

Marlboro College Graduate and Professional Studies

Faculty Handbook

Updated Summer 2018

Instructors are expected to familiarize themselves with the policies and procedures contained in this handbook. Failure to do so does not excuse instructors from the requirements and regulations described herein.

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Diversity Statement

Marlboro College works to sustain a diverse learning community of culturally conscious individuals who explore and question difference, whether those differences are actual, perceived, or socially constructed. As an expression of our mission to foster discerning judgment and a global perspective, the college promotes curricular, social, and civic engagement and dialogue among differing points of view in order to realize a deep appreciation of the diversity in what it is to be human. Marlboro will continue to build a community that values thoughtful interchange in all facets of college life as we seek to realize a vision of the common good, both within the college and in the wider world.

INTRODUCTION

About This Handbook

The purpose of this handbook is to provide you with information about Marlboro College Graduate and Professional Studies, your responsibilities as an instructor with the college, your support team, policies and procedures that impact your work, and the college's employment policies. This handbook is not an employment contract, and should not be interpreted as such, but will be a valuable resource for the duration of your employment here. Please take the time to read the handbook thoroughly and familiarize yourself with Marlboro's policies and benefits. Wherever this handbook describes a benefit that is provided via a separate plan, the plan documents (and not the description used in this handbook) govern.

Changes to the Handbook

This handbook supersedes all previous versions and/or memos that may have been issued from time to time on subjects covered herein, except where noted within the handbook. The online version of our handbook supersedes all printed copies.

Marlboro College reserves the right to review, add, change, modify or delete terms set forth in these policies. Staff will be notified of any changes.

No individual supervisor or manager has the authority to change policies or benefits at any time. If you are uncertain about any information within this handbook or any interpretations of the information within this handbook, please contact Dean of the Graduate School.

ABOUT MARLBORO COLLEGE

Undergraduate College

When Walter Hendricks established Marlboro College in 1946, he wanted to create a different kind of college—one where students were not just participants but active contributors to the academic and community life of campus. Students and faculty worked together, pounding nails and sawing lumber to turn three neighboring hill farms in southern Vermont into the core of a scenic rural campus. The hands-on approach and sense of common purpose engendered in those early years remain hallmarks of Marlboro today.

Mission Statement

The goal of the undergraduate program at Marlboro College is to teach students to think clearly and to learn independently through engagement in a structured program of liberal studies. Students are expected to develop a command of concise and correct English and to strive for academic excellence

informed by intellectual and artistic creativity; they are encouraged to acquire a passion for learning, discerning judgment and a global perspective. The college promotes independence by requiring students to participate in the planning of their own programs of study and to act responsibly within a self-governing community.



Graduate and Professional Studies

Marlboro College Graduate and Professional Studies (MCGPS) provides both professional and lifelong learning opportunities based on our student-centered model to adults who seek to pursue their ideas and creativity and to enhance their careers.

Mission Statement

☑MCGPS is to offers responsive, innovative education of the highest standard in professional studies in the topic areas of management and teaching. The educational practice of the graduate program fosters the development of critical thinking, articulate presentation, coherent concepts and arguments, superior writing skills, and the ability to apply creative, sustainable solutions to real world problems.

Degrees & Coursework Offered

The Graduate School offers master degrees, graduate certificate programs and continuing education coursework in flexible delivery formats that combine online and on-site classes.

Master of Business Administration (MBA)

The Marlboro Master of Business Administration in Organizational Leadership program is a home for purpose-driven leaders to elevate themselves and empower their communities. In the Marlboro MBA program, students develop their authentic leadership, participate in a vibrant learning community, and learn how to guide healthy, high-functioning teams in nonprofit, business, or government organizations. Students in the MBA program meet once a month on campus for residencies and complete the rest of their studies online. The program is designed to be highly flexible to student's individual interests and schedules. (45 credits for degree)

Master of Science in Management (MSM)

The Marlboro Master of Science in Management in Organizational Leadership program follows the same mission and format as the MBA, but enables students to complete a degree in fewer trimesters. (36 credits for degree)

Master of Arts in Teaching: Social Justice (MATS)

Marlboro College Graduate School partners with *Spark Teacher Education Institute* to provide K-12 teacher licensure in an intense, practicum-based, one year program. Beyond licensure, this

program focuses on bringing equity and social justice into the curriculum to present more balanced views and outcomes to students. Graduates will be equipped to enter the teaching profession as leaders and innovators who can help to confront and reconstruct practices and policies in order to create equitable and optimal learning environments for all students. (36 credits for degree)

Master of Arts in Teaching: TESOL (MATL)

The Marlboro MA in Teaching English to Speakers of Other Languages (TESOL) program prepares qualified and innovative teachers of English who base their instruction on learners and learning, communicative use of language, cultural understanding, group learning, and reflective practice. The program is designed to be completed in two eight-week summer terms on site in Brattleboro Vermont combined with the interim academic year during which teachers use their own classrooms as their teaching internship site. The program's advisory council and faculty consist entirely of individuals who share a commitment to an experiential, whole-person approach to the preparation of Language teachers. These shared core beliefs about language, teaching, and learning provide a consistency across the program that is rarely a part of formal academic offerings. (36 credits required for degree)

Graduate Certificate in Project Management (CPM)

Students from diverse professional backgrounds—including construction managers, business teachers, civil engineers, and cost estimators—apply coursework knowledge directly to real project management challenges they face on the job. Students will gain an understand the concepts associated with agile and traditional project management methods and be able to comfortably blend project management techniques within a project as required. In each of the project management certificate courses, participants are required to select a "live" project. Thus, students apply their coursework directly to the business challenges that they face in their work.

Continuing Education Courses Offered

Marlboro College Graduate School offers a variety of individual courses, both from our degree programs and in response to community and corporate requests. These courses are arranged in consultation with the Dean and the Program Directors. Courses are available on-site and online. With the approval of the Dean these credits may be accepted toward a final graduate or undergraduate degree.



Center for New Leadership

Founded in April 2015, The Center for New Leadership brings together the expertise of Marlboro's graduate faculty in management and its skilled corps of trainers and consultants to engage participants in transformative learning experiences to help them meet their individual, organizational and social goals. The Center serves clients through cohort-based leadership programs, professional development courses, leadership coaching and customized in-house programs. In addition, the services of vetted consultants are available to help organizations accomplish high-impact project work.

Mission

Partnering with individuals, organizations, and coalitions, CNL is a community focused on exploring and applying transformative approaches to leadership. Our goal is to strengthen leadership capacity in the mission-driven sector through teaching, coaching, and consulting.

Values

- We take an inquiry-based approach, informed more by curiosity than by certainty.
- We cultivate leadership that is responsive, collaborative, and reflective.
- We believe shared learning is a critical means for creating social good.
- We strive to expand the positive impact of the mission-driven sector.
- We foster joy, balance, and rigor in our work.

Programs

CNL offers several cohort-based certificate programs and shorter, customized trainings to the mission-driven sector of northern New England.

Nonprofit Management Certificate

The NPM Certificate program is designed for active practitioners and leaders in the nonprofit community. This renowned 80-hour cohort program helps nonprofit leaders gain and refine the skills needed to strengthen their organizations and achieve their missions. The Certificate program is offered annually in the fall. Participants set aside one day each week for 10 weeks to attend face-to-face workshop on topics such as leadership, building a board, fundraising, financial management, measuring your impact, and communication.

Training, Facilitation, and Consulting Certificate

Designed for experienced facilitators, trainers, and consultants, and people moving into these roles, this six month cohort program is offered in annually. Two in-person workshops (October and April) provide five days of intensive, hands-on training. During the intervening months, monthly webinars and personalized coaching, including opportunities to shadow and learn from instructors, help participants put their learning into practice.

Women's Leadership Circles

The Women's Leadership Circles of Vermont provide powerful women the space, support, and tools to lead with clarity and confidence. This program was specifically developed for

established women in leadership positions across sectors—nonprofit, business, and government. Participants have the initiative and vision to push themselves toward greater personal and professional achievement, and to grow in their roles as influential change-makers.

Advanced Leadership Institute for Growing Nonprofits (ALIGN)

ALIGN prepares emerging community leaders for a sustainable, high-impact career in the mission-driven sector by helping them clarify personal purpose, develop practices to support work/life integration, form a supportive community of practice, and better align their work with their strengths and passions. This three-month program consists of three overnight retreats with 2-3 hours a week of engagement between retreats.

Results-Based Accountability (RBA) Trainings

CNL has helped mission-driven organizations of all sizes evaluate and improve programs, understand and communicate their impact, and drive strategy.

Through public workshops and personalized coaching and consulting, CNL has introduced the key components of Results-Based Accountability to dozens of nonprofits, United Ways and community coalitions, state agencies, and the Vermont State Legislature.

Board Leadership Trainings

Designed to help nonprofit boards and their members be effective leaders and champions for the nonprofits they serve, our workshops introduce participants to the most important knowledge and skills for successful board service.

Nonprofit Management Summer Camp

CNL's annual one-day professional development retreat that features multiple tool-based, interactive workshops, networking and, of course, fun.

YOUR SUPPORT TEAM

Your support team includes Marlboro College Graduate and Professional Studies (GPS) leadership, the GPS staff, and program chairs.

