Hub is in Steward Hall Rm. 307.**

### *C. Simmons College of Kentucky Student Services*

The Office of the Vice President of Academic Affairs and the Office of Academic Operations are responsible for overseeing the following policies and procedures:

Academic Honesty

Academic Standards

Academic Honors List

Graduation Requirements

Student Attendance Policy

Artificial Intelligence Policy

Simmons Online Learners Reference Guide

*The following are managed in the Division of Student Affairs*

Student Conduct Regulations

Student Grievance Procedure

Sexual Harassment Policy

# ADDITIONAL INFORMATION

1. *Most textbooks are available via Cengage and do not require purchase. However, you may need to purchase some textbooks and required material from your professor.*
   [How to Access Your Cengage Unlimited Course Materials in Canvas](#)

   **Email Us Anytime**: CUIescalations@cengage.com

   **Call Us Anytime**:1-800-354-9706

   [Need More Information](#)

   [Real-Time System Status Update](#)

2. *[Access your Canvas Training Videos for Students](#) at least one week before the start of the semester and throughout the semester for a refresher by clicking the above link.*

   a. *If you have additional questions about Canvas, go to the burgundy bar to watch the Canvas video tutorials* **OR**
   b. *Call the* **Canvas Support Team 24/7 Hotline at 877-356-9405**, **OR**
   c. *Email DTAL at* dtal@simmonscollegeky.edu

3. *Refer to the Simmons College of Kentucky in FALCON NET for answers to your ongoing questions. Contact Keith A. Turner at* kturner@simmonscollegeky.edu

4. Simmons Technology Support**:** If you need assistance logging into your account through Falcon.Net (Canvas, Simmons Email, Falcon Portal, etc.), please get in touch with the Technology Support Center at support@jltechinc.com

5. If you have questions about Falcon Portan and cannot gain access, please get in touch with Tia Spence-Gigger at tspence-gigger@simmonscollegeky.edu

6. If you have questions about using any of the applications on your Falcon.Net, please get in touch with Helpdesk Support by emailing dtal@simmonscollegeky.edu

7. *For questions about Canvas: If you have questions about Canvas, go to the burgundy bar to watch the Canvas video tutorials or call the* **Canvas Support Team 24/7 Hotline at 877-356-9405**. *Additional Contact information is provided on the FAQ page.*

8. *If you are taking the ORI 101 Course, information about Canvas 101 through modules and videos is provided. The following instructors are listed as teaching this course to help you navigate Canvas:*

   a. ORI 101 (OA2) – *The Instructor of Record is Mr. Kevin Garner:* kgarner@simmonscollegeky.edu
   b. ORI 101 (OS2) – *The Instructor of Record is Dr. Alana Stevenson:* astevenson@simmonscollegeky.edu

# CANVAS (LMS)

## E-Learning Platform Accelerated Courses

**Types of Online Courses**

We offer two types of online courses: Synchronous and Asynchronous. A synchronous course is held online via Canvas on a designated day and time and is taught by a Simmons faculty member. An asynchronous course does not have an online meeting day and time. This flexible course can be taken any day, time, or location. This is the ideal course style for nontraditional students who work or have full-time responsibilities. Depending on your interest, we offer two options for online courses: 8 weeks (about two months) or 16 weeks (about three and a half months). We also offer Wintermester to provide students with accelerated course options. To learn more, contact the Department Chair of your program or email the Vice President of Academic Affairs, Dr. Samantha Betton, at sbetton@simmonscollegeky.edu

Compared to non-accelerated college courses, classrooms, or e-learning, these e-learning courses are "accelerated" in pace and structure. Imagine compressing a semester into five or eight weeks. Suddenly, you are reading at least 100 pages of material per week! Thinking that one week in an accelerated course equals a "real" week in a traditional course is unrealistic. Also, consider that you will spend time interacting as a team member in "asynchronous" or threaded discussions each week. Finally, add time to "participating" by posting messages, reviewing team presentations, and posting replies to other classmates' work. The bottom line: plan to commit at least 10 -15 hours per week to each course.