Graduate School Leadership

Marlboro College Graduate and Professional Studies (GPS) is lead by a shared leadership team of three co-directors, informally called the Troika. Springing from our commitment to shared leadership in the curriculum, the Troika works together as a team to lead the graduate school. Each Troika member has a distinct area of expertise, but you can contact any of them at anytime at

troika@gradschool.marlboro.edu

Dean of Graduate & Professional Studies, Graduate School Co-Director: Kate Jellema

katej@gradschool.marlboro.edu

802-451-7510

Graduate School Co-Director: Bob Crowley

Bob is primarily responsible for staff project management

rcrowley@gradschool.marlboro.edu

Graduate School Co-Director: Tristan Toleno

Tristan is primarily responsible for budgeting and business planning

tristant@gradschool.marlboro.edu

Graduate School Staff

The entire staff at the Graduate School is committed to your success as a member of the GPS faculty team. The Graduate School offices are located at 2070 South Road, Marlboro, VT. The offices are generally open from 8:30 am to 5:00 pm Monday through Friday. In addition, Graduate School staff are present on the campus to provide student and faculty support during residency weekends while classes are in session.

Assistant Director for Student Experience: Kelsa Summer

kelsas@gradschool.marlboro.edu

Assistant Director for Teaching and Learning: Kim Lier

klier@gradschool.marlboro.edu

802-251-7690

Associate Director for Graduate Admissions: Amanda Mehegan

amandam@gradschool.marlboro.edu

802-258-9209

Graduate School Business Manager: Danette Reynolds

dreynolds@gradschool.marlboro.edu

802-258-9206

Registrar: Cathy Fuller

Office in Mather

registrar@gradschool.marlboro.edu

802-258-9217

Assistant Registrar: Tanya Bernard

Office in Mather

registrar@gradschool.marlboro.edu

802-258-9233

Library Director: Beth Ruane

Office in Library

bruane@marlboro.edu

802-451-7577

Financial Aid: Jayne Rivers

Office in Mather

jrivers@marlboro.edu

802-258-9312

Degree Chairs

Part-time and full-time degree chairs are responsible for supporting students academically throughout the entire program. Degree chairs hire instructors, create student study plans, and advise students.

Master of Arts in Teaching for Social Justice Degree Chair:

Janaki Natarajan

jnatarajan@gradschool.marlboro.edu

Master of Arts in Teaching English to Speakers of Other Languages Degree Chair:

Beverley Burkett

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Master of Business Administration and Master of Science in Management Degree Co-Chair:

Kate Jellema

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Master of Business Administration and Master of Science in Management Degree Co-Chair:
Travis Hellstrom
thellstrom@gradschool.marlboro.edu

Master of Business Administration and Master of Science in Management Degree Co-Chair:
Lori Hanau
lhanau@gradschool.marlboro.edu

Faculty Roles and Responsibilities

Faculty members at MCGPS have the appropriate advanced degree (masters level or higher), or equivalent experience, in their area of instruction, and are actively participating in their field. They are employed on a contractual basis for the duration of their course at the Graduate School (see below for reappointment information). It is assumed that all faculty members at the Graduate School understand and embrace the andragog principles of the school and its mission.

Faculty duties

- Developing and delivering syllabi in alignment with course outlines approved by the Degree Chair that reflects current thinking and academic discourse in their areas of expertise.
- Reviewing courses and revising content between iterations of the classes they teach based on developments in their field and student feedback.
- Attending faculty meetings, both institution-wide and program-specific in term being taught and others (one per term) optionally. Attend one program-explicit faculty meeting per year.
- Participating in professional development events.

First-Time Faculty

New faculty need to complete the [Graduate Faculty Orientation](#). It is designed to introduce new faculty to important information about policies and procedures related to teaching at MCGPS.

Faculty members delivering a course for the first time are asked to work closely with their Degree Chair to collaboratively develop and structure their syllabi (see Appendix 1) and class activities. The Assistant Director for Teaching and Learning and/or their Degree Chair will observe classes and give feedback and support to all first time faculty.

A new faculty orientation (provided by MCGPS on their online learning environment) must be completed before the term in which the first-time faculty will be teaching.

Teacher Aides (T.A.s)

T.A.s work with the faculty member they are supporting and are assigned duties by that faculty member that are reviewed and approved by the Degree Chair.

Capstone Advisors

Qualified faculty or community members may be offered the opportunity to act as an Advisor for a student's Capstone project. Anyone deciding to perform this role will receive specific Capstone guidelines. Specific subject matter relevance and a personality that will support and 'push' in appropriate proportions are prerequisite. If you are interested in supporting a Capstone student, inform the Capstone Coordinator. This is a compensated position.

The Academic Oversight Committee (AOC)

The Degree Chairs, Registrar, Assistant Directors for Student Experience and Teaching and Learning, and the Dean of the Graduate School, who serves as chair, form the Academic Oversight Committee (AOC).

The AOC is responsible for oversight of program quality, faculty hiring and review, professional development, and curriculum development. Jointly with the Dean of Graduate Education, the AOC is responsible to the President and the Board of Trustees for maintaining quality and order at the institution.

The AOC is responsible for all decisions regarding changes to academic policy and must do so in accordance with best practice and NEASC standards. In certain cases the AOC may refer questions of policy to the Management Committee or the Management Committee may make recommendations to the AOC for a policy review. It is assumed that all policy reviews will utilize the expertise of the Graduate School and undergraduate College staff.

AOC decisions are majority decisions of those present at AOC meetings.

AOC meetings are scheduled monthly. Special meetings may be called by the Dean or by formal petition of three or more AOC members. Notice of meetings must be given at least 72 hours in advance.

All AOC members, unless exempted or specifically excused, are expected to attend AOC meetings.

Faculty HR

Payment Forms and Schedule

You will be provided with all relevant payroll paperwork and a contract by the Business Manager. You will typically be paid on a biweekly basis following the first payment.

A failure to complete and/or return all paperwork (I-9, W-4, contract, etc.) in a timely manner, may delay these payments.

Contact business@gradschool.marlboro.edu with any queries.

In accordance with federal law and IRS regulations, faculty members are considered employees of the college, not self-employed or independent contractors. This means that for the purposes of wage

payment, regardless of the number of credits taught or the expected duration of the teaching assignment, all faculty members must complete the following federal forms: I-9 Employment Eligibility Verification and W-4 Income Tax Withholding, and will receive a W-2 Wage and Tax Statement at the beginning of each calendar year. Instructor requests to submit a W-9 and/or be paid through a business will be respectfully declined. Please visit [this website](#) for a detailed explanation of federal guidelines for independent contractors versus employees. A new I-9 and W-4 are needed any time there is a lapse of 12 months or more between paychecks.

Instructor positions are considered to be part-time and as such do not provide any health care or vacation benefits.

Selection

The Degree Chair in consultation with the Academic Oversight Committee (AOC) determines openings for upcoming courses in the year and suggests places to look for potential new faculty. At a minimum, the Degree Chair under whose jurisdiction the vacant class(es) fall(s), and the Dean will meet with and/or speak with the potential candidates. The Dean makes new appointments to the Faculty, after recommendation of the AOC.

Support

The Assistant Director for Teaching and Learning and Degree Chairs will offer support and advice in all aspects of teaching, andragogy, and curriculum to any faculty member who would like individual support with any part of their teaching duties.

Reappointment

Faculty appointments at MCGPS span the length of their courses. Upon successful completion of a course, faculty members are eligible for reappointment to the same course.

The Leadership Team at MCGPS, in consideration of student feedback and classroom observations, makes reappointment decisions in consultation with the Degree Chair and Academic Oversight Committee each trimester. Please be sure to communicate your intentions and availability to your Degree Chair if you are interested in reappointment at MCGPS.

All instructors are expected to read the entire Student Handbook of the MCGPS every academic year. The Student Handbook can be found online in the MCGPS website as well as through the Help & Links area in Moodle. MCGPS and its employees are legally bound to abide by the policies outlined in the Student Handbook, and instructors, as employees, must be aware of those policies.

Faculty Member Benefit – Classes for Credit*

The Marlboro College Graduate Graduate and Professional Studies (MCGPS) allows their faculty members to take scheduled courses for credit within the following constraints:

Class registrations permitting and at the discretion of the registrar,

1. The limit is one course for each course taught.

2. Courses can only be taken during and after the term in which the faculty member is teaching.
3. Courses must be taken in the term in which they teach, or during the two terms following.
4. Only courses available via continuing education are eligible.
5. The accounting office requests that the [Employee Education Benefit Form](#) should be submitted at least 30 days before the start of the trimester in which the class would be taken.

*Policy effective January 1, 2010; updated July 26, 2012 to include 30 day requirement; updated on December 7, 2015 to clarify language and expand one class per class taught.

Faculty Guidelines

Ambassadors for the Institution

MCGPS faculty, in accepting their role and contract, are making a reciprocal commitment to MCGPS. We expect that our faculty will act as advocates and ambassadors for the College. The MCGPS faculty is one of our greatest resources – our adjunct model allows us to maintain freshness and real world connectivity.

We trust that you will appreciate and participate fully in the academic environment at MCGPS and feel comfortable helping us spread the word about our programs and recommending us to potential students. As you learn more about how we work and our model here we hope you will feel free to suggest speakers, workshops, new electives and even new faculty.

Academic Calendar

It is important to know when classes and events are happening. The Academic Calendar (<https://www.marlboro.edu/academics/graduate/calendar>) features common dates at the top and specific face-to-face meeting times for different programs can be found below that. Click on hyperlinks to access residency weekend class schedules and rooms.

You can manage all of your events, school, personal, work, etc., by adding the academic calendar to a Google Calendar by clicking on the "+ Google Calendar" button on the bottom right of the calendar to add it to any Google account.

Email Contact

We will **ONLY** contact you by email through your Marlboro email address (username@gradschool.marlboro.edu)! You will need to check your account regularly.

Timeline for pre-course faculty tasks

6-8 weeks before classes start	Create/revise your course syllabus
6 weeks before classes start	Send your syllabus to the Business Manager
4-5 weeks before class starts	Business Manager will post Syllabi to the Student Union in Moodle-students can access the syllabus at this point
2 weeks before classes start	You have access to Moodle and can begin working on your course page
Before classes start	Set up at least the first section of your course in Moodle
First day of classes	Students can access the Moodle page for your class

Preparing a Syllabus

You are expected to create and submit your syllabus at least 6 weeks before the first day of classes.