The most common assumption about accelerated e-learning courses is that you can log on and do the assignments according to your schedule. With an accelerated e-learning course, small, scheduled tasks are due several days throughout the week. Another assumption is that students must figure out everything independently, including navigating an e-learning course. This is an old paradigm! We have technical support, and we expect you to help each other with whatever expertise you bring to the group: technical, people-oriented, theoretical, or managerial.

**Canvas**

SCKY uses Canvas as the e-learning platform. Canvas, our Learning Management System (LMS), is the online platform where your designated instructor completes all courses in a modular format.

The Canvas community had discovered the value of an open, collaborative effort by one of the largest open-source teams in the world. The Canvas platform will complete the discussions, assignments, team projects, and seminars.  Many innovative digital features on Canvas are designed to help you seamlessly navigate your course. For example, tools that we use in Canvas include, but are not limited to:

- *Cengage*
- *Pinpoint*
- *Canvas Studio*
- *TurnItIn*

- *Grammarly: Simmons Grammarly Student Usage*
- *LinkedIn Learning*

**Technology Requirements and Expectations**

To successfully pass this course, you must be able to use and have access to:

- Your Canvas account
- Your Simmons email account
- A computer or laptop (see the library section below for lending Chromebooks and Wi-Fi hotspots!)

You will be expected to use your Canvas account continuously throughout the semester. This can include completing assignments, viewing your grade, and viewing due dates. If you are unsure how to use Canvas, don't hesitate to contact the Falcons Academic Center of Excellence (FACE). Their information is listed below.

**Canvas Technical Support**

If you have immediate technical issues with your course, please utilize one of the Canvas Tech Support resources available 24/7.

- **Canvas Guides** – Find answers to common questions and guides based on Canvas.
- **Canvas Videos on Common Tasks**—Find out how to upload an assignment, reply to a discussion, or take a quiz
- **Canvas Chat Support Hotline** – Chat with a Canvas expert in real time. If you have immediate technical issues with your course, please utilize one of the Canvas Tech Support resources available 24/7. Add the direct hotline number to your phone: 877-356-9405
- Contact the DTAL Center at dtal@simmonscollegeky.edu for additional Canvas Support using this link.

# CENGAGE

REE higher education textbook/course materials. Many instructors are using Cengage Unlimited for e-books and activities. You should be able to click on the links in Canvas and be taken to Cengage. You may have to create a Cengage account the first time you use it. Please complete only activities listed in the module in your course on Canvas. To use and access Cengage, you must *turn off pop-up blockers in your browser because* They are on by default in all browsers now. Cengage Support may be reached at 1-800-354-5706. A guide for Cengage access is available at this support number and chat help link.

Click here or click the below link to read the guide for Cengage access with the support number and chat help link:

https://simmonscollegeky-my.sharepoint.com/personal/jposton_simmonscollegeky_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fjposton%5Fsimmonscollegeky%5Fedu%2FDocuments%2Fgui%5Flms%2Dintegrated%2Dstu%2Dcu%2Dinst%2Dquick%2Dguide%2Dblackboard%2D1113337%20%281%29%2Epdf&parent=%2Fpersonal%2Fjposton%5Fsimmonscollegeky%5Fedu%2FDocuments&ga=1

For student assistance, access the following link:
https://www.cengage.com/coursepages/Canvas_Student_CengageUnlimited.

For faculty assistance, access the following link:
https://www.cengage.com/coursepages/Canvas_FacultyResources

Faculty may also contact Dr. Janice Poston (jposton@simmonscollege.edu) for help with Cengage and integration into Canvas during course development.

You can contact Cengage for help at the links below and view the resources below:

"Have Questions? We're Here to Help!

Our US-based support team delivers answers and advice via 24/7 live phone and chat support and through our self-service website, which includes helpful articles, downloads, and tutorials."