You may inherit a syllabus from a prior instructor for the class you are about to teach. You are encouraged to amend the content based on your most recent experience and work in your field. There is a sample syllabus in Appendix 1. You should feel free to ask for support with syllabus changes and/or discuss your ideas with the Dean of the Graduate School and your designated Degree Chair.

Your syllabus must contain any readings or assignments for the first class session. This allows the students to be prepared for that class. They will have no other way to get the first assignment so it is imperative that it be included on the syllabus and that the syllabus be submitted to the Business Manager on time.

At least six weeks prior to the first day of classes please send your syllabus to the [Business Manager](#) (business@gradschool.marlboro.edu).

The Business Manager will post syllabi to the Student Union in Moodle 4-5 weeks prior to the start of classes. Students will be able to access your syllabus at this point.

The next task is to post your syllabus in your Moodle course area (see below) and begin to set up your Moodle course page. Students will not have access to the Moodle course page until the first day of the trimester. Please have at least the first section completed before classes begin. You do not need to build your complete course in Moodle before classes start. Please hide any portions of the course that aren't complete.

Important information to include on your syllabus

- Goals for the course: these are broad statements about what you want students to take away

from the course.

- Learning objectives: these are specific statements of what students will be able to do by the end of the course. Learning objectives should be written in clear, measurable terms. We suggest this leading phrasing: by the end of the course, students will be able to....create and manage a project plan.
- Evaluation procedures: describe the ways you will evaluate student learning. How and when will they demonstrate their achievement of the learning objectives for you?
- Required texts and/or materials: this information should be in the syllabus so students have as much time as possible to gather the materials they need and complete the first assignment.
- Your expectations of students: i.e. you expect them to: attend class, complete homework by class time, give class presentations, take mid-term and final exams, etc..
- The time frame in which you will respond to Moodle posts, email, phone calls, etc., during the trimester.

Building Your Moodle Class

After creation of your syllabus you will need to build your course area in Moodle. You should have access to the Moodle environment two weeks before the start of the term

<https://gc-courses.marlboro.edu/login>.

Detailed session-by-session information must be part of your Moodle class set up and may or may not be included in your syllabus.

Because students will not have access to Moodle until the first day of the trimester, it is very important that the syllabus lists any assignments to be completed before the first class meeting whether that meeting happens online or face-to-face.

Students will not have access to the Moodle class until the first day of the trimester but they will see the syllabus when the Business Manager posts it.

This [Moodle quick start guide](#) will help you build your Moodle class area.

<https://nook.marlboro.edu/offices/it/knowledge-base/moodle-courses-quickstart-guide>

<https://nook.marlboro.edu/orientation>-need to sign in with Marlboro username and password

Technical Orientation

We provide a number of teaching and learning tools for faculty use and will take into consideration other tools and/or facilities to which you would like to expose your class. During your initial orientation, we will provide you with an overview and a walk-through of Moodle – the main content management system we use for posting class materials and hosting class discussions. We also provide Moodle support on an ongoing basis through in-person workshops, tutorials and technical support from Marlboro's IT

team.

Students should be required to submit work through Moodle or if they are developing an e-portfolio, through their MCGPS portfolio site with instructions to post links to their site in the Moodle environment so that their instructors and peers can access and help with suggestions or comments. By creating help forums in Moodle, the whole class can benefit from your problem solving with one student. Additionally, students will often help each other, fostering a rich collaborative environment.

Technology Requirements

Required

1. A laptop/device you can write on and that is new enough to browse major websites and watch videos.
2. A current version of **Firefox or Chrome** Web browsers.
3. Permissions to install software
4. Ability to voice and video teleconference with a camera and mic built in, or external.
5. USB Headphone with a microphone headset. We recommend Logitech brand.
6. A backup system. We recommend your Marlboro Google Drive account. There's also [Dropbox](#) and [Google Photos](#) or [Flickr](#). For video, [YouTube](#) or [Vimeo](#).
7. A smartphone or camera to document your work with photos, video and audio.

Strongly Recommended

- Use a separate Web browser from your day to day one for school work. Example: You use Firefox for your personal email and Web browsing, and use Chrome to log into Moodle and Grad School Apps.
- If you have an older laptop, install the maximum RAM the computer will handle.

Problems or Conflicts

Any class or student concerns must be shared immediately with the Degree Chair who may or may not involve the Dean.

Upon receiving complaints from students regarding any issue of a faculty member's performance, the following steps will be implemented in order to assist the faculty member in resolving the issue:

1. Degree Chairs or the Dean will offer support and inquire as to what may be causing any issue(s). At this time the Degree Chair may attend a class and may speak directly with students in order to understand the issue. After discussion, if the issue is resolved, no further action will be taken.
2. Degree Chairs consulted a second time will make specific recommendations as to how problems can be resolved and what the instructor must do to affect these changes. After a follow-up discussion if the issue is resolved, no further action will be taken. For the duration of the trimester, class progress will be monitored by the Degree Chair.

3. If the situation continues the Degree Chair and Dean may recommend steps up to and including replacing the faculty member.

In our experience, extended or frequent instructors ‘absences’ from our online learning community are the main cause of student dissatisfaction. Absences of more than 48 hours should always be announced to the students and Degree Chair. Failure to do so may result in contract termination.

Course Evaluations

All faculty are expected to make active and regular use of the formative assessment that we provide for your class at the end of each trimester so that you can revise approaches that may not be working as well as desired. The Degree Chair, the Dean, and the Graduate School Academic Technologist can provide you with suggestions for ways in which to check what your students are learning. Please note that course evaluations may also be shared with the AOC.

Grading Procedures

Your class roster is available through the faculty login area of our website at: <https://www.marlboro.edu/faculty>. You will receive email reminders when grades are due from the Registrar just prior to mid-trimester and end-of-trimester due dates. The mid-trimester and end-of-trimester emails will include requests for a letter grade, and at midterm, a comment for each student enrolled in your course. We require that you enter your grades online, using the account information provided in the email message you receive. For questions about this you can contact the Registrar at registrar@marlboro.edu.

Submitting Grades:
1) Go to: https://www.marlboro.edu/ . Click on "Faculty" at the top
2) Under "Graduate & Professional Studies" click on "Academic Records"
3) Enter your username and password
4) Select: "Enter Grades" from the choices on the left
5) Select the appropriate course
6) Input your students' grades
7) Submit grades by clicking the "Save" button at the bottom of the page
Once the grades are processed by the Registrar, you will receive a confirmation email.

Mid-Trimester Progress Grades

Mid-trimester evaluations are an important part of communicating with your students. Every student will receive a progress report at mid-trimester, based on your assessment of their work up to that point.

The mid-trimester grades include satisfactory, barely satisfactory, and unsatisfactory.

- S Student work is definitely good, may be very good, excellent, or distinguished
- S- Student work is satisfactory, but barely, and could slip below B if not diligent
- U Student work is unsatisfactory, and needs to improve

Final Grades

Approximately two weeks prior to the end of the term, our registrar will remind you that final grades are due. Rosters of officially enrolled students can always be found by logging into your faculty section of the MCGPS website. Final grades are due to the registrar no later than two days after the end of the term.

MCGPS uses a standard academic letter grading system:

Final Course Grades

- A Distinguished
- A- Excellent
- B+ Very Good
- B Good
- B- Satisfactory
- C Needs Improvement, unacceptable for the graduate level, (used for BS program only)
- P Pass
- F Fail
- I Incomplete
- PI Permanent Incomplete (only assigned by Associate Registrar)
- WD Withdrawal (only assigned by Associate Registrar)

Grading rubric

- A Distinguished corresponds to 95-100%
- A- Excellent corresponds to 90-94%
- B+ Very Good corresponds to 85-89%
- B Good corresponds to 80-84%
- B- Satisfactory corresponds to 75-80%
- C Needs Improvement, Failing grade for the Graduate Level; less than 75%
- F Fail

Deadline for Accepting Student Work

The deadline for the submission of student work will be the last day of the trimester, unless the student receives an incomplete from the faculty.

Issuing an Incomplete

An incomplete for regular coursework (not portfolio or capstone work) may be granted by the faculty if extraordinary circumstances make it impossible for a student to complete work on time. Circumstances such as a death in the family, serious illness or natural disaster may warrant an incomplete. Outstanding coursework must be completed within 30 days of the end of the trimester in which the course was taken. After the student has completed all course requirements, faculty members will submit a grade change via our online system. (See Incomplete Policy in Policy Section for further information.)

Submitting Incomplete Grades:
1) Go to: https://www.marlboro.edu/ . Click on "Faculty" at the top
2) Under "Graduate & Professional Studies" click on "Academic Records"
3) Enter your username and password
4) Select: "Enter Grades" from the choices on the left
5) Select the appropriate course
6) Input your students' grades. For an Incomplete, submit "I".
7) Another screen will come up requiring you to provide the work due and a final due date for the incomplete. Provide this information.
8) Submit grades by clicking the "Save" button at the bottom of the page
Once the grades are processed by the Registrar, you will receive a confirmation email. When the student has completed all of the required work, submit a grade change (see below) to submit their final grade for the course.

Grade Appeal Process

All students have the right to petition faculty members for clarification and/or reconsideration of academic grades. Faculty members maintain the right to academic freedom in their assessment of student work, but may occasionally find it appropriate to reconsider a student's grade at their discretion. If a faculty member is unwilling to entertain an appeal the Dean may be asked to mediate.

Grade Changes

At your discretion, you may entertain a student's request for a change of grade. If the student demonstrates that a grade should be changed, you may submit a Grade Change via our online system at any time.

Submitting a Grade Change:
1) Go to: https://www.marlboro.edu/ . Click on "Faculty" at the top

2) Under "Graduate & Professional Studies" click on "Academic Records"
3) Enter your username and password
4) Select: "Enter Grades" from the choices on the left
5) Select the appropriate course
6) Click on the small [change] next to the student's name
7) Enter the new grade (make sure you put it in the correct box – midterm or final) and click the “submit” button at the bottom.
Once the grades are processed by the Registrar, you will receive a confirmation email.

Academic Probation

Students whose grades fall below the standards of progress will be placed on probation for one academic trimester with an opportunity to remain in their program for that trimester provided that they maintain the standards of progress during that term. In order to maintain the standard of progress, a graduate student must earn grades of B- or better in all classes at the end of each trimester. An undergraduate student must earn a C grade average overall. Students placed on probation will be notified in writing (via post or email) of their status, accompanied by recommendations for academic assistance, such as tutoring, faculty consultation, supplemental workshops, or other academic remedies as appropriate.

Please note that F grades will automatically place the student on Academic Probation. Students must plan to retake the class at a later date or they may work directly with you and other faculty members to resubmit inadequate work for re-evaluation.

You may wish to set up additional meetings or online consultations with these students, or you may simply wish to specify the work that students must complete independently in order to be re-evaluated in your course. You may decide whether the work that students re-submit to you still needs further improvement, and you may set interim deadlines for this work at your discretion. Students must re-submit all work no later than the last day of classes during their Academic Probation trimester.

Academic Probation begins with the trimester immediately following the one during which a student receives the F grade, and concludes at the end of that trimester.

Dismissal

Students on probation who fail to meet the standards of progress within one academic trimester will be administratively withdrawn from the program. Students will be notified in writing (via post or email) of their status change, along with information regarding the procedures for appeal and reinstatement (below). In addition, incomplete classes and all capstone credits will have to be retaken if the student is re-admitted at a later date.

Reinstatement

Students who have been administratively withdrawn from the program due to their academic performance and wish to be reinstated, must write a letter requesting readmission to the Dean. The letter should explain why the student believes he/she is prepared to successfully complete the program in light of his/her previous performance. After consulting with an Academic Advising Committee comprised of several faculty members, the Dean will act upon the request based on her/his judgment of whether the student can succeed in the program.

Appeal

Those students who are administratively withdrawn may appeal the decision through the Graduate School Academic Oversight Committee, which consists of the Dean, Associate Registrar, and Degree Chairs. In general, the Academic Oversight Committee will consider procedural matters, such as faculty errors in grading.

Course Evaluations

MCGPS values feedback from the students and asks students to complete course evaluations at the end of each trimester. Data collected from these evaluations will be compiled and shared with you and your Degree Chair to encourage continuous improvement. This is a very important part of our overall institutional assessment and you are required to make sure your students take this seriously. The Assistant Director for Teaching and Learning sets up the course evaluations in your Moodle course before the final face to face class and will send you a reminder to put some time aside during the last class to have students complete the evaluations.

Classroom Guidelines

General

- Maintain your professional appearance, punctuality, interpersonal relations, and work habits.
- Pursuing intimate relations with students while you are their instructor is inappropriate. (See College-wide policy on Sexual Harassment)
- Treat students with respect and dignity at all times.
- Clarify expectations often and in multiple places and formats.
- Frame critiques and criticisms in a constructive manner. Focus on suggested strategies for how to improve the work. For instance, if a student's paper lacks supporting details for an expressed opinion, try asking something like: "Can you include quotes from other experts in the field who share your opinion?" or "How else can you support this viewpoint to strengthen the claim you've just begun to assert here?" Responses like this not only tell the student that more work must be done, but also how and why that work should be done. These help the student to "construct" new or improved responses to your assignments, questions, or tasks in class.
- Maintain a sense of humor. It sets a great tone and can diffuse difficult situations. Class should be fun for you and the students.

Basics

1. Transform students in each class. In other words, when they are successfully done with your course they should be forever, in a very small or large way, be transformed with a bit of knowledge they use for life.
2. Demonstrate, discuss, and practice what is going to be learned.
3. Have students apply what they've learned to real-world problems.
4. Be agile and responsive to the unique group of students that form each new class.
5. Guide students to learning goals, sometimes on paths they suggest.
6. Create a culture of honest regular feedback about the user experience of every participant in a class.
7. **SWBAT (Students Will Be Able To).** In addition to a syllabus and public course description, teachers are asked to provide a list of what students will be able to do after taking their class, and what evidenced we will have that they are successful. In describing SWBATs we ask questions such as "How would you know they learned it?" "How would they know they learned it?" "Consider an authentic situation in the future when this learning would be implemented and work backward to create/simulate an assessment." When we write SWBATs, we avoid terms such as "Learn" "Know" and "Understand," and instead use active "SWBATty" type verbs such as "write," "design," "explain."
8. **VAKT. (Visual, Audio, Kinesthetic, Tactile.)** In adult learning we also ask ourselves in what channel the learning takes place, and we try and make sure our teaching is "VACTually" diverse.

Classroom and Meeting Space

Your class will be scheduled to meet in the room that best suits your needs, based on enrollment. If you should wish to meet in a different room, please check with the Associate Registrar to make those arrangements.

All teaching spaces are equipped with digital projectors or televisions that can provide images from your laptop. There are instructor workstations available in some rooms that will also allow you to project on to a screen for classroom presentation and discussion. Classrooms can also be equipped with a digital voice recorder if you need to record class sessions for posting to Moodle for student access.

Before your first class session, you should be sure that you are aware of and able to operate the instructional technology available in the classroom where you will be teaching. If you would like to use any equipment, hardware, or software that is not usually available in your classroom, you should contact the Academic Technologist at least two weeks prior to the session when you hope to use the technology.

Should you find that any equipment is malfunctioning, please notify a member of MCGPS staff as soon as possible.

Tips and Requests for Residency weekends

We wanted to share a few tips and requests for the residencies. In order to facilitate a smooth experience during the residencies we'd like to remind you of a few policies:

- You can expect your classrooms to have a whiteboard or a flip chart and markers and a projector with Mac ThunderBolt, HDMI, and VGA cables.
- If you know you'll need something else in your classroom please contact us ahead of the residency. Please contact Kelsa Summer for non-tech requests and Caleb Clark for tech requests.
- Please arrive in your classrooms with enough time to confirm that you have what you need before class starts. Since the Marlboro campus is so spread out, it can be difficult to get you everything you may need for your classroom on short notice.

We are here to support you and want to do everything we can to help your class go smoothly. However, we need your help to ensure that you have what you need, so please plan ahead.

General Class Presence

Make the students feel welcome from the beginning. Many of the students will be returning to school after many years absence from academia. Make sure that all students have an opportunity to introduce themselves. They appreciate knowing something about you as well. Since students have introduced themselves a number of times in their different classes, add a course-specific aspect – such as “What does this subject mean to you?” or “What do you hope to achieve via your study in this class?” Be creative and find ways to keep this important ritual from becoming stale. Review the course description and the syllabus. Be sure that the logistics of the course, including time, place, special dates, your availability, and office hours are discussed in the class.

Any special concerns or rules about class management or your teaching style should be presented to students as soon as appropriate.

Expected Contact Hours and Homework Guidelines

Credits	Total study time	Face to face class time	Online “class” time	Total homework*	Homework per week**
1 credit	45 hours	~7.5 hours	~5 hours	~32.5 hours	2 hours 45 min. per week
2 credits	90 hours	~13.5 hours	~11.5 hours	~65 hours	4 hours 45 min. per week
3 credits	135 hours	~20 hours	~17.5 hours	~97.5 hours	7 hours per

					week
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*reading, writing papers, preparing projects etc.

** over 14 weeks

Feedback to Students

Given the students' busy lives and the seriousness with which they take their work, it is **crucial** that instructors respond to their communications as quickly as possible.

We expect that faculty respond to student Moodle posts within 48 hours, even if it is only to say that you have received their messages and will be able to respond more fully later on.

Be sure to have assignments evaluated and returned by the following face to face class meeting, or for online only classes, within a week.

Make use of uniform grading practices, such as checklists or rubrics, so that students can readily understand how they're being assessed, and so that you can apply uniform criteria.

Classroom Management and Presentation

Learn student names. It is a great compliment to students if you learn their names right away. Encourage them to get to know one another as well.

Begin and end face to face classes on time.

Try to arrive for class at least 15 minutes early to ensure that all your in-class preparations (i.e. getting computers set up, handouts ready for distribution, notes organized, etc) are in order so that you can begin promptly.

Begin class with a simple introduction of what you plan to accomplish by the end of the class. Explain how much time each segment of the class will take. For example, "In the first part of today's class, we will discuss the history of the Internet, and in the second we will actually begin a search on the net. We will spend about an hour on each." Such introductions help students key into the class. This type of introduction is also helpful for students who are listening to any classes that may have been recorded.

At the end of each segment of the class, be sure to stop and provide an opportunity for questions. Some students are shy about asking questions because they may feel awkward for asking a basic question. Often students feel that they are the only one who doesn't understand something, even when that is not the case. After you ask students if there are any questions, wait a good 30 seconds before you move on to the next topic. Remember, extroverts tend to ask questions readily, introverts often feel too embarrassed to do so. Don't be afraid to ask students directly if they understand an important or especially difficult concept. Don't take silence for understanding.

Include students in decision-making when it's appropriate. Questions related to breaks during class, how to organize particular projects, etc. help students feel as if they are responsible for the outcome of the course as well.