Cengage Textbook Accessibility Statement

Cengage Textbook Privacy Statement

How to Access Your Cengage Unlimited Course Materials in Canvas

**Email Us Anytime**: CUIescalations@cengage.com

**Call Us Anytime**:1-800-354-9706

[Need More Information](#)

[Real-Time System Status Update](#)

**An Announcement from Simmons faculty to share with students:** Below is a general announcement for all students about Cengage:

*Greetings, Simmons Scholars!*

*I hope you are having a wonderful day. I am excited about our teaching and learning experience this semester. A module will be available for you to review each week to complete the assignments. Remember to pace yourself, review our course syllabus and Canvas daily, watch all videos completely, and read all book chapters and online links in their entirety for your success in this course. All due dates are listed for your convenience. Please plan accordingly to complete the midterm and final exams on the scheduled days listed in the syllabus and Canvas. Grades will be posted in Canvas weekly.*

*Furthermore, I believe in transparency. I want to provide insight into our course textbook, which is free and available on Canvas. Our institution has access to free online textbooks through Cengage. However, due to the limited availability of Afrocentric textbooks on the topic of our course, the only book found beneficial to our course was the primary text listed in our syllabus. However, our course material, including lectures, articles, videos, and resources, is predominantly Afrocentric, as you will notice throughout our course. Our primary Cengage textbook is a free textbook foundational to film and media studies nationwide. We use books only available through Cengage to prevent copyright infringement since we have a subscription with them as an institution. We are in contact with Cengage about this issue and are providing them feedback on the need to offer more culturally responsive texts. We are also looking into other platforms with free access to culturally responsive books. If you have any questions, you may contact me.*

# GRAMMARLY

Students at Simmons have free access to Grammarly. You can use a personal or Simmons device to download Grammarly. Use the QR Code to sign up using your Simmons email address. However, please note that if you use personal devices, you will **<u>not</u>** receive Grammarly updates. Using a Simmons device to keep up with and benefit from Grammarly updates. Here are links to access Grammarly as a student or as an instructor:

https://view-su2.highspot.com/viewer/65da070a49e35d3da9205dce?source=email.669fbc20c310c99083202584.0

Email - Activate your Premium Grammarly Subscription and **21 more** items

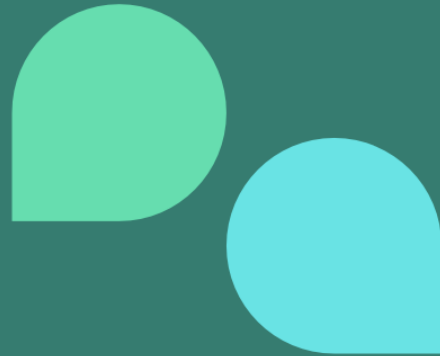**Click the link below to sign up with Grammarly as a Student or Faculty member today!**

**Grammarly for Education**

# Calling all faculty!

Download Grammarly and make admin a breeze.
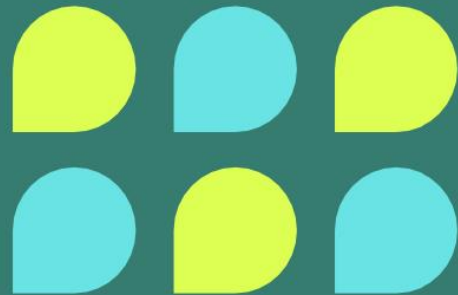
Click

Activate Your Account →

Grammarly for Education

# Calling
# all students!

Download Grammarly and write smarter for school.

Activate Your Account →

Click

# E-Learning Communication Infraction Policy

How and what you communicate in these e-learning courses will constitute a considerable part of your participation grade. Your participation grade will suffer if you send inappropriate, disrespectful, rude, and threatening messages. One offending message will be met with a warning from the facilitator. After the warning, points will be taken off your participation grade for each subsequent infraction. Depending on the severity of the offense, disciplinary action may be brought against you by the institution.

**Attendance Evaluation**

Attendance expectations are for you to "attend" the e-learning classroom by logging on at least 4 out of 7 days of each instructional week (excluding the week you work on your Summary Paper or final project). The notes, replies, and other work posted to the system on those days measure your attendance. An absence does not excuse you from the responsibility of participation or assigned work.

**Weekly Homework Assignments**

Extensive reading, researching, evaluating, and writing assignments are required each week of the course. The assignments section of the course page provides outline details, including due dates for all coursework. Identifying these assignments is often "Week One Assignments," "Week Two Assignments," and so forth. These assignments are usually grouped into modules; clicking the link will provide more detail. Sometimes, clicking on the link will take you to Cengage, another platform we use, to complete the assignments.

**Quiz Assignments**

The quiz assignments are designed to be open books. They are instructional in ensuring each student digs deeply into the course materials and understands the academic content. They are not intended to be timed and full of pressure. They are designed to respect students' qualities and capacity for reflection and critical thought.

Working in Teams

1. Team assignments are for the course. The facilitator will post the team membership list early in Week One. Teams are identified as Team One, Two, and Three. Each week, there are typically two team assignments with each team member "participating" in achieving the goals of both assignments (see "Participation" below), and all members of the same team receive the same grade.
2. Each team will identify a team leader to summarize and post the products of team activities (e.g., the team presentations). The team leader position will rotate each week and/or each assignment. Team members are expected to evaluate each other's work, participation, and contribution to the collaborative products resulting from their work together. Submit these evaluations to the facilitator as part of your weekly self-assessment (see "Evaluation Forms" below).
3. Each team presentation (see "Team Presentations" below) receives a grade that applies to every member.

**Team Presentations**

The weekly team presentations should summarize the findings and discussion from team discussion notes and other posts. However, it should not be an exact account of the discussions. Instead, they present significant differences of opinion or perspective within the group. The final assignment posted by the team leader must comprise the following:

A narrative-style presentation in an essay format must include three essential elements:
1. The opening paragraph contains a thesis statement with supporting arguments.
2. Body paragraphs include supporting facts, details, and arguments for each point after the thesis.
3. The Closing paragraph restates the thesis statement and provides conclusive thoughts on broader questions about the topic.

The essay presentation should encourage further thought on the topic and be conducive to thoughtful questions from other teams. Be sure to enter in-text citations in parentheses behind each point so others may refer to the reading.

**Participation**

Because there is a significant team component to this e-learning course, timely participation in all its forms is especially critical. Teams will complete their work in weekly "asynchronous" discussion boards (though a "synchronous" chat tool is available). All members of the team are expected to contribute to the team assignment. Due to the tightly scheduled nature of these assignments, individual team members cannot "make up" any missed team activities. If one team member fails to submit their contribution to the team assignment, it affects their participation grade and can stall team progress or even penalize the entire team.

After teams have posted their presentations, team members are expected to post at least one response to each of the other team's presentations. A response involves more than visiting the appropriate Classroom discussion board (e.g., the area where presentations are displayed) to check in to say "hello" or "I agree." Instead, it should be a thoughtful analysis of the presentation or a substantial contribution to the discussion at that time.

The following general schedule explains the required weekly forms of participation and submission guidelines dependent on your cohort's/group's instructional week:

- Monday: Post notes for team assignments on your team's weekly discussion board.
- Tuesday to Thursday: Work to accomplish team objectives.
- Friday to Saturday: Submit at least one response to each other team's presentations.


Criteria for evaluating team notes and replies each week include the following:

- Submitted on time
- Prepared notes thoroughly
- Related key ideas to own leader behaviors or the observed behavior of others
- Described specific examples from one's experience to support internalization
- Showed depth of thought/reflection/insight
- Compared/contrasted key ideas with those from another text/source
- Showed willingness to help your team and others achieve the goals
- Interpreted key or novel ideas

- Compared/contrasted key ideas with those from other groups
- Generated a new insight/principle

**Quality Matters**

All online courses are Quality Matters (QM) certified, as your instructors must create online courses designed with positive student learning outcomes in mind. As a result, your course lectures, assignments, engagements, and assessments are aligned with national standards in quality, culturally responsive, and inclusive teaching and learning practices. Our courses offer differentiated ways for students to succeed in the classroom, with multiple ways to participate in class discussions and complete and submit class assignments.

**Academic Dishonesty**

Academic dishonesty and plagiarism are very serious offenses. Each student is expected to do their thinking on all quizzes, tests, class work, written reports, research papers, and homework assignments. Suppose any student is found guilty of copying from another student, books, internet sites, or cheating during a quiz or test. In that case, they will be referred to the Vice President of Academic Affairs Office for a conference with the instructor, and a grade of "F" for the course will be awarded. The student may also be administratively withdrawn from the course.