Learning Styles

Educational research has demonstrated that all students learn differently. No two students function in identical ways. Part of the instructor's job is to teach to the different learning styles of students. Scholars differ on how they define learning styles, and there is no assumption that you will master them. The point is to be sensitive at all times to the fact that some students may not understand certain concepts or skills because their brain is wired in a way that makes certain things very difficult. A simple breakdown of learning styles suggests that some students tend to learn better as follows:

- Visual: Some students remember things only when the information is written down and they get a visual picture of the information. This suggests writing things on the board whenever possible, or passing out information in writing for students to refer to in the future.
- Auditory: Some people need to hear something or need to speak about something in order for it to make sense. Discussions are good for these individuals. There are many multi-media resources available online – ask your Degree Chair or the Dean if you are interested in adding video or interactive content to your course. Research - *YouTube.com / TeacherTube.com / Technorati.com / the blogosphere / Cmaps etc.*
- Kinesthetic: Some students learn best when they can become involved physically in learning something. To these people, it is best for them to have hands-on activities. Regarding the computer, these folks have trouble hearing or reading about how to use the computer. They need to do it themselves, and the sooner the better.

With these things in mind, you might want to ask students about their learning styles. One easy exercise is to pose the question, "If I were to give you directions to my house, how should I present it?" Their choices are 1) in writing, 2) map, or 3) tell them orally. This will give you a clue.

Another popular way to look at this is right brain/left brain. This theory suggests that some people (left brain dominant) are linear and concrete in their thinking. They like things in a sequence of 1, 2, 3. They like to be able to see the road ahead and know exactly what each step needs to be. The "right brain people" tend to be more creative, less systematic, and think in more abstract terms. They often focus on ideas and feelings, and don't need a road map. They can be very non-concrete in their thinking. The point here is that instructors often fall on one side or another and they are dealing with students who think very differently. Instructors must be sensitive to this and organize accordingly.

POLICIES

Policy on Non-Discrimination

It is the policy of Marlboro College not to discriminate in its admissions program, student services or employment practices on the basis of race, creed, color, religion, gender, sexual orientation, gender identity or its expression, nationality, ethnic origin, age, or disability. Inquiries regarding discrimination should be made to the Human Resources Manager 802-451-7160.

Policy and Procedures on Sexual Harassment, Sexual Misconduct, Dating Violence, Domestic Violence and Stalking

Marlboro College expressly prohibits all forms of sexual harassment, sexual misconduct, dating violence, domestic violence and stalking as defined in this Policy, and related retaliation. This Policy applies to all Marlboro College students, faculty, and staff, as well as to participants in any Marlboro College program or activity, on or off campus. Impaired judgment due to alcohol or drug use does not excuse conduct that violates this Policy.

The College encourages complainants who believe they are being or have been subjected to such conduct, and others with knowledge of such conduct, to report the conduct to the College through the procedures described, and to seek the support of the College and/or external resources identified in this Policy. The full Marlboro College policy document can be accessed at:

https://nook.marlboro.edu/public/safety/sexual_harassment/policy.

Mutual Respect Policy/Anti-Harassment

Marlboro College is committed to preserving an environment conducive to academic and professional excellence. This can only exist when every community member actively promotes an atmosphere of mutual respect. This policy is not intended to inhibit the free and open exchange of ideas, essential to Marlboro College's principles, but rather to provide all community members the respect that will encourage their positive and honest participation.

Harassment is defined as any type of behavior that is so severe or pervasive that it interferes with an individual's work or academic performance or creates an intimidating, hostile or offensive work or academic environment. Harassment may include any unwanted physical contact; use of epithets, inappropriate jokes, comments or innuendos; obscene or harassing telephone calls, e-mails, letters, notes or other forms of communication. Harassment in any form is against the policies of Marlboro College and in many cases, it is also illegal under state and federal law.

Those found to have violated this policy will be subject to corrective action up to and including termination of employment. Harassment complaints regarding a staff member should be reported to the compliance coordinator (senior human resource officer), who will initiate an investigation of the

complaint. Upon gathering all information relative to the harassment complaint, the human resources office will convene a committee according to step four of the grievance policy procedure. Should the committee find that harassment has occurred; the human resources office and the individual's supervisor will apply discipline according to the corrective action policy. Retaliation against an individual who complains of harassment under this policy is strictly prohibited. Intentionally making a false accusation of harassment is also strictly prohibited.

Certain kinds of treatment based on gender, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, or veteran status are also covered under the Marlboro College non-discrimination policy. Please refer to this policy if the harassment is relative to employment or employment decisions.

Access for Students with Disabilities Policy

Support services for students with disabilities are available through the office of the Dean of Academic Advising and Support. Any student who has a professionally documented disability or is concerned about the possibility of a disability is encouraged to contact the Dean of Academic Advising and Support to discuss accommodations or concerns about the process of requesting accommodation.

Students who wish to ask for accommodation may be required to provide documentation of that disability made by certified professionals. All information will be kept confidential unless the student decides to share that information with you, the instructors, or with academic support professionals.

Accommodations are made on the basis of individual need. Diagnostic materials should verify the disability and note the specific impact on the student's functioning in specific academic areas.

The kinds of accommodations that have been made to qualified students with disabilities in the past are:

- Extended test time
- Assistance with study skills & time management
- Examination modifications such as oral exams, use of word processor
- Permission to record classes
- Assistance in obtaining audio books
- Classroom assignments altered
- Accessible parking spaces
- Interpreter for admissions interview
- Auxiliary aid for use in the classroom

Student Responsibility

Disclosing a disability is the student's choice. However, if a student with a disability requests accommodation, he or she:

- Must notify Dean of Academic Advising and Support of the disability, within a reasonable period of time, preferably prior to enrollment but at least two weeks prior to the need for accommodation. A longer lead-time is needed in some cases (e.g. obtaining the services of an

interpreter or recorded books).

- Must provide current professional documentation in the form of diagnostic test results and/or prescriptions for auxiliary aids. Example: A student with a hearing impairment who requests an auxiliary aid must provide documentation from an audiologist that specifies the necessary aid.
- May be required to pay for the costs of diagnostic assessments or of accommodations that exceed the definition of “reasonable” under Section 504 of the Americans with Disabilities Act.

If a student suggests difficulty meeting your expectation because of physical or emotional disability it is essential that you consult with the Dean of Academic Advising and Support who may choose to explore special student accommodations. It would be appropriate to suggest to students at the beginning of the term that if there were any learning issues of which you should be aware they should talk to you outside of class. We know you will be sensitive and supportive in your approach.

Service Animal Policy

Service animals will be permitted on campus when needed as an accommodation. The animal must be licensed and have an up to date health statement, including vaccinations, from a licensed veterinarian. The animal should wear some type of commonly recognized identification symbol and be leashed and quiet at all times. A service animal may be excluded from campus when that animal’s behavior poses a direct threat to the health and safety of others, or is not being used as an accommodation. When a service animal is determined out of control or disruptive as reported by students, staff or faculty, the infraction will be treated on an individualized basis. The student will be responsible for any damages incurred to property, as well as ensuring the safety, health, and behavior of the animal. For more information see *Article V: On-Campus Animal Regulations* in the bylaws for details of our animal policy. <https://nook.marlboro.edu/public/governance/handbooks/constitution>

Support Animal Policy

Support animals will only be permitted in campus housing when supported by sufficient documentation and deemed a reasonable accommodation for a student with a disability. All health and behavioral guidelines will be the same as for service animals. Requests for a therapy pet in housing must be made at least two months prior to the start of the semester. For more information see *Article V: On-Campus Animal Regulations* in the bylaws for details of our animal policy. <https://nook.marlboro.edu/public/governance/handbooks/constitution>

Evacuation Policy

Each semester the Dean of Academic Advising and Support will maintain a confidential list of student with mobility disabilities who may need assistance with evacuation. The list contains students’ names and their room assignments. This list will be shared with the Marlboro Fire Department, the on campus fire chief, the Student Life Coordinators, and the Resident Assistant, so that in the event of a fire they can assist with evacuation.

Parking Policy

Students with disabilities requiring a parking permit for campus must provide documentation and contact the Dean of Academic Advising and Support as soon as possible.

Information Policy

All student information will be kept confidential among the staff of the Dean of Academic Advising and Support, unless authorized in writing by the student or required by law.

Records Policy

The Dean of Academic Advising and Support will keep, in confidentiality, all records for students with disabilities until graduation, at which time they will be purged. If a student is withdrawn, dismissed or discontinued before that time, records will be kept for 3 years or until documentation is no longer current.

Grievance Policy and Appeals Process

Students who think they have been denied equal access to the College's academic programs, resources, or other services because of a disability may file a detailed written grievance with the Dean of Academic Advising and Support as soon as possible after the alleged discrimination occurred, but in no event more than 60 days thereafter. In order to establish the basis for such a grievance, students must have filed a Disability Accommodation Request Form and supporting documentation with the Dean of Academic Advising and Support and discussed their request with the Dean of Academic Advising and Support. The College encourages students to first speak with the Dean of Academic Advising and Support in order to resolve their complaints informally. If informal steps do not satisfactorily address the complaints or there is a complaint about the Dean of Academic Advising and Support, students may file the written grievance described above to the Dean of Academic Advising and Support who see that the complaint is investigated. A report will be issued, normally within 30 days.

Appeals Process: Students who are not satisfied with the Dean of Academic Advising and Support's decision may file an appeal by contacting the President. Appeals must be submitted within seven business days of when the student receives notice of the Dean of Academic Advising and Support's decision. The President may affirm or modify previous decision made and/or may send the matter back for reconsideration by the ADA Committee and the Dean of Academic Advising and Support. The President will communicate a final decision to the student in writing.