**The Use of Artificial Intelligence (AI)**

Simmons College of Kentucky's Academic Integrity Policy emphasizes the importance of authenticity, critical analysis, and originality in academic work. The college recognizes the significance of analytical thinking, independent research, and academic integrity in fostering intellectual growth among its students. This policy, designed to uphold these principles, prohibits using any Artificial Intelligence (AI) technologies to complete academic assignments, papers, and projects in any courses or programs facilitated by Simmons faculty and staff.

To prevent blatant and unintentional plagiarism, students at Simmons College of Kentucky are prohibited from utilizing generative AI to create course assignments, essays, presentations, and projects and complete quizzes and exams. This includes AI-automated writing tools. Only spellcheck and grammar-check tools, such as Grammarly or editing features in Microsoft Word, are permitted.

Simmons College of Kentucky students can only use AI tools, such as ChatGPT, as a secondary resource. Students can use AI tools to brainstorm ideas and conduct research. However, these platforms cannot be used to generate texts such as answers for a quiz/exam, a short essay, discussion board posts, or a research paper. Furthermore, any information created by ChatGPT or any other AI tool should not be copied verbatim, passed off as the student's own words, and submitted as a completed assignment or project. While Grammarly is a helpful tool for spelling and grammar, it should not be utilized to generate texts.

All assignment submissions must result from the student's research, analysis, and intellectual property without AI-generated content. Any attempt to submit work generated or heavily influenced by AI technology will be considered a violation of academic integrity policies at Simmons College of Kentucky. Plagiarism and AI detection tools are employed to ensure compliance with this policy, one being the Turnitin feature of our LMS Canvas platform.

Students who violate this policy will be subject to disciplinary action following Simmons College of Kentucky's academic integrity policies. Penalties may include a failing grade for submitted work, course failure, academic probation, or other consequences outlined in the college's academic integrity policy.

**Academic Suspension**

A student who fails to meet the standards of satisfactory academic progress (SAP) after being on probation for one semester will be placed on academic and financial aid suspension for one semester. A student who has been suspended and wishes to return to the University after one semester must apply for readmission.

**Academic Warning**

Students who fail to achieve a minimum semester grade point average required (2.0) will receive an "academic warning" letter from the Registrar. Upon notification, a student must schedule an appointment with the Academic Advisor for these meetings to determine the specific problem(s) related to the student's poor or marginal academic performance and arrive at appropriate intervention strategies to remedy the issue (s).

**Late Work**

As a rule, late assignments will not be accepted for credit. Under special circumstances, the facilitator may agree to review late work subject to a penalty. *Acceptance of late work is at the discretion of the instructor.*

**Orientation Night**

Generally, orientation is one or more weeks before the course's Term I. Attendance and the writing sample are mandatory at orientation, preferably before orientation, but are acceptable as late as orientation night. Orientation allows students in the group to become acquainted with each other, the University, and course facilitators. All students must become familiar with the e-learning platform, communicate e-learning, post written assignments, and take quizzes.

## Library

In cooperation with course facilitators, the library reference staff will provide instruction in essential information gathering, including learning the basics of database searching and critical thinking skills. These life-long learning skills are essential for effectively functioning in this "information society." The students are encouraged to use the library's services and resources. For more information, visit the library's landing page at: https://simmonscollegeky.libguides.com/home and/or email Kevin McMahon at kmcmahon@simmonscollegeky.edu

**Writing Center**

The Writing Center will provide literacy and writing assistance through one-on-one coaching, workshops, and more. Whether a student struggles with grammar or simply needs a second opinion on their work, the Writing Center is vital for student success. The center is housed in the library, where students will find computers and writing resources (books, handouts, etc.)  Students may access the center virtually at https://simmonscollegeky.libguides.com/writingcenter/ or at the Writing Center Hub. To learn more or to talk with a coach about your assignment, email Professor Christian Lucas (WC Director) at clucas@simmonscollegeky.edu

# TECHNOLOGY HELP DESK

## Simmons Hub App

## & Submitting Tickets

The Simmons Hub App— for students, faculty, and staff— is a way to stay informed about what's happening at Simmons on and off campus! When you use this App, you will receive daily postings of announcements, events, programs, volunteer opportunities, and more! Canvas is also integrated with this App to make getting updates in two places easy. Download the Simmons App from the App Store (iPhone and Android) today!

- If you need technology support or help, you have four ways to submit a Technology Helpdesk Ticket :
    - Scan the QR Code
    - Simmons website
    - Simmons Hub
    - Direct Email

- **Visit us on our Website:** You can submit a Technology Help Desk Ticket on our Simmons website by visiting our homepage: www.simmonscollegky.edu
    - Click "Help Desk" on the left-hand corner to fill out the Technology Assistance Form.

- **Email the Help Desk:** Send an email detaining your issue to helpdesk@simmonscollegeky.edu

- **Additional Information:** If you are having trouble with your email (access or other issues), submit a ticket and include:
    - Your personal email
    - Direct phone number
    - Screenshots of your problem are always helpful

- **Canvas Support:** If you need assistance specifically with Canvas, please contact Canvas Support (Open 24/7) at 877-356-9405.
- **Other technology questions:** If you have additional questions about Simmons technology, please contact DTAL at dtal@simmonscollegeky.edu

It's easy to get started! Use your Simmons email to log into the Simmons Hub, and you're in!

# NETIQUETTE GUIDE FOR ONLINE LEARNING

Welcome to the world of online learning! Whether you're taking fully online classes, hybrid classes, or attending virtual sessions due to weather conditions, this resource guide is designed to help you maintain professionalism and adhere to netiquette. Developing good netiquette enhances your learning experience and prepares you for future professional interactions, including job interviews. Here's a comprehensive guide to help you navigate the digital learning environment:

**1. Dress Code On Screen:**
- Treat your virtual classroom like a physical one. Dress appropriately to create a focused and professional atmosphere.
- Avoid clothing that may be distracting or inappropriate for an educational setting.
  - Be fully clothed in attire that does not reveal cleavage or midriff.

**2. Camera Etiquette:**
- Turn on your camera during live sessions to establish a sense of connection with your instructors and peers.
- Ensure your camera angle is at eye level and your background is tidy and non-distracting.

**3. Timeliness:**
- Join online sessions on time. Punctuality is crucial for creating a respectful and efficient learning environment.

**4. Communication:**
- Use clear and concise language in written and spoken communication.
- Be mindful of your tone and avoid using all caps, which can be perceived as shouting.

**5. Active Participation:**
- Engage actively in discussions and group activities. Contribute meaningfully to enhance everyone's learning experience.
- Utilize features like raising your hand or chatting to communicate during virtual classes.

**6. Respect for Others:**
- Be mindful of background noise, and mute your microphone when you're not speaking.
- Respect diverse opinions and perspectives during discussions.

**7. Technical Preparedness:**
- Ensure your devices and internet connection are reliable and in working order.
- Familiarize yourself with the platform's features to minimize disruptions during class.

**8. File Sharing and Collaboration:**
- Follow proper file-naming conventions when submitting assignments.
- Respect copyright and intellectual property rules when sharing information.

**Importance for Future Professional Environments:**
Developing good netiquette is not only essential for your current educational experience but also sets the foundation for future professional interactions:

- **Job Interviews:** Employers may conduct virtual interviews, and practicing good netiquette prepares you for these situations.
- **Remote Work:** As more professionals work remotely, understanding digital etiquette is crucial for effective communication and collaboration.
- **Online Networking:** Engaging in online forums, webinars, and professional groups requires the same level of respect and professionalism as in-person interactions.

By embracing these netiquette guidelines, you not only enhance your online learning experience but also cultivate skills that will benefit you in the professional world. Remember, the digital world is an extension of the physical one, and treating it with the same level of respect will contribute to your success.

As you respond to others via email or discussion boards, it is also important that you follow some guidelines.  The following article about Netiquette and its importance will show you some basic guidelines and why they matter: https://harappa.education/harappa-diaries/what-is-netiquette-and-why-is-it-important/

**If you have questions, contact the Digital Teaching and Learning Center (DTAL):**
502-776-1443
dtal@simmonscollegeky.edu

# FREQUENTLY ASKED QUESTIONS

**What is Distance Learning? Can anyone take these classes?**

Distance Learning courses are designed for students who desire flexibility and convenience. Our courses are fully accredited and are considered equivalent to on-campus courses. Anyone eligible to take regular courses on campus may enroll in Distance Learning courses. Consult the Simmons College of Kentucky Schedule of Classes for registration information.