The Family Educational Rights and Privacy Act of 1974 (FERPA)

The Marlboro College Graduate School is required by the Family Educational Rights and Privacy Act of 1974 (The Act, also known as the Buckley Amendment) to inform its students, at least annually, of their rights under this Act.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent as in the following specific cases and with Directory Information.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Other exceptions include disclosures such as date of birth to authorized representatives of Federal and State-supported programs; e.g. the Comptroller General of the United States; The Secretary of State educational authorities; the Veterans Administration; the Secretary of Defense.

Directory Information

Certain information is considered "open to the public." Marlboro College Graduate School designates the following categories of student information as public or "Directory Information," and may disclose such information without prior consent upon request to members of the college community and outside agencies or individuals.

- Name
- Local and permanent address & telephone number
- Current academic status: full-time, part-time
- E-mail address
- Dates of attendance
- Academic class standing (e.g. freshman, sophomore, etc.)
- Academic Program (major area of study)
- Expected date of graduation
- Previous institution(s) attended
- Degree(s) conferred including dates and any honors or awards

The right to request that DIRECTORY INFORMATION not be disclosed

To withhold disclosure of directory information, your written notification must be received in the administrative offices of the Graduate School by no later than the final date for course registration each trimester. Forms requesting the withholding of directory information are available in the administrative offices at the Graduate School.

The right to inspect and review education records within 45 days of the date the written request is received

You should submit a written request identifying the record(s) you wish to inspect to the appropriate College official who will arrange for such access.

The right to request the amendment of the student's education records that the student believes is inaccurate or misleading

You may ask the College to amend a record that you believe is inaccurate or misleading by writing to the College official responsible for the record, clearly identifying the part of the record that you want changed, and specifying why it is inaccurate or misleading. The College will notify you of the decision to amend or not and advise you of your right to a hearing regarding your request.

The right to file a complaint with the U.S. Department of Education regarding alleged non-compliance by the institution to the requirements of FERPA

The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-4605.

NOTE: Marlboro College assumes approval for disclosure when students do not specifically request that directory information be withheld by the stated deadline. Questions and concerns about the Privacy Act, directory information or issues of confidentiality should be addressed to the Registrar.

Understanding FERPA

As faculty, you should be aware of the guidelines governing the treatment of student education records. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. Please see the full FERPA policy above. The Registrar is the MCGPS's official student records officer. No college employee, faculty member, or student may disclose GPS student information to any outside person or agency without the permission of the Registrar. Only designated staff within the Registrar's office may routinely disclose student information to outside persons or agencies and only within the guidelines permitted by FERPA.

Faculty Guidelines:

- Don't give out information about our students to anyone.
- Don't give out information about our students to colleagues or other people who work at Marlboro College unless they have a legitimate need to know. Other faculty do not have a right to know how a close friend or even a family member is doing.
- Do not discuss student grades, progress, attendance, etc., with anyone other than the student or the Registrar.
- If a student requests a reference or recommendation they must provide written and dated consent.
- Play it safe; if someone wants information about our students have him or her contact the Registrar.
- Don't be pressured into giving out student information--the Registrar can always give out the information later.

- Safeguard student information in electronic and hard copy formats. Do not leave student papers, tests, and assignments in places in which students go through them to get their own. Hand them back individually to students. Safeguard student records on your computer. Don't let unauthorized people view or have access to information on your screen. Shred any student record information you print---don't just throw it away!
- Information disclosed inappropriately may result in harm to a student, loss of federal funds for the college, disciplinary action of an employee or a lawsuit.

Intellectual Property Policy- Faculty

Primary curricular materials created by MCGPS (syllabi, course outlines, descriptions, topics for study, content management system courses and class forums) are the intellectual property of Marlboro College, developed for the express purposes of imparting instruction in these degree programs. Where these materials do not exist, or need extensive re-development, instructors will receive a stipend and the ownership of these materials will revert to Marlboro College on completion of the course.

Secondary class materials: class notes, illustrative examples and case studies prepared by the instructor, remain the property of the instructor. While MCGPS may request that a subsequent instructor is permitted to view these materials, the granting of permission is at the discretion of the original instructor.

Intellectual Property Policy- Students

All student work completed at MCGPS is the sole and exclusive property of the students.

Occasionally, faculty members have invited students or alumni to contract with them or their organizations to for special projects. Both parties, in writing, prior to its creation, should specifically agree to ownership rights to this type of work. MCGPS is not liable for the quality, timeliness, or delivery of any work contracted outside its academic relationship with students.

If you suspect that a student has not respected the intellectual property guidelines of MCGPS, or of the US Federal Code (Title 17 of the Copyright Act) you should consult your degree chair or the Dean of the Graduate School immediately. The Dean will convene a meeting of the Academic Oversight Committee, which is responsible for decisions regarding plagiarism, academic fraud, copyright violation, and disciplinary action including; suspension, dismissal, appeal, or any other serious matters that relate to the academic standing of a student.

Non-Disclosure Agreements (NDA)

When students or outside organizations that sponsor projects or capstones request that faculty and staff members at MCGPS agree to any non-disclosure agreements, the Dean for Graduate & Professional Studies must review this agreement with the student's basis for the request to protect certain

information, and confer with our legal counsel on its contents prior to signing. As a course instructor, you are not authorized to execute an NDA on behalf of MCGPS. Only the Dean or his/her delegate has the authority to bind the institution to a non-disclosure agreement.

Once MCGPS has signed a non-disclosure agreement, faculty members and advisors, as employees of the College, must abide by its contents. The Dean will provide faculty members with a copy of any NDAs that could affect their work.

Attendance Policy

The Graduate School expects students to attend all face to face sessions and have a regular presence in online learning environments at least every 48 hours. In the case of extreme circumstances when a student may need to be absent, he or she is responsible for notifying instructors at least 48 hours in advance in order to develop a plan to make up work.

If a student is not present in class or participating online for 12 days or more they are at risk of being administratively withdrawn. You must notify the Registrar if a student is not present in class either online or in face to face classes. The Registrar will notify the student in writing that they have 7 days to respond to develop a plan to make up work or they will be academically withdrawn from the class (or classes) in question. If a student is unresponsive, and as a result is withdrawn from all classes, they will also be administratively withdrawn from their degree or certificate program.

If a student is withdrawn from a class for attendance issues, this does not meet the standards of progress and is equivalent to a failing grade in how it applies to academic dismissal.

* Policy effective beginning September 9, 2011

Inclement Weather Policy

In the case of inclement weather, safety is our primary concern. Each student and faculty member is responsible for making their own safety-conscious decisions in light of bad weather. Should inclement weather in your area make it unwise for you to attend class, you are responsible for making alternate arrangements with your instructor. If there is inclement weather on the Marlboro campus, the Assistant Director for Student Experience coordinates with relevant faculty to make case-by-case decisions about class closures. If a decision is made to host classes virtually, students will be informed by email and through Moodle. The Assistant Director for Student Experience is the point person for all weather related issues and can be contacted at: kelsas@gradschool.marlboro.edu.

Policy on Computer Use at Marlboro College

Expectations for reasonable and ethical use of Marlboro College computing resources are congruent with the Mission of the College. Computing resources are primarily intended to support the educational

goals of the College; therefore, uses for academic and administrative purposes have priority. Moreover, computer users at Marlboro should "act responsibly within a self-governing community". Responsible and ethical behavior, as it pertains to computer use at Marlboro College, includes but is not limited to the following rights and responsibilities.

Rights

Services & Resources

You may avail yourself of information technology systems (ITS) and services at the college appropriate for your role within in the community.

Privacy

You should be aware that data or electronic messages stored and/or transmitted by ITS cannot be guaranteed to be private and confidential. Nevertheless, IT administrators at Marlboro College make every effort to treat the contents of data files and electronic mail as private and confidential. Access and inspection of electronic data stored on Marlboro College servers will be governed by all standard College procedures and applicable U.S. and Vermont Laws.

Freedom of Expression

Following the AAUP 1967 Joint Statement on Rights and Responsibilities of Students, the College believes that community members, "should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately. They should always be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution. At the same time, it should be made clear to the academic and larger community that in their public expressions or demonstrations [individuals in the community] speak only for themselves." These freedoms of expression extend to the use of computer and Internet resources.

Due Process

Marlboro's online communications are an extension of the college's physical community. Violations of college policies, bylaws, or the constitution that occur online shall be addressed in the same manner as if those violations had occurred in the physical community. Misuse of ITS will be handled in the same manner as other violations and infringements of College policies and community norms, by the Deans' Offices, Community Court, Committee on Sexual Harassment, or other avenues as the occasion warrants. In a situation where a system administrator feels the integrity of a computer system or network has been seriously threatened by your behavior, he/she may immediately suspend your access pending further action by the appropriate authority.

Responsibilities

Legal Behavior

As in any college endeavor, you are required to behave in a manner consistent with state and federal law. You are responsible for your own actions.

System Integrity

You should not act in any way that could reasonably be expected to damage or compromise ITS at the College. Likewise, you should not attempt to gain unauthorized access to or try to overwhelm the system resources. You may not share passwords or attempt to access any account not assigned to you.

Reasonable Comport

Like within the physical community at the College, your behavior through electronic communication media should support the “general assumption that a code of civilized behavior, suitable to adult citizens of a democratic community, will be followed by all members of the Marlboro College Community.”

College Logo and Name

You may not use the college logo in electronic media without authorization by the appropriate College body. Congruent with the Marlboro College Policy on Campus Organizations, no individual or group may use the name Marlboro in the title of its organization without registering such organization with the Dean of Students Office. Individuals may not represent themselves as official agents of the college.

Non-Profit

Personal use of the College's computing resources is not explicitly prohibited as long as it does not interfere with other users' access to resources for academic or administrative work and is not excessive.