**How do these courses work? How will I interact with my instructor?**

Students in online courses communicate with their instructors and classmates electronically via the course management system. The instructor posts lectures, assignments, announcements, and other information on the site. The class may respond with questions, comments, etc. Our instructors use our course management system.

**Will I be required to attend class meetings on campus?**

No. Our online courses are delivered entirely online. If you are within driving distance of the Simmons College of Kentucky campus, you are always welcome to stop by to access on-campus student services. Instructors teaching entirely online will provide you with a syllabus online. The syllabus will include the course requirements and information about any on-campus sessions you will be expected to attend.

**How are examinations administered?**

Again, this is determined by the course instructor. Your instructor will provide you with details.

What software and hardware do I need? You must have at a minimum: - Regular access to the internet - a computer – either a PC with Windows and a Pentium processor or a Macintosh with at least System 9.0 - A recent version of a web browser such as Chrome - an Internet Service Provider – a Simmons College of Kentucky email address - current word processing software as required by the instructor.  Some courses may have additional requirements. Your instructor will give you more information.

**I don't have a computer at home. Can I still take an online course?**

Yes, if you're sure you'll have regular access to a computer connected to the Internet. Chromebooks are available for checkout each semester in the campus library. There are also computer labs on campus with Internet access.

**What kind of computer skills should I have?**

To succeed in this type of course, you must be computer literate and have experience in computer communication. You should have good word-processing skills and be familiar with sending and receiving emails. You should also feel comfortable navigating the World Wide Web. You must have these skills before enrolling in an online course because it will take some time for you to become accustomed to how an online course works. Before you know it, you will need to concentrate on the course material and won't have much time to deal with technical matters.

**I have the necessary technical skills, but I've never taken a course like this. How do I know if this is right for me?**

To succeed in a Distance Learning course, you must be self-motivated and be able to work well independently with minimum supervision. You do not meet regularly with your instructor in the classroom, so you must manage your time effectively and stay on track with your coursework. It's also important that you have strong reading and writing skills. Distance Learning courses are every bit as challenging as on-campus courses. Some research studies reveal that some students find Distance Learning courses *more challenging*.

**Will I have to be online at a particular time?**

Some instructors require students to be online at a particular time to take quizzes or exams or to participate in chat sessions. You may contact your instructor for details.

**What do I do if I need help?**

You must contact your instructor as soon as possible if you're having trouble. You may contact them by phone or by email. Our full-time instructors hold weekly office hours so that you can visit them in person. A Faculty Directory is available at our office and on our website. If you need help with the course material, check out the Tutoring Program administered by the Simmons College of Kentucky Falcons Academic Center of Excellence. Tutors help students prepare for tests, learn new concepts, improve study techniques, and answer assignment questions. Free tutoring for Simmons College of Kentucky students is available each semester. You may receive information about tutoring by calling 502-776-1443 ext-5902.

**What do I do if I can't access my course online?**

If, for some reason, you cannot access your course, email or call your instructor or the Simmons College of Kentucky Instructional Technology Helpdesk by submitting a ticket by visiting: https://simmonscollegeky.edu/learn/technology-assistance/form/

**Course Textbooks (Cengage)**

Will I have to buy books for the course?

Your instructor will give you information about the text materials needed for your course.

- Many instructors are using Cengage Unlimited for e-books and activities. You should be able to click on the links in Canvas and be taken to Cengage. You may have to create a Cengage account the first time you use it. Please complete only activities listed in the module in your course on Canvas. More details about Cengage are on page 20.

**Do Distance Education courses transfer to other schools?**

We advise you to check with the school you plan to transfer to to ensure the course will be accepted. (By the way, your transcript will not specify that the course you took was delivered in a Distance Learning format.)

**What if I find I can't continue in my course? Can I withdraw from it?**

Yes, but you must apply before the deadline to receive a "W" (Withdrawal). Consult the current Simmons College of Kentucky Schedule of Classes. Please note that dropping a course is your responsibility. Your instructor is not responsible for dropping you from your course!