Internet Service Provider Policies

Your use of the College's external internet connection is also bound by any related policy of our upstream service provider(s). A violation of such policy by any individual user can jeopardize the entire College's internet service connection. By using the College's internet, you also agree to abide by these policies, listed below.

Last updated by the Information Technology Taskforce, Spring, 2006.

Incomplete Policy

An incomplete for regular coursework (not portfolio or capstone work) may be granted by the faculty if extraordinary circumstances make it impossible for a student to complete work on time. Circumstances such as a death in the family, serious illness or natural disaster may warrant an incomplete. Outstanding coursework must be completed within 30 days of the end of the trimester in which the course was taken. After the student has completed all course requirements, faculty members will submit a grade change via our online system.

Students who do not complete the work by the due date will receive a Permanent Incomplete (PI) grade (or the grade otherwise designated by the faculty based on completed work) and will be required to retake the class for credit. Any extension beyond this due date will require a formal written petition to

the Dean. Incompletes may not extend beyond the end of the subsequent trimester. After this point, the student will receive a Permanent Incomplete (PI) grade.

As per federal guidelines, students with outstanding incomplete grades who request and receive a leave of absence will automatically receive Permanent Incomplete (PI) grades if the outstanding work is not turned in before the start of leave.

Last updated by the Academic Oversight Committee on July 26, 2018

Capstone/Portfolio Extension Policy

Degree requirements include the completion of a capstone project or, for the MATS, and MATL degrees, the completion of a portfolio. Occasionally, a student will have registered for all required classes and completed all of his or her course work, but will be unable to complete the capstone or portfolio work by the end of their final trimester. In this case, the student's status will automatically change to "on extension" for the following (and subsequent) trimesters.

- The student's status will change to "on extension". The student can re-register for the extension course and maintain this status for up to one year (three trimesters).
- The charge for being "on extension" in order to complete academic work is \$500 per trimester. Because of the structure of the MATS degree, this fee is waived for the first trimester on extension.
- Students are expected to continue to work toward the completion of their capstone or portfolio in conjunction with the Degree Chair for their respective program.
- Student must re-register for the Capstone Extension or Portfolio Extension class for every trimester that they continue to work to finish their degree. If they do not register for the extension class, they will be withdrawn from their program.
- If, at the end of three (3) trimesters on extension, the student has not completed the capstone or portfolio requirements, the student's status will be changed to "withdrawn" and the student will be assigned a grade of Permanent Incomplete (PI) for any outstanding classes.
- Prior to the beginning of each trimester, students may request to be withdrawn from the program if they choose not to complete their degree and wish to end their status as a matriculated student.
- Any student who has withdrawn (or who has been withdrawn by the school due to failure to register or at the end of three trimesters on extension) may apply to the Dean in writing, to be reinstated. The letter requesting reinstatement should explain why the student believes he/she is prepared to successfully complete the program in light of his/her previous performance. If reinstated, the student will be required to re-register for, and will be charged for, the total capstone or portfolio credits required at the current tuition rate for the student's matriculated program, as well as any other required classes not previously completed.

Policy on Purchasing Books and Classroom Materials

Faculty members who wish to purchase books related to their course that will become part of their personal library, must pay for these books themselves.

The library will buy required books for the library collection and also has some discretionary funding for GPS purchases. Check with Stephanie Sopka (802-258-9305) in the library for how the requests should be submitted.

GPS is happy to provide markers, flip chart paper and other classroom materials with enough advance notice. Please contact the Business Manager (business@gradschool.marlboro.edu). Any unused materials purchased for a class should be returned at the end of the trimester.

Faculty Travel and Accommodation Policy

Mileage

Mileage will be reimbursed at the Marlboro College rate (currently \$.40/mile) when a traveler must travel more than 15 miles one-way to perform the contracted work.

Marlboro North

Faculty are encouraged to stay at Marlboro North during residency weekends. Marlboro North is a dorm located just 5 minutes from campus. The rooms are comfortable and each faculty room has a private bath. Faculty stay free, and we have double rooms if anyone travels with a partner. You can book a room by emailing Kelsa Summer: kelsas@gradschool.marlboro.edu

Hotel

Hotel costs will be reimbursed at the Marlboro College rate (currently \$100/day for room charge.) Hotel expenses are allowable if the distance from the traveler's home to the worksite is more than a 2 hour drive and/or if the work day will start so early in the morning or end so late in the day as to make it impractical to travel up and/or back the same day. In addition, if the work requires an evening presence from the traveler -- evening meetings, expected attendance at a social gathering provided for the event, etc., the traveler is allowed to obtain a room for that night.

Due to confusion generated by prior policies, travelers must now pay the full cost of their hotel stay when they check in. The College will reimburse hotel expenses at the rate of \$100 per night. Stays of more than one night must be pre-approved by the Business Manager business@gradschool.marlboro.edu. For reimbursement at the \$100 per night rate, please submit your expense report to business@gradschool.marlboro.edu.

Marlboro College has negotiated rates with:

- [The Latchis Hotel](#): Rooms starting at \$90 (+tax) for faculty. Call the hotel to make a reservation. Let them know you're from Marlboro and ask for the Corporate rate: (802) 254-6300
- [The Comfort Inn](#): Rooms starting at \$79 (+tax) for faculty. Call the hotel to make a reservation and let them know you're a Marlboro faculty member: (802) 579-1344
- [The Colonel Williams](#): 25% seasonal discount for Marlboro faculty. Call the hotel to make a reservation and let them know you're a Marlboro faculty member: (802) 257-1093
- [The Whetstone Inn](#): Rooms starting at \$60 (+tax). Additional 20% seasonal discount for Marlboro faculty. Call the hotel to make a reservation and let them know you're a Marlboro faculty member: (802) 254-2500

Alcohol and Other Drugs Policy

In order to comply with the Drug-Free Workplace Act of 1988 and Drug-Free Schools and Communities Act Amendments of 1989, the College has adopted the following policy.

The unlawful or improper use of alcohol within the workplace and on all campus property is prohibited. The unlawful manufacture, distribution, dispensation, possession or use of illegal drugs within the workplace and on all campus property is prohibited. No employee may be under the influence of alcohol or any illegal drug or controlled substance while in the workplace, while on duty or while operating a vehicle or equipment owned or leased by the College.

The Graduate School will impose sanctions on students and employees consistent with state and federal laws. Such action can range from verbal warnings to suspension or expulsion from the program or termination of employment and referral for prosecution for the violation of the standards of conduct described herein. Sanctions will be determined by an ad hoc panel, consisting of the GPS Dean, the Assistant Director for Student Life, and one additional staff person appointed by the Dean, on a case-by-case basis.

Off Site Consumption of Alcohol

Given that most, if not all, of the students at the Graduate School campus are at least 21 years of age, it is impossible for the Graduate School to dictate any guidelines regarding student behavior away from the building. The only student behavior that relates directly to the Graduate School is the use of alcohol at student gatherings off-site where a Graduate School staff or faculty member may be present. In those settings, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees of the Graduate School, or as part of any Graduate School activity, is prohibited.

Smoking Policy

To protect the health of all community members, and in accordance with state statutes, the College prohibits the possession of lighted tobacco products in any form in all indoor places of public access and

in all indoor workplaces. Smoking shall be permitted outdoors and in any space specifically designated as a "Smoking Permitted Area", such as the outdoor smoking pavilion.

Disciplinary Policy

The disciplinary policy is set and approved by the Academic Advisory Board and applies to all students enrolled in academic programs at Marlboro College Graduate School.

Academic Advisory Board

The Academic Advisory Board consists of the Dean of GPS, the Assistant Director for Teaching and Learning, and one Graduate School faculty member. The Academic Advisory Board will be responsible for decisions regarding plagiarism, academic fraud, copyright violation, and disciplinary action, including suspension, dismissal, appeal, or any other serious matters that relate to the academic standing of a student. Two members of the Board must be present at a meeting for a quorum to exist. In extraordinary circumstances, the Dean may make decisions without consultation of the other members of the Board. In those situations, the Dean's decision will hold until he/she consults with the other Board members, at which point a final decision will be made.

Plagiarism

Plagiarism describes a variety of academic offenses and errors in which a student uses information from a source without providing adequate attribution. The Academic Advisory Board will review any complaints that plagiarism has taken place, with consequences ranging from the student correcting an error, to receiving an F in a course, academic probation, or dismissal from the program. Examples of plagiarism include the following: Academic Fraud, Technical Plagiarism, and Copyright Violation.

Academic Fraud

Academic Fraud occurs when one deliberately misrepresents another person's work as his or her own. This can include, but is not limited to buying a term paper, taking someone's graphic without acknowledgment, or copying someone's html code without permission. Fraud will not be tolerated, and when proven will result in an F for the course, and will render the student liable for dismissal from the program.

Technical Plagiarism

Technical Plagiarism occurs when one inadvertently fails to properly cite, credit, and/or integrate a source, be it text, computer code, graphic, audio, or video information into one's work. Technical plagiarism can range in severity from an errant footnote, to incomplete citation information to "forgetting" to cite altogether. In the public environment of the Internet, the consequences of these errors can range from mild embarrassment to possible lawsuits. The Academic Advisory Board will review cases of Technical Plagiarism with faculty

members and make recommendations for correction. This may include academic penalties for the student where appropriate.

Copyright Violation

Copyright Violation occurs when you follow all the rules for correct citation, and thus avoid plagiarism, yet your use of materials exceeds Fair Use guidelines as outlined in copyright laws and you have not received copyright clearance to use the material (Fair Use guidelines are available online at the Library of Congress site). Given that your courses and course work may concern themselves with projects that are "published" on the Internet you are required by federal law to honor copyright guidelines. Failure to procure copyright may result in the need to delete portions of your work from web sites that may be graded as part of your coursework. These deletions may result in reduced grades, up to and including course failure.