## Catalog Agreement

Students have the right to graduate according to the requirements of the Catalog edition published for the academic year of first enrollment, provided the student has continuous enrollment. More than one semester of non-enrollment obliges a student to meet the requirements of the Catalog in effect upon their return to the College. All requirements of a single Catalog must be met, and requirements may not be arbitrarily selected from various Catalogs.

## Accreditation

Simmons College of Kentucky holds member status with the Commission on Accreditation of the Association of Biblical Higher Education (ABHE), 5850 T.G. Lee Blvd, Ste. 130, Orlando, Florida, 32822, (407) 207-

# SIMMONS COLLEGE OF KENTUCKY
## SUPPORT TEAM



**Kevin Garner** has dedicated 26 years to education, excelling as an elementary school principal known for his leadership and commitment to student success. As the Dual Credit Coordinator at Simmons College of Kentucky, he deeply understands educational theory and student-centered approaches. Under his leadership, Shacklette Elementary thrived, achieving significant success in curriculum development, student achievement, and extracurricular programs. Kevin's collaborative spirit and dedication to continuous improvement have earned him widespread respect. He remains actively involved in professional development, mentoring, and advocacy, impacting education. Kevin Garner can be reached at kgarner@simmonscollegeky.edu



**Dr. Tytianna Ringstaff,** Director of the Digital Teaching and Learning (DTAL) Center at Simmons College of Kentucky is a visionary leader with over 12 years of teaching experience. She has pioneered programs such as the Women and Gender Studies Department, the Simmons Dual Credit Program, and the Black Film Institute (BFI). As a published author and CEO of Honey Tree Publishing, Dr. Ringstaff holds a Ph.D. in Curriculum and Instruction. She is a member of Delta Sigma Theta Sorority, Inc., an inaugural member of the Propel Center's HBCU Faculty Fellow, and an Alex Trebek Fellow. Recognized for her impactful work, including the production of "Raising Simmons: Treading the Lanes" Episode 1 (2023), Dr. Ringstaff continues to shape innovative online teaching experiences. Dr. Ringstaff can be reached at tringstaff@simmonscollegeky.edu



**Dr. Janice Poston**, Curriculum Designer at Simmons College of Kentucky, brings 31 years of higher education experience to her role. With a background encompassing academic librarianship, instructional development, technology integration, and adjunct faculty positions, she assists with course development, Quality Matters, Canvas, Cengage, Zoom, and Teams. Janice holds a BS in Elementary Education, a BS in Accounting, an MA in School Media Librarianship, an MS in Library Science, and a doctorate in Educational Leadership. Her research focuses on teaching presence, which is explored in her dissertation, "Has the Teacher Left the Classroom?" She is also interested in the flipped classroom model, with a publication in "Quick Hits for Adjunct Faculty and Lecturers: Successful Strategies from Award-Winning Teachers" in 2015. Dr. Poston can be reached at jposton@simmonscollegeky.edu

**Dr. Javan Reed** is the Vice President of Academic Affairs and the Founding Director of the Executive Leadership Academy (ELA) at Simmons College of Kentucky. He has served as the immediate past Assistant Vice President for Extended Education at Wiley College. Dr. Reed has also led distance learning at the nation's oldest Historically Black University (HBCU), Wilberforce University. He holds degrees from Edward Waters University and Nova Southeastern University. With a Ph.D. in Urban Higher Education from Jackson State University. Dr. Reed is a much sought-after speaker, workshop facilitator, host, and presenter. Dr. Reed can be reached at jreed@simmonscollegeky.edu

**Dr. Samantha Betton** has approximately 20 years of service in Higher Education. She has taught in the Computer Information Systems field for 20 years. In her previous position, she served as the Program Dean and Computer Information Systems Department Coordinator for three years. She has joined Simmons College of Kentucky as the Associate Vice President of Academic Affairs and Department Chair for the new Computer Information Systems program. She holds a Doctorate in Educational Leadership degree from the University of North Florida, a Master of Arts degree in Computer Information Management from Webster University, and a Bachelor of Business Administration degree in Computer Information Systems from Savannah State University. Dr. Betton can be reached at sbetton@simmonscollegeky.edu

FOR ADDITIONAL INFORMATION, VISIT US ONLINE AT:
https://simmonscollegeky.edu/dualcredit/