Notification of Action

A student placed on suspension, reinstated from suspension, or dismissed from the program will be notified in writing.

Suspension

In certain cases, the Academic Advisory Board may place a student on suspension for violations of its policies. Suspension means that the student may not attend classes or participate in online activities during the period of suspension. Suspensions are temporary in nature and their term will be decided upon by the Academic Advisory Board in its discretion appropriate to the seriousness of the offense.

Dismissal

In certain cases, the Academic Advisory Board may dismiss a student whose conduct seriously undermines the educational environment of the Graduate School. Such behavior may include, but not be limited to, sexual harassment (See Policies on Discrimination and Sexual Harassment), threatening behavior, aggressive conduct, activities that violate federal, state or local laws, or actions that constitute an offense under the guidelines of the Graduate School as noted in the Handbook.

Appeal

A student has the right to appeal to the President of Marlboro College the Academic Advisory Board's decision to suspend or dismiss. The President, after reviewing the evidence and consulting with the appropriate parties, may affirm or overturn the suspension or dismissal decision. In general, the President's decision will be based on a review as to procedure in the case. If the President is out of the country or otherwise indisposed, he/she will render a decision within five working days after receiving notification of the appeal, and the decision will be sent in writing to the student and to the Dean.

Marlboro College Graduate Student Financial Aid Warning, Suspension, Probation and Appeal

Policy

Financial Aid Warning

At the end of each trimester the financial aid office will review for Satisfactory Academic Progress (SAP). Students who do not earn a grade of B- or higher for each course they are registered in will be issued a financial aid warning effective the following trimester. Students who have any type of financial aid will continue to receive aid while on financial aid warning. This may or may not coincide with academic probation. See 'Standards of Progress' in the Marlboro College handbook at <https://www.marlboro.edu/academics/graduate/student-handbook>.

In order to be removed from financial aid warning the student must earn the required grades by the end of their financial aid warning trimester. Students must be enrolled at least half-time. A student cannot be on financial aid warning more than one trimester without earning SAP.

Financial Aid Suspension

When a student fails to make SAP for a second trimester while enrolled at least half-time will be placed on financial aid suspension and are not eligible for financial aid.* Students who exceed 150% of the published program length will lose aid eligibility. Financial Aid suspension may or may not coincide with academic probation. Students who are dismissed or academically withdrawn are no longer eligible for financial aid.

- Students who lose aid eligibility due to financial aid suspension but who are not dismissed or academically withdrawn from the college can appeal this decision to the Director of Financial Aid.
- Students on financial aid suspension may continue to attend the college at their own expense. Students may become eligible for financial aid in their next trimester once SAP is obtained.
- Students who are dismissed, withdrawn or who withdraw from the college but who are subsequently reinstated may be considered for financial aid based upon SAP standards as determined by a review of the student's academic record since separating from the college.

Financial Aid Probation

Students who have appealed a financial aid suspension and are successful will be placed on financial aid probation for one trimester. The student will be eligible for financial aid while on probation. Students who do not earn SAP at the end of the probation trimester will lose financial aid eligibility.

Students with incomplete grades will be placed on the appropriate status. Once grades are determined, if the student meets SAP the warning, suspension or probation status would be revoked.

*Students may continue to be eligible for some outside sources such as private loans or outside scholarships. Students are urged to contact the source of their aid to determine if they remain eligible. Institutional aid and some outside sources of aid may be limited to a shorter period of eligibility than 150% of the published length of the program.

Last updated by the Registrar on January 22, 2018

CAMPUS SECURITY REPORT

Security reports for both the Marlboro Campus in Marlboro, Vermont, and the Graduate School campus in Brattleboro, Vermont, are available online at:

https://www.marlboro.edu/community/graduate/campus_safety.

This information can also be accessed through the United States Department of Education at:
<http://ope.ed.gov/security/>

For more information contact the Registrar:
registrar@gradschool.marlboro.edu; 802-251-7609

Appendix 1

Syllabus

Information Technology Project Management I

1. Title

Information Technology Project Management I

2. Description

Based on the PMBOK (R) core knowledge areas, this course guides leaders through the application of the project management **initiating** and **planning** processes. Key topics include project selection and scoping, schedule development, risk identification, quality planning, team building, and project communication. Students will develop a comprehensive project plan using a project of their choice.

3. Intended Audience and Rationale

All students. This course is geared towards project and resource managers, but programmers, teachers, and engineers will also benefit from the material.

4. Goals

There are three broad goals in the course:

1. Skill Building – Build confidence in each student’s ability to plan complex projects and work with project stakeholders.
2. Project Management Subject Matter Expertise – Be conversant with the PMI Project Management Body of Knowledge (PMBOK). Introduce and share the current best practices in information technology project management.
3. Develop a community of project managers who can serve as on-going resources for each other.

5. Learning Objectives

By the end of the course, students will be able to:

- Use the PMBOK effectively
- Describe and understand the purpose of each component of a project plan document
- Demonstrate competency in the creation and management of a project plan
- Share best practices and tools related to project management

6. *Topical Outline

Session 1	<p>Introductions</p> <p>Course Administration</p> <p>Online Environment</p> <p>Affinity Diagramming</p> <p>PM Fundamentals</p> <p>PM Field and Job Market</p>
Session 2	<p>Life Cycles</p> <p>PMBOK Processes</p> <p>Project Integration</p> <p>Scope Management 1</p>
Session 3	<p>Scope Management 2</p> <p>Requirements</p> <p>Time Management 1</p>
Session 4	<p>Quality Management</p> <p>People</p> <p>Communication</p>
Session 5	<p>Time Management 2</p> <p>Estimation and Scheduling</p>
Session 6	<p>Risk Management</p> <p>Procurement</p>

	Transition to Project Execution
Session 7	Final Presentations

* see separate document for detailed weekly schedule, available online by Session 1

7. Format

This course has a face-to-face component and an online component. You are expected to attend and participate in class discussions in both formats (BSMIS students: please contact me if you will not be attending the face-to-face meetings either in person or via teleconference). There is also an online-only option for students in the Masters program. Podcasts will be available at <http://gradcenter.marlboro.edu/academics/MSMAudio.html>.

8. Instructional Procedures

This course will use multiple approaches. Students are expected to apply successful techniques to their current work situation and report back on the results.

We will use the Marlboro College Graduate School online environment to facilitate discussions during the 2 weeks between face-to-face class sessions. Plan to log in at least once every 48 hours and post at least once every 3 days. I will post each week's discussion questions on Saturday in the appropriate conference. Each conference will be open until the next class meeting. You are expected to write at least two substantive posts and two substantive replies each week for a minimum of **eight posts per 2-week session**. You should feel free to initiate discussions as well. See the Online Participation Rubric for more information.

9. Evaluation Procedures

Hybrid format

Class Attendance and Participation	20%
Online Participation	25%
Weekly Assignments	35%
Final Project and Presentation	20%

Online-only format

Online Participation	40%
Weekly Assignments	35%
Final Project and Presentation	25%

10. Prerequisites

None.

11. Instructional Resources

Required Texts

There is assigned reading for the first session. Please make every attempt to obtain the texts in a timely manner.

Schwalbe, Kathy. *Information Technology Project Management, 5th Edition*. Boston, MA, Thomson Course Technologies, 2007. Available from <http://www.coursedirect.com/> or www.amazon.com

This text has an online student companion: it is not required but you are welcome to use it.

Project Management Institute. *A Guide to the Project Management Body of Knowledge. 3rd Edition*. Newtown Square, PA, Project Management Institute, 2005. Available from <http://www.pmibookstore.org>

Berkun, Scott. *Making Things Happen*. O'Reilly, 2008. Available from www.amazon.com

Reader, available for \$25 at the first session. Online students, please send your mailing address so that this can be sent to you.

Please read Berkun Ch. 1, PMBOK Ch. 1, and Schwalbe Ch. 1 **before** our first class meeting.

Software

Microsoft Office: Use Microsoft software for class documents, or contact me if you need to use other products. Use the following naming convention for all files: "Identifier_YourLastName" where

“Identifier” is replaced appropriately, e.g. “bio” or “wbs.” All pages must have your name, the course title, and the submission date in the header information and must be numbered using the “Page N of NN” format.

Project Scheduling

There are a number of project scheduling software tools available. I will use Liquid Planner (www.liquidplanner.com) but students may choose to use Microsoft Project instead. If you would like to use a different tool, please contact me first.

Personal Learning Environment (PLE)

Students are encouraged to use a personal learning environment during their time at the Marlboro College Graduate School. Platform options include wikis such as wetpaint.com, blogs such as wordpress.com or blogger.com or your own HTML site. The PLE will be your permanent repository of personal reflection and coursework. Students retain all responsibility for site content, personal privacy, and technical support.

1. Competence Statement

I own Facilitated Change, a project management consulting firm. I am certified as a Project Management Professional (PMP) by the Project Management Institute (PMI), a global leader in the development of standards for the practice of project management.

Before I founded Facilitated Change, I worked for Hewlett-Packard in California and Idaho for 12 years. I started out in computer programming and system administration and then moved on to project management. I bring subject matter expertise to managing information technology projects, but I am also skilled at working with people in a variety of fields. I hold an MBA degree from the University of California at Los Angeles.

I am a contra dance caller and avid dancer, and can often be found at the Greenfield, Massachusetts contra dance on Friday nights. I also love to ski, read, and enjoy my home in Nelson, NH.

If you'd like more details, check out www.lisasieverts.com, project-tips.com or catch me after class or online.

(Your Name)
Marlboro College Graduate and Professional Studies
(your email)